STUDENT PROFILE to be completed by the first class

Name: ______________________
Email address: __________________

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?

4) What do you hope to learn from this class and what specific skills do you want to develop from taking a practicum course?
<table>
<thead>
<tr>
<th>Handout: <strong>Strengths Model versus Medical Model of Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value base for helping efforts</strong></td>
</tr>
<tr>
<td><strong>Strengths Model</strong></td>
</tr>
<tr>
<td>Clients have the potential to grow, heal, and learn. Clients have the ability to identify their own wants and needs. Human individuality, uniqueness within clients and their environments. Naturally occurring community resources used first.</td>
</tr>
<tr>
<td><strong>Medical-Rehab Model</strong></td>
</tr>
<tr>
<td>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, including teaching skills to overcome deficits. Monitoring compliance. Medical management of identified problems.</td>
</tr>
<tr>
<td><strong>Solution/ problems</strong></td>
</tr>
<tr>
<td><strong>Strengths Model</strong></td>
</tr>
<tr>
<td>Client-directed decision-making Emphasis on developing rapport and trust. Care manager when possible with naturally occurring helpers assisting clients with personal goal achievement. Rejuvenating/creating naturally occurring helping networks providing services within the context of the person’s needs and wants. Increased interdependence. Increased quality of life. Self-efficacy.</td>
</tr>
<tr>
<td><strong>Medical-Rehab Model</strong></td>
</tr>
<tr>
<td>Desired client outcomes = Caring relationships</td>
</tr>
<tr>
<td>Context of the person’s needs And wants Interdependence Increased quality of life Self-efficacy</td>
</tr>
<tr>
<td>Client satisfaction</td>
</tr>
</tbody>
</table>
Week 16

May 14, 2015

*The Business of Geriatric Care Management: Implementing Care Management*

**Chapter 12 Cress**
How to Start or Add a Geriatric Care Management Business

**Chapter 7 Ronch & Goldfield**
Conscious Aging: A Strategy for Positive Change in Later Life

*Handout: Take Home Final Exam distributed*

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.

FINALS WEEK

May 21, 2015

*FINAL EXAMINATION - Take Home Final Due in Class at 5:15 PM*
The Official Scheduled Final Exam for the course. Please staple the take home exam to your test answers, with the highlighted section and notes to support your answers. References and citations are required.
Gerontology 103

**SWOT ANALYSIS Assignment**

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, 13, 14 & 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 that 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 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.
Handout: The Geriatric Care Management Business - Gero 103

First Goal
Creating a Business Plan

1. Business
2. Products & Services
3. Industry
4. Location
5. Market
6. Competition
7. Marketing
8. Operations
9. Personnel
10. Finances

Second Goal:
- Timeline of Startup Tasks
- 3-6 months - depending upon due diligence and start up funds

- SWOT Analysis worksheet homework
- Outline of a business plan
Top 5 Themes

Week 15

May 7, 2015
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

SWOT Analysis-worksheet assignment in class

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.

   o Case Studies
   o Linking Resources
Week 14

April 30, 2015
***Research Paper DUE at start of class***

Celebration- all students are required to meet off site, with their older adult partners at:

The Chateau at Rivers Edge
641 Feature Drive
Sacramento, CA 95825
916-921-1970
(Code #1988) Begins at 5:30 pm

Class Objectives:
1. Celebration- Ending Phase
2. The Chateau at Rivers Edge- ALL students must attend

• SWOT Analysis worksheet
• Leadership Material
• Value statements

Handout: SWOT Analysis-worksheet assignment

SWOT Analysis
1. A needs assessment

2. Critical Strategic Issues:
   o Internal
   o External

3. SWOT Hypothesis:
   Strengths. Weakness, Opportunities, Threats
Chapter 12  Ronch & Goldfield  
The Narrative Solutions Approach  
Bringing Out the Best in People as They Age  
Third case Study- Al  
Third Sac CT case study online assignment: Due by 5:00 pm 4/14/15

Class Objectives:

1. Discuss the practice guidelines for advocacy in working within family structures.
2. Apply knowledge of the continuum of care resources.
3. Identify aging within the family system, intergenerational relationships and difficult family dynamics.
4. Determine the levels of conflict intensity in improving family communication.
5. Explore the modes and tactics of advocacy in evaluating family interactions into the care management decision-making process.

