



<b>Course title:</b>	Interpersonal Practice with Older Adults	
<b>Course #/term:</b>	SW 694, 001 Winter 2021	
<b>Time and place:</b>	Tuesdays, 9:00am-12:00pm via Zoom ONLINE-Zoom Link is posted to Canvas <b>Passcode:</b> 6942021	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	N/A	
<b>Instructor:</b>	Aliyah Masudi, LMSW/MPH	
<b>Pronouns:</b>	She, her, hers	
<b>Contact info:</b>	<b>Email:</b> amasudi@umich.edu	<b>Phone:</b> ###-###-####
	You may expect a response within two business days Please write "SW 694" in the subject heading for emails For urgent matters, call my cell or send a text	
<b>Office:</b>	Virtual	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

### a. Course Description

This methods course focuses on intervention with older people at the micro level. 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. The IP intervention 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.

**b. 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 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, substance related disorders, advanced directives, navigating insurance barriers, guardianship and coping with attention to interventions. Addressing how to maximize personhood for persons living with dementia and their care partners will also be a pivotal part of this course always focusing on supporting individuals in the least restrictive setting. This IP intervention course will focus on intake, screening, initial evaluation, treatment issues involved in working with older clients and their families. Various psychiatric disorders more typically diagnosed among older adults will be discussed and intervention strategies identified and demonstrated such as journaling, reminiscence and activities to reduce social isolation will be presented.

**c. Course Objectives and Competencies**

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 (EPAS 3).
2. Plan intervention strategies in micro practice that are of particular importance for aging adults of various diversity dimensions (EPAS 4)
3. Plan, conduct and evaluate an intervention strategy with aging adults in micro practice (EPAS 6,8)
4. Learn screening and assessment techniques with older adults (EPAS 7, 9)
5. Incorporate social work values and ethical principles related to social work with older people.
6. Application of technology-informed interventions and care management to the aging population. And assess individuals, families and groups (EPAS 3, 7). Recognizes the Global Dimension of Social Work: The curriculum prepares our students for work in an increasingly interdependent world by emphasizing international competence and collaboration

**d. Course Design**

The instructor will select readings and design assignments for the course. Approaches such as lecture, discussion, case review and simulations will be employed. Students will be expected to contribute case/programmatic examples from their field experiences. We will meet at 9:30am for a mini lecture each week and have discussions around reflection from readings and practice. Please ensure all asynchronous materials are reviewed and completed ahead of our live sessions together. The live sessions will be participation focused.

**Zoom Meetings (Required):**

Zoom link is posted to Canvas

Passcode: 69420201

Time: **9:30am-11:30am**

Tuesdays

**e. 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.

**f. Relationship to Social Work Ethics and Values**

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.

**g. 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. Using 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.

## 2. Class Requirements

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### a. Text and Class Materials

There is one **(Optional)** book for this class, available at area libraries for free. This book is also available on Amazon and other online book sellers. There are three assignments in which students have a choice to select one and a reflection paper of the book, Being Mortal is one of them if the student chooses this assignment.

Being Mortal: Medicine and What Matters in the End by Atul Gawande - Publisher: Doubleday Canada; (2014)

ISBN: 978-1-250-07622-9

Additionally, weekly readings will be posted in Canvas and may change within one week prior to class. Students are expected to read ALL posted articles which may or may not be discussed in class but are identified by the instructor to be a useful resource for future practice; and to guide the student to become a competent and skilled social work practitioner. Additional readings may be assigned. If so, these will be verbalized in class and subsequently posted in Canvas for the appropriate week at least one week ahead of time. Lastly, pre-recorded content modules may be assigned for viewing prior to class to prepare students for in-class work.

### b. Class Schedule

Whenever possible, alerts will come over email at least a week in advance; changes will be posted to canvas. It is your responsibility to check canvas regularly.

<b>Date</b>	<b>Agenda</b>	<b>Required Readings &amp; Assignments</b>
Week 1 1/19/21	<u>Introductions</u> Overview of course and syllabus	No Readings

	<p>Introduction of care process: intake, screening, initial evaluation, treatment and termination issues, and discuss influences of differences by race, sexual orientation, gender identity and culture on the care process</p> <p>Introduce five problem areas (mental health, substance abuse, dementia, trauma &amp; interpersonal violence, pain).</p> <p>Strength-based perspectives</p>	
<p>Week 2 1/26/21</p>	<p><u>Mental health-screening, assessment and engagement:</u></p> <p>Focus on depression and anxiety</p> <p>Review DSM diagnostic criteria; complete PHQ-9 and GDS</p> <p>Suicide Assessment: "SAFE-T"</p> <p>Manifestation of depressive and anxiety symptoms: cultural differences</p> <p>Practice motivational interviewing</p>	<p><b>Read the following:</b></p> <ul style="list-style-type: none"> <li>▪ Tice Strength's Assessment</li> <li>▪ Combating ageism: how successful is successful aging?</li> </ul>
<p>Week 3 2/2/21</p> <p><b>Movie Review/Client Assessment Due</b></p>	<p><u>Mental Health-treatment and monitoring</u></p> <p>Practice appropriate therapies such as CBT, problem-focused therapy, interpersonal therapy, behavior activation, life review</p>	<p><b>Read the following:</b></p> <ul style="list-style-type: none"> <li>▪ Anxiety and depression in older patients: the role of culture and acculturation</li> </ul>

