Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Fall 2010
Thursday 9:00 a.m. - 12:00 noon, Room 1804
3 credits

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Course Description:
The U of M School of Social Work Geriatric Fellowship Seminar is a multi-methods course designed to supplement the Adults & Elderly concentration curriculum with further information (a didactic component) and in-depth case studies/field examples (a practice-based component).

Seminar Format:
Most three-hour seminar sessions will consist of a discussion of the topic for the day, a social justice focus, and a lecture on the topic of the day. Time will be taken for questions, broad discussion, and general support, feedback, and troubleshooting of field issues.

Course Requirements:
- Attend each weekly session
- Participate in all discussions, activities, and presentations.
- Complete the assigned readings for each class.
- Complete assignments
Course and Field Objectives

Upon completion of the one-term Geriatric Seminar as well as two field placements, students will be able to:

*1. Demonstrate knowledge of the continuum of care
   Students will be involved in programs at six of the types of sites listed below (two in each category), and will discuss and evaluate All site types in the Geriatric Seminar.

   Living environment:
   • Nursing home
   • Assisted living
   • Retirement community
   • Home, alone
   • Home, with family

   Health care environment:
   • Hospital
   • Outpatient Clinic
   • Home Care
   • Adult Day Care
   • Hospice

   Community environment:
   • Religious institution
   • Senior center
   • Community agency

*2. Demonstrate knowledge of coping and support systems
   Students will be exposed to all the coping and support systems listed below in their field placement experiences as well as in the Geriatric Seminar, in which these systems will be explored from a theoretical perspective.

   Coping:
   • Mental Health
   • Health

   Support systems:
   • Family systems
   • Community
   • Spirituality
3. Apply multiple interventions to promote health

Based on the student’s choice of major and minor methods, students will engage in three of the eight interventions listed below through their field practicum experiences. Students will also observe an additional three of the eight interventions. In the Geriatric Seminar, students will discuss all the interventions, particularly as they relate to health promotion.

- Group work
- Individual counseling
- Case management
- Community organizing
- Peer counseling
- Advocacy
- Policy development
- Program development

*4. Evaluate effectiveness of practice

Students will learn about major evaluation techniques through didactic experiences in the Geriatric Seminar and in the required course (SW 683) “Evaluation in Adults & Elderly” or “Evaluation in Health Care”. Students will also conduct appropriate evaluations in their field placement experiences.

Evaluation types:
- Single-subject design
- Program evaluation

5. Demonstrate skill in working with diverse populations

Students will be exposed to the issues of multicultural practice through selected readings, discussions, and lectures in the Geriatric Seminar.

Students will work directly with elders from at least three of the groups listed below.

- African Americans
- Latinos
- Asian and Pacific Islanders
- Middle Eastern Americans
- Russian immigrants
- Jewish elderly
- Gay and Lesbian individuals
- Elders with developmental and psychiatric disabilities
- Rural elderly

*6. Participate in interdisciplinary collaborations

Students will participate in one or more interdisciplinary team conferences and will attend at least two lectures and all seminar discussion sessions led by professionals in disciplines other than social work.
Interdisciplinary settings:
- Health care team
- Nursing home care planning team
- Hospice team
- Ethical issues team, either as a clinical team or a policy advisory group

7. Develop preventive strategies
   Students will observe an assessment and care planning session as well as a support group or peer volunteer program in their field placements. Students will also conduct an assessment and develop a care plan. Students will collaborate in developing a group program or a community event focused on education and health promotion. Geriatric seminar discussions and other classroom assignments will expose students to prevention strategies and theories.
   Preventive interventions include:
   - Case management
   - Discharge planning
   - Network-building
   - Peer support
   - Needs assessment

8. Examine mortality and morbidity trends
   Students will examine demographic characteristics of mortality and morbidity trends in the Geriatric Seminar as well as in other classroom experiences. Students will be assigned relevant readings from texts.
   Demographics related to:
   - Social factors
   - Psychological factors
   - Biological factors
   - Public policy factors

