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| Vignette | <u>WHY DID YOU CHOOSE TO BECOME A SOCIAL WORKER (VOL. 1)</u> | ABSTRACT: Beginning students describe what attracted them to the field of social work. |
| Discussion topics | Preconceived notions/generalizations about older people | <p>Students in the film say "They (older people) are so thankful...they want to give you so much..."I'm comfortable with older people because I lived with my grandparents"</p> <p>To what degree do you think these statements are predictive of your encounters with older adults?</p> <p>What if your older adult clients are not giving or thankful? How will this affect your practice and feelings about your work?</p> <p>Circulate the Palmore (1980) attitude test on the stereotypes of old age.</p> |
| | Bridging the age gap | <p>How can you draw on your own experiences to relate to older people's experiences? One student suggests that he uses his own experiences of loss to understand his clients. What other ways do you see obstacles or bridges to connect to older people?</p> |
| Vignette | <u>HOME VISITING AND BOUNDARY CONFUSION (VOL. 2)</u> | ABSTRACT: Leora is doing a home visit in a supporting housing setting for seniors. This is her second visit with Mrs. K. Her supervisor has instructed her to gradually form a relationship with Mrs. K and over time assess what mental health issues she may be experiencing and want help with from the intern. |
| Discussion topics | Defining professional roles and boundaries in the home setting. | <p>How should a worker handles offers of food and drink? What does it mean to the client to be a "good hostess" in this session? What are the pros and cons of hugging a client?</p> |
| | Self-disclosure | <p>If asked, should you disclose your height, weight, where you live? What is your purpose with a client and how will self disclosure advance or hinder your purpose in each interaction? How will you feel if you choose to disclose personal information? How will you</p> |

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| | | feel if you choose not to? |
| | Techniques of engagement | |
| | | The home environment offers unique opportunities to learn about a client. Leora uses looking at the clients' photos. What other opportunities are there? |
| | Reaching for lifelong themes in a client's story | |
| | | How do you listen for client's interests, strengths, health changes? |
| | Leave taking | |
| | | Do you have a fixed length of time for a home interview? If the time is not fixed, how do you determine when it is time to go? How do you break away? |
| Vignette | <u>STUDENTS CONFUSION: ASSESSMENT, CONTRACTING AND GOALS? Vol. 1.</u> | <u>ABSTRACT:</u> A focus group of social work interns discussing their confusion in working with clients who do not voluntarily seek help. Students are in settings such as nursing homes, child welfare, senior centers and Naturally Occurring Retirement Centers. |
| Discussion topics | Contracting | |
| | | If the client did not initiate the request for services, how do you form a contract? How might the client view you if they themselves did not make the request? What does the client know about social workers and therefore what might (s)he expect/fear/hope from you? |
| | Prying, invasion of space, purpose of contact | |
| | | Why might your agency expect you to look into the client's food cabinets? How is this related to the worker's overall purpose? How might you explain your questions and investigations to a client? |
| | Handling taboo subjects | |
| | | What seems wrong or scary about asking clients about living wills or emergency responses systems? What are the students' own feelings about addressing issues related to mortality and clients' physical vulnerabilities? What do students expect clients will feel if these topics are addressed? |
| | Providing preventive/supportive services to older adults | |

“Work with older adults is not about making things better, but about staving off decline” states a student in the film.

Do you agree with this statement? Why or why not?

To the extent that you agree, how does that affect your feeling about doing this kind of work?

Vignette

CASE MANAGEMENT:
HELPING OLDER
ADULTS ACCEPT
SERVICES (VOL. 2)

Abstract: Leora, the student intern, has spent six months helping Mr. R accept the idea of having a home attendant 4 hours a day to help him with cooking and cleaning. The video follows the work Leora did with the client before and after the aide is in place in his apartment. Mr. R, while legally blind and in a wheel chair, had been resistant to give up his independence

Discussion topics

Client resistance to accepting services

The first client shown on the film, reports that she does not want to have help with her shopping once a week, rather than once every other week. She says she “needs time for her own life”. What might she mean?

What might make a client like Mr. R resistant to having a home health attendant?

Supporting self-determination

Can a worker support self-determination and also help a client to accept services that they initially oppose?

There are times when a social worker must bring in services against the client’s wishes, such as Adult Protective Services (APS) mentioned in the film. What feelings might you have if you had to force this service on a client whose son was putting her in danger? What feelings might you have if you did not insist on mandating this service?

Worker skills in helping someone to transition into receiving services.

What are the skills necessary by the worker to gradually help someone to consider getting additional help?

What role does the social worker have once a home health attendant is already in place?

