

GEY 6306
**Communication in the Aging Network:
Systems Dynamics in Geriatric Care Management
Section 77AF
April 8 - June 9, 2019**

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Contact Information: For any communication related to the course, please contact the instructor solely through Canvas.

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 is essential to the delivery of optimal client outcomes.

Important. Please be aware that although this course is offered during an abbreviated session, it remains a graduate-level, three-credit course, accelerated in design. We will cover in eight weeks the same amount of material that is typically covered in a fourteen-week semester!

Objectives

Upon completion of this course, the student will be able to:

1. Describe the concept and context of the aging family;
2. Identify typical characteristics of families and environments 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 the family system in caregiving;
5. Apply appropriate and effective professional communication skills across care management scenarios.

Required Texts

Cress, C. (2009). *Care Managers: Working with the Aging Family*. Sudbury, MA: Jones and Bartlett Publishers, LLC. ISBN-10:0-7637-5585-0. Selected chapters.

Cress, C. (2017) *Handbook of Geriatric Care Management* (4th Ed.): Jones & Bartlett Learning. ISBN-13: 978-0763790264. Selected chapters.

A note about the texts. The 2009 Cress text is an older text; however it is still required for this course because it presents some nearly timeless information that is still relevant to families and care management scenarios occurring today. We are using the 2009 first edition because it is the only edition available. There is some crossover in information between the two texts, but it's hoped that redundancy is limited. The Kindle edition of the 2009 text is valid for this course.

Course Requirements

Course Participation

15 points/15% of grade

Interactions among students and instructor are invaluable in online learning. In this course, as in the other courses in the program, students can engage in meaningful communication through asynchronous discussion forums and synchronous Conferences. The weekly online course Discussions provide an opportunity for students to interact with their classmates on course topics while the real-time Conferences permit students, along with their instructor, to interact in real-time interchanges. Please refer to the online Schedule for dates and times of Conferences.

Discussions. Opportunities for discussion will be available each week. In the Discussions, students will respond to topics drawn from the week's learning materials, assignments, current events, or other items of interest. **Three** of the weekly Discussions will be graded, and students will receive a maximum of 5 points for their participation in each of these. While the other weeks' topical Discussions are optional, students are encouraged to participate. 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. After posting an initial response to the week's topic by the due date, students are expected to return to the discussion board over the week in order to review and respond to the contributions of their colleagues.

Students should post their initial comments to the discussion forum by 11:59 p.m., Eastern Time (ET) on the Wednesday of each week. Please monitor the forum and comment in courtesy to your respondents. The instructor likewise will review all initial postings and comment where needed to add to the conversation during the week. All subsequent entries and responses must be posted each week by 11:59 p.m., ET, Sunday evening for full credit. You may continue your discussions after that time; however only contributions posted by the cutoff will be counted toward your participation grade.

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).

Conferences. There will be three live Conferences scheduled during this short 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. A broadband connection for video participation is required. For optimal transmission, it is recommended that a headset with microphone be used for voice clarity and noise reduction.

Quizzes

20 points/20% of grade

There will be two 10-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. One quiz will be offered approximately at mid-term and the other during the final week of the course. Students will have one, two-hour opportunity to complete each quiz. Please refer to the online Course Schedule or the Course Calendar for dates and times.

Course Projects

65 points/65% of grade

There are four graded projects for this course. Links to detailed instruction sheets and grading criteria for each project are supplied during the weeks the projects are assigned.

Project Description	Point Value
1. Health Literacy Assessment. A brief, informal assessment of an older consumer's health literacy, reported findings, and recommendations for practice. Product: Document or PPT, in PDF.	15 points
2. Family Genogram/Systems Eco-Map. A pictorial illustration of a family's interrelationships and the quality thereof, both within the family and among related systems. Product: Genogram/Eco-Map chart.	10 points
3. Resources and Services for Families in Bereavement. A Fact Sheet based upon exploration into a local community's service network for families preparing for or experiencing the loss of a loved one. Product: Fact Sheet (document).	15 points
4. Systems Dynamics: A Case Analysis with Recommendations for Care Management. A detailed analysis of the interplay among a systems and caregiving issues within a selected family unit. Product: Report (document).	25 points

- ☞ 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.
- ☞ It is most helpful if filenames of your projects include your last name and a single term for the Project name, for example, Perry-Literacy, Perry-Genogram, Perry-Resources, Perry-Analysis. **Spaces in filenames can pose a problem; avoid them.**

Make-up Policy

This course is offered in an accelerated format due to the brevity of the session. 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 knows there 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 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	B grade ranges	C grade ranges	D grade ranges	Failing grade range
A 93-100	B+ 88-89	C+ 78-79	D+ 68-69	E <60
A- 90-92	B 83-87	C 73-77	D 63-67	
	B- 82-80	C- 70-72	D- 60-62	

Schedule

Please refer to the [online pages](#) for the most current listing of readings, resources, and assignments. The instructor reserves the privilege of adjusting readings and materials in response to learning requirements.

Course Calendar

For an overview of the entire course in single-page format, click the Calendar link on the Home Page.

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://kb.helpdesk.ufl.edu/FAQs/E-Learning> and select “What are the computer requirements for using e-Learning?” link under the General E-Learning section. There are other helpful links there, as well.

For Help Desk hours, visit <http://helpdesk.ufl.edu>

For a list of additional student support services, links, and information, please visit:
<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://www.dso.ufl.edu/drc>. 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/> to begin the process of submitting a complaint.