



CADER Online Course Overviews, Learning Objectives, and Competencies

The Center for Aging and Disability Education and Research's online training is not simply convenient, it's effective. Our training programs are developed by leading experts in the field of aging and disability, and address valuable competencies in the field of aging and disabilities. Your organization(s) will benefit from an exceptional learning experience focusing on real-world practice solutions.

A Foundation in Ethics, Critical Thinking and Problem Solving – (3 CEUs)

A Foundation in Ethics, Critical Thinking and Problem Solving Course Description:

Ethics is a part of everyday practice for those who work in health and social services. Ethical decisions related to older adults and people with disabilities are vitally important because these decisions affect the quality of peoples' lives. Questions can arise around issues of independence and safety, family relationships, loss, and end-of-life decisions. Throughout this course we will focus on basic ethical principles including autonomy, which is self-determination beneficence, doing good non-maleficence, doing no harm justice, fair treatment.

A Foundation in Ethics, Critical Thinking and Problem Solving Learning Objectives:

After successfully completing this course participants will be able to:

1. Discuss three approaches to moral thinking.
2. Define ethics.
3. Name the principles of bioethics.
4. Explain how these principles directly impact your work.
5. Understand how an ethical dilemma may affect your work.
6. Examine your values and beliefs and how they might influence your behavior towards people whose beliefs and values are different from yours.
7. Describe the process of critical thinking and how it facilitates problem solving in difficult situations.
8. Discuss the relationship between ethics and informed consent, self-determination, capacity, and decision-making.
9. Apply problem-solving techniques to address dilemmas that arise around issues of personal choice and safety.
10. Discuss the ethics of informed consent and confidentiality and the laws that apply to them.
11. Identify issues that can arise when working as part of team.

A Foundation in Ethics, Critical Thinking and Problem Solving Course Competencies:

The course competencies are as follows:

Knowledge

- Describe an ethical dilemma
- Discuss the relationship of ethics and informed consent



- Discuss the relationship of ethics to discussions of capacity, self-determination, and decision making
- Discuss the relationship of ethics and risk of harm
- Explain the importance of confidentiality as it relates to ethical practice

Skills

- Apply ethical decision making and problem-solving processes to practice situations
- Use a problem-solving framework to address an ethical dilemma related to informed consent
- Use a problem-solving framework to address ethical dilemmas related to capacity, self-determination and decision making
- Use a problem-solving framework to address ethical dilemmas related to risk of harm

Values

- Identify and assess one's own values relating to ethical practice
- Describe how to deal with ethical issues related to conflicts of interest and boundaries
- Understand how culture can influence ethical approaches to problems

A Guide to the Aging & Disability Networks - (4 CEUs)

Guide to the Aging Network Course Description:

This course provides a comprehensive overview of the current federal and state government's long-term service systems available to older adults and people with disabilities. As well as a number of privately funded and administered programs, such as the Alzheimer's Association, which provides information on and support for people dealing with dementia, and disability rights organizations, which provide legal and protective services to people with disabilities.

In order to properly serve the people who seek information about their eligibility for services and their right to obtain these services, workers must be knowledgeable about the federal laws from which most health and social welfare funding emanates. The laws are intricate and ever changing and require workers to keep up to date. This is especially true of the programs that are administered by the states. Therefore, it is not expected that workers in one state will be familiar with all other state programs, but it is essential for them to know what services are available in their own state for older people and people with disabilities.

By the conclusion of this course, you should be able to help the people who come to you for information or services to determine what they are eligible for that meets their particular needs, and help them to navigate the aging and disability networks.

Guide to the Aging & Disability Networks Course Learning Objectives:

After completing this course, participants should be able to:

1. Identify key federal, state, and local resources available to older adults, people with disabilities, and their families.
2. Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).



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3. Know what medical, nutritional, transportation, and other services and programs are available in the community, especially including person directed services and programs.
4. Ensure that all information is available, and is understandably by the participant and their family.
5. Make referrals to appropriate community based services and programs.

6. Help plan services that are appropriate to the participant's personal and cultural needs.

Guide to the Aging & Disability Networks Course Competencies:

The course competencies are as follows:

Knowledge:

- Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.
- Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).
- Know how determinations of eligibility (regarding disability, income, etc.) are made.
- Know what medical, nutritional, transportation, and other services and programs are available in the community, especially including person-directed services and programs.
- Be familiar with the approximate costs of services, supplies, and other supports that the care plan may require.
- Know how to use private and public financial resources when helping the person consider options.
- Understand income support and other financial assistance programs.
- Know how cultural background may affect a person's choices for care.

Skills:

- Connect all the resources (housing, long-term care, community-based services) that are available.
- Combine public and private resources.
- Streamline the enrollment process.
- Include the family and others involved in the person's care planning.
- Ensure that all information is available to and understood by the person and family.
- Use assessment tools as needed to develop care plans.
- Make referrals to appropriate community-based services and programs.

Values:

- Respect the person's cultural background, needs, and values.
- Plan services that are appropriate to the person's cultural

Aging in Place - (4 CEUs)

Aging in Place Course Description:

This course provides an overview of the issue of aging in place, in various contexts, with a specific focus on the role of the social service practitioner. It strengthens your knowledge of aging in place by understanding promotional strategies, implications, ethical considerations, and other resources available on aging in place.

