



**NEW ORLEANS**  
BAPTIST THEOLOGICAL SEMINARY  
ANSWERING GOD'S CALL

**CCSW6369 Social Work Practice with the Aging and Their Families**  
**New Orleans Baptist Theological Seminary**  
**Division of Church and Community Ministries**  
**Spring 2019, Tuesday and Thursday, 8:00 a.m.**

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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Core Value Focus**

The seminary has five core values:

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is **Doctrinal Integrity**.

**Curriculum Competencies**

This course will address the following curriculum competency:

**Interpersonal relationships:** This course will provide students with the opportunity to develop healthy relationships with older adults.

## **Course Description**

This course focuses on issues related to the aging process, including retirement, caregiving, health, and spiritual development. Social work interventions, such as case management, individual therapy, group therapy, and community planning, are explored. The importance of church ministry to aging persons is stressed.

## **Student Learning Outcomes**

The student involved in this course should be able to:

1. Describe the biological, sociological, psychological, and spiritual aspects of older adults.
2. Understand the major theories of aging and how they impact social work practice.
3. Identify problems faced by older persons and ministries that address these needs.
4. Develop skills in utilizing interventions with elderly clients and their families.
5. Enhance therapeutic relationship skills with older adults.
6. Assess personal views of aging and mortality.
7. Evaluate personal feelings, attitudes, and values about working with older adults.

## **Course Teaching Methodology**

### **Units of Study**

- Unit 1 Introduction/Who are the Aged?
- Unit 2 Biblical Basis/Historical Basis
- Unit 3 Overview of the Aging Process
- Unit 4 Attitudes toward Aging
- Unit 5 Aging and Spirituality
- Units 6-9 Problems/Needs of Older Adults/Issues Impacting Older Adults
- Unit 10 Theories of Aging
- Unit 11 Working with Individuals and Families
- Unit 12 Working with Groups of Older Persons
- Unit 13 Macro Practice with the Aged
- Unit 14 Social Policy and Aging

**Teaching Method.** This course will utilize lecture, small group discussions, guest speakers, case studies, and videos.

### **Textbook**

McInnis-Dittrich, K. *Social work with older adults* (4th ed.). Boston, MA: Pearson, 2014.

## **Assignments and Evaluation Criteria**

### **Personal View of Aging Paper**

Write a 5 page paper examining your personal view of aging. Include the following:

- Describe your interaction with older persons when you were a child. How did these experiences influence your view of aging?
- Describe your own process of aging. How do you feel about the age you are now? What are your fears about aging? What pleasant experiences do you anticipate as you age?

- What is your view of healthy aging? Have you had any role models for healthy aging? If yes, please describe at least one person's influence on your attitudes toward aging.
- How do your religious beliefs affect your view of aging?
- Conclude with a summary of your personal view of aging.

The paper should be typed according to APA, 6th ed. You may use first person ("I") in this paper.

### **Reading and Class Participation**

Students are expected to read the entire textbook. Students are expected to be prepared for class and to actively participate in class discussions and assignments.

### **Interview/Paper**

Interview a person 70 years of age or older who is not related to you. Plan to spend 6-8 hours with the interviewee; schedule the time in 1-1 ½ hour segments (be sensitive to the needs of the older adult). Include the following topics in your interview: personal attitudes about the later years, his/her assessment of society's response to older persons, the support network available to him/her (examples: friends, family, church), current physical condition, level of life satisfaction and contributing factors, current situation regarding work or retirement, long-range plans about health care and housing alternatives, church and community involvement, and view of death and dying.

At the beginning of the interview, explain the purpose of the assignment to the interviewee and obtain his/her consent to be interviewed (use form attached to the syllabus). Keep a copy of the consent form and give a copy to the interviewee.

Write a 5-6 page paper about your interview addressing the above named topics for discussion. The paper should be typed according to APA, 6th edition. Write in paragraph form; do not merely list the interview questions and the answers.

Finally, state your reaction to the interview. How did you feel about the interview? How did the person react to the interview? What did you learn from the interview? You may use first person in this section of the paper.

### **Presentation and Paper on Research Topic**

Each person will select and research a problem, need, or issue which impacts older adults.

1. Each student will have 35-40 minutes to present his/her research in class. The student should prepare a PowerPoint for the presentation.

2. The body of the paper should be 10-12 pages. The paper should be typed in Times New Roman, 12 point type, according to APA, 6th ed.

The presentation and paper should:

- A. Introduce the research topic.
- B. Provide statistics to illustrate the extent of the problem, need, or issue.
- C. Explain why the topic is important to address at this time.
- D. Discuss how long the topic has been a problem, need, or issue.
- E. Explain whether the problem, need, or issue appears to be increasing or decreasing. Provide data to support this claim.

- F. Explain the potential impact of the topic on elders, their families, and the community (or society in general).
- G. Discuss available services including formal and informal services that are currently available to serve elders and their families affected by the topic. Explore the use of technology in addressing the topic.
- H. Discuss gaps in services and identify issues in addressing these gaps. Provide recommendations for how social workers and the church could help eliminate service gaps.
- I. Include a bibliography of 10-12 resources utilized.

Possible research topics include: substance abuse, housing, dementia, long-term care, retirement, poverty, social isolation, and depression. All research topics must be approved by the professor. Email the professor your topic choice by Thursday, February 7.

**Midterm and Final Exam**

Students will complete midterm and final exams on the assigned dates.

**Evaluation of Grade**

Assignment	Percentage of Grade	Due Date
Personal View of Aging Paper	15%	February 21
Midterm Exam	15%	March 14
Interview/Paper	20%	April 11
Presentation on Research Topic	15%	As Assigned
Paper on Research Topic	20%	Due on Date of Presentation
Final Exam	15%	May 14, 9-11

**Course Policies**

**Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is on this website.

**Policy Regarding All Assignments**

All assignments should be submitted in either .doc (Microsoft Word) or .wpd (WordPerfect) on Blackboard unless otherwise stated.

**Policy on Late Assignments**

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. **Assignments that are over one week late will not be accepted.**

## **Academic Policies**

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog*.

## **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

## **Netiquette**

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with others students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

## **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

## **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

## **Emergency Plan**

In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://www.nobts.edu). Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

## **Extra Credit**

Students may earn 2 extra points on their final grade average by volunteering 4 hours at SeniorFest on Friday, April 5, 2019.

## Course Schedule

Dates	Topic	Assignment
January 22	Introduction Who are the Aged?	McInnis-Dittrich, Chapter 1
January 24	Biblical Basis Historical Basis	McInnis-Dittrich, Chapter 2
January 29, 31	Overview of the Aging Process Attitudes toward Aging	McInnis-Dittrich, Chapter 3
February 1, 5	Theories of Aging	Assignment Distributed in Class
February 7, 12, 14	Working with Individuals Communication Assessment	McInnis-Dittrich, Chapters 4-5
February 19, 21, 26	Working with Families Assessment Family Developmental Tasks Caregiving Intergenerational Living	McInnis-Dittrich, Chapters 6, 12
February 28, March 7, 12 { March 5 – Mardi Gras – No class }	Working with Groups of Older Persons	McInnis-Dittrich, Chapter 7
March 14 March 18-22 Spring Break	Midterm Exam	
March 26, 28	Macro Practice with the Aged	Assignment Distributed in Class
April 2, 4	Social Policy and Aging	McInnis-Dittrich, Chapter 13
April 9, 11, 16, 18	Problems/Needs of Older Adults Student Presentations	McInnis-Dittrich, Chapters 8-9
April 23, 25	Aging and Spirituality Ministry in the Church and Community	McInnis-Dittrich, Chapters 10-11
April 30, May 2	Social Work Practice Areas with Older Adults	Assignment Distributed in Class
May 7, 9	Future Issues Related to the Aging Population Review	
May 14, 9-11 a.m.	Final Exam	

## **Selected Bibliography**

- Aldin, C. M., & Gilmer, D. F. (2013). *Health, illness, and optimal aging: Biological and psychological perspectives* (2nd ed.). New York, NY: Springer.
- Bengtson, V. L., & Settersten, Jr., R. A. (2016). *Handbook of theories of aging* (3rd ed.). New York, NY: Springer.
- Blazer, D. G., Yaffe, K., & Liverman, C. T. (Eds.). (2015). *Cognitive aging: Progress in understanding and opportunities for action*. Washington, D. C.: The National Academic Press.
- Buchanan, M. (2008). *Living with purpose in a worn-out body: Spiritual encouragement for older adults*. Nashville, TN: Upper Room Books.
- Carozza, L. S. (2016). *Communication and aging: Creative approaches to improving the quality of life*. San Diego, CA: Plural Publishing.
- Cox, C. B. (2015). *Social policy for an aging society: A human rights perspective*. New York, NY: Springer.
- Grabinski, C. J., & Niles-Yokum, K. (2015). *101+ careers in gerontology*. New York, NY: Springer.
- Haber, D. (2016). *Health promotion & aging: Practical applications for health professionals* (7th ed.). New York, NY: Springer.
- Hyer, L. (2014). *Psychological treatment of older adults: A holistic model*. New York, NY: Springer.
- Irving, P. (2014). *The upside of aging: How long life is changing the world of health, work, innovation, policy and purpose*. Hoboken, NJ: John Wiley & Sons.
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- Kunkel, S. R., Brown, J. S., & Whittington, F. J. (2014). *Global aging: Comparative perspectives on aging and the life course*. New York, NY: Springer, 2016.
- Lesser, H. (Ed.). (2012). *Justice for older people*. Amsterdam: Brill Academic.
- Mears, K. M., & Kortebein, P. M. (2013). *Geriatrics*. New York, NY: Demos Medical.
- Merrill, G. F. (2015). *Our aging bodies*. New Brunswick, NJ: Rutgers University Press.

- Miltash, K. M., Jurkowski, E. T., & Krout, J. A. (Eds.). (2015). *Aging in rural places: Programs, policies, and professional practice*. New York, NY: Springer.
- Morgan, L. A., & Kunkel, S. R. (2016). *Aging, society, and the life course* (5th ed.). New York, NY: Springer.
- Niles-Yokum, K., & Wagner, D. L. (2015). *The aging networks: A guide to programs and services* (8th ed.). New York, NY: Springer.
- Poo, A-J. (2015). *The age of dignity: Preparing for the elder boom in a changing America*. New York, NY: The New Press.
- Rowles, G. D., & Teaster, P. B. (Eds.). (2016). *Long-term care in an aging society: Theory & practice*. New York, NY: Springer.
- Saxon, S. V., Etten, M. J., & Perkins, E. A. (2015). *Physical change and aging: A guide for the helping professions* (6th ed.). New York, NY: Springer.
- Sbanotto, E. A. (2016). *Effective generational ministry: Biblical and practical insights for transforming church communities*. Grand Rapids, MI: Baker Academic.
- Sugar, J. A., Riekse, R. J., Holstege, H., & Faber, M. A. (2014). *Introduction to aging: A positive, interdisciplinary approach*. New York, NY: Springer.
- Walter, C. A., McCoyd, J. L. M. (2016). *Grief & loss across the lifespan: A biopsychosocial perspective* (2nd ed.). New York, NY: Springer.
- Weil, J. (2014). *The new neighborhood senior center: Redefining social and service roles for the Baby Boom Generation*. New Brunswick, NJ: Rutgers University Press.
- Whalley, L. J. (2015). *Understanding brain aging and dementia: A life course approach*. New York, NY: Columbia University Press.
- Whitfield, K. E., and Baker, T. A. (2014). *Handbook of minority aging*. New York, NY: Springer.

## INTERVIEW CONSENT FORM

I am a student at New Orleans Baptist Theological Seminary. I am taking a class in which we are learning about older adults and how they view various topics related to our course objectives. I am required to spend 6-8 hours with the person I interview. The interview times will be scheduled in 1 to 1 ½ hour segments, according to a schedule that is convenient to you. I will take notes on what you tell me while we are talking because I am required to write a summary of the interview for my class.

Your participation in this interview is voluntary. If you discover that you do not like the interview, you may stop at any point. You are not required to answer any questions you do not want to answer. If you find any topic unpleasant or otherwise not to your liking, please tell me and we will go on to another one.

The information you provide me will be confidential. I will not put your name in my notes nor reveal your identity in my written report. The class instructor and grader will read the contents of the written summaries to see what each student learned.

Do you have any questions you would like to ask before we begin?

### CONSENT TO PARTICIPATE IN THE INTERVIEW

**Informant's Statement:** The purpose of the interview has been described to me. I have had a chance to ask the student questions about the interview. I understand that I may end the interview at any time and that I may decline to answer any of the questions asked. I voluntarily consent to participate in this interview.

\_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date