Course Description:
This methods course focuses on intervention with the elderly at micro and macro levels. The course will build upon foundation coursework theory about human development, personality, and social environment. This content will be integrated with intervention strategies directed toward the elderly. Major areas to be discussed are: coping with age-related changes, caregiving demands, advance directives, guardianship, managed care, elder abuse, case management and advocacy.

Course Objectives:
Upon completion of this course, students will be able to:

1. Identify the common barriers in serving the needs of the elderly from an interpersonal, environmental and social perspective, and recognize that these problems can be addressed using all levels of social work intervention.
2. Plan intervention strategies in micro and macro practice that are of particular importance for the elderly of various racial/ethnic backgrounds, SES levels, and sexual orientations.
3. Plan various intervention strategies that promote prevention of health and functional problems and rehabilitation among the elderly.
4. Plan or plan and conduct an intervention strategy with the elderly in micro and macro practice.
5. Incorporate social work values and ethical principles related to social work with the elderly.

Assignments:
1. Present a case for class discussion from your field experience. This presentation can be based upon work with an individual, group, family, community organization, etc. Use the case to facilitate a discussion of issues relevant to our intensive focus on oppression, privilege, diversity, and social justice (10%).
2. Write a paper (10-12 pages) based on the in-class instant aging exercise. Focus on one aspect of age-related changes (e.g., hearing loss, social support, loneliness) using articles and book chapters to help you understand this change. Describe ways in which social workers can intervene at multiple levels (i.e., interpersonal, community organizing, administrative, policy) to reduce the negative impact of these age-related changes for older people and their caregivers (40%).

3. Write a paper (12-15) on interventions concerning a specific problem area relevant to the elderly (50%).

Course Design:
The instructor will select readings and design assignments for the course. Approaches such as lecture, discussion, case review and simulations will be employed. Students will be expected to contribute case/programmatic examples from their field experiences.

Relationship to Four Curricular Themes:
Multiculturalism and Diversity: Students will develop the capacity to see how race, gender, SES, ethnicity, sexual orientation, age, physical and mental ability affect how older people function within various contexts.

Social Change and Social Justice: Students will learn skills to aid older clients in recognizing external and internal oppression. They will be able to recognize and address the influence of social inequities in individual, group, policy and social interaction. Students will be able to empower clients to articulate their needs, as individuals and in groups, and to acquire the knowledge and skills to get their needs met.

Promotion, Prevention, Treatment and Rehabilitation: Students will learn individual and group strategies for promoting wellness, a client knowledge base of variations in “normal” aging, a spectrum of coping skills to deal with change, loss and disability and preparedness for end-of-life issues.

Social Science Theory and Research: The course readings will include theory and research findings regarding the efficacy of various intervention strategies from a micro and macro perspective that are successfully utilized with older people and their caregivers.

Ethics and Social Work Values: Readings, case discussion, and simulations will help students to define their own interpretations of the NASW Code of Ethics in work with the elderly.

Readings:
Both required and recommended readings will be available in coursepack form at Ulrichs. One copy will be on reserve in the SSW library.
Course Outline

Session 1 (September 5): Overview of Course

Session 2 (September 12)- Physical Functioning: A Central Feature of Macro and Micro Practice

Required Reading

Recommended Reading

Session 3 (September 19)- Using a Strengths-Based Framework for Assessment, Intervention, and Prevention

Required Reading

**Recommended Reading**

**Session 4 (September 26)- Mental Health Functioning Assessment (Part 1)**

**Required Reading**

**Recommended Reading**

**Session 5 (October 3)- Mental Health Functioning Assessment (Part 2)**

**Required Reading**
Recommended Reading

Session 6 (October 10)- Mental Health Functioning: Intervention and Prevention
Required Reading

Recommended Reading

Session 7 (October 17)- Cognitive Functioning: Assessment
Required Reading

Recommended Reading

Session 8 (October 24)- Cognitive Functioning: Intervention and Prevention
Required Reading

Recommended Reading

Session 9 (October 31) Sexual Functioning: Assessment, Intervention, and Prevention
Required Reading

Recommended Reading

Session 10 (November 7)- Substance Use: Assessment, Intervention and Prevention
Required Reading
**Recommended Reading**

**Session 11 (November 14)- Vulnerable Adult Assessment, Intervention, and Prevention**

**Required Reading**

**Recommended Reading**

**Session 12 (November 21)- Advance Directives and Guardianship: Advocacy for Social Justice**

**Required Reading**

**Recommended Reading**
Michigan Bar Association (2002). Five of the 120 most frequently asked questions from clients at the legal hotline for older Michiganders. [www.michbar.org/sections/elderlaw](http://www.michbar.org/sections/elderlaw).
Session 13 (December 5) Caregiving: Intervention and Prevention

**Required Reading**


**Recommended Reading**