

**PPD 601**  
**MANAGEMENT OF LONG TERM CARE ORGANIZATIONS**  
**Online Class - Syllabus**  
**FALL, 2005**

School of Public Administration      University of Southern California

***Instructor:***

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**Introduction**

During the past decade the United States and other post industrial nations have witnessed unprecedented growth in their population's need for long-term care services. Originally viewed as institutional care for those with chronic illness, long-term care now characterizes a variety of health and social services including those provided in community centers, participants' homes, a variety of residential care settings, rehabilitative settings, and sub-acute care. Long-term care is increasingly viewed even more expansively to include the range of acute, primary, skilled nursing, and custodial care services required by persons with chronic illnesses. About 70% of health care dollars in the United States are spent on chronic illnesses.

About two thirds of those who need long term care are older persons. Although on any given day only about 4% of persons age 65 and over are in long term care facilities, about one in seven older adults require functional assistance of some type. Trends such as population aging technological advances, restructuring of health care services towards less hospital based care, managed care, and alternative delivery systems are transforming the field of long term care resulting in increased demand for services and expanded efforts to identify and apply effective innovations in a variety of settings.

The purpose of this course is to acquaint students pursuing a career in health care management with the dynamic and increasingly important field of long term care. The course provides a comprehensive overview of programs, policies, and services and examines the issues, challenges and dilemmas confronting long term care management and others in the field of health services.

The course is divided into three sections.

During the first section, we will explore the history and the context of current long-term care programs, and examine some of the developments that have led to the current configuration of services.

The second section will discuss the economic, political, regulatory, and social conditions that confront managers. Using these issues as background we will

examine a number of issues including organizational design, strategic management and planning, managing change and innovation, quality assurance, measures of effectiveness, leadership and staff management.

The third section will focus on financing long term care, efforts to develop organized delivery systems, managed care and managers' strategic responses to these issues. We will discuss ethical issues and the conflicting missions managers face to ensure that services comply with regulatory requirements, address organizational and corporate goals, and maintain a client centered focus. Two case studies will be analyzed that incorporate issues from both sessions. In addition, students will be asked to make a presentation of their research on innovations in long term care to the class.

The class will consist of online lectures, cyber-class discussions, email responses to course questions, self-directed site visits to innovative long-term care programs, case study team presentations, and a final paper.

## Readings

### Required Books:

- Singh, D. A. (2005). *Effective Management of Long-Term Care Facilities*. Sudbury, MA: Jones and Bartlett Publishers (ISBN 0-7637-4801-3)
- Evashwick, C. J. (2005). *The continuum of long-term care: An integrated systems approach*. Delmar Publishers (ISBN 0-8273-6151-3)
- Institute of Medicine (2001). *Improving the quality of long-term care*. Washington, DC: National Academy Press.

### Recommended Books:

- Calkins, E., Boulton, C., Wagner, E. H. & Pacala, J.T., (1999). *New ways to care for older people*. Springer Publishing Company. (ISBN 0-261-1220-x)
- Goldsmith, S.B. (1994). *Essentials of long-term care administration*. Gaithersburg, MA: Aspen Publishers, Inc. (ISBN: 0-8342-0567-x)
- Kane, R.A., Kane, R.L. & Ladd, R.C. (1998). *The heart of long-term care*. New York: Oxford University Press. (ISBN 0-19-512238-0)
- Thomas, W. (1996). *Life worth living: How someone you love can still live in a nursing home: The Eden Alternative in action*. Acton, MA: Vanderwyk & Burnham.
- Katz, P.R., Kane, R.L. & Mezey, M.D. (1999). *Emerging systems in long-term care*. New York: Springer Publishing Company. (ISBN 0-8261-6833-7)
- Wilber, K.H., Schneider, E.L. & Polisar, D. (1997). *A secure old age: Approaches to long-term care financing*. New York: Springer Publishing Company. (ISBN 0-8261-9431-1)

**\*\*\* Readings for the following week will be listed at the end of each course lecture.\*\*\***

## Planned Outline of Topics

The following represents a somewhat tentative outline as of the first week in August. The field of long-term care is changing rapidly. In addition, I expect students will have a variety of interests and background experiences. Feel free to e-mail me with your input on additional areas or areas that you hope we will emphasize. I look forward to chatting with all of you online in August.

## **SECTION 1: Setting the Stage of Managing Long Term Care Organizations**

### **Week 1 (8/25) Introductions and class overview**

*Key Questions:* What type of health system do we need for the 21<sup>st</sup> century? If we need a chronic care system why do we have an acute care system and what are the implications of this system? What is your vision of the long-term care system? What is your role in the field now and in the future?

*Reading:*

- Stone, R. I. (2000). *Long-Term Care for the Elderly with Disabilities: Current Policy, Emerging Trends, and Implications for the Twenty-First Century*. Milbank Memorial Fund. <http://www.milbank.org/0008stone/index.html>
- Wilber, K. H. (2000). Aging. In R. J. Patti (Ed.), *The handbook of social welfare management* (pp. 521-533). Thousand Oaks, CA: Sage.
- Singh, Introduction

### **Week 2 (9/1): Overview of Long Term Care**

*Key Questions:* What is the definition of long-term care and how is it operationalized?

*Reading:*

- IoM, Chapters 1-2
- Singh, Chapters 1-3

### **Week 3 (9/8): History of Long Term Care**

*Key Questions:* What are the roots of the United States' long-term care system and how did it evolve into its current configuration?

- *Reading:* Singh, Chapter 6
- Evashwick, Chapters 8-9

*Assignment:* **State of the Art Memo Assignment Due at 12:00pm** (use your books as resources for this assignment)

### **Week 4 (9/15): Medicare and Long-Term Care**

*Key Question:* How does a federally-operated entitlement program impact locally-provided long-term care delivery?

*Assignment:*

- Watch the Kaiser Family Foundation's video on Medicare and Medicaid at <http://www.kff.org/medicaid/40yearsvideo.cfm>

*Reading:*

- Singh, Chapter 4, 8

### **Week 5 (9/22): Medicaid and Long-Term Care**

*Key Questions:* How does the United States "safety net" system affect long-term care and its consumers? What is the impact of federalism on long-term care service delivery to low income aged and disabled adults?

*Reading:*

- Evashwick, Chapters 1-7
- Singh, Chapter 7

### **Week 6 (9/29): Oversight, Regulations, and Quality of Care**

*Key Questions:* What is quality in long-term care and how do you define it? What role does regulation play in quality of care and quality of life?

*Reading:*

- Singh, Chapter 17
- IoM, Chapters 3-5

**Week 7 (10/6): No Class: 1 st Self-Directed Site Visit – Write up due by Thursday 10/13 at 12:00pm**

**Week 8 (10/13): System Fragmentation and Integration**

*Key Questions:* How are long-term care services organized (organizational approaches)? What are the building blocks to creating an integrated long-term care service delivery system?

*Reading:*

- Singh, Chapter 5, 12
- IOM, Chapter 6 & 7

II. Management Issues in Long Term Care Organizations

**Week 9 (10/20): Managing the Internal Organization: Consumers, Family Members, and Staff as Internal Constituents**

*Key Questions:* What are the differences between long-term care and widgets? What management and leadership skill are necessary to effectively run a long-term care organization? What types of challenges might long-term care managers face when working with internal constituents?

*Reading:*

- Singh, Chapter 9, 10, 14
- Evashwick, Chapters 17-21

**Week 10 (10/27): Working with External Constituents: Boards, Advisory Groups, and Community Partners**

*Key Questions:* How can long-term care administrators facilitate positive community relations and what is the benefit of this approach?

*Reading:*

- Singh, Chapter 13, 15
- Evashwick, Chapters 10-13

**Week 11 (11/3): Managing the Physical Plant/Design Issues**

*Key Question:* How does the physical location of care impact long-term care service delivery? What are the design issues involved in optimizing a long-term care environment?

*Reading:*

- Singh, Chapter 11
- Evashwick, 14-16

**Case Study Assignment Due by 12:00pm**

III. The Policy Environment

**Week 12 (11/10): Financing Long Term Care**

*Key Question:* Who pays for long term care, what do they purchase, and how does funding effect service delivery?

*Reading:*

- Singh, Chapter 16
- IOM, Chapter 8

**No Class: 2 nd Self-Directed Site Visit – Write up due Wednesday, 11/23 at 12:00pm**

**No Class: Thanksgiving Holiday**

**The Future of Long-Term Care: Where Are We Headed? (12/2)**

*Key Question:* Where is the field of long-term care headed in the next 30 years and how will you be a part of its development?

*Reading:*

- IOM, Chapter 9
- Evashwick, Chapter 22

**Final Paper Due at 12:00pm**

**Expectations**

This class is a graduate seminar. We expect that most of the class will involve online discussions, debates, and interactions. Therefore, it is important that you complete the assignments and be prepared to discuss the readings as they relate to the cyber-discussion on a weekly basis. We do not assume that everyone has academic or professional background in long-term care, although those that do have expertise in this area are invited to share it throughout the class. We do expect that you know how to communicate effectively in writing and that you are able to make an effective presentation to the class.

**Grading Criteria**

Grades will be based on your performance in the following areas:

<b>Class Participation</b>	<b>20%</b>	(participating in online discussions and email responses)
<b>State of the Art Memo</b>	<b>10%</b>	(due Thursday, September 8 <sup>th</sup> )
<b>Site Visits</b>	<b>10%</b>	(due Thursday, October 12 <sup>th</sup> & Wednesday, November 23 <sup>rd</sup> )
<b>Case Study</b>	<b>20%</b>	(due Thursday, November 3rd)
<b>Final Paper</b>	<b>40%</b>	(due by Thursday, December 9th)

**ALL WRITTEN ASSIGNMENTS ARE DUE VIA EMAIL BY 12:00PM ON THE DAY INDICATED ABOVE**  
**NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Note: 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 (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**Course Assignments**

**Class Participation** will consist of weekly participation in cyber-discussions as evidenced by at least one thoughtful response to the cyber-discussion question and

short (1-2 paragraph) email responses to questions intermittently assigned throughout the semester. Responses to cyber-discussions and e-questions should include offering insightful comments, asking questions, showing evidence of familiarity with the readings, willingness to challenge, probe, and analyze information (including information presented by the instructors and classmates).

**State of the Art Memo:** We would like you to choose one of 4 areas listed below and write a memo to decision maker the area. This exercise is a warm up to help you get your head into a long-term care issue. A former student recently e-mailed to say that she had been at a small dinner with the Governor who asked her opinion on health and long-term care. Assume that this has happened to you and the Governor was so intrigued by your response that he asked you to submit a summary of your ideas to him. Note that this is **not** a large part of your grade. Our intention is to ask you to think about areas that we will discuss. This will give you a glimpse of their complexity and a basis for some of the class discussions.

Write a 4-5 page memo on one of four topics:

1. Designing a Community-based Long term Care System
2. Measuring Quality in Long-term Care
3. Innovations in the Design of Long Stay Facilities (i.e., nursing facilities, assisted living) to Promote High Quality of Life
4. Nursing Home Reform: What do we know that will lead to Improved care?

The goal of this assignment is for you to examine some of the literature and what is known about the area you have selected and to build on it by offering insightful innovations of your own. The best place to start is to use the readings assigned for the class. You may also use material you find on your own but we want the paper to reflect that you are familiar with the class readings.

Please post your intended memo topic of choice by Monday, August 30<sup>th</sup>. You are free to work with other students (2-3 students only on any particular topic) who have selected this option to brainstorm about your ideas. Each student is responsible to email **his/her own memo individually**, but you are welcome to discuss proposals for systems design and their components with your classmates using the synergy of your groups' knowledge base.

This assignment will be graded on how well you document your paper (supported by references to the literature), how specific and concrete your suggestions are, how realistic and innovative your approach is, and how well executed your paper is (writing, spelling, grammar). We are particularly interested in seeing evidence that you have read relevant books and articles assigned for this class. To demonstrate this, use parenthetical footnotes to support and document your ideas. For example you might say something like this: "A long-term care service delivery system brings together a variety of health and social services and is designed for persons who need assistance over time" (Kane, Kane & Ladd, 1998).

To complete this assignment you may use any resources that you can find. In addition to the assigned readings, feel free to consult with experts. If you do, be sure to document their suggestions (e.g., R. Kane, personal communication, September, 2002).

For the **first** option "*Designing an Organized Long-term Care Delivery System*," you are to design a comprehensive service delivery system. Describe the mission, goals, and structure of the system (how the delivery system is organized). Identify the services to be included, the rationale for why you choose the components that you

choose, who should be targeted for service, the financing, and how the system will be evaluated.

For the **second** option, "Measuring Quality in Long-term Care," identify which process and outcome measures you will use and provide a rationale for why they are important. Discuss which programs you will focus on. Describe how information will be collected, by whom, how often, and with what intent. How will quality measures be used to improve long-term care services?

The **third** option is to "Design Innovations to Promote High Quality of Life in Facility-Based Care." For this option you are to design a facility that is focused on providing an environment that promotes quality of life for its residents. Identify the innovations, how they would work, possible barriers to their implementation, and why you believe they would enhance quality of life. Be creative!

The **fourth** option is: "Nursing Home Reform: What do we Know that will lead to Improved Care." During the last several years, there has been tremendous interest in reforming nursing homes driven in part by scandals in California. There has been a report by the General Accounting Office, numerous articles in the media, and legislative efforts at both the state and national level. What do you think the needs are? What do you think will work? Why? If you were nursing home czar, what type of reform would you initiate? Be creative.

**The State of the Art assignment is due by email on Thursday, September 8<sup>th</sup> at 12:00pm.**

**Site Visits** will consist of you choosing two (2) long-term care programs in your community and interviewing key staff to ascertain the core operation, administrative, and fiscal components of the program. Upon completion of the site visit, please submit a 3-5-page double-spaced report on your experience. You are provided an open class period for each site visit in order to complete this assignment.

Report should include:

1. Basic and programmatic information about the program - contact information, location, persons you interviewed, types of services provided, etc.
2. Qualities of the clients/patients/consumers they serve (and how do they refer to the people they serve)
3. Administrative structure - roles and responsibilities of different staff types, administrators, and advisory members
4. Financing of program - who pays and how?
5. Quality indicators of program - both in-house quality measures and local/state/federal regulatory requirements
6. Your overall impressions of the program

Three suggestions on choosing/arranging site visit locations:

1. Schedule your site visits early in the semester. Administrators (as many of you know) are busy people and you want them to give you their full attention.
2. If you currently work/are affiliated with a long-term care program, please visit a program OUTSIDE of this setting.
3. Choose one of the site visits to correspond to your final paper topic of interest.

***The first site visit written assignment is due by email on Tuesday, October 12<sup>th</sup> by 12:00pm.; the second is due by email on Tuesday, November 23 by 12:00pm.***

**Case Presentations** will consist of performance in two areas: written analyses submitted to the instructor and participation in the class discussion. Prior to writing up a case, students should read the handout, "How to Analyze a Case Study," which you will find at the end of the syllabus. The two cases used in the course will be provided during the first session.

Case study analyses involve organizing and analyzing the facts and developing a course of action that can be supported and defended. In addition to conducting a good analysis of the factual issues involved in the case and grounding the recommendations that you make in management and long-term care theory, case studies will be graded on the extent to which they evidence creativity, innovation, and originality. We encourage you to really get into the cases. We hope you will use debates, controversy, and other techniques to make them come alive, enhance your learning, and involve you in the issue. Again, you must document extensively using parenthetical footnotes. Do not use number footnotes or endnotes. Parenthetical footnotes include the author(s) name and the date and if you are using a direct quote the page(s) number.

The purpose of the case study method is to acquaint you with the complexity of long-term care management and socialize you to a flexible, problem-solving approach to management issues. Essentially, while there are a number of theories that can serve as guides, most management problems do not have a specific, easy to identify best solution. Robert Behns (1988) refers to the necessity of learning to manage by "groping along" because each management task is different, providing new challenges and opportunities. Alan Altshuler (1988) refers to management as a "complex craft. . .with a near-infinite variety of unpredictable circumstances" (665). We believe that a case study approach is well suited to preparing students for the art of managing. Rather than mastering discrete facts, the case study approach forces students to confront conflicting options; juggle organizational, political, ethical, and practical realities; take risks; and make mistakes. In short, it prepares you for the complexities of managerial work. Cases should also promote interesting cyber-discussion and dynamic interactions between class participants.

Although learning to deal with ambiguity is beneficial, we think a few guidelines for analyzing the cases are in order.

Case study analysis should be comprehensive, systematic, and rational. Use the following as a general outline for issues to be dealt with. (Adapted from Infeld & Kress, 1989.)

- Essential background information: What are the facts of this case? What are the relevant issues; who are the key players?
- What are the issues in this case: what is at stake? What are the primary problems and their components? If possible, describe these in terms of their priority. How are the problems interrelated? Who controls the solutions? Do the solutions of one problem have implications for other areas? If so what are they and how does this impact the case as a whole?
- What theories are useful in assessing the case? In what way? This part of the analyses asks you to remove yourself from the personalities of the case and to think about the case conceptually. (This often requires

supplemental reading and investigation.)

- What else do you need to know and what are your strategies for obtaining needed information (i.e., bring in a consultant, conduct a needs assessment or a budget analysis)? (Generally you will be asked to identify with a specific role in the case, most often the manager.)
- What do you presume to be the possible courses of action? What are the anticipated consequences (i.e., the benefits and liabilities of each)?
- Based on the options that you have delineated, what do you consider to be the best course of action? Ground your answer in theory and also present logical arguments based on the facts of the case. Include a systematic presentation of the strategies that you would pursue.

Case write-ups should be 5-7 pages double spaced.

The following criteria will be used to grade your case. In order to receive an A, the analysis should be: comprehensive, logical, justified and well documented, original and innovative, and well executed.

Case Study Grading Guide:

1. Is the analysis comprehensive? Have you clearly delineated all of the issues, players, constraints, and consequences or have you focused only on a portion of the case while overlooking critical components?
2. Is your presentation of options logical and rational? Does it make sense based on the facts that you have presented? Does it make sense based on the facts of the case?
3. In addition to facts from the case, have you supported your arguments with documentation from relevant literature on management theory?
4. Is your analysis innovative? Do you take risks and present unique insights? Do you look at the facts in new ways that may not be immediately suggested from the material?
5. Is your paper well thought-out, well-written, attractive, and grammatically correct?

***Written analyses of your case study is due on Thursday, November 3rd at 12:00pm.***

You are expected to read and think about both cases for the cyber-discussion. However, you are only required to write up and turn in a paper analyzing **one** of the cases.

**Final Paper Assignment** involves an in-depth investigation and presentation of a state-of-the-art innovation in long-term care. Prior to the first session, you should identify a new or innovative model, program, or service of long-term care. For example, you could explore the following topics: PACE program; assisted living programs; special care units for residents with Alzheimer's disease in nursing facilities and residential care; distinct part units in acute care settings; model(s) of organized delivery systems; delegated nursing care; hospice care; development of sub-acute care; transitional care; AIDS care; pediatric care; respite services; intergenerational day care; or international innovations. You can explore a program or an aspect of a program of interest to long term care management such as methods for increasing consumer participation in the design and delivery of long-

term care services, approaches to funding long-term care, approaches to complying with the Patient Self determination Act, or techniques for assessing quality of care. Please email a 1-page preliminary proposal by Monday, October 17th. The proposal should identify the issue and outline the method you will use to address the questions outlined in the assignment. Feedback on your proposal will be provided by email by Wednesday, October 26th.

The Purpose of this paper is to provide the instructor and the class with a state-of-the-art overview of a long term care innovation (organization, program, or service). The paper should be no longer than 15 double-spaced pages and include a 1 page executive summary. The paper should be written from the perspective of how the following components affect long-term care management issues.

Discuss why you have chosen this topic and why it is important to the field. Give a brief overview of the history of the topic and its current status. Where did it originate? How has it changed over time? What is the state-of-the-art in the field you are looking at?

### **Regulatory Issues**

What are the regulatory mechanisms, if any, which affect the program? Are there federal regulations? To the extent that you can, compare and contrast briefly state regulatory issues. For example, if you are looking at assisted living in California, you might want to compare California's program to more advanced states such as Oregon or Washington. Or, to give the reader a sense of where the field is, you could note that 23 states fund some type of assisted living through their Medicaid programs.

### **Fiscal Responsibility**

The purpose of this section is to examine how funding drives and constrains the program. Describe how the program or service is funded. If there are multiple funding sources, discuss each. What expectations accompany the funding? What efforts are there to contain costs? What are the fiscal constraints that the manager must operate under? What are reasonable strategies to ensure survival and strong financial performance?

### **Consumers**

Who is the program *intended* to serve? Are there identified target populations that the program is *mandated* to service? What, if any, are the eligibility criteria? If there are multiple target audiences, how are their interest accommodated? Does the manager need any specific knowledge or experience to work effectively with the target group? What are the key marketing strategies to attract consumers? Are there case mix issues that should be addressed?

### **Specific Management Issues**

Who is responsible for overall management of the program at the organizational level? Is any specific educational background, training, or certification required? What are the key staff and personal management issues involved with running the program? What are the quality control mechanisms? How is the program evaluated? What other management issues does the manager confront?

### **Strategic Planning**

Given your knowledge of long term care and anticipated needs for service during the next decade, briefly describe the process you would initiate to develop a plan for the future of this organization, program, or service. Discuss what key issues you think you should be prepared to confront and present your vision for what you think should be done if you were handed the role of manager of the area you have selected. How would you position the organization to best meet the future?

***The Final Paper is due by email on Thursday. December 9th at 12:00pm.***

## **Course Instructor**

### **Kate Wilber, PhD**

Welcome to the online class of PPD 601. My name is Kate Wilber and I will be your professor for the semester. I am thrilled that Gretchen Alkema, whom you will meet in a moment, will be the TA for the course. We are all lucky to have her in this role. Gretchen and I have enjoyed putting this course together and look forward to teaching it for the first time. We want you to know that we are both here to help make this a challenging, rewarding, and successful academic experience for you. Let me start by telling you a little about myself. I am the Mary Pickford Foundation Professor of Gerontology and hold joint appointments in the schools of Gerontology and Policy, Planning, and Development. My PhD is in Public Administration and I am also a licensed clinical social worker. I am a long-time and loyal Trojan having earned my MSW as well as an MPA and PhD degrees in Public Administration from USC (My BA degree is in American Social History from Manhattanville College in New York). My research has focused on the organization, delivery, and effectiveness of long-term care services. I currently direct the Center for Long Term Care Integration. In addition to long-term care, my research interests over the years have included comparing outcomes of managed care providers with traditional fee-for-service approaches; evaluating efforts to link older adults in Medicare managed care with home and community-based services; exploring protective services for older adults such as guardianship, conservatorship, and financial management services. As a trainer and consultant, I have worked with a variety of organizations including the Administration on Aging, the California Office of the Attorney General and the California Department on Aging, Los Angeles County's Departments of Mental Health and Community and Senior Services, the Los Angeles City Area Agency on Aging, Bet Tzedek Legal Services, City of Santa Monica, Adult Services, and William M. Mercer, Inc. I am also on the editorial board of Aging & Mental Health, the Medical and Scientific Advisory Council of the Alzheimer's Association, Committee, the board of directors of St. Barnabas Senior Services, and Chair of the Los Angeles Long Term Care Coordinating Council.

Now for a word or two about me that you won't find on the USC website: I love the outdoors and try to carve out some time each week to ride my horses (I have three in my backyard), garden (although you wouldn't know to look at my spindly roses or overgrown tomatoes), hike, or play tennis. I have two children (one is an undergrad at USC and the other is in high school). I am also a recovering sailor who loves the ocean, but had to give up something. I am originally from upstate New York. I look forward to meeting each of you and learning from you as we explore the challenging and important area of long-term care.