	<p>Practice motivational interviewing</p> <p>Psychoactive medications</p> <p>Self-management</p> <p>Different types of support groups</p>	<ul style="list-style-type: none"> <li>Meeting the health behavior needs of LGBT older adults</li> </ul>
<p>Week 4 2/9/21</p>	<p><u>Communication with older adults:</u></p> <p>Implications of sensory change and consideration of culture when engaging with older adults and families from diverse backgrounds</p>	<p><b>Guest Speaker:</b> Katie Hoener, LMSW (Program Administrator for Adult Services-CMH)</p> <p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>The perceptions of translation apps for everyday health care in healthcare workers and older people: A multi-method study</li> </ul>
<p>Week 5 2/16/21</p>	<p><u>Social isolation-assessment and interventions:</u></p> <p>Assessing for loneliness; strategies for reducing social isolation including low-cost (eg. Clubs) and technological options</p> <p>Complementary and alternative approaches</p>	<p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>COVID-19 in the geriatric population</li> <li>Socrates Café for Older Adults Intergenerational Connectedness Through Facilitated Conversation</li> </ul>
<p>Week 6 2/23/21</p> <p><b>Social Justice Paper Due</b></p>	<p><u>Alcohol and other substance use understanding, screening, assessment, and engagement:</u></p> <p>Understand substance use: biological &amp; psychological aspects</p> <p>Assessment of substance use risk and disorders</p>	<p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>Interventions to reduce the negative effects of alcohol consumption in older adults: a systematic review</li> </ul>

<p>Week 7 3/2/21</p>	<p><u>Alcohol and other substance use- treatment and monitoring</u></p> <p>Learn and practice treatment approaches such as SBRIIT and Motivational Interviewing</p> <p>Different types of support groups-referral</p> <p>Dealing with relapse</p>	<p><b>Guest Speaker:</b> Rae Allyson Green, JD, LPC, CAADC (Founder and President of Sanford House)</p>
<p>Week 8 3/9/21</p>	<p><u>Pain-understanding, assessment</u></p> <p>Understand pain: biological and psychological aspects</p> <p>Acute vs chronic pain differentiation</p>	<p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>▪ Pain in dementia</li> <li>▪ Adapting to chronic pain: a focused ethnography of black older adults</li> </ul>
<p>Week 9 3/16/21</p> <p><b>Being Mortal Reflection Paper</b></p> <p><b>Or</b></p> <p><b>Research Paper or Video Presentation</b></p> <p><b>Or</b></p> <p><b>Older Adult Strengths Interview</b></p> <p><u><b>Due</b></u></p>	<p>Pain-management approaches</p> <p>Pharmacological approaches</p> <p>Non-pharmacological approaches</p> <p>Learn and practice psychosocial interventions (CBT, relaxation and meditation)</p>	<p><b>Guest Speaker:</b> Dr. Carla Boumeester (PharmD)</p>
<p>Week 10 3/23/21</p>	<p>No Class</p>	<p>Well-Being Break</p>

<p>Week 11 3/30/21</p>	<p><u>Care Partner Concerns:</u></p> <p>Recognizing and treating caregiver burnout, guilt reduction strategies for care partners, use of support/didactic groups</p> <p>Using Zarit Burden Inventory</p>	<p><b>Read the following:</b></p> <ul style="list-style-type: none"> <li>▪ Caregivers' Interpretations of Time and Biography: The Experiences of Caring for a Spouse with Parkinson's Disease</li> </ul>
<p>Week 12 4/6/21</p>	<p><u>Abuse/neglect/interpersonal violence/trauma:</u></p> <p>Identification and assessment of abuse/neglect</p> <p>APS referral process</p>	<p><b>Guest Speaker:</b> Christopher Berry, JD (Elder law attorney)</p> <p><b>Read the following:</b></p> <ul style="list-style-type: none"> <li>▪ The relationship between ethnicity and advance directives in a frail older population</li> <li>▪ Violence against older women: A systematic review of qualitative literature</li> </ul>



<p>Week 13 4/13/21</p> <p><b>Case Study Due</b></p>	<p><u>Dementia-screening, assessment, engagement,</u></p> <p>Understand dementia (types, symptoms and differentiation)</p> <p>Dementia vs Delirium</p> <p>Cultural variations in perceptions of dementia and implications to intervention</p> <p>Capacity evaluations; review and practice MoCA, MMSE, KELS</p>	<p><b>Guest Speaker:</b> Dr. Caroline Vitale</p> <p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>▪ Cross-cultural representations of dementia: an exploratory study</li> </ul>
<p>Week 14 4/20/21</p> <p><b>Extra Credit Due (Optional)</b></p>	<p><u>Dementia- therapies and support:</u></p> <p>Reminisce therapy, review DICE, positive approach to care, Best friend approach</p> <p>Review and complete guardianship petition and DPOA in class</p> <p>Paying for LTC, AFC/ALF/SAR/NH differences</p>	<p>No Readings</p>

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c. Assignments

Assignments must be submitted in Canvas by the date and time specified below. A late penalty of 10% will be applied immediately after the assignment due date/time. Please be in touch with the instructor directly if you are having any problems completing or submitting the assignment before it is due.