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| | | <p>How do you explain the client's shift from not wanting any help to requesting full time help?</p> |
| | Entitlements and services | <p>How do you learn what services your clients are eligible for? How do you maintain an up-to-date list of available agencies that provide needed services for your clients</p> |
| Vignette | <u><i>SUPPORTING FAMILY CAREGIVERS (Vol. 2)</i></u> | <p>Abstract: Stacey, a beginning intern, meets with Mrs. E, an 80 year old woman whose sister is rapidly losing her memory and other cognitive faculties. Stacey does an assessment with Mrs. E and learns that she wants to keep her sister living at home, but wants a home health attendant. Stacey also does psycho-education with Mrs. E about the strains of being a caregiver and suggests that she may benefit from joining a support group herself.</p> |
| | Supporting self-determination | <p>The intern struggles with providing service information about referrals without taking away the client's right and need to do her own research and make her own decisions. The intern does not explore the pros and cons of nursing home placement with the client. While this may look like she is blending with the client's wishes, without exploration what might be lost?</p> |
| | How to learn about eligibility for benefits | <p>The intern provides inaccurate information to the client when she informs her that Medicare will provide the reimbursement for the home health aide. How harmful is this incorrect information? How do you educate yourself about eligibility criteria for services?</p> |
| | Caregiver burnout | <p>What are effective ways of helping and supporting caregivers?</p> |

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| Vignette | <u>OUTREACH TO THE VERY OLD (Vol. 2)</u> | <p>Abstract: Hilary has been doing home visits with Mrs. C. who is 96 years old for several months. There is a lively connection between Mrs. C and the student. The client clearly enjoys the student's visits.</p> |
| | Working with very old clients. | |
| | Self-disclosure. | <p>What are students' preconceptions of working with very old clients?</p> |
| | Termination | <p>Mrs. C asks the student questions about herself. She wants to know what she has been doing. She is interested in what she will be doing in next year's placement. Is it appropriate for the student to answer these questions?</p> |
| | Home visiting | <p>How does a worker prepare a client for termination at the end of the semester? What feelings might the worker and the client each have about ending this relationship? What is the difference between being a friendly visitor and a professional social worker?</p> |
| Vignette | <u>CONFRONTING AGEISM: USING SUPERVISION (Vol. 2).</u> | <p>Abstract: Anicka does a home visit with an 89 year old woman, who is an artist. In supervision later that day, her supervisor examines how her stereotypes about older people continue to limit her interviewing style.</p> |
| Discussion topics | Engaging older clients. | <p>What assumptions do students make about older people that may limit their inquiry about their current life, including hobbies (music) and romantic interests etc.</p> |
| | Assessing older clients | <p>Do you focus on what the client was like in their youth or what they are like now? What are the advantages of inquiring about an older client' current interests? When you work with younger people do you hesitate to ask about their current interests?</p> |
| | Using process recordings. | <p>Discussion on the value of process recordings for learning.</p> |
| Vignette | <u>RUNNING A SUPPORT GROUP</u> | <p>Abstract: Stacey has been running a support group for older adults in a community center for several months. She sets up for the group by providing tea and cookies and runs the group by starting with a "check in" and then finds a common theme for the day's discussion. Afterwards, she reflects on what she has learned by doing this group.</p> |

Doing outreach to start a group

Stacey did outreach to potential members by personally contacting them at the Center and then phoning them. Do you think it was worth her while to put in this extra time to do this outreach? What are other ways to plan for a new group?

Group interaction patters

How would you assess the member-to-leader interactions? How would you assess the member-to-member interactions?

Providing food for a group

What are the positives of offering food and drink in a support group? The leader keeps bringing the tea, even though she notes that hardly anyone ever drinks it. What are your thoughts about her choosing to keep this as part of the group?

Choosing a theme for a group discussion

Stacey shifted the member check in to a group discussion, focusing in on one member's concerns about her recent doctor's visit. Do you think this was an effective intervention? What role did Stacey have to maintain to keep this discussion on target about Mrs. R's problem? What did other group members receive from this discussion?

Vignette

*USING SUPERVISION TO
LEARN ABOUT
YOURSELF (Vol. 1)*

Abstract: Anicka, a young African-American, intern goes over a process recording in which she describes her anger at being mistreated by both a guard and a client's aide. The supervisor is white. There is a climate of trust and respect between them that allows for them to discuss issues related to race, the guard did not allow her into the hospital.

Cross cultural/racial supervision.

How can students create a climate with their supervisors in which they can discuss issues related to discrimination, and other feelings related to feeling disrespected by clients and other health professionals?

Supervision as a tool of self-awareness.

How can students use supervision to discuss their own personal issues that may interfere with their professional work, such as controlling anger.

Working with other health professionals.

When working with older adults, social workers must interact with medical doctors, nurses, nurses' aides etc. What skills are necessary to negotiate these various

Vignette

STUDENTS GROWTH
OVER TIME (Vol. 2)
Termination of students'
academic year

Learning skills about
engagement

Learning about oneself

Valuing a profession where
you feel you make a
difference in peoples' lives.

relationships? How are social workers viewed by interdisciplinary health professionals?

Abstract: Students reflect on what they have learned after the first year of graduate school. The students are seen one year later at graduation, in their caps and gowns.

What do students see they have learned in the field and in their classes?

What have students learned from their older clients?

Leora reports how she has learned to “listen”.

Anicka reports that she has learned so much about herself.