

## HLTHAGE 2D03: CONTINUUM OF CARE

Term 1: Fall 2018

Sept 6 – Dec 3

**Instructor:** Dr. Courtney Kennedy  
**Email:** kennec2@mcmaster.ca  
**Lecture:** Mon & Thurs 12:30-1:20pm,  
MDCL 1105

**Office:** Kenneth Taylor Hall Rm 233  
**Office Hours:** Thursday 2-3:30 p.m. or  
by appointment.

**Teaching Assistant:** Jonelle Ward  
**TA Email:** wardj4@mcmaster.ca

**Tutorial 1:** Mon 9:30am – 10:20am  
**Tutorial 2:** Tues 2:30pm – 3:20pm  
(Students attend one, as per assigned  
time)

### Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts .....	3
Class Format.....	4
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	4
ASSIGNMENT 1: FIELD VISIT AND REFLECTION ON LONG TERM CARE (15%) Due October 4 – HARD copy submitted in Class .....	4
Mid-Term Exam (25%), Oct. 15 in MDCL 1105 .....	5
ASSIGNMENT 2: GROUP VIDEO ASSIGNMENT (25%).....	5
Tutorial Participation (10%) .....	7
Final Examination (25%), Scheduled by Registrar.....	7
Weekly Course Schedule and Required Readings .....	7
Week 1 (Sept. 6).....	7
Week 2 (Sept 10 & 13) .....	7
Week 3 (Sept 17 & 20) .....	8
Week 4 (Sept 24 & 27) .....	8
Week 5 (Oct 1 & 4) .....	8
Week 6 (Oct 8-14) .....	9
Week 7 (Oct 15 & 18) .....	9
Week 8 (Oct 22 & 25) .....	9

Week 9 (Oct 29 & Nov 1).....	9
Week 10 (Nov 5 & 8) .....	9
Week 11 (Nov 12 & 15) .....	10
Week 12 (Nov 19 & 22) .....	10
Week 13 (Nov 26 & 29) .....	10
Week 14 (Dec 3).....	10
Course Policies .....	10
Submission of Assignments.....	10
Grades.....	11
Late Assignments .....	11
Absences, Missed Work, Illness .....	11
Avenue to Learn .....	11
Turnitin.com.....	12
University Policies .....	12
Academic Integrity Statement.....	12
Academic Accommodation of Students with Disabilities.....	12
Religious, Indigenous and Spiritual Observances (RISO) .....	13
Faculty of Social Sciences E-mail Communication Policy .....	13
Course Modification .....	13

## **Course Description**

This course will examine issues related to continuum of care options for older adults needing support and services in later life. While some of the focus of this course will be on long term care homes, other living arrangements and residential services, home, hospital and community based health and social services will also be explored in the context of care continuum. Some of the topics to be addressed include the funding and organization of supportive services, the experience of living and/or working in a long term care home, personhood, quality of life and quality of care issues, challenges involved in transitions, care integration across the continuum, case management process, role of formal and informal caregivers and end of life care. Students will have the opportunity to actively investigate numerous issues and challenges related to long-term care homes and continuum of care options, through field visits, readings, group work, multi-media, guest speakers, class presentations and written assignments and discussions.

## **Course Objectives**

By the end of the course students should be able to:

- Explain the role of formal and informal caregivers for older adults needing support.
- Discuss quality of life and quality of care issues in a variety of care settings, with particular emphasis on home care and long term care.
- Examine how policy, research, practice and education issues relate to the broad spectrum of supports and services available to older adults and the innovative or emerging programs and approaches in different jurisdictions.
- Explain the major concepts and critical issues related to continuum of care such as supported independence, dementia care, preserving dignity, ethical dilemmas, end of life care and system integration.
- Critically reflect on their own values, views and biases about care options currently or could be created for older adults.
- Demonstrate the ability to: work collaboratively in a team, think critically, research, analyze, write and present on specific relevant topics.

## **Required Materials and Texts**

- Textbook: Chappell, Neena L. and Hollander, Marcus J., (2013). Aging in Canada, Don Mills, ON: Oxford University Press.
- E-book available through the McMaster Library:

- Williams, A.P., Lum, J.; Morton-Chang, F., Kuluski, K., Peckham, A., Warrick, N., and Ying, A. (2016). [Integrating Long-Term Care into a Community Based Continuum: Shifting from “Beds” to “Places”](https://discovery.mcmaster.ca/iii/encore/record/C__Rb2425280?lang=eng),
  - [https://discovery.mcmaster.ca/iii/encore/record/C\\_\\_Rb2425280?lang=eng](https://discovery.mcmaster.ca/iii/encore/record/C__Rb2425280?lang=eng)
- **Assigned readings from:** [Living Longer, Living Well](http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy_report.pdf): Report Submitted to the Minister of Health and Long-Term Care and the Minister Responsible for Seniors on recommendations to Inform a Seniors Strategy for Ontario. Ontario's Seniors Strategy, December 20, 2012.
  - [http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors\\_strategy/docs/seniors\\_strategy\\_report.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy_report.pdf)

## **Class Format**

The course will meet twice per week for lectures (Mon, Thurs) and once per week for a smaller group tutorial session (Tues) led by the Teaching Assistant. In some tutorials, time will be allocated to discuss and work on group presentations.

## **Course Evaluation – Overview**

1. **Assignment 1:** Field Visit (Due Oct. 4) – 15%, due Oct 4
2. **Mid-term Exam** – 25%, during class on Oct 15 in MDCL 1105
3. **Assignment 2:** Group Video Presentation – 25%
  - a. 5% Project Outline (Due: Sept. 28, Friday, 11:59 p.m.)
  - b. 5% Script (Due: Oct. 26, Friday, 11:59 p.m.)
  - c. 15% Video (Due: Nov. 16, Friday, 11:59 p.m.)
4. **Final Examination** – 25%, as scheduled by the Registrar
5. **Tutorial Participation** – 10%

## **Course Evaluation – Details**

### **ASSIGNMENT 1: FIELD VISIT AND REFLECTION ON LONG TERM CARE (15%) Due October 4 – HARD copy submitted in Class**

- You are to select one long-term care (LTC) home. The home you select does not have to be located in Hamilton.
- You must make a visit to the home and complete a tour of the complete home. Take some time to make mental notes of what is taking place in the home.
- Write a two (2) page summary and reflection (maximum 600 words). Be sure to indicate the name of the home and give a very brief (4-5 lines) overview of the home followed by your reflection on how you felt visiting the LTC home.
- In your reflection, note what are some of your observations, particularly any thoughts, concerns, fears and questions about aging and LTC. It is important for you to reflect on what interests you about LTC and discuss what assumptions/biases you may have about LTC.

- This assignment will be discussed in class in small groups so be prepared to share the content with classmates. You will submit the assignment to the instructor at the end of class.

### **General Written Assignment Guidelines**

Your assignments are assessed on the following: content, conciseness and organization. In addition, here are some guidelines you should follow for completing the written assignments:

- All assignments should be typed, double spaced, using 1" margins and 12 pitch regular font (average size);
- Keep within the specified word limit.
- Do not use binders or any other assignment covers. Just staple your pages.
- Use proper referencing style (accurate and consistent). Check with the reference desk at Mills library if you need help.
- Use correct grammar and spelling.
- Always use a cover page indicating your name/student number, assignment title, course name, instructor's name, and assignment submission date.

### **Mid-Term Exam (25%), Oct. 15 in MDCL 1105**

The questions for the test (combination of short answer and multiple choice) will be based on the assigned course readings, lectures, guest speakers' presentations, and video presentations, class/tutorial discussions.

### **ASSIGNMENT 2: GROUP VIDEO ASSIGNMENT (25%)**

**Outline Due: Sept 28**

**Script Due: Oct 26**

**Final Video Due: Nov 16**

### **Make a "Documentary" Video on Aging Care Innovations/Solutions/Technologies**

Students will work in groups of 4 or 5 (no smaller or larger).

A detailed document describing how to approach the assignment and the marking scheme will be posted on Avenue to Learn and discussed in the Tutorials.

The assignment requires students to dive deeper into a topic related to innovations, solutions or different approaches to optimizing care in later life. You will be required to use a variety of sources to research, summarize and deliver an informative piece in a lay-friendly format.

Each group will develop a "documentary" video (**approximately 4-5 minutes**). The target audience is anyone interested in the care of older adults.

The stages are below – **those in bold are stages where students are evaluated for marks**. The others are suggestions for how your project should evolve.

You will be provided with a **list of topic areas** that you can choose from. Topics must be pre-approved by TA or Instructor.

