COURSE SYLLABUS:

I. COURSE OVERVIEW: This course is designed to acquaint students with various issues, services, methods and interventions as they relate to practice with older adults. The course is an examination of the historical developments and social forces in American society, which has led to the current model of the case management paradigm. The class will look at aging from the perspective of the care management model and understanding the nature of care management in guiding practice from the position of professional services providers. In this context, students will be exposed to different practice models through faculty and professionals from the community engaged in practice, in the field of gerontology. A service learning component is embedded in the course requirement to provide a meaningful community service opportunity for both students and the older adult population residing in a senior residential community.

II. COURSE GOALS: This course is designed to:

1. Articulate student’s own awareness about the special responsibility in working with the older adult population.
2. Demonstrate the opportunity to become familiar with societal and personal attitudes toward older adults.
3. Demonstrate the multidisciplinary characteristics of placing Gerontological functions into practice.
4. Analyze existing models of care management in the field of aging.
5. Demonstrate the opportunity for structured reflection of the service
experience and the relation to the course content.

III. COURSE OBJECTIVES: At the end of the course, students will be able to:
1. Define the key factors involved in assessing the needs of older adults.
2. Utilize the relationship of a systems approach to geriatric assessment.
3. Differentiate among the psychosocial boundaries to guide intervention issues with older adults.
4. Describe the range of basic practice skills needed for effective service delivery to older adults, families and their caregivers.
5. Identify the special issues that affect the delivery of services such as; diversity, ethics, special healthcare and mental health needs.
6. Integrate the academic content of the course with the service learning experience for practical application in the field of gerontology.

IV. TEACHING METHODS: Primary-teaching methods will include the following: Lecture, class discussions, group experiential exercises, reflective journal writing assignments, and in-class work. Guest lecturers from different professions involved in gerontological practice will be utilized to expand the subject knowledge of students.

V. CLASS REQUIREMENTS:

A. PARTICIPATION:
Each student is expected to attend class on a regular basis and to actively participate in class discussions and activities.

Students are expected to:
1. Interact with lecturer through the use of appropriate questions or prepared discussion items.
2. Read all assignments before the class session in which the material will be discussed during the lecture.
3. Complete all reflective writing assignments in an ongoing journal for the service learning experience. Students will be given feedback concerning material presented in class in relation to the service-learning project or otherwise facilitated by a guest speaker.
4. Participate in group classroom assignments, Sac CT online assignments, service learning component and case studies.
B. **ACTUAL CASE STUDY INTERVIEWS**

As part of the classroom participation requirement, students will be involved in actual interviews with an older adult to facilitate learning and discussion. This project is the **service-learning** component of the course requirement.

(1) Students will partner with another classmate and will be assigned to an older adult partner, to implement the case management model. The student is paired with an individual residing in a senior residential care housing residence.

Each student will discuss appropriate updates with the class, through structured small group reflection. The students will share triumphs or concerns that may have arisen in the implementation of the stated goals/priorities with their assigned partners. Weekly classroom discussions will begin each week regarding an assessment of needs and priorities as it relates to the care management experience. The use of the client’s strengths and an overall evaluation will be required as it relates to the content of the class.

(2) During the semester all students will meet for a **minimum of 20 hours**, in person, with an older adult to whom they are assigned as their semester partner. The meetings with their partner will advance the pseudo-care management process. Students will keep a reflection journal to be updated weekly and relate the lecture content to the individual care management experience. The journals will be discussed and posted online on Sect by the assignment due date. The journals will be reviewed and feedback may be given for student follow-up.

*Please refer to the reflective writing assignment worksheet for content and format on Sac CT.*

<table>
<thead>
<tr>
<th>Reflective Writing</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal 1</td>
<td>3/5/13</td>
</tr>
<tr>
<td>Journal 2</td>
<td>4/2/13</td>
</tr>
<tr>
<td>Journal 3</td>
<td>4/23/13</td>
</tr>
</tbody>
</table>

(3) Students are required to post an assigned case study reflection on **Sac CT** for course assigned case studies from the supplemental text:

Students are required to answer the following questions and post them on Sac CT in the discussion section for an online group discussion, prior to the upcoming class. (20 points each)

1) How did the care manager use the client’s strengths to assist in the process for the case presented?

