

**Gerontology Department
Social Sciences and Interdisciplinary Studies****GERO103: Applied Care Management in Gerontological Practice**Spring 2025 Semester Syllabus

Gerontology Diversity, Equity & Inclusion Statement

"As part of our commitment to social justice and the Anti-Racist and Inclusive Campus Plan, the Gerontology Department works to support and uplift all historically underrepresented communities, on and off campus, and condemn any forms of bias on the basis of age, race, ethnicity, caste, nationality, immigration status, gender/transgender, sexual orientation, disability/ability, religion, cultural attire, body size/shape, class, and more. We strive to be an exemplary leader in inclusive learning."

Part 1: Course Information**Instructor Information****Instructor:** Theresa Abah, PhD**Office:** AMD 553B**Office Hours:** Tuesdays 11:00 am - 2:00 pm or by appointment**Office Telephone:** 916-278-7821**E-mail:** T.abah@csus.edu**Zoom Meeting Link**<https://csus.zoom.us/j/kboTIN6M5>

Dial by your location

(669) 900 6833

Meeting ID: 842 2236 120

Course Description

Students will analyze issues, services, methods, and interventions related to practice for older adult care, their families, and caregivers. Outcomes include understanding the unique characteristics/needs of older adults, systems approach to working with older adults, issues affecting service delivery (diversity, gender, ethics, special health, mental health needs), basic practice skills for effective service delivery to older adults and families/caregivers, attitudes and roles when working with older adults, and the business practices of geriatric care management.

Prerequisite

- None.

Textbook & Course Materials**Required Text**

- Cress, C.J. (Ed.), (2017) *Handbook of geriatric care management*. 4th edition. Burlington, MA: Jones and Bartlett.
(You can access the online version of the textbook through CSUS library [here](#))
- APA publication manual (7th ed) (2019). Washington DC: American Psychological Association

Recommended Texts & Other Readings

- Other readings will be made available in the Canvas (Check out the Modules).

Course Outline

WEEK	TOPIC
1	Couse Overview/Introduction to Care Management
2	History of Geriatric Care Management (GCM):
3	Comprehensive Geriatric Assessment: Psychosocial Assessment
4	Comprehensive Geriatric Assessment: Functional Assessment Care Planning
5	Understanding Service to Older Adults: Service Learning (SL)
6	Formal & Informal Support Systems / Holistic quality of life
7	Professional Ethnics /Family Dynamics in Aging
8	Technologies that support Aging in Place
9	Midterm Exam
10	Global Environment for Aging
11	Application of Care Management in Practice: Understanding the 3 D's (Depression/Delirium & Dementia)
12	The Business of Geriatric Care Management: Start Up
13	The Business of Geriatric Care Management: Marketing Care Management Business
14	The Business of Geriatric Care Management: SWOT Analysis
15	Revision/ Reflections
16	Final Project

Course Requirements/Modality

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas

- Completion of community engagement at partner agency(s) and university clearance requirements to participate in service learning
- This course is designated as Hybrid*
- This is a service learning course. It provides meaningful community service opportunity to both students and older adult population residing within the community.

Service Learning Overview

Service Learning– As stated above, service learning is a key component of this course. Students will identify an older adult that they will work with one on one throughout the service-learning experience and also identify a residential senior care community where they will visit as part of community development effort. Students will also learn to design care management plan for older adults that includes healthy aging practices that support aging successfully. The goal is to provide practical / hands-on experience to students to complement the theoretical aspect of care management. Students are expected to spend at least 20 hours within 10 weeks throughout the semester to complete various assigned tasks towards service to older adults as part of service-learning requirement.

To be successful in this part of the course, students are required to commence service-learning as stipulated in Canvas. The benefits to be derived from the experience includes, building intergenerational relationships, promote older adult and student well-being, learning caregiving skills and promote greater awareness about aging among others.

See the service-learning weekly goals table below:

Service-Learning Weekly Goals:

	Goal Areas/Activity
1	Establish Rapport with older adults
2	Identify older adults; Strengths, Needs, Concerns, and Preferences
3	Conduct Geriatric Assessments
4	Assess decision-making capacity of elder clients and identify support systems
5	Collect / Collate any additional information about aging service and validate data about aging
6	Synthesize and interpret needs assessment data
7	Collaborate with senior serving agency /caregiver to establish goals and prioritize elder concerns
8	Identify aging resources and provide referrals
9	Identify care / service options and develop action plan
10	Design care plan for community partner

Service-Learning Definition (as adopted in the University Academic Internship and Service-learning Policy, Jan. 14, 2016):

Service Learning is a pedagogical strategy that faculty use to help students deepen their understanding of course material by requiring students to participate in on- and off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partners). Structured reflection is the vehicle for linking service to academic content and assessing student learning. In Service Learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. This form of experiential learning is mutually beneficial to the student and the community partner.

