

## Course Outline

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**GERONTOLOGY #543**  
**FALL 2006**

### Continuum of Care: Systems Perspective

#### **Course Overview:**

This course is designed to examine the services and integrating mechanisms comprising the continuum of long-term care, its regulatory and financing history, its current organization, the individual services providing long-term care, characteristics of clients using long-term care, system integrating mechanisms, and examples of long-term care delivery systems. The emphasis is on the practical problems administrators face. It is an overview course; it does not deal with specific regulations pertaining to nursing homes or any other service. Site visits are an essential component of the course. Transportation to site visits is the responsibility of the students.

#### **Course Objectives:**

After completing this course, students should be able to:

1. Define "long-term care" and "continuum of care."
2. Characterize the client populations needing long-term care, projected growth, and methods of assessment.
3. Explain the rationale for a health care system oriented to chronic care.
4. Outline the basic programmatic, administrative, regulatory, and financing dimensions of each of the major health services comprising the continuum of care.
5. Articulate the purpose for integrating mechanisms and describe each of the four key integrating mechanisms.
6. Explain the complexities of the current long-term care system based on historical development, financing fragmentation, and regulatory auspices.
7. Describe the similarities and differences of several parallel long-term care systems (e.g., the Veterans Affairs, the Aging Network, mental health)
8. Consider the structure and financing of a long-term system of the future that corrects the deficiencies of the current system and yet is realistic within the context of the U.S. health care delivery system; federal, state, and local financial situations; cultural norms; and social context.

## **Class Format:**

This class will utilize lectures, guest speakers, class discussion, audiovisual materials and experiential exercises to achieve the above stated objectives.

## **Required Texts:**

Evashwick, Connie J. (2005). *The continuum of long-term care* (3rd Edition). Albany, NY: Delmar Publishing.

## **Recommended Text:**

Gelfand, Donald E. (2006). *The aging network: Programs and Services* (6<sup>th</sup> Edition) New York, NY: Springer Publishing.

*Readings identified for each topic are listed under the sessions. To become familiar with LTC issues, and especially when doing their own research projects, students should do their own library research. They are encouraged to look at recent issues of The Gerontologist, the Journal of Aging and Health, Generations, and Journal of the American Geriatrics Society. For more information of nursing homes, see the American Journal of Long-Term Care Administration, and Provider Magazine. For information on home care, see Home Health Care Quarterly. For policy issues, see Milbank Memorial Quarterly, the Health Care Financing Review, and Journal of Aging and Social Policy.*

## **Course Assignments:**

Short Paper #1	Due: October 4, 2006
Oral Presentation + Outline	Weeks 6, 7, 9-11
Short Paper #2	Due: October 25, 2006
Site Visit Paper	Due: November 1, 2006
Final Paper	Due: December 6, 2006

## **Grading:**

Participation and Attendance	15%
Short Paper #1	15%
Oral Presentation + Outline	20%
Short Paper #2	15%
Site Visit Paper	10%
Final Paper	25%

\*The class participation percentage will be determined by attendance, quality of class comments, and ability to critically discuss assigned readings. It is also recommended that the student bring to class current issues as related to the course material (for example, newspaper and magazine articles, editorials, cartoons, satirical essays, etc.).

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## Course Outline

- August 23: **Introductions & Semester Overview**
- August 30: **Definitions: Continuum, LTC, Aging Network**
- September 6: **Who is Served? Long Term Care Populations**
- September 13: **Components of the Continuum of Care**
- September 20: **Paying for Long Term Care/Long term care insurance**
- September 27: **Service Delivery**
- October 4: **Managing the Continuum of Care: Care Management & Managed Care**
- October 11: **Site Visit: St. John of God**
- October 18: **Mental Health Services**
- October 25: **Residential Facilities & Services**
- November 1: **In Home & Community Services**
- November 8: **Ethical Dilemmas in Serving Older Adults**
- November 15: **Continuum of Care Models- Health Care**
- November 22: **The Future: What's Ahead?**
- November 29: **Putting it All Together: Systems Integration**

## Assigned Readings

August 23:           **Introductions & Semester Overview**

August 30:           **Definitions: Continuum, LTC, Aging Network**

**Readings:**

Evashwick, Ch. 1, pp. 3-13

Gelfand, Ch. 2, pp. 9-24

Justice in Hudson, R.B., Ed., (1997). *The Future of Age-Based Public Policy*. Baltimore: The Johns Hopkins University Press. pp. 168-177.

Master, R.J. & Eng, C., (2001). Integrating acute and long-term care for high-cost populations. *Health Affairs* (20)6, pp.161-172.

Stupp, H.W. (Spring 2000). Area Agency on Aging: A network of services to maintain elderly in their communities. In *Care Management Journal* 2(1) pp. 54-61.

September 6:       **Who is Served? Long Term Care Populations**

**Readings:**

Evashwick, Ch. 2, pp. 15-27, Ch. 17, pp. 295-311, Ch. 19, pp. 327-346, Ch. 23, pp. 411-433

Cohen, C.I. (1999). Aging and homelessness. *The Gerontologist*, 39(1), 5-14

Feder, J., Komisar, H.L. & Niefeld, M. (2000). Long-term care in the United States: An overview. *Health Affairs*, (19)3, pp. 40-56.

Gelfand, Ch. 1, pp. 3-8

Kane, R.A., Kane, R. L. & Ladd, R.C. (1998). *The Heart of Long-Term Care*. New York: Oxford University Press, pp. 3-29.

September 13:      **Components of the Continuum of Care**

**Readings:**

Evashwick, Ch. 18, pp. 313-325

Gelfand, Chapters 5, 7,10, 11, 14

September 20: **Paying for Long Term Care**

**Readings:**

Evashwick, Ch. 14, pp. 231-264, Ch. 21, pp. 379-389

Cohen, M.A., (2003). Private long-term care insurance: A look ahead. *Journal of Aging and Health*, (15)1, pp. 74-98.

September 27: **Service Delivery**

**Readings:**

Evashwick, Ch. 3, pp. 29-47, Ch. 13, pp. 215-230

Capitman, J. (2003). Effective coordination of medical and supportive services. *Journal of Aging and Health*, (15)1, pp. 124-164.

Mollica, R. (2003). Coordinating Services Across the continuum of health, housing, and supportive services. *Journal of Aging and Health*, (15)1, pp. 1165-188.

Williams, J., Lyons, B. & Rowland, D., (1997). Unmet long-term care needs of elderly people in the community: a review of the literature. In *Home Health Services Quarterly* 16(1/2) pp. 93-117

**Guest Speaker: Bobbi Akalanu  
Caregiver**

October 4: **Managing the Continuum of Care: Care Management & Managed Care**

**Readings:**

Evashwick, Ch. 12, pp. 201-214

Austin, C.D. & McLelland, R.W., Eds. (1996). Perspectives on Case Management Practice. Milwaukee, WI: Families International Inc. pp. 1-15; pp. 73-97, pp. 203-218

Enguidanos, S. M., Davis, C. & Katz, L. (2005). Shifting the Paradigm in Geriatric Care Management: Moving from the Medical Model. to Patient Centered Care. *Social Work in Health Care*, Vol.41(1) pp. 1-16.



November 15: **Continuum of Care Models- Health Care**

**Readings:**

Evashwick, Ch. 4, pp. 51-68, Ch. 10, pp. 163-186

Tobin & Toseland, in Monk, A., ed., (1990). *Handbook of Gerontological Services*, 2<sup>nd</sup> Ed. New York: Columbia University Press. pp. 27-49

**Guest Speakers: Adria Emberson, LCSW  
Clinical Services Coordinator  
Huntington Hospital Senior Center Care  
Network**

November 22: **The Future: What's Ahead?**

**Readings:**

Evashwick, Ch. 15, pp. 265-278

Gelfand, Ch. 16 pp. 233-242

Kane, R. L. & Kane, R.A. (2001). What older people want from long-term care, and how they can get it. *Health Affairs*, (20)6, pp. 114-127.

November 29: **Putting it All Together: Systems Integration**

**Guest Speaker: Laura Trejo, MSG, MPA  
General Manager  
Department of Aging  
An Area Agency on Aging**

Evashwick, Ch. 11, pp.187-199

Kane, R.A. (2001). Long-term care and a good quality of life: Bringing them closer together. *The Gerontologist*, (41)3, pp.293-304.

## ASSIGNMENTS

### Short Paper #1: Due 10-4-06, 3-5 pages, double spaced, cite 2 sources.

1. What is the "Continuum of Care?" Your own definition based on your readings.
2. What are five major barriers to providing a comprehensive, cost-effective, seamless continuum of care?
3. What could be done to overcome each?

### Short Paper #2: Due 10-25-06, 3-5 pages, double spaced cite 3 sources.

1. Define and discuss "care management".
2. What is it?
3. Who does it?
4. For who?
5. Why?
6. What does the care manager do?
7. Care management has five steps. Enumerate them. Then, describe why case management is relevant to long-term care.

### Site Visit Paper: Due 11-01-06, 1-2 pages, double spaced.

**Briefly** describe your observations and impressions of your visit to St. John of God, the people served, the professional/non-professional staff, the services provided, and any policy or practice implications.

### Midterm: Interview & Presentations: Presentation dates: Weeks 6, 7, 9-11

Select a specific institutional, community or in-home service provider or agency. Interview an appropriate individual and prepare an annotated outline of the information you obtain including four readings (at least two **NOT** on your reading list) you would recommend to your fellow classmates about the service. The outline (and any agency materials) is to be distributed to class members at the time of your presentation. You will have 30-45 minutes to present and answer questions. Your outline and presentation should include the following:

- Purpose: What is the stated purpose of the organization/services?
- Target population: Who and how many are served (in a month or year)?
- Referrals: Where do the clients/patients/residents come from? What efforts are made to reach them? Is it easily accessible?
- Funding sources: How is the service funded? How is the agency funded?
- Staffing: Who is on staff? Disciplines? What training or special skills are required?
- Relationships: Where do they fit in the continuum? How do they coordinate with others?
- Issues: What is a major barrier or problem in providing this service?
- Your observations: How did you feel about what you heard? Would you refer someone there if they needed the service? Would you work there? Other observations?

**FINAL Assignment: Design an Ideal Continuum of Care System**  
**Due: December 6, 2006**

Papers should be typed using APA style references and bibliography. Papers should be 8-12 pages in length.

Papers should reflect familiarity with the class lectures, student presentations, relevant readings, as well as **your own** analysis of the readings. Papers should also show an understanding of the current long-term care system.

Address the following situation:

The local Area Agency on Aging asks you to serve on a planning committee established to develop an ideal continuum of care that meets the needs of long-term care populations. Your classmates are all members of the committee and specialist in their particular type of services. Focusing your area of expertise, discuss the following:

1. What's available?
2. What's needed?
3. What should be developed?
4. What are the barriers to services?
5. What elements can be coordinated? How?
6. What can be done about gaps?
7. What is the role of your service "arena" and how does it fit in?
8. What are some of the issues you will have to deal with?
9. How is long-term care financed at the present time? What could be done to "improve" financing?
10. How is your knowledge about long-term care relevant to your future professional activities? To your personal life? How will you apply the knowledge you gained about long-term care in your professional life? In your personal life?