Hartford Geriatric Social Work Integrative Seminar - 693
Course Syllabus, Fall 2002
ROOM 1804 SSWB

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Course Description:

The U of M School of Social Work Geriatric Fellowship Seminar (three terms) 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 discussion of field placement, review of assigned articles, practice presentation and a 45-minute lecture. 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, presentations and assignments.
- 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, 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
## Hartford Geriatric Fellowship Integrative Seminar: SW 693
### Course Outline and Required Readings
#### Fall Term - 2002
Thursday, 12-2 p.m.

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>September 5</td>
<td>Introduction to the semester</td>
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<tr>
<td>September 12</td>
<td>To be determined</td>
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| September 19  | Planning for Later Years – Loss and Grief  
Speaker: Sallie Foley, U of M SSW  
**READINGS:**  
*Journal of the American Geriatrics Society* 48(8), 879-882.  
Entire issue of *Generations*, Spring 1999: *Care at the End of Life*. |
| September 24  | Hannan Foundation Conference  |
| September 26  | No Class                      |
October 3  Health Care System – Community-based Alternative; Challenges of Promoting Successful Aging
Speaker: Marion Bloye, Caring Together

READINGS:


October 10  INTEGRATIVE SESSION  --topic to be identified

October 17  Planning for Later Years - Family and Professional Care Giving
Speaker: Janet Fogler, Turner Geriatric Clinic

READINGS:


October 24  
**Using Creative Strategies to Gather Resources to Support Programs**  
Speaker: Gloria Danna, Grants and Government Affairs Director, Hospice of Michigan  
TO BE CONFIRMED BY MID-SEPTEMBER

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October 31  
**Integrative Seminar—topic to be determined**

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November 7  
**Planning for Later Years – Community-based Assistance; Care Management; Plans for the Future**  
Speaker: James McGuire, Area Agency on Aging-B

**READINGS:**


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November 14  
**Health Care System - Understanding Medicaid/Medicare/Managed Care Systems**  
Speaker: Barbara Zaret, Catholic Social Services, Older Adult Services

**READINGS:**


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<tbody>
<tr>
<td>November 21</td>
<td>no class----GSA starts Nov 22!</td>
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<tr>
<td>November 28</td>
<td>Thanksgiving</td>
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<tr>
<td>December 5</td>
<td>Wrap-up –topic to be determined</td>
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ASSIGNMENTS:

1) a) Written critique of practice issue related to weekly topics or Hartford topics, 3-5 page paper, typed with references, in APA format. You can also make brief comment on the content of the lecture: 35%

OR

b) Practice presentation: 35%  DUE anytime during the term but no later that 12/5-02

This is designed to help you integrate the themes of Hartford or the semester with your professional area of interest

First select a content area. Present a brief introductory literature review of the area and why it is of interest to you. You will need academic references to substantiate your claims (minimum of 3 articles or books). Please identify 2 articles for class to review one week in advance. Then review your practice issue that you want to explore.

c) Hannan conference presentation: 35%

write up presentation and turn it in

2) Grant Proposal: 50% DUE  12/5/02

a) Community Foundation format will be used (can be tied to practice critic)

b) continuation of s/s project (detailed outline due 10-3-02), final project due no later than 12/5/02
4) GRADING:

Attendance: 5%
Participation in classroom activities and Hartford evaluations: 10%
Grades: Late papers (later than 12/5/02) will be downgraded ½ grade per day.