2) Discuss one therapeutic goal the care manager was successful in implementing with the client.

3) How did the care manager demonstrate respect to the client?

4) Did the care manager share any words of wisdom that can assist you with your older adult partner at the senior housing community?

Answers must be posted by 5:00 pm on the Tuesday before class meets again.

Case Study                          Web CT due date:
1) Recognizing Our Professional Limits (Chapter 4)          2/12/13

2) Exploring the Meaning of Life In a Group Setting (chapter 8)   2/26/13

3) Playing Multiple Roles in Home-Based Therapy (chapter 5)       3/19/13

4) Maintaining Family Ties-Intervening In Elder Neglect (chapter 13) 4/16/13

C. INTERVIEWS WITH AN OLDER PERSON & RESEARCH PAPER

Students will interview their assigned partner throughout the semester for the service-learning component and as a practicum. The student will write a research paper based upon the interview outcomes, the care management model, and applicable research articles to support the care management process. The comprehensive knowledge gathered over the course of the semester will be reflective in the research paper.
The APA research paper should be outlined by using the following topic headings as the format and defined by the use of the Schematic Care Management Model Of Intervention. (100 points)

Use the following sections as topic headings for the research paper.

~Identify history & background of the older adult.
~Identify problems & issues
~Identify strengths & limitations
~Develop an assessment of possible service needs & priorities
~Develop a proposed plan and goal setting objectives
~Intervention and resource linking
~Evaluate and summarize the outcome of set goals

- Write a 5 page research supported term paper, type written, and double-spaced with a minimum of 5 peer reviewed research articles to be used as references.
- The textbooks may be used as a reference source when applicable.
- The format of the paper must be in the proper APA style.
- All Internet based references must be copied and included with the reference page. If the Internet articles are not included with the paper, 10 points will be immediately deducted.

D. EXAMINATIONS

There will be a midterm and a final exam. The midterm will include material covered from the beginning of class to the midterm. The material covered on the test is derived from the readings, reflective journal, class work and lectures. The comprehensive final examination will incorporate the course material for the entire semester. (100 points for each)

Make-up examinations will be conducted only with the instructor's approval. Only an excuse of either health or an emergency will be excused. Documentation will be required.
VI. **GRADING:** The following requirements will constitute the designated proportion of the final course grade:

- Interviews of Older Person/Research Paper: 100 points
- Midterm Examination: 100 points
- Final Examination: 100 points
- In-Class participation, discussions, Classroom case studies and class group work: 40 points
- Service Learning course requirements:
  - Reflective Writing Journal: 80 points
  - Web CT assignments: 80 points

Total = 500 points

The following score ranges will be used for grading:

- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- Below 59 = F

**NOTE:** All late assignments will have 5 points per day deducted.

**One extra credit opportunity is available for an additional 3 points toward the final course grade.**

All students will have the option of attending an Educational event or relevant lecture. (The instructor will inform the class when any optional extra credit Event will occur) the student will write a two-page summary Explaining **the Who, What, When, Where, and Why** the event was significant to the course material, and the knowledge the student gained by attending the educational event.

A typed summary and analysis 1-page paper must be Completed for the extra credit points.

VII. **REQUIRED TEXTS:**


COURSE OUTLINE
Weekly Assignments At-a-glance

Jan 31, 2013
Course Overview and Introduction

Course Process
General Discussion of Gerontology
Issues Facing the Elderly

Feb. 7, 2013
Introduction to Geriatric Care Management

Chapter 1 Cress
Overview and History of Geriatric Care Management

Chapter 2 Cress
Ethics and Geriatric Care Management

Chapter 1 Dayton & Campbell
Intervention Issues with Older Adults

Service Learning Requirements for class

Feb. 14, 2013
Geriatric Assessment, Planning and Care Monitoring

Chapter 5 Cress
Care Planning and Geriatric Assessment

Chapter 8 Cress
Incorporating a Spiritual Perspective into Geriatric Care Management

Chapter 4 Dayton & Campbell
Recognizing Our Professional Limits

First SacCT online assignment: Due by 5:00 pm
2/12/13

Feb. 21, 2013
Geriatric Assessment, Planning and Care Monitoring
Feb 28, 2013

Practice Functions:

Class will meet at 5:30 p.m. at
The Chateau at Rivers Edge— a senior housing community
641 Feature Drive
Sacramento, CA 95825
916-921-1970
(Code #1988)

Chapter 10 Dayton & Campbell
Intergenerational Group work in the Nursing Facility

Second Sac CT online assignment Due by 5:00 pm 2/26/13

March 7, 2013

Geriatric Assessment, Planning and Care Monitoring

Chapter 6 Cress
Ethnic and Cultural Considerations in Geriatric Care Management

Chapter 8 Dayton & Campbell
Exploring the Meaning of Life in a Group Setting

First online Journal with interview questions—Due by 5:00 pm 3/5/13

March 14, 2013

Geriatric Assessments, Planning and Care Monitoring

Chapter 9 Cress
Assessing and Supporting the Family Caregiver
March 21, 2013

**Geriatric Assessment, Planning and Care Monitoring**

**Linking Clients with Informal Support Networks & Organizations**

Chapter 7 Cress
Integrating Late Life Relocation: The Role of the GCM

Chapter 5 Dayton & Campbell
Playing Multiple Roles in Home Based Therapy

Third SacCT assignment Due by 5:00 pm 3/19/12

March 28, 2013

Spring Break - no class

April 4, 2013

**Geriatric Assessment, Planning and Care Monitoring**

Chapter 10 Cress
Supporting Clients quality of Life: Drawing on Community, Informal Networks, and Care Manager Creativity.

Chapter 11 Cress
Technologies that Support Aging in Place

Chapter 12 Dayton & Campbell
Forming Relationships- The Key to Creative Care Management

Second Journal Due by 5:00 pm 4/2/13

** Review questions for Midterm **
(Midterm will include content from the chapter readings and lecture notes from 1/31/13-4/4/13)
April 11, 2013

********The MIDTERM will be TAKEN DURING CLASS ********

April 18, 2013

Clinical Issues: Advocacy

Chapter 20 Cress
Geriatric Care Management: Working with Nearly Normal Aging Families

Chapter 21 Cress
Difficult Families: Conflict, Dependence and Mutuality

Chapter 13 Dayton & Campbell
Maintaining Family Ties-Intervening in Elder Neglect

#4 Web CT Assignment Due by 5:00 p.m. 4/16/13

Review Midterm Results

April 25, 2013

Clinical Issues: Advocacy

Chapter 22 Cress
Mediation and Geriatric Care Management

Chapter 18 Cress
Care Management Credentialing

Third and Final Journal Due 4/23/13

May 2, 2013 ***Research Paper DUE at start of class***

A Celebration- All students required to meet off site
At The Chateau at Rivers Edge
641 Feature Drive
Sacramento, CA 95825
916-921-1970
(Code #1988)
At 5:30 pm

Chapter 15 Dayton & Campbell
The Delicate Balance (Class Discussion)

SWOT Analysis-worksheet assignment

May 9, 2013
The Business of Geriatric Care Management

Chapter 13 Cress
After Start Up: Issues for Mature Care Management Organizations

Chapter 14 Cress
Fee-for-Service Care Management in Not-for-Profit Settings

May 16, 2013
The Business of Geriatric Care Management:
Implementing Care Management

SWOT Analysis Worksheet Due in class
Chapter 12
How to Start or Add a Geriatric Care Management Business

Chapter 16 Cress
Marketing Geriatric Care Management

Term papers- returned
Take Home Final Exam - distributed

May 23, 2013
FINAL EXAMINATION -
Take Home Final Due in Class at 5:15 PM
The Official Scheduled Final Exam
Gerontology 103

Course Objectives - Week by Week:

January 31
Course overview and introductions

February 7
Introduction to Geriatric Care Management
Chapter 1 Cress
Chapter 2 Cress
Chapter 1 Dayton & Campbell

Class Objectives:

1. Describe the history of geriatric care management and the nature of disabilities of a geriatric client.
2. Demonstrate knowledge of client deficits and strengths.
3. Describe the principles of biomedical ethics.
4. Discuss components of an intervention and analyzing ethical problems.
5. Describe the schematic model of intervention.

