

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW 572 - Evidence-based Practice with Older Adults (3 Credit Hours)

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Section 002  
Spring 2018

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**Office hours: by appointment**

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

**University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include

oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

### **Course Description**

This course is one of three concentration selectives. This course focuses on practice with the older population within the context of health and mental health care. Evidence-based, ethically sound psychosocial interventions to address the physical and mental health challenges faced by older adults and encountered by family caregivers will be emphasized. The course critically examines skills and strategies for practice with this population with/within interdisciplinary organizations, diverse communities, and related policies and policy issues.

### **Course Rationale**

The fact that the population of older adults in the U.S. is rapidly growing, and will continue to do so, mandates that social workers across field settings are knowledgeable about older adults, the issues they confront, and are prepared to respond with appropriate effective treatments. Because family members are the most frequent caregivers of older adults with medical and cognitive conditions, it is essential that social workers also be cognizant of effective treatment strategies to address the needs of familial caregivers. The magnitude of the population of older adults, many of whom are likely to have multiple, chronic physical and/or mental illnesses and disorders, require that practitioners are skilled in appropriate evidence-based interventions. It is also essential that social workers be knowledgeable about policies and programs impacting older adults, culturally-related beliefs around aging, the constraints and limitations of service and care resources for older adults and care giving families, and ethical and related end of life decisions.

### **Course Competencies**

By the completion of this course, the students are expected to be able to:

1. Articulate national and global demographic trends related to older adults and the psychological and social aspects of aging. Assess variations in demographic trends and psychological and social aspects of aging among diverse sub-populations, identifying the role of policy formulation and advocacy that have impacted these variations. (*content: population trends; person-environment interaction; normal psychological changes of aging; later life families; social supports*) EBIP 5.1
2. Critically analyze health and mental health conditions and social, economic and environmental disparities among diverse and at-risk populations of older adults within the context of the increasing diversity of the older population locally, nationally and globally, assess barriers to culturally relevant services and advocate for needed changes. (*content: major illnesses, e.g., hypertension, cardiac disease, stroke, HIV, diabetes, dementias, the use of information technology; major mental health disorders such as depression, anxiety, substance abuse, Alzheimer's*). EBIP 2.1, 5.1
3. Identify variations of culturally related perspectives on health, illness, receipt of health and mental health care, caregiving, and aging among diverse populations, implications for evidence-based practice/services, and receipt of care/services within the Western medicine model. (*content: culturally related beliefs about health, illness, caregiving, and decision-making, receipt of care; the Western model of medicine; alternative/complementary health models and beliefs; caregiving stress/strain and burden; culturally competent practice, cross-cultural client-worker relationships*). EBIP 2.1

4. Identify and critically evaluate evidence-based psychosocial interventions to address medical and mental health conditions experienced by older adults and analyze the appropriateness of their use with specific sub-populations of older adults and their family members. (*content: evidence based interventions for medical (e.g. cardiac, cancer, diabetes) and mental health (e.g. depression/anxiety, Alzheimer's, substance abuse) conditions and caregiver related issues (e.g. caregivers raising grandchildren, caregivers of aging persons with intellectual disabilities).* EBIP 7.1, 8.1
5. Explicate the complexities and principles of managed care and other funding systems, and the influences of policy on organizations providing health and mental health services to older adults and their families and on transdisciplinary practice and collaboration for effective policies and programs in various settings. (*content: principles of managed care; nursing homes, assisted living, respite care, continuum of care; funding for care; scope of care settings, e.g., respite, nursing homes, home health, continuum of care, and emerging settings, e.g., green cottages, cooperative homes; practice, leadership; advocating for the access to services, social and economic justice and resources, and human rights of client(s)/client systems in transdisciplinary teams/settings, policy trends).* EBIP 3.1, 5.1, 5.2
6. Articulate ethical dilemmas in social work practice with older adults and analyze steps needed to address such dilemmas. (*content: ethical frameworks, principles and model).* EBIP 1.1

### **Course Format**

This course will be offered using an **online** education format and supported through the use of Canvas and Zoom. This class is scheduled to meet collectively online via Zoom on **1/16 (Tuesday)**. The session will begin at **4:30pm CST (5:30 EST)** and will last about an hour. Other on-line sessions may be added if deemed necessary by the instructor.

