University of Northern Colorado-College of Natural and Health Sciences, School of Human Sciences
Gerontology 560 – Community Resources for Older Adults
August 25 – December 12, 2014

This course is completely online: http://unco.blackboard.com/ On Campus Office: Gunter 1260 Mailbox: Gunter 1250	Instructor: Susan Collins. Ph.D. email: susan.collins@unco.edu Phone: (970) 351-2464

Course communication will be online through Blackboard and E-mail. I will answer email and post answers to questions on Blackboard on Wednesdays and Saturdays, before 4 PM. If you wish to speak with me by phone, or meet in my office, please send an email so we may set up an appointment. Blackboard now has the capacity to have real-time and recorded audio/video collaboration between students and students and instructor. Information on optional real-time online office hours will be announced on the Blackboard site.

Required Textbook:

Wacker, R., & Roberto, K. (2014). *Community resources for older adults: Programs and services in an era of change (4th edition)*). Thousand Oaks, CA: Pine Forge. ISBN: 978-1-4522-0246-4

Course Description:

Community-based learning required. Review needs of older persons in the community and evaluate the continuum of long-term care resources available, service gaps, program models, and funding mechanisms.

- Course Learning Objectives:
    1. Use class discussion, learning activity Blogs, and collaborative case studies to demonstrate knowledge of the continuum of community resources and institutional care settings needed to effectively serve older adults.
    2. Use assigned learning activities to identify, analyze and review local programs and institutions now serving older adults, and make recommendations for change where needed.
    3. Identify the major policies that have helped create and support the aging network at federal, state and local levels, and use case study analysis to demonstrate how these are implemented in practice.
    4. Read, discuss and write about the funding sources for aging service programs, and demonstrate understanding of the complexities of today's funding issues by applying this knowledge to collaborative case studies.
    5. Discuss how various sub-groups of the aging population use current services, assess changes needed to better accommodate the future situations of these groups, and demonstrate in writing an ability to integrate knowledge of the complexities of a diverse older population.

There are no prerequisites for this course

Evaluation of Student Activities		Points
Personal Resource Portfolio		= 80
Learning Activity Blog	10@20 (drop two)	=160
Case Study Collaboration	10@20	= 200
Topic Discussions	4@15	= 60
Total Points:		**500**

Letter Grade Criteria

90% - 100% = A	450 or higher
80% - 89% = B	400-449
70 – 79% = C	350-399
60 – 69% = D	300-349
<349=F	

Online Course Participation: This course is held completely online, using a bulletin board posting format for communication by students and the instructor. This means that there are no required meetings online in "real time," but communicating by posting text to a discussion board, to a group board for case study collaboration, and to a Blog for case study summaries. There is also a "Questions" link on the course menu where you may post questions, or share information of interest that may not be specifically relevant to this course. Blackboard now has the capacity to have "real-time" communication between students and faculty. We will be trying this out this semester.

Community Participation: Considerable emphasis is placed on experiential learning through learning activity assignments that require students to research and connect with services and programs in their local area, and submit blog reports on what they find. Students will also collaborate with each other to analyze and discuss case studies. "Attendance" online at least once weekly is required, and I suggest you come online more often than that in order to get the most out of the class.

Please see our Blackboard website for instructions on how to access and use the Web technology. There is a different topic for each weekly unit, and each unit has a discussion or activity and beginning week 4, blogs and a case study discussion. All units are available to you throughout the term, however weekly assignments and online posts must be completed by 11 PM on the Sunday of each week. I will be online to check in on discussions and post answers to questions at least twice a week (Wednesdays and Saturdays, by 4 Pm, and during a live office hour with a time to be announced), to give feedback and respond to questions and comments for your learning activity and group case study posts. Grades for each week will be posted to your Blackboard grade book during the following week.

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COURSE SNAPSHOT
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- Weekly reading assignments (1 or 2 chapters)
- Weekly discussion posts online for weeks 1-3 and finals week
- Weekly learning activity and blog posts (two per week, for most weeks) weeks 4-13
- Weekly case study discussion posts online, weeks 4-13
- Personal Resource Portfolio, including resource information and case studies

Required Course Activities

- **Reading:** It is expected that each reading will be completed during the week it is assigned. We have one textbook required for the course, however, some weeks may have additional timely readings posted in the topic folder for that week, and there are some video or audio links as well. Grading for activity reports, case studies, and discussion will depend heavily on use of information from the course materials as you learn about and assess the resources in your community. This is an experiential course, with no exams or papers, so students are expected to actively pursue course assignments.

- **Topic Discussions (4@20 points = 80):** Weeks 1, 2, 3 and finals week, we'll "meet" for asynchronous (*fancy term meaning we won't be online with each other at the same time!*) discussion posts on chapter topics. You'll enter discussions through each *Weekly Unit.* For each unit, I will post questions for you to discuss together as a class. My questions will simply be to start the discussion, and your first posts should be to answer them, but my questions are intended for your use as a starting point for more in-depth dialogue. See the rubric below for how I will grade discussions. You do not need to have finished a whole chapter or other course activities for the week to begin participating in discussion. It is fine to come back several times during a week as you proceed through each chapter.
- *Discussion format and "tone."* Discussion posts may be conversational and less formal than the written work you'll submit as assignments (portfolio, case studies and learning activity reports). Imagine that you are sitting in class and we are discussing a topic on which there are questions, concerns or disagreements. Our online discussions can be just as lively! We'll follow a protocol of respect for others' opinions, concerns and arguments, and should stay focused on the topic rather than differences in personal student characteristics. Please consider these discussions as your place to ask and answer questions about our topics, express delight or dismay, and describe relevant personal experience
- **Why are there requirements for timing and quantity? Isn't quality what matters?** Yes, quality is most important, but timing and quantity requirements assure that everyone engages in some discussion that are actual "discussions" among students and not just individuals posting thoughts in soliloquy fashion just before the due time.

Topic Discussion Rubric Weeks 1, 2, 3 and Finals Week (All criteria in the sections below will be used in grading)			
Content	**Minimal**	**Adequate**	**Exceptional**
Timing, Quantity, and Responses **0-3 points**	No posts until Sunday and/or does not answer all of instructor original questions. **0-1 point**	First post by Wednesday, answers all of instructor original questions, and <u>at least two additional posts, or responses to other students</u> by due date and time **2 points**	First post by Wednesday, answers all of instructor original questions, and <u>at least four additional posts or responses</u> with other students by due date and time. **3 points**
Discussion Quality **0-12 points**	Any of the following: Only repeats what others have written, majority of posts very brief, does not demonstrate understanding of the material, posts about personal experience do not specify relevance to topic, or indicate that course material was studied and/or understood. **0-4 points**	Demonstrates understanding of the course and topic material (may include personal experience, but related to what is learned), in context of what is being discussed. **5-8 points**	Provides additional questions or ideas that deepen the discussion among students. Demonstrates understanding of the topic material (may include personal experience, but related to what is learned that can further students' understanding). **9-12 points**

*Instructor original questions; these are the original general questions I have posted for everyone about each topic. If I reply to a post you make, you may of course reply back to me, but these don't count as responding to the original general questions. For maximum credit, follow the standards in the *exceptional* column.

- **Learning Activities & Blogs - Individual "Field Trips" in Your Community and on the Web (10@ 20 points, drop 2 = 160):** Beginning week four, each textbook chapter has learning activities that give you opportunities to explore *your own* community resources available for older people. These assignments are intended to get you out there among the "aging network." Each student will write a learning activity Blog for each chapter, and these will be collected in Blogs by topic, for all students to see. At the end of the semester you may use your blog posts to create your personal resource portfolio (described in section 5). Use the BLOG EXAMPLE link on the course menu for posting instructions. Some weeks you may choose which activities to do, but most weeks I have assigned specific activities. Most weeks you will write two blogs, and the links for each blog can be entered through the week's topic folder.

- Your two lowest blog grades will be dropped. This will occur for all students even if you complete each week's activities. Note that the maximum points for the 10 learning activities are 160. This is to accommodate the fact that there may be several weeks during which you are unable to complete one or both learning activities. That said, I encourage you to do all of the learning activity assignments (especially for topics about which you are unfamiliar), as it will enhance your knowledge, and make the course more meaningful. Keep in mind too that you will need to have some information on all topics we cover, for your resource portfolio.

- For each BLOG, complete the learning activities assigned from the textbook, then post the site and contact information (see rubric next page), your answers to questions from the text and the instructor, and include any other observations and thoughts about the resource you wish to make. In weeks with two learning activities, you will post a separate BLOG for each.