As older adults experience changing physical and cognitive abilities, they may require increasing assistance with their daily activities and decision making. Social service practitioners are often at the forefront of helping older adults and families deal with this issue and face the challenge of finding the balance between the wishes, safety, and independence of older adults.



This course offers strategies to promote aging in place as well as an introduction to the larger social and policy issues surrounding meeting the housing and health needs of older adults.

Aging in Place Course Learning Objectives:

After completing this course participants should be able to:

1. Define the concept and implications of aging in place.
2. Identify at least three strategies to promote aging in place.
3. Apply a strengths perspective approach to your practice when working with older adults who wish to age in place.
4. Work with older adults from various ethnic groups in a culturally competent manner.
5. Discuss capacity-risk model and ethical considerations when addressing the issue of aging in place.

Aging in Place Course Competencies:

The course competencies are as follows:

Knowledge:

- Identify issues related to losses, changes and transitions over the life cycle relevant to aging in place.
- Understand the perspectives and values of other disciplines when working with older adults and their families.
- Understand the need to develop rapport and maintain an effective working relationship with older adults and their families.
- Understand how links to appropriate resources and services ensure appropriate use of the service continuum.
- Understand the ethical issues of capacity versus risk.

Skills:

- Use educational strategies to provide older persons and their families with information related to aging in place.
- Identify the availability of resources and resource systems to facilitate aging in place.

Values:

- Respect and promote older adult clients' right to dignity and self-determination.
- Assess and address personal values and biases regarding aging in place.
- Apply ethical principles to decisions on behalf of all older clients, with special attention to those with limited decisional capacity.
- Respect diversity among older adult clients and their families.

Assessment with Older Adults and Persons with Disabilities - (4 CEUs)

Assessment Course Description:

This course looks at the administration of long-term living programs, which vary from state to state, but the priority of helping older people and persons with disabilities to remain active and independent members of their community is shared by all programs. Assessment of individual need is the gateway for participants to access the full range of services and supports that are needed for independent living. Assessment as discussed in this course is the process that unfolds as the worker and participant work together to find solutions to the participant's long-term living needs. For the worker assessment means



uncovering the physical, mental, emotional, familial, and social conditions that might be acting as barriers to full participation in the person's life. For the participant it means placing trust in another person's ability to help them find the resources they need to live full and productive lives.

Workers who engage with participants in the assessment process need to be familiar with federal health care policy and law, as well as the particular policies and laws in the state where they practice. Throughout the text there will be a number of links to internet sources that we encourage you to use. The links contain information that will broaden your understanding of the social and legal history of aging and disability in the United States. The links also help to keep information current about changing federal laws and health care policy and their effect on long-term living policies.

Assessment Course Learning Objectives:

After completing this course, participants should be able to:

1. Describe the role of the assessor as facilitator.
2. Describe the role of social service worker in the assessment process.
3. Understand the history and purpose of assessment process in the United States.
4. Explain how the assessment process supports choice, self-determination, and participation.
5. Identify the legal and ethical considerations during assessment.
6. Respect the diversity of participants using cultural humility.
7. Describe the importance of self-reflection during assessment.
8. Explain the role of the participant as partner in assessment.

Assessment Course Competencies:

Knowledge:

- Describe the core elements of assessment including social supports and functional abilities.
- Understand the legal and ethical considerations involved in assessment.
- Understand the importance of maintaining confidentiality before, during, and after the assessment.
- Describe the importance of environmental factors in assessment.

Skills:

- Describe effective ways to ask questions during assessment.
- Describe the role of participant as partner.
- Explain the steps involved in ending the assessment process.
- Demonstrate authentic communication during assessment.

Values:

- Understand the value of choice, self-determination, & participation in the assessment process.
- Recognize one's own attitudes and the impact of assessor attitudes on assessment.
- Respect participant's right to choice & self-determination.

Compulsive Hoarding in Older Adults - (4 CEUs)

Compulsive Hoarding in Older Adults Course Description:

This course provides social service practitioners with information and a better understanding of the possible causes of compulsive hoarding, its trajectory, and how it affects the individual's behavior and ability to function within the home and community. The course also discusses assessment tools, as well as the methods of treatment and intervention that researchers and social service providers are



developing in their work with compulsive hoarders. Case studies provide concrete examples of how hoarding behaviors may be manifested and treated.

Compulsive Hoarding in Older Adults Learning Objectives:

After completing this course participants should be able to:

1. Assess the research findings on compulsive hoarding.
2. Describe some obstacles in identifying the causes of compulsive hoarding.
3. Identify the behavioral manifestations of compulsive hoarding among older adults.
4. Describe the practitioner's role in working with cases of compulsive hoarding.
5. Describe the intervention strategies used by practitioners with compulsive hoarders.
6. Identify the resource and referral sources available to social service practitioners in their work with compulsive hoarders.

Compulsive Hoarding Among Older Adults Course Competencies:

The course competencies are as follows:

Knowledge:

- Summarize current literature describing the prevalence, course, and features of compulsive hoarding in older adults.
- Identify social work intervention options and current treatment approaches, including challenges to treating older adults.

Skills:

- Assess competency as it relates to the issues of hoarding and self-care.
- Develop and understand compulsive hoarding intervention strategy.
- Understand intervention implementation as it relates specifically to hoarding.
- Identify key agency/community organizations of assistance with hoarding problems.

Values:

- Understand the ethical dilemmas that may arise in seeking to balance the protection of the individual and community with respect for the self-determination of the older adult.
- Understand the vulnerabilities of older adults within the context of the larger community.
- Understand the limitations of interventions in cases of hoarding behaviors.

