Part I: Course information

SW 8263-Advanced Social Work (Direct Practice & Community) Interventions Gerontology
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

a. Short Version
This course prepares students to conduct direct and community-based social work intervention with older adults in individual, family, group, residential, and community settings. Students gain understanding of and proficiency in geriatric assessment, therapy modalities, and evidence-based interventions and approaches.

b. Long Version
This course focuses on advanced direct and community-based social work intervention with older adults in individual, family, group, residential, and community-based settings. Students gain understanding of and proficiency in geriatric assessment skills, therapy modalities, evidence-based interventions and approaches, and case management practices. This course is taught from the perspectives of bio-psycho-social-cultural-spiritual strengths and challenges, and emphasizes social work practice in the context of existing community and organizational social service and mental health delivery systems.

Course content also includes social work skills in interdisciplinary treatment approaches, collaborating within communities, cultural competency, and ethical and legal issues. Classes use such modalities as role-play, mock therapy / counseling, group discussion, video presentations, and online discussions. Other than the first and last full-length class discussions, roughly half of the course is conducted online (1 hr. online and 1 hr. face-to-face) using Moodle to present class content, watch edited movie and video clips, and participate in group discussion.

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, or have permission of the instructor.
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>10</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part II: Course outcomes**

**Course objectives:**

After successfully completing the course, students will be able to:

1. Identify and implement specific models of geriatric assessment (before intervention), evidence-based psychosocial/community intervention theories and modalities in aging, and evaluation (after intervention) that are appropriate to professional social work practice with older adults in individual, family, self-contained/institutional, and community settings.

2. Understand the conceptual foundation, intervention techniques, and empirical support of the major pioneering models of therapy and intervention, as well as newer, emerging models of mental health and community-based services and strategies for social work practice in aging.

3. Demonstrate understanding and awareness of the impact of diversity in intervening and working with older adults and their families (e.g., diversity in race, class, culture, ethnicity, immigration, gender, sexual preference, and disabilities). Use this understanding and awareness to conduct culturally competent practices with and for older adults.
4. Demonstrate understanding of the impact of your attitude toward and experiences with older adults in your family and practice. Understand ethical and legal issues in aging. Understand the impact of these factors on your social work practice with older adults and their families, and practice accordingly.

5. Understand and utilize multiple needs of older adults in current treatment planning and service delivery systems. Needs include (but are not limited to) such age-related cognitive and family problems as dementia, trauma, loss, grief, personal abuse, substance use, and end-of-life care.

6. Implement an interdisciplinary team approach by identifying appropriate professional colleagues, advocacy groups and organizations, technology, and services in hospitals, communities, and local governments.

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
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<tr>
<td>• Develop a plan for ongoing professional education, including supervision.</td>
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</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---</td>
</tr>
<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>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</td>
</tr>
</tbody>
</table>
They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Session 5, 10, 11, 13</td>
<td>PVI &amp; Intervention plan/video</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>3, 5, 6, 7, 8, 9, 10, 12, 13</td>
<td>PVI Worksheet Intervention Plan/Video</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>2, 5, 6, 7, 8, 9, 10, 12, 13, 14</td>
<td>PVI Intervention/ Video</td>
</tr>
</tbody>
</table>

**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>2, 3, 4, 5, 6, 7, 11, 13, 14</td>
<td>PVI Intervention/Video</td>
</tr>
</tbody>
</table>

**EP 2.1.6 – Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers
comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>2, 3, 5, 6, 7, 8-13</td>
<td>Intervention/Video</td>
</tr>
</tbody>
</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:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<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>All sessions</td>
<td>PVI Intervention/Video</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:

<table>
<thead>
<tr>
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<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>All sessions</td>
<td>Intervention/Video</td>
</tr>
</tbody>
</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:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Assessed</th>
</tr>
</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>4 &amp; 11</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14</td>
<td>PVI Intervention/Video</td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14</td>
<td>Intervention/Video</td>
</tr>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
<td>PVI Intervention/Video</td>
</tr>
<tr>
<td>• Assess: Conduct a comprehensive bio-psychosocial spiritual assessment as appropriate for persons in health care settings, persons with disabilities and older adults</td>
<td>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
<td>PVI Intervention/Video</td>
</tr>
<tr>
<td>• Assess: Administer and interpret standard assessment and diagnostic tools that are appropriate for use with persons in health care settings, persons with disabilities and older adults</td>
<td>2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14</td>
<td>PVI Intervention/Video</td>
</tr>
<tr>
<td>• 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.</td>
<td>All sessions</td>
<td>PVI Intervention/Video</td>
</tr>
<tr>
<td>• Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>All sessions</td>
<td>PVI Intervention/video</td>
</tr>
<tr>
<td>• Intervention: Intervene at different levels to achieve the desired health-, disability or aging-related practice</td>
<td>All sessions</td>
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outcomes.

| Intervention: Maintain accurate records documenting the assessment, interventions and outcomes. | 6, 8, 9, 10, 13 | PVI Intervention/Video |
| Evaluate: Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health. | All sessions | PVI Intervention/Video |

Part III: Course requirements

Required materials

This course does not require a textbook. Required readings for this class are available through a course E-reserve site set up through the library: [http://www.lib.umn.edu/services/eres](http://www.lib.umn.edu/services/eres)

Instructor will provide additional details in class.

This course has a Moodle site. As noted above, this class will consist of half online and half face-to-face class. The Moodle site will be used for disseminating course content, video clips/edited movie using VideoAnt, course materials and resources, and discussion panel throughout the semester.

Assignments

**PVI Worksheet (30 Points):** Observe the older adults in your internship, family, work, and other settings in your life and identify some instance in which one of these elders was engaged in vital involvement by: 1) Promoting vital involvement in someone else (perhaps even yourself); or 2) Having someone else promote vital involvement in them, and responding by demonstrating vital involvement. Complete a PVI worksheet describing this instance. Explain how the vital involvements viewed in your settings can be applied to older adults residing in other diverse communities including minority, immigrant/refugee, LGBT, rural, institutional communities to improve their quality of life. Due Session 6

**Intervention Plan (30 Points):** Choose a case from your internship, family, movies, or work setting, that you see as related to one of the class topics. Identify the topic and explain how it is relevant to your work with this case. (You may choose more than one appropriate topic.) Identify appropriate assessment, treatment and/or intervention approaches, and evaluation strategies using class materials and other emerging therapy strategies including information communication technology (ICT); identify specific tools and techniques you will use. Explain your choice of approaches, tools, techniques, and strategies. Develop a clear intervention plan.
In preparing your intervention plan, consult with an expert in the field about their comments on/suggestions for/support for your plan. Due Session 9

**Video Presentation- Group Role Play (30 Points):** Groups of 4 students develop a 15-minute video presentation based on Intervention Plan you developed above. Choose one Intervention Plan among your group members, which can be developed into a video-taped group role play. This presentation will be shown at the final week. Submit 2-page summary of your video presentation which may introduce the case, intervention modalities/techniques you are using, and explanation of the session you are presenting/role-playing (You will present this as a video presentation or in another creative format, incorporating clips or quotes from the expert(s) if your interviewees granted permission Creativity is encouraged. Be ready to ask and receive questions from your classmates. These will be viewed, responded to, and discussed together as a class during the final week and online sessions. **FINAL Week**

**Grading Structure**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVI Worksheet</td>
<td>30</td>
<td>Session 7</td>
</tr>
<tr>
<td>Intervention Plan</td>
<td>30</td>
<td>Session 9</td>
</tr>
<tr>
<td>Group Video Presentation</td>
<td>30</td>
<td>Final Week</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>10</td>
<td>Every Session</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 Plan

Session: 1

Topic: Introduction of course and review of course objectives
      Introductions: Syllabus, responsibilities, and assignments
      Demographic shift in diversity and aging

Related Session Activities
- Lecture
- Group discussion

Session: 2

Topic: Health literacy, mental health literacy, and older adults

Required Readings:


Recommended Readings:


DVD: The Challenge of Healthcare Literacy at Moodle Site via VideoAnt

Related Session Activities
- Lecture
- Role play
- Small group-Web-based interaction using VideoAnt