- You may conduct your learning activities at *any time* during the semester, as long as your Blog is posted by the due date. It may be unrealistic to be able to schedule your time so that you are conducting each learning activity during the week that we cover that topic. You may conduct your learning activities at any time before the topic due date, but even if we are not there yet on the class schedule, you should do a brief review of that chapter and its learning activity questions before you venture forth.

- Each student must write his or her own Blog, but for learning activities that require you to visit specific physical sites feel free to visit these resources together! For example, last year several Greeley-based students went together to visit the Greeley Senior Center nutrition program. It takes some planning. You should call ahead and ask for an appointment for most places– it might be a good idea to look ahead on the *weekly learning activity schedule* (see last page) and make those contacts early in the semester. The CONNECTIONS link on our Blackboard course menu is one way you can contact each other about getting together to conduct learning activities.

- **Blog Rubric:** In addition to answering chapter questions for the learning activity Blogs please provide the following site and contact information for each learning activity you conduct:
  - WHAT: Which learning activities did you do?
  - WHEN: The date and day you found information or visited a resource site
  - WHERE: The name of any agency or organization you contacted, in person, by phone, email, Web, etc.
  - WHO: The name, position and contact information of any person with whom you spoke about the resource (if a resource provider has confidential contact information, please email me).

BLOG RUBRIC: GERO 560 Weekly Learning Activity Documentation			
Content	**Minimal**	**Adequate**	**Exceptional**
Site and Contact Information (5 pts)	Must be complete	Must be complete	Complete WHAT, WHEN, WHERE, WHO information
Instructor and Text Questions, Student demonstration of understanding (15 pts)	Activities reported, but little or no depth *(i.e., few specific examples or comparison/contrast with course information, identification of met and unmet needs, analysis of issues to be solved, etc.)* and/or little demonstration that the activity is understood in terms of what you are learning in the course **(1-5 pts)**	Activities reported and questions addressed adequately, but lacks in-depth responses and/or demonstration that activity is understood in context of what you are learning in the course. **(6-10 pts)**	Activities reported in detail, all questions answered in depth, and explicit demonstration that activity is understood in context of what you are learning in the course. **(11-15 pts)**

4. Case Study Collaboration Beginning week four, you will collaborate with each other on chapter case studies, by posting online, to apply what you've learned about each resource from readings, learning activities, and personal experience (if applicable. Case studies will be conducted among all students in the class. For weeks with two chapters, students will choose which topic to cover for that week's case study. The method for how we will do this will be determined once we know our class size.

Working in the aging network involves collaboration within and between agencies, organizations, and increasingly, businesses and corporations. What this means in real life is collaboration between people! It is also becoming more common to plan together online. All students must participate fully each week, and grading for case studies is individual, based on his or her active participation and contribution. Using the questions from the chapter as a guide, include information from the chapter and your various learning activities and any relevant personal or professional experience to collaborate on "managing"

the case. I will check in with the class on the posting thread during each week, and will be happy to answer questions, and otherwise engage with you on these cases, but the commitment to a plan for the individuals described in the cases will be up to all of you!

Case Study Discussion (10@15 points – graded individually): Case study discussion is entered through the link in each unit.

- <u>Conducting the Case Study Group Discussions:</u> **In order to avoid repeated information**, please read what others have posted before adding your own posts. Once one person has addressed one of the questions in the book, the rest of you may respond to that answer with ideas or suggestions, but *please do not simply repeat the same information*. Imagine you are sitting together at a table, discussing the case. The planning should move forward, through *all* of the book questions and any other issues the group thinks are important. Points will be lost for individuals who simply repeat what others have already posted, or for those who wait until the last day and simply respond by agreeing or disagreeing with the work of other students. Also, if it turns out that the same students are consistently the first to answer book questions, I will begin assigning questions to each student in the class for the remainder of the semester.

- <u>Plan of Action:</u> Once we know how many students are in the class, I will assign each student to one or more case study plans of action. In other words, once the class has discussed the case online, one person will be assigned each week to provide a short "wrap-up" summary of the pertinent issues discussed about the case, and the class decision about how to use specific community resources to meet the needs of the older adults described. More information about how this will work will be presented once class has begun. There is no separate grading for summarizing; it becomes part of your case study grade for the week you serve in this capacity.

- <u>General guidelines for individuals obtaining the maximum of 20 points for each case study</u> are based on level of participation, similar to what would be expected in an on-campus class:
  - You "show up" and begin participating in answering case study questions, and not just on the last day. It is ok to begin posting your thoughts about case scenarios before you have completed the readings and learning activities. Questioning responses to the issues these older adults face help inspire professionals to seek the best solutions!

