# Gerontology 103

**Applied Care Management in Gerontological Practice**



*Picture of: Louisiana Chicot state Park*

*Theresa Abah, MS. Ph.D.*

*Spring 2022*

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**California State University, Sacramento Department of Gerontology**

**GERONTOLOGY 103 – Applied Care Management in Gerontological Practice**

**Spring 2022**

**Class Time:** Tuesdays 5:30 to 8:20 p.m.\* **Professor:** Dr. Theresa Abah, M.S., Ph.D. **Email:** [t.abah@csus.edu](mailto:t.abah@csus.edu)

**Virtual office hours:** Schedule zoom call for Tuesdays 11:00 am - 2:00 pm or by appointment

**Join Zoom Meeting** <https://csus.zoom.us/u/kboTIN6M5> Dial by your location

(669) 900 6833

Meeting ID: 842 2236 120

**Lecture Room: ARC Room#1007**

# Course Description

Students will analyze issues, services, methods, and interventions related to practice for older adult care, their families, and caregivers. Outcomes include understanding the unique characteristics/needs of older adults, systems approach to working with older adults, issues affecting service delivery (diversity, gender, ethics, special health, mental health needs), basic practice skills for effective service delivery to older adults and families/caregivers, attitudes and roles when working with older adults, and the business practices of geriatric care management.

**Student Units:** 3.0 – Graded course

# \*Note:

1. This is a synchronous online course
2. This is a service learning course, it provides meaningful community service opportunity for both students and the older adult population residing in a senior residential community.

# Overview

This course is designed to acquaint students with various issues, services, and interventions as they relate to practice with older adults. Topics of discussion and writing assignments will articulate and demonstrate strength-based care management skills and core values, including understanding of interdisciplinary psychosocial evaluation and assessment methods used to interpret and validate reliable tools used to assess and assist older adults. By evaluating various practices, development of care plans based on evidence / person-centered directed care goals, helps to describe effective advocacy techniques and resources needed when collaborating with community agencies, business practices in care management, to differentiate formal / informal support systems for this population.

The course also provides students a chance to examine the historical developments and social forces in American society, which has led to the current model of case management paradigm. The class will look at aging from the perspectives of the care management model for a better understanding of the nature of care management guiding principles from the position of professional service providers.

This course is designed to:

* 1. Articulate student’s own awareness about the special responsibility in working with the older adult population.
  2. Apply knowledge of concepts learned to explain societal, and personal attitudes toward older adults.
  3. Demonstrate a multidisciplinary characteristic of aligning Gerontological functions into practice.
  4. Demonstrate mastery of service learning experience through structured reflection in relation to the course content.
  5. Distinguish a framework for ethical decision making in the practice, and the business of professional care management.
  6. Evaluate the standards of practice and the ethical principles at the core of the profession.

# Course Pre-requisites, Co-requisites, and/or Other Restrictions

- Successful completion of GERO 101 or concurrent enrollment in GERO 101.

**Course Learning Objectives**

At the completion of the readings, class experience and assignments in this course, students will be able to:

1. Students will define the key factors involved in assessing the needs of older adults and planning and coordinate care using the resources available to them across the care spectrum.
2. Students will utilize the relationship of a systems approach to geriatric assessment and management.
3. Students will differentiate and discuss the psychosocial boundaries to guide intervention on issues with older adults.
4. Students will describe the range of basic practice skills needed for effective service delivery to older adults, families and their caregivers.
5. Students will identify the special issues that affect the delivery of services including; diversity, ethnicity, self - determination, privacy, professionalism, care continuum, special healthcare and mental health based on ethical considerations.
6. Students will integrate academic content of the course with service learning experience for practical application in the field of gerontology.
7. Students will engage through effective communication with older persons, their family and community service providers.
8. Students will engage through collaborative and integrative approaches and standards of business practice in an ethical framework of care management professionals.

# Program Learning Outcomes

Upon the completion of the gerontology program of study the student will be able to:

* 1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent Gerontological practice. (1, 2, 5)
  2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
  3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1,2, 3, 4, 5.)
  4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
  5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)
  6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4, 6)

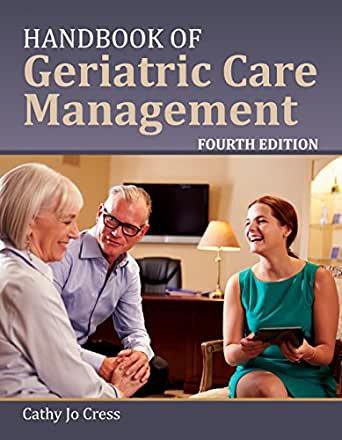
**Note**: the numbers relate to the Gerontology Core Competencies and *Sacramento State Baccalaureate Learning Goals* (2014).