Assignment	Due Date	% of Overall Grade
1) Movie Review/Client Assessment	Upload to Canvas by 11:59pm on 2/2/21	10%
2) Social Justice Paper	Upload to Canvas by 11:59pm on 2/23/21	10%
3) Select <b>(One)</b> Assignment from the following three choices: <ul style="list-style-type: none"> <li>a. Being Mortal Reflection Paper</li> <li>b. Research Paper or Video Presentation</li> <li>c. Older Adult Strengths Interview</li> </ul>	Upload to Canvas by 11:59pm on 3/16/21	10%

4) Case Study	Upload to Canvas by 11:59pm on 4/13/21	20%
5) Class Participation	Upload to Canvas by 11:59pm on 4/20/21	50%
6) Extra Credit  (Choose one of the remaining two options from #3 above after all required assignments have been completed to be considered.)	Upload to Canvas by 11:59pm on 4/20/21	5 points will be added to your total grade

Assignment Descriptions:

**Movie Review/Client Assessment-** After watching one of the selected films, the student chooses a lead character from the film as their “client” to identify 3 areas to work on. Assignment should include: Psychosocial history, assessment of identified needs, suggested interventions. Movie ideas include Still Alice, Up, To Dance with the White Dog, Time Out of Mind or as discussed in class. (10% of grade)

**Social Justice Paper-** concerning the challenges of an underserved population’s inability to age in place in America (i.e., lower socioeconomic groups, LGBT individuals, immigrants, veterans, non-English speakers, etc.). Students should include an example of a real case through field work/volunteer experience as part of their work. (10%)

**Being Mortal Paper-** reflection about one’s perspective on end-of-life issues, self-determination vs aggressive care. Students should include why/how this self-awareness will be important to their future clinical work. (10%)

**Research Paper or Video Presentation-**The purpose of this paper is to provide the student with an opportunity to research and explore in depth a specific topic of interest in social work practice in gerontology. This paper should focus on a medical, psychosocial or political condition that affects the aging population or specific groups within that population. (10%)

**Older Adult Strengths Interview-** Interview an older adult using the TICE strengths assessment tool focusing on client strengths. The final part of this paper should include a conversation about long-term planning and a discussion about advanced directives. (10%)

**Case Study-** Students will be provided with a case study. Students will provide an assessment of the case, develop an intervention plan, and discuss plan for evaluation of a key outcome. (20%)

**Class participation** – see rubric (50% of grade)

**Extra Credit-** Will only be accepted if all mandatory assignments have been completed first and it cannot replace or substitute a required assignment. (5 points will be added to the total grade)

#### d. Attendance and Class Participation

Participation: Students are expected to attend class ([Policy on Class Attendance](#)). You will notice in the assignments chart above that participation is weighted heavily in this course. Full points will be awarded for each live Zoom meeting by being present for the entire class period, active participation in small and large group discussions, and engagement in all activities. Completing the assigned weekly resources (including articles, podcasts, videos, activities, etc.) is required for successful participation in class discussions. Plan to sign into Zoom a few minutes before the start of class so that we can begin on time. Your video **MUST** be on to facilitate connection in our classroom community. If you need to leave class early or arrive late, alert the instructor ahead of time.

This course is designed to teach clinical skills, so participation is expected to enhance not only your skills, but also your comfort level when working with clients. Missing a session in its entirety without reviewing the content could impact your client's outcomes.

It will be the student's responsibility to discuss if a make-up assignment can be completed for any missed content related to an absence otherwise absences/excess tardiness may impact class participation points. Instructor is available if requested by student to meet with student outside of class to discuss unique needs or concerns impacting class participation issues or outcomes.

#### e. Grading

Final grades will be determined by adding the scores from all assignments and class participation. Final grades that reflect an “A+” are reserved for student work that shows exceptional individual performance – good mastery of content, application of critical thinking, clear and concise writing and ACTIVE class participation as determined by the instructor. For assignments, “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. Make-Ups: If you are not able to participate in our live Zoom class discussions for any reason, please be in touch with the instructor ahead of the class period you will miss unless it is an emergency in which case you should contact the instructor ASAP. If the absence is excused, you will be invited to submit a supplementary assignment to make up participation points for the week. An unexcused absence results in a grade of 0 participation points for that week. (Communication is key! I am committed to supporting each student’s success in this class).

In addition, please review the following MSW Student Guide policies:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

[Testing and grading from CRLT](#)

#### f. Class Recording and Course Materials

Additional information on class recordings can be found here: [Recording and Privacy Concerns FAQ](#)

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

#### g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*