

Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Fall 2015
Thursday 9:00 a.m. - 12:00 noon
3 credits

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Course Description:

The University of Michigan School of Social Work Geriatric Fellowship Integrative Seminar is a multi-methods course designed to supplement the Aging in Families and Society concentration curriculum with further information (a didactic component) and in depth case studies/field examples (a practice-based component). The course will cover several thematic units (aging in place, SW in long term care, immigration, and health care system/health policy issues), each of which will include a discussion of practice-based interventions. The seminar will also provide a forum in which students in aging can receive practical feedback as well as guidance in networking/job search strategies as they near graduation.

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.

Objectives:

Upon completion of the Geriatric Seminar, students will be able to:

- Demonstrate knowledge of the continuum of care, including aging in place concepts, care transitions, and social work in long term care settings.
- Create a poster professional presentation that demonstrates analytical thinking about an internship project with older adults.
- Identify preparations necessary to successfully complete the social work licensing exam.
- Prepare for and interview for positions in geriatric social work, based on resume and website completion, mock job interviewing, and skill set identification.
- Demonstrate knowledge of and critical thinking about an area of geriatric social work that interests them.

Theme relation to multiculturalism and diversity

Multiculturalism and diversity will be addressed through examination of the different health care options, policies and programs for varying groups of older adults, as well as through discussion how immigration policies affect the elderly.

Theme relation to social justice

Social inequities in individual, group, and policy contexts affecting the elderly will be addressed throughout this seminar as various topics and programs are studied.

Theme relation to promotion, prevention, treatment and rehabilitation

This theme will be addressed in the lectures and discussions related to health policy and programs; aging in place; immigration; and care transitions for older individuals.

Theme relation to behavioral and social science research

Evidence-based behavioral and social science research articles will be assigned related to the seminar topics and discussed in accompanying lectures.

Relationship to SW ethics and values

Ethics and values will be presented and discussed throughout the course but particularly in the workshop devoted to palliative care and ethical standards of practice with older adults.

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 (posters, websites, online discussion 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. SSW Career Services has a writing coordinator who can assist:

<https://sites.google.com/a/umich.edu/ssw-writing-help/>. Or 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.

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 severe penalties. See website:<http://www.lib.umich.edu/academic-integrity/resources-students> and <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>

Accommodations/Special Needs:

If you have a disability or impairment that requires accommodation, please contact one of us to discuss what modifications are necessary.

<http://archive.ssw.umich.edu/studentGuide/>

Course Outline and Required Readings

Readings in Canvas.

Session 1 Sept 17 Introduction to the Seminar / Licensing

Lindsay Matthews, LMSW, Clinical Social Worker, University of Michigan Health System

READINGS:

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

Richardson, V.E. & Barusch, A.S. Chapter 3: Integrated gerontological practice. (2006). In *Gerontological Practice for the Twenty-First Century*. Columbia University Press.

Also in this Canvas folder is the ASWB Examination Handbook for 2015.

Session 2 Sept 24 Finding a Job

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

READINGS:

Salaman, L.M., Sokolowski, S.W., & Geller, S. L. (2012). Non-profit employment during a decade of turmoil. *Non-Profit Employment Bulletin #39*, Johns Hopkins University, Center for Civil Society Studies.

Rizzo, V.M. & Rowe, J.M. (2006). Studies of the cost-effectiveness of social work services in aging: A review of the literature. *Research on Social Work Practice*, 16(1), 67-73.

NASW (2006). Assuring the sufficiency of a frontline workforce: A national study of licensed social workers. Special Report: Social Work Services for Older Adults. Center for Workforce Studies.

Session 3 Oct 1 Housing Issues; Ageism

Nathan Keup, LMSW, Director of Real Estate Development, Presbyterian Villages of Michigan

READINGS:

Alley, D., Liebig, P. Pynoos, J. Banerjee, T. & Choi, IH (2007) Creating elder-friendly communities. *Journal of Gerontological Social Work*, 49:1-2, 1-18, DOI: 10.1300/J083v49n01_01

Stone, R. I., & Reinhard, S. C. (2007). The place of assisted living in long-term care and related service systems. *The Gerontologist*, 47(suppl 1), 23-32.

Pynoos, J., Liebig, P., Alley, D., & Nishita, C. M. (2005). Homes of choice: Towards more effective linkages between housing and services. *Journal of Housing for the Elderly*, 18(3-4), 5-49.

