

HLTH AGE 2D03: Continuum of Care

Jan. 5 - April 6, 2017

Instructor:

Anju Joshi
Associate Professor
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KTH 238
Phone: (905) 525-9140, ext. 23242

Class Schedule:

Tuesday 1:30 -- 2:20 pm
Thursday 12:30 -- 1:20 pm
Tutorial:
Mondays 12:30 – 1:20pm

Office Hours:

Thursdays: 11:00 – 12:00 noon
or by appointment

Teaching Assistants:

Catherine Dyer Email: dycrc2@mcmaster.ca
Ansa Nargis Email: nargisa@mcmaster.ca
Office hours for the Teaching Assistants will be posted on Avenue.

Course Overview

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 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 LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Explain the role of formal and informal caregivers for older adults needing support.
2. 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.
3. 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
4. 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.
5. Critically reflect on their own values, views and biases about support options currently available which could be created for older adults.
6. Demonstrate the ability to: work collaboratively in a team, think critically, research, analyze, write and present on a specific relevant topic.

Important Notice re email:

Please do NOT email the Instructor or Teaching Assistants using Avenue to Learn. Send email directly to Instructor and Teaching Assistant to the McMaster e-mail accounts from your own McMaster e-mail account. Due to university policy, we are unable to reply to emails sent from gmail and other personal e-mail accounts.

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

COURSE REQUIREMENTS AND EVALUATION:

More information on course assignments will be provided during class and tutorials. The distribution of grades for the course is as follows:

I. Field Visit (Due Jan. 26, 2017)	10%
II. Tutorial Participation	10%
III. In-class Test: (March 7, 2017)	20%
IV. Group Presentation and Summary or Written Long Term Care Report	30%
Dates to be assigned in class for group presentations	
Long Term Care Report (Due March 28, 2017)	
V. Final Take Home Assignment (Due April 11, 2017, Noon).....	30%

ASSIGNED READINGS:

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: Hale, B., Barrett, P. and Gauld, R. (2010). *The Age of Supported Independence: voices of in-home care*. e-Book. Springer. e-ISBN 978-90-481-8814-7. Chapters 3 and 8.

<http://link.springer.com.libaccess.lib.mcmaster.ca/content/pdf/10.1007%2F978-90-481-8814-7.pdf>

Custom Courseware: Additional assigned readings for this course are available in a Custom Course Ware Package (available at the university bookstore).

Information on additional readings from speakers or Internet resources will be identified in the course outline and in class as needed.

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 their McMaster email and course websites weekly during the term and to note any changes.

Support Services and Accommodations:

Please feel free to discuss necessary accommodations with the instructor.

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 Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

The Student Accessibility Services (SAS) office (*formally, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

*Student Accessibility Services (SAS)

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email: sas@mcmaster.ca

Website: <http://sas.mcmaster.ca/>

Location: MUSC B101, 107, and 10

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email: wellness@mcmaster.ca

Website: <http://swc.mcmaster.ca/>

Location: MUSC B107

ACADEMIC INTEGRITY: You are expected to exhibit honesty and use ethical behaviour 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 behaviour 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 <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 other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Return of Assignments:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope with assignments for return by mail;
4. submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Marks

Negative class participation: This course depends on you! During class, and discussion, 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 nonparticipation in the sessions, using any of the following devices: computer, cell phone, mp3 player, ipod, etc, sleeping, coming to class late or leaving early. Note that computers may be used for note taking only—evidence of using the computer for anything other than note taking is considered a part of the negative class participation mark.

Late Penalty:

To be fair to all students, late papers will be penalized at the rate of three (3%) percent per day (to a maximum of 15%), including weekend days, except in the most extenuating of circumstances.

The following McMaster Grading Scale will be used as noted in the McMaster Undergraduate Calendar.

<u>MARK</u>	<u>GRADE</u>
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

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.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

HLTH AGE 2D03: Continuum of Care
Weekly Schedule of Topics, and Readings

Week 1
(Jan. 5)

Review of course outline
Discussion of course expectations/ requirements
What do we mean by Continuum of Care?

Week 2
(Jan. 10 & 12)

Profile of Canadian Aging Population and Support Needs
Text: Chappell and Hollander (2013), Chapter 1 & 2, pp. 2-29

Informal and Formal Care

Text: Chappell and Hollander (2013), Chapter 3, pp. 30-61

Week 3
(Jan. 17 & 19)

Evolution of Continuing Care for Older Adults
Text: Chappell and Hollander (2013), Chapter 4, pp. 62-94

Age Friendly Communities

Dr. Margaret Denton, Professor Emeritus, Dept. of Health, Aging and Society and Dept. of Sociology; Board Member, Hamilton Council on Aging
Senior Secretariat, Government of Ontario. *Age Friendly Communities*, review information available at: <http://www.seniors.gov.on.ca/en/afc>

Week 4
Jan. 24 & 26

Home and Community Based Care
Current policy, planning and program initiatives/challenges for care of older adults

The Ministry of Health and Long-Term Care. 2015. Report of the Expert Group on Home & Community Care. Bringing CARE HOME. Pp 1-38
http://health.gov.on.ca/en/public/programs/ccac/docs/hcc_report.pdf

Habjan, S., Prince, H., Kelley, M.L. (2012). Caregiving for Elders in First Nations Communities: Social System Perspective on Barriers and Challenges, *Canadian Journal on Aging*, 31(2), 209-222.

Week 5
(Jan. 31 & Feb. 2)

Personhood and Dignity

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

Week 6
(Feb. 7 & 9)

Supported Independence and Aging in Community

Chen, Y-M, Adams Thompson, E. (2010). Understanding Factors That Influence Success of Home and Community-Based Services in Keeping Older adults in Community Settings, *Journal of Aging and Health*, 23(3) 267-291.

Hale, B., Barrett, P. and Gault, R. (2010). *The Age of Supported Independence: voices of in-home care*. e-Book. Springer, Chapters 2 and 3

Week 7
(Feb. 14&16)

Care Integration and Case Management/ Transitions in the continuum of care Text: Chappell and Hollander, Chapter 6, pp. 123 -148

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.

Shippee, T.P. (2009). But I am not Moving: Residents' Perspectives on Transitions within a Continuing Care Retirement Community, *The Gerontologist*, Vol. 49, No. 3, 418-427.

Starr-Hemburrow, L., Parks, J.M. and Bisailon, S. (2011) Home First: Reducing ALC and Achieving Better Outcomes for Seniors through Inter-organizational Collaboration, *Healthcare Quarterly*, Vol. 14, No. 1, 70-76

Feb. 21 & 23

BREAK WEEK

Week 8
(Feb. 28 & Mar. 2)

Long Term Error! Bookmark not defined. Care in Ontario **Institutional care and rights of older adults**

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

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.

Week 9
(Mar. 7 & 9)

TEST: In class (Location to be announced on Avenue to Learn
Test: March 7th
March 9th: Dementia Care: Current issues and care approach
On-line readings to be assigned.

Week 10
(March 14 & 16)

Aging in the Community

March 14: **Dr. Ellen Ryan**, Professor Emeritus, Professor Emeritus, Health, Aging & Society and Psychiatry & Behavioural Neurosciences, McMaster University

Lum, J. M., Sladek, J., Springer, J., & Ying, A. (2010). Home Support Workers in the Continuum of Care for Older People. Toronto: Canadian Research Network for care in the Community. Retrieved from [http://www.crnc.ca/knowledge/factsheets/documents/InFocusHome Support Workers in the Continuum of Care for Older People.pdf](http://www.crnc.ca/knowledge/factsheets/documents/InFocusHome%20Support%20Workers%20in%20the%20Continuum%20of%20Care%20for%20Older%20People.pdf)

