

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 387R23	Instructor:	Namkee G. Choi, PhD, MSW nchoi@austin.utexas.edu
Unique Number:	61560	Office:	3.122D
Semester:	Fall 2022	Office phone:	512-232-9590
Meeting time/Place:	T 8:30-11:30am SSW 2.132	Office Hours:	Tuesdays, 11:30-12:30 or by appointment (in-person, zoom, or telephone)

Social Work Practice with Older Adults: Health and Mental Health Issues

I. STANDARDIZED COURSE DESCRIPTION

This course is designed to integrate the theories and practice skills needed for effective social work with older adults with major physical and mental health concerns and the older adults' families. The course builds upon the basic theoretical foundations and the practice methods and skills the students have acquired in their introductory courses. Specific focus will be on in-depth understanding of the nature and course of chronic illnesses and mental health problems, including cognitive declines, utilization of interdisciplinary (multidimensional) geriatric assessment tools, and evidence-based intervention models and processes. Understanding the issues of vital aging, developmental processes, fostering an alliance, overcoming stigma, use of self, therapeutic bias, and ethical dilemmas with this population will also be studied. Emphasis will be placed on older adults at risk due to poverty, lack of informal social support, disability, and discrimination based on race/ethnicity, sexual orientation. The course will be conducted using lectures, class discussions, case analysis, role plays, presentation by expert community practitioners, films, and specialized practice assignments to actively engage students in learning practice.

II. STANDARDIZED COURSE OBJECTIVES

At the completion of this course, the student will be expected to:

1. Demonstrate the ability to explore, identify, and resolve his or her biases, myths, and stereotypes about older adults and the aging process by engaging in self-reflection;
2. Analyze the impact of their own biases on practice with this population;
3. Demonstrate advanced knowledge of theories and practice concepts regarding the unique and diverse needs and capacities of older adults and their families;
4. Identify and understand the signs, symptoms, and trajectories of particular health and mental health problems of older adults;
5. Identify changes in cognitive functioning and address attendant challenges to independent living and safety issues;
6. Be able to select and utilize appropriate assessment and diagnostic methods, including comprehensive geriatric assessment tools (e.g., ADL/IADL check list; home safety check off list; Geriatric Depression Scale; mini-mental status exam);
7. Critique and identify the most effective treatment models and methods to employ for the identified health and mental health problems;
8. Identify gaps in community services that support older adults with health and mental health problems;
9. Demonstrate the capacity to assess the challenges faced by older adults' families caring for them;
10. Develop care plans to address the needs of the informal support system with psycho-educational and supportive model and by linking them to health and social service resources;
11. Demonstrate cultural sensitivity toward diverse population groups (e.g., gender; race/ethnicity; immigrant status; sexual orientation and gender expression) and utilize culturally sensitive approaches in assessment and intervention;
12. Demonstrate expertise in responding to ethical dilemmas common to aging, chronic illness, cognitive decline, and death and dying;

III. TEACHING METHODS

We will meet in person for all classes.

- Before coming to class, students are required to review reading assignments (1-2 short-to-medium length articles/chapters on average), select power point slides, and/or other class materials (e.g., videos) independently. Please answer the critical thinking and discussion (CTD) questions at the end of each chapter by Segal et al. (our main textbook). For other articles, PPT slides, and videos, you will be required to generate at least one question/comment/discussion idea (QCD) per selected reading/viewing assignment as noted in Section IX. Your responses to the CTDs and QCDs should be submitted to Canvas before 8:30 am on the day of class or in person during the class. Your CTDs and QCDs must show that you have done your reading assignments and that they are thoughtful reflections of your reading and critical thinking. Entries not showing evidence that you have done your reading will not be graded (i.e., no point earned).
- Classes will be devoted to instructor's presentation of additional materials and discussion of each student's CTDs and/or QCDs. For productive collaborative learning, students are required to actively participate in class discussions of the assigned class materials and other instructor-presented topics during class (refer to class participation grade [i.e., class attendance and CTD/QCD grades] in the section below).

IV. REQUIRED TEXT AND MATERIALS

With the exception of the textbook chapters (that cannot be uploaded for copyright issues), all required reading/viewing assignments are available on the UT course Canvas. Please go to the Canvas "Modules" section for each weekly class outline, reading assignments, instructor-developed PPTs, urls for videos.

Required text:

Segal, D., Qualls, S. H., & Smyer, M. A. (2018) *Aging and mental health* (3rd ed.): **Part III (Chapter 8 through 13)**. Wiley Blackwell. (ebook available for download from UT Library; Part III: <https://onlinelibrary-wiley-com.ezproxy.lib.utexas.edu/doi/epub/10.1002/9781119133186>; ebook/print version/rental available from https://www.amazon.com/Aging-Mental-Health-Understanding-ebook-dp-B077FHL9B3/dp/B077FHL9B3/ref=mt_other?_encoding=UTF8&me=&qid=)

Sahlins, J. (2010). Chapter 3 of *Social work practice in nursing homes: Creativity, leadership, and program development*. Chicago, IL: Lyceum. (Chapter 3 available on Canvas)

Required journal articles: All of the articles that are required readings are shown in **Section IX** and available on the course Canvas.

