Part I: Course information

SW 8251-Social Work Practice in Health, Disabilities, and Aging
4 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

1. Course descriptions:
   a. Short Version: Provide an overview of social work practice in the three areas of Health, Disabilities, and Aging. Each area will be introduced in terms of its history in social work, practice contexts and settings, and service delivery systems. Areas and their domains will be discussed in terms of practice and population overlaps, distinctions, and co-operations.
   b. Long Version: This course serves students who want to practice social work associated with: people utilizing health services and health care settings, people with disabilities, and the rapidly growing elder population (along with their families and the systems that serve them). Although distinct from one another, these 3 areas are often structured by common policies, require similar kinds of case management and interdisciplinary collaboration, and serve overlapping populations (e.g., 70-y.o. diabetic woman caring for her grandson with Down Syndrome). Students will develop competence in their focal area, and will learn to understand and collaborate across areas. The course introduces conceptual frameworks (e.g., social determinants; life-span biopsychosocial development) as a basis for transcending traditional domains. Each area is discussed in terms of its history in social work, delivery systems, practice contexts, policies and funding streams that structure its services and access, ethical issues, and current practitioner roles.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   - SW 5051 - Human Behavior and the Social Environment
   - SW 5801 - Policies and Programs in American Social Welfare
   - SW 8151 - Social Work Practice Methods: Individuals and Systems
   - SW 8152 - Social Work Practice Methods: Families and Groups
   - SW 8153 - Models of Community Intervention
   - SW 8841 - Social Work Research Methods
2. If you are not a Social Work student, you need permission of the instructor
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>12</td>
<td>10</td>
<td>14</td>
<td>0</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Part II: Course outcomes

Course Objectives

Upon successful completion of this course a student will demonstrate competence in:

1. Identifying and synthesizing multiple sources of knowledge to understand policy and practice issues related to health, disability, and aging areas of social work practice.
2. Identifying, implementing, and evaluating models of assessment, prevention, intervention, and evaluation that are appropriate to health, disability, and aging areas of social work practice.
3. Understanding of how culture and values affect diverse conceptualizations and constructions of problems and solutions in health, disability, and aging areas of social work practice.
4. Understanding how mechanisms of oppression and discrimination impact various groups and outcomes relevant to health, disability, and aging areas of social work practice.
5. Applying strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the health, disability, and aging areas of social work practice.
6. Critically evaluating and utilizing theoretical and empirical research relevant to the problems and/or population addressed in health, disability, and aging areas of social work practice.
7. Evaluating and applying knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to health, disability, and aging areas of social work practice.
8. Engaging, assessing, intervening, and evaluating individuals, families, groups, organizations, and communities around problems and issues associated with health, disability, and aging areas of social work practice.
9. Understanding ethical dilemmas related to problems, issues, and practice in health, disability, and aging areas of social work practice.

Social Work Practice Competencies

Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's
Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
<td>Sessions 2,3,4,7,9,10,13,14</td>
<td>Journal</td>
</tr>
</tbody>
</table>

**Competency: 2.1.2 – Apply social work ethical principles to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

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<tbody>
<tr>
<td>• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
<td>Sessions 1,8,14,15</td>
<td>Journal Exam</td>
</tr>
</tbody>
</table>

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Sessions 2,3,4,7,14</td>
<td>Journal Assignment Exam</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Session 6</td>
<td>Exam</td>
</tr>
</tbody>
</table>

**EP 2.1.4 Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:

<table>
<thead>
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<tbody>
<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Session 6</td>
<td>Advanced Practice Application assignment</td>
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</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
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</thead>
<tbody>
<tr>
<td>• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Sessions 7, 9, 10, 12</td>
<td>Journal Exam</td>
</tr>
</tbody>
</table>

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Session 5</td>
<td>Advanced Practice Application</td>
</tr>
</tbody>
</table>

**Competency: 2.1.9 – Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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</thead>
<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Sessions 2, 3, 4, 7, 9, 10, 12, 13, 15</td>
<td>Journal Exam</td>
</tr>
</tbody>
</table>

**Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Sessions 6, 14, 15</td>
<td>Role Play - Sessions 6, 14, 15 Advanced Practice Application assignment</td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working</td>
<td>Sessions 6, 8, 14, 15</td>
<td>Role Play - Sessions 6, 14, 15 Advanced Practice Application</td>
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</table>

