SWRK 794: Practice with Older Adults & Families

Fall

Office Hours: Contact by email for appt. E-mail:

School of Social Policy & Practice

University of Pennsylvania
Philadelphia, PA 19104

Course Time:
Classroom:

Course Description

This is an advanced clinical methods course that builds on the knowledge gained in Foundation Methods. It is a required course in the Penn Aging Concentration for the MSW. This course focuses on practice with older adults and families within a life course perspective. It examines the nature of the aging process, needs and life issues, the ways in which persons adapt to changes, and the ways in which interventions may assist with these adaptations. Students learn assessment, case management, and intervention skills, including the use of rapid assessment and diagnostic tools, that are needed to work effectively with older populations and family caregivers in a variety of community-based and institutional settings. The course emphasizes evidence-based practices that enhance quality of life, dignity, respect for differences, and maximum independent functioning. Students will be asked to develop a model of practice based on knowledge of this growing population, social work values, and practice concepts.
Course Objectives:
1. To heighten sensitivity to human development in the later years. (EPAS 4.1; 4.3: Diversity; Human Behavior in the Social Environment content)
2. To guide the student’s development of knowledge and clinical skills with which to pursue a differential diagnosis and comprehensive assessment of older clients. (EPAS 4.2; 4.5: Populations at risk and promoting social justice; Social Work Practice)
3. To introduce the student to contributions of other disciplines to the assessment and treatment of older adults. (EPAS: 4.1, 4.5: Diversity; Social Work Practice.)
4. To explore values dilemmas which affect practice with older adults. (EPAS 4.0: Values and Ethics)
5. To increase the student’s interviewing skills and effectiveness with and on behalf of older persons. (EPAS 4.5: Social Work Practice)
6. To help the student clarify and acquire models of practice for working with older persons. (EPAS 4.0; 4.5: Values and Ethics; Social Work Practice)
7. To increase the student’s ability to assess and treat mental health and social adjustment issues in older adults through the use of evidence-based practice interventions. (EPAS 4.5; 4.6: Social Work Practice; Social Work Research).

Social Work Domains addressed in this Course:

Social Work Practice Methods: Real-world clinical skills, advanced practice knowledge and attitudes towards older persons, “real world” cases studies, valuing a diverse world, critical thinking, and analysis.

Methods to Attain Course Objectives:

Assigned readings, in-class lectures, Standardized Patient Training Lab, group activities, role-playing, group discussions, DVDs, case studies and discussions, student journaling, required written assignments, in-class presentations

COURSE EXPECTATIONS AND REQUIREMENTS

Instructor Responsibilities:

The instructor will be responsible for scheduling weekly class and CANVAS course online activities, providing mini-lectures, selection of readings and DVD presentations, and will be available during class, by e-mail or in person by appointment, to discuss student questions or assignments related to the course. The instructor will make every effort to return student assignments with grades and comments within a reasonable time in order to provide feedback. Weekly course schedule is subject to change due to guest lecturer availability.

Student Responsibilities:

What is Expected of 2nd YR MSW Advanced Practice Students:
- Come to class prepared, having read and thought about the assigned readings prior to each session
- Participate actively and relevantly in class discussions and experiential exercises/activities
- Submit written assignments on time
- Cell phones and laptops are not to be used during this class unless otherwise specified
• Familiarize yourself with CANVAS Course online.

➢ **Class Attendance Policy:**
This is simple. Students are expected to attend all classes. If a student is unable to attend class, he/she should inform the instructor in advance of class. A message on the instructor's voice mail or e-mail is sufficient. If there is a problem, let me know and we can problem solve. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class from student colleagues. Students who miss 3 classes, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a failing grade. Please note, it is not always possible to make up missed time because of the nature of the course.

➢ **Evaluating your Work**

1) **Quality of written assignments:** all papers are to be of graduate level quality, well documented with proper sources and citations, using APA format, and submitted on time. If the paper is late, please review the late assignment policy below. Papers will be evaluated based on the assignment requirements, level of critical thought and analysis, student self-awareness, clarity of understanding and explication of the course concepts, use of the current empirical literature, use of relevant field internship case examples, and writing quality.

2) **Class participation:** attendance, quality and quantity of oral participation, participation in experiential exercises, evidence of preparation for class, and peer discussion assignments.

➢ **Late Paper Policy**

Late papers are frowned upon. Sometimes there are extenuating circumstances. If there is an extenuating circumstance, and you have not negotiated an extension date within ten days before the actual assignment due date, a half grade point will automatically be deducted for late papers prior to grading (e.g., from A to A-). A further half grade deduction will occur for each day that the assignment is late. Again, please, don’t let this happen. **Papers are due on their due date. Please email all assignments to the instructor and a confirmation receipt will be sent to you.**

➢ **Professional Code of Conduct:** Failure to meet generally accepted social work standards of ethics and professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward student colleagues, faculty, or staff (at school or field placement) will be the basis for academic review based on the MSW Student Policies & Procedures.

➢ **Professional Performance Standards (MSW Program):**
All students must meet required standards of ethical behavior for professional social work practice. The standards, along with related skill areas and required behaviors for each, are delineated in the SP2 Student Handbook.

➢ **Code of Academic Integrity:** Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code, which can be found at [http://www.vpul.upenn.edu/osl/acadint.html](http://www.vpul.upenn.edu/osl/acadint.html)
Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with the instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

Statement on Disability:
Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Services. The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

Required Readings & Course Activities:

(1) Required textbooks. Journal articles are provided on the CANVAS course site.

Required Texts:

1. Social Work with Older Adults by McInnis-Dittrich (2013)
2. Mental Disorders in Older Adults by Zarit and Zarit (2007)

Please order the text from your preferred online vendor.

(2) Journal articles are listed for each class session.

Articles are accessible on the CANVAS course site. If necessary, some readings may be assigned in class, either as handouts or articles available online.

(3) On Becoming a Social Worker and a “Gero-Social Work” Specialist

Clinical practice learning activities such as completing assessment or therapy tools, planning for case reviews and treatment planning or evaluation will be requested during the course via Student Journals.

(3.1) Social Work Self-Reflection Journals (Course, Field Internship)

On a weekly basis, write in a field journal (MS WORD format) your experiences with your clients/patients/consumers as a social work learner. Make every attempt to integrate your classroom learning (readings, notes, lectures etc.) into the field internship to improve the quality of your skills and learning. This will be important and reflected towards your grade.

a) Answer all discussion questions from the syllabus during weekly sessions of required readings or Video clips throughout the course. Write your answers in the journal.
b) Self-reflect, assess, & track changes about your general attitudes toward older adults during your internship training.

c) In your internship, as appropriate and if done, track clinical scores on assessment scales, measures, etc., administered to clients and evaluate treatment progress.

d) On Becoming a Professional Social Worker--Self-Reflection/Assessment – Based on your client interactions, complete on a weekly basis, a self-assessment by answering the following questions in this section:

(i) **Interpersonal Skills**—critically appraise your basic interpersonal skills, i.e. talking skills, body language, active listening skills, therapeutic alliance, client engagement

(ii) **Preparing Skills**—critically appraise your skills in the following areas: preparatory reviewing of a case, preparatory self-exploration about the case, for instance: How am I likely to feel about this case? How are the cultural and demographic similarities or differences between us likely to affect me? Given what I know about the issue or situation, what personal reactions might I expect to experience?

(iii) **Communication Skills**—critically appraise your skills in the following areas: First meetings--introductions, discuss purpose of the meeting, discuss roles, discuss confidentiality, explore and clarify the presenting problem, explore strengths, explore past coping strategies, reflection, clarifying, partializing, review, seeking feedback, summary, conclusions and next steps.

(iv) **Assessment and Treatment Planning**—Critically appraise your skills in the following areas: Organizing descriptive information, formulating a tentative assessment, clarifying issues for session work, establishing SMART goals, developing a treatment plan, delineating action steps, summarizing the treatment plan.

(v) After you have written your clinical journal notes, and if you have done this, on each of the above dimensions, candidly, appraise yourself overall for the week on the following scale:

1 = needs work, 2 = adequate, 3 = good, 4 = very good, 5 = excellent

This process will assist you in identifying your strengths and areas for practice improvement and growth over time.

(4) **Videos on Aging.** A series of brief video clips will be offered on current “geriatrics” topics throughout the course. Discussion questions are delineated in the course syllabus and will accompany the clips. The videos can be accessed on the CANVAS course site or type the URL from the syllabus. Please familiarize yourself with the CANVAS website which has a link on the Penn Libraries page.
## CLASS SCHEDULE

**KNOWLEDGE & ATTITUDES DOMAIN:**

The field of Aging, demographic trends, context of geriatrics social work practice,

### August 31

**Introduction to the Course**

**Demographics and Aging in the US**

**Topics**
- Introduction to the course, overview of the syllabus and assignments
- Context: review demographics of aging
- Theoretical Perspectives for practice with older adults
- Social work roles/settings with older adults and their families
- Myths and facts of aging; ageism (in-class activities)

*Required Activities:*

- **✓ Read Chapter 1** (McInnes-Dittrich text)

- **READ Congressional Report:** The Changing Demographic Profile of the United States (web link)

### Sept 7

**Aging, Physical Health, and Well-Being**

- **✓ Read Chapter 3** (McInnes-Dittrich text)

**Topic:** Introduction to assessment measures:
- (a) Functioning: Folstein MMSE, Clinical Dementia Rating Scale
- (b) Activities: ADLs, IADLs
- (c) Disability: Health-Related QoL (SF-36)

*Required Activities:*

- Group discussion: (i) What are the findings of Buetnner’s study?  
  (ii) What is your critical appraisal of the study?  
  (iii) What new ideas did you learn?

- **Longevity & Aging** (CLICK Internet VIDEO CLIP – paste to your web browser)
  http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100.html

*Journaling:*
1. Describe and critique Buettner’s research on aging?
2. What conclusions can you draw from the research?
CLINICAL SKILLS DOMAIN:

Social Work Interviewing and Assessment with Older Adults & Families
Mental Health Disorders
Cognitive Impairment and Dementia
Interventions: Individual, group, and alternative approaches

September 14: Bio-psychosocial-spiritual Assessment and Interviewing Skills
Clinical Self-Awareness – Older Adults

Topics
• Assessment and interviewing skills with older adults
• Building rapport; adaptations to work with older people
• Transference and counter-transference issues in Aging
• Interview Tools and Assessment Scales:
  o Folstein Mini Mental Status Exam (MMSE), ADLs, IADLs,
  o Social Support, Quality of Life Scales
  o Penn Safety Scale: home and personal safety issues

*Required Activities:
✔ Read Chapter 4 (McInnes-Dittrich text)

💡 CANVAS View Video clip: “Changing Perceptions of Aging”

*Journaling: Getting to Know Thyself
1. What are your current perceptions of older adults?
2. How would you change negative perceptions of other individuals towards aging & older persons?
3. Is change possible with older persons?

💡 CANVAS Video clip: “Real World Clinical Practice Case Ms H”

[Please note: When viewing, you may need to use Internet Explorer or Google Chrome for link below]

VIEW Video: example of a general assessment using standardized screening tools

http://www.cswe.org/37105.aspx

*Journaling:
1. Discuss the social work interview and process of the “H” case.
2. Discuss the social work clinical skills used in the interview that you found helpful.
3. What is your takeaway message in terms of clinical practice?
September 21       NO FORMAL CLASS       See ONLINE CLASS Activities below

✓ Read Chapter 2 (McInnes-Dittrich text)


*Journaling: 1. What is your critical analysis of Rowe & Khan’s theory of successful aging?  
              2. What are the components? Are there any missing factors?  
              3. Describe how you envisioned Successful Aging prior to reading the article?

*Upload your critical analysis of the article online on the CANVAS discussion board by Wednesday and thoughtfully respond to four different student responses by Sunday.

_eye CANVAS View Video clip: “Visit with Centenarians”

*Journaling: 1. What is your critical analysis of the video clip?  
              2. What is your perspective on individuals living past 100 years?  
              3. If you had the chance to interview a Centenarian, what 7 most important questions would you ask in understanding this generation?
September 28: Mental Health and Older Adults: PART I

DEPRESSION

Journal 1 Due today (includes this week’s activities)

Topics
• Depression: prevalence estimates
• Suicide among older adults
• Mental health screening and assessment tools for use in practice
• Key depression symptoms profile
• Risk factor assessment

*Required Activities:

✔ Read Chapter 4 (Zarit text)


📚 CANVAS: “Positive Adjustment as We Age” (VIEW VIDEO CLIP)

*Journaling:

1. What is your analysis of the video clip?
2. How does an individual adjust or adapt as she/he ages?
3. What do the “concepts” of coping style and social support have to do with the topic of aging?
October 5: Evidence-Based Treatments for Depression Part II

Topics

- **Problem Solving Therapy (PST): a type of Cognitive Behavioral Therapy (CBT)**
  
  Evidence-based and manualized Problem Solving Therapy intervention skills

**Group Activity: Practice PST skills in role playing in dyad groups**

*Required Activities:*

- **Read** Chapter 9 (Zarit text)


*Journaling:*

1. What is your perspective on evidence-based practice?
2. Describe how you utilize EBP framework in your practice.
3. How can you utilize EBP in your field internship? Provide examples.
*Required Activities:


✓ Read Chapter 11 (McInnis-Dittrich text)

VIEW VIDEO CLIP - Frontline PBS: “Facing Death” This video examines the realities of today's modern medicalized death.


*Journaling:

1. Based on the PBS Video, what are your reactions? Elaborate
2. Discuss how you might personally handle client cases with terminal illness
3. How will you handle death anxiety?
5. Discuss what the 5 Wishes experience was like for you.
6. Do you think this tool will be helpful for working with clients? Why?
October 19: Cognitive Functioning, Mild Cognitive Impairment, & Dementia Assessment & Treatment Issues

*Required Activities:

✓ Read Chapter 5 (McInnes-Dittrich text)

✓ Read Chapter 3 (Zarit text)

☐ ✓ Read CANVAS article:


• Online Reference Tool:
  o ✓ Alzheimer’s Disease, Go to the National Institute on Aging website below and read up on Alzheimer’s Disease [http://www.nia.nih.gov/Alzheimers/](http://www.nia.nih.gov/Alzheimers/)

*Journaling:

What are the signs of Alzheimer’s Disease?
What would a Social Worker communicate to a caregiver who just found out that their spouse was diagnosed with Alzheimer’s disease?

• Assessment Tools:

• *Mini-Cog*
• *Folstein Mini Mental Status Exam*
• *Cornell Scale for Depression in Dementia*,
October 26: Mental Health and Older Adults PART III

Anxiety & Psychotic Disorders

Group Activity: Practice Problem Solving Therapy skills in role playing dyad groups

*Required Activities:


Recommended Readings:

Chapters 5, 11 (Zarit text)


*Journaling: Getting to Know Thyself as a Social Work Professional

1. Provide a critical analysis of your clinical strengths, weaknesses, and personal interaction style with other colleagues at this stage of your training.

2. How are these relevant to working with older adult clients?

3. Describe the clinical/therapeutic skill areas that you are working on now.
November 2: Working with Families / Caregivers

Journal #2 Due (includes this week’s activities) (email to instructor)

Topics:
- Caregiver issues and interventions
- Family meetings
- Grandparents parenting grandchildren
- Special issues of LGBT elders

*Required Activities:

✓ Read Chapter 12 (McInnis-Dittrich text)

Ċ CANVAS Video clip: “Family Ties, Grand-parenting, and Mentoring”

Prepare for Group discussion in class:
1. What are some of the key challenges for family caregivers?
2. What are the specific issues for ethnic minority and LGBT caregivers?

Recommended Readings:


November 9: Home & Community-Based Care
Alternative Settings, Residential & Adult Day Settings, ALFs, Nursing Home

*Required Activities:

✓ **Read Online** article--The Village Movement: Redefining Aging in Place (copy & paste weblink)

http://www.nextavenue.org/article/2012-06/village-movement-redefining-aging-place

Other Useful Readings:


👇 **CANVAS:** ✓ How to Choose a Nursing Home (CMS)

Recommended Readings:


- Care coordination/case management and community-based services
- Older persons of color and ethnic elders

November 16: Medications, Substance Abuse and Older Adults

Geriatrics Practice Medication Skills Fair:
Medications, polypharmacy, adherence

*Required Activities:


Nov. 23  Thanksgiving Break  NO CLASS

**November 30: Common Medical Conditions in Older Adults**

Required activities:


*Group Activity Discussion (as time permits):*

1. What are some of the predictors of readmission to hospital for community-based older adults?
2. What are the key factors that predict readmission to hospital for nursing home patients?

**December 7: Practice with Groups of Older Adults**

Final Paper Due by 3:15 Today

McInnis-Dittrich: Chapter 6, pp. 163-175 only


Student discussion teams review articles above and present take home points to class
- Psycho-educational and therapeutic groups with older adults
- Group treatment with older adults

Course Review & Wrap Up
**COURSE ASSIGNMENTS**

*Important Information on assignments.* Please assignments via email. Please title the electronic document with your last name right after the course number. So, for example: SWRK 794 your last name Journal 1.doc. I will acknowledge each emailed assignment by replying briefly. ***If you don’t hear from me after a reasonable time, (e.g., a day), please re-send as follow-up.

1. **Class Participation/Engagement:** Each student is expected to attend all class sessions and actively contribute to case studies, online activity, class discussions, engage in topical exercises, and demonstrate completion of course reading assignments. (25% of the final course grade)

2. **Journaling:** Journaling on the questions posed in the syllabus regarding videos, readings, field cases and self-assessment scaling. (page limit = 15)

   ➔ Due Dates: **September 28 and November 2 by 3:15 PM**
   Email journal entries to instructor

   (20% each for a total of 40% of the final course grade)

3. **Client Bio-psychosocial-spiritual Assessment and Treatment Planning Paper**

   ➔ Due December 7 by 3:15 PM
   Email Final paper
   (35% of final course grade)

   Students working with older adults may choose to write up a case with which they are actively involved. The assessment should keep the true identity of the person confidential, but identify the person's demographic background (i.e., age, gender, education, current or former occupation, race or ethnicity, marital status, living arrangements) as well as the following:

   - List and describe the client presenting problems for social work services
   - Bio-psychosocial-spiritual aspects of the person including aspects of his/her environment;
   - Family factors and caregiver involvement or lack of involvement
   - Describe the social support system; coping styles, if any
   - Psychosocial history of the client—how does early life interact with current situation if any?
   - Cultural and cohort issues that may be relevant to this client’s care
   - Briefly describe a theory or theories of aging that is/are relevant to this client’s situation
   - Diagnostic assessment: tentative DSM-V diagnoses
   - Describe the use of several assessment measures or scales of social/psychological/health functioning, with any baseline and follow-up scores
   - List treatment goals (and criteria to measure goals, i.e. are they SMART Goals: **Specific; Measurable; Attainable; Realistic; Time-dependent)**

   - Type of SW interventions that are appropriate to the case—relate to goals; offer rationale and justification from course readings.

   --> Use the course readings and at least 5 other current scholarly peer-reviewed journal articles to inform your assessment and provide citations as appropriate.
   --> Use APA style. Papers should be approximately 10 pages not including references.
   --> Paper structure -- clarity, logical development & flow, proper grammar, be well-organized
**Option B:** If you are not in a field placement working with older adults, then your option is to write a review paper not including references on one of the following topics:

Volunteerism and Aging  
Successful Aging  
Depression in Older Adults  
Anxiety in Older Adults  
Life Review Intervention for Older Adults  
Alzheimer's Disease and Dementia in Older Adults  
Substance Abuse Interventions in Older Adults  
LGBT Issues in Aging  
Spirituality and Aging  
Grief and Loss in Aging

--> Use APA style. Papers should be approximately 10 pages not including references.  
--> Paper structure -- clarity, logical development & flow, proper grammar, be well-organized and current with references between 2007 and 2017  
--> Use evidence-based knowledge for older adults  
--> Not only a description, but strong and clear evidence of a critical analysis of the literature  
--> Integration of theoretical framework of the topic  
--> Cultural competence issues related to topic

**Grading:**
From the total of 100 possible points, course grades will be assigned as follows:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>Below 70</td>
<td>Failure</td>
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Assignments not handed in to the instructor will result in a failure.