General Policies Related to Service Learning:

At Sacramento State, Service Learning and other community service activities are supported by the Community Engagement Center (CEC) (check CEC website at: www.csus.edu/cec for more details). We will be talking more about Service Learning in class and you will be required to complete some online paperwork to ensure that you are covered by SAFECLIP – a general and professional liability for students enrolled in service-learning courses for which they receive academic credit (for more details, email contractservices@csus.edu). Once it has been decided where students will do their Service Learning, I will “place” you at the site through the CEC connect website (found in a link at www.csus.edu/cec) and then you will log-in with your Sac Link ID so that you can:

- Review and sign off on a Code of Conduct;
- Review and sign off of “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” form;
- Print out an Emergency Contact Form to be given to your community agency

Service Learning Requirements

- Students must complete an online service-learning orientation at www.csus.edu/CEConnect - Before commencing the service learning component of the course. More information is provided in a folder designated as “Service Learning Information” in Canvas
- Students will be assigned to an agency for their service learning experience (more information about the agency and dates of SL commencement will be provided on the first day of class).
- In addition, you must complete Health Insurance Portability and Accountability Act, HIPPA clearance before participating in service-learning.
- As part of SL requirement, students will engage in intergenerational interactions between students and older adult partners for 10 weeks. This will require at least 2 hours of commitment per week for interactions and participation in health promotion activities, thus

allowing students to develop low-stakes* care planning skills such as, identifying issues with aging and aging practice. Students must participate in these activities as scheduled to ensure timely completion of the course while abiding to the university’s rules and regulations on safe practicum experience.

- During the entire service learning experience, students will design a care booklet that reflects the desires and needs of an elder or a group of older adult partners. The final booklet will be handed over to all assigned older adult participants at a final meeting.

To successfully complete the course, the following requirements must be met:

- Submit documented weekly service-learning activities in an electronic time log (see CEC Connect website in Canvas).
- Complete and sign student learning agreement form (online), agency agreement forms and emergency contact form (printed) to be submitted at the agency at the start of service-learning (available for download at: www.csus/CEConnect).
- Show evidence of participation in a senior living community all assigned community engaged learning activities as stipulated in Canvas.

Service-Learning Outcomes

Students who apply themselves fully to the Service Learning component of this course should:
Develop appreciation for the diversity of communities that make up Sacramento*
Develop an understanding of the local social problems facing our community*
Feel connected to the course content, the major, and the field of study**
Develop skills at working with others effectively***
Develop new social connections at the university
Note: <i>These service learning outcomes are also linked to the following Sacramento State Baccalaureate Learning Goals (see asterisks):</i>
*Personal and Social Responsibility **Competence in the Disciplines ***Intellectual and Practical Skills

Course Structure

*This is a web online course

Asynchronous online sessions self-paced and through Canvas and other Web sites. Assessments will consist of discussion forums, journaling, case studies, and web searching, hands-on practical

experience and essays.

Canvas Access

To access this course in Canvas you will need access to the Internet and a supported Web browser (Chrome, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins, please visit the "[Which browsers does Canvas support](#)" website.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- [Submit a Ticket](#) to Report a Problem to the Information Resources and Technology Support Team
- Call the Canvas Support line at Sac State: M-F 8 a.m.–5 p.m. (916) 278-2450.
- [Schedule a Consultation](#) to get assistance with Canvas and other Academic technologies
- Visit the [Canvas Instructor Video Guides](#)
- Visit the [Canvas Student Video Guides](#)
- Visit the Canvas [Student Web Tutorials](#)
- Visit the [Canvas Instructor Web Tutorials](#)

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Canvas email.

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Part 2: Course Objectives

Demonstrate knowledge of defining characteristics in the generations/cohorts and the corresponding issues for care managers;

	Expected Learning Outcome	Assessment Strategies
1	Students will define the key factors involved in assessing the needs of older adults and planning and coordinate care using the resources available to them across the care spectrum.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Reflection Journal -Service Learning Project -Group Assignments -Mid-term and Final Exams
2	Students will utilize the relationship of a systems approach to geriatric assessment and management.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Reflection Journal -Service Learning Project -Mid-term and Final Exams
3	Students will differentiate and discuss the psychosocial boundaries to guide intervention on issues with older adults.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Reflection Journal -Service Learning Project -Mid-term and Final Exams
4	Students will describe the range of basic practice skills needed for effective service delivery to older adults, families and their caregivers.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Reflection Journal -Service Learning Project -Web Assignment -Mid-term and Final Exams

	Expected Learning Outcome	Assessment Strategies
5	Students will identify the special issues that affect the delivery of services including; diversity, ethnicity, self-determination, privacy, professionalism, care continuum, special healthcare and mental health based on ethical considerations.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Service Learning Project -Group Assignments -Web Assignment -Mid-term and Final Exams
6	Students will integrate academic content of the course with service learning experience for practical application in the field of gerontology.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Reflection Journal -Service Learning Project -Group Assignments -Mid-term and Final Exams
7	Students will engage through effective communication with older persons, their family and community service providers.	<ul style="list-style-type: none"> -Case Studies -Quizzes -Discussion Board -Service Learning Project -Group Assignments -Mid-term and Final Exams
8	Students will engage through collaborative and integrative approaches and standards of business practice in an ethical framework of care management professionals.	<ul style="list-style-type: none"> -Group Assignments -Web Assignment

You will meet the objectives listed above through a combination of the following activities in this course:

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Part 3: Topic Outline/Schedule

Important Note: Refer to the course calendar (“Week at a glance”) for specific course dates and times. Activity and assignment details will be explained in detail within each week's corresponding module. If you have any questions, please contact the instructor.

