Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Fall 2011
Thursday 9:00 a.m. - 12:00 noon, Room 1804
3 credits

Ruth Dunkle, PhD      Office: 4688    SSWB       Phone:  763-6575
Beth Spencer, LMSW   Phone: 232-0002
Office Hours: email for appointments
Email: redunkle@umich.edu/elizspen@med.umich.edu

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 one of us to discuss what modifications are necessary.
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 2011

Session 1

Sept 8  
Introduction to the Seminar / Licensing: Cassie Starbuck, LMSW

READINGS:
Reading: [www.aswb.com](http://www.aswb.com)- find licensing requirement for states where you want a job


Session 2

Sept 15  
Finding a Job: Michelle Woods/ Career Center SSW

READINGS:


Session 3

Sept 22  
Case Management/ Private Business and Corporate Sponsored  
Andrea Carroll, LMSW, ACSW, Director, Care Management Services, Evangelical Homes of Michigan

READINGS:

Session 4

Sept 29  Fund Raising Among Seniors
        Cedric Ritchner, Ritcher and Rictcher, Inc.

        READINGS:


Session 5

Oct 6  Visit to Fox Run Village, Novi, MI, Jan Bayer, host

        READINGS:


Session 6

Oct 13  Panel of Employed Social Work Graduates

        Rebecca Fried, LLMSW, Housing Coordinator, Area Agency on Aging 1B, Southfield, 2010 graduate
        Janelle Henderson, LMSW, Compliance Manager, 2002 graduate
        Property Management Designations: Certified Occupancy Specialist, Tax Credit Specialist, Management Occupancy Review Specialist, National Apt. Leasing Professional
        The Associated Management Company, Dearborn

        READINGS:
        TBA
Session 7

Oct 20  Ethical Issues in the Field of Aging

CONSORTIUM MEETING / EDUCATIONAL CONFERENCE CENTER

Alene Blomquist, LMSW, Clinical Social Worker and Director of Elderlife Program, University of Michigan Hospital
Ethical Issues in the Hospital Setting
Diane Griffith, LMSW, Clinical Social Worker, Turner Geriatric Clinic
Ethical Issues in the Community Setting

Student Presentations

READINGS:


Session 8

Oct 27  Models of Care
Nathan Keup, MSW, Facilities Advancement Coordinator, Presbyterian Villages of Michigan

READINGS:


Session 9

Nov 3  Possible Field Trip – to be announced

READINGS:
TBA
**Session 10**

Nov 10  Aging in Place: What Helps & Hinders.
Amanda Lehning, NIA Postdoctoral Fellow, School of Social Work

READINGS:


**Session 11**

Nov 17  Topic to be announced

**Session 12**

Dec 1  Medication Issues in Older Adults
Kristin Phillips, PharmD, Clinical Pharmacist, Geriatric Research, Education and Clinical Center, VA Ann Arbor Healthcare System
Macgregor Montano, Adjunct Clinical Instructor, College of Pharmacy, UM

READINGS:


**Nov 24**  T-Day  No Class
Session 13

Dec 8       Topic to be announced
READINGS:
TBA

Graduation Dessert in honor of graduates and their families and friends

December 16th (the night before graduation)

Where: 1460 Arlington Blvd., Ann Arbor, MI
Time: 7 P.M. (734-669-8316)

Course Assignments and Expectations

Students are expected to complete all assigned reading assignments prior to class AND SUBMIT 2 discussion questions via CTOOLS on the Forum by 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 grade 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: 40% (due 12/08/10 by 5 p.m.)
   a) Written critique of a gerontological practice issue. 40%. 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: 40% (due 12/08/10 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: 40% (due 12/08/10 by 5 p.m.)

2) Pick one of these:
   a. Lead discussion in class on assigned day. Lead discussion on readings for 30 minutes. See guidelines.
   b. Present to Consortium on Oct. 20th (meeting will be held at SSW/ECC from 9-12 a.m.). See guidelines.
   c. Prepare for and participate in a job interview in class. See guidelines.

3) Pass Licensing Exam 20% with a score of: 75 =A, 70=B, 65=C, 64 and below=D. You may take it multiple times.
   Email best score to Beth by Dec. 8.

4) Class participation and attendance: 10% Class is responsible for reading articles prior to class AND SUBMITTING QUESTIONS
   ON EACH TUESDAY BEFORE CLASS BY MIDNIGHT VIA “FORUM” IN CTOOLS.
5) Assignment of finding 2 jobs with a one page description of why EACH would be good for you. Email copies of or links to job descriptions to us by Sept 21.

6) Preparation of Resume and Blurb: due Sept 15  PLEASE BRING TWO HARD COPIES TO CLASS

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 without permission.
Papers due at the beginning of class.

Summary:

- Class participation 10%
  - Includes attendance, participating in discussion and on-line forum, resume, blurb, job search
- Resume & Blurb Sept. 15 hard copies to class
- Two job descriptions Sept. 21 email day before class
- Licensing exam 20% Dec. 8
- Job Int., Lead Discussion or Consortium presentation 30% Assigned date
- Paper 40% Dec. 8
- Total 100%