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## Course Outline

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**INSTRUCTOR:** Kelly Cooper

**LOCATION:** Ayamdigut Campus

**E-MAIL:** Kelly.Cooper@yukonu.ca

**TELEPHONE:** HEHS office 867-668-8845

**OFFICE HOURS:** 12-1 Room A2101

**METHOD:** Synchronous

**TIME:** 1:00 pm- 3:50 pm

**DATES:** Tuesdays, Sept 5<sup>th</sup> to Nov 28<sup>th</sup>

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### COURSE DESCRIPTION

This course considers the social work practice, research, legislation and policy with older adults. It will explore issues affecting those living in the community as well as those residing in group or care settings, and the role of family and community supports.

### COURSE REQUIREMENTS

Prerequisite(s): admission to the BSW Program

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr)

### LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Develop an understanding of the social, physical, physiological and cultural implications of aging in Yukon and Canada.
2. Review social work skills to address individual, family, community and societal issues of aging.
3. Recognize social work practice, research, education and policy activities through an anti-oppressive lens.
4. Develop insight into ethical and legal issues that may impact the health and well-being of older adults.
5. Understand how abuse, transportation, housing, economic security, social isolation and ageist attitudes impact the aging process.

6. Recognize the diversity in the aged population and to be able to identify relevant social work issues/opportunities in working with different groups and cultures

## COURSE FORMAT

### Weekly breakdown of hours:

Activity	Estimated Time
Classroom instruction	170 minutes
Weekly readings	100 minutes
Assignments (varies weekly)	100 minutes
<b>TOTAL - per week</b>	<b>370 minutes (aprox 6.5 hours)</b>

### Delivery format

Face to Face

### SW 416 Assignments:

**#1 Class participation (20%).** This includes written reflections (mostly drawn from the “Questions to consider” found at the beginning of the Hulko chapters), reporting back on a discussion with an older adult and presenting a media article to the class: by **November 14<sup>th</sup>** each student is to bring **one media item** (magazine, newspaper, podcast, announcement, blog) related to aging to class and facilitate a 10-minute discussion of its significance. A copy of the media item must be submitted to the instructor 2 days prior to the day it is presented.

**#2 Journal Critique (15% 3-4 pages).** Students are to select a periodical related to aging from either the **Canadian Journal on Aging or the Clinical Gerontologist** and prepare a brief essay and comment on: what drew you to this topic, the research strengths and limitations and implications this has for the Yukon’s aged and service providers through an anti-oppressive lens. **Due: Oct 3<sup>rd</sup>/23**

**#3) Age Friendly Environmental Scan (15% 3-4 pages).** Students will visit a **public** building where an older adult would frequent for services in Whitehorse and scan its overall age friendliness and recommend changes to make it more friendly. Students are also to review the services website. Site selection is **due Oct 17<sup>th</sup>/23**, the paper is **due Oct 31<sup>st</sup>/23** and all class presentations (10 minutes) occur on **Nov 7<sup>th</sup>23**.

**#4 Term Paper (25% 8-10 pages).** Students research a topic on aging and apply theories and knowledge gained through the course. You are to use a minimum of 10 cited references of which half must have been published in the last 8 years. Papers are to be double spaced and utilize APA referencing. You are to include an introduction, description of the issue (historically, statistically and scope of the problem). Review how it impacts Canadian and the Yukon’s aged through an anti-oppressive lens. Critique the research and include your opinion supported by the literature and provide recommendations and a conclusion. Topic selection is required by **Oct 31<sup>st</sup>/23** and the paper is **due Nov 14<sup>th</sup>/23**.

**#5 Final Exam (25% - short paragraph answers).**

## EVALUATION

#1 Class Participation	20 %
#2 Journal Critique	15 %
#3 Age Friendly Environmental Scan	15 %
#4 Term Paper	25 %
#5 Final Examination	25%
TOTAL	100%

## COURSE WITHDRAWAL INFORMATION

Last date of withdrawal for this course without academic penalty is Friday, November 2<sup>th</sup>, 2023.

## TEXTBOOKS & LEARNING MATERIAL

### Required Resources:

Colmers, Eva, (2011). The Elder Project [https://www.nfb.ca/film/elder\\_project/](https://www.nfb.ca/film/elder_project/) National Film Board of Canada.

Hulko, W., Brotman, S., Stern, L., Ferrer, I. (2020). Gerontological Social Work in Action - Anti-Oppressive Practice with Older Adults, their Families, and Communities. Routledge.

**Additional Readings are assigned from the Canadian Journal on Aging (CJA) and the Clinical Gerontologist (CG).** Hard copies available on reserve and/or links provided via Moodle.

### References on Reserve:

Chappell, N., McDonald, L., Stones, M. (2008) (2<sup>nd</sup> ed) Aging in Contemporary Canada. Pearson/Prentice Hall.

Green, R., Cohen, H., Galambos, C., Kropf, N., (2013) Foundations of Social Work Practice in the Field of Aging – A Competency Based Approach. National Association of Social Workers.

McInnis-Dittrich, K. (2020) (5<sup>th</sup> ed) Social Work with Older Adults - A Biopsychosocial Approach to Assessment and Intervention. Pearson.

Novak, Mark., Northcott, Herbert., Campbell, Lori. (2018) (8<sup>th</sup> ed) Aging and Society: Canadian Perspectives. Nelson Thomson Learning.

Wister, A., (2019) Aging as a Social Process – Canada and Beyond. Oxford.

## ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **WEEKLY TOPIC OUTLINE: (subject to change due to availability of speakers).**

- 1. Ageism and Population Aging - Sept 5/23**
  - Introductions and overview of the course
  - Chap 1 Hulko
  - Ageism Quiz
- 2. Theories and Research - Sept 12/23**
  - Chap 2 & 12 Hulko
- 3. Diversity and Policies - Sept 19/23**
  - Chap 5 & 6 Chappell
  - CJA Article: Staying Out of the Closet. 37(1):22-31 (2018).
- 4. Cognition and Mental Wellness – Sept 26/23**
  - Chap 7,8,9 Hulko
- 5. Families and Caregiving - Oct 3/23**
  - Journal Critique due
  - Elder Project Guest Speaker
  - Chap 6 Hulko
  - CG Article: Cancer Bereavement and Depression Symptoms in Older Spouses. Vol 44, No 2. 126-132 (2021).
- 6. Families and Caregiving - Oct 10/23**
  - First Nations Guest speaker
- 7. Health – Oct 17/23**
  - Review Age-Friendly Rural and Remote Communities: A Guide and site selection
  - Read Yukon Health Status Report – Focus on Seniors, 2018
  - Intro to Psychosocial Assessments
  - Chap 11 Hulko
- 8. Addictions – Oct 24/23**
  - Term paper topic approval
  - CG Article: Exploring New Use of Cannabis. Vol 44, No 1. 25-31 (2021).
  - Chap 5 Hulko
  - Grief/MAID
- 9. Abuse and Neglect – Oct 31/23**
  - Chap 4 & 10 Hulko

- Age friendly paper due
- Guest Speaker

**10. Housing and Transportation- Nov 7/23**

- Age Friendly presentations
- Guest speaker
- CJA Article: Personal and Clinical Factors Associated with Older Drivers' Self- Awareness of Driving Performance. 40 (1) 82-96 (2021).

**11. End of Life Issues - Nov 14/23**

- Chap 12 Wister (p 410-420)
- Term paper due
- Guest speaker

**12. Work, Retirement and Pensions - Nov 21/23**

- Chap 14 Chappell
- CJA Article: The Unbearable Lightness of Being Retired. 38 (1) 21-34 (2019).

**13. Skills in practicing with older adults and exam review - Nov 28/23**

**14. Exam (TBA - likely Dec 12/23)**