GEY 6306
Communication in the Aging Network:
Systems Dynamics in Geriatric Care Management
Class # 17732, 17733
May 11 – July 19, 2020, Continuous (No Summer Break)

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Contact Information: Please use course email

Course Description

Overview
In this course we explore Geriatric Care Management from a Systems Perspective. As GCMs, we interact with a panoply of systems, from the readily apparent family system of the client, to systems of service delivery in the community; from health care systems to the systems that may employ us directly—and everything in between. Within these systems reside dynamics of communication among all those involved in providing care or services to our clients. For the Geriatric Care Manager, consistently effective and professional communication with and among clients, caregivers, and care team members can help insure optimal client outcomes through appropriate linkages among all of the systems involved.

Important. Please be aware that this course is offered for fewer weeks than the entire term, slightly accelerated in design. We will cover the material in nine to ten weeks, without observing a summer break.

Synchronous/Asynchronous Delivery. This course is delivered largely asynchronously with few IRT encounters. The exception to this is three scheduled live conferences during the course of the semester.

Objectives
Upon completion of this course, the student will be able to:
1. Describe selected concepts and contexts of communication in the aging network.
2. Identify typical characteristics of families and networks from a systems perspective;
3. Analyze, evaluate, and facilitate resolution of typical communication issues both in the family and in the aging network;
4. Identify and use effective communication skills and strategies to support caregiving in the family system;
5. Apply appropriate and effective professional communication skills across care management scenarios.

Required Texts


A note about the texts. The 2009 Cress text is older; it is still required because in it Cress presented information that is relevant to families and care management today. Only the first edition of this book is available. Some redundancy between the texts is unavoidable. The Kindle editions of both texts are valid for this course; please note that page numbering in the syllabus is based on the physical editions of each book.
**Course Requirements**

**Course Participation**

**20 points/20% of grade**

Definition: participation in graded discussions and conferences. Discussions provide an opportunity for students to interact with their classmates on course topics while Conferences permit students and their instructor to interact in real-time interchanges. Please refer to the Course Calendar for dates and times of Conferences.

**Discussions.** Opportunities for discussion will be available each week. Four discussions are graded. Participation in the remaining ungraded discussions is encouraged to enhance learning of the material. Discussions will focus on the materials presented that week. Students will receive a maximum of five (5) points for their participation in the graded discussions. Ungraded participation will be tracked as Complete/Incomplete and will be used as an overall indicator of the student’s engagement in the course.

**Procedure.** For graded Discussions, initial posts are due at 11:59 p.m., ET, each Wednesday. After posting initial comments to the week’s topic, students are expected to further contribute to the discussion during the remainder of the week and comment on others’ posts as well as respond to colleagues’ comments on their own posts. Subsequent entries must be submitted by 11:59 p.m. ET on Sundays to be included in the grade. Please attend to the Discussion Rubric posted on the course site.

**Evaluation criteria for Discussions.** Initial posts should be substantive, thoughtful, considered, and pertinent to the topic of the week. Responses to others’ initial posts should likewise reveal some depth of reflection on the comments. For full credit in graded discussions, respond to at least 50% of your fellow students’ initial posts (e.g., in a class of 10, respond to at least 5 initial posts). A grading rubric for Discussions is attached to the Graded Discussion forums.

**Conferences.** There will be three live Zoom Conferences scheduled during this session. The first Conference, “Office Hours,” will be held the first week of class. Please refer to the Course Calendar (supplied) or online Weekly Schedule pages for dates of future conferences. Topics addressed will cover areas of interest, including but not limited to required readings, resource materials, trends in GCM, or assignment Q & A. Though optional, participation in Conferences is encouraged so that students may receive full benefit from the course. Additional conferences may be requested or initiated by students, as well.

**Tech notes for Conferences.** Call-in participation is fine. Students may elect to use a mobile or landline phone connection for audio-only participation. Video participation requires either a broadband connection or 4G minimum cellular signal. For optimal transmission, it is recommended that a headset with microphone be used for voice clarity and noise reduction.

**Quizzes 30 points/30% of grade**

There will be three ten-point quizzes during the term. The quizzes will be open book, with unrestricted access to materials and resources. Quizzes will be available for seven full days. Quiz material is cumulative. Students will have a single, two-hour opportunity to complete each quiz. Please refer to the online Course Schedule or the Course Calendar for specific dates and times.