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<table>
<thead>
<tr>
<th>Relationships with clients in clinical mental health settings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Sessions 1,6,8,14,15 Role Play - Sessions 6, 14, 15 Advanced Practice Application assignment</td>
</tr>
<tr>
<td>• Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>Sessions 6, 8 Role Play - Sessions 6, 14, 15 Advanced Practice Application assignment</td>
</tr>
<tr>
<td>• Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>Sessions 6, 11 Role Play - Session 6 Advanced Practice Application assignment</td>
</tr>
<tr>
<td>• Intervention: Maintain accurate records documenting the assessment, interventions and outcomes.</td>
<td>Session 11 Role Play - Session 6 Advanced Practice Application Exam</td>
</tr>
</tbody>
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### Part III: Course requirements

**Required texts and materials**

- Some materials are required through e-Reserves

**Assignments**

- **HDA Advance Practice Journal (20 pts.)** – Each week students will make entries into their online journal utilizing content from classroom discussions, readings, related websites, and field or previous practice experiences. Students will use their reflective journal entries to demonstrate their understanding of specific social work practice behaviors related to working in HDA (list will be provided by instructor). Examples include
  - Application of knowledge of social services, policies and programs (using multiple sources)
  - Describe the unique roles of social work professionals
  - Demonstrate use of self as an instrument
  - Identify and explore ethical dilemmas
  - Understand and discuss theories of oppression, discrimination, social and economic justice
  - Understand of disparities, institutional barriers to equality, and discuss strategies to advance social and economic justice
  - Synthesize evaluation and research related to social work practice health, disability and aging
  - Assess impact of historical and contemporary contexts on practice and policy
Discuss dynamic changes in practice

Journals will be accessed by the instructor several times throughout the semester for review and assignment of points. Students are to make weekly entries to ensure that reflections are timely and connected to weekly class content.

- Exams (15 points each) – Two quizzes/Exams will be given in the semester; Week 9 and Week 15. Exams cover content presented in classroom lectures, discussion, readings and activities. Each exam will consist of true/false, multiple choice, and short answer questions.

- Social Work Interview (15 pts.) – This is a multi-stage assignment. A). Prior to week 2, students must create a list of at least 10 questions (to be posted on the class website) that they would be interested in asking a professional social worker, working in one of the three identified areas of health, disability or aging. The lists of questions will serve as a way for students to engage guest speakers in weeks 2, 3, and 4. B). Following guest presentations in week 4, students will review the questions submitted by their peers (refer to class website) and utilize the resource to construct an interview protocol for a social worker in the field. C). Students will identify, contact, and engage in an interview with a professional social worker employed in an area of health, disability or aging. Following the interview, students will write a comprehensive paper to include: description of the social worker’s duties, their vision of current challenges in the field as well as innovative practices. Students should utilize classroom and reading content to discuss the responses of the interviewee. Students should include personal reflections throughout the paper. Due Week 8

- Advanced Practice Application (35 pts.) – Using case scenarios (provided by the Instructor) students will participate in several role plays (4 students per group; 3 actors in the family & 1 social worker- scenario changes so that all students play the role of the social worker). Each student, assuming the role of the social worker, will conduct a video-taped interview and write up a complete biospsychosocial/spiritual assessment. Each student will view and critique 1 group member’s video in addition to conducting critiques of the three assessments completed by their group members. Due Finals Week

<table>
<thead>
<tr>
<th>Grading Structure</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDA Advance Practice Journal</td>
<td>20</td>
<td>Weeks 2-15</td>
</tr>
<tr>
<td>Quiz/Exam 1</td>
<td>15</td>
<td>Week 9</td>
</tr>
<tr>
<td>Quiz/Exam 2</td>
<td>15</td>
<td>Week 15</td>
</tr>
<tr>
<td>Social Work Interview</td>
<td>15</td>
<td>Week 8</td>
</tr>
<tr>
<td>Advanced Practice Application</td>
<td>35</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
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\[
\begin{align*}
B- &= 80 - 82 \\
C+ &= 77 - 79 \\
C &= 73 - 76 \\
C- &= 70 - 72 \\
D+ &= 67 - 69 \\
D &= 60 - 66
\end{align*}
\]

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

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**Part IV: Course content**

**Session: 1**

**Topic:** Introduction

A. Introduction to course and conceptual framework - counteracting silos (multiple silos)
B. Introduction to concepts of HDA
C. Communication/writing/speaking introduced (including some important terms)
D. Introduction to major themes of the course: Inclusion, Access, etc.
E. Introduction to Ethical Issues in HAD
F. Introduction to Cultural Competence (Self-Awareness, etc.)

**Supplemental Readings:**


**Session: 2**

**Topic:** Overview of Social Work in Hospitals and Health Care Settings

A. A brief history of social work in health care; social work and public health - similarities and differences
B. Current contexts and settings
C. Major service delivery systems (public and private) and policies, including Affordable Care Act (Health Care Reform)
D. Social work careers in health care: looking forward.
E. A focused discussion with social workers from a variety of health care setting. Potential panel members:
Mark Frenzel[VA] ; Miriam Ulrich[VA]; Diane Jorgensen[HCMC]; Dot Landis[University];
Activity/Assignment: DVD: THE WOMEN OF HULL HOUSE

Required Readings:


Supplemental Readings:


Other Resources:

  - Social work in health clinics and outpatient settings.
  - Social work in hospice.
  - Social work in hospitals and medical centers.

**Session: 3**

**Topic: Overview of Social Work in Disability**

A. Brief history of social work in disability
B. Current contexts and policies of disabilities and disability policy
C. Social work careers in disabilities (See Panel)
D. Person first language and other language issues when working with people with disabilities
E. Panel of social workers working in a variety of settings and levels of practice (e.g. county DD office, provider, advocacy organization, state agency, trainer).

Activity/Assignment: Panel of social workers working in a variety of disability practice settings and levels of practice (e.g. county DD office, provider, advocacy organization, state agency, trainer).

Required Readings:


Supplemental Readings:


Session: 4

Topic: Overview of Social Work in Aging

A. Historical trends in aging and social work with aging
B. Current contexts and policies of aging
C. Settings for Gerontological Social Work Practice.
D. Personal and Professional Issue (In-class panel discussion with community practitioners (e.g. county; AAA ; nursing home ; provider; Community programmer; day health program staff))
E. Careers in Social Work in Aging (See Panel, above)

Activity/Assignment: In-class panel discussion with community practitioners

Required Readings:


**Supplemental Readings:**


**Session: 5**
Topic: Development Through the Lifespan; Successful Aging

Discussion of development across the entire life cycle, emphasizing social and personality development, successful aging, and aging in community.

A. Major theories of aging (Role theory; Activity theory; Disengagement theory; Continuity theory; Life Course / Life-span theory)
B. Aging, health risks, and cumulative disability -- linking aging theory and disability models
C. Successful aging
D. Aging in community (age-friendly communities)

Required Readings:

Supplemental Readings:
• American Federation for Aging Research. The Infoaging Quiz.

Session: 6

Topic: Assessment of Functioning: Gathering Information from Multiple Sources to Use in Intervention Planning

A. Communication with Older Adults and/or Persons with Disabilities: Personal Reflection on Preparing for Assessments and large group discussion

B. The Social Worker’s role(s) in Assessment as an Individual and as a Team Member. What can Social Workers administer and what must be referred out?

C. Biopsychosocial Assessments and the Use of Specific Assessment Tools & Measures: Beck Depression Inventory, Mini-Mental State Exam, ADLs, IADLs, ICF, nutrition, SF8, PHQ9, ICF, suicide assessments, IQ, MoCA, and others. Analysis, documentation of findings, and use in intervention/treatment planning.

D. Assessment Role Play and Discussion: small groups

Activity/Assignment: Assessment Role Play and Discussion: small groups

Required Readings:


Supplemental Readings:

• Geriatric Social Work Competency Scale II. *Social Work Leadership Institute*.


**Session: 7**

**Topic:** Financing health care, aging, and disability programs and services - Major federal and state sources of funding:

• Medicare
• Medicaid/Medical Assistance/Waivers
• MN Care
• Social Security
• Employer Based and Private Health Insurance
• VA – should we add this here?