Required PPT files: These are instructor-developed PPT files. Please review these PPT files before class meetings. Some files contain urls/links to youtube videos. Students are required to review contents in these videos and complete training before class for further discussion.

Recommended books and book chapters: Available on Canvas Files section

Knight, B. G. & Pachana, N. A. (2015). *Psychological assessment & therapy with older adults*. New York: Oxford University Press (Chapters 3, 4, 5, 7, & 9 available on Canvas Files section).

Arean, P. A. (2015). *Treatment of late-life depression, anxiety, trauma, and substance abuse*. Washington, DC: American Psychological Association. (Chapters 7 & 8 available on the course Canvas Files section)

Institute of Medicine. (2015). *Psychosocial interventions for mental and substance use disorders: A framework for establishing evidence-based standards*. Washington, DC: National Academies Press. (Chapter 3 available on Canvas Files section)

National Academies of Sciences, Engineering, and Medicine. (2020). *Social isolation and loneliness in older adults*. Washington, DC: National Academies Press.

Recommended books for your leisure time reading:

Cole, A. (2021). *Counseling persons with Parkinson's disease*. New York: Oxford University Press.

Leland, J. (2018). *Happiness is a choice you make: Lessons from a year among the oldest old*. New York: Sarah Crichton Books.

Corttrell Foule, M., & Eckstrom, E. (2015). *The gift of caring: Saving our parents from the perils of modern healthcare*. New York: Taylor Trade Publishing.

Agronin, M. E. (2018). *The end of old age: Living a longer, more purposeful life*. New York: Da Capo Press.

V. COURSE REQUIREMENTS (For submission of journals, CTDs, and QCDs, please use Canvas text entry or file upload function. For other assignments, please use file upload function. Alternatively, you can submit a paper copy of any requirement to the instructor in class on the due date.)

1. **Journals (Dates are noted in Section IX; 2 points each; 6 points total):** As social workers, it is essential for us to use life course perspectives when working with older clients. Especially for racial/ethnic minority older adults, devastating and enduring influence of the past and ongoing systemic racism and white supremacy on their lives cannot be ignored. Along with Ecological Systems Theory and Strength-based Perspective, Critical Race Theory provides an important basis for understanding our clients in the context of historical political and societal realities/oppression and for achieving social justice for all. Please refer to seven tenets of CRT and an article on intersectionality in the canvas course module (Course Syllabus, Seven Tenets of CRT, & BWTL assessment instrument). We need to self-reflect and critically process our own views, feelings, biases, and experiences with regard to race and racism. You are expected to turn in three journal entries in the following topical areas: (1) Your thoughts about the influence of race, racism, and/or intersectionality on racial/ethnic minority older adults: please think about your interactions/work with any Black, Brown, Indigenous, or Asian older adults; (2) Did you ever have to own/reflect your own ageism, ableism, classism, and/or racism? Or did you ever have to help others become aware of their biases? What prompted you to do so and how did you do it?; and (3) Discuss at least one racism-based policy or practice that perpetuates health disparities and economic and environmental injustice in late life and how it should be changed to improve the lives of low-income, marginalized older adults and achieve social justice. Each journal entry should be one single-spaced page. Please use any resources/citations, if needed/applicable, for your journal entries.

2. **Weekly assignments (CTDs for Segal et al. and QCDs for articles, PPT slides, and videos for 2 points each for a total of 46 points for all required submissions):** Starting from week 2, each student is required to submit answers to the critical thinking and discussion (CTD) questions at the end of each chapter by Segal et al. You have to answer all the questions in the CTD to earn two points (i.e., do not skip any question). For other reading materials (book chapter, journal articles, and PPTs) and videos that are required to read/view, each student is required to submit at least one question/comment/discussion idea (QCD) per selected reading/viewing assignment as noted in Section IX. This can be a question related to the contents of the reading/viewing assignment, a pertinent case example from your own practice/internship to add to the examples shown in the reading materials, or other comments/thoughts/ideas that you like to discuss or get the instructor's feedback in class. These assignments are designed to make sure that each student comes to class having read/viewed the assignments and prepared to actively participate in class discussions. (Previous students specifically requested the instructor's PPT slides and videos to be made available before classes so that they can review them at their own available times.) Please submit your CTDs and QCDs onto the Course Canvas Assignment tab or bring them to each class for discussion (hand-written submissions are fine). For in-class submissions, please note the chapter/article title, date of submission, and your name on top of your submission. No late submission of this assignment will be accepted under any circumstance.

