

HLTH AGE 2D03: CONTINUUM OF CARE

Term 2: Winter, 2020

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Lecture: Mon & Thurs 3.30-4.20pm,

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Office Hours: Thursdays, 2-3pm or by appointment

Tutorial day- Tues 4.30-5.20pm

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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.
- **Assigned readings from:** *Living Longer, Living Well: 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

Class Format

The course will meet twice per week for lectures (Mondays, Thursdays), and once per week for tutorial sessions (Tuesdays). Active learning principles (interactive sessions) will be used in

some of the lectures and in all the tutorial session. Therefore, learners should come prepared. In some tutorials, time will be allocated to discuss and work on group presentations.

Course Evaluation – Overview

1. **Assignment 1-** Field Visit- 10% (Due Jan 30, 2020, before class).
2. **Mid-term Exam-** 25%, during class on Feb 13, 2020 in MDCL 1009
3. **Assignment 2-** Continuum of Care Educational Brochure Group Design - 30%
 - a. 20% Design and content (Due March 19, 2020, after class)
 - b. 10% peer-review critique summary (Due March 26, 2020, before class)
4. **Tutorial Participation-**10%
5. **Final Take Home Essay-** 25% (Due April 12, 2020, 11.59 pm; Avenue to Learn)

Course Evaluation – Details

Assignment 1: Field Visit and Reflection on Long Term Care or Assisted Living Home (10%), due Jan. 30, 2020. Submitted before class.

- You are to select one long-term care (LTC) home or assisted living home. The home must be located in Hamilton.
- You must visit the home and complete a tour of the home. Take time to observe and make notes of what is taking place in the home.
- Write a **two-page summary and reflection (maximum 600 words)**. Ensure that you provide (a) the name of the home, (b) a brief (4-5 lines) of the home including interesting activities in the home, and (c) your reflection on how you felt visiting the home.
- In your reflection, based on your observations, describe the areas of strength and areas requiring improvement in the home you visited. You can report this, in terms of how you feel that the home is designed or activities in the home etc.
- This assignment will be discussed in tutorials, therefore be ready to share the content of your reflection with your classmates.

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, doubled spaced, using one-inch (2.45cm) margins and 12 pitch regular font (average size)
- Keep within the specified word limits
- Do not use binders or any other assignment covers. Just staple your pages
- Use proper referencing style (accurate and consistent). Check 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%, during class on Feb 13, 2020 in MDCL 1009

The questions for the test (combination of short answers and multiple choice) will be based on the assigned course readings, lectures, guest speakers' presentations, class/tutorial discussions of weeks 1-6.

Assignment 2: Continuum of Care Educational Pamphlet Group Activities (30%).

- **Design & content (20%), due March 19**
- **Written peer-critique (10%) due March 26**

- Design an “Educational Brochure” to educate informal caregivers/older adults on the services available for older adults across the continuum of care.
- Students will work in groups of 4 or 5 (depending on course enrollment). Each group will choose to design an educational brochure for only one level of care: independent living, assisted living, memory care and long-term care.
- A detailed document describing how to approach the assignment and the marking scheme will be posted on Avenue to learn and discussed in tutorials.
- This assignment requires the student to dive deeper into different services available across the continuum of care. You will be required to use a variety of sources summarize and design an educational brochure in a lay-friendly format.
- Each group will develop a “tri-fold educational brochure” (8.5 inches by 11 inches). The target audience is an informal caregiver/older adult who is trying to decide on the best services suitable for his/her older relatives.
- The stages are below- **those in bold are stages where students are evaluated for marks.** The others are suggestions on how your project should evolve.

How to approach your assignment.

- Read the instructions on Avenue to learn. Time will be allocated in tutorials to work on the assignment and receive advice or feedback.
- Groups (4 or 5 people, depending on enrollment) will be formed in the first week of tutorials (**week of Jan 14**). Each group will choose to design an educational brochure for only one level of care: independent living, assisted living, memory care and long-term care.
- For each level of care: each group will create a hypothetical company name, vision and mission statement. The brochure should contain, the characteristics of older adults that will benefit from the activities and the types of activities for their choose level of care. This information will be based on available evidence on each activity.
- Each will have the option of meeting with the instructor to finetune their ideas during office hours. It is the responsibility of the group to make the appointment (if needed).
- An example of the educational brochure will be provided on the first week of tutorials (week of **Jan 14**).
- Each group will submit two copies of their brochure after class on **March 19 2020**. The **content (10%)** and **design (10%)** of the brochure will be graded. A more detailed grading rubric will be posted on Avenue to Learn.
- Through balloting, each group will receive a brochure from another group on **March 19 2020**. Each group is expected to provide a **two-page summary critique (600 words**

maximum) including areas of strength and areas requiring improvement (with suggestions) for the educational brochure from another group. This section **worth 10%** and is **due March 26, 2020**, at the beginning of the class.

- Each group is expected to critique each educational brochure based on the following:
 - (a) Is the target audience identified?
 - (b) Do the characteristics of the older adults align with the level of care chosen?
 - (c) Are the objective(s) of the pamphlets written?
 - (d) Are the activities chosen based on evidence and appropriate for the characteristics of the older adults and the level of care?
 - (e) Is it visually appealing?
 - (f) Is the content organized clearly? e.g. layout, spacing, font
 - (g) Is the language lay?
 - (h) What is the amount of information adequate?
 - (j) Is it culturally appropriate?

Tutorial participation (10%)

During tutorials (and lectures) you are expected to participate fully. Each student must attend regularly the weekly tutorial session. It is mandatory to attend all scheduled tutorial sessions. Full attendance and active participation will be required to obtain 10%. At each tutorial, attendance will be taken. Students will earn 5% for attendance and 5% for active participation. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion based on your assignments, sharing of academic resources for your peers and taking part in several active learning strategies used during the lectures. Activities considered negative class participation include: irregular class attendance, talking to classmates about material that is not related to the course while tutorial is in progress, inappropriate use of computers or electronic devices (e.g., face-booking, twittering, texting, surfing the internet, playing games), sleeping, listening to ipods or mp3 players, coming to class late or leaving early, etcetera. Laptops should only be used to take notes; evidence of inappropriate computer usage or other disruptive behaviour may result in you being asked to leave tutorial.

Final Take Home Essay (25%)- Due on April 12, 2020 on or before 11.59 pm

You will be provided with a set of questions for this take-home essay on March 26, 2020. These questions will be based on the assigned course readings, lecturers, guest speakers' presentations and class discussions from week 7- 13. You will choose one question and write an essay of about 1500 to 2000 words. This assignment should be written scholarly and should follow a proper referencing for all sources used. This essay should be submitted on Avenue to Learn, on April 12, 2020 on or before 11.59pm. Detailed grading rubric will be posted on Avenue to Learn. You have the opportunity to seek feedback on the outline of your essay between March 30 to April 6, 2020.

Weekly Course Schedule and Required Readings

Week 1 (Jan 6 & 9)

Jan 6 - Review of course outline; course expectations/ requirements Readings.

Jan 9- What is continuum of care?

Readings:

- Haggerty, J. L., Reid, R. J., Freeman, G. K., Starfield, B. H., Adair, C. E., & McKendry, R. (2003). Continuity of care: a multidisciplinary review. *Bmj*, 327(7425), 1219-1221. doi: <https://doi.org/10.1136/bmj.327.7425.1219>

Week 2 (Jan 13 & 16)

Jan 13 – a. Profile of Canadian Aging Population

b. Health promotion and active ageing

Readings:

- Text: Chappell and Hollander (2013), Chapter 1 & 2, pp. 2-29
- Bélanger, E., Ahmed, T., Filiatrault, J., Yu, H. T., & Zunzunegui, M. V. (2015). An empirical comparison of different models of active aging in Canada: The international mobility in aging study. *The Gerontologist*, 57(2), 197-205. <https://doi.org/10.1093/geront/gnv126>

Notes: Jan 14- tutorial day, groups will be formed for Assignment 2

Jan 16 – Informal and Formal caregivers

Readings:

- Text: Chappell and Hollander (2013), Chapter 3, pp. 30-61
- Penning M & Keating N (2000). Self-, informal and formal Care: Partnerships in Community-Based and Residential Long-Term Care Setting. *Canadian Journal on Aging/ La Revue Canadienne Du Vieillissement*, 19 (S1), 75-100. DOI: <https://doi.org/10.1017/S0714980800014665>

Week 3 (Jan 20 and 23)

Jan 20- Overview of Formal Care Options for Older adults (Ontario)

Readings:

- Text: Chappell and Hollander (2013), Chapter 4, pp. 62-94

Jan 23: 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 (Jan 27 & 30)

Jan 27 – Home and Community Base care: Current Policy & Planning

Readings:

- Living Longer, Living Well: pp. 70-102 (Chapter 4) <http://www.health.gov.on.ca/en/common/ministry/public>

Jan 30- Home and Community Base Care: Program Initiatives/ Challenges for care of the older adults .

Readings:

- Same reading as of Jan 27.

Notes: Assignment 1 is due on Jan 30, to be handed in before class.

Week 5 (Feb 3 & 6)

Feb 3- Long term care in Ontario

Readings:

- McGrail, K. (2011) Long-Term Care as Part of the Continuum, *Healthcare Papers*, Vol.10, No. 4, 39-43.
- Williams, A.P., Challis, D., Deber, R., Watkins, J., Kuluski, K, Lum, J.M. and Daub, S. (2009). Balancing Institutional and Community-Based Care; Why Some Older Persons Can Age Successfully at Home While Others Require Residential Long Term Care, *Healthcare Quarterly*, 12 (2), 95-105.

Feb 6 – Institutional care and rights of older adults

Readings:

- Advocacy Centre for the Elderly (ACE) and Community Legal Education Ontario (2005). *Every Resident: Bill of Rights for people who live in Ontario long-term care homes*, Available: www.cleo.on.ca

Week 6 (Feb 10 and 13)

Feb 10 – Quality of Life in Long Term Care/Congregate Settings.

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.
- Austin, W., Goble, E., Strang, V., Mitchell, A., Thompson, E., Lantz, H., Balt, L. and Lemermeyer, G., & Vass, K. (2009). Supporting Relationships Between Family and Staff in Continuing Care Setting, *Journal of Family Nursing*, 15 (3), 360 - 383.

Feb 13 – MID-TERM EXAM (25%), during class in MDCL 1009

Week 7 (Feb 17 & 20)

Reading Week

Week 8 (Feb 24 & 27)

Feb 24 – 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/>

Feb 27 – Integrated Care Frameworks/ care management

Readings:

- Text: Chapter 6, Only pp. 123-148 (Frameworks for Integrated Care).
- World Health Organisation. Ageing and life-course: global consultation on integrated care for older people (ICOPE) – the path to universal health coverage. World Health Organisation Consultation Meeting, Berlin Germany, October 23-25, 2017. <https://www.who.int/ageing/health-systems/icope/icope-consultation/en/>
- McGeehan, S.K. and Applebaum R. (2007) The Evolving Role of Care Management in Integrated Models of Care, *Care Management Journals*, 8(2), 64-70.

Week 9 (March 2 & 5)

March 2 – Personhood & Dignity

Readings:

- Buzzell, M. (1993). *The Concept of Personhood in Personhood: A Teaching Package* (4-15) in Buzzell, M., Meredith, S., Monna, K., Sergeant, D. and Ritchie, L., Hamilton: Educational Center for Aging and Health, McMaster University.
- Hall, S., Dodd, R.H., Higginson, I.J. (2014). Maintaining dignity for residents of care homes: A qualitative study of the views of care home staff, community nurses, residents and their families, *Geriatric Nursing*, 35, 55-60.
- São José, J.M. (2016) Preserving Dignity in Later Life, *Canadian Journal on Aging*, 35 (3) 332-347

March 5– Social isolation/loneliness/homelessness

Guest speaker: Blessing Ojembe, MSc, BSc. Social work.

Readings: TBA

Week 10 (March 9 & 12)

March 9 – 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
- William H. Thomas and Janice Blanchard Moving Beyond Place: Aging in Community. http://www.secondjourney.org/itin/12_Sum/12Sum_Thomas.htm
- Website Resource: Hamilton Aging in Community
<https://hamiltonagingtogether.ca/aging-in-community/>

March 12 – Caring for LGBTQ persons in home care and long-term care settings

Guest speaker: Dr **Alisa Grigorovich PhD**, CIHR Health System Impact Postdoctoral Fellow

Readings:

- Grigorovich, A. (2016). The meaning of quality of care in home care settings: Older lesbian and bisexual women's perspectives. *Scandinavian Journal of Caring Sciences*, 30(1), 108-116. <https://doi.org/10.1111/scs.12228>
- Sussman, T., Brotman, S., MacIntosh, H., Chamberland, L., MacDonnell, J., Daley, A., ... & Churchill, M. (2018). Supporting lesbian, gay, bisexual, & transgender inclusivity in long-term care homes: A Canadian perspective. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, 37(2), 121-132. doi:10.1017/S0714980818000077

Week 11 (March 16 & 19)

March 16 – Rehabilitation across the continuum of care

Guest Speaker (March 16): **Dr. Caitlin MacArthur**, Post-Doctoral Fellow & Physiotherapist

Readings: TBA

March 19 – Maintaining functional Independence

Guest Speaker (March 19): TBA

Readings: TBA

Notes: Assignment 2- Design and content is due on 19th March, 2020m after class.

Week 12 (March 23 & 26)

March 23 – Dementia – Current issues

Guest speaker: Julie Rubel, RN MScN GNC(c)

Readings: TBA

March 26 – Dementia – Care approach

Guest speaker: Julie Rubel, RN MScN GNC(c)

Readings: TBA

Notes: Assignment 2- Peer-review critique summary is due on 26th March, 2020, before class.

Week 13 (March 30 & April 2)

March 30 – Supporting older Ontarians with complex co-morbidities

Readings: TBA

Notes: The first day to send in your outline of your final essay for feedback.

April 2 – Palliative care and end of life in LTC

Readings:

- Munn, J.C., Dobbs, D., Meier, A., Williams, C.S., Biola, H., and Zimmerman, S. (2008). The End-of-Life Experience in Long-Term Care: Five Themes Identified from Focus Groups with Residents, Family Members, and Staff, *The Gerontologist*, 48 (4), 485 - 494.

Week 14 (April 6)

April 6 – Further challenges and issues in care of older adults

Readings:

- Text: Chappell and Hollander, Chapter 7, pp. 149-164

Notes: *The last day to send in your outline of your final essay for feedback*

Course Policies

Submission of Assignments

Assignments will be submitted before class [Assignment 2- peer-review critique summary], after class [Assignment 1 & 2 (peer review critique)] or in the Submission Folder on the course's Avenue to Learn site before midnight on the due-date (Final Take Home Essay). All work is due on the date stated on the course schedule unless otherwise arranged in advance with the course instructor.

Assignment 1 & 2 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

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". 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.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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.

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](http://www.mcmaster.ca/academicintegrity), located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
- Improper collaboration in group work.
- 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. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.