Hartford Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Spring 2002
Tuesdays 8:00 a.m. - 12:00 noon, SSWB Room #1804
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 four-hour seminar sessions will consist of a discussion of field placement, review of assigned articles, a 90-minute lecture followed by discussion of social justice issues of the topic. 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 Coursepacks, available at Excel (1117 South University), or you may also copy it yourself at ISR.
- Participate in all course evaluation activities, including pre- and post-tests for each unit (not graded)
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
Geriatric Social Work Integrative Seminar:  SW 693
Course Outline and Required Readings
Spring/Summer Term - 2002
Tuesdays, 8:00 a.m. – 12:00 noon  SSWB Room #1804

May 7, 2002
• Introduction to the Seminar
• Finding a Job
• Processing Social Justice Content

May 14
Substance Abuse in Older Adults
Speaker: Jeff Smith, ACSW, Clinical Coordinator, Chelsea Arbor Older Adult Recovery Center

Required Readings:


May 21  
**Medication Issues in Older Adults**  
Speaker: Kiela Samuels, RPH,  Clinical Pharmacist

**Required Readings:**


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May 28  
**Social Service Delivery in a Hospital Setting**  
Speaker: Kathleen Wade, MSW,  Director, Department of Social Work, UM Hospital

**Required Readings:**

Chapter 4, pp. 71-96 (not in coursepack)

Challenges for social work as a core profession in cancer patients, R B Black, 1989 Social Work in Health Care, 14(1), 1-13


Resilience at the frontlines: Hospital social work with AIDS patients and burnout, Egan, M, 1993 Social Work in Health Care, 18(2), 109-125

Social Work with dying and bereaved clients: Helping the workers, Davidson, K W and Foster, Z, 1995 Social Work in Health Care, 21(4) 1-16
June 4  
**Service Delivery to Memory Impaired Elders**  
Speakers: Donna L. Algase, PhD, RN, Professor, UM School of Nursing  
Sara Leitsch, PhD

**Required Readings:**


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June 11  
**Hartford Consortium Meeting**  
Neighborhood Senior Services  
Senior Health Building  
5361 McAuley Drive, Ann Arbor

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June 18  
**Depression and Anxiety**  
Speaker: Helen Kales, MD, Lecturer in Psychiatry, UM Medical School

**Required Readings:**

Sable JA, Dunn LB, Zisook S.  Late-life depression.  How to identify its symptoms and provide effective treatment. Geriatrics 2002 Feb; 57(2);18-26.  
Sherman FT.  Surviving suicide.  How the deaths of two patients changed my approach to late-life depression. Geriatrics 2002 Feb;57(2):3-4  
June 25  
Nursing Home Assessments  
Speakers: Brant Fries, PhD, Professor  
Karen Vetor, MSW, Turner Senior Resource Center

Required Readings:


GRADING:

Attendance: 5%
Participation in all discussions, and activities: 10%
Preparation of Vitae and Hartford Blurb: 5% due May 28
Assignment of finding 2 jobs with description of why they would be good for you: 5% due May 14
Presentation of Readings that follow outline below: 30% due the week for which you sign up
Final Project: 45% ---all projects require a written description due May 21

Options:
1) continuation of winter term project
2) paper related to one topic covered this term (10-15 pages)
   a) introductory paragraph describing the scope of the paper
   b) identify service delivery issue to be addressed with background information to help reader understand the scope of the issues
   c) discuss strengths and weaknesses of existing delivery model
   d) suggest improvements
3) project you craft---please let me help you here.
KEY ISSUES TO CONSIDER IN EVALUATING ARTICLES:


PROBLEM
1. Clarity of study’s purpose.
2. Adequacy of literature review--are relevant studies cited and described? Are gaps in the literature identified?
3. Clarity of study’s potential contribution to addressing the gaps in the literature.
4. Clarity of statement of research questions and/or hypotheses.
5. Clarity of theoretical foundation for research questions and/or hypotheses.
6. Clarity of specification of independent variables.
7. Clarity of specification of dependent variables.
8. Appropriate specification of confounding variables.

METHODS
1. Clarity about how data were collected.
2. Adequacy of sample--size and representativeness.
3. Clarity of statement of research design.
4. Adequacy of the research design given the purposes of the study.
5. Clarity of the operational definition of measures.
6. Appropriateness of measures in relation to the purposes of the study.
7. Degree of validity of the measures.
8. Degree of reliability of the measures.

FINDINGS
1. Appropriateness of statistical procedures.
2. Clarity in presentation of specific findings.
3. Extent to which authors' conclusions about hypotheses or answers to research questions are consistent with the data.
4. Degree to which alternative explanations of the data were dealt with.

DISCUSSION
1. Appropriateness of summary of results.
2. Adequacy of relating findings to previous literature.
3. Adequacy of relating findings to theoretical issues.
4. Appropriate attention to generalizability of the study findings.
5. Extent to which the primary study purpose was achieved.
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

Book: What Color is Your Parachute