**Course Projects 50 points/50% of grade**

There are three graded projects for this course. Links to detailed instruction sheets and grading criteria for each project are supplied when the projects are assigned. Completed projects will be uploaded to dedicated Discussion Forums where students will comment on their own projects as well as provide feedback to colleagues about their projects.
**Project Description**

1. **Family Genogram with a Systems Eco-Map.** Graphical illustration of the interrelationships of a family, both within the family and among related systems.  
   Product: A Genogram with associated EcoMap.

2. **Bereavement and Related Services Fact Sheet.** A Fact Sheet describing a community service or network designed to meet the needs of families preparing for or experiencing the loss of a loved one. A template will be furnished to guide the completion of the document.  
   Product: Fact Sheet document.

3. **Applied Care Management Report.** An analysis of the systems dynamics in a selected case study, with recommendations for care management interventions.  

Post completed projects on dedicated Discussion forums to share.

Please adhere to accepted style conventions in each of these assignments. Resources, if used, must be properly cited. APA style is preferred.

A consistent filename structure is important. Please name your files as follows: Your last name and a single term for the Project name. For example, my submissions would be, Perry-Genogram, Perry-FactSheet, Perry-CMReport. **Spaces in filenames can pose a problem; please avoid them.**

**Make-up Policy**

This course is offered in a slightly accelerated format. Due dates are arranged so that progress through the material is manageable. Make-up arrangements are challenging due to time limitations; however accommodations may be made on a case-by-case basis. The student must alert the instructor prior to any anticipated or planned absences from the course. Things do come up, though, and students must alert the instructor as soon as the student becomes aware of having a problem with completing an assignment, posting to a graded discussion, or meeting any another deadline.

**Surprise late submissions** will lose 10% of the earned grade for each day the submission is delayed. For example, for items due by 11:59 p.m., ET, Wednesday, the late period begins at 12:00 a.m., ET, Thursday. Please alert the instructor if you believe your submission will be delayed!

**Grading Scale**

- **A grade ranges**: 93-100  
- **B grade ranges**: 88-89  
- **C grade ranges**: 78-79  
- **D grade ranges**: 68-69  
- **Failing grade range**: E: <60

**Schedule**

Please refer to the online course pages for the most current listing of readings, resources, and assignments. The instructor may adjust timelines if learning purposes are better served by so doing.

Please note the schedule for this course does not include a break mid-semester; however the course is scheduled to conclude approximately three weeks before the UF Summer semester officially ends.

**Course Calendar**

For an overview of the entire course in a chart format, please visit the course’s Canvas Home Page in and click the PDF Calendar link.
**Student Support for Distance Learners**

**Student Support Services**

As a student in a distance learning course or program, you have access to the same student support services that on-campus students have.

For questions related to accessing course content, please consult your instructor.

For any technical issues you encounter with your computer’s access to the course, please contact the UF Computing Help Desk at (352) 392-4357 (392-HELP). Be prepared to give your name, Gatorlink ID and UFID as well as the course number (GEY6306) and section (77AF).

For specific information about which systems and browsers are recommended for Canvas, please visit [https://ufonline.ufl.edu/resources/computer-requirements/](https://ufonline.ufl.edu/resources/computer-requirements/).

For Help Desk hours, visit [http://helpdesk.ufl.edu](http://helpdesk.ufl.edu)

For a list of additional student support services, links, and information, please visit: [http://www.distance.ufl.edu/student-services](http://www.distance.ufl.edu/student-services).

**Special Accommodations for Students with Disabilities**

Students requesting disability related academic accommodations must first register with the Disability Resource Office. Contact information for this office may be found at [https://disability.ufl.edu/students/](https://disability.ufl.edu/students/). The Disability Resource Center office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation. Students should plan on contacting the DRC prior to any perceived need for accommodation—i.e., at or before the beginning of the term.

**Complaints**

Should you have any complaints with your experience in this course, please visit [http://distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/) to begin the process of submitting a complaint.

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"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning." ~ Jiddu Krishnamurti

“Let’s go learn things!” ~ Dwayne Cassius Pride 😊

See you online...