

Bemidji State University

SOWK 3830: Gerontology: Social Work Perspectives

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Enables students to understand adult development and aging and to apply this knowledge to social work practice. Theories of aging are examined and applied to practice assessment and intervention strategies. Focuses on areas of particular relevance to practice with older persons in terms of expected life transitions and accompanying challenges (retirement, family relationships, etc.) and life crises and problems (loss and dependency, addictions, abuse and neglect, Alzheimer's). Impact of ageism, diversity, and physical, psychological, and social issues and changes in the aging process. Accompanying health, social, and family needs; the relationship of public policy to meeting these needs; and the development and delivery of services. Prerequisite: For Social Work majors: SOWK 2120 or consent of instructor. Might not be offered every year.

B. COURSE EFFECTIVE DATES: 02/15/2006 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. be able to articulate an understanding of the field of gerontology.
2. be familiar with issues related to diversity ζ race/ethnicity, socioeconomic class, gender, sexual orientation ζ and the aging process.
3. be familiar with the demographics of aging in the United States and policy and services issues related to planning for older persons.
4. become familiar with and understand the impact of transitions and losses on the older adult and the accompanying grief and bereavement.
5. become familiar with the issues related to family configuration, household changes, transitions, support and care of older adults.
6. become familiar with the opportunities and challenges related to the older adult in terms of self-efficacy, vitality, community and professional paid and unpaid involvement.
7. become familiar with the social theories of aging.
8. demonstrate beginning level skills in assessment of older persons.
9. demonstrate understanding of ethical issues related working with older persons.
10. understand adult development and aging from a human diversity framework - physiological, cognitive, emotional, socioeconomic, cultural, spiritual.
11. understand and be able apply social theories of aging.
12. understand the impact of the aging process on psychological, cognitive, personality, and interpersonal, intimate relationships.
13. understand the relationship of the aging process to biological and physiological processes.
14. understanding ageism in American society and its consequences in terms of individual experiences and the impact on American culture.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted