

**School of Social Work - University of Wisconsin-Madison
1350 University Avenue, Madison, WI 53706**

**SW 821: Social Work Practice in Aging and Mental Health, Section 010
Fall Semester 2018**

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Office Hours/Location: By Appointment

Class Time: Saturdays, 11:30 AM-1:30 PM
Location: Medical Sciences Center (MSC) 3265
Canvas Course URL: <https://canvas.wisc.edu/courses/117073>
Instructional Mode: All Face-to-Face
Credits: 2

I. Course Description

Prepares front line social workers to address mental health needs of older adults and their family members. Examines common mental health conditions, assessment, planning, evidence-based individual, family and group interventions, resources, cultural competence, ethical issues, and contexts for practice. P: Grad st.

II. Course Overview

The rapid growth in the aged population expected during the next 20 years will require a significant increase in the number of social workers trained to work with elders. While all social workers should possess basic knowledge regarding the biological, psychological and social aspects of later life, effective gerontological social workers must also understand the unique challenges facing this diverse population, the mental health issues confronting them, and effective interventions to address their needs. They will need to enhance their interpersonal, counseling, and advocacy skills for assisting older adults, and their support systems. They must possess the ability to assess and intervene at multiple levels with attention to the socio-cultural-context, social justice and human rights. In addition, they must role model respect and compassion for older persons and guard against a paternalistic approach.

This course meets the Advanced Practice requirement for the Advanced Generalist Curriculum. The focus or context of this advanced practice course is Aging. For non-Aging focus area students, this course may be taken as an elective (note: it may of interest to students in the Health or Mental Health focus areas). It is assumed that students enter this course with basic knowledge regarding the physiological, psychological and social aspects of the later years of life. This course will focus on social work practice as it relates to mental health in later life. Various roles of the social worker are examined with particular attention given to the development of skills and techniques of one-to-one, family and group interventions in a variety of settings. The continuum of services and resources available to older adults, and the roles and functions of the social worker in these settings are examined. The unique needs and experiences of diverse populations with attention to age, gender, cultural variation and sexual orientation will be integrated throughout the course with attention to mental health care disparities, social justice and human rights. Students will be encouraged to think critically about an array of situations, ethical issues and cases frequently seen by social workers in practice.

III. Learning Outcomes: Competency Descriptions and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week/ Date	Topic	Readings	Assignment Due
1 9/8/18	<p><u>Topic:</u></p> <ul style="list-style-type: none"> Welcome & Introductions Course Objectives Review Syllabus & Assignments review <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> 2017 Profile of Older Americans (Canvas) CDC Issue Brief (2016) <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Demographic Trends and Social Work Implications Myths & Stereotypes of Aging 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapter 1 Zarit & Zarit, Chapters 1, 2 Min, J.W. (2005) 	
2 9/15/18	<p><u>Topic: CONTEXT OF SOCIAL WORK PRACTICE WITH OLDER ADULTS</u></p> <ul style="list-style-type: none"> Facts of Aging Common changes associated with aging Communication with Older Adults with sensory issues <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> CSWE Facts on Aging Social Work Today article <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Coming of Age in Aging America Student Discussion Questions 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapters 2, 3 Jacobson, S. (2013) Middleton, R. (2005) NIH Fact Sheet WHO Fact Sheet 	Learning Contract Due
3 9/22/18	<p><u>Topic: ASSESSMENT AND CASE MANAGEMENT</u></p> <ul style="list-style-type: none"> Biopsychosocial Assessment Case Management Interviewing and Advising <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> NASW Standards for Social Work Case Management <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Case study Establishing rapport- role play Student Discussion Questions 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapter 4 Zarit & Zarit, Chapter 6 Harwood et al., (2012) Yeo, G. (2010) <p>Media:</p> <ul style="list-style-type: none"> What DSM-5 Means for Diagnosing Mental Health Patients 	
4 9/29/18	<p><u>Topic: SOCIAL WORK PRACTICE WITH THE FAMILY</u></p> <ul style="list-style-type: none"> Assessing and Intervening with the family Facilitating family conferences and family advising 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapter 12 Zarit & Zarit, Chapter 13 Gallagher-Thompson, D., etal (2000) 	

Week/ Date	Topic	Readings	Assignment Due
	<ul style="list-style-type: none"> Understanding the family caregiving context and effects <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> NASW Standards for Social Work Practice with Family Caregivers of Older Adults <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Caregiving stressors and social work interventions- Think, pair and share Case study Pass the Cards- experiential group process Student Discussion Questions 		
<p>5 10/6/18</p>	<p><u>Topic: DIFFERENTIAL DIAGNOSIS, COGNITIVE SCREENING & ASSESSMENT</u></p> <ul style="list-style-type: none"> Overview of Common Causes of Cognitive Impairment - Dementia, Depression & Delirium Screening & Assessment Tools Evaluation of Assessment Tools' Scoring Pharmacological treatments <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> Mini Mental State Exam (MMSE), Clock Draw and MoCA screening tools <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> MMSE and Clock Draw- role play Student Discussion Questions 	<p><u>Required:</u> Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapter 5 Zarit & Zarit, Chapters 3, 7 (pgs. 153-175) 	
<p>6 10/13/18</p>	<p><u>Topic: DEMENTIA</u></p> <ul style="list-style-type: none"> Defining Dementia & Alzheimer's Disease Biopsychosocial Assessment & Interventions Differences across genders and racial groups <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Video: Music and Memory Project "Alive Inside" Virtual Dementia Empathy experience 	<p><u>Required:</u> Read:</p> <ul style="list-style-type: none"> Zarit & Zarit, Chapter 12 Barrick, A. L. (2006) Hinton, L. (2002) <p><u>Recommended:</u> Read:</p> <ul style="list-style-type: none"> Arnsberger, P. (2005) Feil, N. (1999) <p>Media:</p> <ul style="list-style-type: none"> Inside the Brain : A Tour of How the Mind Works – Parts 1 & 2 	<p>Reading & Case Study Analysis</p>
<p>7 10/20/18</p>	<p><u>Topic: DEPRESSION, ANXIETY DISORDERS AND SUICIDE IN LATER LIFE</u></p>	<p><u>Required:</u> Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapter 8 (pgs. 222-227) 	<p>Mid- Term Class Evaluations</p>

Week/ Date	Topic	Readings	Assignment Due
	<ul style="list-style-type: none"> • Definitions, assessment and treatment of depression and anxiety • Pharmacological treatments • Evaluation of Geriatric Depression Scale scoring and social worker assessment • Understanding Suicide risk factors and health disparities in later life • Suicide prevention <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> • Geriatric Depression Scale screening tool • SAFE-T tool <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • GDS screening tool- role play • Student Discussion Questions 	<ul style="list-style-type: none"> • Zarit & Zarit, Chapters 4, 9, 10 <p><u>Recommended:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Grossman, A. (2006) • Schraufnagel, T. (2008) 	
<p>8 10/27/18</p>	<p><u>Topic: SCHIZOPHRENIA, PARANOIA AND OBSESSIVE-COMPULSIVE DISORDER</u></p> <ul style="list-style-type: none"> • Definitions, assessment and treatment • Pharmacological treatments • Cultural differences in understanding & treating hoarding <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> • International OCD Foundation: What is Compulsive Hoarding? (2009) <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Case studies- recognizing symptoms of psychosis and developing social work interventions- Pair and share • A Look into Auditory Hallucinations • Hoarding environments and social work interventions • Student Discussion Questions 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Zarit & Zarit, Chapters 5, 11 • Faison, W. E. & Armstrong, D. (2003) • Rose, A.L., & Cheung, M. (2012) <p><u>Recommended:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Ayers, C. (2011) • Meeks, S. (2003) • Steketee, G. (2012) 	
<p>9 11/3/18</p>	<p><u>Topic: POST TRAUMATIC STRESS DISORDER, TRAUMA AND SUBSTANCE USE AND MISUSE</u></p> <ul style="list-style-type: none"> • Defining PTSD & Trauma • Understanding risk factors for the older adult population 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • McInnis-Dittrich, Chapter 8 (pgs. 202-220) • Graziano, R. (2003) • Busuttil, W. (2006) 	

Week/ Date	Topic	Readings	Assignment Due
	<ul style="list-style-type: none"> • Management and treatment of older adults • Substance use in later life and across cultures <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> • Understanding PTSD and PTSD Treatment <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • What PTSD Is Really Like • Debunking Substance Abuse myths- group discussion • Student Discussion Questions 	<ul style="list-style-type: none"> • Cummings, S. (2006) <p>Media:</p> <ul style="list-style-type: none"> • PTSD Overview <p><u>Recommended:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Jessup, M. (2012) • Mainous, A. (2005) • Sherwood, R. (2004) <p>Media:</p> <ul style="list-style-type: none"> • PTSD panic attack 	
<p>10 11/10/18</p>	<p><u>Topic: ELDER ABUSE AND NEGLECT</u></p> <ul style="list-style-type: none"> • Definitions of abuse and neglect • Understanding & assessing risk factors • Social work role & interventions <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> • Power & Control Wheel • Forms of Abuse • Resources on Elder Abuse <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Guest speaker • Large and small group discussion and case studies 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • McInnis-Dittrich, Chapter 9 • Donovan, K. (2010) • Horsford, S. (2014) <p>Media:</p> <ul style="list-style-type: none"> • Behind Closed Doors: India's Elderly are Abused and Neglected 	
<p>11 11/17/18</p>	<p><u>Topic: THERAPEUTIC SOCIAL WORK INTERVENTIONS WITH OLDER ADULTS</u></p> <ul style="list-style-type: none"> • Life review therapy and reminiscence • Person-centered and group interventions • Social work responsibility of cultural competence <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> • Haight's Life Review and Experiencing form <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Case study- Small group • Student Discussion Questions 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • McInnis-Dittrich, Chapter 6 • Zarit & Zarit, Chapter 8 • Silver, M. (2001) • Toseland, R. (2004) <p><u>Recommended:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Baron, A. (2000) • Hooyman, N. & Kramer, B. (2006) • Jones, E. (2002) • Rollins, C. (2005) 	
<p>11/24/18</p>	<p><u>Thanksgiving Holiday: No Class</u></p>		
<p>12 12/1/18</p>	<p><u>Topic: CAPACITY, COMPETENCY AND CONSENT</u></p> <ul style="list-style-type: none"> • Definitions • Social Work Role in assessment 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Zarit & Zarit, Chapters 7 (pgs. 175-187) 	

Week/ Date	Topic	Readings	Assignment Due
	<ul style="list-style-type: none"> Advanced Care Planning Cultural differences in decision making <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> State of WI Financial Power of Attorney State of WI Health Care Power of Attorney State of WI Living Will <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Understanding and completing advanced directives- role play 	<ul style="list-style-type: none"> Grady, C. (2015) Moberg, P. (2008) Newberry, A. (2008) <p><u>Recommended:</u></p> <p>Read:</p> <ul style="list-style-type: none"> Marson, D. (2013) 	
<p>13 12/8/18</p>	<p><u>Topic: END OF LIFE AND BEREAVEMENT</u></p> <ul style="list-style-type: none"> Palliative Care: From Diagnosis to Death Dignity Therapy The role of culture in end-of-life, death and loss <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> Doing the Right Thing: A Geriatrician's Perspective on Medical Care for the Person with Advanced Dementia <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Ted Talk - What Really Matters at the End of Life Student Discussion Questions 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> McInnis-Dittrich, Chapter 11 Zarit & Zarit, Chapters 15 (pgs. 389-395) Kagawa-Singer, M. (1994) <p>Media:</p> <ul style="list-style-type: none"> NPR Podcast, Morning Edition: For the Dying, A Chance to Rewrite Life <p><u>Recommended:</u></p> <p>Read:</p> <ul style="list-style-type: none"> Blevins, D. (2006) Chochinov, H. (2005) Richardson, V.E. (2006) 	<p>All Assignments Due</p>
<p>14 12/15/18</p>	<p><u>Topic: THE FUTURE OF SOCIAL WORK WITH OLDER ADULTS</u></p> <ul style="list-style-type: none"> Course Review Social work roles today and tomorrow Self-Care <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Vicarious Trauma in Helping Professions 	<p><u>Required:</u></p> <p>Read:</p> <ul style="list-style-type: none"> Fredriksen-Goldsen, K., etal. (2014) Graziano, Karen. (2017) McDonough, K. (2011) Millennials are the new 'Sandwich generation' 	

V. Texts and Reading Materials

Required textbooks can be purchased online (www.Amazon.com) or at the University Book Store

1. **Text:** Zarit, S. H., & Zarit, J. M. (2007). *Mental disorders in older adults: Fundamentals of assessment and treatment- Second Edition*. New York, NY: The Guilford Press.
2. **Text:** McInnis-Dittrich, K. (2014). *Social work with Older Adults: A biopsychosocial approach to assessment and intervention- Fourth Edition*. Boston, MA: Allyn & Bacon
3. All required and recommended readings posted on CANVAS

VI. Evaluation: Assignments, Grading and Methods

With respect for adult student's diverse learning needs, some choice is offered in assignments. Students will review the course assignments and turn in a learning contract indicating the choice of assignments and dates for completion by 11:30am on Saturday, September 15, 2018.

ASSIGNMENTS DUE DATES AND POINTS:

Assignment	Due Date	Max Points
Class attendance & Participation	Ongoing	20
Reading & Case study analysis	October 13, 2018	10
Major Assignment	No later than 12/8/18	40
Minor Assignment	No later than 12/8/18	15
Minor Assignment	No later than 12/8/18	15
Total Points		100

PARTICIPATION IN CLASS DISCUSSION AND ACTIVITIES (20 POINTS)

PARTICIPATION IS REQUIRED. Although class sessions will include a variety of learning methods, there will be an emphasis on active engagement. Students are expected to assume responsibility for their own learning and demonstrate mastery of the weekly readings by raising insightful questions. Questions or points of discussion should be informed by class readings, media and issues of diversity and differences of practice in the older adult population. Students should bring 1-2 discussion questions to class and these will be used to stimulate active engagement in learning.

Participation can be challenging for some students. Please see the instructor EARLY in the semester if you need any assistance in this or any other area. Difficulties should be viewed as an area for student growth and professional development.

Participation credit will also include:

- Adherence to Class Dialoging Guidelines (Appendix B)
- Degree of active participation (Appendix C)

GRADE POINTS: Grades will be assigned using the following conversion table.

100 Point Final:

Scale	Final Grade	Criteria of Work Quality
94-100	A	Outstanding; surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas, not acceptable graduate work
64-69	D	Below expectations in all areas
< 64	F	Fails to meet minimal expectations in all areas, not acceptable work

Assignment Descriptions, Instructions and Grading Criteria:

REQUIRED ASSIGNMENT: READING & CASE STUDY ANALYSIS

The purpose of this assignment is to demonstrate your understanding of the required and recommended readings and your ability to apply course content to the mental health challenges faced by an elder and her family.

Instructions:

1. Read the attached case study and review lecture notes, readings and handouts from Weeks 1-5.
2. Given what you have learned during our class sessions and from your readings and handouts, in a **4-5 page double-spaced** (12 pt. font; 1" margins) written report, **use the following HEADINGS** to concisely answer these questions:
 - a. Preliminary Assessment: Given what Vanessa shares with you, what might you initially suspect is causing her mother's symptoms and why? Be specific and provide and cite verification from the readings and classroom content to support your preliminary assessment.
 - b. Engagement & the Clinical Interview: You will need to do a home visit to initiate the assessment. What will you do in advance to prepare for the interview? How will you approach Mrs. Johnson? What will want to accomplish during this home visit?
 - c. Assessment: Given the little information Vanessa has given you, what else will you want to know and how will you obtain that information?
 - i. Please list the various domains that you believe will be important to investigate as part of the assessment to determine the cause of Mrs. Johnson's symptoms and the most appropriate care plan. Be sure to include any mental status and/or medical tests you feel should be conducted.
 - ii. Provide a brief rationale for the assessment domains that will be included
 - iii. Describe how that data will be collected and by whom
 - d. Possible Recommendations: Assuming your preliminary assessment is correct, give 2-3 recommendations that you might make to Mrs. Johnson and her family

	GRADING RUBRIC	Possible Score	Your Score
I.	Provides reasonable preliminary assessment	2	_____
II.	Draws upon course content to prepare for engagement	2	_____
III.	Demonstrates understanding of course content relevant to assessment domains with sound rationale	2	_____
IV.	Recommendations appropriate to case example	2	_____
V.	Quality of Writing and organizational structure of paper grammar, sentence structure, spelling	2	_____
	TOTAL Score	10	_____

CASE STUDY: Case Manager Consultation with Ms. Johnson and family

Darleen Johnson (Ms. J) is an 80-year-old, African American woman who lives in a mid-size Midwestern city. About a year ago, her husband suddenly died of a stroke, leaving Ms. J to live alone in her home of 52 years. It was the home where she had raised her three children, two of whom graduated from college and all of whom have full-time jobs and live in other parts of the state. Her home and her family have always been a source of comfort and pride, and numerous timeworn pictures of her husband, extended family, children and grandchildren are on display.

About 1 month ago, Ms. J's oldest daughter, Vanessa, received a call from one of Ms. J's neighbors. The neighbor stated that Ms. J had walked to the neighborhood store in her pajamas and slippers. Because Ms. J has lived in the community for many years, someone recognized her and gave her a ride back home. The neighbor also noted that Ms. J. seemingly no longer drives and was worried because it was fairly chilly that day.

As a result of the call, Vanessa went to her mother's home for a visit. Vanessa lives approximately four hours from her mother—a drive that can often be longer in bad weather. Although she and her siblings regularly speak to Ms. J by telephone, no one had been to the family home in about 6 months. Vanessa was shocked at what she saw.

Ms. J had been a cook in a school cafeteria earlier in life and always kept her own kitchen spotless. But now the house was in disarray with several dirty pots, pans and plates scattered throughout the home. In addition, odd things were in the refrigerator such as a light bulb, a toothbrush and several pieces of mail. Much of the food was out of date and there was a foul smell in the kitchen. Trash covered the counters and months' worth of newspapers and catalogs were piled up in the corners of the kitchen. It also appeared that the rest of the home hadn't been cleaned or dusted since Vanessa's last visit.

Another shock to Vanessa was when she went through her mother's mail. There were several overdue bills and one urgent notice that the electricity would be cut off if the balance wasn't paid. Ms. J owed several hundred dollars in past-due credit card, water utility and telephone bills.

Vanessa contacted her siblings to ask them if their mother had told any of them that she wasn't feeling well. Her brother, Anthony, remarked that their mother would often talk about her husband in the present tense, but he thought that it was just her grief about his death. The younger brother, Devin, reported that his wife was typically the one who called their mother- about once a month. He didn't know if there had been any problems and his wife never said anything about it to him. Vanessa also contacted the pastor of her church, Rev. M. He stated that Ms. J had been walking to church on Sundays, as was her usual since her husband's death, but he did notice that she left early a few times and other times came very late. He thought that this may be because of forgetfulness which he remarked he's seen in other elder parishioners.

Vanessa contacted her mother's primary care physician (Dr. P.) who said that he had last seen Ms. J for her regular checkup 6 months earlier and that she had missed her last appointment a week ago. Dr. P. said that clinic staff had called to make another appointment, but Ms. J hadn't returned their call. Ms. J is currently being treated with medication for arthritis and hypertension. Dr. P also has concerns about Ms. J having Diabetes Mellitus II but she does not take any medications at this time. At the last appointment, her blood sugar was high but her weight was stable, and her only complaint was difficulty sleeping at night. Dr. P. stated that Ms. J reported her mood was sad but had improved a bit in the month before the last visit. Dr. P. asked about memory and concentration, but Ms. J denied having any problems with memory and she appeared oriented.

Imagine that you are a case manager at the local Senior Center. Vanessa is calling you to seek advice about what to do. She would like you to do an assessment to help her determine what is wrong and how she can best help her mother.

MAJOR AND MINOR ASSIGNMENTS

With respect for adult student's diverse advanced practice learning needs, a variety of assignments are provided from which students may choose. Students will be required to review the course assignments and turn in a learning contract indicating the choice of assignments and dates for completion by the second week of class. See "Learning Contract" and description of course assignments for further information. Students will select from the following assignments for a total of 70 points.

Major Assignments (40 points each; Must select one from the list below)	Minor Assignments (15 points each; Must select two from the list below)
Research Paper	Interview Older Adult
Applied Intervention	Book Review & presentation
Compare & Contrast Two Treatment Approaches	Group Process Observation & Analysis

It is expected that your written work be typed, double-spaced, spell-checked, proofed for grammatical errors, use formal language and be well-organized. If you need assistance with your writing, The Writing Center is available as a free resource to all students. <https://writing.wisc.edu>

MAJOR ASSIGNMENT: COMPARE AND CONTRAST TWO TREATMENT APPROACHES

Generalist social work practitioners must be able to select from a wide range of theories and interventions as appropriate to specific situations. The purpose of this assignment is to allow you the opportunity to a) thoroughly investigate two differing treatment and theoretical approaches to clinical work with older clients experiencing mental health concerns; and b) learn how to apply them to your casework practice.

The Task: Select an older client from your past or current field placement or professional environment to use for this assignment (Note: if there is not an appropriate case available, locate a case study in the gerontological social work literature). Decide upon two different theoretical approaches and their treatment methods and investigate them thoroughly. Examples may include: validation therapy, cognitive-behavioral therapy, experiential, task-centered or behavioral, client-centered, systems theory, role theory, psychodynamic, or nontraditional counseling/therapeutic approaches.

In a 12-page minimum to 15-page maximum, typed, double-spaced and in an APA style paper:

- 1) Write a summary of the biopsychosocial issues relevant to the assessment of this older client. Include the primary concerns to be addressed and the goals desired.
- 2) Propose two detailed treatment plans using the two different theoretical perspectives. Compare and contrast each theoretical approach as it relates to the case presented. Expose the strengths and weaknesses of both theories in their application to your case study.
- 3) In addition to the already diverse application to older adults, what other cultural considerations need to be considered?
- 4) Conclude by selecting the approach which you believe is most appropriate for the case cited and defend that choice.
- 5) The last page will be an APA style reference list

GRADING RUBRIC		Possible Score	Your Score
I.	Organization of paper	10	_____
II.	Articulation of Treatment Plans Understanding of Theory Strengths and Weaknesses Appropriateness of selected approach Cultural Considerations	20	_____
III.	Evaluation of approach	5	_____
IV.	Technical Detail Spelling, grammar, syntax References and APA Style	5	_____
TOTAL Score		40	_____

MAJOR ASSIGNMENT: APPLIED INTERVENTION

Many students report that service learning provides them with real life, rewarding learning opportunities that go beyond academic concepts to the application of these concepts, and the development of helping skills and therapeutic techniques. This assignment will provide the opportunity to learn more about one of the interventions or approaches explored in class and then carry out the intervention with a willing participant (i.e. one who understands that you want the opportunity to practice and evaluate the intervention). Only select this assignment if you believe it will be feasible to identify and work with an appropriate elder, family or group of elders (if doing a group-based intervention).

The task:

1. Select an intervention examined in the course that you feel would be feasible to practice, and that that you would like the opportunity to further investigate. Options might include reminiscence, life review, dignity therapy, group work, mindfulness approaches, cognitive behavioral approaches, validation, or family conferencing.
2. Complete course readings and identify three additional resources to help you gain sufficient understanding to practice the intervention with integrity and develop a plan for how you will carry out the intervention.
3. Identify an older client/family/group from your field or work setting or from another social worker (e.g., at a community agency or nursing home), explain the intervention, its process and secure permission to participate.
4. Carry out the intervention employing what you have learned from the course and your additional resources.
5. After you carry out the intervention, seek feedback from the elder/family/group) to gain insights regarding the strengths and limitations, potential benefits, and how it might be improved in the future.
6. **In a 12-page minimum to 15-page maximum, typed, double-spaced and in an APA style paper with the following HEADINGS:**
 - a. **Selected Intervention:** What is the intervention you selected to practice and what was your rationale?
 - b. **Planning Process:** How did you identify resources to better understand this intervention? What did you learn from the literature and research that helped you to develop your plan for carrying out the intervention? Were there any cultural or diversity-related aspects you had to consider?
 - c. **Client Selection:** Provide a brief description of the client/family/group who was involved in the intervention (use pseudonyms or initials to protect confidentiality) and how they were identified.
 - d. **Implementation Description:** Describe what transpired during the intervention.
 - e. **Skills Employed:** What skills did you employ?
 - f. **Evaluation of the Intervention:** How would you evaluate the intervention? How did it go? What were the outcomes? What feedback did you receive? What would you do differently in the future? What did you learn from carrying out this intervention?
 - g. **Reference list:** Provide a typed APA style reference list including all resources you drew upon (lecture and course readings should be included as appropriate)

GRADING RUBRIC		Possible Score	Your Score
I.	Organization of paper and rationale Clarity and support of main points	10	_____
II.	Use of Supporting Literature & Selection of appropriate planning process, client selection, implementation, skills employed	20	_____
III.	Evaluation of the Intervention	5	_____
IV.	Technical Detail Spelling, grammar, syntax References and APA Style	5	_____
TOTAL Score		40	_____

MAJOR ASSIGNMENT: RESEARCH PAPER

The purpose of this assignment is to increase your expertise and knowledge regarding a particular mental health issue in later life and the interventions that are most useful for addressing the problem. You will use the literature to develop a better understanding of the prevalence of the problem and the physical, emotional, and social effects impacts on elders and their families. Some examples of mental health problems in later life and topics appropriate for this paper might include mental illness and homelessness, cultural and health disparities, hoarding, poverty, substance abuse, dementia, chronic mental illness, and elder abuse or victimization.

The task: Select a particular mental health topic of interest to you. Critically review the empirical literature on the topic.

In a 12-page minimum to 15-page maximum typed, double-spaced, and in APA style written paper, address the following:

- 1) A description of the prevalence of a particular mental health issue and related social problem you selected including your rationale for its study. In other words, what is the mental health issue, why is it a problem and who is impacted by it and how?
- 2) Discuss important situational or contextual factors associated with the problem. What are the physical, emotional, cultural and social effects related to this problem?
- 3) Thoroughly and critically review the relevant treatment, intervention, or service literature in journals of social work and related applied disciplines. What do we know and not know regarding the effectiveness of the various interventions? What are the limitations of research on the topic and its interventions? What seem to be the most valuable and appropriate interventions for ameliorating this social problem at macro, mezzo and micro levels?
- 4) The last page will be an APA style reference list and an Appendix which lists the specific questions about the contextual factors that you developed to guide your investigation.

	GRADING RUBRIC	Possible Score	Your Score
I.	Organization of paper and rationale Clarity and support of main points Contextual factors described and addressed Summary	20	_____
II.	Use of supporting literature and resources Appropriateness, integration and application Evidence of critical thinking	10	_____
III.	Evaluation of Interventions	5	_____
IV.	Technical Detail Spelling, grammar, syntax References and APA Style	5	_____
	TOTAL Score	40	_____

MINOR ASSIGNMENT: INTERVIEW WITH AN OLDER ADULT

The purpose of this assignment is to: a) provide an opportunity to practice evidence-based communication skills for communicating with older adults; and b) enrich understanding of course content via a face-to-face interview with a selected elder.

The Task:

1. Select a topic relevant to the course objectives. Examples include:
 - * Experience of growing older and living with chronic physical or psychological challenges
 - * Effect of mental health issues on family caregivers, how they cope and what they need
 - * Experience with seeking and receiving mental health treatment
 - * Factors contributing to psychological well-being in later life
 - * Experience with loss and bereavement in later life
2. Review relevant lecture notes and course materials (readings, media and handouts) on your selected topic.
3. Review CANVAS documents relevant to communication including
4. Develop a list of 7 open-ended questions that would allow you to carefully explore your selected topic.
5. Identify a person who is at least 60 years of age, is willing to be interviewed and agreeable to your taking notes.
6. Before beginning the interview, make a copy of the attached consent form. Carefully review the form with the elder and explain the purpose of the interview. One copy of the consent form is for your informant; keep the other copy and attach it to your paper.
7. Conduct the interview, giving special attention to the course materials on communication skills.

In a 5-page minimum to 7-page maximum, typed, double-spaced and in an APA style paper with the following HEADINGS:

- a. **Topic Chosen:** Include the topic you chose to explore along with your rationale and how it relates to the course description
- b. **Description of Elder:** Include: concise background info on elder including any demographic info you have (e.g., 89-year-old, unmarried, Caucasian female), cultural identity(s) and your relationship to him/her
- c. **Concise Summary & Synthesis:** Include a brief summary regarding what you learned during this interview, how it relates to course content or related literature, the implications for assessment or intervention, and how it expanded your understanding of this topic. This synthesis should include references to the academic literature and/or course content.
- d. **Communication Skills Reflection:** Include a brief description and evaluation of your use of the specific communication skills and approaches you employed referencing the course materials on communicating with older adults.
- e. Attach to your report the following: **References** (citing relevant literature and course materials), **Consent form,** & **Appendix** (the 7 open-ended questions you explored in your interview)

	GRADING RUBRIC	Possible Score	Your Score
I.	Organization of paper, insightful topic and concise description of elder	3	_____
II.	Concise summary & Synthesis Thoughtful integration and application of course content Cites sources	5	_____
III.	Communication Skills Reference	5	_____
IV.	Technical Detail Spelling, grammar, syntax References and APA Style	2	_____
	TOTAL Score	15	_____

Consent Form
University of Wisconsin-Madison
School of Social Work

Faculty Sponsor: AMY SCARR, MSSW, APSW

Student's Name _____

I am a social work student at the University of Wisconsin. I am taking a class in which we are learning about social work with older adults. My class is interested in how older adults have adjusted to various changes as they age, how their personal experiences have shaped their lives, and how they view various topics related to our course objectives.

I am particularly interested in and would like to speak with you about:

_____ (chosen topic). The interview will last approximately 60 minutes. I will take notes on what you tell me while we are talking because I am required to write a brief summary of the interview for my class.

Your participation in this interview is completely voluntary and you may end the interview at any time if you do not wish to continue. You are not required to answer any questions you do not want to answer. If you find any question unpleasant or otherwise not to your liking, please tell me and we will move on to another one.

This interview is for educational purposes only. Although I am required to attach this consent form to my paper to ensure that you have consented to be interviewed, I will not share your responses with anyone else, nor will I tell anyone that I interviewed you. The notes I take will be kept in my possession until I have finished my written report and will then be destroyed. The class instructor (named above) will read the contents of the written summaries to see what each student learned, but nobody else will see them.

Do you have any questions you would like to ask me before we begin?

The purpose of the interview has been described to me. I have had a chance to ask the student questions about the interview. I understand that I may end the interview at any time and that I may decline to answer any of the questions asked. I voluntarily consent to participate in this interview.

Signature of Interviewee

Date

Signature of Student

Date

One copy for Interviewee
One copy to be attached to paper

MINOR ASSIGNMENT: BOOK/MOVIE REVIEW AND BRIEF PRESENTATION

Objective: The purpose of this assignment is to afford you the opportunity to explore in greater depth issues of aging that are related to the course objectives through the medium of books or films. Oftentimes when social issues are presented in a classroom environment, the emotional component and voices of those experiencing the issue can be lost. Books and films, however, tend to capture these missing components.

The task:

1. Choose a book or movie (See Appendix D for suggestions) to enhance your understanding of mental health and aging relevant to the course competencies and practice behaviors (first person accounts are acceptable; e.g., a book written by a person with dementia or a family caregiver).
2. **In a 5-page minimum to 7-page maximum, typed, double-spaced and in an APA style paper with the following HEADINGS** to succinctly address all of the following content areas:
 - a. Concise Summary- Include: Book: Author, title, date, publisher, and subject OR Movie: Title, date, subject; rationale for choosing the book or movie; the organization of the book (e.g., number of chapters, topics covered); concise description of what the book or movie was about.
 - b. Reaction- Include: how the book or movie enhanced your learning, how it helped further your development related to course competencies and practice behaviors, and how it impacted you personally and professionally
 - c. Critical analysis- Include: (1) overall assessment of strengths and weaknesses with support from class content for your conclusions, and (2) specific situational and professional contexts in which you would recommend this book or movie to others
3. On the day you turn in your report, you will do a 5-minute report to the class to highlight what you learned from the book or movie’s topic(s).

GRADING RUBRIC		Possible Score	Your Score
I.	Concise Summary	3	_____
II.	Reaction	3	_____
III.	Critical Analysis Strengths and weaknesses identified Support for conclusions Contexts for recommendation of book	5	_____
IV.	Clarity in written & oral reports	2	_____
IV.	Writing Style & Technical Detail Spelling, grammar, syntax References and APA Style	2	_____
TOTAL Score		15	_____

MINOR ASSIGNMENT: GROUP PROCESS OBSERVATION AND ANALYSIS

The purpose of this assignment is to allow you the opportunity to: a) explore empirical research related to group work; b) observe and assess a group in process; and c) exercise your ability to analyze group dynamics, functions, tasks, and process.

The task:

- 1) Identify a short-term, therapeutic group in your work setting or in the community that is provided for older adults. Secure permission from the group facilitator and group members to observe the group for 1-2 sessions. Many groups meet in community senior centers, coalitions, spiritual spaces or residential settings.
- 2) Identify and review two empirical articles that describe research related to the type of group that you will be observing (e.g., if you will be observing a support group, you might look for articles that describe support group goals, and outcomes or that evaluate the methods and efficacy of the group leader).
- 3) Interview the group facilitator to learn about the purpose of the group, the approach to facilitating the group, leadership style, perspectives about the advantages of the group and any other questions that you think will help you understand the group you will be observing.
- 4) Observe the sessions and write a **5-page minimum to 7-page maximum, typed, double-spaced paper in APA style** analysis based on your observation. Describe the setting, the group members, and the group's purpose.
- 5) Review your lecture notes and class discussions and readings on group work. Discuss the type of group that is being observed (e.g., support group, educational group, recreation group), the role of the group facilitator, the stage of the group development, how needs for inclusion, control and affection were met, and provide your analysis regarding the group process and progress. Assess whether the goals of the group appear to be met.
- 6) Drawing upon your literature review and what you have learned in class about group process theory, knowledge and skills, assess the strengths and weaknesses of the group process. The last page will be an APA style reference list.

	GRADING RUBRIC	Possible Score	Your Score
I.	Organization of paper Concise summary of group and goals	3	
II.	References to literature Appropriateness Integration and application	5	
III.	Evaluation and assessment of group work	5	
IV.	Technical Detail Spelling, grammar, syntax References and APA Style	2	
	TOTAL Score	15	

VII. Course Policies

Non-Discrimination Policy

All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, race, national origin, disability, sexual preference, age and religion. No assignments will be due on major religious holidays. Students who are registered with the Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure that there is accommodation made for the student.

Accommodations for Students with a Disability

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at <https://mcburney.wisc.edu/> ; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.

Faculty [I] will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Please feel free to speak with me face-to-face, call or email me regarding educational and class room accommodations.

Code of Ethics, Professional Conduct & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and Professional Conduct responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration and helping other commit these acts are examples of academic misconduct which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension.

Student behavior policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Attendance Policy

In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation at the end of class. If there is a concern about your participation, I will discuss it with you as soon as possible. If you are unable to attend class, please email me prior to class so you can receive an excused absence; you may receive no more than two excused absences per semester. Two points will be deducted from your final grade for each unexcused absence incurred.

Inclement Weather

If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled. If classes are cancelled due to inclement weather, students should check their email for instructions for how to engage in class material for that day.

If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Policy on Late Assignments

Assignments are due at the CANVAS Dropbox by the 11:30 AM Central Time on the designated due date. Sometimes unforeseen circumstances arise and it may be necessary for students to submit work later than the due date. If a student 1) communicates with me prior to the due date, 2) provides a reasonable explanation as to why the work is late, AND 3) we come to an agreement about a different deadline, a late submission may be permitted. If there is not a reasonable explanation, or contact about a late submission, a deduction of two points for each day the assignment is late will be taken off the final grade of the assignment.

Electronic Devices

To minimize disruptions all devices should be silenced or turned off during the class period. If you have an urgent reason for utilizing your device(s) please inform the instructor prior to class.

Student-Instructor Communications

Course materials are posted at the course UW CANVAS platform. Required and recommended readings and media, power point slides and handouts will be posted there. Students are expected to visit the website regularly to check for announcements, submit assignments and check grades. In addition, I will use email to send out course announcements and to alert students if there are handouts that you will need to print in advance of class. Be sure to check your WISC EMAIL account by 5:00pm on the day before class to check for materials.

I encourage students to meet or speak with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available before class, during our break and after our class period. I am also happy to talk via telephone during the week but please be aware I work full-time, Monday-Friday, 7:45am-4:30pm so my time is very limited during those hours.

Final Comment

I'm very much looking forward to getting to know you and exploring the course content together. I sincerely hope you will find the course interesting and relevant. I know that most of you have wide-ranging life and work experiences and it will be wonderful to learn from each other. Please let me know if you have any questions or concerns.

Appendix A:

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> <p>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize 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, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, handouts, in-class activities and discussion related to dimensions of diversity and the intersectionality of multiple factors affecting the experience of aging and mental health and well-being in later life:</p> <p>Readings and media exploring dimensions of diversity and the intersectionality of multiple factors related to:</p> <p>Social work practice with older adults (K, V, C/A) Social work practice with the family (K, V, S, C &A) Dementia (K, V, S, C&A) Serious and persistent mental illness (K, V, S, C&A) Post-traumatic stress & Trauma (K, V, S, C&A) Elder abuse and neglect (K, V S, C&A) End of life (K, V, S, C&A)</p> <p>Assignments:</p> <p>Reading and Case Study Analysis (K,V,S) Compare & Contrast Treatments (K, S) Research Paper (K, V, S, C/A) Interview Older Adult (K, V, S) Book/Movie Review (K, V) Group Process Observation and Analysis (K, V, S, C/A)</p>	<p>Week 1, 2, 4, 6, 7, 8, 9, 11, 12, 13</p> <p>Week 2 Week 4 Week 6 Week 8 Week 9 Week 10 Week 13</p> <p>Pg. 9 Pg. 12 Pg. 14 Pg. 15 Pg. 17 Pg. 18</p>
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</p> <p>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</p>	<p>Lecture, readings, handouts, media, in-class activities and discussion related to knowledge and skills in the following content areas:</p> <p>Social work practice with older adults (K) Assessment & case management (K, V, S, C/A) Differential diagnoses (K,V) Dementia (K,S) Depression (K,S) Serious & persistent mental illness (K) Post-traumatic stress & trauma (K, V, S) Therapeutic interventions Capacity, competence & consent (K,S) End of Life (K, V,S,C/A)</p>	<p>Week 2 Week 3 Week 5 Week 6 Week 7 Week 8 Week 9 Week 11 Week 12 Week 13</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>	<p>Assignments: Reading & Case Study Analysis (K,S) Compare & Contrast Treatments (K, S) Applied Intervention (K,S,C/A) Research Paper (K,C/A) Group Process Observation and Analysis (K,V,S)</p>	<p>Pg. 9 Pg. 12 Pg. 13 Pg. 12 Pg. 18</p>
<p>2.1.6 Engage with Individuals, Families, Groups</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.</p> <p>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</p> <p>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</p> <p>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</p>	<p>Lecture, readings, handouts, media, in-class activities and discussion related to skills and knowledge in facilitating engagement to the following content areas: Social work practice with the family (K, V, S, C/A) Dementia (K, V, C/A) Serious & persistent mental illness (K, V) Post-traumatic stress and trauma (K, V) Elder abuse & neglect Capacity, competence & consent (K, V, S, C/A) End of life (K, V, S, C/A)</p> <p>Assignments: Reading and Case Analysis (K,V,S) Compare & Contrast Treatments (K, S) Applied Intervention (K,S,C/A) Interview Older Adult (K,V,S,C/A) Group Process Observation & Analysis (K,V,S)</p>	<p>Week 4 Week 6 Week 8 Week 9 Week 10 Week 12 Week 13</p> <p>Pg. 9 Pg. 12 Pg. 13 Pg. 15 Pg. 18</p>
<p>2.1.7 Assess Individuals, Families, Groups</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families,</p>	<p>Lecture, readings, handouts, in-class activities, and discussions addressing assessment knowledge and skills in the following areas: Assessment & Case management (K, V, S, C/A) Social Work practice with family (K, V, S, C/A) Differential diagnosis (K, S, C/A) Dementia (K, C/A)</p>	<p>Week 3 Week 4 Week 5 Week 6</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>groups, organizations and communities in the focus area.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Depression & Anxiety & Suicide (K, V, S, C/A) Serious & persistent mental illness (K, V, S, C/A) Elder abuse & neglect (K, V, S, C/A) Therapeutic interventions (K, V, S, C/A) Capacity, competence, consent (K, V, S, C/A) End of Life</p> <p>Assignments: Reading & Case Analysis (K, V, S) Compare & Contrast Treatments (K, S) Applied Intervention (K, S, C/A) Group Process Analysis (K, V, S, C/A)</p>	<p>Week 7 Week 8 Week 10 Week 11 Week 12 Week 13</p> <p>Pg. 9 Pg. 12 Pg. 13 Pg. 18</p>
<p>2.1.8 Intervene with Individuals, Families, Groups</p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</p> <p>Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.</p> <p>They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Lecture, readings, media, in-class activities, and discussions focused on evidence-informed interventions relevant to mental health concerns in later life: Assessment & case management (V, S) Social work practice with the family (K, S) Differential diagnosis (K, S) Dementia (C/A) Suicide (K, V, S) Serious & persistent mental illness (K, V, S, C/A) Elder abuse & neglect (K, V, S, C/A) Therapeutic interventions (K, V, S) Capacity, competence & consent (K, V, S, C/A) End of Life (K, V, S, C/A)</p> <p>Assignments: Applied Intervention (K, S, C/A) Group Process Analysis (K, S, C/A)</p>	<p>Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 10 Week 11 Week 12 Week 13</p> <p>Pg. 13 Pg. 18</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups</p> <p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</p>	<p>Lecture, readings, media, in-class activities and discussions relevant to evaluating work with:</p> <ul style="list-style-type: none"> • Individuals (K,V,S, C/A) • Groups (K,V, S) • Family (K, V, S) <p>Social work with the family (K, C/A) Differential Diagnosis (K, C/A) Dementia (K, V, C/A) Therapeutic interventions (K, V, C/A) Future of social work with older adults (V, S)</p> <p>Assignments: Compare & Contrast Treatments (K, V, S, C/A) Applied Intervention (K, V, S, C/A) Research Paper (K, C/A)</p>	<p>Week 4 Week 5 Week 6 Week 11 Week 14</p> <p>Pg. 12 Pg. 13 Pg. 14</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.	Interview with an Older Adult (K, V, S, C/A) Group Process Analysis (K, V, S)	Pg. 15 Pg. 18