Late assignments will be reduced by one-half letter grade each day after the due date.
## Additional Gerontology Resources

### Websites:

#### Advocacy
- Medicare Rights Center: [www.medicarerights.org](http://www.medicarerights.org)
- National Alliance for Caregiving: [www.caregiving.org](http://www.caregiving.org)
- National Association of Area Agencies on Aging: [www.n4a.org](http://www.n4a.org)
- National Citizens Coalition of Nursing Home Reform: [www.nccnhr.org](http://www.nccnhr.org)
- National Senior Citizen’s Law Center: [www.nsclc.org](http://www.nsclc.org)
- Older Women’s League: [www.owl-national.org/](http://www.owl-national.org/)

### Aging Organizations-General

- Alzheimer’s Disease Education and Referral: [www.Alzheimer.org](http://www.Alzheimer.org)
- American Association of Retired Persons: [www.aarp.org](http://www.aarp.org)
- American Geriatrics Society: [www.americangeriatrics.org](http://www.americangeriatrics.org)
- American Society on Aging: [www.asaging.org](http://www.asaging.org)
- Association for Gerontology in Higher Education: [www.aghe.org](http://www.aghe.org)
- Gerontological Society of America: [www.geron.org](http://www.geron.org)
- Geriatric Social Work Initiative: [www.gswi.org/index_new.html](http://www.gswi.org/index_new.html)
- International Association of Gerontology: [www.sfu.ca/iag](http://www.sfu.ca/iag)
- NASW National Office: [www.naswda.org](http://www.naswda.org)
- National Association for Home Care: [www.nahc.org](http://www.nahc.org)
- National Association for Professional Geriatric Care Managers: [www.caremanager.org](http://www.caremanager.org)
- National Council on Aging: [www.ncoa.org](http://www.ncoa.org)

### Death and Dying

- Last Acts: [www.lastacts.org](http://www.lastacts.org)
- Midwest Bioethics: [www.midbio.org](http://www.midbio.org)
- National Hospice and Palliative Care Org.: [www.nhpco.org](http://www.nhpco.org)

### Demographic Data/Reports/Research
Ageline www.research.aarp.org/ageline/
American Federation for Aging Research www.afar.org/


Older Americans 2000: Key Indicators of Well Being www.agingstats.gov
National Archives of Computerized Data on Aging www.icpsr.umich.edu/nacda/

Resources for Women’s Health and Aging www.agingresearch.org

US Census Bureau Data www.census.gov/
World Health Organization www.who.int/home-page/

**Diversity Websites**
National Caucus and Center on Black Aged www.ncba-blackaged.org
National Indian Council on Aging www.nicoa.org

**Foundations**
AARP Andrus Foundation www.andrus.org
Archstone Foundation www.archstone.org

John A. Hartford Foundation www.jhartfound.org
Project on Death in America www.soros.org/death/
Robert Wood Johnson Foundation www.rwjf.org

**Governmental Agencies**
Centers for Medicare & Medicaid Services www.cms.hhs.gov
National Center for Communication and Consumer Services www.aoa.dhhs.gov/naic/
National Institute on Aging www.nia.nih.gov/

Social Security Administration www.ssa.gov
US Administration on Aging www.aoa.gov/

**Selected Journals in Gerontology/Geriatrics**
Activities, Adaptation and Aging Journal of Applied Gerontology
Aging and Mental Health American Journal of Geriatric Psychiatry
American Journal of Alzheimer’s Care and Research Journal of Cross-Cultural Gerontology
<table>
<thead>
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<tr>
<td>American Journal of Hospice Care</td>
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<td>Journal of Gerontological Social Work</td>
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<td>Death Studies</td>
<td>Journal of Gerontology (Series A or B)</td>
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<tr>
<td>Generations</td>
<td>Annals of Long Term care</td>
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<tr>
<td>Geriatrics</td>
<td>Journal of Religion, Spirituality, &amp; Aging</td>
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<tr>
<td>Gerontologist</td>
<td>Journal of Women and Aging</td>
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<tr>
<td>International Journal of Aging &amp; Human Development</td>
<td>Omega: Journal of Death and Dying</td>
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<tr>
<td>Journal of Aging Studies</td>
<td>Psychology and Aging</td>
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<tr>
<td>Research on Aging</td>
<td>Journal of the American Geriatrics Society</td>
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