

UNIVERSITY OF NORTH TEXAS AT DALLAS
SPRING 2016
SYLLABUS

AGER 4500.090

LONG-TERM CASEMANAGEMENT OF THE ELDERLY 3Hrs

Department of	Human Services	Division of	Education
Instructor Name:	<i>Dr. Iftekhhar Amin</i>		
Office Location:	<i>UNT Dallas 2 327</i>		
Email Address:	Iftekhhar.amin@unt.edu		
Office Hours:	Wednesdays 10:00 am – 1:00 pm and by appointment		
Virtual Office Hours:	<i>N/A</i>		
Classroom Location:	Online		
Class Meeting Days & Times:	Online		
Course Catalog Description:	<p>This course examines concepts and controversies found in long-term case management of the elderly. Students will become acquainted with material that has practical application in primary care settings for encouragement of multi-dimensional approaches in the care of older persons. The student will be able to identify the link between the three broad domains of human aging: health care, socioeconomic trends and social service organizations. The student will also be made aware of biological and physiological changes that occur during the aging process. Equally important, this course allows the student to recognize the emotional, psychological and physiological aspects of aging. The course will expose the student to geriatric assessment instruments, questionnaires and clinical assessments. Upon completion of the course, the student will have gained an understanding of the referral and case management process for the geriatric patient. Students will also be able to link the process of aging with disease management for the elderly and the health care systems that serve them.</p>		
Prerequisites:	N/A		
Co-requisites:	N/A		
Required Text:	TITLE: Handbook of Geriatric Care Management AUTHORS: Cathy Jo Cress PUBLISHER: Jones and Bartlett Learning EDITION: 2011		
Recommended Text and References:	N/A		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:	<p>It is the goal of this course to understand the processes and procedures of long-term case management for the elderly population. The student is also expected to learn and understand the processes and procedures of long-term case management and be able to link the elderly with community resources.</p>		
Learning Objectives/Outcomes:	At the end of this course, the students should be able to		

1	demonstrate and apply a comprehension of the aging process.
2	demonstrate knowledge of the implications of human aging.
3	demonstrate the appropriate skills for the assessment of disorders, maladaptive behavior and psychological issues associated with older persons.
4	discern between both, the myths and realities of older adulthood.
5	appropriately assess age-related health changes relevant to the health needs and delivery system of the elderly population.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by announcements in class.

Tentative Schedule* CLASS READINGS & EXAM DATES

	Topic	DUE: Assignments, Exams
Week 1 January 19- 24	Chapter 1 & 2	Introduce Yourself
Week 2 January 25- 31	Chapter 3 & 4	
Week 3 February 1- 7	Chapters 5 & 6	Quiz 1 Discussion 1 Due
Week 4 February 8 -14	Chapters 7 & 8	
Week 5 February 15- 21	Chapter 9	Quiz 2
Week 6 February 22 – 28	Chapter 10	
Week 7 February 29 – March 6	Chapter 11	Discussion 2 Due Quiz 3
Week 8 March 7-13		<i>Midterm</i>
Week 9 March 14- 20	Spring Break	
Week 10 March 21-27	<i>Chapter 12</i>	Quiz 4 Discussion 3 Due
Week 11 March 28 - April 3	Chapter 13	
Week 12 April 4-10	<i>Chapters 14 & 15</i>	Quiz 5 Discussion 4 due
Week 13 April 11-17	Chapters 16 &17	Draft & Feedback (optional)
Week 14 April 21- 24	Chapters 18 & 19	Interview Paper due
Week 15 April 25- May 1	Chapters 20 & 21	Quiz 6

Week 16 May 2 - 8		
Week 17 May9-13		Final Exam

The instructor reserves the right to make changes on this schedule if needed.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

I. INTERVIEWS WITH AN OLDER PERSON & RESEARCH PAPER (Service Learning Project)

Students will interview an older person throughout the semester and write a research paper based upon the interview outcomes, the care management model, and applicable research to support the care management process. The comprehensive knowledge gathered over the course of the semester will be reflective in the paper. The research paper should be **outlined in the following format** and based upon the *Schematic Care Management Model of Intervention*. (40 points)

Use the following sections as topic headings for the research paper.

- ~Identify history & background of the older adult.
- ~Identify problems & issues
- ~Identify strengths & limitations
- ~Develop an assessment of possible service needs & priorities
- ~Develop a proposed plan and goal setting objectives
- ~Intervention and resource linking
- ~Evaluate and summarize the outcome of set goals

Write a 7-10-page term paper, type written, and double-spaced with a minimum of 5 peer reviewed research articles to be used as references. The textbooks may be used as a reference source when applicable. The format of the paper must be in APA style. All Internet based references must be copied and included with reference page. If the Internet articles are not included with the paper, points will be deducted.

II. QUIZZES

Quizzes will worth of 120 points.

III. Discussions

Throughout the semester students will be asked a specific question or questions related to course materials. These questions will be posted in the Blackboard. You will have a minimum of THREE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 4X5=20 points.

IV. EXAMINATIONS

There will be a midterm and a final exam. The *midterm* will include material covered from the beginning of class to the midterm. The material covered on the test is derived from the readings, reflective journal, class work and lectures. The *final* examination will not be comprehensive. Make-up examinations will be conducted **only** if the instructor, for reasons of either health or an emergency will be excused. **Documentation will be required.**

Grading Matrix:

Instrument	Value (points or percentages)	Total
Mid-Term	One Hundred (100) Points	100
Final Exam	One Hundred (100) Points	100
Quizzes	6 quizzes at 20 points each Points	120
Interview	Forty (40) Points	40
Discussions Assignments	4 Discussions at 10 points each	40
Total:		400

NOTE: NO LATE WORK WILL BE ACCEPTED.

Grade Determination:

- A = 360– 400 pts; i.e. 90% or better
- B = 320 – 359 pts; i.e. 80 – 89 %
- C = 280– 319 pts; i.e. 70 – 79 %
- D = 240 –279 pts; i.e. 60 – 69 %
- F = 239 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Compliance With Student Code of Conduct:

All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is necessary to ensure respect for self and others and a civil community. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions ranging from, depending on the severity of the offence, from a F for assignments to a F for the course. Additional University sanctions may also apply, given the severity of the offence. The University's statement on academic integrity is contained within the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Student Responsibilities:

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations and ethical standards of the University of North Texas (Dallas Campus) as contained in the current university catalog and schedule of classes.

Other Policies

1. Make-up exams and incomplete (I) will be given if and only if a student is unable to complete their academic responsibilities for medical (disease or injury) or legal reasons (jury duty; U.S. military service) or other “extraordinary” reasons. These reasons must persist for a significant period of time to be considered grounds for an incomplete.(See UNT course catalog).
2. Plagiarism: Plagiarism is the representation of the written work of another as the product of one’s own efforts.

Writing Rubric

Clarity:	The writer expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The writer writes so the ideas can be easily understood and so that the reader does not have to struggle to understand with the writer is saying.
Flow and Logic:	Is an introductory paragraph included to grab the writer’s attention? The main idea should be clear before the end of the introduction. There should be an obvious sense of the writer’s direction at the beginning of the paper, as well as throughout the paper.
Critical Thinking:	The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what is at stake in each perspective and connect conclusions to the paper’s central thesis. The writer will avoid presenting supportive examples without making clear the significance of these examples and how each advances the writer’s point. Bloom’s taxonomy is useful in the application of critical thinking.
Grammar:	The effective use of language and diction needs to be employed. Suitable verbiage to the subject and the audience is also important.
Mechanics & Usage:	Mechanics include standard conventions of spelling, capitalization, punctuation and paragraph indention. Correct use of verb tense, the apostrophe, subject-verb and noun-pronoun agreement, run-on and fragmented sentences and misplaced and or dangling modifiers.
APA:	Use of APA formatting within essays, papers, citation of sources and reference lists must be adhered to.

APA Formatting and Avoiding Plagiarism

Students are expected to use APA format & style in their writing. This includes proper citation and reference listing. The suggested APA handbook is a great guidance tool. There are also various on-line sources that are available to students. One such online tool is the Citation Machine, which allows students to input requested sources of information and then place the source in its proper APA format. Go to www.citationmachine.net. All essays/papers must include APA Title (cover) page. See Rubric and APA Title page attachment at the end of the syllabus.