Week 13

April 23, 2015

Clinical Issues: Advocacy

Chapter 22  Cress  
Mediation and Geriatric Care Management

Chapter 18  Cress  
Care Management Credentialing

Class Objectives:

1. Explore care management credentialing.
2. Identify concepts of credentialing, licensure, registration and professional certification
3. Define occupational identity.
4. Discuss informed consumer choice.
5. Discuss guidelines for advocacy.
Supporting Clients quality of Life: Drawing on Community, Informal Networks, and Care Manager Creativity.

Chapter 11  Cress
Technologies that Support Aging in Place

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.
5. Define and describe the conflict between the client’s safety and autonomy.

Second online Journal: Due by 5:00 pm 3/31/15

** Review questions for Midterm **
(Midterm will include content from all of the chapter readings and lecture notes.

Week 11

April 9, 2015

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

Week 12

April 16, 2015
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 14 Ronch & Goldfield  
Caring for People with Alzheimer’s disease and Related Dementias: Strengths-Based Approaches  
Second Case Study - Mary  

Second SacCT case study online assignment: Due by 5:00 pm 3/17/15

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.
   • Describe the characteristics of informal networks in relation to the type of network.
   • Identify the psychology of relocation.
      ▪ Eco-system Mapping
      ▪ Family Dynamics Map
      ▪ Naturally Occurring Helpers
      ▪ Informal Assessments

Week 9

March 26, 2015  
Spring Break - no class

Week 10

April 2, 2015  
Geriatric Assessment, Planning and Care Monitoring  
Chapter 10 Cress
• Strengths Inventory

Week 7

March 12, 2015
Geriatric Assessments, Planning and Care Monitoring

Chapter 9    Cress
Assessing and Supporting the Family Caregiver

Chapter 6    Ronch & Goldfield
Why Most People Cope Well with Retirement

Chapter 8
Changing Institutional Culture Can We Re-Value the Nursing Home?

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.
3. Define and describe types of environmental living: home care, assisted living, and skilled nursing. Hospice, acute care

• Standards for Successful Goal
• Mapping Support System

Week 8

March 19, 2015
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
Selected members of the class will meet at 5:30 p.m. At the following Service Learning site location:

The Rivers Edge & Chateau at Rivers Edge
641 Feature Drive
Sacramento, CA 95825
916-921-1970
(Gate Code #1988)
Please park in the back of the building or in the adjacent Larkspur Hotel parking lot.

Week 6

March 5, 2015
Geriatric Assessment, Planning and Care Monitoring

Chapter 6 Cress
Ethnic and Cultural Considerations in Geriatric Care Management

Chapter 10 Ronch & Goldfield
Solution-Focused Therapy: Elders Enhancing Exceptions

Chapter 13 Ronch & Goldfield
Strengths-Based Approaches to Trauma in the Aging:
An Albanian Kosovar Experience

First online Journal with interview questions:
Due by 5:00 pm 3/3/15

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.

- Assessment of Problems
- Steps in The Helping Journey
- Intervention Planning & Resource Identification
- Models of Helping
First SacCT case study online assignment:
Due by 5:00 pm 2/10/15

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.
5. Defining Strengths
   - Strengths Model Principles
   - Strengths model vs. medical model

Week 4

Feb. 19, 2015
Geriatric Assessment, Planning and Care Monitoring

Chapter 3 Cress
Psychosocial Assessment

Chapter 4 Cress
Functional Assessment

Chapter 9 Ronch & Goldfield
Fundamental Concepts of Milton H. Erikson and Their Relevance to Older Clients

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.
5. Discuss the Strengths Model of Care Management Flow Chart

Week 5

Feb 26, 2015
Practice Functions:
Week 2

Feb. 5, 2015

*Introduction to Geriatric Care Management*

Service Learning Requirements/online enrollment

**Chapter 1**  Cress  
Overview and History of Geriatric Care Management

**Chapter 2**  Cress  
Ethics and Geriatric Care Management

**Chapter 1**  Ronch & Goldfield  
Introduction & Chapter 1  
Aging in the Next Millennium: What the Future Holds for Us

Class Objectives:
1. Discuss Service learning assignment and criteria.
2. Describe the history of geriatric care management and the nature of disabilities of a geriatric client.
3. Defining knowledge of client deficits and strengths based care management.
4. Describe the principles of the GCM’s code of ethics and standards of practice.
5. Discuss components of an intervention and analyzing ethical problems.
6. Describe the schematic model of intervention.

Week 3

Feb. 12, 2015

*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**  Ronch & Goldfield  
Care Management: A Strengths-Based Approach to Mental Wellness with Older Adults  
First Case Study Mrs. O’Malley
Gerontology 103  
Spring Semester 2015

January 29, 2015 - May 21, 2015

Course Outline

Weekly Assignments:

Week 1

Jan 29, 2015  
Course Overview and Introduction

- Course Requirements & Review of Syllabus
- General Discussion of Gerontology
- Issues Facing the Elderly

Student Profile.

Please complete the Student profile at the end of the syllabus before the first night of class and turn it into the instructor on 1/29/15
1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one’s own. Examples include not only word-for-word copying, but also the “mosaic” (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

USE OF TECHNOLOGY IN THE CLASSROOM

Students may use audio/video recording devices for the purpose of recording lectures ONLY with specific permission of each individual faculty member in the course. Faculty reserves the right to refuse permission to audio/video record. Students who are permitted to audio/video record lectures may only do so for personal use in study and preparation related to the class and must destroy any audio/videotapes when no longer needed for academic work, or at the end of this academic semester, whichever comes first. The audio/videotapes are recognized as sources, the use of which in any academic work is governed by rules of academic conduct delineated by the Program and University. Audio/videotapes of lectures are to be treated as (HIPPA protected) confidential material and May only be played in a secure and private environment. Students who require

Audio/videotaping accommodations as a result of an educational plan set forth by the Services to Students with disabilities (SSWD) office must provide faculty with written documentation at the start of the semester per University policy.

Students may use computers in the classroom for note-taking purposes with the specific permission of each individual faculty member in the course. Faculty reserves the right to refuse permission to use computers in the classroom if such use becomes disruptive to other students or the faculty member.

WRITING STANDARD GUIDELINES AND RUBRIC

All Gerontology Program Core Courses use the CSU Sacramento Advisory Standards for Writing. Please check out this helpful website (www.csus.edu/wac/rubric.stm) before, during and after you have written papers (following assignment requirements of course) in your courses. It will help you decide if you have written the level of paper you want to turn in. It is used along with any course grading rubrics to analyze your papers.

Gerontology Department Grading Rubrics: Posted on Sac CT
CSU Sacramento University Policies

SERVICES FOR STUDENTS WITH DISABILITIES

http://www.csus.edu/sswd/

it is the responsibility of students with disabilities to self-identify and request needed disability-related accommodations in a timely manner by contacting the SSWD office. The office is open Monday to Friday from 8:00 a.m. - 5:00 p.m. All matters related to students with disabilities are treated as CONFIDENTIAL. Students are strongly encouraged to request accommodations as early as possible since it can take several weeks or more to facilitate requests. Students should communicate with professors regarding approved accommodations early to help contribute to success in their courses.

Location: Lassen Hall Room 1008 / Phone: (916) 278-6955 / (916) 278-7239 TTY

INTERNET ETIQUETTE

Written words in emails and online communication a be interpreted differently than the author’s intended message. Please be respectful in your written communication. Further information on Internet communication can be found at http://imet.csus.edu/imet3/ori/iknow/email.html

Online Component:

This course uses Sac CT for its online component. Access of Sac CT is through the main CSUS home page portal and requires use of the student’s Sac Link ID and password. Tutorials are available on the course site. Students are expected to use email, discussion and look for announcements throughout this course weekly. Online assignments will be sent to the appropriate folder by the time designated on the Assignments-at-a-Glance Outline.

