



SOCIAL WORK WITH OLDER ADULTS

SW694, Fall 2016

Th 2:00-5:00

James A. Blackburn

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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. The social work methods that will be addressed in this class when working with older adults are: models of social work practice that focus on the Individual & family, groups, organizations, and communities.

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 micro and macro intervention strategies that are successful 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 will be explored, and attention to intervention on the individual, group, organizational, community levels will be addressed.

This course focuses on an advanced generalist approach to practice/intervention with older adults. The assumption is that geriatric social work practitioners need to be prepared to formulate and apply empirically-based interventions with older individuals and their families at multiple system levels in an ecological context.

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. Methods such as lecture (including guest lecturers), discussion, case review, and videos will be employed. We will use case and programmatic examples from your experiences to inform our discussions of how to use all the methods of social work to come up with lasting solutions to problems and situations for the individual, family, group, organization, & community. Social work professionals need to address all the dimensions of their practice and employ evidence-based models of practice/intervention whenever available. An empirically research-based multilevel approach to practice will yield the best prepared practitioner for today's challenges.

Relationship to Curricular Themes:

Multiculturalism and Diversity will be addressed by considering the ways in which diversity, equity and inclusion 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.

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 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 NOTE: Please finish reading by Nov. 24th

Attendance:

Every student should attend class. If an urgent matter results in your absence, please send me an email as soon as possible notifying me of your upcoming absence(s).

Assignments:

1) Attendance and Participation (15%) -Includes posting in Canvas and participating in class discussions

2) Nursing Home Intervention Paper (25%)

3) A class project will be developed by each student and presented to the class at the end of the semester. Each student will identify a problem or issue that they are dealing with in their field placement or believe needs to be addressed at their field placement as it relates to an older individual and their family, group, organization, and/or community. Once the problem or issue has been identified, a review of the relevant research literature will be conducted and due on Oct. 20th. Based on the relevant knowledge that has been culled from the review of the relevant research, the student will formulate a treatment and/or intervention plan to remediate the problem, evaluate the program, and/or modify the organizational environment. The model of treatment/intervention will be theoretically based and guided by previous research that has demonstrated relevant and beneficial outcomes as it relates to the problem or issue under investigation. A paper detailing the proposed treatment/intervention is due on the last day of class (60%). In addition, a week before your presentation, please provide the class with one reading related to your paper topic.

CLASS SCHEDULE AND READINGS:

September 8th Introduction, Facts on Aging Quiz, and discussion of CSWE GeroEd curriculum.

Read: CSWE GeroEd Center: Advanced Gero Social Work Practice 18-28

September 15th Review of Evidence-Based Practice

NOTE: No CLASS---- I will be attending the Grand Challenges Conf. in St. Louis. Please read the assignments and start reading the book *As We Are Now* by Mary Sarton

Read: Gambrill, E. (2006) Evidence-Based Practice & Policy: Choices Ahead. *Research on Social Work*. 16, 338-357

McCallion, P. & Ferretti, L.A. (2010) Social Work & Aging: The Challenges for Evidence-Based Practice, *Generations*. 34(1), 66-71

September 22nd Individual & Family

Read: Youdin, R. (2014) Assessing an Older Adult. In *Clinical Gerontological Social Work* (pp. 19-45) Springer Publishing Co., New York, NY

Moye, J.& Marson, D.C. (2007) Assessment of Decision-Making Capacity in Older Adults: An Emerging Area of Practice and Research. *Journal of Gerontology: Psychological Sciences*, 62(B)(1), 3-11

Chapter 5 (Assessment) & Chapter 6 (Intervention) *Social Work with Older Adults*, 110-141 & 142-179

September 29th Individual & Family (cont.)

Read: Chapter 12 *Social Work with Older Adults*, 315-342

Foster, M.C. (2016) A Mother's Lesson: When Memory Fails, Delight in the Moment
New York Times

Morgan, M., and Brosi, W.A. (2007) Prescription Drug Abuse Among Older Adults: A Family Ecological Case Study. *Journal of Applied Gerontology*, 26, 419-432

Sarton, M. (1973) *As We Are Now*, (Entire Book)

October 6th Individual & Family (cont.)

Read: Youdin, R (2014) Care and Residential Settings for Older Adults. In *Clinical Gerontology and Social Work*.179-191

Guest Speaker TBA

October 13th Groups

Read: Rizzo, V.M. & Toseland, R.W. (2005) What's Different About Working with Older People in Groups? *Journal of Gerontological Social Work*, 44(1-2), 5-23.

Mellor M.J. & Linderman, D. (1998) The Role of the Social Worker in Interdisciplinary Geriatric Teams. *Journal of Gerontological Social Work*, 30(3-4), 3-7

Brok, A.J. (1997) A Modified Cognitive-Behavioral Approach to Group Therapy with the elderly. *Eastern Group Psychotherapy Society* , 21(2), 115-134

** Nursing Home Intervention Paper Due

October 20th Groups (cont.)

Read: Wieland, D., Kramer, B. J., Waite, M.S., and Rubenstein, L.Z. (1996) The Interdisciplinary Team in Geriatric Care. *American Behavioral Scientist*. 39(6), 655-664

Greenberg, S., Motenko, A.K., Roesch, C., & Embleton, N. (1999) Friendship Across the Life Cycle: A Support Group for Older Women. *Journal of Gerontological Social Work*, 32 (4), 7-23

Guest Speaker: TBA

October 27th Organizations

Read: Castle, N.G. & Decker, F.H. (2011) Top Management Leadership Style and Quality of Care in Nursing Homes. *The Gerontologist*, 51(5), 630-642

Chapter 13 Social Work with Older Adults., 343-363

Rahman, A.N., Schnelle, J.F. (2008) The Nursing Home Culture-Change Movement: Recent Past, Present, and Future Directions for Research. *The Gerontologist*, 48(2), 142-148

**Review of Literature is Due

November 3rd Organizations(cont.)

Read: Kitson, A., Ahmed, L. B., Harvey, G., Seers, K., & Thompson, D.R. (1999) From Research to Practice: One Organizational Model for Promoting Research-Based Practice. *Journal of Advanced Nursing*, 23, 430-440

Nakrem, S. (2015) Understanding Organizational and Cultural Premises for Quality of Care in Nursing Homes: An Ethnographic Study. *BMC Health Services Research* 15:505, 2-13

Guest Speaker: TBA

November 10th Communities

Read: Low, L-F, Yap, M. & Brodaty, H. (2011) A Systematic Review of Different Models of Home and Community Care Services for Older Persons. BMC Health Services Research, 11(93), 1-15

Kerz, M., Teufel, J., & Dinman, M. (2013) OASIS: A Community-based Model for Successful Aging. Ageing Int. 38, 122-136

Yan, T., Wilber, K.H., Aguirre, R., & Trejo, L. (2009) Do Sedentary Older Adults Benefit From Community-Based Exercise? Results From the Active Start Program. The Gerontologist 49(6) 847-855

November 17th Communities (cont.)

Read: Chapter 13: "Aging in Place": Income Programs, Health Insurance and Support Services for Older Adults. Social Work with Older Adults, 343-363

Howell-Morrow, N., Hinterlong, J., Rozario, P.A., & Tang, F. (2003) Effects of Volunteering on Older Adults. Journal of Gerontology, 58B(3) S137-S145

Chuanjiang, J. & Ruixue, Z. Service Robots for Elderly Promising (2016) China Daily

Guest Speaker TBA

November 24th

THANKSGIVING BREAK

December 1st

Read: Byock, I. At End of Life, What Would Doctors Do? (2016) New York Times

Discuss: Being Mortal by Atul Gawande

Student Presentations: Please provide one reading the week before your presentation..

December 8th

Emanuel, E.J., Onwuteaka-Philipsen, B.D., Urwin, J.W. & Cohen, J.C. (2016)
Attitudes and Practices of Euthanasia and Physician-Assisted Suicide in the United
States, Canada, and Europe. JAMA, 316(1), 79-90

Student Presentations: Please provide one reading the week before your presentation.

**** Final Paper Due ****