Students can expect to spend **at least** three hours per week on class related tasks that may include, but are not limited to: reading assigned materials; participating in discussion boards; viewing online resources such as videos or websites; completing weekly quizzes; and other assignments. Students are responsible for actively participating in all assigned tasks on a weekly basis.

### **Required Text**

There is no required textbook for this course. All required readings will be provided on the course Canvas site and they are listed under each week's course outline.

### **Recommended Text**

Bronson, D. E., & Davis, T. S. (2012). *Finding and evaluating evidence: Systematic reviews and evidence-based practice*. New York: Oxford University Press.

### **Course Requirements**

#### **Plagiarism Statement**

It is assumed that all of your work is original for every assignment and that you are aware of appropriate citation rules. If you are not completely familiar with citation rules, please review them at the UT Library web site (<http://writingcenter.utk.edu/for-students/citingsources/>). There are also other helpful links as well (e.g., [http://ww2.valdosta.edu/~cbarnbau/personal/teaching\\_MISC/plagiarism.htm](http://ww2.valdosta.edu/~cbarnbau/personal/teaching_MISC/plagiarism.htm)). Canvas provides the means for automatically scanning submitted assignments to determine if they include plagiarized material. Please assume that your material will be automatically scanned when it is

submitted.

### **Quizzes**

Brief quizzes will be taken online throughout the semester. Questions may be posed as multiple choice, true or false, matching, or any other type of question deemed appropriate by the instructor. The purpose of quizzes is to measure student mastery of course competencies based on weekly readings and other assigned activities.

Topics covered in quizzes are as follows:

<b>Quiz #</b>	<b>Week</b>	<b>Topic</b>	<b>Course Competency</b>	<b>Dimensions of Measurement*</b>
1	1	Intro to Aging & Normal Age Related Changes	1	K
2	2	Diversity & Inequality	2 & 3	K
3	3	Managed Care & IDT	5	K
4	4	Programs/Policy for Older Adults	5 & 6	K & V
5	6	Assessments	1 & 2	K
6	7	Chronic Illness – EBP (1)	2-4	K
7	8	Chronic Illness – EBP (2)	2-4	K
8	9 & 10	HIV/AIDS & SA – EBP	2 & 4	K
9	11	Depression/Anxiety – EBP	2, 4 & 6	K, V & CAP
10	12	Dementia & Caregivers– EBP	2, 4 & 6	K, V & CAP
11	13	End of Life – EBP	4-6	K & V
12	14	Elders as Caregivers & Telehealth Interventions for Older Adults – EBP	2, 4 & 6	K & V

\* **K**=Knowledge; **S**=Skills; **V**=Values; **CAP**=Cognitive and Affective Processes

Each quiz will be available for 7 days. Specific dates are listed in the course outline. Typically, quizzes will open at 12:00AM (CST) on Wednesday and close at 11:59PM (CST) on the following Tuesday. Occasionally, exceptions to these timeframes will be made in the event of Canvas outages or extreme circumstances. Any changes in these time frames will be clearly announced in Canvas. Students may take quizzes at any point during the dates listed in the course outline. Quizzes will be open book and have no time limit. Each quiz is worth 10 points. Twelve quizzes will be administered. **Out of twelve, two lowest scores will be dropped. However, you CANNOT drop a 0 if it is from not taking a quiz (no exception).** Quizzes constitute 50% of the student's final grade in this course (i.e., each selected quiz is worth 5% of the final grade).