Handouts:
- Case Assessments
- Ageism
- Communication & the Elderly
- Service Learning of the class work

**February 14**

*Geriatric assessments and care monitoring*

**Chapter 5 Cress**  
**Chapter 8 Cress**

**Chapter 4 Dayton & Campbell**  
#1 Sac CT assignment DUE 2/12/13

**Class Objectives:**

1. Understand the components of intake, assessment and goal setting.
2. Identify practice guidelines for an assessment.
3. Describe ADL’s and IADL’s to determine levels of functioning.
4. Explore goal setting and interventions in relation to assessments and a care plan.

**Handouts:**
- Defining Strengths
  - Strengths Model Principles
  - Strengths model vs. medical model
  - Schematic Model of Intervention

**February 21**

*Geriatric assessments and care monitoring*

**Chapter 3 Cress**  
**Chapter 4 Cress**  
**Chapter 8 Dayton & Campbell**

**Class Objectives:**

1. Identify the key components of psychosocial and functional assessment.
2. Discuss the measurement of activities of daily living.
3. Describe the differences between counseling and therapy.
4. Identify stressors and the relationship of providing crisis intervention.

Handouts:
- The Strengths Model of Care Management Flow Chart

**February 28**
*Practice Functions:*
*Class will meet at 5:30 p.m. (#1988)*
*Chateau at Rivers Edge—a senior housing community*
*641 Feature Dr.*
*Sacramento, CA 95825*
*916-921-1970*

#2 Sac CT assignment Due 2/26/13

**March 7**
*Geriatric assessments and care monitoring*

*Chapter 6 Cress*
*Chapter 8 Dayton & Campbell*

*Class Objectives:*

1. Discuss the components of intervention planning as it relates to ethnic and cultural considerations.
2. Describe the practice guidelines and criteria for an intervention strategy.
3. Explore assessment and care plan forms and resource identification methods.

Handouts:
- Assessment of Problems
- Steps in The Helping Journey
- Schematic Model of Intervention
- Intervention Planning & Resource Identification
- Models of Helping
- Strengths Inventory

#1 Journal Due 3/5/13

**March 14**
*Geriatric assessments and care monitoring*

*Chapter 9 Cress*


Chapter 11 Dayton & Campbell

Class Objectives:

1. Identify practice guidelines for linking clients to informal assistance and formal organizations.
2. Explore the role of the practitioner in relation to the caregivers and the client and the functions in the care management model.

Handouts:
- Standards for Successful Goal
- Mapping Support System

March 21

Geriatric assessments and care monitoring

Chapter 7 Cress
Chapter 5 Dayton & Campbell

Class Objectives:
Discuss the goal of monitoring and client involvement.
1. Determine how to find a sense of a holistic quality of life.
2. Describe formal and informal means of practice guidelines for monitoring.
3. Describe key aspects of management information systems in relation to reassessments.
4. Determine validity of intervention plans and outcomes as related to evaluation and reassessment
5. Discuss the functions of a moving assessment and the role of informal support networks.
   i. Describe the characteristics of informal networks in relation to the type of network.
   ii. Identify the psychology of relocation.

Handouts:
- Eco-system Mapping
- Family Dynamics Map
- Naturally Occurring Helpers
- Informal Assessments
- #3 Sac CT assignment Due 3/19/13

March 28

Spring Break- NO CLASS
April 4
Geriatic assessments and care monitoring

Chapter 10 Cress
Chapter 11 Cress
Chapter 12 Dayton & Campbell

Class Objectives:
1. Discuss the components of holistic quality of life.
2. Determine the assessment of quality of life.
3. Examine the steps of a technological assessment.
4. Determine the care management goals of social engagement.