  - You respond thoughtfully and respectfully to other student suggestions, questions, and concerns regarding the case, and engage fully in deciding the best resource use for reaching a desired outcome for the older adults in the scenario.

  - You demonstrate knowledge based on what you've learned about the resource for that week (personal experience is fine to report as an example, but not as the only information used to apply to the case). See the Case Study Rubric, below:

| CASE STUDY COLLABORATION RUBRIC - Discussion Requirements ||
Not Acceptable (will result in reduced or no points)	Required
• Waits until the last day (Sundays) to add anything substantial to the case discussion. • Does not complete case plans of action as assigned (or summary is of poor quality)	• Begins discussing the case earlier than Sundays, with at least one post. • Completes case plans of action as assigned, with good quality.
• Waits for everyone else to post ideas, and then simply agrees or disagree, with no substantive input. AND/OR • Makes one or several long posts answering all questions for the case at once, repeating much of what was covered by others, but not managing the case with the group.	• Posts suggestions, ideas and/or replies throughout the time period for each case, so that others in the group may respond and include their ideas and solutions.
• Takes no initiative for answering instructor or text questions about the case, and/or repeats answering a question already answered, with no new information or insight provided OR • Answers all questions in one or several posts after others have already answered those questions with the same information. • Clearly has not read what others have posted.	• Takes initiative for working toward a solution for the older adults described in the case, and/or brings new information or insight to a question that was already answered by someone else.
• Posts only to answer questions but does not engage with group in deciding on a plan to meet the needs of the older adults described in the case.	• Engages with the group to decide on a plan to meet the needs of the older adults in the case, by suggesting specific resources, ect.
• NA	• (Not required but desirable): Brings depth to the case discussion by addressing issues not made clear in the case description that might be relevant. Encourages group to discuss these issues further.

5. Personal Resource Portfolio (80 points) The purpose of this assignment is to give you the opportunity put together a brief portfolio that demonstrates your knowledge of resources for older adults. The portfolio should be no longer than 10 pages, and should contain information on the resources you have explored for the specific geographic area that was your focus during the semester. You may use information from your learning activities, case studies, and anything else covered in the course. Your personal and professional experience may also be included, as long as it is relevant to course topics, and the portfolio contents include information that was new to you. You may be as creative as you like in putting this together, but make sure your portfolio contains *at least* the following:

- Your name and an introduction describing your educational / occupational goals, and how your knowledge of resources for older adults might fit into those goals.
- List all resources you visited (in person, by phone or on the web, etc.), with a descriptive paragraph or two of each, including your assessment of whom the resource would best serve, that is, what are the characteristics of the individuals you might refer to each resource (e.g., SES, gender, health status, personal interests and preferences, etc.). Also, how might each resource integrate or collaborate with other agencies, organizations or entities in the community to provide assistance to older adults?
- Do not just copy or copy and paste any of this information directly from websites, brochures, etc. You may include weblinks, but must describe what each contains, and how they are relevant for your portfolio. Use your own words as much as possible in describing/explaining each resource. Include address, phone, website address and other contact information for each resource listed. You may use your own blogs to assist you in building the portfolio, and may copy and paste information from your blogs. Select one of the case studies you worked on this semester but not one for which you wrote the Plan of Action. Describe the situation, and how you and your group worked as a team to connect those involved with the resources needed. Provide a summary in your own words, of what your group ultimately decided about the case in terms of its management.

To Turn it In: There will be a link on Blackboard called "Portfolio Upload." If your portfolio is comprised of one Word or PDF document, you may upload the document there. If your portfolio consists of several different documents or materials such as brochures, assessment instruments, etc., please email me for instructions on how to turn it in. Your portfolio is private, and will only be seen by me.

WEEKLY SCHEDULE BEGINS NEXT PAGE: Readings are from the textbook, *Community Resources for Older Adults*, and on the Web. See the *Weekly Units* link on our Blackboard site for details about topics, readings, activities and assignments for each week, including learning objectives, learning activity assignments, and group case study assignments. Except for finals week, all due days are Sundays, 11PM.

Learning Activities

Working Ahead on Learning Activities: You may conduct learning activities at times convenient for you and the organizations, before the week that we cover a topic. See the rubric on the syllabus for what to include for every learning activity Blog. Most weeks you will have two learning activities and blogs. Some weeks you have choices in selecting activities.