### **Issue/Policy Brief**

Students will prepare a neutral and factual summary of a critical policy issue affecting **health and mental health of older adults** (e.g., issues related to healthcare access, prevention, or quality of care; health- or healthcare-related issues affecting a vulnerable subgroup of older adults). Policy and issue briefs synthesize existing evidence about a policy/program of importance. The purpose of this brief is to educate those who may not have a full understanding of the issue, but may influence or make policy decisions (such as elected officials, politicians, journalists, researchers, policymakers, administrators or a general audience). Briefs should be written so that those unfamiliar with the issue will understand the magnitude of problem, the current/past policies and programs used to address the issue, and potential evidence-based solutions.

Students should complete this assignment in a professional **12 point font, single spaced with 1 inch margins**. The entire brief should be **no more than 3 pages** (your sources are included in this

page limit).

Students are cautioned to not allow the brevity of this assignment to lead them to think this will be an easy assignment. Some students will find it challenging to limit their arguments to 3 pages. **Any brief over or under THREE pages will incur point deductions** (e.g., less than 2-full pages of contents excluding references). Grammar, spelling and a lack of professional presentation will incur point deductions. **All references should be properly cited in APA format (i.e., in-text citations should be properly inserted).** The Issue/Policy Brief is worth 20% of the student's final grade and is **due by midnight (CST) on Sunday, February 18.** The brief should be submitted electronically through Canvas. Late submissions will incur a penalty of 5% of grade per day (i.e., 1 point each day out of the final grade of 100) and **no submissions will be accepted after February 25.**

Student briefs should **include the following required headings.** Further subheadings can be added under each heading. However, you should follow the overall structure and format presented here. In addition, **bullet points are not allowed and the use of direct quotes are strongly discouraged.**

- a) **Title of the Brief:** The title of your brief should be descriptive while also catchy enough to capture the readers interest and compel them to want to read your brief.
- b) **Statement of the Problem/Issue:** This section should include a clear statement of the problem (e.g., definition, prevalence, impact). Your audience should be convinced that there is an urgent problem requiring their immediate attention and action after reading this section (i.e., elaborate on why it is of interest to the public). If there is a vulnerable subgroup of older adults who are more heavily affected by the issue, you may want to describe it.
- c) **Description of Existing Policies/Programs Related to the Issue:** This section should include a brief overview of the current/past policies or programs related to the issue. The overview should also include the shortcomings of those approaches in alleviating the issue. Discuss potential social work ethical dilemmas involving the current or past policies/programs (Refer to the NASW Code of Ethics).
- d) **Recommended Approach for Future:** In this section, you should present convincing and compelling recommended changes in existing policies and programs based on evidence and literature. Discuss how the recommended changes would resolve the issue? Are there any financial, political, and/or ethical implications? Also, state explicitly where policy/program changes should occur to address the issue (e.g., organizational, community, county, state, and/or federal levels) and provide a rationale for why changes should occur at the levels you select.
- e) **Sources:** Students should include the full APA bibliographic references for any references used in the preparation of this brief. **At least three in-text references should be research-based journal articles or books/book chapters.**

The issue/policy brief is designed to measure student mastery of course competencies 2, 5, and 6 (Dimensions of measurement=K, V, and CAP).

### **Systematic Review of Evidence Based Interventions**

Students will conduct a systematic review of evidence based interventions on an instructor approved biopsychosocial issue commonly faced by adults over the age of 65 or commonly encountered in community-based healthcare settings. ***Please note that you must begin this***

**project with a question related to a biopsychosocial issue.** Through the course of your review, you will identify the appropriate intervention to use. Students are encouraged to expand their studies by examining a biopsychosocial issue not addressed in the course syllabus. The entire paper including in-text citations should follow the APA format and **the following headings (plus additional sub-headings if appropriate) should be used.** Even though a minimum page limit is set for each section, that is just a guideline and students should make sure that the contents are adequately covered in each section.