#2 Journal Due 4/2/13

April 11 Mid- Term Exam taken during class

April 18 Advocacy

Chapter 20 Cress
Chapter 21 Cress

Chapter 13 Dayton & Campbell

Class Objectives:

1. Discuss the practice guidelines for advocacy in working with families.
2. Determine the levels of conflict intensity in improving family communication.
3. Explore the modes and tactics of advocacy in evaluating family interactions.
4. Identify the components of successful intervention.

Handouts:
- The Four “A”s of Advocacy
- Advocacy in Action

#4 Sac CT assignment Due

April 25 Advocacy

Chapter 22 Cress
Chapter 18 Cress
Chapter 13 Dayton & Campbell
Class Objectives:
1. Explore care management credentialing.
2. Discuss informed consumer choice.
3. Discuss guidelines for advocacy.

#3 Final Journal Due 4/23/13

May 2
Celebration- Ending Phase
The Chateau at Rivers Edge

Chapter 15 Dayton & Campbell
All Research papers Due at the start of class.

Handouts:
- SWOT Analysis worksheet
- Outline of a business plan
- Case Studies
- SWOT Analysis worksheet

May 9 The Business of Geriatric Care Management
Chapter 15, Dayton & Campbell
Chapter 13 Cress
Chapter 14 Cress

Class Objectives:
1. Discuss the interorganizational aspects of agency coordination and organizational development.
2. Define models of geriatric care management.
3. Explore the factors affecting agency collaboration.
4. Describe need assessment methods and identifying a niche and target groups.
5. Discuss the development of fee-for-service care management.
6. Describe the planning process and the stakeholder analysis.
7. Describe the marketing strategic planning process combining both internal and external factors.
8. Describe the balance of practitioner and client.

Handouts:
- Case Studies
- Linking Resources
- SWOT Analysis worksheet
May 16  *The Business of Geriatric Care Management*

**Handout: Take Home Final Exam**

*Chapter 12 Cress*
*Chapter 16 Cress*

How to Start or Add a Geriatric Care Management Business

Class Objectives:
1. Describe the integrating business planning process and the stakeholder analysis.
2. Describe the strategic planning process combining both internal and external factors.
3. Describe the types of geriatric care management.
4. Define the components of a business plan.
5. Describe the qualifications of a case manager.
6. Discuss management and organizational problems.

May 23
Finals Week-
Take Home Comprehensive Final Exam
DUE at 5:15 p.m.
HANDOUT - Initial First Interview Questions

Requirements for the first Interview on 2/28/13 Use these questions as talking points for conducting your interview. The questions should utilize to write up your first interview section, in your journal. You will be graded for the detail in each journal entry, and the other journals to follow. First section: (Intake & Assessment)

1. Whom did you interview?
2. How old are they and were they ever married?
3. What level of education did they finish?
4. What was their occupation?
5. How long have they lived in Sacramento, how long have they lived at the retirement community? Do they have any family members living nearby?
6. What have been some of their more memorable experiences in growing older?
7. What have been some of their concerns regarding personal health? Health care insurance? Social Security? Pension benefits? Living on a fixed income?
8. What are their concerns about the future in terms of personal health, finances, distance to family members and maintaining personal interests?
9. How do they like to spend their time on a daily basis?
10. Do they have any needs that remain unmet at this time?
11. Have they ever accessed any formal support networks in the past six months? What is their present informal support network?
12. What words of wisdom do they have to share with younger people?
13. Determine what you think is the presenting problem for this individual?

Reflective Learner- Journal Assignment:
As a service learner the student combines meaningful community service and in class learning through a process of structured reflections. The journal provides for personal reflection and a learning tool related to the service. The entry should be written from the point of view of the service learner and the service-learning recipient. All entries and experiences are confidential and the privacy of the individuals must be strictly adhered to and respected.