Core Issues in Aging and Disability - (5 CEUs)

Core Issues in Aging and Disabilities Course Description:

This course provides information and tools to help workers understand how disability and age can affect functioning and quality of life. It stresses the importance of seeing all people as unique individuals with different personal and cultural histories. You will learn about the philosophy of consumer choice, the background of home and community-based services, the ethics of social service work, and the federal laws that affect disability and aging.

The course describes specific techniques to communicate with participants in the programs, and discusses the need for accurate documentation. Also presented in the course, are the many elements in



the aging process from a biological, psychological, and social perspective. It explores the many changes that take place throughout the aging process and the complexity and diversity of the aging experience. It lists federal resources and programs for older adults and persons with disabilities and suggests sources within the various states where information is available for support in long-term living.

Core Issues in Aging and Disability Course Learning Objectives:

After completing this course, participants should be able to:

1. Demonstrate an awareness of his/her own attitude towards older adults and persons with disabilities.
2. Identify the physical changes which take place during the aging process.
3. Identify with the psychological changes that take place during the aging process.
4. Demonstrate an understanding of the social changes that take place during the aging process.
5. Demonstrate an understanding of the complexity and diversity of the aging experience.

Core Issues in Aging and Disability Course Competencies:

The course competencies are as follows:

Knowledge:

- Identify and apply information regarding an older adult's physical status, such as: disabilities, chronic or acute illness, nutrition status, sensory impairment, medications, mobility, and activities of daily living (ADLs) and independent activities of daily living (IADLs).
- Understand the scope of physical, psychological, and social challenges that occur throughout the life cycle.
- Identify issues related to losses, changes, and transitions over the life cycle.
- Understand laws and public policies related to persons with disabilities and older adults (e.g., elder abuse reporting, legal guardianship, advance directives).
- Identify the various programs, services, and resources available to participants and their extended networks.
- Describe the concepts of consumer choice, self-determination, and participation and their importance to long-term living programs.
- Identify gaps and barriers in the service delivery system for persons with disabilities and older adults.
- Understand basic legal and ethical issues associated with the worker role.
- Understand current policy issues as they relate to long-term living programs.

Skills:

- Learn how to effectively obtain and communicate accurate information.
- Establish rapport and maintain an effective professional relationship with participants and their extended network.
- Be familiar with strategies to address the communication challenges that may arise during interactions with participants.
- Adapt communication methods to the sensory, verbal, physical, and cognitive abilities of the participant.
- Respect and promote the person's right to dignity and self-determination.
- Identify best practices and available research to improve practice and program outcomes.

Values:

- Assess and address one's own values and biases regarding disability and aging.
- Respect and promote self-determination, consumer choice, and participation during interactions with participants and their extended networks.



- Understand that participants may experience some anxiety, emotional stress, and fear when talking about their lives and feelings with social practitioners.
 - Respect diversity and address cultural values and beliefs of participants and their families.
 - Understand the importance of self-reflection.
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Driving Transitions with Older Adults – (3 CEUs)

Driving Transitions with Older Adults Course Description:

Explore issues related to older adult drivers; safety, federal and state laws, and driving environment. Describe how visual cognitive and other functional impairments affect driving. Learn about developing realistic plans for driving alternatives, public and private resources.

Driving Transitions with Older Adults Course Learning Objectives:

After completing this course, participants will be able to:

1. Evaluate safety issues for older drivers in road design and the driving environment.
2. Describe the current status of state motor vehicle re-licensing laws for older adults who may have visual or other impairments to driving safely, and the role of state medical review boards.
3. Analyze the data on older drivers and understand the implications for driving safety.
4. Negotiate the issues during discussions about driving decisions with the client and family.
5. Develop realistic plans for driving alternatives with older clients and their families.

Driving Transitions with Older Adults Course Competencies:

The course competencies are as follows:

Knowledge:

- Identify issues related to grief, loss, transitions, & adaptations to changes over the life cycle as these pertain to driving.
- Understand & evaluate the psychosocial factors that affect driving & the older person's physical & mental well-being.

Skills:

- Apply a strengths perspective to issues around aging and driving.
- Reevaluate & adjust service or care plans for older adults who drive on a continuing basis.
- Establish rapport & maintain effective working relationships with older adults & family members around driving.
- Adapt psychological & educational approaches to enhance coping capacities around driving cessation.
- Mediate between family members, & help them address the stress around older adult driving issues.

Values:

- Identify & assess his or her own values regarding driving and aging.
 - Understand, respect, and promote older adults' rights to make decisions about driving.
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Elder Abuse, Neglect and Exploitation - (4 CEUs)

Elder Abuse, Neglect and Exploitation Course Description:

This course will help social service practitioners to understand the forms elder abuse takes, and to recognize the signs and symptoms of abuse. Practitioners will learn about assessment for abuse and intervention skills for social service practitioners who may encounter cases of abuse, mistreatment, or self-abuse in their practice with older clients, and understand the mandatory reporting laws. Elder abuse can occur in a number of different settings: private residences; nursing homes, hospitals, and other medical or psychiatric care facilities; senior centers; day care centers; and assisted living complexes.

Although Adult Protective Services (APS) agencies are responsible for investigating and responding to cases of elder abuse, they rely upon knowledge and information from a variety of sources. This course suggests ways in which the practitioner can work in a collaborative relationship with APS and the legal, medical, and other community agencies that deal with elder abuse cases. It also provides important research findings in older adult abuse, including the demographics, social and economic costs, the effects of culture, and connections between domestic violence and minority status.

Elder Abuse, Neglect and Exploitation Course Learning Objectives:

After completing this course participants should be able to:

1. Succinctly define elder abuse.
2. Recall the demographics of aging and abuse.
3. Explain the social & economic costs of abuse of older adults.
4. Describe research findings on elder abuse, including the effects of culture & minority status.
5. Utilize assessment and intervention skills in elder abuse.
6. Associate the connection between elder abuse in spousal or partner relationships & domestic abuse.
7. Understand & utilize mandated reporting procedures.
8. Identify the issues that affect elder abuse policy in the United States.

Elder Abuse, Neglect and Exploitation Course Competencies:

The course competencies are as follows:

Knowledge:

- Identify & define the seven categories of elder abuse: physical abuse, emotional abuse, financial exploitation, neglect, abandonment, sexual abuse, & self-neglect.
- Identify the various theories regarding possible causes of elder abuse.
- Define the role of Adult Protective Services in elder abuse.

Skills:

- Recognize the signs and symptoms of elder abuse.
- Identify characteristics frequently displayed by abused older adults & their abusers.
- Identify intervention strategies that can be implemented to improve the safety, security, & quality of life of elder abuse victims.
- Identify the key policies & regulations regarding mandated reporting of suspected cases of elder abuse.

Values:

- Understand the ethical principles, including the right to self-determination, that are relevant to elder abuse cases and older adults who neglect themselves.
- Identify the ways in which cultural factors among older adults, families, & professionals might influence intervention planning.
- Understand the complex legal issues regarding the abuse of older adults.



End-of-Life Issues - (4 CEUs)

End-of-Life Issues Course Description:

Describe the palliative care model and identify the different stages of dying. Articulate the roles of social service professionals in end of life care. Assess the needs of the dying and their families. Increase knowledge about advance directives as well as legal and ethical issues. Develop a care plan and interventions that meet the needs of those who are dying.

End-of-Life Issues Course Objectives:

After completing this course, participants should be able to:

1. Articulate the various roles of social service practitioners in end-of-life care.
2. Assess the needs of dying older adults and their families.
3. Develop a care plan that meets the needs of the patient and family.
4. Identify the different stages of dying that patient and family experience.
5. Understand the ethical issues that can accompany end-of-life decisions.
6. Be knowledgeable about the legal requirements of advance directives.
7. Assess personal attitudes about death.

End-of-Life Issues Course Competencies:

The course competencies are as follows:

Knowledge:

- Understanding how different cultures & religions affect the patient & family response to end-of-life issues.
- Advocating for patient and family within the health care & social services systems, including networking, brokering, & collaborating with other service providers to assure needs are met & maximum support is offered for end-of-life care.
- Educating the public, other agencies, & professional staff on end-of-life care needs, & promoting policies that reduce fragmentation & barriers within the health care delivery system.

Skills:

- Recognizing the unique needs, expectations, & concerns of patient & family about death & dying as reflections of their values & belief systems.
- Recognizing signs & symptoms of anticipatory grief, mourning, & bereavement; assessing effect on patient, family, loved ones & caregivers; & developing supportive bereavement process.
- Assessing patient, family, & caregiver reactions to illness, subsequent life changes, & impending death.
- Assessing patient, family, & caregiver reactions to illness, subsequent life changes, & impending death.
- Evaluating changing dynamics within patient, family, & caregiver relationships & systems through frequent & consistent reassessment of needs, coping skills, capacity, strengths, & challenges related to diminishing capacity of patient and increasing demands on family and caregivers.
- Facilitating dialogue between patient and family members to discuss a range of topics including: pain management and treatment options; changing health care status; advance care planning; patient education needs; and questions and concerns related to end of life.
- Developing responsive care-planning interventions that promote effective communication, continuity, respectful caregiving, sustained support, and realistic mutual goal setting.



- Providing clinical interventions & counseling to gain insight into patient & family needs; assisting with adjustment to terminal illness; empowering problem solving; & evaluating depression, anxiety, or other emotional disturbances that may be associated with death & dying.

Values:

- Fostering opportunities & providing support for patient self-determination as abilities diminish near the end of life.
- Exploring personal feelings about death & dying, & how they may influence professional & compassionate end-of-life care.

Interdisciplinary Care Teams - (3 CEUs)

Course Description:

Teamwork brings people with varying knowledge, skills, values, and attitudes together to achieve a mutually agreed-upon goal. In the case of interdisciplinary care teams the goal is to provide the best possible health and social service to older adults and people with disabilities. However, good outcomes for the team and the people they serve are very much dependent on how well team members function individually and as a group despite their diversity in professional and life experiences.

This course explains how individuals become effective team members. This means understanding the stages that all teams seem to go through whatever their mission is, be it in business, the military, hospital emergency rooms, or as in your case: the health and welfare of people who are in need of services to help them maintain their health and independence. It also means knowing yourself—what kind of person am I and do I have the personal qualities that will make me an effective team member?

