GEY 6306 - Summer A/C 2016 (Section 77AF)
Communication in the Aging Network:
Family Systems and Care Planning

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Course Syllabus

Overview

Communication—effective communication—is the cornerstone of the practice of Geriatric Care Management and this course explores manifold facets of communication dynamics among those involved in caregiving for older adults. For the Geriatric Care Manager, maintaining consistently effective and professional communication with and among clients, caregivers, and care team members (a.k.a. the "Aging Network") is imperative in facilitating optimal client outcomes. A significant portion of this course considers care management from the family systems perspective: the impact of family dynamics and interpersonal relationships on the overall wellbeing of older adults and the quality of care they receive.

Objectives

Upon completion of this course, the student will be able to:
1. Describe the concept and context of the aging family;
2. Analyze, evaluate, and facilitate resolution of typical communication issues both in the family and in the aging network;
3. Identify and use effective communication skills and strategies to support the family system in caregiving;
4. Apply appropriate and effective professional communication strategies in a variety of care management scenarios.

Required Textbook

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

Recommended Resource

Cress, C. (2011). **Handbook of Geriatric Care Management.** (3rd Ed.): Jones & Bartlett Publishers. ISBN-13: 978-0763790264. Cress' fourth edition was just published, and may also be used. It is not necessary to purchase the Handbook for this course. It is not required, but it is a useful resource.

Course Requirements

Course Participation   20 points/20% of grade

Interactions among students and instructor constitute a valuable part of the online learning experience. In this course, as in all courses in the program, students will have the opportunity for interchange in asynchronous discussion forums and synchronous Conferences. The course Discussions provide an opportunity for students to read and respond to their classmates' commentaries on course topics while the real-time meetings permit students, along with their instructor, to interact in live discussion. Please refer to the online Course Schedule for dates and times of Conferences.

Discussions

Opportunities for discussion will be available for each module. Four Discussion topics will be required and students will receive grades for these (Full credit=5 pts). While the other weeks' Discussions are optional, participation is encouraged to enhance learning. In the graded forums, students will respond to topics drawn from the week's learning materials, assignments, current events, or other items of interest.

Procedure: After posting an initial response to the week's topic, students are expected to return to the discussion board over the week in order to review and respond to the contributions of their colleagues.

Weeks generally will begin on Sundays and end on Saturdays. Students should post their <u>initial comments</u> to the discussion forum by 11:59 p.m., Eastern Time (ET) on the Wednesday it is due. Please monitor the discussion board and comment in courtesy to your respondents. The instructor likewise will review all initial postings and comment where needed to add to the conversation.

<u>Cutoff for grading</u>: All <u>responses</u> must be posted each week by 11:59 p.m., ET, Saturday evening. You may continue your discussions after that time; however only contributions posted by the cutoff will be counted toward your participation grade.

Assessment of <u>full participation</u> will entail your instructor's evaluation of both quality (subjective) and quantity (objective).

☞ Quality: Posts must reflect thoughtful consideration of the material assigned as well as thoughtful responses to others' postings that extend or expand on the conversation.

☞ Quantity: Credit for <u>full participation</u> will be awarded to those who post both an individual response <u>and</u> subsequently respond to others' postings by established deadlines. Concise postings are appreciated.

☞ For full credit, please post to a minimum of 70% of your colleagues' initial submissions. For example, if there are 5 people in class, please respond to at least 4 of your colleagues' initial posts. If you choose to respond to fewer than all colleagues, please alternate recipients from time to time so that everyone receives at least one response from everyone else during the term.

☞ Please closely follow directions for posting to the Discussion. They may be different than those in your previous courses.

Conferences

There will be four Conferences scheduled during this short term. Students are invited to participate in as many as they wish. Topics addressed during the meetings will cover areas of interest to the students, including but not limited to required readings, resource materials, trends in GCM, or assignment Q & A. Please see the online Course Schedule for dates and times. Though optional, participation in Conferences is encouraged so that students may receive full benefit from the course.

Please note that the schedule for Conferences may be different from your previous courses. This instructor works most Sunday evenings and is unavailable to conduct live Conferences at that time. Memorial Day weekend and Independence Day weekend must also be accommodated during the term. Therefore please be aware that Conferences will take place on different days.

<u>Procedure</u>: Please be ready to share thoughts and reactions, information, resources, and citations with the instructor and your fellow students. For optimal results, is recommended that a webcam and headset be used to participate in the Conference.

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 a minimum of seven days (two holidays are accommodated). One quiz will be offered approximately mid-term and the other during the final full week of the course. Students will have one, one-hour opportunity to complete the quiz. Please refer to the online Course Schedule for dates and times.

Course Projects   **60 points/60% of grade**

There are three graded projects for this course. Instructions for each may be accessed from the course site.

1. **Healthcare Marketing Analysis**. A brief, single-subject, directed qualitative study,   20 points reported findings, and recommendations for practice.

2. **Family Genogram and Systems Eco-Map.** A pictorial illustration of a family's   10 points
   interrelationships and the quality thereof**,** both within the family and among related systems; and

3. **Family Dynamics and Care Planning: A Case Analysis.** A detailed analysis of   30 points
   communication and caregiving issues within a selected family unit.

   ☞ Completed projects will be posted as indicated on Discussions for review and commentary.

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

☞ Filenames of your projects must include your last name and a single term for the Project name, for example, Perry-Marketing, Perry-Genogram, and Perry-Analysis. No Spaces in your filenames, please.

Make-up Policy

This course is offered in an accelerated format due to the brevity of the semester. It is important that due dates be observed so that progress through the material is unimpeded. Make-up arrangements are 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 that they are experiencing a problem with submitting an assignment, completing a graded discussion, or meeting another deadline. Pre-arranged adjustments to deadlines will be accommodated where possible.

Note that unexcused Late Assignments will receive a 10% reduction in 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. Alert the instructor if you believe your submission will be delayed!

Grading Scale

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		

Course Schedule

Please refer to the online pages for the most current listing of readings, resources, lectures, and videos.

Student Support for Distance Learning

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 course content questions, please consult your instructor.
For any technical issues you encounter with your 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#requirements
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

Students requesting disability related academic accommodations must first register with the Disability Resource Office. Contact information for this office may be found at http://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://www.distance.ufl.edu/student-complaints to submit a complaint.