Student systematic reviews should include:

1. **Research Question or Hypothesis (double spaced, min. 2 full pages)**  
Include a description of the problem, the population you selected (e.g., prevalence, clinical characteristics, significance, etc.), and major psychosocial intervention(s) using references (min. 5 sources – these references may or may not be used for the systematic review). Clearly define the research question or hypothesis-biopsychosocial problem to be answered. Justify the importance of your research question (e.g., why is it important to examine the effectiveness of your intervention?). You may want to further specify your research question by your client characteristic (e.g., Hispanic) or service setting (e.g., community-dwelling older adults).
2. **Methodology (min. 0.5 page)**  
Clearly describe the protocol you developed for identifying relevant literature. Include search terms, search engines used (minimum 3), and inclusion and exclusion criteria (e.g., year, language, study design). Either under Methodology or Results, specify how many studies your search yielded and how many you included in your review (and rationale if there is a big discrepancy between the two numbers).
3. **Results (min. 3 pages including a summary table)**  
Present findings from literature review without bias. Specify year of study, authors, study design, sample, sample size, setting, description of intervention, measures, primary findings, etc. Students should summarize results in a table, but a narrative synthesizing your findings should also be provided. Please refer to Waldrop (2008) or other systematic review readings for this course.
4. **Conclusion (min. 1.5 page)**  
Based on your systematic review, discuss your conclusions. At this stage students should clearly refer back to their original research question and formulate an answer based on the evidence provided. Gaps in the scientific literature should be identified along with suggestions for additional research to strengthen our knowledge regarding the question posed.
5. **References**  
A complete reference list (adhering to APA) must be provided (note: there is no limit in terms of how many references you should use for the systematic review because it depends on how much intervention research has been conducted on the particular topic you selected. But it is important for you to specify your search strategies in detail under “Methodology”. At least five references should be used for

the first section when you describe your problem/population/issue).

The assignment should be submitted via Canvas. Topics should be submitted to the instructor for approval by **March 27**. Failure to notify the instructor of topic interests by this date may result in point deductions. **The project is due by midnight (CST) on Tuesday, April 24. No late assignments will be accepted unless under extreme circumstances.**

This project was designed to measure student mastery of course competencies 3 and 4 (Dimensions of measurement=K, S, and CAP).

This assignment is worth 30% of your total grade. Points will be deducted for late submission, grammatical errors, spelling errors, poor organization, the absence of headings and subheadings, using too many direct quotes, and failure to adhere to APA formatting guidelines.

### Final Grading Scale

**The final grade for this course will be determined as follows:**

10 Quizzes	50%
Issue/Policy Brief	20%
Systematic Review	30%
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	100%

**The following grading scale will be used in determining your final grade for this course:**

- A = 94-100%**
- A- = 90-93.99%**
- B+ = 85-89.99%**
- B = 80-84.99%**
- C+ = 75-79.99%**
- C = 60-74.99%**
- F = 59.99% and below**

### Course Outline

***Instructor reserves the right to make changes to the syllabus. Changes to weekly tasks or readings will be discussed in advance.***

**Week One: Wednesday, January 10 - Tuesday, January 16**

#### **Introduction to Aging**

*(Course Content: population trends; normal psychological changes of aging – Course Competency 1)*

#### Tasks

- Attend a Zoom Session **January 16 (Tuesday) from 4:30pm (~5:30pm) (CST)**
- Participate in the “Introduce Yourself to Class” discussion board.
  - Introduce yourself to the professor and your fellow classmates. This is a good way to get to know one another.
- Read the following:
  - Hooyman, N. R., & Kiyak, H. A. (2011). The growth of social gerontology. In *Social gerontology: A multidisciplinary perspective* (pp. 3-42). Boston, MA: Allyn & Bacon.
- Listen to the podcasts provided by the Center for Aging with Dignity - Aging Series 1-4. See

Canvas for URL. You will need to install iTunes.

