



<b>Course title:</b>	Interpersonal Practice Methods in Aging	
<b>Course #/term:</b>	SW 694 001, Winter 2023	
<b>Time and place:</b>	Tuesdays, 9am-12pm, Zoom	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Jennifer Heckendorn, LMSW-C	
<b>Pronouns:</b>	She/Her	
<b>Contact info:</b>	<b>Email:</b> jthecken@umich.edu	<b>Phone:</b> 734.604.1985
	You may expect a response within 24 hours	
<b>Office:</b>	online	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

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### 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 mental health, substance abuse, dementia, trauma & interpersonal violence, and pain. This course will also address the diverse dimensions including ability, age, class, color, culture, ethnicity, family structure, gender, marital status, national origin, race, religion/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. Emphasis will be placed on applying the skills in each phase of the intervention to clients with problems related to mental health, substance abuse, dementia, trauma & interpersonal violence and pain. 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 mental health, substance abuse, dementia, trauma & interpersonal violence, pain. Addressing how to maximize personhood for persons living with physical and mental disability 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. (EPAS 1)
6. Apply technology-informed interventions and care management to the aging population and assess individuals, families and groups. (EPAS 3)
7. Recognize 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.

**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. 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.

## **2. Class Requirements**

**a. Text and class materials**

1. There is one required book for this class, available at area libraries for free. This book is also available on Amazon and other online book sellers.
  - o ***Being Mortal*** by Atul Gawande - Publisher: Doubleday Canada; (2014)  
ISBN: 0805095152
  - o [The full book is available for download for free through the University of Michigan Library website](#)
2. Weekly readings will be posted in Canvas and may change within one week prior to class.
3. 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.
4. 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.
5. Pre-recorded content modules may be assigned for viewing prior to class to prepare students for in-class work.

**b. Class schedule**

Date	Topic	Session highlights	Readings
January 10	Course introduction Syllabus Care process intro Problem areas intro	<p>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 the five problem areas (mental health, substance abuse, dementia, trauma &amp; interpersonal violence, pain).</p> <p>Strength-based perspectives</p>	See Canvas
January 17	Communication with older adults	Implications of sensory change and consideration of culture when engaging with older adults and families from diverse backgrounds	See Canvas
January 24	Mental health - screening, assessment, & engagement	<p>Focus on depression &amp; anxiety</p> <p>Review DSM diagnostic criteria; complete PHQ-9, GDS</p> <p>Suicide Assessment: "SAFE-T"</p> <p>Practice motivation interviewing</p> <p>Manifestation of depressive &amp; anxiety symptoms: cultural differences</p>	See Canvas
January 31	Mental health - treatment and monitoring	<p>Practice appropriate therapies such as CBT, problem-focused therapy, interpersonal therapy, behavior activation, life review</p> <p>Psychoactive meds</p> <p>Self-management</p> <p>Different types of support groups</p>	See Canvas
February 7	Social Isolation – assessment and interventions	Assessing for loneliness; strategies for reducing social isolation including low-cost (e.g., clubs) and technological options	See Canvas

February 14	Alcohol & other substance use - understanding, screening, assessment, & engagement	Understand substance use: biological & psychological aspects  Assessment of substance use risk and disorders	See Canvas
February 21	Alcohol & other substance use - treatment & monitoring	Learn and practice treatment approaches such as SBRIT and Motivational Interviewing  Different types of support groups—referral  Dealing with relapse	See Canvas
<b>February 28</b>	<b>NO CLASS</b>	<b>SPRING BREAK</b>	
March 7	Pain - understanding & assessment	Understand pain: biological & psychological aspects  Acute vs Chronic pain differentiation	See Canvas
March 14	Pain - management approaches  Guest Speaker: Pharmacist?	Pharmacological approaches  Non-pharmacological approaches  Learn & practice psychosocial interventions (CBT, relaxation and meditation)	See Canvas
March 21	Dementia - screening, assessment & engagement	Understand dementia (types, symptoms, and differentiation)  Cultural variation in perceptions of dementia & implications to intervention  Capacity evaluations; review and practice MoCA, MMSE, KELS	See Canvas
March 28	Dementia - therapies and support  Guest Speaker- Elder law attorney	Reminisce therapy; review DICE, Positive approach to Care, Best Friends approaches  Review and complete guardianship petition; DPOA in class  Paying for LTC; AFC/ALF/SAR/NH differences	See Canvas

April 4	Care Partner Concerns	Recognizing and treating caregiver burnout; guilt reduction strategies for care partners; use of support/didactic groups  Using Zarit Burden Inventory	See Canvas
April 11	Abuse/Neglect, interpersonal violence, and trauma	Identification and assessment of abuse/neglect  APS referral process	See Canvas
April 18	Self-awareness and self-care of therapists	Strategies to play the long game or student presentations	See Canvas
April 25 Final Exam			

**c. Assignments**

1. **Social Justice Paper** - Use an example of a real case through field work/ volunteer experience as part of their work to illustrate and discuss issues of social justice. **10% of grade** (EPAS 3)
2. **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. Intervention suggestions should be justified by previous evaluation findings and theoretical frameworks guiding the intervention. Movie ideas include Up, Still Alice, As We Were, or as discussed. **10% of grade** (EPAS 7, 8, 9)
3. **Being Mortal** - Self-reflection Paper 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% of grade** (EPAS 1, 8)
4. **Case Study** - Students will be provided with a case study. Students will provide an assessment of the case, development an intervention plan, and discuss a plan for evaluation of a key outcome. **40% of grade** (EPAS 1, 3, 4, 6, 7, 8, 9)
5. **Final exam** - of conditions and interventions learned throughout term. **20% of grade** (EPAS based on instructor discretion)
6. **Class Participation – 10% of grade**

**d. Attendance and class participation**

Students are expected to attend each class, arrive on time, and stay throughout entire class sessions. 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 any one 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.

Additional course expectations to receive full class participation points:

- Attend every class session
- Participate in class discussions, activities, and presentations
- Complete all assignments on time. Late assignments may be considered with a 10% point reduction depending on circumstances
- In consideration of the learning environment, please put away cell phones and all other potentially distracting devices such as computers during class unless instructed to use by the instructor for classroom purposes. Laptops and other electronic devices are often distracting to instructors and other students and undoubtedly interfere with an engaging learning environment. PowerPoints will be posted in Canvas for your convenience so that you will not need to rely on taking extensive notes during class time

For your reference, a link to the [Policy on Class Attendance](#) can be found in the MSW Student Guide.

**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 (posters, websites, online discussion and/or papers) 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.

Students are required to use appropriate APA style referencing - <http://guides.lib.umich.edu/social-work> - click the APS style tab.

All written assignments should be typed, double-spaced, 12-point font size and proofread before submission. In addition, appropriate referencing is required on all written assignments.



SSW Career Services has a writing coordinator who can assist:

<https://sites.google.com/a/umich.edu/ssw-writing-help/>.

Or you may wish to contact the Sweetland Writing Center for assistance in writing:

<http://www.lsa.umich.edu/swc/grads/support/>, 734-764-0429

435 South State Street, 1139 Angell Hall

#### **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.

For your reference, MSW Student Guide contains policies on [Grades in Academic Courses and in Field Instruction as](#) well as [Student Grievance procedures and the policy for grading in special circumstances.](#)

#### **Policy on Academic Integrity:**

Academic integrity should not be taken lightly. Plagiarism and/or “borrowing” material without citing it can result in severe penalties. See websites:

<http://www.lib.umich.edu/academic-integrity/resources-students>

<http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>

#### **Accommodations/Special Needs:**

Many resources are available for students who may have special needs. If you have a disability or impairment that requires accommodation, please consider utilizing the University resources available to assist and also let me know so I can work with you about the appropriate accommodations in our classroom.

<http://archive.ssw.umich.edu/studentGuide/>

#### **Safety & Emergency Preparedness:**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email [ssw-ADAcpliance@umich.edu](mailto:ssw-ADAcpliance@umich.edu).

Office of Student Services School of Social Work | Room 1748 - 734-936-0961. For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

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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*