3. **Chronic Disease Research Brochure and Presentation via zoom (10 points; due 11/1/22):** A student dyad is

required to research one chronic medical condition that has been associated with older adults. Please refer to the list of the most common medical conditions in late life below. The research will include etiologies, signs, and symptoms of the disease, its usual progress, common treatments, and prognosis. Describe how each condition may affect activities or instrumental activities of daily living. Discuss available treatments and common risks and benefits of the treatments, including economic issues such as ongoing medication costs.

For each condition, you will develop a one-page (front/back) brochure (that could be used to educate an older adult on the condition) that contains pertinent information regarding the chronic condition. This brochure will be shared with classmates and turned in for grade. Students have to keep the concepts of health literacy in mind when creating the brochure for older adults. However, during class presentation (10 minutes), they must impart necessary medical information and terms that social workers need to be equipped with in multidisciplinary team work settings (e.g., hospitals, health clinics, long-term care settings). Instructor will distribute examples of brochures.

Most common chronic medical conditions in late life: Adult onset diabetes; Arthritis; Kidney and bladder problems; Parkinson’s disease; Glaucoma and cataracts; Macular degeneration; Lung disease; Lung cancer; Osteoporosis; Enlarged prostate / Prostate cancer; Cardiovascular disease: HP, Heart disease and Stroke; Colon / Rectal cancer; Chronic pain; Sleep disorders; Falls and related injury. While falls are not a disease per se, its consequences can be life-threatening to older adults’ health. Thus, falls prevention education is an important topic.

4. Short Report on Innovative Aging Service Programs/Resources (5 double-spaced pages, 10 points [5 points for the report and 5 points for class presentation], due when completed; but do not postpone till the last minute as you will lose class presentation points): Each student is expected to research an innovative program/service for older adults and write a report on the program/service. To describe a program/service, you will have to interview (via email, phone, Skype) at least one major player for the program or to attend a webinar in addition to any web-based resource. With ongoing COVID threats, many aging-service programs are relying on technology or other innovative ways to deliver their services to reduce social isolation among older adults, and you can certainly report on one of these services. You can also report on any other technology-based innovative program: e.g., artificial intelligence/other technological platforms/monitoring devices to assist frail/cognitively older adults with their activities of daily living and their caregivers, prevent fall-related fractures, or to engage older adults in evidence-based chronic disease prevention/self-management approaches (e.g., exercise and other life style changes). Please submit any form of verification (e.g., email exchanges, webinar screen shots) of your contact with the person in charge of the program or webinar attendance. Each student will have a 5-10 minute presentation of her/his short report during a class session (5 points for presentation).

5. Assessment and Intervention Plan Paper & Presentation via zoom (12 double-spaced pages; 28 points; due 11/29/2022). Please refer to Section X of this syllabus for specific guidelines. Each student is required to complete an interview (via telephone, Skype, or in-person) with an older adult (age 60+ and a relative or a friend who is willing to help you with your education). If at all possible, please talk with at least one informal or formal caregiver of the older adult, with the older adult’s permission, to collect additional information. The goal of the interview is to allow the student opportunity to practice assessment skills with an older adult who may have multiple physical and psychosocial problems. After the interviews, the student will summarize the assessment findings and the most effective (evidence-based) and feasible intervention plans for the older adult, and identify gaps in community services that support older adults who have similar needs. A basic assessment instrument (available in both English and Spanish)—including sociodemographic items, measures of chronic conditions and overall health status, ADL/IADL impairment, scales for depression, stressful life events, social service utilization, social engagement, and many other items—is available on Canvas (see BWTL assessment) in the Files tab. You are welcome to revise and add questions and validated scales for your assessment with a specific client.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-

87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Class Attendance and Participation Policies: It is important for social work practitioners to be punctual in attending meetings and adherent to deadlines. Thus, students are expected to attend all classes. A student will be considered absent if she or he comes to class or zooms in more than 10 minutes late to class or does not attend without a medical documentation. Students who miss one class, without a medical documentation, during the semester will lose 3 points, those who miss two classes will lose 6 points, and those who miss three or more classes will lose 10 points. Leaving class early will be counted as an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission.

For this class, it is critical that students complete assigned readings/videos before each class time and actively participate in class discussions. Since class time will be devoted to discussing the reading/viewing assignments, attending any class without reading/viewing these materials will be a waste of time and you will not earn any point for CTDs/QCDs.

Late Assignment Policies: No late submission of CTD and QCD assignments will be accepted under any circumstance. For other assignments, except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will be accepted without penalty. Students are expected to upload all required assignments to Canvas by 8:30 am on the specified due date or bring a paper copy to class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least **48 hours PRIOR** to the date specified in the course syllabus.

Electronic Device Use: Students are welcome to use laptop computers/tablets to take notes in class and to support learning. Please be mindful that electronic devices do not serve as a distraction to you or those around you.