*9. Examine national and international policy issues
   Students will be assigned relevant readings in the classroom and will discuss policy issues related to aging in the Geriatric Seminar. Students will also examine the practical aspects of these issues during their work in their field practicum settings.
   - Social Security
   - Medicare, Medicaid, and health insurance
   - Health systems
   - Advance directives
   - End-of-life issues
   - Housing

*Covered this term although all topics could be relevant depending on what you do for your projects
Writing Policy:
Good writing skills to express information accurately and concisely are a requirement for effective social work practice. Therefore, formal writing assignments for this course (both journal entries and papers) will be evaluated for content, ideas presented, and for the clarity of the presentation. Misspelled words, typos, inappropriate use of grammar, and other indications of sloppy work will be graded down. In addition, appropriate referencing is required on all written assignments. You may wish to contact the Sweetland Writing Center (http://www.lsa.umich.edu/swc/grads/support/, located at 435 South State Street, 1139 Angell Hall, 734-764-0429) for assistance in writing and referencing.

Grading:
Scores that reflect an “A” are reserved for student work that shows exceptional individual performance – good mastery of content, application of critical thinking, and clear and concise writing. “A” and “A-” distinguish the degree of superiority. A grade of “B+” denotes performance just above the mastery level. A grade of “B” is given to students who meet the basic requirement of the assignment. A grade of “B-” is used for student work that is less than adequate, reflecting only moderate grasp of the material. Variations of the “C” grade are given to work that reflects a minimum grasp of the material and poor organization. Final grades will be determined by adding the scores from all assignments.

Policy on Academic Integrity:
Academic integrity should not be taken lightly. Plagiarism and/or “borrowing” material without citing it can result in failing the course and expulsion from school.

Accommodations/Special Needs:
If you have a disability or impairment that requires accommodation, please contact me to discuss what modifications are necessary.
Readings:

Readings are on Ctools.

Geriatric Social Work Integrative Seminar: SW 693
Course Outline and Required Readings
Thursday, 9:00 a.m. – 12:00 noon SSWB Room #1804
Fall Term 2010

Session 1
Sept 9  Introduction to the Seminar / Licensing (Cassie Starbuck, LMSW)

Reading: www.aswb.com - find licensing requirement for states where you want a job


Session 2
Finding a Job: Michelle Woods/ Career Center SSW
Sept 16

Session 3
Sept 23  Visit to Fox Run Village, Novi, MI (Jan Bayer, host)

READINGS:

Session 4  
Sept 30  Fund Raising Among Seniors/ Cedric Ritchner, Ritcher and Rictcher, Inc.

READINGS:  

Session 5  
Oct 7  Affordable Assisted Living  
Nathan, Keup, Facilities Advancement Coordinator, Presbyterian Villages of Michigan

READINGS:  

Session 6  
Case Management/ Private Business and Corporate Sponsored  
Oct 14  Andrea Carroll, LMSW, ACSW, Director, Care Management Services, Evangelical Homes of Michigan

READINGS  
Session 7
Oct 21  Dementia Intervention Research with Couples

CONSORTIUM MEETING / EDUCATIONAL CONFERENCE CENTER

READINGS


Session 8
Oct 28  Medication Issues in Older Adults

Kiela M. Samuels, RPH, Clinical Pharmacist

READINGS


Session 9
Nov 4  Panel of Employed Geriatric Social Workers:
Katherine Beck-Ei, LMSW, St. Joseph Mercy Hospital Emergency Department, Ann Arbor
Bryan Fowler, LLMSW, Case Manager/Social Worker, Henry Ford Hospital, West Bloomfield
Amy Sanford, LLMSW, Social Work Care Manager, AAA1B, Oakland County

READINGS:


**Session 10**

Medicaid

Nov 12  
Louanne Bakk, doctoral candidate, MSU, School of Social Work

READINGS:

**Session 11**

Evidence Based Treatment: Cognitive Behavior Therapy with Older Adults

Nov 18  
Nina Abney, LMSW
Turner Medical Clinic, Geriatrics Center, UMHS

READINGS:


Nov 25  
T-Day        No Class

**Session 12**

Dec 2  
Medicare

Louanne Bakk, MSW doctoral candidate, MSU, School of Social Work

READINGS
**Session 13**

**Ethical Dilemmas**

Dec 10

**READINGS**


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Graduation Dessert in honor of graduates and their families and friends

December 17\textsuperscript{th} (the night before graduation)

Where: 1460 Arlington Blvd., Ann Arbor, MI

Time: 7 P.M. (734-669-8316)

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**Course Assignments and Expectations**

Students are expected to complete all assigned reading assignments prior to class AND SUBMIT 2 discussion questions via CTOOLS (discussion) on the Tuesday evening (midnight deadline) prior to class on Thurs. It is expected that students will submit work on schedule. Failure to meet these expectations may result in reduction in grades (½ grades per day without instructor’s permission).

It is further expected that students will attend all classes unless legitimate reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies, and observance of religious holy days.

Any such absences or tardiness should be discussed directly with the course instructor, and students must make arrangements to complete class work which is missed.

**Assignments:** All assignments must focus on gerontological topics
Pick one assignment under #1

1) Practice Paper: 35% (due 12/09/10 by 5 p.m.)

   a) Written critique of a gerontological practice issue. You may chose any topic covered in class assignments 10-12 page paper, typed with references, in APA format. This should include what we currently know on the topic and what we don’t know but should. (SEE OUTLINE BELOW)

   Practice Assignment
   1. Introduction Section:
      What is the service issue you want to address?
      --what needs attention and why? (Cite literature here)

   2. What has been done thus far to deal with the issue? (Cite literature here)

   3. How successful have these approaches been?

   4. What suggestions would you make for future direction in meeting this service need?

   b) Community Practice Paper 35% (due 12/09/10 by 5 p.m.)

       Using the concept of social capital described in Bowling Alone write at 10-12 page paper. Putnam answers four questions in the book, 1) what has happened to civic engagement and social connectedness? 2) Why has this happened? 3) What are the consequences of the decline in social capital? And 4) What can be done about this? You can interview an older person to gain their perspective and tie to literature beyond Putnam’s book, you should pick a substantive area such as housing, families etc. and examine from a specific level of practice.

   c) White Paper on health care reform focusing on long term care 35% (due 12/09/10 by 5 p.m.)

2) Pick one of these: Lead discussion in either form which includes an outline of presentation and bibliography: on dates noted in syllabus 20%

   - Lead discussion on readings (available dates are noted in syllabus) (30 mins). PLEASE do not review article. **Class is responsible for reading article prior to class AND SUBMITTING QUESTIONS ON EACH TUESDAY BEFORE CLASS VIA “DISCUSSION” IN CTOOLS.**
• Present to Consortium on Oct. 21\textsuperscript{th} (meeting with be held at SSW/ECC from 9-12 a.m.)
  15 min presentation on field placement project---what happened, necessary future steps (need to examine literature in
  this area so you can place presentation in context)

3) Pass Licensing Exam 30\% with a score of \(75 = \text{A}, \quad 70 = \text{B}, \quad 65 = \text{C}, \quad 64 \text{ and below} = \text{D}\)

\textit{Everyone is Responsible for, 4, 5, 6, 7}

4) Class participation and attendance: 15\%

5) Assignment of finding 2 jobs with a one page description of why EACH would be good for you: due Sept 23

6) Preparation of Resume and Blurb: due Sept 16 PLEASE BRING TWO HARD COPIES TO CLASS
   (Here you have to talk about who you are! Look on SSW website for fellows’ info

7) Check out licensing website for States where you might want to work. (www.aswb.org)

Late papers will be downgraded ½ grade per day
Papers due at the beginning of class.