Session 4

Oct 8 Medication Issues in Older Adults

Tami Remington, PharmD, Clinical Associate Professor of Pharmacy, College of Pharmacy and Clinical Pharmacist, UMH Pharmacy Services

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 5

Oct 15 Panel of MSW Graduates

Charity Jones, LMSW, Case Manager, Dept. of Psychiatry, University of Michigan

Andria Kadell, LLMSW, Geriatric Care Manager, Jewish Family Services, Metro Detroit

Katie LaFrenz, LLMSW, Social Worker, PACE Center for Senior Independence

Denise Stinson, LMSW, Lead Social Worker, Beaumont Hospital Home Care Palliative Care Program

Robin Udell, LMSW, Assisted Living Manager, Towsley Village, Chelsea Retirement Community

Session 6

Oct 22 Immigration and Aging (Class held in ECC)

Mira Sussman, MSW, MA, Formerly Resettlement Services Coordinator, Jewish Family Services, Ann Arbor

Ruby Robinson, JD, Staff Attorney, Michigan Immigrant Rights Center, Ann Arbor Office

READINGS:

Public Policy & Aging Report (2012). Immigration and population aging. 22(2).

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 7

Oct 29 MDS & Social Work in Long Term Care

Angela Schmorrow, MSW, Project Manager, Institute of Gerontology, UM

READINGS:

Bonifas, R.P. (2011). Multilevel factors related to psychosocial care outcomes in Washington State skilled nursing facilities. *J of Gerontological Social Work*, 54: 203-223.

Simons, K., Connolly, R. P., Bonifas, R., Allen, P. D., Bailey, K., Downes, D., & Galambos, C. (2012). Psychosocial assessment of nursing home residents via MDS 3.0: Recommendations for social service training, staffing, and roles in interdisciplinary care. *Journal of the American Medical Directors Association*, 13(2), 190-e9.

Bowen, S.E. & Zimmerman, S. (2008-09) Understanding and improving psychosocial services in long term care. *Health Care Financing Review*, 30(2).

MDS Documents also in C-Tools.

Session 8

Nov 5 Field Trip to Huron Valley PACE Program, 2940 Ellsworth Rd, Ypsilanti Township, MI 48197
734-572-5777
9:30 – 11:30 am

READINGS:

M.D. Fretwell & J.S. Old (2011). The PACE Program: Home-based care for nursing home eligible individuals. *North Carolina Med Journal* 2011;72(3):209-211.

Hirth, V., Baskins, J., & Dever-Bumba, M. (2009). Program of all-inclusive care (PACE): Past, present, and future. *Journal of the American Medical Directors Association*, 10(3), 155-160.

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

Session 9

Nov 12 Job Interviews in Class

READINGS:

<http://jobsearch.about.com/od/interview-attire/ss/interview-outfits-for-women.htm>
<http://www.fastcompany.com/1839723/10-job-interview-tips-ceo-headhunter>
<http://theundercoverrecruiter.com/top-10-job-interview-tips-and-tricks/>

Session 10

Nov 19 Fund Raising Among Seniors

Helen Starman, MSW, CFRE (Certified Fund Raising Executive), Ritchner and Ritchner, Inc.

READINGS:

D.I. Regenstreif (2007). Training for the money chase: A brief primer on charitable foundations. *Generations*, v. 31:2.

A.Lauffer (2009). Confronting fundraising challenges. R.J. Patti, *Handbook of Human Services Management*, 2nd Edition, Sage Publication, Chapter 17, 351-371.

<http://www.grassrootsfundraising.org/>

Nov 26 THANKSGIVING

Session 12

Dec 3 Ethics Workshop (9:00 – 4:30)
Poster Session at Workshop

Adam Marks, MD, Assistant Professor of Medicine in the Division of Geriatrics and Palliative Medicine, UM

Session 13

Dec 10 Care Transitions

Brenda Carney, LMSW, Director of Social Work, Luella Hannan Foundation

READINGS:

All readings from *Generations* Winter 2012-2013, 36(4).

Golden, R. & Shier, G. What does “care transitions” really mean? pp. 6-12

Vollan, P.J., Schraeder, C., Shelton, P., & Hess, I. The transitional care and comprehensive care coordination debate. pp.13-19

Levine, C. & Feinberg, L. Transitions in care: Are they person- and family-centered? pp. 20-28

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

Friday, December 18, 2015

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. It is expected that students will submit work on schedule. Failure to meet these expectations may result in reduction in grades.

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. Detailed description of assignments is in the handout:

Guidelines for SW 693 F15 Assignments. It is available in CANVAS folder (under Files) – Syllabus and Guidelines for Assignments.