Hartford Geriatric Social Work Integrative Seminar - 693  
Course Syllabus, Winter 2002  
Mondays 9:00 a.m. - 11:00 a.m., SSWB Room #2816  
2 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). 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 20-minute lecture (or video/other didactic exercise) followed by discussion including field examples, case studies, applied interventions and review of assigned articles. 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:

Students are expected to:

- Attend each weekly session  
- Participate in all discussions, activities, and presentations.  
- Complete the assigned readings for each class. Coursepacks are available at Excel (1117 South University), or you may copy it yourself at ISR.  
- Participate in all course evaluation activities.

Assignments: To be announced
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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**Geriatric Social Work Integrative Seminar: SW 693**

**Course Outline and Required Readings**

**Winter Term - 2002**

**Mondays, 9:00 a.m. – 11:00 a.m. SSWB Room # 2816**
January 7, 2002  Introduction to the seminar and the Hartford Grant
Speaker: Lily Jarman-Rohde, Co-Principal Investigator, Hartford Grant
Ruth Dunkle, Co-Principal Investigator, Hartford Grant
Warren Clark, Field Associate

No readings required

January 14  Introduction to Successful Aging and Library Orientation
9:30 – 10 a.m. Why do we study successful aging? (Ruth Campbell)
10:00 – 11:00 a.m. Library Orientation (Karen Reiman-Sendi)

Required Readings:
Leder, Drew, 1999. “Aging into the Spirit: From Traditional Wisdom to Innovative Programs and Communities.”
Generations, 23 (4), 36-41.

January 21  Martin Luther King Day - No class

Special Assignment: Interview one person over age 60 to get his/her memories of Martin Luther King and the Civil Rights Movement. (Details will be discussed in class.)

January 28  Overview of Successful Aging
Speaker: Ruth Dunkle, Ph.D., Professor

Required Readings:
February 4  Volunteering and Work: What is their impact on Successful Aging?
Speakers: Sally Kruger, Senior Program Supervisor, HelpSource
Volunteers from Turner Geriatric Clinic Peer Volunteer Program

Required Readings:

February 11  Successful Aging: Physical & Psychosocial Perspectives
Speaker: Tom Hickey, Ph.D., Professor, School of Public Health

Required Readings:

February 18  Revisiting Success
Speakers: Pat Harris, Volunteer Support Group Leader for the Alzheimer’s Association
Joan Brewster, Volunteer, Turner Geriatric Clinic

Required Readings:

Recommended reading:
(On Reserve in Library)

March 4  
**Integrative Session – Discussion**

March 11  
**Introduction to Diversity: Why Should We Focus on Diversity and Aging?”**
Speaker: Gloria Edwards, Director, UMHS Program for Multicultural Health

**Required Readings:**


March 18  
**Cross Cultural Programs and Policy Issues**
Speaker: Rod Auton, Center for Senior Independence (PACE), Henry Ford Health System, Detroit

**Required Readings:**

Binstock, R. 1999

March 25  

**Sexuality**  
Speaker: Jim Toy, UM Office of Lesbian, Gay, Bisexual & Transgender Affairs  
Sylvia Hacker, UM Professor, Emeritus

**Required Readings:**


April 1  

**Gender, Race, Ethnicity in Caregiving**  
Speaker: Beverly Howard, MSW, Clinical Social Worker, Ypsilanti Family Practice, Ypsilanti, MI

**Required Readings:**


April 8  Role of Religion in Racial Ethnic Minority Communities  
Speakers: Jane Barney and Winnie Northcross, members of Turner African American Services Council  
Required readings:  

April 15  Integrative Session - Student Reports