



Syllabus

SCHOOL OF HEALTH AND SCIENCES **HSVC 375: Human Service Practice with Older Adults**

5 Credits
Effective: Summer 2016/2017

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course will cover evidence-based practice in interventions, approaches and assessments with older adults. Students will gain understanding of the diverse needs of older adults and their formal and informal support systems, as well as identify attributes of effective helpers and their impact on the older adult. Students will be able to identify common issues that older adults face and will gain knowledge about human services roles and settings in working with older clients.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Identify common physiological, cognitive, and psychological issues that accompany aging and their impact
- Design appropriate interventions to address the needs of older adults
- Conduct a multidimensional comprehensive assessment relevant to older adults, their caregivers and support system
- Identify various roles and settings of human services professionals working with older clients
- Describe and differentiate between theories of aging and development.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Biopsychosocial issues in aging
- Caregiving
- Case management
- Community resources
- Dementia and Alzheimer's Disease
- Demography of aging

- Effective interventions with older adults
- Elder abuse and neglect
- End of life care
- Informal and formal support systems
- Mental health issues in aging
- Multidimensional comprehensive assessment
- Strengths-based interventions
- Theories of aging

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	30%
Identifying and Securing Resources for Older Adults	30%
Comprehensive Biopsychosocial Assessment of an Older Adult	40%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Discussion

Students are expected to participate in weekly discussions and activities. Discussions and activities will include discussion questions on the discussion board, quizzes, group projects, and individual assignments. Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes); 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes; 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
TOTAL	100%

Identifying and Securing Resources for Older Adults

The students will identify and research three formal resources/agencies/services in their communities that will enhance the well-being of older adults. The student will write a 6-9 page paper describing the three resources.

The student will identify these three resources utilizing the categories of resources found in Part 2 of the Wacker textbook "Community Resources for Older Adults". The student will conduct research on two of the resources using the internet and other sources. The student will visit the third resource/agency and conduct an interview with a staff member in addition to doing internet research on that resource/organization. Students are advised to schedule their interview with the human services provider immediately at the beginning of the quarter as this allows time to reschedule if the appointment is cancelled for any reason. The student will provide the following information on EACH resource:

1. Describe the formal support service, including the category of service, what the agency does in general, and the specific services it provides;
2. Describe the population the agency serves;
3. Describe the criteria for eligibility for services and the methods of service delivery;
4. Explain why the student chose this particular service/resource to include in their paper.

In addition, for the one resource/agency where the student conducts an INTERVIEW, the paper should include the following additional information:

1. Describe how the the agency is part of a larger network of services for older adults;
2. Describe the assessment process the agency uses with clients;
3. Explain how the agency is funded to support the services it provides;
4. Explain the role of the person interviewed and why they chose to work at the agency and with the population the agency serves;
5. How does the agency evaluate the results of its work with older adults?
6. What are the challenges, joy, and rewards of working with the population?
7. What knowledge, skills and experience best prepares someone to work at the agency and with the population served?

The student will incorporate concepts from the course into their paper in addition to the research done via the internet and in-person interview. In their papers, students should combine their own thoughtful analysis with ideas and information found in course materials. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	25%
Apply course theories and concepts	40%
TOTAL	100%

Comprehensive Biopsychosocial Assessment of an Older Adult

The student will complete a 6-9 page comprehensive biopsychosocial assessment based on a case example provided by the instructor. The assessment narrative will be written in an organized, factual manner utilizing the assessment elements found in Chapters 4 and 5 of the McInnis-Dittrich text. In addition, the student will discuss both the strengths and challenges that impact areas for intervention. The student will discuss the preparation needed before conducting the assessment (What does the student already know? What does the student want/need to know next? Who else would the student speak with for collateral information?). The student will identify strategies used to engage the client to contribute to the assessment (Partnering? Use of empathy and patience? Handling resistance?) The student will clearly identify four potential goals of the client in the assessment as well as an action plan to address each goal. In their papers, students should combine their own thoughtful analysis with ideas and information found in the resources cited. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	15%
DAS-U-Analysis and use of course concepts	30%
Multidimensional assessment	35%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.