DEFINITIONS OF ACADEMIC DISHONESTY

Please refer to University Website: www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm

CHEATING

At CSUS, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:
1. Copying, in part or in whole, from another’s test or other evaluation instrument;
2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments.
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;
7. Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

Plagiarism is a form of cheating. At CSUS 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, incorporation of 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. Plagiarism at CSUS includes but is not limited to:
Case Study Online Discussion

Web CT discussion

1) Chapter 4  Ronch & Garfield
Care Management: A Strengths Based Approach to Mental Wellness
with Older Adults  
DUE: 2/10/15
First Case Study - Mrs. O’Malley  By 5:00 pm

2) Chapter 14  Ronch & Goldfield
Caring for People with Alzheimer’s Disease and Related Dementias:
Strengths-Based Approaches
Second Case Study- Mary  DUE: 3/17/15  
By 5:00 pm

3) Chapter 12  Ronch & Goldfield
The Narrative Solutions Approach
Bringing Out the Best in People as They Age
Third case Study- Al  Due: 4/14/15  
By 5:00 pm

E. 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.
D. CASE STUDIES

• 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 post an assigned case study reflection on Sac CT for course assigned case studies from the supplemental text:


Students are required to read the assigned chapter. Based on information in the readings, answer the questions and design an appropriate care plan based strategy on client’s needs.

Post the case study on Sac CT in the discussion section for an online group discussion, two days prior to the upcoming class. (20 points each)

1. Identify the individual’s strengths from the case study examples to assist in the process of designing a care plan for client.

2. State one (1) goal, or action step to connect client with an informal/formal support and one (1) proposed outcome you would hope to implement with the client.

3. Discuss a therapeutic goal the care manager could be successful in implementing with the client. Discuss the significance of implementing the goal.

4. What ideas/concepts did you gain by this case study that can assist you with your older adult partner at the senior housing community?

Reference the chapter readings to support your answers.

Students are required to answer the four questions and post it on Sac CT in the discussion section for an open online group discussion. The assignment is due two days prior to the upcoming class before 5:00 pm. (20 points each)

No Late assignments will be accepted.
C. RESEARCH PAPER - INTERVIEW WITH AN OLDER PERSON

Students will interview their assigned partner for a minimum of 20 hours 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
- An assessment of possible service needs & priorities
- A proposed plan and goal setting objectives
- The Intervention and resource linking
- Evaluation and summarize the outcome of the set goal or goals

- Write a 4-5-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 (2) course 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.
- Attach Grading Rubric Grade Sheet at end of research paper.
The confidential reflective journals will be reviewed only by the instructor and feedback will be given for student follow-up.

No Late assignments will be accepted!  
(20 points each)

(3) Reflective Writing Journals

<table>
<thead>
<tr>
<th>Journal</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>3/3/15 by 5:00 pm</td>
</tr>
<tr>
<td>2</td>
<td>3/31/15 by 5:00 pm</td>
</tr>
<tr>
<td>3</td>
<td>4/21/15 by 5:00 pm</td>
</tr>
</tbody>
</table>

First Interview HANDOUT:

Initial First Interview Questions Requirements for the first Interview Conducted 2/26/15 and DUE 3/3/15 by 5:00 pm

Use these questions as talking points for conducting your first interview. The questions should be utilized to write up your first interview section, in your online journal. You will be graded for the detail in each journal entry, following directions from the Reflective Learner instructions and all the other journals to follow.

First section: (Intake & Assessment) the following outline will assist you in writing your journal and to reflect upon your service learning experience:

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?
• Each student will discuss appropriate updates 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.
• During the semester all students will complete the service-learning requirement 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 reflective journal to be updated **after each visit with your SL partner** and relate to the lecture content and the individual service learning experience.
• The journals will be discussed and posted online on Sac CT by the (3) assignment due dates.

The following outline will assist you in writing your journal and to 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 and reference)
✓ 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.
B. SERVICE LEARNING COMPONENT-ACTUAL CASE STUDY INTERVIEWS

A Reflective Journal

As part of the course requirement, students will be involved in actual interviews, and interactions with an assigned older adult to facilitate learning and discussion. This project is the service-learning component of the course requirement. Students will be assigned to an assisted living community to an older adult partner, to complete the required service learning assignment.

As a student 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.

Service Learning Location:

The Chateau at Rivers Edge & The Rivers Edge Retirement Community
641 Feature Dr
Sacramento, CA 95825
916-921-1970

Students will partner with another classmate and will be assigned to an older adult resident of the senior community, to interview the resident and begin to implement the care management model. The student will spend 20 hours interviewing their assigned partner as well as volunteering for special events and scheduled activities in the community. (Upon prior approval from the Professor)

- To learn by experience requires a thoughtful reflection about the experience. This tool can assist in analysis and synthesis of readings and feelings about the older adult and your interaction.