Feedback on Learning: Students are welcome to provide any feedback on their learning in informal as well as formal ways. It is very important for the instructor to know the students' reactions to what is taking place in class, so students are encouraged to inform the instructor on how her teaching strategies are helping or hindering student learning, ensuring that together the instructor and students can create an environment effective for teaching and learning.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain

a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are

subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their

behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

All assignments due each week should be uploaded onto Canvas before 8:30 AM that week.

Week 1 (8/23/22): Introduction, The Older Americans Act, & Theories of Aging	
Independent tasks	<ul style="list-style-type: none"> ✓ Course syllabus review ✓ Reading materials: The Older Americans Act (OAA) & aging service network
Assignments due	Please bring your QCDs about the OAA if any. No graded QCDs for this first class.
In class	<ul style="list-style-type: none"> • Introduction: Please let your classmates know who you are and why you have decided to take this course. • Any questions regarding course syllabus • Instructor PPT presentation: Biopsychosocial changes: Theories of aging
Week 2 (8/30/2022): Reducing Social Isolation	
Independent tasks	<ul style="list-style-type: none"> ✓ Pepin et al. (2021). Modifying behavioral activation to reduce social isolation and loneliness among older adults. <i>American Journal of Geriatric Psychiatry</i>. ✓ Choi et al. (2020). Improving social connectedness for homebound older adults: Randomized controlled trial of tele-delivered behavioral activation versus tele-delivered friendly visits. <i>American Journal of Geriatric Psychiatry</i>.
Assignments (6 pts)	<ul style="list-style-type: none"> ✓ QCD for Pepin et al. ✓ QCD for Choi et al. ✓ Journal 1
In class	<ul style="list-style-type: none"> • Instructor presentation of a summary of the National Academies’ report on social isolation and loneliness in older adults • Discussion of QCDs and other questions
Week 3 (9/6/22): Cognitive Disorders: Dementia & Delirium	
Independent tasks	<ul style="list-style-type: none"> ✓ Segal et al. Ch 8 ✓ Week 3 AAGP Dementia Short Version (PPT)
Assignments	<ul style="list-style-type: none"> ✓ CTD for Segal et al.

(4 pts)	✓ QCD for AAGP Dementia Short Version
In class	<ul style="list-style-type: none"> • Instructor presentation of dementia description and review of PPT • CTD & QCD discussion
Week 4 (9/13/22): Clinical Interview; Capacity Evaluations; Ethical Issues:	
Independent tasks	<p>✓ Teepa Snow’s streaming videos: Progression of dementia and gems (Please do NOT share the links with others; these were paid to use by the instructor for this class only under a contract). These are extremely helpful videos, so please try to review them all if at all possible, especially the gem parts.</p> <p><i>Chapter 1: How Does Dementia Progress?</i> Vimeo link: https://vimeo.com/320568931/2299f7957d</p> <p><i>Chapter 2: It’s All About the Money</i> Vimeo link: https://vimeo.com/320568744/9f77940ef0</p> <p><i>Chapter 3: GEM Levels – Diamonds vs Emeralds</i> Vimeo link: https://vimeo.com/320568785/bc056b06f2</p> <p><i>Chapter 4: Ambers</i> Vimeo link: https://vimeo.com/320568837/832ed5b107</p> <p><i>Chapter 5: Rubies</i> Vimeo link: https://vimeo.com/320568870/5eec11c59f</p> <p><i>Chapter 6: Pearls</i> Vimeo link: https://vimeo.com/320568889/6bae341cea</p> <p>Recommended: Kim Warchol: Shifting the perception of Alzheimer’s and creating positive outcomes: http://www.youtube.com/watch?v=zXK1Ujd5Reg</p>
Assignments (4 pts)	<p>✓ QCD for Teepa Snow (you can have just one or more QCDs for all chapters shown above.)</p> <p>✓ Journal 2</p>
In class	<ul style="list-style-type: none"> • Guest speaker: Dr. Char Hu, Director/CEO of Georgetown Living and Helper Bees • QCD discussion
Week 5 (9/20/22) : Interventions for Dementia	
Independent tasks	<p>✓ Teepa Snow: How to deal with challenging behavioral problems in dementia care (please do NOT share the links with others; these were paid to use by the instructor for this class only under a contract):</p> <p><i>Chapter 1: Resistive & Distressed Behaviors</i> Vimeo link: https://vimeo.com/304847200/95d54b4798</p> <p><i>Chapter 2: Sexual Advances & Explicit Behaviors</i> Vimeo link: https://vimeo.com/304847545/d5c5ac70a0</p> <p><i>Chapter 3: Six Pieces of the Puzzle</i> Vimeo link: https://vimeo.com/304848097/f1bde84ef6</p> <p><i>Chapter 4: Hallucinations and Q&A</i> Vimeo link: https://vimeo.com/304849797/3ff28637cd</p> <p>✓ Sahlins, J. (2010). Reminiscence and reminiscence groups, Ch. 3 of <i>Social work practice in nursing homes: Creativity, leadership, and program development</i> (pp. 37-63). Chicago, IL; Lyceum.</p>
Assignments (4 pts)	✓ QCD for Teepa Snow (you can have just one or more QCDs for all chapters shown above.)

	✓ QCD for Sahlins
In class	<ul style="list-style-type: none"> • Instructor presentation of nonpharmacological dementia interventions (PPT) • Instructor presentation of Creative Alzheimers Solutions _ALZ TX • QCD discussion
Week 6 (9/27/22): Depression: Assessment & Current Status of Medical/Pharmacological Treatment and Psychotherapy	
Independent tasks	<ul style="list-style-type: none"> ✓ Segal et al. Ch 9 ✓ Week 6_Depression_2022 (PPT): Please watch PATCH: Treatment of Depression in Older Adults Evidence-Based Practices: https://www.youtube.com/watch?v=1aGaVws-ntY (into 15 minutes) (The links are embedded in the PPT file)
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ CTD for Segal et al. ✓ QCD for Depression PPT
In class	<ul style="list-style-type: none"> • Instructor review of PPT • PHQ-9 role playing • CTD/QCD discussion
Week 7 (10/4/22): Treatment of Depression & Suicide Prevention	
Independent tasks	<ul style="list-style-type: none"> ✓ Week 7_Depression Treatment (PPT) ✓ Week 7_Suicide Prevention (PPT)
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ QCD for Depression Treatment ✓ QCD for Suicide Prevention
In class	<ul style="list-style-type: none"> • QCD discussion • Instructor presentation of suicide in late life PPT
Week 8 (10/11/22): Anxiety Disorders: Signs & Symptoms & Treatment	
Independent tasks	<ul style="list-style-type: none"> ✓ Segal et al. Ch 11 ✓ Week 8_Anxiety in Late life (PPT) <p>Recommended: Segal et al., Ch 10 for psychosis and personality disorder</p>
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ CTD for Segal et al. ✓ QCD for Anxiety PPT
In class	<ul style="list-style-type: none"> • CTD & QCD Discussion • Demonstration of Behavioral Activation: Guest speakers Kelly Vences and Julieta Caamano
Week 9 (10/18/22): Treatment of Substance Abuse Disorder & Motivational Interviewing	
Independent tasks	<ul style="list-style-type: none"> ✓ Segal et al. Ch 13 ✓ Week 9_Substance Abuse Treatment (PPT)
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ CTD for Segal et al. ✓ QCD for Substance Abuse Treatment
In class	<ul style="list-style-type: none"> • Watch and discuss short videos: SBIRT for older adults: https://www.youtube.com/watch?v=Xli_ImmFafQ Brief intervention: "Jill": https://www.youtube.com/watch?v=MaxHuf17A44 • Pain Management: Discontinuing Opioids: https://www.youtube.com/watch?v=GhPoWgLAvfU • Instructor presentation of PPTs for alcohol, opioids, and cannabis use/misuse in late life • CTD & QCD Discussion
Week 10 (10/25/22): Technology for Aging-in-Place and Nursing Homes	

Independent tasks	<ul style="list-style-type: none"> ✓ Holthe, T., Halvorsrud, L., & Lund, A. (2022). Digital Assistive Technology to Support Everyday Living in Community-Dwelling Older Adults with Mild Cognitive Impairment and Dementia. <i>Clinical Interventions in Aging</i>, 17, 519–544. ✓ Berridge, C., Halpern, J., Levy, K. (2019). Cameras on beds: the ethics of surveillance in nursing home rooms. <i>AJOB Empirical Bioethics</i>, 10(2): 55-62. • Recommended: Recommended: For nursing home-related policies, please review many great resources on the https://theconsumervoive.org/ (most recent bills, legislations, visitation rights, tele-visitations, essential workers,...) • Recommended: Levy, K., Kilgour, L., & Berridge, C. (2019). Regulating privacy in public/private space: the case of nursing home monitoring laws. <i>Elder Law Journal</i>, 26, 323-364
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ QCD for Holthe et al. ✓ QCD for Berridge et al.
In class	<ul style="list-style-type: none"> • QCD Discussion • Discussion of telehealth policy (The Center for Connected Health Policy (National Telehealth Policy Resource Center) site for federal and state laws/policies related to technology use for health service delivery): https://www.cchpca.org/federal/?category=private-payer&topic=definitions-private-payer
Week 11 (11/01/22): Chronic Disease Brochure Presentation	
Independent tasks	<p>Recommended Reading: Intro to Stanford Chronic Disease Self-Management Program and Better Choices, Better Health (online CDSMP): https://www.ncoa.org/healthy-aging/chronic-disease/chronic-disease-self-management-programs/#intraPageNav0</p> <p>PODCAST: Psychology of Aging with Dr. Regina Koepf: https://www.drreginakoepp.com/blog/older-adult-refusing-to-go-to-the-doctor-try-these-5-expert-tips</p>
Assignments (10 pts)	<ul style="list-style-type: none"> ✓ Chronic Disease Brochure
In class	<ul style="list-style-type: none"> • Chronic disease Brochure presentation (each dyad will have 10 mins)
Week 12 (11/08/22): Underrepresented Population Groups; Minority Elders, LGBT Elders, and Older Prison Inmates	
Independent tasks	<ul style="list-style-type: none"> ✓ Putney, J.M., Keary, S., Hebert, N., Krinsky, L., & Halmo, R. (2018): “Fear runs deep:” The anticipated needs of LGBT older adults in long-term care, <i>Journal of Gerontological Social Work</i>, 61(8), 887-907. ✓ Movement Advancement Project (2017, December). Dignity denied: Religious exemptions and LGBT elder services: http://www.lgbtmap.org/file/Older-Adults-Religious-Exemptions.pdf ✓ Fault Lines - Dying Inside: Elderly in Prison https://www.youtube.com/watch?v=RCw_5gfBzVs
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ QCD for Putney et al. ✓ QCD for Fault Lines