# The Care Management Model

The course is designed to achieve the five care management competencies required to work in one of many industries including; healthcare, finance and insurance, public administration, educational services, professional & technical services or construction industry.



# Required Readings, Materials – Text, Supplementary Readings



Cress, C.J. (Ed.), (2017) *Handbook of geriatric care management.* 4th edition. Sudsbury, MA: Jones and Bartlett.

*APA publication manual* (7th ed) (2019). Washington DC: American Psychological Association

Including, articles and relevant websites as assigned in Canvas.

# Students Resources

Frequently Used Websites:

CSUS Library: <http://library.csus.edu/> Canvas: <https://csus.instructure.com/>

Various Aging-Related Websites: <http://www.rrf.org/resources/aging-related-websites>

# Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

**Services for Students with Disabilities:** <http://www.csus.edu/sswd/>

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008 (916) 278-6955 The office is open Monday to Friday from 8:00 a.m. - 5:00

p.m. You can also reach them by email at [**sswd@csus.edu**.](mailto:sswd@csus.edu) 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. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

# Being a Successful Online Student

**-**[**What Makes a Successful Online Student?**](http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp)[**https://www.cce.csus.edu/pod/are-you-ready-online-learning**](https://www.cce.csus.edu/pod/are-you-ready-online-learning)

# Academic Dishonesty Policy and Procedures:

***Cheating*** at CSUS: cheating is the act of obtaining or attempting to obtain credit for academic work

using 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.

***Also please refer to University Website:*** [CSU, Sacramento Academic Honesty Policy](http://www.csus.edu/umanual/student/STU-0100.htm) (<http://www.csus.edu/umanual/student/stu-0100.htm>)

**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:

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.

# Internet Etiquette:

Written words in emails and online communication can be interpreted differently than the author’s intended message. Please be respectful in your written communication. When in doubt, don’t press send

– reflect further, and then send.

# Writing Standard Guidelines and Rubric:

Most CSUS courses use the CSU Sacramento Advisory Standards for Writing. Please see this rubric in the Rubric section in canvas. It will guide you through the process of writing requirement for this class. Please utilize this resource, as quality written work is extremely important to passing this course.

# Paper Formatting:

Most professional courses use APA writing style for written research papers. **All papers (except papers written in-class) must be typed and in APA format** - *Publication Manual of the American Psychological Association* 6th ed. (APA) is a required text for this, and all other Gerontology courses.

You can also check out these helpful websites: <https://owl.english.purdue.edu/owl/resource/560/01/>or [www.apastyle.org](http://www.apastyle.org/) (click on Style Tips). You can also check the CSUS library site ([www.library.csus.edu](http://www.library.csus.edu/)) or Department of Gerontology website ([http://www.csus.edu/gero/current-](http://www.csus.edu/gero/current-students/research%20and%20writing.html) [students/research%20and%20writing.html](http://www.csus.edu/gero/current-students/research%20and%20writing.html)). If in-class papers are unreadable, they will not receive credit. A sample APA paper is available from your professor for review.

Key Components of APA format to be used when typing your papers include:

* A properly formatted title page. *(\*This has changed from APA 6th edition)*
* Double-spaced; “accessible” font (i.e. Times New Roman-12 pt, or Arial-11ptfor this class
* 1" margins on all sides.
* Header: The title of the paper is flush with the left margin, and number all pages in upper right- hand corner (numbering Title Page is optional).
* Indent 5 spaces-first line of every paragraph.
* Sources must be referenced in the text of the paper, *example:* Hoyer and Roodin (2003) with a reference list at the conclusion of the paper. **All direct quotes must be referenced with source, year, *and* page number.**
  + If the source is from the Internet, please refer to the APA Website: <http://www.apastyle.org/elecref.html>or refer to the APA Manual 7th edition for examples.
* Reference Page is double-spaced and utilizes hanging indentation.

# COURSE REQUIREMENTS:

**Participation:** Students are responsible for checking the **Announcements** in Canvas and for checking student official email **daily.**

# Students are expected to:

* 1. Read all assignments opened weekly on Mondays at 8 am; available through the modules section in Canvas. Also, make sure to familiarize yourself with the course syllabus for detailed information about the course organization and requirements.
  2. Complete all weekly readings in the timely manner or as specified to ensure effective participation in the weekly discussions, group assignments, and service -learning experience.
  3. Participate actively in group assignments and business projects when required.
  4. Utilize the rubrics as a guide for completing all assignments.
  5. Complete the service learning component of the class, including projects, paper and final exam

**Service Learning**– Service learning is a key component of this course. Students will be assigned to a local senior care community for this activity. The goal is to provide practical experience to students that complements the theoretical aspect of the course. Students are expected to spend 20 hours working with older adults throughout the semester.

**Service Learning Definition (as adopted in the University Academic Internship and Service-learning Policy, Jan. 14, 2016):**

Service Learning is a pedagogical strategy that faculty use to help students deepen their understanding of course material by requiring students to participate in on- and off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partners). Structured reflection is the vehicle for linking service to academic content and assessing student learning. In Service Learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. This form of experiential learning is mutually beneficial to the student and the community partner.

**Service-Learning Outcomes:**

|  |
| --- |
| **Students who apply themselves fully to the Service Learning component of this course should:** |
| Develop appreciation for the diversity of communities that make up Sacramento\* |
| Develop an understanding of the local social problems facing our community\* |
| Feel connected to the course content, the major, and the field of study\*\* |
| Develop skills at working with others effectively\*\*\* |
| Develop new social connections at the university |
| **Note:** *These service learning outcomes are also linked to the following Sacramento State Baccalaureate Learning Goals (see asterisks):*    \*Personal and Social Responsibility \*\*Competence in the Disciplines \*\*\*Intellectual and Practical Skills |

**General Policies Related to Service Learning:**

At Sacramento State, Service Learning and other community service activities are supported by the Community Engagement Center (CEC):[**www.csus.edu/cec**](http://www.csus.edu/cec)**.** We will be talking more about Service Learning in class and you will be required to complete some online paperwork to ensure that you are covered by SAFECLIP, a general and professional liability for students enrolled in service-learning courses for which they receive academic credit. Once it has been decided where students will do their Service Learning, I will “place” you at the site through the CECconnect website(found in a link at [www.csus.edu/cec](http://www.csus.edu/cec)) and then you will log-in with your Sac Link ID so that you can:

* Review and sign off on a Code of Conduct;
* Review and sign off of “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” form;
* Print out an Emergency Contact Form to be given to your community partner

Print out a time log and keep track of your time throughout the semester. You will need to submit a copy to the Community Engagement Center at the end of the semester (Library 4028) More information is available in Canvas.

Students will be expected to complete/sign a Student Learning Agreement. At the end of your service learning experience, you may be asked to complete a final evaluation of your service learning experience. This is known as the Service Learning Site and Activity Feedback survey.

# Course Organization

The course is organized based on the care management model in a 16-weeks module format with activities centered around the care management practice - Introduction to older adult care models;

Geriatric assessments; planning and care monitoring; The business of care management and Clinical issues to consider in care management practice.

# Weekly Modules:

Week 1: Course Overview / History of GCM Week 2: Introduction to Geriatric Assessments Week 3: Service Learning Training /Workshop

Week 4: Geriatric Assessments (Functional Assessment / Care Planning - Formal & Informal Support Week 5: Professional Ethics - Care Monitoring (Spirituality; Moving & Relocation

Week 6: Holistic Quality of Life / Preparing for Emergencies Week 7: Family dynamics & Issues

Week 8: Care Monitoring - Family conflicts & mediation Week 9: Global Environment for Aging- Ethnic & Cultural Week 10: Technologies that support Aging in Place

Week 11: Clinical Issues - The 3 D’s (Depression/Delirium & Dementia) & Older Veterans Week 12-15: The Business of Geriatric Care Management

**Course Presentation**

**Discussions**: @ 5 points each- Personal Introductions and 9 discussions = 50 points

Discussion board is a public domain that will be seen by all students.

Purpose**:** To provide the student with a general introduction to major issues associated with healthcare management, and to teach participants how to contribute meaningfully to a discussion in an online environment. Before your first interaction on the discussion board, please review the Rubric for Discussion Board Participation posted in Rubrics in **Start Here**

Description**:** The discussion board assignments and activities are organized around the fifteen major topics covered in the course. Textbook readings are linked to each discussion board topic, and I will introduce each week’s discussion with a lesson that presents an experience or perspective on the issue**.** Instructions**:** The course week will begin on **Mondays at 8am**, and initial postings to the weekly discussion board assignments (your initial response to the discussion topic is **due every Thursday, no later than 11:59pm**. These posts will lay the foundation for the beginning of our conversation, but students are expected to respond to two other classmates’ responses by Sunday, and introduce supplementary materials to expand the conversation / illustrate their point. Each week’s discussion will close on Sundays at 5pm and the new week’s discussion window will begin.

Throughout the semester, students will participate in asynchronous discussion board which enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content through your meaningful contributions. Some weeks, the discussion will be centered around getting students experience on their service learning practicum, a community service opportunity provided for both students and the older adult population residing in the community.

**Case Study -** 2 @ 15 points each = 30 points

There will be 2 case studies which will be selected from the textbook based on the topic for the week, and through a case vignette provided by the professor. Students will be assigned a case study exercise that represents real -life situations to develop critical thinking skills and deepen understanding on working with older clients.

**Quizzes –** 3 @ 10 points each = 30 points

There will be 2 quizzes to test student’s mastery of course concept and content. Each quiz will include multiple choice questions from the textbook, associated PowerPoint presentations and assigned readings. See details in Canvas.

# Reflective Journals - 2 @ 10 points each = 20 points:

As a student service learner, the student combines meaningful community service and classroom 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. A false name of the student’s partner is required for all references in the journal and term paper.

To learn by experience requires a thoughtful reflection about the experience. The tool of reflection, 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:

1. Analyze your activities / interactions with your assigned elder partner
2. Record of new experiences and learning from course content as it relates to working experience
3. Recognition of important events or issues related to gerontology, as it relates to the student’s stated learning objectives.

**Service Learning, SL Project** -1 @ 50 points and Time Log @ 50 points = 100 points

- Service -Learning project presentation 1@ 20 points

This is a service learning course, as such, students must complete the compulsory Learning Project and time log to pass this class (see SL folder in Canvas for more details).

Service Learning Time Log

* Service -Learning weekly community engagement hours will be documented using the electronic “Time Log” which is worth 50 points. More details about how to update the time log is available in Canvas.

– Students will have two choices;

1. Choose to document their experience working with their assigned older adult partner throughout the semester either by writing a paper, OR
2. Complete a project (developed using PowerPoint slides). Whichever option decided, it should address at least:

Five core components of applied care management practice including (assessment, planning, care monitoring, clinical issues and referral process).

The project will focus on identified challenges or issues learners would like to address after working with their partner throughout the semester.

**Note:** APA formatting style would be used to if you opt for a paper.

In addition, all papers in this course must be submitted using APA style, see contents below: Organize and format scholarly paper including;

* ~Brief history or background
* ~Problems & issues
* ~Strengths & limitations
* ~Development of service needs & priorities
* ~Development of a proposed plan and goal setting objectives
* ~Intervention and resource linking
* -Monitoring of progress and outcomes
* **~Evaluate and summarize the outcome *of the set goal and the lessons learned.***

More APA Guideline for Paper

* + Paper must be type written, and double-spaced with a minimum of 5 peer reviewed research articles to be used as references.
  + The course textbooks may be used as one reference source when applicable.

All Internet or electronic based reference sources must be fully copied and highlighted where the information is taken from in the body of the article, and included with the reference page.

**Group Assignment** – 2 @ 50points = 100 points

Presentation 1@20 = 20 points

There will be two group assignments in this course based on topics discussed in weeks 9 & 10, details are available in Canvas.

To facilitate mastery of current issues in the field of aging, students will practice how to source for new materials online and apply the new concepts in completing assigned tasks. Learning tutorials would be provided to facilitate the learning process.

**Final exam** 1 @ 100 points = 100 points

The exam will cover topics from modules 1 through 15, and will be comprehensive. The ***final*** examination will be made available at least one week before finals week. The exam will include a case study and essays.

