WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Course Name: Social Gerontology
Course Number: SWK 6686
Semester: Summer 2020

COURSE DESCRIPTION:

The world population is growing older at an unprecedented pace. In the U.S. alone, close to 35 million persons are 65 years or older. Between 2020 and 2030 alone, the number of older persons is projected to increase by almost 18 million as the last of the large baby boom cohorts reaches age 65. This demographic trend represents enormous challenges and opportunities for older adults, their families, communities and professionals of all disciplines.

Currently there is a shortage of health and social service professionals who are familiar with the diversities of the aging experience. It is important for social workers to be knowledgeable about the aging process and the social services that impact older adults (pension, long-term care, housing, etc.). Learning about their future clients and advocating for them will contribute to an age-friendly society.

Gerontology is an elective course open to students in either the foundation or advanced years. The course introduces students to the field of aging providing an overview as preparation for the dramatic demographic shifts facing our society and profession. The course builds upon knowledge of biology, and psychosocial development taught in the Human Behavior in the Social Environment course. It also explores the contemporary manifestations of ageism taught from a historical perspective in the social welfare organization course. The course highlights the unique challenges confronting aging women, LGBTQ groups and ethnic and racial minorities who have had to cope with multiple levels of oppression, sexism, racism and other forms of discrimination throughout their lifespan.

Students are expected to apply practice principles learned in foundation and advanced practice courses to issues in aging, such as: retirement, chronic illness, depression, social isolation, elder abuse, widowhood, and caregiving. Students will be invited to discuss and investigate many systems that disproportionately affect older adults and examine the role of the social worker within these systems. At the same time, students will learn about the disparities that already exist within the older population and that may become even more pronounced in the future.

Readings, class discussion and student activities will center around the understanding of the aging process and its complexities.

I. COURSE COMPETENCIES
This course addresses Council on Social Work Education Competency #2 and #6

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,

color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers: • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers: • apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

II. COURSE COMPETENCY OUTCOMES
By the completion of this course, students will be able to:

1. Articulate the major historical and cultural events that have influenced and shaped aging policy and are demonstrative of the substantial disparities that exist within the aging population in the United States.

2. Critically evaluate current theories and evidence-based intervention strategies that are currently associated with clinical work with older adults in the United States.

3. Articulate an understanding of the importance in considering of diversity and difference in engagement with the aged populations served within the field of social work.

4. Demonstrate critical thinking and consideration of values specific and unique to older populations when performing assessments and selecting effective evidence-based interventions.

MEASURE 2A-Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

MEASURE 2B- View themselves as learners and engage those with whom they work as informants.

MEASURE 2C- Demonstrates particular knowledge and sensitivity to forces impacting clients who represent stigmatized or at-risk populations.

III. INSTRUCTIONAL METHODS

A combination of lectures, readings, reflections through written journal assignments, class activities, case studies, and student presentations will be utilized in this course. Students will be asked to integrate experiences from field practice as well as their own personal experiences into their class discussions and assignments when possible. **Students are expected to actively participate in class discussions and exercises.**

This class will utilize Canvas, an online learning management system (LMS) that facilitates educational interactions and experiences. It is expected that students will log on to Canvas and participate fully in online class activities and discussions. For more information on creating a Canvas account, please contact Yeshiva University's Information Technology department.

IV. COURSE EXPECTATIONS AND GRADING

COURSE EXPECTATIONS

It is expected that each student will keep up with the required readings in the course outline. It is also expected that assigned readings will be completed prior to class. Books and articles listed as recommended are designed to enhance or complement the required text. Students are urged to take advantage of the supplementary readings which are on reserve at the library. Familiarity with readings should be reflected both in written assignments and classroom discussion.

GRADING

The following criteria will be used for grading written assignments:

Completeness and timeliness of the assignment; clarity of thought and communication; correctness of language, ability to apply course content and reading to the assignments; appropriateness and fullness of documentation; evidence of interest in learning from written assignments and classroom discussions.

Grades will be weighed as follows:

Participation & Discussion board comments and responses – 20%

Reaction Journal with Learning Partner – 25%

Film Assignment – 25%

Research project – 30%

Required Texts

There is NO Required Text. Assigned readings will be provided via a *pdf* file, through E-Reserves or thru a link to the host site.