In class	<ul style="list-style-type: none"> • Guest speaker: Kelly Vences: Navaho and Hopi culture ; • Guest speaker: Julieta Caamano: Mexican Elders
Week 13 (11/15/22): Elder Scams, Abuse and Neglect; Guardianship	
Independent tasks	<ul style="list-style-type: none"> ✓ NCOA (n.d.). Top 10 financial scams targeting seniors: https://www.ncoa.org/economic-security/money-management/scams-security/top-10-scams-targeting-seniors/ ✓ NCOA (n.d.). 8 tips how seniors can protect themselves from money scams: https://www.ncoa.org/economic-security/money-management/scams-security/protection-from-scams/ ✓ Aviv, R. (2017, October 9): How the elderly lose their right: https://www.newyorker.com/magazine/2017/10/09/how-the-elderly-lose-their-rights
Assignments (4 pts)	<ul style="list-style-type: none"> ✓ QCD for Aviv. ✓ Journal 3
In class	<ul style="list-style-type: none"> • Guest speaker: Samuel Cortina: Adult Protective Service community engagement specialist • QCD & Journal 3 discussion
Week 14 (11/22/22): No class meeting (independent work day for final paper prep)	
Week 15 (11/29/22): Final Paper Presentation	
Independent tasks	✓ Complete the final paper
Assignment (28 pts)	✓ Final paper submission
In class	<ul style="list-style-type: none"> • Paper presentations: Each student will be given 10 minutes to present her/his paper—assessment and intervention plans

Final Assessment and Intervention Plan Paper Guidelines (12 pages; 28 points total. Please use section headings.)

The purpose of this assignment is to provide students with opportunities to practice their assessment skills with older adults and their support systems and plan interventions for the older adults. The focus of this assignment is on applying comprehensive bio-psycho-social assessment skills and planning for case management, evidence-based interventions, and/or advocacy for the problems that the older person is dealing with.

- **Title page:** Descriptive title of the paper and your name
- **Introduction (1 page; 1 point):** (1) Description of the older adult client and his/her support system; and (2) a brief statement of the client’s problems/issues, assessment methods, the goals of the client and his/her support system and your goals as a social worker.
- **Literature review (3 pages; 5 points):** A brief review of relevant literature related to the client’s problems/issues focusing on their etiologies and effects
- **Assessment (4 pages; 10 points):** (1) Description of the assessment methods (e.g., self-report, your behavioral observations and ratings; in-depth qualitative interviews) and instruments used ; the rationale for these choices, and duration of the assessments with the older adult and his/her support system; (2) discussion of the comprehensiveness and depth of assessment as well as any potential assessment errors that may have compromised the reliability and validity of your assessment; and (3) summary of assessment findings, especially those that are relevant to developing intervention plans.
- **Intervention plan (4 pages; 10 points):** (1) Description of and reasons for the chosen intervention/s (case management, evidence-based intervention/s, advocacy, and/or others); and (2) discussion of related theory and evidence bases—citing previous studies/meta analyses that showed their efficacy and/or effectiveness and focusing on critical appraisal of the major methodological strengths and weaknesses of previous studies that form

the evidence base, what is already known, and what needs to be known. If any intervention with the best scientific evidence is not feasible, then select an alternative intervention that is feasible and has the best evidence among those that are feasible. That is, you must provide justification for your choice of intervention/s based on scientific evidence and feasibility (compared to other possible intervention/s).

- **References (1 points):** Follow the APA format.
- **Appendix (1 points):** Copies of completed, de-identified data collection instruments.