Course Learning Objectives:

After completing this course, you will be able to:

1. Explain the differences between multidisciplinary and interdisciplinary teams (IDTs).
2. Discuss the evolution of team-based health care in public health care policy.
3. Incorporate the principles of team-based health care into your practice.
4. Identify personal values that characterize an effective team member.
5. Define your role as a team member.
6. Identify the ways in which teams organize to reach maximum effectiveness.
7. Discuss leadership styles i.e., formal (hierarchical) vs informal (horizontal).
8. Prioritize immediate and long term goals as a team member.
9. Identify the barriers that can lead to team conflict.
10. Identify some of the ways in which you can help resolve team conflicts.
11. Demonstrate your skills in mediation, negotiation, and compromise.
12. Recognize that institutional rules and regulations may limit how your care team operates.
13. Explain the concept of professional socialization.
14. Adhere to the guiding principles of person-centered care by including the person and family in decision-making as the care plan is developed and implemented.
15. Demonstrate sensitivity when helping people from different cultures who may have different concepts of health and illness.
16. Provide culturally competent care in your language and behavior with older adults and people with disabilities.
17. Adjust to change as the person's needs change and team roles shift.



18. Recognize the ethical issues that can complicate work with older people and people with disabilities.
19. Consider how professional ethical codes may complicate team decision-making.
20. Demonstrate a willingness to be creative and open to continuing education.

Course Competencies:

The course competencies are as follows:

After completing this course, you will have competency in the following areas:

Knowledge

- Understand how different professional disciplines perceive their roles when working in teams.
- Understand how professional education and perceptions can influence team performance.
- Understand the importance of collaboration with members of interdisciplinary care teams to enhance communication and coordination through the enhanced primary care process.
- Identify the ways in which the right to dignity and self-determination can be incorporated throughout team-based care.
- Understand each member's role on the team.

Skills

- Use listening and communicating skills when working in teams.
- Use terminology that is common to the setting in which care is delivered in speaking to healthcare consumers or professionals.
- Serve as an effective member of an interprofessional team, helping other providers on the team to quickly conceptualize a healthcare consumer's strengths, healthcare problems, and an appropriate plan of care.
- Identify and use conflict resolution strategies when working in teams.
- Facilitate collaborative care by sharing relevant information with others in the team when authorized by the healthcare consumer.
- Demonstrate practicality, flexibility, and adaptability in the process of working with others, emphasizing the achievement of treatment goals as opposed to rigid adherence to treatment models.
- Connect healthcare consumers and family members to other members of the healthcare team through face-to-face encounters known as "warm hand-offs", whenever possible.
- Seek out opportunities to maximize the strengths of individual team members by leveraging opportunities for continuous learning and skills development.

Values

- Create a work culture based on "*unconditional positive regard*" for other team members that is conducive to problem solving and team-based care.
 - Adapt services, including team-based care, to the language, cultural norms, and individual preferences of healthcare consumers and family members.
 - Recognize, respect and value the role and expertise of healthcare consumers, family members, and healthcare providers in the process of healthcare delivery.
 - Foster and value diversity in terms of the composition of the inter-professional team members in all roles.
 - Recognize the limits of one's knowledge and skills and seek assistance from other providers.
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Legal Principles and Decision-Making in Practice (3 CEUs)

Legal Principles Course Description:

This course is designed to address the major legal and ethical issues related to informed consent and decision making that social service and health care professionals may encounter when working with older adults and people with disabilities. The first section of the course is framed by two key ethical principles. The first is respect for the right of every adult to make decisions about his or her life. The second is the concept of beneficence or "doing good". These principles will be discussed in the context of how a determination of decisional capacity is reached and the kinds and amounts of information that are used in the process.

The second section of the course discusses the legal instruments used to protect individuals who might have difficulties making their own decisions at critical points in their lives. These include guardianships, powers of attorney, and living wills, all of which have relevance to people throughout their lives regardless of age or state of health. Collectively they are called guardianships or advanced care directives because they give to another person the legal right to make decisions on behalf of a person who is unable to do so.

The third section of this course concerns the things that you can do to assess mental capacity and some of the ways in which you can help people and families avoid court intervention when the person many need a guardian. It also suggests that self-understanding is a key to understanding how older adults or people with disabilities, or people from other cultures may react when faced with important decisions about their health.

Legal Principles Learning Objectives:

After successfully completing this course, participants will be able to:

1. Describe the historic events that led to the creation of bioethics.
2. Discuss all of the elements of informed consent, and explain why it's needed, both ethically and legally.
3. Explain the ethical principles of autonomy, beneficence, and justice.
4. Define decisional capacity.
5. Understand why autonomy and safety can create ethical and legal problems.
6. Make a distinction between competence and capacity.
7. Name the different kinds of guardianships used by the courts and how they are used.
8. Name the different kinds of advance care directives
9. Describe the difference between a power of attorney for health care purposes and a living will.

Legal Issues Principles Competencies:

Knowledge:

- Understand the principle of informed consent.
- Understand the concept of substituted judgment and when it comes into play.
- Understand the terms general power of attorney, durable power of attorney, and springing power of attorney.
- Understand the concepts of autonomy, beneficence, and nonmaleficence as they relate to decision-making and older adults.



Skills:

- Define the terms capacity and competence and differentiate between them.
- Identify alternatives to guardianship.
- Identify the availability of resources and resource systems for older adults, people with disabilities, and their families.

Values:

- Assess and address values and biases regarding aging and disability.
- Address the cultural, spiritual, and ethnic values and beliefs of that impact people's lives.
- Examine issues of independence and safety as they relate to the ethical principles of autonomy, beneficence, and nonmaleficence.