# IN SUMMARY

⇒ All assignments are due and must be turned in on the designated due dates, which is weekly every Sunday @ 11:59 pm unless alternative plans have been made with the professor prior to class. All Canvas assignments are due as specified in the rubric. Late assignments will be penalized, unless previously cleared with the professor (no excuse will be accepted on the due date).

*Students must complete all assignments in order to pass the course.*

⇒ Assignments must follow syllabus / rubrics directions to avoid poor grades.

⇒ All assignments except discussion board participation must be typed, where appropriate it should be in APA format (e.g. case study, reflective journal, paper, etc.). All electronically assignments MUST be in .doc or .docx or .pdf or .ppt format. All other format is not compatible with canvas LMS

⇒ Students will be allowed to revise and resubmit ONE assignment of their choosing. The revised grade will be no more than a B.

⇒ Any form of cheating or plagiarism is taken seriously by the University, College, Department, and faculty. Any cheating offense (e.g. assignment submitted through Turnitin with a s similarity content more than 25%) will be reported to the university following the guidelines, and may result in failure of the assignment/exam or the course.

# NOTE:

* All **st**udents must complete an online service-learning orientation at www.csus/CEConnect - Before commencing their assignment. For more information, email [melanie.saeck@csus.edu](mailto:melanie.saeck@csus.edu) for more details on departmental approvals\*.
* There are mandatory clearances required by every agency. Students are assigned to one of two agencies pre-approved for this class. For information about the agency and posting, check out the details in canvas.

\*In addition, a cleared HIPPA completion certificate is required to be enrolled in this class.

* As part of the SL assignment, students will be assigned to elder partners for a one-on-one communication with their partners for a minimum of 7 weeks. The goal is to ensure all students spends at least 2.5 hours per week with their partner in addition to the 2.5 hours of orientation for a total of 20 hours working for and on behalf of the community. We will be abiding strictly by the university’s rules for engaging safely due to COVID-19. Further, we would ensure the engagement is conducted safely to protect the student and their partner. There will be continuous updates on how best to maximize this experience. Students are expected to complete the **total of 20 hours by week 13 unfailingly** to get submit their time log at CSUS CEC connect in a timely manner.
* At the end of the service learning experience, each student will design a holistic plan that reflects the desires of their elder partner. This will take the form of a project which would be a compilation of the care management processes, and the use of various intervention methods.
* The final project should detail older adults’ ‘strength, resiliency and challenges. Also, the overall evaluation of this volunteer experience must highlight the course contents. Strict adherence to confidentiality and ethical principles and standards of practice are mandatory.

**Grading Scale**

**University standards for course grades:**

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

\*\* **73% or better on assignments are required for passing (in all Gerontology Major courses).**

|  |  |
| --- | --- |
| **Letter Grade** | **Total Points** |
| **A** | **468 and above** |
| **A-** | **449-467** |
| **B+** | **428-448** |
| **B** | **418-427** |
| **B-** | **398-417** |
| **C+** | **383-397** |
| **C** | **368-382** |
| **C-** | **348-367** |
| **D+** | **333-347** |
| **D** | **318-332** |
| **D-** | **298-317** |
| **F** | **297 or below** |

|  |  |  |
| --- | --- | --- |
| **Assessment and Grading** | **Evaluation**  **Criteria** | **Total Points** |
| Service Learning Time Log | 1 @ 50 | 50 |
| Discussions | 10 @ 5 | 50 |
| Quiz | 3 @ 10 | 30 |
| Case Study | 2 @ 15 | 30 |
| Reflective Journals | 2 @ 10 | 20 |
| Group Assignment | 2 @ 50 | 100 |
| Group Assignment presentation | 1@20 | 20 |
| Service Learning Project | 1 @ 50 | 50 |
| Service -Learning presentation | 1@20 | 20 |
| Class Attendance + in class activity |  | 20 |
| Library Research Quiz | 4 @ 2.5 | 10 |
| Final Exam | 1 @ 100 | 100 |
| SPOT (Extra credit) |  | 3 |
|  | **TOTAL** | **500** |

**\*\* All** assignments due dates are clearly stated in Canvas, and must be turned in on before the due date. Assignments must follow syllabus directions. Also, any late assignments without prior notification to the professor will not be more than 80%.

**\*\* All online** assignments need to be turned in **no later than 11:59 p.m.** on assigned due dates.

Extra credit is at the discussion of the professor. Note: The contents can be changed as needed at the discretion of the professor