*K=Knowledge; V=Values; S=Skills; C/A=Cognitive and Affective Processes

APPENDIX B:

Dialoguing Guidelines

From: Colleen Mahoney - UW-Madison School of Social Work

Successful class discussion depends upon people being “good citizens” by taking joint responsibility for moving the discussion forward. That means following guidelines and helping to enforce them. Listening well, making productive contributions and facilitating discussion are all important social work skills.

1. Do the readings and come to class prepared to talk.
2. Listen as well as talk.
3. **Raise questions.** Asking questions, asking for clarification from faculty or from other members of the class, is as important - and often more valuable- than making points. Questions or points of discussion should be informed by class readings, media and issues of diversity and differences of practice in the older adult population. Students should bring 1-2 discussion questions to class and these will be used to stimulate active engagement in learning.
4. **Build on each other's points.** Refer to each other and let people know how your point is related to the discussion.
5. **If you want to change the direction of the discussion, make it explicit.** By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.
6. **Make your point and support your position, then allow the discussion to move on.** Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it over and over again.
7. **Bring in your background.** Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don't some people may wonder where the information is from – was that in the readings?
8. **Respect diversity of opinions as well as perspective.**
 - a. **Do not stereotype and never dismiss.** For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
 - b. **Do not assume.** We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don't assume that we are all the same. There are gay people in the room. There are Jewish people in the room. There are white people who have known hunger and people of color who went to prep school and grew up in the suburbs. There are people in this room who were teen parents and people who were or are consumers of many of the social services we are discussing. All of this means that you should never assume that “we” are talking about “them” – whether “them” refers to clients or certain groups of people.
9. **Make the classroom a safe space.** Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged and grow without being judged. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that...!”

APPENDIX C:

Guidelines for Evaluating Participation

From: Severa Austin, UW-Madison School of Social Work

Outstanding Contributor:

Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues' ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor:

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues' ideas are often useful. If this person were not a member of the class, the quality of the class would be diminished.

Adequate Contributor:

Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues' comments in ways that are useful. If this person were not a member of the class, the quality of the class would be diminished somewhat.

Non-Participant:

This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed.

Unsatisfactory Contributor:

Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues' contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable airtime would be saved.

**NOTE: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else. Although the original attribution for the guidelines has been lost, they continue to be useful to so many.*

APPENDIX D:

MINOR ASSIGNMENT: BOOK OR MOVIE REVIEW AND BRIEF PRESENTATION

Books others have enjoyed:

- *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis Among African Americans.* Poussaint, A. (2000). Beacon Press.
- *Monkey Mind: A Memoir of Anxiety.* Smith, D. (2012). Simon & Schuster.
- *The Man Who Couldn't Stop: OCD and the True Story of a Life Lost in Thought.* Adam, D. (2015). Sarah Crichton Books.
- *When the Time Comes: Families with Aging Parents Share Their Struggles and Solutions.* Span, P. (2009). Grand Central Life & Style.
- *A Bittersweet Season: Caring for Our Aging Parents—And Ourselves.* Gross, J. (2011). Knopf.
- *I Still Do: Loving and Living with Alzheimer's.* Fox, J. and Flukinger, R. (2009). powerHouse Books.
- *36-Hour Day: A Family Guide to Caring for Persons with Alzheimer Disease, Related Dementias and Memory Loss.* Rabins, P. & Mace, N.
- *Still Alice.* Genova, L. (2009). Pocket Books.
- *The Man Who Mistook His Wife for a Hat: And Other Clinical Tales.* Sacks, O. (2006). Odyssey Editions.
- *Learning to Speak Alzheimer's: A Groundbreaking Approach for Everyone Dealing with the Disease.* Coste, J. (2004). Mariner Books.
- *Dancing with Rose: Finding life in the land of Alzheimer's.* Kessler, L. (2006). Penguin Books.
- *Assessing and treating late life depression.* Karel, M. J., & Ogland-Hand, S., & Gatz, M. (2002). Basic Books.
- *Another country: Navigating the emotional terrain of our elders.* Pipher, M. (1999). Riverhead Books.
- *Mind fall: Inside Major Depression.* Shahan, L., & Stonehill, A. (2003). Bridgewood Press.
- *Being Mortal: Medicine and What Matters in the End.* Gawande, A. (2014). Metropolitan Books.
- *The Creative Age: Awakening Human Potential in the Second Half of Life.* Cohen, G. (2000). Harper Collins
- *Still Here: Embracing Aging, Changing and Dying.* Dass, R. (2000). Hodder & Stoughton.
- *Agewise: Fighting the New Ageism in America.* Morganvoth Gullette, M. (2011). University of Chicago Press
- *In the Arms of Elders.* Thomas, W. (2006). VanderWyk & Burnham.

Movies others have enjoyed:

- Driving Miss Daisy (1989)
- Best Boy (1979)
- Amour (2012)
- The Straight Story (1999)
- Nebraska (2013)
- Away from Her (2007)
- Tell Me a Riddle (1980)
- Iris (2001)
- Grey Gardens (1975)
- Harold and Maude (1971)
- The Curious Case of Benjamin Button (2008)
- Tokyo Story (1953)
- Strangers in Good Company (1990)
- Love is Strange (2014)
- Age Old Friends (1989)
- The Trip to Bountiful (1985)