University of Minnesota School of Social Work

Syllabus

SW 8252-Advanced Interventions and Issues in Health, Disabilities & Aging

Part I: Course information

SW 8252-Advanced Interventions and Issues in Health, Disabilities & Aging (HDA)
2 credits

Faculty contact:

Name:
Email:
Phone:
Office Location:

1. Course descriptions:
   a. Short Version:
      This course emphasizes advanced assessment and intervention, as well as critical issues and current developments related to practice in the distinct, but interrelated, fields of health, disabilities, and aging. The course focuses on all levels of social work practice (e.g. individual; family; organizational; community).
   b. Long Version:
      This required course for students in the Health, Disabilities and Aging (HDA) concentration builds on and complements the HDA foundation course Social Work Practice in Health, Disabilities and Aging. This course is intended for students who want to practice at any level (individual, family/group, organizational, community) in the distinct, but interrelated, areas of health, disabilities or aging. Students will learn about, understand, and practice assessment, within a bio-psycho-social and spiritual framework, and explore selected interventions common to each of the three areas of practice. Critical issues central to these fields of practice will be examined, such as cultural influences, family support and involvement, consumer control and choice, advocacy, organizational and management issues, ethical issues, and end-of-life care. Students will also learn skills in Vital Involvement practice, case management, and collaboration with interdisciplinary teams.

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. You must have completed or be concurrently enrolled in 8251 Social Work Practice in Health, Disabilities, and Aging.
3. 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>5</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

Part II: Course outcomes

Course Objectives

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

1. Evaluating ethical dilemmas and making ethical decisions related to problems, issues, and practice in health, disability, and aging areas of social work practice.
2. Identifying and implementing specific 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. 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.
5. Applying knowledge of human behavior and the social environment to choose and implement methods of assessment, intervention, and evaluation most appropriate to health, disability, and aging areas of social work practice.
6. 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.

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 history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- Apply knowledge of social services, policies and programs relevant to their area of practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>Apply knowledge of social services,</td>
<td>Sessions 4, 9, 10, 11</td>
<td>Advocacy assignment</td>
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<tr>
<td>policies and programs relevant to their area of practice</td>
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**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:
<table>
<thead>
<tr>
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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, 14, 15</td>
<td></td>
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</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:

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</table>
| • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice. | Sessions 4, 7 | >Role play (session 4)  
>Advocacy assignment  
>Advanced practice application: Intervention role play  
>Inspirational practice instances |
| • Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice. | Sessions 2, 3, 4, 5, 6 | >Advocacy assignment  
>Inspirational practice instances |

**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:

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</table>
| • 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. | Sessions 6, 8 | >Small group class exercise (session 6)  
>Advocacy assignment |

**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>
<thead>
<tr>
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<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>Session 5</td>
<td>Class role play exercise (session 3)</td>
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</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:

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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>Sessions 5, 6, 8, 15</td>
<td>Advanced Practice Application</td>
</tr>
</tbody>
</table>

**Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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</thead>
<tbody>
<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Sessions 4, 10</td>
<td>Role play</td>
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</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>• Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.</td>
<td>Sessions 4, 10</td>
<td>Advocacy assignment</td>
</tr>
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**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.

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<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Sessions 2, 3, 5</td>
<td>Role Play (session 2)</td>
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<td>In-class practice w/ VIP tools (session 5)</td>
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<td>Advanced practice application: Intervention role play</td>
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<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical</td>
<td>Sessions 2, 3, 5, 8, 15</td>
<td>Inspirational practice instances</td>
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<tr>
<td></td>
<td></td>
<td>Advanced practice application: Intervention role play</td>
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</table>
mental health settings.

- Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.
  
  | Sessions 6, 7, 8, 9 | >Advanced practice application: Intervention role play |

- Assess: Conduct a comprehensive bio-psychosocial spiritual assessment as appropriate for persons in health care settings, persons with disabilities and older adults
  
  | Sessions 6 | Small group class exercise (session 6) |

- Assess: Administer and interpret standard assessment and/or diagnostic tools that are appropriate for use with persons in health care settings, persons with disabilities and older adults
  
  | Session 6 | Small group class exercise (session 6) |

- 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.
  
  | Sessions 6, 7, 8 | >Small group class exercise (session 6) | >Advanced practice application: Intervention role play |

- Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.
  
  | Sessions 2, 3, 5, 8 | >Advanced practice application: Intervention role play | >Inspirational practice instances |

- Intervention: Intervene at different levels to achieve the desired health-, disability or aging-related practice outcomes.
  
  | Sessions 2, 3, 5, 6, 7, 8 | >Advanced practice application: Intervention role play | >Inspirational practice instances |

- Intervention: Maintain accurate records documenting the assessment, interventions and outcomes.
  
  | Sessions 5, 7, 11 | In-class practice w/ VIP tools (session 5) |

<table>
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<th>Part III: Course requirements</th>
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<tr>
<td>Required texts and materials</td>
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Assignments

- Inspirational Practice Instances (Two separate assignments, 20 points @). Due Weeks 6 and 10: Students will think of specific examples of practice interventions from current field placements or other practice experiences and analyze the instances based on course material.

  Think of specific examples of practice interventions from your current field placement or other practice experience in contemporary context. (The instance may refer to a particular moment of interaction, a specific session, an intervention "assignment," or a period of practitioner-client work.
together.) Write up this instance as if you were presenting it in a case conference, including describing the instance, analyzing the instance, and reflecting upon learning.

- Advocacy Assignment (25 pts). Presentations Due Week 13; Comments Due Week 15
  In teams of three or four, students are to choose an issue related to Health, Disability and/or Aging and develop an advocacy intervention to promote systems change.
  Create a multi-media presentation outlining the issue (video, PowerPoint presentation, website), and presenting your group’s strategy for promoting systems change in contemporary context. Accompany the multi-media presentation with a two page fact sheet outlining your group’s systems change strategy. You must address how people affected by the change will be included in your intervention strategy.
  These presentations will be posted on the course Moodle site, and students will be required to view and comment on at least two other groups’ projects.

- Advanced Practice Application: Intervention Role Play (35 pts). –Due Finals Week.
  Students will use the case scenarios developed during the Anchor course.
  Develop an intervention plan in contemporary context, based on an already completed biopsychosocial assessment (See SW8251).

Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Inspirational Practice Instances 1</td>
<td>20</td>
<td>Week 6</td>
</tr>
<tr>
<td>Inspirational Practice Instances 2</td>
<td>20</td>
<td>Week 10</td>
</tr>
<tr>
<td>Advocacy Assignment &amp; Comments</td>
<td>25</td>
<td>Week 13; Week 15</td>
</tr>
<tr>
<td>Intervention Role Play</td>
<td>35</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

Grading Scale

A = 93 - 100
A- = 90 - 92
B+ = 87 - 89
B = 83 - 86
B- = 80 - 82
C+ = 77 - 79
C = 73 - 76
C- = 70 - 72
D+ = 67 - 69
D = 60 - 66

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.

Part IV: Course content

Session: 1
Topic: Introduction
  A. Introductions and Overview of Course
  B. Introduction to Complex/Difficult Conversations in HDA
C. Case activity introducing themes of course

Activity/Assignment: Case activity introducing themes of course

Session: 2
Topic: Key interventions in HDA: Motivational Interviewing
   A. Major Intervention practices and tools related to Motivational Interviewing
   B. Intervention practice introduced in lecture and Role Plays
   C. Discuss applications and challenges for use of Motivational Interviewing across diverse populations and different settings associated with health, disability, and aging.

In this course three frequently used and well matched interventions in HDA are presented in detail. Clearly, numerous other interventions are used in Health, Disability, and Aging practice. Some of these have been introduced in SW8200; some are presented elsewhere in this course. Students will be utilizing some in Field Placements. Additional interventions will be comprehensively presented in concentration elective courses. Students should consider further exploration of the following interventions: CBT/DBT; Supportive Counseling; Strengths-based Assessments; Positive Behavior Supports; Person Centered Planning; Task Centered/Problem Solving; Brief Interventions / Solutions; Creative Activity Interventions; Post-Modern/Humanistic. Readings related to each of these interventions are listed below as supplemental readings.

Activity/Assignment: Role play, Discussion

Required Readings:
- Fuller, M (2010, Sept. 15). Effective Motivational Interviewing an Adolescent [YouTube video]. Retrieved from http://www.youtube.com/watch?v=5h0i-b0xrlI&feature=related

Supplemental Readings:
- Carr, E. et.al. (2002). Positive Behavior Support; Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*(1), 4-16


**Session: 3**

**Topic:** Key interventions in HDA: Crisis intervention and theory

A. Major Intervention practices and tools related to Crisis theory and intervention
B. Intervention practice introduced in lecture and Role Plays
C. Discuss applications and challenges for use of Crisis Intervention across diverse populations and different settings associated with health, disability, and aging.

Activity/Assignment: Role play, Discussion

**Required Readings:**


**Supplemental Readings:**


**Session: 4**

**Topic:** Key interventions in HDA: Policy and program advocacy

A. Major Intervention practices and tools related to Policy and program advocacy
B. Intervention practice introduced in lecture and Role Plays
C. Discuss applications and challenges for use of Policy and Program Advocacy across diverse populations and different settings associated with health, disability, and aging.

Activity/Assignment: Role play, Discussion

**Required Readings:**


**Other Resources (speakers, movies, books):**
Session: 5

Topic: Vital Involvement
A. Vital involvement and healthy behavior in the social environment.
B. Vital involvement practice (VIP) intervention tools and techniques for working with clients of diverse ages, abilities, and health statuses.
C. In-class practice using VIP tools and techniques

Activity/Assignment: In-class practice using VIP tools and techniques

Required Readings:
- Case Materials: Sample PVI Worksheets
- Case Materials: Sample VIP Workbooks

Supplemental Readings:

Session: 6

Topic: Assessment of functioning with specific issues; Case planning/treatment plans
A. Understanding and using assessment tools for specific issues or conditions: Mobility; Spiritual Assessments; Alzheimer’s/dementias; Brain Injury
B. Developing case, intervention or treatment plans with clients/patients, their families, and other professionals.
C. Class Exercise (small groups) – utilize examples of completed assessments to develop intervention plans.

Activity/Assignment: Small group exercise

Required Readings:
Supplemental Readings:


Other Resources (speakers, movies, books):

- Examples of Assessment forms and intervention/treatment plans from clinics, counties, agencies

Session: 7

Topic: **Interdisciplinary team practice in health, disability and aging**

A. Types and purposes of interdisciplinary teams: understanding the roles of social work
B. Navigating a team approach: power hierarchies; building relationships; understanding and using different professional languages; understanding and managing conflicting professional values; role conflicts; leadership
C. Guest panel of social workers from various settings [hospitals; hospice; IEP; long-term care; etc] for focused discussion of work on interdisciplinary teams

Activity/Assignment: Guest panel of social workers in health, disability, and aging

Required Readings:


**Supplemental Readings:**


**Session: 8**  
**Topic:** Diversity in Families / Family Support  
A. Diversity in families  
B. Family Support Systems  
C. Intervention strategies for family caregivers  

**Required Readings:**


**Supplemental Readings:**


**Session: 9**  
**Topic:** Consumer control and choice  
A. Facilitation of consumer control & choice
B. Risk assessment
C. Show Risk planning video
D. Use of PCAs (Personal Care Assistants)

Activity/Assignment: Risk Planning Video

Required Readings:
  o Consumer Directed Services. View all the clips on this page regarding CDCS from the Minnesota Department of Human Services.

Supplemental Readings:

Session: 10
Topic: Advocacy and promotion of consumer and self-advocacy
A. Introduction to Consumer and Self- Advocacy in Health, Disability and Aging
B. Promoting Consumer and Self-Advocacy
C. The role of a professional in advocacy
D. Guest Speakers: Self-Advocates in Minnesota (Panel) (Advocates from each domain will present, discussing how advocacy is important in their lives and how professionals can assist in promoting self-advocacy)

Activity/Assignment: Guest Speaker Panel
Required Readings:


Supplemental Readings:


Session: 11
Topic: **Case management: Social Work Case Managers in Different Settings & Interaction with different professions and systems**

A. Lecture: Collaboration, teamwork, interacting with different professions, ethical dilemmas that arise in team settings, intra-agency and inter-agency interactions, discharge planning, assistance with transitions

B. Role play of team functioning within agency or clinic; role play of interactions between different agencies: identifying issues and approaches to successful interactions

C. Lecture: Role of multiple system levels in service delivery, with focus on Minnesota specific models, e.g. roles of HMOs in service delivery.

Activity/Assignment: Role play

Required Readings:

  - Standards for social work with or in: Caregivers of Older Adults, Health Care Settings, Palliative and End of Life Care, Long Term Care Facilities, Cultural Competence.
Supplemental Readings:

Session: 12

Topic: Organizational and Management issues in Health, Disability, and Aging
A. Organizational and management issues specific to HDA
B. Managing paraprofessionals and direct care workers (guest speaker)

Activity/Assignment: Guest Speaker

Required Readings:

Supplemental Readings:

Session: 13

Topic: Organizational and Management issues in Health, Disability, and Aging.
A. Supervision (Administrative / Clinical; Seeking / Giving)
B. Documentation
C. Planning for self-care

Required Readings:
Supplemental Readings:


Session: 14

Topic: Ethical Issues and Dilemmas in Health, Disability, and Aging

A. Confronting ethical issues and dilemmas in health, aging, and practice with persons with disabilities
B. Self-determination, autonomy and paternalism
C. Ethics Committees

Required Readings:


Supplemental Readings:


Session: 15

Topic: End of Life

A. End-of-life issues.
B. Palliative and psychosocial care with ill, disabled, and elder individuals.
C. End-of-life and palliative care for people with intellectual disabilities, children with neurodevelopmental disabilities, and older adults.
D. Psychosocial care at the end of life.

Activity/Assignment: Guest Speaker
Required Readings:
  - Book review of 'Death’s Door: Modern Dying and the Ways We Grieve,' by Sandra M. Gilbert.

Supplemental Readings:

Other Resources (speakers, movies, books):
- Doretta Stark - Palliative Care (retired) at Univ-Fairview. Has been involved nationally in palliative care work.

Additional Bibliography:


• Carr, E. et.al. (2002). Positive Behavior Support; Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*(1), 4-16


• National Association of Social Workers. Standards for social work with or in: Caregivers of Older Adults, Health Care Settings, Palliative and End of Life Care, Long Term Care Facilities, Cultural Competence. Retrieved from http://www.socialworkers.org/practice/