**How to approach your assignment:**

- Read the instructions on Avenue to Learn. Some time will be allocated in tutorials to work on the assignment and receive advice or feedback.
- Groups (4 or 5 people) will be formed in first week of tutorials (week of September 10).
- Work with your group to choose a topic from the provided list of themes.
- **Topic Pre-approval**: The topic must be **pre-approved** by TA/Instructor (in a tutorial or via email). Ensure that you have received this approval before submitting the project outline. We are happy to discuss potential ideas.
- **Prepare a project outline (worth 5%) DUE: Sept 28 (11:59 p.m.)**.
- Develop a plan for how your group will approach the project. Agree on methods of communication (e.g., in person meeting, online meeting, email). Agree on roles and timelines (e.g., send your completed product to the team x days before due date for review).
- Search for relevant information – choose a variety of sources (media and grey literature is okay) but also be sure to include relevant literature, government reports, action plans etc.
- Consider whether you will interview anyone and contact them (be sure to get a consent form, which will be provided).
- Summarize that information, and develop a draft of a script.
- **Submit your script on Avenue to Learn folder (worth 5%) DUE: October 26 (11:59 p.m.)**.
- The instructor and TA will provide you with feed-back (be sure to incorporate the feedback into your script).
- Develop a Video. It should be approximately 5-minutes.
- You could consider developing a low-quality first draft of your video. Watch yourself deliver it. Note things that work well and things that do not.
- **Submit a final version of the video (mp3 format) on Avenue to Learn – DUE: November 16 (11:59 p.m.)**.
- Videos will be played in the final two or three tutorials (TBA). A few minutes will be allotted for **discussion and questions (part of evaluation) after each video**.
- Please bring a **1-page hand-out (part of evaluation) for your instructors/class-mates** summarizing the key elements of your video (name of solution/innovation/technology; key elements; why its important and how it addresses current needs in aging care).
  - **The video (including class hand-out/discussion) will be worth 15%.**

## **Tutorial Participation (10%)**

During tutorials (and lectures) you are expected to participate fully. I reserve the right to downgrade your mark (a maximum of 10 points) for negative class participation. Activities that will be considered negative class participation: failure to attend sessions consistently, talking to classmates about things that are not a contribution to the class discussion, general non-participation in the sessions, use of devices other than a computer being used for note taking.

## **Final Examination (25%), Scheduled by Registrar**

The questions for the final exam (combination of short answer and multiple choice) will be based on the assigned course readings, lectures, guest speakers' presentations, and video presentations, class/tutorial discussions.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Sept. 6)**

Review of course outline; course expectations/ requirements Readings:

### **Week 2 (Sept 10 & 13)**

#### **Sept 10: Profile of Canadian Aging Population**

#### **Dementia & Frailty**

#### **Overview of Senior Strategies**

#### Readings:

- Text: Chapter 2, pp. 9-29 (profile aging population)
- [Living Longer, Living Well](#): pp. 4-12
  - [http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors\\_strategy/docs/seniors\\_strategy\\_report.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy_report.pdf)
- [Aging with Confidence: Ontario's Action Plan for Seniors \(2017\)](#): pp. 8-13
  - [https://files.ontario.ca/ontarios\\_seniors\\_strategy\\_2017.pdf](https://files.ontario.ca/ontarios_seniors_strategy_2017.pdf)

#### **Sept 13: Informal/Family Caregivers**

#### Readings:

- Text: Chapter 3, pp. 30-61 (informal care)
- [HomeCare Ontario \(position paper\): Family caregivers – the essential ingredient to successful health care transformation](#):
  - <http://www.homecareontario.ca/docs/default-source/position-papers/family-caregivers-the-essential-ingredient-june-2015-rec-at-top.pdf?sfvrsn=6>
- [Living Longer, Living Well](#): pp. 172-183 (Chapter 9)
  - [http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors\\_strategy/docs/seniors\\_strategy\\_report.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy_report.pdf)

### **Week 3 (Sept 17 & 20)**

#### **Sept 17: Aging in the Community**

Guest Speaker: **Dr. Ellen Ryan**, Professor Emeritus, Health, Aging & Society

Readings:

- Janet Stambolian and Janice Blanchard. [Back to the Garden: Woodstock Nation Values Re-emerge](#).
  - [http://www.secondjourney.org/itin/12\\_Sum/12Sum\\_Stambolian.htm](http://www.secondjourney.org/itin/12_Sum/12Sum_Stambolian.htm)
- William H. Thomas and Janice Blanchard [Moving Beyond Place: Aging in Community](#).
  - [http://www.secondjourney.org/itin/12\\_Sum/12Sum\\_Thomas.htm](http://www.secondjourney.org/itin/12_Sum/12Sum_Thomas.htm)
- Website Resource: [Hamilton Aging in Community](#)
  - <https://hamiltonagingtogether.ca/aging-in-community/>

#### **Sept 20: Age Friendly Communities**

Guest Speaker: **Dr. Margaret Denton**, Professor Emeritus, Health, Aging & Society

Readings:

- Menec, V., Means, R., Keating, N., Parkhurst, G., & Eales, J. (2011). Conceptualizing Age-Friendly Communities. *Canadian Journal on Aging / La Revue Canadienne Du Vieillissement*, 30(3), 479-493. doi:10.1017/S0714980811000237

### **Week 4 (Sept 24 & 27)**

#### **Sept 24 – Overview of Formal Care Options for Older Adults (Ontario)**

Readings:

- Text: Chapter 4, Only pp. 62-70 (Continuing Care)

#### **Sept 27 – Home and Community Based Care**

Readings:

- [Living Longer, Living Well](#): pp. 70-102 (Chapter 4) – Also for Week 5
  - [http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors\\_strategy/docs/seniors\\_strategy\\_report.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy_report.pdf)

### **Week 5 (Oct 1 & 4)**

#### **Home and Community Based Care**

**Guest Speaker (LHIN): TBA**

Readings:

- [Living Longer, Living Well](#): pp. 70-102 (Chapter 4)
  - [http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors\\_strategy/docs/seniors\\_strategy\\_report.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy_report.pdf)

**Week 6 (Oct 8-14)**

**Reading Week**

**Week 7 (Oct 15 & 18)**

**Oct 15- MID-TERM EXAM (25%), During class in MDCL 1105**

**Oct 18 - Supporting Ontarians with Dementia and their Caregivers**

Readings: TBA

**Week 8 (Oct 22 & 25)**

**Oct 22 - Transitions in the continuum of care & Senior/Caregiver Experience**

Readings:

- Peckham, A., Williams, A.P. and Neysmith, S. (2014). Balancing Formal and Informal Care for Older Persons: How Case Managers Respond, Canadian Journal on Aging, 33 (2) 123-136.
- [The Change Foundation. Loud and Clear: Seniors and caregivers speak out about navigating Ontario's healthcare system \(2012\).](#)
  - Only: pp. 6-12 (executive summary) and pp. 24-45 (findings)
  - <https://www.changefoundation.ca/loud-and-clear-seniors-caregivers/>

**Oct 25 - Integrated Care Frameworks**

Readings:

- Text: Chapter 6, Only pp. 123-148 (Frameworks for Integrated Care)

**Week 9 (Oct 29 & Nov 1)**

**Long Term Care in Ontario**

**Quality of Care & Integrating Research into Practice**

Readings:

- McGrail, K. (2011) Long-Term Care as Part of the Continuum, Healthcare Papers, Vol.10, No. 4, 39-43.
- Other readings TBA

**Week 10 (Nov 5 & 8)**

**Nov 5 - Quality of Life in Long Term Care/Congregate Settings**

**Guest Speaker: TBA**

Readings:

- Bourret, E.M., Bernick, L.G., Cott, C.A., Kontos, P.C. (2002) Meaning of Mobility for residents and staff in long term care facilities, Journal of Advanced Nursing, 37 (4), 338-345

- Other readings TBA

**Nov 8 - Mind-Body Activation**

Readings: TBA

**Week 11 (Nov 12 & 15)**

**Rehabilitation Across the Continuum of Care  
Maintaining Functional Independence**

Guest Speaker (Nov 12): Dr. Caitlin MacArthur, Post-Doctoral Fellow & Physiotherapist

Readings: TBA

**Week 12 (Nov 19 & 22)**

**Nov 19 - Personhood**

Readings: TBA

**Nov 22 –Marginalized Seniors/Diversity/Social Isolation**

Readings: TBA

**Week 13 (Nov 26 & 29)**

**Supporting Older Ontarians with Complex co-morbidities including dementia and frailty**

Readings: TBA

**Week 14 (Dec 3)**

**Future Challenges and Issues in Care of Older Adults**

Readings: TBA

**Course Policies**

**Submission of Assignments**

Assignments will be submitted in class (Assignment 1) or in the Submission Folder on the course's Avenue to Learn site before midnight on the due-date (Assignment 2). All work is due on the date stated on the course schedule unless otherwise arranged in advance with the course instructor.

**Assignment 1** is due in class (hard copy). If this is not possible, late assignments can also be submitted to the office or the after hours wooden dropbox located across from the elevators outside the main office (KTH 226). Assignments submitted to the office or in the dropbox will be date and time stamped at the time they are received or taken out

of the dropbox. The box will be emptied each day at 8:30am and 4:30pm and papers will be date-stamped.

## Grades

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at the rate of three (3%) percent per day (to a maximum of 15%). Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences. Add in a policy on grade adjustments (grade re-weighting) to your course outline if applicable.

## Absences, Missed Work, Illness

*McMaster Student Absence Form (MSAF)*

For assignments/examinations worth more than 25% of the final grade (Assignment 2, Mid-term and Final evaluations) MSAFs will not be accepted. For more information about the MSAF policy, please visit the following: <http://mcmaster.ca/msaf/>.

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

## **Religious, Indigenous and Spiritual Observances (RISO)**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

## **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.