Recommended Texts

Hooyman, N.R., & Kiyak, A.H. (2005*). Social Gerontology: A multidisciplinary perspective.* Needham Hts., MA: Allyn and Bacon.

Mellor, J. & Rehr, H. (Eds.) (2005). *Baby Boomers: Can my eighties be like my fifties*? NY: Springer Publishing Company.

McInnis-Dittrich, K. (2010). *Social work with elders. A biopsychosocial approach to assessment and intervention.* Boston, MA: Allyn & Bacon.

Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. ISBN 978-0-231-10748-8

IV. COURSE REQUIREMENTS

Film Analysis
       Due: 7ᵗʰ class session

The purpose of this paper is to provide the student with an opportunity to explore in depth aging-related concepts and theories. This paper should focus on aging-related themes, concepts and experiences depicted in the movie.

You must select ONE movie from the list below and analyze the selected film from a gerontological perspective. The paper should be **between 8 and 10 pages with a minimum of 5 references. References should come from the textbook, recent journal articles, book chapters, and assigned readings.**

Newspaper and/or magazine articles, websites, power point presentations may be used but are not to be counted as one of the five references.

The following outline is a guide for your paper:

1. Introduction (1 paragraph): an introductory paragraph that brings the reader's attention to the film that you will address and why it is meaningful from a gerontological perspective.
2. A brief synopsis of the film (1 paragraph): a very brief overview of the film, with the assumption that the reader has not seen it.
3. Application of aging-related concepts: Discuss at least 4 concepts, principles and/or theories from our course that can be applied to shed light on aspects of the film you watched **(include examples)**.

4. Select (1) scene that stood out for you. Briefly describe the relevant scene. Explain in detail the gerontological principles, concepts and/or theories you believe are relevant. Elaborate on how the selected scene conforms and/or fails to conform to the gerontological principles, concepts and/or theories you have identified.

5. Conclusion (1 paragraph): Draw together the ideas from your paper in a way that gives the reader insight into what you have learned from watching this film from a gerontological perspective.

Movie Choices: (Select one from the list below.)

And So It Goes	The Curious Case of Benjamin Button	The Intern	RED
Book Club	Gran Torino	Meditation Park	5 Flights Up
The Bucket List	Grumpy Old Men	The Mule	

All papers must be typed double spaced with appropriate use of APA-6th edition for scholarly documentation. Late papers are not accepted. If there are circumstances that interfere with your ability to submit this assignment on the due date, you must notify your professor. At the discretion of the professor, a new date may be given.

Research Project
      Due: Class session 12

You will present a societal problem or issue that particularly impacts the older population. The presentation should be 15-20 minutes long and may be in the form of a narrated PowerPoint presentation, a video of yourself discussing this topic, or a scheduled Zoom meeting.

Please select and email (to your instructor) by Session 6 the title of your presentation. The project should provide a clear understanding of the challenges facing older adults who are dealing with the problem or issue.

Please remember to address the following points in your presentation:

- The purpose of the project - why is it important to highlight this issue? and
    - Why it is of interest to you?
- A clear statement of the problem or issue. Who is affected and how are they affected?
- An analysis of the factors contributing to this condition/issue and their consequences on those affected directly and indirectly. Why did this come about and what will happen if it is left unaddressed?
- Possible solutions. Identify potential ways to remedy the situation.
- Strategies for raising public awareness around the issue.
- The role of Social Work. A description of the role that social workers play, or should play in addressing the condition that you are describing in terms of:

- o Direct practice-- what do social workers do with client systems that are affected by this condition in terms of identification, assessment, intervention, education.
- o * Advocacy and Empowerment-- what efforts are being made on behalf of and with affected populations? What more is needed?
- o * Research and Education-- What have social workers contributed to the research and knowledge base in this area? What else is needed?
- o * Ethical Issues-- How do social workers justify their interventions in this area? What are some of the ethical dilemmas that need to be addressed?
- • Conclusion and Summary. Based on your research, discuss your personal recommendations about how this particular issue/concern should be addressed in schools of social work and in society at large. Give reasons for your recommendations.

Discussion Board Assignments

The purpose of the Discussion Board is to provide opportunities for students to critically analyze course concepts. Postings should be thorough, complete, and thoughtful to indicate that the student has read, examined, and can apply the concepts in the readings.