X. BIBLIOGRAPHY

Ageism

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Caregiving

Persons with Dementia: Skills for Addressing Challenging Behaviors

<https://www.youtube.com/watch?v=hgVMKEkvHo>

UCLA Alzheimer's and Dementia Care Videos: Caregiver training part 1~6

<https://www.youtube.com/watch?v=cpV57QGdU7I>

https://www.youtube.com/watch?v=hke8ek_aHkE

Savvy caregiver disks

<https://www.youtube.com/watch?v=au6eG1UexoA>

<http://www.nextavenue.org/what-to-say-to-someone-whos-dying/>

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Alzheimer's disease

- Pardo-Moreno, T., González-Acedo, A., Rivas-Domínguez, A., García-Morales, V., García-Cozar, F. J., Ramos-Rodríguez, J. J., & Melguizo-Rodríguez, L. (2022). Therapeutic Approach to Alzheimer's Disease: Current Treatments and New Perspectives. *Pharmaceutics, 14*(6), 1117.

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Elder abuse

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- Manthorpe, J., Samsi, K., & Rapaport, J. (2013). Elder abuse and neglect in institutional settings: the resident's perspective. *Journal of Elder Abuse and Neglect*, 25(5), 339-354.

Substance abuse

SAMHSA TIP 26: Substance Abuse Among Older Adults

Directions for downloading or ordering publications from the Substance Abuse and Mental Health Services Administration (SAMHSA). If you have not ordered the full publications at the beginning of the quarter, cited chapters can be read on-line or downloaded by following these directions:

Visit: <http://www.Treatment.org>

Select: Documents (pull-down menu)

CSAT TIPS

Scroll down and choose TIP 26: Substance Abuse Among Older Adults

Read Chapter 4: Identification, Screening, and Assessment & Chapter 5: Referral and Treatment Approaches

Dingle, T., & Bowen, S. (2021). Evaluating substance use treatment efficacy for younger and older adults. *Addictive behaviors*, 112, 106618.

Cummings, S. M., Cooper, R. L., & Johnson, C. (2013). Alcohol misuse among older adult public housing residents. *Journal of Gerontological Social Work*, 56 (5), 407-422.

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Nursing home residents

Ouslander, J. G., & Grabowski, D. C. (2020). COVID-19 in Nursing Homes: Calming the Perfect Storm. *Journal of the American Geriatrics Society*, 68(10), 2153–2162.

Choi, N. G., Ransom, S. & Wyllie, R. (2008). Depression in Older Nursing Home Residents: The Influence of Nursing Home Environmental Stressors, Coping, and Acceptance of Group and Individual Therapy. *Aging & Mental Health*, 12(5), 536-547.

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Grandparents as caregivers

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Racial/ethnic Minority Older Adults / Oppressed groups

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Older gays and lesbians; People with HIV/AIDS

- Kum, S. (2017) Gay, gray, black, and blue: An examination of some of the challenges faced by older LGBTQ people of color, *Journal of Gay & Lesbian Mental Health*, 21:3, 228-239, doi: [10.1080/19359705.2017.1320742](https://doi.org/10.1080/19359705.2017.1320742)
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Spirituality, End-of-Life care, Grief & loss

- Thauvoye, E., Vanhooren, S., Vandenhoeck, A., & Dezutter, J. (2018). Spirituality and Well-Being in Old Age: Exploring the Dimensions of Spirituality in Relation to Late-Life Functioning. *Journal of Religion and Health*, 57(6), 2167–2181.
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Wisdom

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- Bluck, S., & Gluck, J. (2004). Making things better and learning a lesson: Experiencing wisdom across the lifespan. *Journal of Personality, 72*, 543-572.

Aging Web Sites

- Administration on Community Living: <http://www.acl.gov>
- Aging Parents and Elder Care <http://www.aging-parents-and-elder-care.com/>
- American Association of Homes and Services for the Aging <http://www.aahsa.org/>
- AARP <http://www.aarp.org>
- Alzheimer's Association <http://www.alz.org/>
- Alzheimers Texas <https://www.txalz.org/>
- American Society on Aging <http://www.asaging.org/>
- ARCH Respite Main Page <http://www.archrespite.org/>
- Association for Gerontology in Higher Education <http://www.aghe.org/site/aghewebsite>
- CareScout: Elder Care resources—nursing homes and assisted living facilities <http://www.carescout.com/>
- CDC STEADI (Centers for Disease Control & Prevention Stopping Elderly Accidents, Deaths, & Injuries) fall Prevention Toolkits <https://www.cdc.gov/steady/index.html>
- Centers for Medicare and Medicaid <http://www.CMS.gov/>
- Centre for Policy on Ageing <http://www.cpa.org.uk/>
- Children of Aging Parents (CAPS) <http://www.caps4caregivers.org/>
- Commission on Accreditation of Rehabilitation Facilities (CARF) <http://www.carf.org/>
- Council on Social Work Education Gero-Ed Center <https://www.cswe.org/Centers-Initiatives/CSWE-Gero-Ed-Center.aspx>
- Dementia Research Group <http://dementia.ion.ucl.ac.uk/>
- Elder Abuse Law Center <http://www.elder-abuse.com/>
- Elder Care of Wisconsin <http://elderc.org/cms/home.php>
- Elderhostel <http://www.elderhostel.org/>
- Elder Law Answers <http://www.elderlawanswers.com/>
- Family Caregiver Alliance <http://www.caregiver.org/>
- Friends and Relatives of Institutionalized Aged <http://www.fria.org/>
- Home Care Companion - Training and Tools for Caregivers <http://www.homecarecompanion.com/>
- Hospice Web <http://www.hospiceweb.com/>
- Medicare: the official U.S. Government Site for Medicare information <http://www.medicare.gov/>
- Medicare Rights <http://www.medicarerights.org/>
- National Adult Day Services Association (NADSA) <http://www.nadsa.org/publications/default.asp>
- National Aging Information Center <http://www.aoa.dhhs.gov/naic/>
- National Alliance for Caregiving <http://www.caregiving.org/>
- National Association of Professional Geriatric Care Managers <http://www.caremanager.org/>
- National Center on Elder Abuse <http://www.elderabusecenter.org/>
- National Citizens' Coalition for Nursing Home Reform <http://www.nccnhr.org/>
- National Council on the Aging <http://www.ncoa.org/>
- National Institute on Aging—Aging and Alcohol Abuse <http://www.nia.nih.gov/>
- National PACE Association <http://www.npaonline.org/website/article.asp?id=4>
- National Resource Center on Nutrition, Physical Activity and Aging <http://nutritionandaging.fiu.edu/>
- Native Elder Research Center <http://www.uchsc.edu/ai/nerc/>
- North/Eastside Senior Coalition <http://www.nescoinc.org/>

Plan of Action on Rural Aging [http://www.hsc.wvu.edu/coa/publications/pa ra/PARA2004.asp](http://www.hsc.wvu.edu/coa/publications/pa_ra/PARA2004.asp)
Resource Centers for Minority Aging Research <http://remar.musc.edu/>
SABE: Salud, Bienestar, y Envejecimiento <http://www.ssc.wisc.edu/sabe/home.html>
Social Security Administration <http://www.SSA.gov/>
Social Work Leadership Institute <http://www.socialworkleadership.org/>
Today's Seniors <http://www.todaysseniors.com/>

General aging and health issues

Kaiser Health News (for Aging): Health care for older adults, innovative care and training; other eldercare issues
<http://khn.org/topics/aging/>
The John A. Hartford Foundation Blog (multiple aging-related issues)
<http://www.jhartfound.org/blog/>
The Stanford's chronic disease self-management programs:
<http://patienteducation.stanford.edu/programs/>
<http://www.hmohelp.ca.gov/library/reports/news/AlvarezMarch12.pdf>

Mental health issues

Guidelines for psychological practice with older adults:
<http://www.apa.org/practice/guidelines/older-adults.pdf>
What practitioners should know about working with older adults:
<http://www.apa.org/pi/aging/resources/guides/practitioners-shouldknow.aspx>
Dementia Care Central (resources/practical tips for dementia care)
<http://www.dementiacarecentral.com/node/1563>
Jane Gross blog:
<http://newoldage.blogs.nytimes.com/author/jane-gross>
Psychotherapy and older adults resource guide:
<http://www.apa.org/pi/aging/resources/guides/psychotherapy.aspx>
Psychological services for long-term care resource guide:
<http://www.apa.org/pi/aging/resources/guides/psychotherapy.aspx>
Depression and suicide in older adults:
<http://www.apa.org/pi/aging/resources/guides/depression.aspx>
Psychiatric evaluation of adults:
http://www.psychiatryonline.com/pracGuide/pracGuideTopic_1.aspx
Treatment of major depressive disorder:
http://www.psychiatryonline.com/pracGuide/pracGuideTopic_7.aspx
Assessment and treatment of suicidal behaviors:
http://www.psychiatryonline.com/pracGuide/pracGuideTopic_14.aspx
Substance abuse relapse prevention for older adults: A group treatment approach:
<http://www.kap.samhsa.gov/products/manuals/pdfs/sarp4olderadults.pdf>
Promoting emotional health & preventing suicide: A toolkit for senior living communities:
<http://store.samhsa.gov/product/Promoting-Emotional-Health-and-Preventing-Suicide/SMA10-4515>

Technology/Telehealth

The Center for Connected Health Policy
<https://www.cchpca.org/>
The Center for Telehealth and e-Health Law (CTeL)
<https://www.ctelsummit.org/about-ctel>
American Telemedicine Association
<https://www.americantelemed.org/>