



Geriatric Social Work Integrative Seminar - 693

Course Syllabus, Fall 2016

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 (medication use and pain management; sexuality in older adults; long term care social work; immigration and aging), 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, special topics to be determined, including immigration, sexuality 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 cover letter completion, mock job interviewing, and skill set identification.
- Demonstrate integrated 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/>

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email SSW-ADacompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Course Outline and Required Readings

Readings in Canvas.

Session 1 Sept 8 Introduction to the Seminar / Licensing

Halla Motawi, LMSW, Clinical Social Worker, Turner Geriatric Clinic, University of Michigan

READINGS:

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 2016.

Session 2 Sept 15 **Finding a Job**

SELF-ASSESSMENT DUE

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

Panel of Alums:

Maire DeLand, LLMSW, Assistant Director, Turner Senior Resource Center, University of Michigan

Jacob Rosneck, LMSW, Medical Social Worker, St. Joseph Mercy Chelsea Hospital

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

NO READINGS.

Session 3 Sept. 22 **Interviewing Skills**

RESUMES DUE

Su Crabb, LMSW, Field Educator & Lecturer, School of Social Work

NO READINGS. Exploration of an integrated paper topic.

Session 4

Sept 29 Issues in Pain Management & Using Medications Wisely in Older Adults
Class meets in ECC from 9:00 –Noon. Continental breakfast at 8:30.
COVER LETTER & TWO JOBS DUE

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 6 Field Trip to Chelsea Retirement Community
PROVIDE COVER LETTER AND JOB LINK TO MOCK INTERVIEW TEAM

Host: John Thorhauer, CEO, United Methodist Retirement Homes

READINGS:

Cutchin, M. P., Marshall, V. W., & Aldrich, R. M. (2010). Moving to a continuing care retirement community: Occupations in the therapeutic landscape process. *Journal of cross-cultural gerontology*, 25(2), 117-132.

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.

Shippee, T. P. (2009). "But I am not moving": Residents' perspectives on transitions within a continuing care retirement community. *The Gerontologist*, gnp030.

Hostetter, M., Klein, S., & McCarthy, D. (2016). Aging Gracefully: The PACE Approach. The Commonwealth Fund.

Session 6

Oct 13 Mock Job Interviews

NO READINGS. Be prepared to discuss readings from 9/29 & 10/6.
Exploration of an integrated paper topic.

Session 7

Oct 20 Sexuality in Older Adults

Sallie Foley, LMSW, Director of the Sexual Health Certificate Program, University of Michigan School of Social Work

READINGS & POSTING:

Policies and Procedures at the Hebrew Home of Riverdale, August 1995

Foley, S. (2015) Biopsychosocial assessment and treatment of sexual problems in older age. *Curr Sex Health Rep*, 7:80-88
DOI:10.1007/s11930-0150047-9

Foley, S. (2015) Older adults and sexual health: A review of current literature. *Curr Sex Health Rep*, 7:70-79
DOI: 10.1007/s11930-015-0046-x

Nevedal, A. & Sankar A. (2016) The significance of sexuality and intimacy in the lives of older African Americans with HIV/AIDS, *Gerontologist*, 2016, Vol. 56, No. 4, 762-771.

Session 8

Oct 27 MDS & Social Work in Long Term Care

Ariana Flood, LLMSW, Chelsea Retirement Community

READINGS & POSTING:

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).

Minimum Data Set 3.0 for reference in class

Session 9

Nov 3 Fund Raising Among Seniors

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

READINGS & POSTING:

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/>

Session 10

Nov 10 Challenges in Management and Organizations

Kathy Wade, LMSW, Director of Social Work and Associate Hospital Administrator, UMH Operations, and Assistant Dean of Hospital Social Work Services, School of Social Work

Vincent Tilford, CEO, Hannon Foundation at Hannan House

NO READINGS.

Session 11

**Nov 17 PAPERS & DRAFT POSTERS DUE.
PRESENT POSTERS IN CLASS**

NO READINGS.

Nov 24 Thanksgiving

Session 12

**Dec 1 Ethics Workshop 9:00-Noon in ECC; Continental breakfast at 8:30
POSTER SESSION AT WORKSHOP**

READINGS: TBD

Session 13

Dec 8

Immigration and Aging
LICENSING EXAM SCORE DUE

Speaker: TBD

READINGS & POSTING:

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.

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

Saturday, December 17, 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 F16 Assignments. It is available in CANVAS folder (under Pages) – Syllabus and Guidelines for Assignments.