Satisfactory participation in each discussion board assignment requires students to

- • give full, well-substantiated responses to the discussion questions, preferably referencing the week's readings and/or outside sources
- • reply to peers' posts in other discussion threads
- • make meaningful contributions as part of the responses, demonstrating that the response has been carefully though-out and is appropriate

Reaction Journal

You will maintain a reaction journal throughout the semester. For the reaction journal, you are asked to identify a learning partner that you will interview over the next 14-weeks. This learning partner may be a friend, colleague or family member 70 years or older. You are asked for the purposes of the reaction journal to discuss with your learning partner a topic covered in your previous weeks' readings.

At the **end of sessions 2, 4, 6, 8, and 10** you will write a one-page reaction (approximate 275+ words) to the discussion you had with your learning partner regarding the information presented in the readings or via the discussion boards from the previous (2) weeks. You can also include reactions to anything new that you learned during the discussions. You may also comment or add to information that you may already know. By the end of the 14-weeks, your reaction journal should include (5) submissions.

Grades for this journal (complete or incomplete) will reflect your demonstration of critical thinking; clarity of thought and communication; and analysis of the information presented. This reaction journal is written from your point of view and is not a formal paper, so no citations are necessary (but can be included).

Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, *917-326-4828, rkohn1@yu.edu*, Abby Kelsen, Wilf Campus, *646-685-0118, akelsen@yu.edu*, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

1. Go to your class Canvas page. 2. Click the link "Library Resources & E-Reserves" 3. If you wish to access e-reserves from the library home page (library.yu.edu), Please use "wurzweiler" all lower case, as the password. 4. If you have problems accessing e-reserves, please email: ereserves@yu.edu.

How do I Use E-RES?
1. Go to the library's online resources page:
    http://www.yu.edu/libraries/online_resources.asp

2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.

3. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author

4. Click on the link to your course.

5. Enter the password "wurzweiler".

6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at
www.adobe.com/products/acrobat/readstep2.html

Plagiarism

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs

when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is <u>not</u> plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **<u>FAIL</u>** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

<u>HIPAA Alert</u>

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

<u>Confidentiality</u>

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

Course Outline

Date	Topic	Reading Assignments
Session 1	Introduction and Course Overview Understanding Social Gerontology Confronting ageism and the myths of aging	**Required Readings:** Hooyman, N. R. and Kiyak, N. R. (2005). Social Gerontology: A Multidisciplinary Perspective (7th ed.). Boston, MA: Pearson Education, Inc. Chapter 1 - The Growth of Social Gerontology, pgs. 3-27. Dovey, Ceridwen. (2015) *What Old Age is Really Like*. The New Yorker, October 1, 2015. Haboush, A., Warren, C., & Benuto, L. (2012). Beauty, Ethnicity, and Age: Does Internalization of Mainstream Media Ideals Influence Attitudes Towards Older Adults? *Sex Roles*, *66*(9-10), 668-676. doi:10.1007/s11199-011-0102-6
Session 2	Theories of Aging	**Required Readings:** Richardson, V. & Barusch, A. (2006) Chapter 2, 22-47; Chapter 3, 48-63. *Gerontological practice for the twenty-first century: A social* work perspective. New York: Columbia University Press.
Session 3	Biological and Cognitive Age-related Changes	**Required Readings:** Morgan, L. A., & Kunkel, S. (2016). Aging, Society, and the Life Course, Fifth Edition. New York, NY: Springer Publishing Company, p. 205-219. Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 6, 110-131 and Chapter 7, 132-145. Dorfman, R., Lubben, Al, James, E., Mayer, O., Allison & Atchinson, K. et al. (1995) Screening for Depression among a well elderly population. *Social Work*, 40(3) 295-304 ERES
Session 4	Social Challenges of Aging	**Required Readings:** Hendricks, J., Schulz, J. H., Cutler, S. J., Binstock, R. H., & George, L. K. (2006). Handbook of Aging and the Social Sciences (Vol. 6th ed). Amsterdam: Academic Press. p. 320-336 Richardson, V. & Barusch, A. (2006*) Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 12, 264- 292, Chapter 13, 293-312.