**Required Readings:**


Supplemental Readings:
• Review and become familiar with the criteria for participating in Home and Community-based services (HCBS):

Session: 8
Topic: Caregiving
  A. Family-centered care; Defining WHO the client/patient/consumer of services is
  B. Family Caregiver Roles; Spouses, Parent to child, Children to parents, and siblings
  C. Informal and formal caregiving. Difference and similarities in paid and unpaid caregiving

Activity/Assignment: SW INTERVIEW ASSIGNMENT due

Required Readings:
Supplemental Readings:


Other Resources (speakers, movies, books):

Topic: Housing
A. Types of housing. Discuss housing hierarchy with respect to least and most restrictive settings
B. Preparing to assist individuals and their families in identifying, selecting, modifying (if necessary) and transitioning housing
C. Classroom discussion of historical housing trends utilizing the RISP as an example in the field of developmental disabilities.

Activity/Assignment: EXAM

Required Readings:

Supplemental Readings:

Other Resources (speakers, movies, books):
- Government websites for housing assistance and information
  - Disability https://www.disability.gov/housing/housing_assistance

Session: 10
Topic: Productivity, Employment, & Retirement

Broad issues of productivity, employment, and retirement as these are experienced in later life, by people with lifelong and later-life disabilities, and by people with chronic and acute health conditions.

A. Productive Aging
B. Work - Retirement – Leisure
C. Employment and Disability
D. Speaker

Activity/Assignment: Speaker(s): Nancy Eustis, Chair, VAN (Vital Aging Network) & Mark Skeie, Founder, Evolve Program of VAN.

Required Readings:

Supplemental Readings:


**Session: 11**
**Topic: Case management Services in Health, Disability, and Aging.**

**Activity/Assignment:**
A. Lecture: Concepts in case management: System driven and consumer driven models; Overview of the range of services in case management in different settings

B. Panel of Case Managers from different settings: Multiple roles of the case manager: planning, service referrals, brokering, team coordination, communication, discharge planning, navigating fiscal streams and allocation of resources, waivers, helping clients deal with transitions.

C. View excerpts of The Soloist: class discussion of case manager’s role and actions in the movie

**Required Readings:**


**Supplemental Readings:**


Other Resources (speakers, movies, books):
- The Soloist DVD

Session: 12
Topic: Inclusion, discrimination, disparities.
A. An inclusive society
B. Overview of disparities
C. Review theories of oppression, discrimination and social and economic injustice
D. Social Work practice in view of disparities

Activity/Assignment: Small Group Discussion

Required Readings:

Supplemental Readings:

Session: 13
Topic: Access
A. Universal design.
B. Technology - use in health care and digital divide
C. Transportation.
D. Working with sign language and other interpreters. Watch video. Working with an interpreter.
Legal Services of NJ.  http://www.youtube.com/watch?v=pVm27HLLiiQ

Activity/Assignment: Watch video

Required Readings:

Supplemental Readings:

Session: 14
Topic: Abuse & Violence
A. Mandated Reporting (children and youth)
B. Adult Protective services and Vulnerable Adult reports
C. Having difficult conversations

Activity/Assignment: Small group discussions re: Mandated reporter trainings
Role Play to include assessment of risk and having difficult discussions

Required Readings:

- 1. Students must complete (prior to attending class) the Reporting Maltreatment of Vulnerable Adults training AND thoroughly review the DHS website on Vulnerable Adults: Minnesota Dept. of Human Services, Adult Protective Services website:

- 2. Students must complete (prior to attending class) the Mandated Reporter training AND thoroughly review the DHS website on child protection: Minnesota Dept. of Human Services, Child Protective Services website:


Supplemental Readings:


Session: 15
Topic: Spirituality, Religion, and Belief Systems in Social Work Practice in HDA
A. The role spirituality, religion, and belief systems in social work practice in HAD
B. Attending to spiritual and religious needs
C. Skill Building - Having difficult conversations: religion/spirituality; sexuality and sexual functioning; sexually transmitted diseases; difficult diagnoses and prognoses; death; suicide

Activity/Assignment: Role Play-to include SW/Individual &/or family discussion of religion and spirituality for persons served, EXAM
Required Readings:


Supplemental Readings:


Additional Bibliography

- American Federation for Aging Research. The Infoaging Quiz.


• Geriatric Social Work Competency Scale II. *Social Work Leadership Institute*.


• *Health and Social Work, 35*,4, November 2010 (Entire Issue)


• Nuttman-Shwartz, O. (2004). Like a High Wave: Adjustment to Retirement The Gerontologist, 44(2), 229-236. doi:10.1093/geront/44.2.229
  o Review and become familiar with the criteria for participating in Home and Community-based services (HCBS)


