

SOCIAL WORK WITH OLDER ADULTS

SW694, Fall 2015

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Office hours by appointment

Course Description:

This methods course focuses on intervention with older people at micro and macro levels. This content will be integrated with intervention strategies directed toward aging adults, including evidence-based interventions and practices. Major areas to be discussed are: coping with age related changes, caregiving demands, legal and financial planning, elder abuse, sexuality and intimacy, and loss and grief. This course will also address the diverse dimensions including: ability, age, class, color, culture, ethnicity, family structure, gender, marital status, national origin, race, religion or spirituality, and sexual orientation.

Course Content:

Working with older adults requires an integration of knowledge about who they are, the environment and society in which they live and the intervention strategies, whether on the micro or macro level, that are successfully utilized in working with people in this age group. While much of the information on psychology, environment and society will be presented in the HBSE sequence, it will be integrated and applied in this course. Major arenas for social work practice to be explored are caregiving, physical and mental impairment, legal and financial planning, and attention to intervention on the individual, group, organizational, community and societal levels.

The IP intervention section will focus on intake, screening, initial evaluation, treatment and termination issues involved in working with older clients and their families. Such skills as reaching out, engaging reluctant or impaired elders, and successful termination of intervention will be covered. Various psychiatric disorders more typically diagnosed among the elderly will be discussed and intervention strategies identified. The administrative and community organizing intervention strategies will examine engaging older people in community settings, the context in which older people more successfully work together, and programmatic qualities (i.e., content and format) that are more likely to be of interest to older people.

Course Objectives:

Upon completion of this course, students will be able to:

1. Identify the common barriers in serving the needs of older people from interpersonal, environmental and social perspectives, and recognize that these problems can be addressed using all levels of social work intervention.
2. Plan intervention strategies in micro and macro practice that are of particular importance for aging adults of various diversity dimensions.
3. Plan and conduct an intervention strategy with aging adults in micro and macro practice.
4. Incorporate social work values and ethical principles related to social work with older people.

Course Design:

The instructor will select readings and design assignments for the course. Approaches such as lecture (including guest lecturers), discussion, case review, role play, and videos will be employed. Students will be expected to contribute case/programmatic examples from their field experiences.

Relationship to Curricular Themes:

Multiculturalism and Diversity will be addressed by considering the ways in which the diversity dimensions affect how older people function within various contexts.

Social Change and Social Justice will be addressed by recognizing and addressing the influence of social inequities in individual, group, policy and social interaction, and by learning to empower clients to articulate their needs, as individuals and in groups.

Promotion, Prevention, Treatment and Rehabilitation will be addressed by identifying individual and group strategies for promoting wellness, and by understanding a spectrum of coping skills to deal with change, loss and disability and preparedness for end-of-life issues.

Social Science Theory and Research will be addressed by considering theory and research findings regarding the efficacy of various intervention strategies from a micro and macro perspective that are successfully utilized with older people and their caregivers.

Ethics and Values will be addressed by utilizing the NASW Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of practice that guide ethical behavior in the conduct of working with elderly population.

Intensive Focus on PODS: This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Approved by Faculty: 11/8/2006

Writing Policy:

Good writing skills to express information accurately and concisely are a requirement for effective social work practice. Therefore, formal writing assignments for this course will be evaluated for content, ideas presented, and for the clarity of the presentation. Misspelled words, typos, inappropriate use of grammar, and other indications of sloppy work will be graded down. In addition, appropriate referencing is required on all written assignments. You may wish to contact the SSW Writing Skills and Study Skills group through Career Services Office or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/grads/support/>, located at 435 South State Street, 1139 Angell Hall, 734-764-0429) for assistance in writing and referencing.

Policy on Academic Integrity:

Plagiarism and/or “borrowing” material without citing it can result in failing the course and expulsion from school.

Grading:

Scores that reflect an “A” are reserved for student work that shows excellent individual performance – good mastery of content, application of critical thinking, and clear and concise writing. “A” and “A-” distinguish the degree of superiority. A grade of “B+” denotes performance just above the mastery level. A grade of “B” is given to students who meet the basic requirement of the assignment. A grade of “B-” is used for student work that is less than adequate, reflecting only moderate grasp of the material. Variations of the “C” grade are given to work that reflects a minimum grasp of the material and poor organization. Final grades will be determined by adding the scores from all assignments.

Accommodations/Special Needs:

If you have a disability or impairment that requires accommodation, please contact me or the Services for Students with Disabilities www.umich.edu/~sswd/ to discuss what modifications are necessary.

Readings:

Assigned readings are on the course agenda. All assigned readings are required. Part of the participation grade will be based on ability to discuss thoughtfully in class and in Canvas discussion about assigned readings.

There are three books at Ulrichs Bookstore assigned for this class. All are also available on Amazon.

As We Are Now by May Sarton

Social Work with Older Adults by Kathleen McInnis-Dittrich. You can use either the 3rd edition (available used on line) or 4th edition available new at Ulrichs. The content is similar, though the 4th edition has more up to date information. Page numbers will not be the same, but chapters will match.

Being Mortal by Atul Gawande

Attendance:

Attendance is expected, barring illness or emergency, at every class. If you are unable to attend a class session, please send me an email as soon as possible notifying me of your absence. As this is a course designed to teach clinical skills, participation is required in an effort to enhance not only your skills, but also your comfort level when working with clients.

Assignments:

Guidelines for each assignment are in separate handouts.

Attendance and Participation (20%) – Includes posting in Canvas and participating in class discussions

Nursing Home Intervention Micro/Macro Paper (10%) – due Oct. 1

Being Mortal Self-Reflection Paper (10% Pass/Fail) - due October 22

The Savages Micro/Macro Paper (10% Pass/Fail) – due Oct. 29

Mid-term Quiz (10%) - November 12

Interview with an Older Adult (10%) – due Dec. 3

Group Presentation on Journal Articles (10%) - due as assigned

Final Assignment (20%) – due Dec. 10 (earlier is fine)

<p>Session 1: Introduction to Social Work with Older Adults September 17 Syllabus & assignments Strength assessments of each other Discussion of “Stressors through the ages” Case study</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • McInnis-Dittrich, K., Chapter 1: The Context of Social Work Practice with Older Adults, In <i>Social Work with Older Adults</i>, TEXTBOOK
<p>Session 2: Does Old Age Have Meaning? September 24 Does old age have meaning? Pioneers for Change Groups - As We Are Now</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Sarton, M. (1973). <i>As We Are Now</i>, (whole book) • Moody, H. (2010). Does Old Age Have Meaning? In <i>Aging: Concepts and Controversies, 6th Edition</i>, 27-49. <p>Forum discussion in Canvas beginning 9/20 @9am - 9/24@2pm on Moody article</p>
<p>Session 3: Assessing Changes with Age October 1 Changes with Age Assessments Practice MMSE/MoCA</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Chapters 3- 4, <i>Social Work with Older Adults</i>. <p>Assignment Due: Nursing Home Intervention Paper</p>
<p>Session 4: Mental Health Problems and Aging - DEMENTIA October 8 Brief Overview of Dementia Video/ Case Studies Policy Considerations</p> <p>Group 1: Presentation on article related to dementia</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Zeisel, J. (2010). Chapter 1: Embracing Alzheimer’s. In <i>I’m Still Here</i>. Avery Pub. • Kuhn, D., (2007) Chapter 6: Helping Families Face the Early Stages of Dementia, In <i>Dementia and Social Work Practice</i>. • Whitlatch, CH & Feinberg, LF (2007) Chapter 7: Family care & decision making. In <i>Dementia and Social Work Practice</i>.

<p>Session 5: Mental Health Problems and Aging, continued - DEPRESSION/ANXIETY October 15</p> <p>Video: <i>Depression in Older Adults</i> Suicide: Assessing & Responding Cognitive Behavioral Therapy</p> <p>Guest Speaker: Nina Abney, LMSW, Clinical Social Worker, Turner Geriatric Clinic, UMHS</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • McCallion, P. & Ferretti, L.A. Social Work & Aging: The Challenges for Evidence-Based Practice. <i>Generations</i>, Spring 2010. • Differential Assessment and Interventions, Chapters 5-6, <i>Social Work with Older Adults</i> • Suicide: <i>Social Work with Older Adults</i>, 220-226 (3rd Ed.); 222-228 (4th Ed.)
<p>Session 6: End of Life Issues Grief and Loss October 22</p> <p>Video Discussion on Being Mortal book</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Chapter 11, <i>Social Work with Older Adults</i>. • Richardson, V.E. & Barusch, A.S. (2006). Bereavement in later life. In <i>Gerontological Practice for the Twenty-First Century</i>. • Gawande, A. (2014). <i>BEING MORTAL</i> (whole book) <p>Assignment Due: Self-reflection paper on Being Mortal</p>
<p>Session 7: Caregivers October 29</p> <p>Guest: Beth Spencer, MA, LMSW, Clinical Social Worker, Turner Geriatric Clinic, UMHS; Geriatric Specialist Hartford Foundation</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Chapter 12, <i>Social Work with Older Adults</i> • Watch movie: <i>The Savages</i> <p>Assignment Due: Caregiving/Savages Intervention Paper</p>
<p>Session 8: Housing & Community Programs November 5</p> <p>Group 2 discussion of article related to “relocation”</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Ginzler, E. (2012). Chapter 5: From Home to Hospice: The Range of Housing Alternatives. In <i>Independent for Life</i>, Eds. Cisneros et al., 53-69. • Chapter 13, <i>Social Work with Older Adults</i>

<p>Session 9: Gender, Sexuality & Aging November 12</p> <p>Guest Speaker: Shari Robinson-Lynk and possible other guest speaker</p> <p>MIDTERM QUIZ</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> Senior Sexual Health, A Bradford & CM Meston, <i>Innovations in Clinical Practice: Focus on Sexual Health.</i>
<p>Session 10: Wellness Programs for Older Adults November 19</p> <p>Field Trip Turner Senior Resource Center, 2401 Plymouth Rd. 734-998-9353 2:30 - 4:30 pm</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> Hostetler, AJ (2011). Senior Centers in the era of the “Third Age”. <i>J. of Aging Studies</i> 25, pp.166-176. Winhorst, C., Hollinger-Smith, L., Sassen, B. (2010). The Cafe Plus Concept. <i>Generations</i>, 34(1), 91-93.
<p>Session 11: Culture, Ethnicity & Aging December 3 Barga Effect of culture</p> <p>Discussion of last week’s readings with reflections back to Being Mortal</p> <p>Guest speaker: TBD</p> <p>Group 3 Presentation on article related to ethical/cultural issues</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> Schneider, R.L., Kropf, N.P., Kisor, A.J. (2000). Older Persons of Color, In <i>Gerontological Social Work</i>, pp. 257-302 Na’ poles, A.M., Chadiha, L., Eversley, R., Moreno-John, G. (2010). Developing Culturally Sensitive Dementia Caregiver Interventions: Are We There Yet? <i>American J. of Alz. Disease & Other Dementias.</i> <p>Assignment Due: Interview with Older Adult (additional reading for assignment)</p>

<p>Session 12: Empowerment Elder Abuse Legal Issues December 10</p> <p>Group 4 Presentation on articles related to Empowerment</p> <p>FINAL ASSIGNMENT DUE TODAY!!!</p>	<p>Readings for this week:</p> <ul style="list-style-type: none"> • Chapter 9, <i>Social Work with Older Adults</i>, 233-256 • Donovan, K & Regehr, C (2010). Elder abuse: Clinical, Ethical & Legal Considerations in SW Practice. <i>J Clin Soc Wk</i>, 38: 174-182. <p>Read the following also - in this order:</p> <ul style="list-style-type: none"> • Haber, D. (2009). Adding an empowerment paradigm. <i>J of Applied Gerontology</i>, 283-295 • Kane, R. (2009). Empowerment of seniors and paradigm change. <i>J of Applied Gerontology</i>, 298-303 • Whittington, FJ. Boomer rumors. <i>J of Applied Gerontology</i>, 308-313