Session 5	Diversity and Older Adults	**Required Readings:** Cummings, S. M., & Galambos, C. (2012). Diversity and Aging in the Social Environment. New York, NY: Routledge, p. 155-174. Hrostowski, S. (2010). Diversity in Aging America: Making Our Communities Aging Friendly. Race, Gender & Class, 17(3/4), 307-313. Richardson, V. & Barusch, A. (2006) Gerontological practice for the twenty-first century. A social work perspective. New York: Columbia University Press. Chapter 4, Stages in gerontological practice. 64-87; Chapter 8, 146-168.
Session 6	Sexuality and Aging	**Required Readings:** Barusch, Amanda Smith. (2009) Love and Ageism-A Social Work Perspective. *Social Work Today,* Vol. 9, No. 1, p. 12. Blando, J.A. (2001) Twice hidden: Older gay and lesbian couples, friends, and intimacy. *Generations*, 25(2), 87-90. ERES David, Paula. (2002) Sex in the Nineties: Exploring Sexual Intimacy with Older Jewish Women. *Journal of Social Work in Long-Term Care.* Vol. 1 (2). Kochman, A. (1997) Gay and lesbian elderly: Historical overview and implications for social work practice. *Journal of Gay and lesbian social services,* 6(1), 1-10. ERES Scott, Paula Spencer. (2015) Facilities are finally grappling with the fact that residents have sex lives. *AARP Bulletin*, June 2015
Session 7	Social Supports and Caregiving (formal & informal)	**Required Readings:** Aldwin, C. M., & Gilmer, D. F. (2013). Health, Illness, and Optimal Aging, Second Edition : Biological and Psychosocial Perspectives (Vol. 2nd ed). New York: Springer Publishing Company, p.247-264. Lum, T. Y. (2005). Understanding the Racial and Ethnic Differences in Caregiving Arrangements, Journal of Gerontological Social Work, 45:4, 3-21, DOI: 10.1300/J083v45n04_02
Session 8	Social Work Practice in Gerontology	**Required Readings:** Youdin, R. (2014). Clinical Gerontological Social Work Practice. New York: Springer Publishing Company, p.19-45. Richards, V. & Barusch, A. (2006) Gerontological practice for the twenty-first century: A social work perspective. New York: Columbia University Press. Chapter 4, 64-87.

		McInnis-Dittrich, K. (2010) *Social work with elders. A biopsychosocial approach to assessment and intervention*. Boston, MA: Allyn and Bacon. Chapter 11.
Session 9	Elder Abuse Hoarding	**Required Readings:** Beaulieu, M. Ethical and psychosocial issues raised by the practice in cases of mistreatment of older adults. Journal of Gerontological Social Work. 46. ¾ May 2006: 161-186 Brownell P. & Wolden, A. (2002) Elder Abuse Intervention Strategies: Social Service or Criminal Justice? *Journal of Gerontological Social Work*. 40 (1/2), 83-101. Linzer, N. (2004) Ethical dilemma in elder abuse. *Journal of Gerontological Social Work, 43(2-3),* 165-173. Mellor, M.J. & Brownell, P. (2006) Elder abuse and mistreatment. Policy, practice and research. *Journal of Gerontological Social Work,* 46 (3/4). Steketee, G., Frost, R., and Kim, H. (2001) Hoarding by Elderly People. *Health and Social Work*, 26(3), 176-184
Session 10	Older Adults in Prison	**Required Reading:** Davidson, L., Rowe, M. (2008) Peer support within criminal justice settings: The role of forensic peer Specialists, The CMHS National Gains Center. Greco, R. (2000) Older prisoners. In Project 2015. The Future of Aging in NYS. Articles and briefs. Available at www.aging.state.ny.us Maschi, T., Kivak, J., Ko, E., Morrissey, M. (2012) Forget me not: Dementia in prison. *The Gerontologist*, V-0, No. 0, 1-11 Yaeger, D. (2012) Older inmates adjust to life outside prison, *Social Work Today,* Vol, 12, No. 1, 28 Old Behind Bars. Available at https://www.hrw.org/report/2012/01/27/old-behind-bars/aging-prison-population-united-states
Session 11	Programs and Policies for Older Americans	**Required Reading:** Aldwin, C. M., & Gilmer, D. F. (2013). Health, Illness, and Optimal Aging, Second Edition:: Biological and Psychosocial Perspectives (Vol. 2nd ed). New York: Springer Publishing Company, 265-294. Cox, C. B. (2015). Social Policy for an Aging Society : A Human Rights Perspective. New York: Springer Publishing Company, 173-182.

