HARTFORD GERIATRIC FELLOWSHIP INTEGRATIVE SEMINAR
SW 693 (2 credits)

Course Syllabus, Spring/Summer 2001
Tuesdays 1:00 P.M.-5:00 P.M., 3752 SSWB

Shirley A. Lockery, Ph.D.
Office: 3726 SSWB        Phone: 764-7411
Office Hours: Tuesday - 8:00 A.M. - 11:00 A.M. or by appointment
Email: slockery@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). The course will cover six thematic units (successful aging, diversity, physical health, mental health, planning for later years, and health care system/health policy issues), each of which will include a discussion of practice-based interventions from the four concentration methods: Interpersonal Practice (IP), Management of Human Services (MHS), Community Organizing (CO), and Social Policy and Evaluation (SPE).

Seminar Format:
Most two-hour seminar sessions will consist of a 45-minute lecture (or video/other didactic exercise) followed by field examples/case studies/applied intervention discussion (or exercise) time. At the end of each substantive unit, one “integrative session” will be devoted to providing a cohesive overview of the field. Time will be taken for questions, broad discussion, and general support, feedback, and troubleshooting of field issues.

Course Requirements:
We expect students to:
1. Attend each weekly session
2. Participate in all discussions, activities, and presentations.
3. Complete the assigned readings for each class.
4. Obtain Coursepacks, available at Excel (1117 South University), or you may also copy it yourself at ISR.
5. Participate in all course evaluation activities, including pre- and post-tests for each unit (not graded)
In addition, there will be the following assignments:

1) **Quizzes**: At the end of each unit (that is, twice a semester) students will take a brief (thirty minutes or less) in-class quiz on the readings and lectures for that unit. Each quiz will count for 25% (total of 50%) of the final course grade.

2) **Final Assignment**: Will be discussed during the first class session - I will hand out instructions separately. This assignment will still account for 40% of the final course grade.

3) **Participation**: In-class participation will count for 10% of the final grade. Beyond attendance, participation will also include the submission of questions for the speaker. Each student will receive some 3x5 cards. The cards are to be used to write at least one question per speaker based on some aspect of the related readings for that session. Questions will be used to stimulate discussions between students and speakers. Cards will be collected at the beginning of class.

**Course and Field Objectives**

Upon completion of the three-term 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. The School of Social Work also requires all students to take at least one “minority-relevant” course. 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

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**COURSE OUTLINE AND REQUIRED READINGS**

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**Pre-Test**

**Physical Health**

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**PHYSICAL HEALTH**

(Continued)

May 8, 2001

1 - 3 P.M. **Medication Issues in Older Adults**

**KIELA SAMUELS, RPH**

Clinical Pharmacist
**Required Readings:**


### 3 - 5:00 P.M.

**Integrative Session**

### May 15, 2001

1 - 3:00 P.M. **Geriatric Assessment - Prevention**

*NEAL PERSKY, M.D., MPH*

Clinical Instructor, Internal Medicine
Faculty Associate, Ins. of Gerontology

**Required Readings:**


3 - 5:00 P.M.  Applied Issues - Medical Terminology, Documentation, and Confidentiality  

*ANITA CLOS, MA, MSW*
Adjunct Lecturer, UM, SSW

**Required Readings:**

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**Mental Health**

May 22, 2001

1 - 3 P.M. **Substance Abuse in Older Adults**

**JEFF SMITH, MSW**

**Required Readings:**


1 - 3 P.M. Elder Abuse  

Kathie Supiano, MS  
Counselor, UM Turner Clinic

**Required Readings:**


May 29, 2001

1 - 3:00 P.M.  Functional Problems in Older Adults

Turner Geriatric Center Social Work Staff

**Required Readings:**


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June 5, 2001

1-3:30 P.M. The Use of the DSM-IV

**Helen Kales, M.D.**

Lecturer in Psychiatry

Medical School

**Required Readings:**


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INTEGRATIVE SESSION

Quiz -

Physical Health Assessment Part II (method to be determined)
3:30 - 5:00 P.M.  Depression and Anxiety in Older Adults

Required Readings:


June 12, 2001

1:30 - 4:00 P.M.  Dementia

Shelly F. Weaverdyck, Ph.D.
Assistant Research Scientist
School of Nursing

Required Readings:


June 19, 2001

1 - 3:00 P.M.  Assessments - Nursing Homes

Brant Fries, Ph.D.
Prof. of Health Management and Policy,
SPH & Senior Research Scientist, IoG

Required Readings:


**June 19, 2001**
3:00 - 5:00 P.M.  
*To be determined*

**June 26, 2001**
1:00 - 3:00 P.M.  
**INTEGRATIVE SESSION**
Mental Health - Post Quiz
Mental Health Assessment Part II  
(method to be determined)