Mental Health Training in Options Counseling – (4 CEUs)

Mental Health Training in Options Counseling Course Description:

This course is designed to help options counselors provide information and resources to consumers who can then make choices about services that support a self-defined quality of life. Options counselors are not expected or trained to diagnose or assess individuals with mental health issues. However, it is important for options counselors to understand mental health issues in a historical context, be familiar with language used to describe psychiatric issues, know the various perspectives on mental health, and recognize self-determination as a human right. In addition, it is important for options counselors to learn about what it means to be trauma sensitive, as well as how to ask questions, listen, and respond to consumers in an authentic way unique to each individual. In this course options counselors will learn how personal bias and self-reflection impacts communication with consumers and the necessity of cultural inclusion.

Mental Health Training in Options Counseling Course Learning Objectives:

After completing this course, participants will be able to:

1. Recognize the diverse language used to describe mental health & define specific terms related to mental health issues.
2. Understand the history of attitudes regarding mental health in the United States.
3. Explain how options counseling supports choice, self-determination, & participation.
4. Identify the different perspectives on mental health.
5. Respect the diversity of consumers.
6. Describe the importance of options counselor self-reflection.
7. Explain the role of the options counselor in a policy context.
8. Understand a variety of communication skills to interact with consumers, families, and caregivers.

Mental Health Training in Options Counseling Course Competencies:

The course competencies are as follows:

Knowledge:

- Understand the impact of history on mental health services and supports.
- Recognize common mental health conditions that can affect older adults & people with disabilities.
- Describe the behaviors associated with specific mental health diagnoses.



- Understand the role of self-determination while working with consumers and families.
- Know the range of referral resources & organizations available for consumers & families who are in need of mental health services.
- Identify legal & ethical considerations involved when working with consumers & families.
- Identify how long-term care and health reform impacts consumers.
- Understand recovery and the recovery movement.

Skills:

- Describe role of counselor & how to prepare for initial interaction with consumers.
- Describe the difference between care management and options counseling.
- List techniques that are used to establish rapport when working with consumers.
- Explain the importance of the environment when working with consumers with mental health issues.
- Describe effective ways to ask questions while providing resources.
- Demonstrate authentic communication during options counseling.
- Demonstrate trauma-sensitive communication.
- Exhibit cultural humility & inclusion when working with consumers with a mental health issues.
- Explain the steps involved in ending the options counseling process.

Values:

- Understand the value of choice and self-determination.
- Recognize the importance of respecting strengths, values, and preferences of consumers with mental health issues.
- Respect the value of cultural inclusion and humility in options counseling work.
- Respect the diversity of consumers, families, and friends of consumers.
- Recognize the value of boundaries and limits to the options counseling session.

Mental Wellness and Resilience Among Older Immigrants and Refugees (3 CEUs)

Mental Wellness Course Description

By the end of this course, you will become familiar with the background of immigration in the United States, the changes it has brought to our culture at large, and the challenges it brings to older adults. The information you obtain should guide your practice with older immigrants and refugees as you work with them toward the goal of improving their well-being and quality of life in their new country.

Mental Wellness Learning Objectives:

After completing this course, participants will be able to:

1. Discuss the background of immigration in the U.S. and how it is changing in the 21st century.
2. Understand the requirements for immigration to the U.S.
3. Name the various visas used by the U.S. Immigration Service.
4. Describe the various federal benefits available to immigrants.
5. Be familiar with the public policy discussions on immigration in the U.S.
6. Understand the difference between well-being and mental health.
7. Define resilience.



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8. Discuss differences between assimilation and acculturation.
9. Identify the stressors and barriers faced by immigrants and refugees.
10. Identify the strengths and resources in immigrants and immigrant communities that build resilience.
11. Discuss your own cultural attitudes and beliefs and how they may affect your work with immigrants and refugees.

Mental Wellness Course Competencies:

Knowledge

- Understand the background of immigration in the U.S. and its relationship to the work you do with older immigrants and refugees.
- Discuss the political nature of immigration policy.
- Identify the stressors and barriers faced by older immigrants and refugees.
- Describe the differences between assimilation and acculturation and how they play out in practice.
- Identify the strengths and resources in immigrants and immigrant communities that build resilience.

Skills

- Utilize information about depression in your work with older immigrants and refugees.
- Apply Kubler Ross's stages of grief to immigration when working with older immigrants and refugees.
- Describe methods of recognizing and promoting resilience.
- Identify ways to learn about culture and cultural activities when intervening with older immigrant and refugees.
- Describe interventions you can utilize to promote mental wellness with older immigrants and refugees.

Values

- Discuss your own cultural attitudes and beliefs and how they may affect your work with immigrants and refugees.
- Understand the concept of "otherness" both as a practitioner and for older immigrants and refugees.
- Describe how stigma related to immigration status might impact self-esteem.
- Reflect on how your own views of self-confidence, mental wellness and resilience can impact your work with older immigrants and refugees.

