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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, practice presentation, the job hunt and a 30-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.
- Participate in all course evaluation activities
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
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker/Author</th>
<th>Readings</th>
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<tbody>
<tr>
<td>September 4</td>
<td>Introduction to the semester/ Interviewing for your job</td>
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Selected readings from the Internet, including articles from www.nonprofit.org and www.ashoka.org.

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September 25

INTEGRATIVE SEMINAR
(Marketing and legal issues of starting your own business with Angie and Rachael?)

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October 2

International Issues in Long Term Care
John Campbell, Ph.D.
Professor of Political Science

READINGS:

Campbell, J.C., and Ikegami, N. (2003)Japan’s Radical Reform of Long Term Care, Social Policy and Administration, vol 37, 1, 21-34.


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October 9

Grant Writing
Ruth Dunkle, Ph.D.

READINGS:

Grants will be distributed in class for your review.

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October 16

BUDGETING
Beverly Bagozzi, Financial Administrator, UH, Geriatric Clinic
READINGS:  


October 23  
Current Policy Issues Affecting Elders in the State of Michigan  
Sally Steiner, MSW, Offices of Services to the Aged, State of Michigan

READINGS:

October 30  
INTEGRATIVE SEMINAR

(ideas---job interviewing?)

November 6  
The Art Of Political Lobbying

Susan Schlaybaugh  
Vice President of Advocacy  
Michigan Association of Homes & Services for the Aging

READINGS:

November 13  
Grassroots Organizations

Ruth Campbell, MSW, Associate Director of Social Services, Turner Clinic, UH Hospitals  
Ingrid Deininger, Hospice of Michigan

READINGS:
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<tr>
<td>November 20</td>
<td>no class----GSA !</td>
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<td>November 27</td>
<td>Thanksgiving</td>
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<td>December 4</td>
<td>INTEGRATIVE SEMINAR</td>
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<td>Papers Due</td>
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<td>December 11</td>
<td>Wrap up /Evaluations</td>
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ASSIGNMENTS:

1) A) Written critique of practice issue (35%) related to weekly topics in Hartford seminars, 7-9 page paper, typed with references, in APA format. This should include what we currently know on the topic and what we don’t know but should. (SEE OUTLINE BELOW) Due 12/4/03

OR

b) Practice presentation: 35%  DUE anytime during the term but no later that 12/4/02

Practice Assignment

1. Introduction Section:
What is the service issue you want to address?
    --what needs attention and why? (Cite literature here)

2. What has been done thus far to deal with the issue? ( USE CITATIONS)

3. How successful have these approaches been?

4. What suggestions would you make for future direction in meeting this service need?

If you are doing with in the classroom time, please make time for interaction so your classmates can participate.
2) Project of your Choosing or Grant Proposal: 50% DUE 12/5/02

   a) Community Foundation format to be used

   If you choose to design your own project, I will need an outline no later than 9/25/03.  
   15-20 pages, USING REFERENCES IN APA FORMAT.

4) GRADING:

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