Part 1: What's normal, what's not

Part 2: Physical changes

Part 3: Sensory changes

Part 4: Cognitive changes

- Complete Quiz 1

**Week Two: Wednesday, January 17– Tuesday, January 23**

**Diversity among Older Adults and Inequality in Health Care**

*(Course Competencies: culturally related beliefs about health, illness, caregiving, and decision-making, receipt of care; the Western model of medicine; culturally competent practice, cross-cultural client-worker relationships – Course Competencies 2 & 3)*

Tasks

- Read the following:
  - Hooyman, N. R., & Kiyak, H. A. (2011). Aging in other countries and across cultures in the United States. In *Social gerontology: A multidisciplinary perspective* (pp. 43-68). Boston, MA: Allyn & Bacon.
  - Sorkin, D. H., Pham, E., & Quyen, N. M. (2009). Differences in the mental health needs and access to care of older adults in California. *The Journal of the American Geriatrics Society*, 57(12) 2311-2317.
  - Langer, N. (2008). Integrating compliance, communication and culture: Delivering health care to an aging population. *Educational Gerontology*, 34, 385-396.
- Listen to the Podcast (See Canvas for URL)  
National Academies (2008). Unequal treatment: Confronting racial & ethnic disparities in health care.
- View instructor's Power Point
- Complete Quiz 2

**Week Three: Wednesday, January 24– Tuesday, January 30**

**Managed Care & Interdisciplinary Teams**

*(Course Content: principles of managed care; practice, leadership; advocating for the access to services, social and economic justice and resources, and human rights of client(s)/client systems in transdisciplinary teams/settings, policy trends – Course Competency 5)*

Tasks

- Read the following:
  - Young, H. M., Siegel, E. O., McCormick, W. C., Fulmer, T., Harootyan, L. K., & Dorr, D. A. (2011). Interdisciplinary collaboration in geriatrics: Advancing health for older adults. *Nursing Outlook*, 59(4), 243-251.
  - Schneiderman, J. U., Waugaman, W. R., & Flynn, M. S. (2008). Nurse social work practitioner: A new professional for health care settings. *Health & Social Work*, 33(2), 149-154.
  - Keefe, B., Geron, S. M., & Enguidanos, S. (2009). Integrating social workers into primary care: Physician and nurse perceptions of roles, benefits & challenges. *Social Work in Health Care*, 48(6), 579-596.
  - Lepolstat, R., Golbeck, K., Kostelnik, D., Mandyam, S., Montero, D., & Brown, S. (2009). Impact of managed health care on the US: Implications for universal health care system. *Human Behavior in the Social Environment*, 19(7), 805-819.
- Complete Quiz 3

**Week Four: Wednesday, January 31 – Tuesday, February 6**

**Social Policies and Programs**

*(Course Content: nursing homes, assisted living, respite care, continuum of care; funding for care; scope of care settings, e.g., respite, nursing homes, home health; and emerging settings, e.g., green cottages, cooperative homes; policy trends; social supports – Course Competencies 1, 5, 6)*

Tasks

- Read the following:
  - Administration on Aging Fact Sheet – Older American’s Act
  - CMS (2018). *Medicare & You Guide*
  - Putnam, M., Pickard, J. G., Rodriguez, C., & Shear, E. (2010). Stakeholder perspectives on policies to support family caregivers of older adults with dementia. *Journal of Family Social Work*, 13(2), 173-190.
- Familiarize yourself with the Tennessee Commission on Aging & Disability Services by exploring their website.
- View instructor’s Power Point
- Complete Quiz 4

**Week Five: Wednesday, February 7– Tuesday, February 13**

Tasks

- Issue/Policy Brief Assignment **Due 2/18 (Sunday)** by midnight (CST)

**Week Six: Wednesday, February 14– Tuesday, February 20**

**Assessing Older Adults and Their Caregivers**

*(Course Content: person- environment interaction; critical analysis of major illnesses & major mental health disorders; use of information technology – Course Competencies 1 & 2)*

Tasks

- Read the following:
  - Green, R. R., Cohen, H. L., Galambos, C. M., & Kropf, N. P. (2007). Assessment of older adults, their families and their social supports. In *Foundations of Social Work Practice in the Field of Aging: A competency-based approach* (pp. 117-149). Baltimore, MD: NASW Press.
  - Huber, R., Nelson, H. W., Netting, F. E., & Borders, K. W. (2008). Assessing elders’ needs in context. In *Elder Advocacy: Knowledge and Skills Across Settings*. (pp. 54- 78). Belmont, CA: Thomas Brooks/Cole.
  - Kang, H. G., Mahoney, D. F., Hoenig, H., Hirth, V. A., Bonato, P., Hajjar, I., & Lipsitz, L. A. (2010). In situ monitoring of health in older adults: Technologies and issues. *Journal of the American Geriatrics Society*, 58(8), 1579-1586.
- View instructor’s Power Point
- Complete Quiz 5

**Week Seven: Wednesday, February 21– Tuesday, February 27**

**Evidence-Based Psychosocial Interventions for Older Adults with Chronic Illness**

*(Course Content: HTN, cardiac disease, stroke, diabetes, evidence-based interventions for cardiac and diabetes related medical conditions – Course Competency 2 & 4)*

Tasks

- Read the following:
  - Peck, M. D., & Ai, A. L. (2008). Cardiac conditions. *Journal of Gerontological Social Work*, 50(S1), 13-44.
  - DeCoster, V. A. (2008). Diabetes treatments. *Journal of Gerontological Social Work*, 50(S1), 105-129.
  - Olson, R., Sabogal, F., & Perry, A. (2008). *Viva la vida: Helping Latino Medicare beneficiaries with diabetes live their lives to the fullest. American Journal of Public Health*, 98(2), 205-208.
- View instructor's Power Point regarding how to conduct systematic reviews
- Complete Quiz 6

**Week Eight: Wednesday, February 28 – Tuesday, March 6**  
**Evidence-Based Psychosocial Interventions for Older Adults with Chronic Illness and Disability**  
 (Course Content: evidence-based interventions for cancer & arthritis pain; individuals aging with and into disability – Course Competency 3 & 4)

Tasks

- Read the following:
  - Molton, I. R., & Yorkston, K. (2017). Growing older with a physical disability: A special application of the successful aging paradigm. *Journals of Gerontology: Social Sciences*, 72(2), 290-299.
  - Maramaldi, P., Dungan, S., & Poorvu, N. (2008). Cancer treatments. *Journal of Gerontological Social Work*, 50(S1), 45-77.
  - Yoon, E., & Doherty, J. B. (2008). Arthritis pain. *Journal of Gerontological Social Work*, 50(S1), 79-103.
- Complete Quiz 7

**Week Nine: Wednesday, March 7– Tuesday, March 13**  
**Evidence-Based Psychosocial Interventions for Older Adults with HIV/AIDS and Evidence-Based Psychosocial Interventions for Older Substance Abusers**  
 (Course Content: evidence based interventions for HIV/AIDS & substance abuse - Course Competency 2 & 4)

Tasks

- Read the following:
  - Haber, D. (2009). Gay aging. *Gerontology & Geriatrics Education*, 30(3), 267-280.
  - Emlet, C. A., & Shippy, R. A. (2008). HIV/AIDS treatments. *Journal of Gerontological Social Work*, 50(S1), 131-149.
  - Cummings, S. M., Bride, B., Cassie, K. M., & Rawlins-Shaw, A. (2008). Substance abuse. *Journal of Gerontological Social Work*, 50(S1), 215-241.
- Complete Quiz 8 (Due to Spring Break, Quiz 8 will be available until 3/20, 11:59PM, CST)

**Week Ten: Wednesday, March 14– Tuesday, March 20**

Spring Break

- Complete Quiz 8 (Due to Spring Break, Quiz 8 will be available until 3/20, 11:59PM, CST)

**Week Eleven: Wednesday, March 21– Tuesday, March 27**

**Evidenced-Based Interventions for Older Adults with Depression and Anxiety**

*(Course Content: evidence-based interventions for depression & anxiety – Course Competency 2 & 4)*

Tasks

- Topic and PICO elements for the Systematic Review paper due by **March 27 (via email)**
- Read the following
  - Unützer, J., Harbin, H., & Schoenbaum, M. (2013). The collaborative care model: An approach for integrating physical and mental health care in Medicaid Health Homes. Hamilton, NJ: Center for Health Care Strategies and Mathematica Policy Research.
  - Adamek, M. E., & Slater, G. Y. (2008). Depression and anxiety. *Journal of Gerontological Social Work, 50*(S1), 151-189.
  - Maxfield, M. & Segal, D. L. (2008). Psychotherapy in nontraditional settings: A case of in-home cognitive behavioral therapy with a depressed older adult. *Clinical Case Studies, 7*(2), 154-166.
- Complete Quiz 9

**Week Twelve: Wednesday, March 28– Tuesday, April 3**

**Evidence-Based Interventions for People with Dementia & Caregivers**

*(Course Content: evidence-based interventions with dementia & caregiver related issues, later life families, social supports, potential ethical dilemmas in working with older adults with mid cognitive impairments – Course Competency 1, 2, 4, & 6)*

Tasks

- Read the following:
  - Van Gennip, I. E., Pasman, R. W., Oosterveld-Vlug, M. G., Willems, D. L., & Onwuteaka-Philipsen, B. D. (2016). How dementia affects personal dignity: A qualitative study on the perspective of individuals with mild to moderate dementia. *Journal of Gerontology: Social Sciences, 71*(3), 491-501.
  - Sanders, S., & Morano, C. (2008). Alzheimer's disease & related dementias. *Journal of Gerontological Social Work, 50*(S1), 191-214.
  - Cassie, K. M., & Sanders, S. (2008). Familial caregivers of older adults. *Journal of Gerontological Social Work, 50*(S1), 293-320.
- View instructor's Power Point
- View caregiver bill of rights
- Complete Quiz 10

**Week Thirteen: Wednesday, April 4– Tuesday, April 10**

**Evidence-Based Interventions at the End of Life**

*(Course Content: nursing home settings, evidence based interventions for medical and mental health conditions, advance care planning – Course Competencies 4-6)*

Tasks

- Read the following:
  - Waldrop, D., Meeker, M. A., & Kutner, J. S. (2015). The developmental transition from living with to dying from cancer: Hospice decision making. *Journal of Psychological Oncology, 33*, 576-598.

- Waldrop, D. P. (2008). Treatment at the end of life. *Journal of Gerontological Social Work*, 50(S1), 267-292.
  - Reynolds, K. S., Steinhauer, K. E., Hanson, L. C. & Henderson, M. (2008). End of life care in nursing home settings: Do race or age matter? *Palliative Support Care*, 6(1), 21-27.
  - Oliver, D. P., Wittenberg-Lyles, E., Dermis, G., Washington, K., Porock, D. & Day, M. (2008). Barriers to pain management: Caregiver perceptions and pain talk by Hospice interdisciplinary teams. *Journal of Pain and Symptom Management*, 36(4), 374-382.
- Complete Quiz 11

**Week Fourteen: Wednesday, April 11– Tuesday, April 17**

**Other Topics: Evidence-Based Interventions for Older Adults as Caregivers & Effectiveness of Telehealth Interventions for Older Adults**

*(Course Content: later life families, evidence- based interventions with grandparents raising grandchildren, caregivers of aging adults with intellectual disabilities, telemedicine interventions – Course Competencies 1, 2, 4, & 6)*

Tasks

- Read the following:
  - Choi, N. G., An, S., & Garcia, A. (2014). A feasibility study of low-income homebound older adults' participation in an online chronic disease self-management program. *Home Health Care Services Quarterly*, 33, 106-120.
  - Kolomer, S. (2008). Grandparent caregivers. *Journal of Gerontological Social Work*, 50(S1), 321-344.
  - McCallion, P., & Nickle, T. (2008). Individuals with developmental disabilities & their caregivers. *Journal of Gerontological Social Work*, 50(S1), 243-266.
- Complete Quiz 12

**Week Fifteen: Wednesday, April 18– Tuesday, April 24**

Tasks

- Systematic Review Due by **4/24 at midnight (CST)**
- Complete Course Evaluation