Substance Use Among Older Adults - (4 CEUs)

Course Description:

Substance use problems among older adults in the United States are increasing, yet these problems often remain hidden and misunderstood. At the same time it is important to know that prevention works, treatment is effective, and people recover (SAMHSA 2.0). The purpose of this course is to help you:



- Understand the prevalence of substance use among older adults
- Identify substance use problems
- Recognize patterns of substance use
- Understand steps to take toward screening and intervention
- Recognize the importance of prevention
- Discuss recovery and recovery resources

Learning Objectives:

After completing this course, you will be able to:

1. Discuss the prevalence of substance use among older adults.
2. Understand why prevalence data is important.
3. Identify the impact of substance use on health.
4. Engage in a collaborative process of addressing substance use with older adults.
5. Discuss treatment resources available to older adults.
6. Outline the roles that workers can play in promoting recovery.
7. Understand the impact of culture on substance use among older adults.

Course Competencies:

The course competencies are as follows:

Knowledge

- Gain knowledge of the impact of substance use on an older adult's health.
- Identify standardized screening and assessment tools that are appropriate for use with older adults, such as the MAST-G and AUDIT.
- Develop an awareness of treatment and recovery models and resources, and know how to make referrals.

Skills

- Engage in a collaborative process of addressing substance use with the older adults with whom you work.
- Understand and address the barriers that might impact substance use interventions.
- Utilize evidence based models for addressing substance use including SBIRT.

Values

- Understand individual and societal attitudes towards substance use in older adults.
 - Identify and assess one's own values and biases regarding aging and substance use.
 - Respect the older adult's right to dignity and self-determination in relation to substance use.
-



Suicide Prevention among Older Adults - (4 CEUs)

Suicide Prevention among Older Adults Course Description:

This course provides practitioners with general information about the prevention of suicide in older adults and the opportunity to use suicide prevention tools and assessment techniques in practice settings to identify suicide risk. It includes background, theory, facts, legal, ethical, practice and policy issues, and statistical information about suicide, suicide ideation, and related behaviors among older adults. The course also identifies particular risk factors for suicide and discusses different forms of suicide, as well as, treatment interventions helpful for social service providers in the field of aging.

Suicide Prevention among Older Adults Learning Objectives:

After completing this course participants should be able to:

1. Identify key risk factors that are associated with suicide among older adults.
2. Understand the various assessment tools that can be used in to identify suicide risk.
3. Incorporate the knowledge of suicide prevention into practice settings.
4. Identify and discuss the various options and range of interventions for prevention of suicide, including collaboration with community agencies.
5. Explain legal and ethical issues as they relate to older adult suicide.
6. Explain current practice and policy issues as they relate to suicide.
7. Understand the importance of practitioner self-care.

Suicide Prevention among Older Adults Course Competencies:

The course competencies are as follows:

Knowledge:

- Define and understand the basic terms used in describing suicide.
- Describe the basic concepts of suicide and suicide prevention.
- Understand the risk factors and protective factors associated with suicide.
- Describe the statistics related to risks for suicide in older adults.
- Describe the limits of confidentiality as it relates to potential self-harm.

Skills:

- Understand and manage one's own reactions to suicide.
- Determine what skills are needed to assess and care for a suicidal older adult, and outline a timeframe for care.
- Understand how to draw out suicidal ideations, behaviors, and plans.
- Explain the imminent risks of suicide.
- Describe collaborative emergency plans that assure the older adult's safety.
- Maintain records about the potential of suicide in the client and any plans for intervention within the provisions of the Health Insurance Portability & Accountability Act of 1996.
- Explain the legal limits of confidentiality.

Values:

- Discuss the ethical dilemmas that may exist between the clinician's goals to prevent suicide and the client's goals to eliminate psychological pain.
- Understand the value of a nonjudgmental and non-adversarial stance with the older adult at risk for suicide.



- Describe the potential impact of ageism as it relates to older adults and self-harm.

Suicide Prevention among Older Immigrants & Refugees - (2 CEUs)

Suicide Prevention among Immigrant & Refugees Course Description:

This course provides general information about the prevention of suicide in older adult immigrants and refugees. It discusses data on the prevalence of suicide by age, gender, race, and country of origin, as well as the known disparities in our health care system that leave some people at greater risk for chronic physical and mental illness. Also included in this course are summaries of some of the major research findings about why people take their own lives, the means they use, and how to recognize the risk factors for suicide in older adults, particularly those who have recently come from other countries.

Older immigrants without a history of mental illness may be overwhelmed by the challenges of adjusting to the ways of a new country, and may feel displaced and unable to cope with the many changes they have to make. Other newcomers may come with a history of depression or other chronic conditions of aging, and may find adjustment to a new culture more than they can deal with. Many immigrant older adults will enter the health care system for help with medical problems but show signs of depression and suicidal thinking as well. This course will teach people who work with immigrant groups how to talk about suicide with people at risk, what they can do to prevent at-risk immigrant older adults from taking their own lives, and how to put them in touch with the mental health resources that can properly assess and treat them.

Suicide Prevention among Immigrant & Refugees Learning Objectives:

After completing this course participants should be able to:

1. Discuss the problems faced by older immigrants and refugees.
2. Understand some of the causes of suicide.
3. Discuss the overall risk factors for suicide.
4. Describe some of the risk factors that are culturally-based.
5. Understand what role resiliency has in suicide prevention.
6. Discuss the importance of being culturally aware.
7. Describe good listening and questioning techniques.
8. Assess suicide risk and the need for crisis intervention.

Suicide Prevention among Immigrant & Refugees Course Competencies:

The course competencies are as follows:

Knowledge:

- Understand suicide as a major public health problem.
- Understand what population data tell us about suicide.
- Understand the nature of suicide and the common causes of suicidal behavior.
- Recognize the risk factors associated with suicide in general and among older adult immigrants and refugees in particular.
- Understand how societal attitudes about age (ageism) affect quality of life for older adults.
- Understand protective factors that can help reduce the likelihood of suicide.
- Understand the special needs of older adult immigrants and refugees.
- Understand that different cultures may have different values and priorities regarding life, health, and family interactions.
- Know what suicide prevention resources and treatment centers are available in your community.



Skills:

- Be able to establish relationships with older adults and people of different cultures.
- Know how to ask the questions that will clarify the person's intentions or actual plans and the intended means for taking his own life.
- Be able to identify when the person is in crisis by evaluating his or her behavior, her stated intentions, and her access to means.
- Use the techniques of persuasive dialogue to encourage the person to accept help.
- Assist the person to access help by making appropriate referrals to mental health specialists, mental health clinics, or other resources in the community.

Values:

- Understand how your own values & biases can affect your work with older people of diverse backgrounds.
- Understand how your own feelings of fear & anxiety about talking about suicide can negatively affect your work.
- Be aware of how preconceived notions about groups of people may affect your work.
- Value and respect the traditions of different cultures.
- Appreciate the need for cultural sensitivity when working with diverse populations.

Supervision for Effective Practice with Older Adults - (4 CEUs)

Supervision for Effective Practice Course Description:

This course demonstrates the skills a supervisor uses to build a collaborative, respectful, and supportive relationship with their supervisees within organizational settings. In addition, the course also provides participants a foundation in the theory and function of supervision, as well as, the empirical studies that point to the supervisory methods most likely to produce good client outcomes. It also suggests ways for managing the conflicting priorities and responsibilities that arise in many direct service organizations. The course has case studies and course forums throughout it which provide participants the opportunity for problem solving.

Supervision for Effective Practice Course Learning Objectives:

After completing this course participants should be able to:

1. Define supervision, and discuss the different models of supervision in social service practice.
2. Distinguish between different styles of learning and teaching.
3. Describe the relationship dynamics between supervisor, supervisee, staff, agency, and clients.
4. Integrate into the supervisory relationship a plan for evaluation & follow through of job performance.
5. Identify the inherent conflicts between autonomy and supervision.

Supervision for Effective Practice Course Competencies:

The course competencies are as follows:

Knowledge:

- Describe the historical role of supervision in social service practice.
- Describe the different models of supervision and learning, including casework, interactional models, and group supervision.



- Summarize the trends in social policy that affect supervision, including managed care, health care reform, and funding for social services for older adults.
- Explain the supervision process within different settings, & summarize the role of supervision in relation to the legal & ethical issues affecting older adults & their families.
- Identify issues in supervision, such as boundary problems, & relationships of power & authority between client & social service worker, and between supervisor & social service worker.

Skills:

- Demonstrate the steps necessary in establishing rapport and the ability to provide coaching in the supervisory process.
- Demonstrate methods of motivating & encouraging supervisees while promoting an atmosphere of trust.
- Demonstrate an understanding of the challenges of supervision, such as staff development, work assignments, training, and evaluations.
- Demonstrate the skills needed for effective problem solving in ethically challenging situations, and the ability to provide emotional and practical support in “hard cases”.
- Demonstrate ability to recognition the signs of stress & burnout in staff & self.

Values:

- Recognize one's own, and the supervisee's personal values and biases.
- Engage & encourage the supervisees in self-awareness & insight into professional behavior.
- Acknowledge client strengths & respect client values in various settings and promote this within the supervisory process.
- Respect cultural diversity & assist supervisees to work effectively with clients of diverse backgrounds.
- Consider client self-determination & dignity within the context of the supervisory process.

Working with Informal Caregivers - (4 CEUs)

Working with Informal Caregivers Course Description:

This course provides an understanding of the key changes in the demographics of families that affect care giving, as well as an overview of the knowledge, skills, and resources necessary for practitioners who work with older adults and their caregivers. It also identify major psychosocial issues facing caregivers and the use of strength-based approach.

Working with the Informal Caregivers of older adults is an essential practice skill for social workers and other practitioners. As the population grows older there is a growing need for informal caregivers of older adults who have a chronic illness or limited mobility, so it is imperative that practitioners learn to adapt their knowledge of supportive services, resource development, and case management to working with informal caregivers.

Working with Informal Caregivers Course Learning Objectives:

After completing this course, participants should be able to:

1. Understand how demographic and family changes have affected caregiving.
2. Identify major psychosocial issues that informal caregivers face.



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3. Articulate ways that social service practitioners can support and help families with caregiving decisions.
4. Gain skills in using a strengths-based approach to caregiving.
5. Increase knowledge about community resources.
6. Increase ways for social service agencies to meet the demand of caregivers' needs

Working with Informal Caregivers Course Competencies:

The course competencies are as follows:

Knowledge:

- Identify the availability of resources and resource systems for older adults and their families.
- Understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice.
- Understand the provision of outreach to older adults and their families to ensure appropriate use of the service continuum.

Skills:

- Identify issues related to losses, changes, and transitions over their life cycle in designing interventions.
- Assess caregiver needs and level of stress.
- Assess social functioning and social support of older clients.
- Use educational strategies to provide older persons and their families with information related to wellness and disease management.
- Support persons and families dealing with end of life issues related to dying, death, and bereavement.

Values:

- Respect and promote clients' right to dignity and self-determination.
 - Respect diversity among older adult clients, families, and other health care professionals.
-