Week	Chapter	Topics and Assignments	Discussion and Learning Activities	Due
Week 1: 8/25-8/31	1	- **Course introduction** - **On the Threshold of a New Era** - **The Continuum of Care / Continuum of Services** **Assignments:** Reading, Topic discussion	Weeks 1-3: Readings and Discussion Posts	**Aug. 31**
Week 2: 9/1-9/7	2	- **Legislative Foundations of Community Resources** **Assignments**: Reading, Topic discussion		**Sept. 7**
Week 3: 9/8-9/14	3	- **Patterns of Service Use & Theories of Help Seeking Behavior** **Assignments**: Reading, Topic discussion		**Sept. 14**

Week 4: 9/15-9/21	4 & 5	- **Information & Assistance**
		- **Volunteer & Intergenerational Programs**
		  Assignments: Reading, Learning activity Blog
		  Case study discussion
			Chapter four choose activity 1, 3 or 4 (p. 71), **and** Chapter five activity: choose any #1-7) (p. 92)	**Sept. 21**

Week 5: 9/22-9/28	6 & 7	- **Education Programs**
		- **Senior Centers and Recreation**
		  Assignments: Reading, Learning activity Blog
		  Case study discussion
			Chapter six any #1-5 (p.115) **and** Chapter seven choose any #1-3 (p.140)	**Sept. 28**

Week 6: 9/29-10/5	8 & 9	- **Employment & Income Support Programs**
		  Assignments: Reading, Learning activity Blog
		  Case study discussion
			Chapter eight activity 2, 5 or 6 (p.157) **and** Chapter nine activity 2, 4, 5, or 6 (p.173).	**Oct. 5**

Week 7: 10/6-10/12	10	- **Nutrition & Meal Programs** - **Assignments:** Reading, Learning activity Blog Case study discussion	Chapter ten activities 2 or 3 (pp.197). (Only one activity required for this week)	**Oct. 12**
Week 8: 10/13-10/19	11	- **Health Care & Wellness** - **Assignments:** Reading, Learning activity Blog Case study discussion	Chapter eleven activities - **choose two**, from among 2, 3, or 4 (p.235)	**Oct. 19**

Week	Chapter	Topics and Assignments	Discussion and Learning Activities	Due
Week 9: 10/20-10/26	12 & 13	- **Mental Health Services** - **Legal Services** - **Assignments:** Reading, Learning activity Blog Case study discussion	<u>Chapter twelve</u> activity 1, 2 or 3 (p.257) **and** <u>Chapter thirteen</u> activity 1 or 2 (p.279	**Oct. 26**
Week 10: 10/27-11/2	14 & 15	- **Transportation** - **Housing** - **Assignments:** Reading, Learning activity Blog Case study discussion	<u>Chapter fourteen</u> activity 1 or 2 (p. 305) **and** <u>Chapter fifteen</u> activity 2 or 4 (p.335	**Nov.2**
Week 11: 11/3-11/9	16	- **Care Management** - **Assignments:** Reading, Learning activity Blog Case study discussion	<u>Chapter sixteen</u> one activity 1 or 2 (if already a care manager, choose activity 1 or 3) (p.354).	**Nov. 9**

Week 12: 11/10-11/16	17 & 18	- **Home Care Services**
		 - **Respite Services**
		   Assignments: Reading, Learning activity Blog
		   Case study discussion
			<u>Chapter seventeen</u> activity 1, 3 or 5 (p.374) **and** <u>Chapter eighteen</u> activity 1 or 3 (p.392).	**Nov. 16**

Week 13: 1/17-11/23	19	- **Long-Term Care Services** - **Assignments:** Reading, Learning activity Blog - Case study discussion	<u>Chapter nineteen</u> one activity 3 (p. 420) (if you are able to get permission to attend a resident council meeting, you may do activity 1 instead).	**Nov. 23**
Week 14: 11/14-11/30	None	**Thanksgiving Week** – No assignments (may work ahead).		**None**
Week 15: 12/1-12/7	None	No assignments Portfolio uploaded by Dec. 7		**Dec. 7**
Finals Week Dec. 8-12 (ENDS ON FRIDAY)	20	- **Preparing for the Future: Programs & Services in an Era of Change** **Assignments:** Reading, Topic discussion	Topic Discussion	**Dec . 12**

University Services and Policies

Disability Support: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Honor Code - All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC's Policies - UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link http://www.unco.edu/dos/handbook/index.html