



<b>Course title:</b>	Geriatric Social Work Integrative Seminar	
<b>Course #/term:</b>	SW 693, Fall 2020	
<b>Time and place:</b>	Thursday, 9:00 – 12:00, SW 1804 (ECC)	
<b>Credit hours:</b>	3	
<b>Instructor:</b>	Susan W. Crabb, MS, MSW, LMSW	
<b>Pronouns:</b>	She, Her, Hers	
<b>Contact info:</b>	<b>Email:</b> swcrabb@umich.edu	<b>Phone:</b> 734-615-7930
	You may expect a response within 24 hours	
<b>Office:</b>	Remote	
<b>Office hours:</b>	By appointment, email me to set up a meeting	

## 1. Course Statement

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 such as medication use and pain management; sexuality in older adults; long term care social work; immigration and aging. Each topic 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.

### a. Course description

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.

### b. Course objectives and competencies

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

- Demonstrate knowledge of the continuum of care, special topics to be determined, such as incarcerations issues, sexuality, and/or social work in long term care settings.
- Create a 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 competition, mock job interviews, and skill set identification.
- Demonstrate integrated knowledge of and critical thinking about an area of geriatric social work that interests them.

**c. Course design**

Students will benefit from a multitude of guest speakers on various topics throughout the course. Additionally, students will have the opportunity to practice various activities to increase their opportunities for employment.

**d. Curricular themes**

Evidence based behavioral and social science research articles will be assigned related to specific seminar topics and discussed in accompanying lectures. Themes and topics will be identified in the session descriptions located within the schedule section of the syllabus.

**e. Relationship to social work ethics and values**

Ethics and values will be presented and discussed throughout the course and discussion regarding how personal ethics and values are applied in our work.

**f. Intensive focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

**2. Class Requirements**

**a. Text and class materials**

There will be no required formal textbook to purchase for this class. Weekly readings will be posted in Canvas and may change within one week prior to class. Students are expected to read all posted articles which may or may not be discussed in class but are identified by the instructor to be a useful resource for future practice. Additional readings may be assigned. If so, these will be verbalized in class and subsequently posted in Canvas for the appropriate week at least one week ahead of time.

Additional Course expectations to receive full class participation points:

- Attend every class session – in person or virtually
- Participate in class discussions, activities, and presentations

- Complete all assignments

b. Class Schedule

Classes will be held (at the time of this writing) both in person and virtually. The plan is to meet every 3<sup>rd</sup> week in person, and the remaining meeting dates will be online. For every class, you have the option to attend remotely. I will record all classes and post them on Canvas.

<b>Date/Time</b>	<b>Agenda</b>	<b>Required Readings &amp; Assignments</b>
Week 1 September 2 Remote	Licensing/Financial Acumen	Week One – Module in Canvas
Week 2 September 10 Remote	Older adult physical health Nutrition Self Care Interviewing Skills	Week Two – Module in Canvas
Week 3 September 17 In Person	Social Justice	Week Three – Module in Canvas
Week 4 September 24 Remote	Teach out – Student presentations	Week Four – Module in Canvas
Week 5 October 1 Remote	Prison Geriatrics	Week Five – Module in Canvas
Week 6 October 8 In person	Supervisory Skills	Week Six – Module in Canvas
Week 7 October 15 Remote	Suicide Prevention, Caregiver Training Adult Protective Services	Week Seven – Module in Canvas
Week 8 October 22	Law and the Elderly	Week Eight – Module in Canvas

<b>Date/Time</b>	<b>Agenda</b>	<b>Required Readings &amp; Assignments</b>
Remote		
Week 9 October 29 In person	Pain Management	Week Nine – Module in Canvas
Week 10 November 5 Remote	Sexuality and Isolation	Week 10 – Module in Canvas
Week 11 November 12 Remote	Student Professional Presentations	Grand Challenges & Aging
Week 12 November 19 In Person	Student Professional Presentations	Grand Challenges & Aging
Week 13 December 3 Remote	Student Professional Presentations	Grand Challenges & Aging
Week 14 December 10 Remote	Wrap up/Closure	

**g. Assignments**

All assignments are listed in Canvas with explanations. If you have questions, comments, concerns, please email or ask in class for further explanation.

<b>Assignment</b>	<b>Due date</b>	<b>Points</b>
Job description, Cover letter, Resume	September 9	10 points

Assignment	Due date	Points
Reflection – Job interviewing	September 16	10 points
What do you know?	September 16	5 points
Teach out	September 24	15 points
Professional Presentations	To be determined	50 points
Licensing Practice Exam	By November 19	20 points

**h. Attendance and class participation**

Students are expected to actively participate in all class sessions. I define active participation as students entering into class discussions, listening and working toward understanding of each other. Due to Covid-19, we will plan on both remote and in person class, as indicated on this syllabus. Students can determine if they should be in the actual or virtual classroom. Students must notify this instructor if they are going to be absent or attend remotely. I will plan to record each session and will post them on Canvas in the event that a student needs to miss class. Please see the statement regarding “Recording Class” at the end of this syllabus.

**i. Grading**

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

There are 100 points available:

A – 92 – 100

B – 85 – 91

C – 84 – 78

<78 - Fail

**j. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will

decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

[Recording and Privacy Concerns FAQ:](#)

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**k. COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

**l. Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*