Session 3:
Topic: Vital involvement and Strengths-based Practice

Required Readings:


Recommended Readings and Resources

[www.timeslips.org](http://www.timeslips.org)

DVD: Kairos

Related Session Activities
- Time slips story creation
- Promoting VI Worksheets

Session 4:
Topic: Successful / Productive / Creative Aging

Required readings


Recommended Readings


Beautiful Minds: Bebe Lavin


Related Session Activities
- Mapping Retirement Exercises
- Encore Career Exercises

**Session 5:**
**Topic:** Cultural competence, LGBT elders, Counseling, and Aging

**Required Readings:**


**Recommend Readings:**


DVD: Culturally Alert Counseling: A Demonstration of Key Practices
Gay, Lesbian, and Bisexual Clients

Related Session Activities
- Lecture
- Role play
- Small group-Web-based interaction using health literacy DVD

**Session 6:**
**Topic:** Geriatric assessment: Emphasis on cultural competence

**Required Readings:**


**Recommended Readings:**


DVD: Diagnosis and Treatment of Older Adults
Related Session Activities
- Lecture
- Role play
- Small group Web-interface

Session 7:
Topic: Grandparenthood, Stress, and Intervention

Required Readings:


Recommended Readings:


DVD: Families Talk About...Grandparents as Parents

Related Session Activities
- Lecture
- Role play
- Small group online discussion using DVD

Session 8:
Topic: Mental health: Depression in Aging
Evidence-based Intervention/treatment

Required Readings:


**Recommended Readings:**


**DVD:** Diagnosis and Treatment of the Major Psychiatric Disorders: Depression and Cognitive-Behavioral Interventions.

**Related Session Activities**
- Lecture
- Role Play
- Online small group interaction using DVD

**Session 9:**

**Topic:** Mental Health: Anxiety in Aging

**Evidence-based Treatment/intervention**

**Required Readings:**


Recommended Readings:


**DVD: Anxiety Disorders In Older Adults and Psycotherapy Treatement**

**Related Session Activities**
- Lecture
- Role play
- Small group online discussion of use of cognitive behavioral therapy in older adults

**Session 10:**

**Topic:** Mental Health: Dementia and Culture

Evidence-based treatment/intervention

**Required Readings:**


**Recommended Readings:**


**DVD:** I Remember Better When I Paint: Alzheimer’s Disease — New Creative Therapies

**Related Session Activities**

- Lecture
- Role Play
- Online panel discussion
- Guest Speaker- TBA, Alzheimer’s Association

**Session #: 11**

**Topic:** Culture Change in Long-Term Care

**Required Readings:**


**Recommended Readings:**


Related Session Activities:
- Role Play
- Guest speaker: Leslie A. Grant, Health Policy Management

Session 12:
Topic: Substance Abuse and Aging

Required Readings:


Recommended Readings:


DVD: Models of Substance Abuse Treatment for Older Adults

Related Session Activities
- Lecture
- Role Play
- Online small group discussion using DVD
Session 13:
Topic: Family Caregiving, Stress, and Intervention

Required Readings:


Recommended Readings:


DVD: Marge and Walter – The Family Caregiver
   Recognizing and Preventing Caregiver Burnout: Tips for Families and Friends

Related Session Activities
• Lecture
• Role play
• Class discussion on DVD and Web resource in class

Session 14:
Topic: Grief, Loss, End-of-Life/palliative/hospice Care

Required Readings:

Steinhauser, K. E., Christakis, N. A., Clipp, E. C., McNeilly, M., McIntyre, L., & Tulsky, J. A. (2000). Factors Considered Important at the End of Life by Patients, Family,
Physicians, and Other Care Providers. *JAMA: Journal of the American Medical Association*, 284(19), 2476.

Recommended Readings:


**DVD: Rose and Zelda**
Comfort Care for Residents Receiving Hospice in Long-Term Care

**Related Session Activities**
- Lecture
- Small Group discussion using DVD in class
- Guest Speaker- TBD, Allina Hospital

**Session 15:**
Topic: Final project presentation
Class feedback and evaluation