To learn by experiences requires a thoughtful reflection about the experience. To be most effective, the journal is NOT meant to be a log of events. But rather a means for the following:

1) An analysis of the activities the student and partner are accomplishing.
2) Record new experiences learned.
3) The recognition of important events or issues related to gerontology.
4) A relation to the student’s stated learning objectives.

The following Outline will assist you in writing your journal and reflect upon your service learning experience.

Journal Entries Guidelines:

- Your goal for the day’s visit, and a brief objective descriptive account of the day.
- Your subjective account of the day related to critical thinking and an analysis of your experiences. (How does your experience relate to what you have learned in class and from the readings)
- Outline the actions for your next contact based upon what you have learned. What other approaches have you determined to handle any situation that may arise.
- Outline the actions or techniques that worked for you, and what you will try again.
- Evaluation of the goal you set for the day’s visit, the achievements or disappointments encountered during the service learning experience.


**SWOT ANALYSIS**

Instructions for SWOT analysis completion:

To finalize our work at the senior housing community, the GERO 103 class has promised a SWOT analysis to the management. Please take a few moments to reflect upon your own impressions of the senior housing community and your understanding of Chapter 12 and Chapter 16 in the text, well as the content of the entire coursework.

Consider the following questions to complete the SWOT Analysis:

1. Determine what format (chapter 10) would you use, if you were to elicit information from all of the residents at the senior housing community to gage their needs and to complete a needs assessment?

2. Utilize the SWOT format (as specified in chapter 11) to identify critical strategic issues facing the community.

3. Complete the SWOT draft to share in class next week.

4. Formulate your hypothesis of the Program Goals (chapter 11) from the SWOT findings, and determine an access to future needs of the senior housing community.

5. Bring your completed information to class and be ready to discuss your findings next week.

6.

**The Geriatric Care Management Business- Gero 103**

**First:**

**Creating a Business Plan**

1. Business
2. Products & Services
3. Industry
Second:
Timeline of Startup Tasks
3-6 months – depending upon due diligence and start up funds

Third:
**SWOT Analysis**
A needs assessment

Critical Strategic Issues:
- Internal
- External

SWOT Hypothesis:
- Top 5 Themes

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**Strengths Model versus Medical Model of Practice**

<table>
<thead>
<tr>
<th>Value base for helping efforts</th>
<th><strong>Strengths model</strong></th>
<th>Desired outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients have the potential to grow, heal, and learn.</td>
<td>uniqueness within clients and their Environment. Naturally occurring community Resources used first</td>
<td></td>
</tr>
<tr>
<td>Clients have the ability to identify their own wants and needs.</td>
<td>Human individuality,</td>
<td></td>
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<tr>
<td>Client-directed decision-</td>
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making Emphasis on developing rapport And trust Care manager When possible with naturally Occurring helpers assisting clients with personal Goal achievement Rejuvenating and creating Naturally occurring helping Networks providing services within the Context of the person's needs And wants Interdependence Increased quality of life Self-efficacy

Client satisfaction

Medical-rehabilitative models of practice

Problem resolution depends on professional expertise

Clients lack insight and knowledge about themselves and their problems

Professional-oriented Assessment and service Delivery Compliance with prescribed Treatments and clinical Pathways Provider-directed decision Making and interventions Relationship depends on Professional knowledge to Determine the specific nature Of the problem teaching skills to overcome Deficits Monitoring compliance Medical management of Identified problems. Problem resolution Maximum body function Meeting identified biomedical standards of treatment

Strengths-Based Care Management Lord Older Molls. <S 2000, Hahn Profess

CSUS University Policy
Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. When the course is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory) – unless you cite the paraphrase.
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

Gerontology 103

Applied Care Management in Gerontological Practice

STUDENT PROFILE
Name: _______________________________

1) Please tell me about your **current interests** in the field of gerontology.
   (Employment, volunteer, personal etc.)

2) Tell me about your past involvement with older adults.
   (Employment, volunteer, personal etc.)

3) What are your **goals for the future** in connection with the field of gerontology?
   (Employment, volunteer, personal etc.)

4) What do you hope to learn in this class and what skills do you hope to Ascertain from taking this course?