Lum, J. M., Sladek, J., Springer, J., & Ying, A. (2009). Diversity: Ethnoracial issues in home and community care. Toronto: Canadian Research Network for care in the Community. Retrieved from [http://www.crnc.ca/knowledge/factsheets/documents/InFocusDiversity EthnoracialIssuesandHomeCommunityCareUpdated.pdf](http://www.crnc.ca/knowledge/factsheets/documents/InFocusDiversity%20EthnoracialIssuesandHomeCommunityCareUpdated.pdf)

Outcalt, L (2013) Paid Companions: A Private Care Option for Older Adults, *Canadian Journal on Aging*, 32 (1) 87-102.

Second Journey, Inc. (2013). Newsletter: Itineraries with focus on Aging in Community. Available at: http://www.secondjourney.org/itin/ISSUES/12Sum_Updated.htm

Week 11
(March 21 & 23)

Long Term Care: Current Issues and Challenges
Issues and challenges in the continuing care system

Text: Chappell and Hollander, Chapter 5, pp. 95-122

Donnelly, L. and MacEntee, M.I. (2016). Care Perceptions among Residents of LTC facilities purporting to Offer person-Centered Care *Canadian Journal on Aging*, 35 (2) 149-160.

Eastabrooks, C.A., Squires, J.E., Carleton, H.L., Cummunigs, G. and Norton, P.G. (2015) Who is looking after Mom and Dad? Unregulated Workers in Canadian Long Term Homes, *Canadian Journal on Aging* 34 (1) 47-59

McGregor, M.J., Cohen, M., McGrail, K., Broemeling, A.M., Adler, R.N., Schulzer, M., Ronald L., Cvitkovich, Y. and Beck, M. (2005). Staffing levels in not-for-profit long term care facilities: does type of ownership matter? *Canadian Medical Association Journal*, 172 (5), 645-649.

Week 12
(March 28 & 30)

Quality of Life in Long Term Care/Congregate Settings.

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

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.

Custers, A.F.J., Westerhof, G. J., Kuin, Y., Gerritsen, D.L., Riksen-Walraven, J.M. (2012). Relatedness, autonomy, and competence in the caring relationship: The perspective of nursing home residents, *Journal of Aging Studies*, 26: 319-326.

Responding to Diversity and End of Life in LTC

Furlotte, C., Gladstone, J.W., Cosby, R. and Fitzgerald, K-A. (2016). "Could We Hold Hands?" Older Lesbian and Gay Couples' Perceptions of Long Care Homes and Home Care, *Canadian Journal on Aging*, DOI: <https://doi-org.libaccess.lib.mcmaster.ca/10.1017/S0714980816000489>
Published online: 17 October 2016, pp. 1-15

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 13
(April 4 & 6)

Future Challenges and Issues in Care of Older adults
Text: Chappell and Hollander, Chapter 7, pp. 149-164

I. FIELD VISIT AND REFLECTION ON LONG TERM CARE/RETIREMENT HOME

DUE: Jan. 26, 2017

Worth 10%

You are to select one long term care 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) indicating the name of the home and giving a very brief (4-5 lines) overview of the home and how you felt visiting the long term care home. In your brief reflection, note what are some of your observations, particularly any thoughts, concerns, fears and questions about aging and long term care. It is important for you to reflect on what interests you about long term care and discuss what assumptions/biases or gaps in knowledge you may have about long term care. You are expected to suggest other care options that may currently exist or could be created for providing care alternatives to older adults. This assignment will be discussed in tutorial and peer reviewed so be prepared to share the content with classmates. You will submit the assignment to your Teaching Assistant (TA) at the end of class.

II. TUTORIAL PARTICIPATION

Worth 10%

In this course there are two Teaching Assistants who will be available to support the academic needs of students in a variety of ways. The TA's will hold office hours, lead tutorial sessions and provide instructions and guidance regarding assignments, required readings, and preparing for exams. Your assignments will be graded by your TA and he/she will provide feedback to you on your progress in the course. Each student must attend regularly a weekly tutorial session. Please note that it is mandatory to attend all scheduled tutorial sessions; make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. Teaching Assistants are not responsible for informing individual students about material that was discussed during missed tutorial sessions.

Full attendance and full participation will be required to obtain your 10%. At each tutorial your TA will take attendance. Students will earn 5% for attendance and 5% for full participation. There are a variety of

ways to earn participation grades, including bringing insights and questions for discussion based on your assignments, sharing of media clips that illustrate course concepts, and taking part in tutorial exercises. Ways to earn participation marks will be reviewed by your TA during the first tutorial. For each tutorial you miss, you will lose 1%. Students cannot make up tutorial grades with make-up assignments.

Teaching Assistants reserve the right to reduce your tutorial participation mark (a maximum of 5 points) for negative class tutorial participation - an attitude that is disrespectful towards the course, instructor, other students or Teaching Assistant. 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 a Teaching Assistant asking you to leave tutorial. Please direct your course inquiry to the appropriate TA. TA contact information will be posted on Avenue.

III. In class Test

Due: March 7, 2017

Worth 20%

One in-class test will be held during the term. The questions for the test will be based on the assigned course readings, lectures, guest speakers' presentations and class discussions.

IV. Group Presentation or Long Term Care Report

Worth 30%

All students must sign up for the selected option by Jan. 16, 2017. Further details of this process to be discussed in class.

In order to accommodate different learning needs and styles as well as different academic interests, students will have the opportunity to choose either a group presentation on a specific topic or a Long Term Care report. It is expected that 32 students (Four (4) people in each group and four (4) groups in each tutorial section) in the class will be able to make a group presentation and the rest will do a group Long Term Care Report. The academic expectations for both of these projects are similar. Students will make this decision early in the term and the instructor and teaching assistants will do their best to give each student their first preference, but in some cases, that may not be possible due to class time limitations.

Option 1: GROUP PRESENTATION (30%)

If you select this option, you will take part in a group presentation that addresses a specific topic from the course. Selection of presentation topics and groups will be done during the first three weeks of the term. Each group will involve 4 students (depending upon course enrolment). Limited class time will be made available for groups to meet. There are 8 presentation groups, and 32 students will be able to participate in this option. Each group presentation is to involve:

1. **Key Issues and Material related to Topic:** Each group will present academic and other practical or applied material related to the topic. The group is to discuss material from the courseware readings, as appropriate, but is primarily to seek out relevant information beyond the course material. The presentation should include a BRIEF overview of research findings in the area, as well as other relevant practical information on the topic. Research material discussed in the presentation must be clearly referenced as to the source of the information. Each group has the opportunity to focus on specific aspects of the topic that

they find most interesting or important. A strong presentation will find ways to link academic research with applied or practical aspects of the topic, in an interesting and engaging way. A good presentation also concludes with a brief 'summary' of key points or insights gained from the presentation.

2. Class Engagement/Involvement/Discussion: Class involvement during the presentation is IMPORTANT to keep the presentation 'active' and the students engaged in the topic. There are many 'creative' ways to involve the class in the presentation (for eg., as questions interwoven throughout presentation, short group exercises, or other class activities). Class involvement is a KEY component of the overall presentation.

3. Class Handout: Each group will prepare a short (one sheet of paper only, one or both sides, typed) handout for students and instructor that HIGHLIGHTS the key components of the presentation (eg. an overview of components of the presentation, key issues to be discussed in the presentation, a reference list of material incorporated into the presentation). The purpose of this handout is to give your audience a clear, well organized 'guide' to follow during the presentation, and as a resource for the students, after the presentation.

Details of Evaluation of Group Presentation included below .

IMPORTANT: Each group has 20 minutes ONLY for the entire presentation so you will need to organize your time VERY WELL. You will NOT be given extra presentation time. The group presentation is worth 30% of your final grade.

Potential Presentation topics:

Technology and Aging in Place
Responding to Human Diversity (meetings needs of specific groups)
Homeless Seniors and support needs and challenges
Innovative Community Care Options: nationally or internationally
Specialized services for People with specific health needs
Ethical issues in long term care or community care
Palliative Care: needs and challenges
Abuse in long term care
Approaches to person centred care in long term care
Other topics with approval of the course instructor

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, assignment title, course name, assignment submission date and instructor's name

Presentation Evaluation Form
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Names of Presenters:

Topic:

Date:

Presentation of material related to topic: /18
Key points or issues presented in a brief, clear, and well-organized manner
The material presented well linked to the topic
Group presented relevant academic and applied material beyond course readings
The material presented was current, informative, and interesting
The material presented clearly referenced the sources used
Demonstrated analytical and critical thinking skills

Class engagement/involvement/discussion: /3
Presenters used effective questions/activities to engage the class throughout the presentation
Presenters responded well to student responses and/or questions
A significant component of the presentation focused on class involvement/discussion

Presentation Handout: /4
Handout was clear, well-organized, and useful as a 'guide' to the overall presentation
An overview of components of presentation/key points/issues outlined on the handout
The summary conclusion identified key insights gained from the presentation
The handout was typed on one paper only (one or both sides)?

Overall structure and style of the presentation: /5
The presentation well-prepared, well organized and clearly presented
Overall there was good pace, clear articulation, and easy-to-follow information
Was the presentation effective in conveying information and holding the interest of the audience
There was an attempt to discuss issues rather than over-relying on reading from notes
The presentation was well coordinated/orchestrated among all members of the group

Comments:

Total: /30

Option 2: LONG-TERM CARE HOME REPORT (30%) – Due March 28, 2017

The purpose of this assignment is to give you the opportunity to gather information on long-term care homes from a variety of sources to write a final ‘home report’ that integrates information on a specific long-term care home (one that you visited) with information provided in the course (from guest speakers, assigned readings, and group presentations). This written report is to be structured as an ‘information manual’ or ‘handbook’ that could be useful to administrators and staff in a long-term care home to provide them with information and insights about the structure and organization of a home, and many other aspects, issues, and challenges within long-term care homes. This report will provide concrete and practical knowledge about topics and issues that one needs to consider, deal with, and be sensitive to, in the design, organization, and management of a long-term care home.

This assignment basically consists of THREE components:

1st Component: In the first section of the report, essentially, a home CASE STUDY, you will present ‘overview’ information on ONE of the homes that you are required to visit for this course. This part of the report provides a brief overview of that home, and should discuss (written in your own words) the following types of information: the history of the home, sponsorship (i.e. public, private non-profit, private for-profit), organizational/administrative structure of the home, admission information, accommodation rates, the philosophy of care, levels of care, a description of the architectural design, homes and services, staffing patterns, a resident profile (i.e. age, gender, ethnicity, types of disabilities, etc.), role of family members in the home, and a description of unique features, policies, procedures, and/or programs at the home. This information can be obtained during visit to the home (from home staff), and from their websites.

2nd Component: The second component is, essentially, the BODY of the report. Using SIX topics from the course as a ‘guiding’ structure, your task is to discuss in a CLEAR AND WELL INTEGRATED WAY, material presented by guest speakers lectures, assigned readings, and group presentations, related to each of these specific topic areas. Within each topic, you are also to INTEGRATE information on your specific long-term care home with the course material, in a discussion of how the course material ‘fits’ for your specific home, using your home as a kind of ‘case study’, example, or illustration for understanding the material presented. Information provided by the guest speakers is particularly important, and should be well integrated into this section, along with course materials from the other sources.

You are not simply repeating what the readings and the speakers stated, instead you are demonstrating critical thinking skills by analyzing the various sources of information and critically examining the content based on your understanding, your personal experiences and your reflection on this information.

3rd Component: The third section of the assignment is the final conclusion/summary section, and must include a brief summary of the overall KEY points presented in this report. However, in this section as well, you are to briefly discuss some of the features, policies, procedures, and/or programs within your specific ‘case study’ home that you feel are particularly unique or ‘successful’ (and why), and any features, policies, procedures, and/or programs that you feel could be added or expanded to benefit the home, based on the knowledge you gained from the course overall.

It is important to remember that this report is NOT to be written as a ‘negative’ or ‘critical’ evaluation or judgement of the specific home you discuss. Rather, your discussion of the specific home is to provide you with a type of ‘framework’ to use in your discussion of the general issues and information you present in the report. Therefore, any discussion of the home (structure, organization, programs, design, etc.) is to be presented in a non-judgmental way.

The final report must be structured in the following way (USING HEADINGS AND SUBHEADINGS THROUGHOUT THE REPORT TO IMPROVE ORGANIZATION):

Title page: title of report, case study home, your name, student number, course, instructor, date.

Table of contents: outlining all the sections (and subsections) of the report with pagination.

Introduction: one-page clearly outlining the overall purpose and structure of the assignment.

Facility Overview: 2-3 page overview of your specific home, giving general background information about the home (outlined earlier under 1st component).

Body of Report: 8-10 page write-up that integrates information you gathered on the specific home with course material (from readings, lecture, guest speakers, etc). Here you will discuss key issues related to 6 topics from course materials, and how that information ‘fits’ with your specific home (outlined earlier in 2nd component).

Summary/Conclusion: 2 page summary of key points from your overall report and discussion of what you feel are particularly unique or ‘successful’ features, programs, etc. in your ‘case study’ home and what you feel could be added or expanded (outlined earlier in 3rd component).

References: list any assigned readings and other academic materials used in the completion of the report. This assignment is NOT to use additional research material beyond the course material. It is expected that you will make good use of the diversity of sources (assigned readings, guest speaker material, group presentation material), all clearly referenced as to its source. When referencing material from guest speakers, use speaker’s name and date of talk in the body of the paper (e.g., Rubin, March 21, 2017); for group presentations, use group topic and date (e.g. Sexuality and LTC, March 18, 2017); for lecture notes, for any reference to published literature, use APA style referencing. On the reference/bibliography page, list the ‘full’ reference for each of these sources. It is expected that you will use at least twelve of the course readings in preparing your final report.

Your final report is to be written in 3rd person, typed (double spaced), and is to be 12 - 15 pages in length (no shorter than 12 pages and no longer than 14 pages), excluding title page, table of contents, and references.

IMPORTANT: The assignment is a GROUP report. If you choose to do a GROUP report, the final grade for the report will be the same for each student. Working well within a group is a good skill to develop, and dividing up the work load can be beneficial to each student. However, there are sometimes special challenges that arise when doing ‘group work’ (particularly written work) and agreeing - as a group - on the merits of the final product. Once you decide to do the assignment as a group, you will NOT be able to change your mind part way through the process. You will need to provide your TA with the names of your group members. Groups for this assignment CANNOT be more than 4 people.

This report is worth 30% of your final grade, and is due in class, March 28, 2017.

No extensions will be granted. There will be a late penalty of 3% per day after the due date to a maximum of 15%.

** It is a VERY GOOD strategy to think of this assignment as ‘a work in progress’: that is, it is important to begin work on this report early in the course and to continue to work on it - in stages - throughout the course so you will have adequate time to complete the report by the due date.**

HLTH AGE 2D03: Continuum of Care
Long Term Care Home Report (30%) – Due March 28, 2017

Name: _____ ID: _____

Name: _____ ID: _____

Name: _____ ID: _____

Name: _____ ID: _____

1st Component–Overview (2 pages/appr. 500 words): _____ /2

A brief overview of the home is provided in your own words. This can include the history of the home, sponsorship (i.e. public, private non-profit, private for-profit), organizational/administrative structure of the home, admission information, accommodation rates, the philosophy of care, levels of care, a description of the architectural design, facilities and services, staffing patterns, resident profile (i.e. age, gender, ethnicity, types of disabilities, etc.), role of family members in the home, and a description of unique features, policies, procedures, and/or programs at the home.

2nd Component–Body of the report (7 - 9 pages/1,750-2,250 words): _____ /20

Six topics/themes from the course clearly identified /1

Variety of class sources used (material presented by guest speakers,
Class discussions and group presentations) related to each of these topics /2

Incorporated concepts and findings from the course readings and other
academic sources /5

Within each topic, the course material and information on the specific long-
term care home are well-integrated and how the course material ‘fits’ for the
selected specific home is discussed /5

Critically reflects on the learning experience and provides: /7

- Insights about the structure and organization of a home
- Discusses aspects, issues, and challenges within long-term care homes
- Clearly discusses concrete and practical knowledge about topics and issues that one needs to consider, deal with, and be sensitive to in the design, organization, and management of a long-term care home.
- Critical thinking skills demonstrated by analyzing the various sources of information and critically examining the content based on your understanding personal experiences and reflection on this information.

<u>3rd Component: conclusion/summary (2 pages, 500 words)</u>	<u>/3</u>
Summary of the overall KEY points presented in the report are noted	/1
Discusses some of the features, policies, procedures, and/or programs within the specific 'case study' that are particularly unique or 'successful' (and why), as well as features, policies, procedures, and/or programs that could be added or expanded to benefit the home and the residents, based on the knowledge generally gained from the course	/2
<u>Writing Style and format</u>	<u>/5</u>
Organization of the report (followed the attached guideline)	/1
References – clearly and accurately cited and bibliography provided	/2
Spelling/grammar	/1
Length of report – within range specified in guidelines	/1
Total Mark:	/30

Long Term Care Home Report (30%) – Due: March 28, 2017

CHECKLIST to follow for submitting this report:

Title Page: title of report, case study (name of LTC home), your name(s), student number(s), course, instructor, submission date.

Table of Contents: outlining all the sections (and subsections) of the report with pagination.

Introduction: one-page clearly outlining the overall purpose and structure of the assignment.

Facility Overview: 2-3 page overview of your specific home, giving general background information about the home in your own words

Body of Report: 7-9 page write-up that integrates information you gathered on the specific home with course material (from readings, lecture, guest speakers, students' presentations etc.) Here you will discuss key issues related to 6 topics/themes from course materials, and how that information 'fits' with your specific home (outlined earlier in 2nd component).

Summary/Conclusion: 2 page summary of key points from your overall report and discussion of what you feel are particularly unique or 'successful' features, programs, etc. in your 'case study' home and what you feel could be added or expanded (outlined earlier in 3rd component).

References: list any assigned readings and other academic materials used in the completion of the report. It is important to utilize a diversity of sources (assigned readings, guest speaker materials, group presentation material), all clearly referenced as to its source. It is expected that you cite (not just superficially) at least twelve of the course readings in preparing your final report.

Style and length: Your final report is to be written in 3rd person, typed (double spaced), and is to be 12-14 pages in length (no shorter than 12 pages and no longer than 14 pages), excluding title page, table of contents, and references.

Late Submissions: 3% per day deducted for late submissions to maximum of 15%.

V. FINAL Take Home Assignment

Due: April 11, 2017, Noon

Worth 30%

You will be given a set of questions for this take home assignment on March 28. You will prepare your responses based on the assigned course readings, lectures, guest speakers' presentations and class discussions and group presentations. You will have one week to complete the assignment. In this assignment, you will need to use proper referencing for all sources used.