The course is organized based on the care management model, (i.e., to prepare learners for care management position, mastery of geriatric assessments; care planning / care monitoring; management of care business; professional ethics and supervision of care management practice.

Contents would be offered through weekly Modules, broken down into 16-weekly format (see page 2)

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Part 4: Grading Policy

Graded Course Activities

More details about each assignment are available in Canvas and below for details about each assignment listed below;

Table: Assessment and Grading

Assessment and Grading	Total Points
Weekly Assessments	
Discussions, Case Study Reports, Reflective Journals, Group Assignments (#3)	250
Service Learning (SL) Assignments	
SL orientation, Time log & SWOT Analysis	110
Final Project	200
Exam	
Midterm	40
Total	620

Note: All assignment due dates are clearly stated in Canvas, and must be turned in on or before the due date. Assignments must follow syllabus directions to obtain full points.

Late Work Policy

Be sure to pay close attention to deadlines. There are no make-up assignments. Due to unforeseen circumstances, late work may be accepted at the instructor's discretion. However, late assignments without prior approval submitted after the due date would attract a lower grade score.

Viewing Grades in Canvas

All points you receive for graded activities will be posted to the Canvas Grade Book. From a computer or mobile device, select the Grades option from course navigation page to view your grades.

Your instructor will update the online grades each time a grading session has been complete — typically one week following the completion of each weekly activity. You will see a visual indication of new grades posted on your Canvas home page under Recent Feedback and/or next to the Grades link on course menu.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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Part 5: Course Policies

Attend Class

Students are expected to attend all online and face-to-face class sessions as listed on the course calendar. Attendance at face-to-face class meetings and participation in online activities is essential for the success of the hybrid experience.

- Class attendance makes up a good portion of your total grades. This includes both face-to-face and synchronous online. Be sure to attend classes.

Participation

Student participation will be computed and tracked during in-class attendance, through Canvas Course Analytics, Access Report, discussions, chat sessions, and group work, to monitor their participation in the course, etc.

Building Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Completed Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if students completed at least 75% of the course requirements. All incomplete course assignments must be completed within one academic calendar.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Office of Services for Students with Disabilities](#) (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation *before* classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Use of Media and Tools

- You are welcome to use any tools and resources that help you learn, including: All types of media (text, video, etc.); Various applications and calculators; AI tools like ChatGPT for brainstorming and writing. These are the same tools you use in daily life and will use in your future career. We'll explore together how to use these tools effectively for problem-solving.
- Taking Responsibility for Your Work While tools are helpful, they all have limitations: Media can contain incorrect information; Calculators have mathematical constraints; AI models can make mistakes or show

bias; You must verify and revise any output before using it. Remember: tools don't think for you – you think with their assistance. This follows the concept of distributed cognition, where humans and tools work together as partners to create solutions. However, you remain responsible for: Understanding your work thoroughly; Being able to explain your solutions; Any errors in your final work;

- Transparency About Tool Usage. You must document: All media sources used; any significant tools used (except basic ones like pens or word processors); How you used these tools (such as specific prompts given to AI)!

Sac State commitment to Sexual Misconduct Disclosures and Maintaining a Respectful Learning Environment

As an instructor, one of my primary responsibilities is to help foster a safe learning environment in the classroom and throughout our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. In this class, sexual topics may emerge in readings, assignments, and class discussions. Making a personal connection with the topics addressed in this class can be meaningful. However, please be advised that the University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting the following confidential resources: Student Health & Counseling Services at The WELL On Campus Phone Number: 916-278-6461 Website: www.csus.edu/shcs Campus Confidential Advocate – Laura Swartzen Email: weave@csus.edu On Campus Phone Number: 916-278-5850 (during business hours) WEAVE 24/7 Hotline: 916-920-2952 Students who wish to report sexual misconduct or violence that occurred while the student or the perpetrator were at Sacramento State may do so by contacting Sacramento State's Title IX Coordinator: Skip Bishop Director of Equal Opportunity Del Norte Hall 2005 william.bishop@csus.edu 916-278-5770

Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about Sac State's [Academic Honesty Policy & Procedures](#)

Definitions

At Sac State, "**cheating** is the act of obtaining or attempting to obtain

credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

“**Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”

Source: Sacramento State University Library

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.
Course policies are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas.