Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Fall 2005
Thursday 9:00 a.m. - 12:00 noon, SSWB Room #1804
3 credits

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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 debate, 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.
- Obtain Course packs, available at Ulrich’s on S. University Ave.
Course and Field Objectives

Upon completion of the one-semester Geriatric Seminar as well as the anchor and satellite 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

*Covered this term although all topics could be relevant depending on what you do for your projects
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 2005

Session 1

Sept 8  • Introduction to the Seminar
         • Processing Social Justice Content

Session 2

Sept 15

Nursing Facilities Transition Initiative presentation. NIFTI (Earlene Neal, Detroit AAA)

READINGS:


Session 3

Sept 22

Finding a Job (Tim Colenbeck, Director of the MSW Program)

Grant Writing (Ruth Dunkle)

READINGS: Grants will be distributed in class (9/15) for your review.
Session 4

Sept 29th Grant Writing Continued

International Issues in Long Term Care (John Campbell, Professor of Political Science)


Consortium Presentations to be discussed (Start thinking about projects you have worked on thus far either for class or in your agency)

FINDING A JOB ASSIGNMENT DUE

INTERNATIONAL SYMPOSIUM 12-2 TODAY

Session 5

October 6 DEBATE

Theories that Inform Practice and Trends in Current Research

READINGS: The Giver by Lewis Lowry


RESUME AND BLURB DUE
Session 6

October 13     DEBATE

Developing New Programs: Management Issues

Kay Miller, Presbyterian Village of Michigan
Katherine Beck-Ei, Glacier Hills Retirement Community

READINGS:  To be determined

Session 7

Oct 20     Consortium Meeting at Turner Senior Resource Center

Session 8

October 27     DEBATE

Poverty and the Elderly

Ruth Dunkle
Paul Bridgewater, Director, Detroit AAA

READINGS

http://www.daaa1a.org  Dying Before Their Time


GRANTS DUE
Session 9

Nov 3:     DEBATE

Medication Issues in Older Adults

Speaker: Kiela M. Samuels, RPH, Clinical Pharmacist

READINGS


Session 10

Nov. 10     DEBATE

Nursing Home Assessments

Speakers: Angela Schmorrow, MSW, Health Management and Policy, School of Public Health
READINGS


Session 11

Nov 17  Developing Community

READINGS:  *Bowling Alone* by Robert Putnam

CLASS PRESENTATIONS BEGIN--- a time to share your work with others. This can be your grant or your practice paper.

Nov 25   T-Day! No class

Session 12 and 13

Dec 1, 8  Class presentations continue

PRACTICE PAPERS DUE 12/8
GRADING:

Grant: 30% due (10/27)

Practice Paper: 30% (12/8)

Debate: 25% (During class 10/6-11/10)

CLASS PARTICIPATION AND ATTENDANCE: 15%
Late papers (later than 12/8/02) will be downgraded ½ grade per day.
ASSIGNMENTS:

1) Participation in all discussions, and activities: 15%

2) Assignment of finding 2 jobs with description of why EACH would be good for you: due Sept 29

3) Preparation of Resume and Blurb: due Oct 6th (Here you have to talk about who you are!)

4) Debate: Debate—25% of grade: Goal of this assignment is to be informed AND have fun trying to convince the class to adopt your view.
   
   Identify topic from class syllabus
   Meet with other students and pick a topic and identify various perspectives
   Decide on each team’s perspective so you don’t repeat each other
   Locate articles that support your perspective (here course pack will help)

5) A) Written critique of practice issue (30%) related to weekly topics in Geriatric seminars, 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) Due 12/8/05

   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?

Please make time for interaction so your classmates can participate.

6) Grant Proposal: 30% DUE 10/27/05

Community Foundation format to be used (www.aaacf.org)

WEBSITES FOR JOB HUNT

1) Monster.com
2) careersinaging.com
3) agework.com
4) policy.com
5) rolcall.com
6) epn.org
7) appam.org
8) http://career.studentaffairs.duke.edu/cs-gradguidepolicy.html