Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Fall 2012
Thursday 9:00 a.m. - 12:00 noon, Room 1804
3 credits

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Beth Spencer, MA, LMSW
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

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.

________________________________________________________________________________________________________________

Course Outline and Required Readings

Readings on C-Tools

Session 1  Sept 6  Introduction to the Seminar / Licensing

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


Session 2  

Sept 13  
Finding a Job

Michelle Woods, LMSW, 1994 Grad, Director of Career Services, School of Social Work

READINGS:


Session 3  

Sept 20  
Panel of Employed Social Work Graduates

Denise Stinson, LLMSW, 2010 Grad  
Interim Care Transitions Manager, Area Agency on Aging 1B

Alana Knoppow, LLMSW, 2011 Grad  
ReStore Volunteer Coordinator and Marketing Associate, Habitat for Humanity of Huron Valley

In-Class Job Interviews

READINGS:


Session 4  

Sept 27  
Social Work Issues in Death & Dying & Hospice

Lisa Gray, LMSW, RN, 1997 Grad

READINGS:

Session 5  Oct 4  Field Trip to Chelsea Retirement Community  
John Thorhauer, CEO/President, United Methodist Retirement Communities

READINGS:


Centers for Medicare & Medicaid Services (2011). Quick facts about PACE.

Session 6  Oct 11  Panel of Doctoral Students
Why get a doctorate? What kinds of research do doctoral students do?

Jennifer Tucker
Minyoung Kwak
Elise Hernandez
Sojung Park

In-Class Job Interviews
READINGS: TBA

Session 7  Oct 18  Assessing Risk and Helping Families with Decision-Making when Individuals have Dementia  
Beth Spencer, MA, LMSW, 1983 Grad

CONSORTIUM MEETING / EDUCATIONAL CONFERENCE CENTER
Student Poster Session

READINGS:
Session 8  
Oct 25  Technology and Aging  
Sri Rao, President, SenseAide, https://www.senseaide.com

READINGS:

Session 9  
Nov 1  Immigration and Aging  
Mira Sussman, MSW, MA, Resettlement Services Coordinator, Jewish Family Services, Ann Arbor

READINGS:

From Generations 32(4), Winter 2008-09:  
Torres-Gil, F. & Treas, J., Immigration and aging: The nexus of complexity and promise.

Treas, J., Four myths about older adults in America’s immigrant families.

Session 10  
Nov 8  Fund Raising Among Seniors  
Cedric Ritchner, Ritcher and Rictcher, Inc.

READINGS:

Session 11  Nov 15  MDS (Minimum Data Set) and Social Work in Skilled Nursing Facilities  
Angela Schmorrow, MSW, Project Manager, Institute of Gerontology, UM  

READINGS:  


Nov 22  Thanksgiving  No Class  

Session 12  Nov 29  Medication-Related Problems in Older Adults: Case-based Approaches and Guidance  
Manju T Beier, Pharm D., CGP, FASCP, Senior Partner, Geriatric Consultant Resources LLC  
Adjunct Clinical Associate Professor of Pharmacy, The University of Michigan  

EDUCATIONAL CONFERENCE CENTER  

READINGS:  
All from Generations 35(4) Winter 2011-12:  
Peron, E.P. & Ruby, C.M. A primer on medication use in older adults for the non-clinician.  

McLendon, A.N. & Shelton, P.S. New symptoms in older adults: Disease or drug?  

McCullough, D. Medication use in late life and at end of life: A slow medicine approach.  

Session 13  Dec 6  Baby Boomers Aging  

READINGS:  


**Graduation Dessert** in honor of graduates and their families and friends (all students invited).

**December 14, 2012** (the night before graduation)

Where: Ruth Dunkle's home, 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 in-depth 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

1) **Assignment of finding 2 jobs:**
   a. Write a one page description of why EACH would be good for you.
   b. Print out the job description along with the link to the job.
   c. **Send both instructors electronic copies & bring a hard copy to class on Sept 20.**

2) **Preparation of Resume and Blurb:** **Send both instructors electronic copies & bring a hard copy to class on Sept 20.**
Pick either a) or b) under # 3. Late papers will be downgraded ½ grade per day without prior permission to extend deadline.

3) Practice Paper: 30% (due 12/06/12 in class).

  a) **Written critique of a Gerontological Practice Issue.** 30%. You may choose 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 or community practice 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) **Policy Paper** on long term care reform focusing on PACE model. 10-12 page paper, typed with references, in APA format: 30%

  1. Examine the research supporting or not supporting the PACE model.
  2. How successful has PACE been?
  3. What suggestions do you have for future directions related to PACE?

4) Pass Licensing Exam 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. 6. 10-30%*

5) Poster on Internship Project 10-30%. **Poster presentation at October 18 Consortium Meeting.** *

  *You allocate the percentages for assignments 4-5. They must add up to 40%, with each one a minimum of 10%. You must email the percentages to Beth by midnight on October 17th. We recommend that you take the licensing exam at least once prior to that time.

6) Pick one of these: 20%:
  a. Lead discussion in class on assigned day. Lead discussion on readings for 30 minutes. See guidelines.
  b. Prepare for and participate in a job interview in class. See guidelines.
7) Class participation and attendance: 10% **Class is responsible for reading articles prior to class AND SUBMITTING in-depth QUESTIONS ON EACH TUESDAY BEFORE CLASS BY MIDNIGHT VIA “FORUM” IN CTOOLS.** See guidelines.

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

Summary:

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<td>Two job descriptions</td>
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