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, a social justice debate, a 90-minute lecture by an expert in the field. 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 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
May 6, 2002
- Introduction to the Seminar
- Finding a Job
- Processing Social Justice Content

May 13

Substance Abuse in Older Adults / Genetics and Aging
Speaker: Deborah Wilkinson, Ph.D. Assistant Professor, UM School of Social Work

Required Readings:


Suzuki, D., Personal journey through genetics and civil rights. Science Magazine.

Recommended:


May 20

Hartford Consortium Meeting
Hannan Foundation
4750 Woodward Avenue, Detroit

Presentations: Blueprint Group
Life Histories

May 27

Medication Issues in Older Adults
Speaker: Kiela M. Samuels, RPH, Clinical Pharmacist

Required Readings:


Recommended:


Callahan, Daniel. (1993?). Setting Limits: A Response. (Full reference unknown)


June 3  
End of Life: Issues of Assisted Suicide  
Speaker: Tracy Schroepfer, Doctoral Student, UM School of Social Work

Required Readings:


June 10  
Service Delivery to Memory Impaired Elders  
Speaker: Donna Algase, PhD, RN, Professor, UM School of Nursing

Required Readings:


Recommended:


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**June 17**

**Nursing Home Assessments**

Speakers: Brant Fries, PhD, Professor, Health Management and Policy, School of Public Health

**Required Readings:**


**Recommended:**


June 24  Depression and Anxiety  
Speaker: Helen Kales, MD, Lecturer in Psychiatry, UM Medical School

Required Readings:


*Geriatrics*, 57(2), p. 3-4.


Recommended:


GRADING:
Participation in all discussions, and activities: 10%
Preparation of Vitae and Hartford Blurb: 5% due May 27
Assignment of finding 2 jobs with description of why they would be good for you: 5% due May 13

Debate—40% for each one (80% of total grade): Goal of this assignment is to be informed AND have fun trying to convince the class to adopt your view.

- Identify 2 topics of the 5 presentations in class
- Meet with 2 other students who chose the same topic
  - Decide on each team’s perspective so you don’t repeat each other
  - Locate articles that support your perspective (here course pack will help)
    - *Develop outline to be submitted for grade (3-5 pages with bibliography) that describes your group’s perspective
    - *(30%), 5% for flow of discussion, 5% for convincing the majority of class that your perspective is worth considering.
ALTERNATE ASSIGNMENT (1 CREDIT)

SW 693 Spring/Summer Term 2003

Critique two of the debates in which you are not involved by answering the following questions:

1) Which position was more convincing to you?
   Please identify supporting information that aided in this decision

2) What weakness did you find in the debate?
   Please identify ways that would have bolstered these weaknesses. Please cite and explain 3 references that would support the weaknesses you note.
Extra Credit: 5% for presenting at Consortium Meeting on May 20th
5% for presenting at Site Visit on June 23rd

WEBSITES FOR JOB HUNT

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

Book: What Color is Your Parachute