- To be most effective, the journal is NOT meant to be a log of events, but rather a means to complete the following: an analysis of the activities the student and partner are accomplishing, record new experiences learned, the recognition of important events or issues related to gerontology, and a relation to the student’s stated learning objectives.
University standards for course grades:

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

** 73% or better on assignments is required for passing (in all Gerontology Major courses). ** All assignments are due and must be turned in before or at the beginning of class. Assignments must follow syllabus directions and include copy of the grading rubric or they will be returned unread/ungraded. Re-submission and completion of the assignment will not be more than 80%.

** On-line case studies and journals need to be turned in no later than 5:00 p.m. on assigned date due.

** Points for assignments will only be given if turned in on time. No LATE assignments are accepted unless prior instructor approval in writing and are subjected to a 5-point per deduction per day. Un-cleared late assignments will not be graded.

** All papers must be typed and use APA format, including Title Page.
V. **CLASS REQUIREMENTS:**

**A. PARTICIPATION:**
Each student is expected to attend class on a regular basis and to actively participate in class discussions and classroom 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 classroom assignments, Sac CT online assignments, service learning component and numerous case studies.

**Evaluation Criteria**
The following assignments need to be completed, will be evaluated by established objectives, and will determine the final grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Service Learning Journals (3 entries)</td>
<td>60</td>
</tr>
<tr>
<td>Sac CT Case Studies (3)</td>
<td>60</td>
</tr>
<tr>
<td>Service Learning Hours/time log</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper-Service Learning</td>
<td>100</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>60</td>
</tr>
<tr>
<td>Mid term exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>500</td>
</tr>
</tbody>
</table>
TEXTS:


Assorted Evidence-based Research Journals - pertinent to subject matter.

WRITING STANDARD GUIDELINES AND RUBRIC

All Gerontology Program Core Courses use the CSU Sacramento Advisory Standards for Writing. Please check out this helpful website (www.csus.edu/wac/rubric.stm) before, during and after you have written papers (following assignment requirements of course) in your courses. It will help you decide if you have written the level of paper you want to turn in. It is used along with any course grading rubrics to analyze your papers.

TERM PAPER FORMATTING

All gerontology core courses use APA writing style for written papers. All papers (except in-class papers) must be typed and in APA format (get APA Style manual (Publication Manual of the American Psychological Association 5th ed) in the book store or online and check out website www.apastyle.org click on Style Tips. You can also check the CSUS library site (www.library.csus.edu) or Gerontology Program site (www.csus.edu/gero). If in-class papers are unreadable, they will not receive credit.

EVALUATION METHODS

Evaluation of written assignments: Journals, Sac CT assignments, Service Learning reflective questions, interview/Research paper; active participation/attendance, classroom case studies, and class group project.
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, course readings, videos, group experiential exercises, reflective journal writing assignments, and in-class case studies. Guest lecturers from different professions involved in gerontological practice will be utilized to expand the subject knowledge of students.

**TEACHING STRATEGIES:** Discussions in class, reflective writing assignments, videos, readings, case studies, Service Learning Project and guest lecturers.
GERO 103 Section 1
Applied Care Management in Gerontological Practice
Syllabus and Outline

Instructor: Nancy Schier Anzelmo M.S.G.

Spring, 2015

Amador Hall 260
Thursday, 5:30-8:20 P.M.
3.0 units

Office Hours:
All Student meetings by
Appointment only
Benicia Hall Room 1015

Office Phone:
Nancy Schier Anzelmo
916-708-4904

Email: anzelmoN@csus.edu

COURSE SYLLABUS:
Course Description:

Applied Care Management in the arena of Gerontology is the analysis of issues, services, methods, and interventions related to "practice" with older adults and application of strategies for identifying and accessing services targeted for older adults and their families. Outcomes include understanding: unique characteristics/needs of elders; relationship of the systems approach to working with elders; issues affecting service delivery to this population (diversity, gender, ethics, special health and mental health needs); basic practice skills for effective service delivery to elders and families/caregivers; student's attitudes and roles when working with this population. Note: This is a service learning course, to provide a meaningful community service opportunity for both students and the older adult population residing in a senior residential community.

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.