		Cahill, S., South, K. & Spade J. (2000) Public Policy issue affecting gay, lesbian and transgender Elders, *The Policy Institute of the Gay and Lesbian Task Force.*
Session 12	Older Women: Economic and Social Status The Rural Elderly	**Required Readings:** Twigg, Julia. (2003) The body, gender, and age: Feminist insights in social gerontology. *Journal of Aging Studies.* 18, 2004 p. 59-73. Hardy, Melissa A. (1993) The gender of poverty in an aging population. Research on aging 15.3 September 1993;: 243-278. ERES Wells, M. (2010) Resilience in Older Adults living in Rural, Suburban and Urban Areas. *Journal of Rural Nursing: Health Care.* Fall 2010
Session 13	Ethical Issues and Value Conflicts in Gerontology	**Required Readings:** Richardson, V. & Barusch, A. (2006*) Gerontological practice for the twenty-first century. A social work perspective.* New York: Columbia University Press. Chapter 7, 132- 145; Chapter 11, 235-263. Moody, H.R.(1994) *Aging, Concepts and Controversies.* Thousand Oaks, CA: Pine Forge Press. 163-198, 267-298.
Session 14	New Trends in Aging Advocacy Initiatives: A Call to Action	**Required Reading:** Marshall, V,W. & Alpeter, M. (2005) Cultivating Social Work Leadership in Health Promotion and Aging Strategies for Active Aging Interventions. *Social Work* 30(2) 135-145. Bhalotra, S.M., & Mutschler, P.H. (2002) Primary Prevention for Older Adults: No Longer a Paradox. *Journal of Aging & Social Policy*, 12(2), 5-22.

<u>Bibliography</u>

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psychology.org.au/publications/inpsychresilience

Butler, R., Lewis, M. & Sutherland, T. (1998. *Aging and mental health: Positive psychosocial and biomedical approaches*. 5th ed., Boston: Allyn/Bacon.

Keigher, S., Fortune, E., & Witkin, S. (Eds). (2000*) Aging and Social Work : The Changing landscape*. Washington, DC: NASW Press.

Kart, C.S., Kinney, J.M. (2001) *The realities of aging: An introduction to gerontology*, 6th ed. Boston: Allyn and Bacon.

Cornman, J.M., & Kingston, E.R. (1996) Trends, issues, perspectives and values for the aging of the baby boom cohorts. *The Gerontologist* 36, 15-26.

Moody, H.R.(1994) <u>Aging, Concepts and Controversies.</u> Thousand Oaks, CA: Pine Forge Press.

Social Work Practice in Gerontology

Applewhite, S.L. (1998). Culturally Competent Practice with Elderly Latinos. *Journal of Gerontological Social Work*, 30(1/2), 1-15.

Browne, C. (1995). Empowerment in social work practice with older women. *Social Work*, 40, 358-365.

Dressel, P.L., & Barnhill, S.K. (1994). Reframing gerontological thought and practice. The case of grandmothers with daughters in prison. <u>*The Gerontologist, 34, 685-691.*</u>

Goodman H. (2004) Elderly Parents of Adults with severe mental Illness: Group Work interventions. *Journal of Gerontological Social Work 44(1/20 173-188*

Kropf, N.P., & Pugh, K.L. (1995). Beyond Life Expectancy: Social Work with centenarians. *Journal of Gerontological Social Work*, 23, (3/4), 121-137.

Salmon, R. & Graziano, R. (eds.) (2004). Group work and aging: Issues in practice, research, and education. *Journal of gerontological social work*, Vol. 44, (1/ 2).

Segrist, K. (2008). Impact of support groups on well-being of older women. *Journal of Gerontological Social Work*, 51(1/2), 42-52.

Schneider, R., Kropf, N., & Kisor, A. (Eds.) (2000). *Gerontological Social work: Knowledge, Service Settings and Special populations*. Belmont, CA: Brooks/Cole.

Cultural Issues/Diversity

Angel, R., & Angle, J. (1997*). Who will care for us? Aging and long term care in a multicultural society.* New York: New York University Press.

Braun, K., & Browne, C. (1998). Dementia, Caregiving, and help seeking among Asian and Pacific Islander Asians. *Health and Social Work*, 23(4), 262-274.

Browne, C. (1998). *Women, Feminism and Aging*. New York Springer

Dayton-Ingersoll, B., Dunkle, R. & Chadiha, L. Intergenerational Ambivalence: Aging Mothers whose Adult Daughters are Mentally Ill. *Families in Society*: The Journal *of Contemporary Social Service* (92(1)114-119

Simpson, G.M. (2008). A qualitative perspective of family resources among low income, African American grandmother-caregivers. *Journal of Gerontological Social Work*, 51(1/2), 19-41.

Stoller, E.P., & Gibson, R.C. (Eds). (1994). *Worlds of difference: Inequality in the aging experience*. Thousand Oaks, CA: Pine Forge Press

Ethics and Values

Boehnlein, J.K. (1999). The case against physician assisted suicide. *Community Mental Health Journal*, 35, 5-14.

Davit, J.K., & Kaye, L.W. (1996). Supporting patient autonomy: Decision-making in home health care. *Social Work*, 41, 41-50

Freedman, M. (1994). Helping home-bound elderly clients understand and use advance directives. *Social Work in Health Care*, 20, 61-73.

Granse, B.: (2003) Why Should we Even Care? Hospice Social work practice in a prison setting. *Smith College Studies in Social Work* 73,359-376

Caregiving

Coonz,S. (1997*) The way we really are: Coming to terms with America's changing families*. New York Basic Books.

Thomas, W.H. (1994) *The Eden Alternative: Nature, hope and nursing homes*. Sherburne, NY: Eden Alternative Foundation.

Walker, R.J. & Pomeroy, E.C. (1996) Depression or Grief? The experience of caregivers of people with dementia. *Health & Social Work*, (21)4, 241-320.

Aging and Social Policy

Journal of Aging and Social Policy (JASP). Haworth Press, Inc.

Kim, P.K. H. (Ed.) (1994). *Services to the aging and aged: Public policies, and programs*. New York: Garland.

U.S. Bureau of Census(1996) Population Projections of the United States by Age, Sex, Race and Hispanic Origin: 1995to 2050 Current Population Reports (pp. 25-113). Washington, DC: U S. Government Printing Office.

Kane, R.I., Kane, R.A.& Finch et al. (1997). SHMOs , the second generation: building on the experience of the first social health maintenance organization demonstrations. *Journal of the American Geriatrics Society*, 45(1), 101-110.

How Will You pay for Your Old Age? A Special Report on Long term Care Insurance (1997) *Consumer Reports*, 62(10), 36-50.

Booth, M.J., Fralich, P, Saucie, R., Molica, S. & Riley, T. (1997) *Integration of Acute and Long term Care*. University of Southern Maine.

Stone, R. (2000*). Long Term Care for the Elderly With Disabilities: Current Policy, Emerging Trends, and Implications for the Twenty-first Century*. New York: Milbank Memorial Fund.

Torres-Gil, F.M. (1998). Social Policy and the Politics of Hispanic Aging. *Journal of Gerontological Social Work,* 30(1/2), 143-158.

Websites

Administration on Aging http://www.aoa.dhhs.gov

AARP http://aarp.org

Alzheimer Association   http://www.alz.org

Center for Medicare and Medicaid http://www.cms.hhs.gov

Gerontological Society of America http://www.geron.org

Family Caregiver Alliance http://www.caregiver.org

International Longevity Center   http://www.ilcusa.org

National Academy on an Aging Society http://www.agingsociety.org

National Caregivers Association http://www.nfcacares.org

National Center for Health Statistics website http://wwwcdcgov/nchs2000a

National Hispanic Council on Aging http://www.nhcoa.org

New York City Department for the Aging http://www.nyc.gov/html/dfta/html/home

NYS Office for the Aging http://aging.state.ny.us

Senior Action in a Gay Environment http://www.sageusa.org

US Census http://www.census.gov

Addendum

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