



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 Ministry
January 11-15, 2021

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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.

Textbook

McInnis-Dittrich, K. *Social work with older adults: A biopsychosocial approach to assessment and intervention* (5th ed.). Boston, MA: Pearson, 2019.

Course Teaching Methodology

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

Course Requirements

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, 7th ed. You may use first person ("I") in this paper.

Reading and Class Participation

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

Interview/Paper

Interview 1 person 70 years of age or older who is not related to you. Plan to spend 2 hours with the interviewee; schedule the time in short segments of no more than 1 hour in duration (be sensitive to the needs of the older adult). Because of COVID-19, please complete your interviews via telephone or videoconferencing.

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-page paper about your interview addressing the above named topics for discussion. The paper should be typed according to APA, 7th 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.

If you do not know any older adults and need help finding someone to interview, please contact your professor as soon as possible.

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, 7th 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 Monday, December 14.

Final Exam

Students will complete a final exam at the conclusion of the workshop. The exam will be posted on Blackboard.

Evaluation of Grade

Assignment	Percentage of Grade	Due Date
Personal View of Aging Paper	20%	January 11
Interview/Paper	20%	January 11
Presentation on Research Topic	20%	January 12
Paper on Research Topic	20%	January 22
Final Exam	20%	January 29

Technical Assistance

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

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

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.

Course Policies

Assignment Submission

All assignments should be submitted 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.

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. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

Course Schedule

Dates	Topic
Monday, January 11 1 p.m. – 7 p.m.	Introduction Overview of the Aging Process Attitudes toward the Aging Biblical Basis Aging and Spirituality Ministry in the Church and Community
Tuesday, January 12 8:30-11:30 a.m. 1:00-4:00 p.m.	Problems/Needs/Issues Impacting Older Adults
Wednesday, January 13 8:30-11:30 a.m. 1:00-4:00 p.m.	Theories of Aging Working with Individuals and Families Communicating with Older Adults
Thursday, January 14 8:30-11:30 a.m. 1:00-4:00 p.m.	Working with Groups of Older Persons Macro Practice with the Aged
Friday, January 15 8:30 a.m.-12:00 p.m.	Social Policy and Aging Future Issues Related to the Aging Population

Selected Bibliography

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- Bengtson, V. L., & Settersten, Jr., R. A. (2016). *Handbook of theories of aging* (3rd ed.). New York, NY: Springer.
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- Buchanan, M. (2008). *Living with purpose in a worn-out body: Spiritual encouragement for older adults*. Nashville, TN: Upper Room Books.
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- Grabinski, C. J., & Niles-Yokum, K. (2015). *101+ careers in gerontology*. New York, NY: Springer.
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- 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.
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- 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.
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- 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 2 hours with the person I interview. The interview times will be scheduled in short 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