Beacom School of Business Mission Statement
Our primary mission is excellence in undergraduate and graduate education that develops successful future business leaders. We deliver high value to our students, employers and community through distinctive teaching and learning supported by significant intellectual and professional contributions and meaningful service.

Course Description
Gerontology and Long-Term Care is designed to provide the student with information regarding fundamental management principles and special concerns and problems of long term care and, in addition, to practice the application of this knowledge through the use of case studies and assignments.

Course Learning Objectives
By the end of this course, students will be able to:
1. Identify and describe key related demographic, socioeconomic and attitudinal trends in the long term care industry.
2. Describe gerontology and the disease conditions and challenges faced by individuals with physical and cognitive disabilities.
3. Identify and describe the changes in the American long term care system and their implications for the management of long term care organizations.
4. Compare and contrast the legal, regulatory and funding requirements of long term care settings within the broader continuum.
5. Demonstrate reflective practice and knowledge-of-self gained through course assignments.

Specific module objectives are noted in D2L.

Required Course Materials

APA reference resource – you can purchase the 6th edition manual or utilize Purdue OWL.

Textbooks may be purchased from Barnes and Noble at The University of South Dakota (605-677-6291) or via email at bn@usd.edu. For the Film Review assignment, you will need to access an appropriate film either at the library or rent it via Redbox or Netflix or another rental medium. Any additional assigned learning resources and media (i.e. websites) will be provided within D2L.

Microsoft Word and PowerPoint 2007 or later are required to view attachments.
Technology Requirements

Desire2Learn (D2L) will be used in this class. Students are responsible for ensuring they have access to D2L. In D2L, you will be able to:

- Communicate with the instructor outside of class by e-mail
- View assignment due dates
- Access supplemental readings and videos
- Access course progress and grades
- Submit assignments

For information about the University's technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook in the Getting Started widget. To access D2L, please visit the following URL:  
http://d2l.sdbor.edu/

General Course Policies and Expectations

Responsiveness: I will log into D2L every weekday, so the D2L email is the best way to reach me if you have questions or concerns. You can expect a response to e-mails within 24 hours Monday through Friday except for holidays and weekends. If you would like to meet one on one, please let me know in your email and we can schedule a time to do that, either at my office in Vermillion, or by phone. Feedback on discussion and assignments will be provided within ten (10) working days. You will receive all grades and feedback through D2L.

Freedom in Learning: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve personal judgment about matters of opinion, but they are still responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Dean Venkatachalam at Venky@usd.edu.

Student Code of Ethics: Students enrolled at the Beacom School of Business are expected to maintain the highest standards of integrity and ethical principles and to adhere to the Student Code of Ethics developed and approved by Beacom School of Business students. This Code provides a frame of reference for the behavior of Beacom School of Business students in their personal, academic, and professional activities.

Plagiarism: Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result in consequences for the student.

Integrity: No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services (Services Center 119; 677-6389, http://www.usd.edu/student-life/disability-services) as early as possible in the semester.
Diversity: USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity at http://www.usd.edu/diversity-and-inclusiveness/office-for-diversity.

The Writing Center: The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit http://www.usd.edu/academics/writing-center for more information.

Late Work: Make-ups will be allowed for full credit only at the discretion of the instructor and in accordance with university policy. Students must notify the instructor in advance of any potential late or missed assignment deadlines.

Withdrawal Policy: The last day to drop a class with a full refund and without having the class recorded on your academic record is August 31, 2017. The last day to drop a full term class with a grade of “W” is November 3, 2017.

The instructor of a course may drop a student for non-attendance or non-participation provided the student is in violation of the official attendance policy or participation policy of the course. Instructor initiated drops are at the instructor's option, but they must be submitted to the Registrar’s Office and be approved by the dean of the college or school in which the course is offered. The student is notified by the Registrar's Office that he/she has been dropped from the course. The grade assigned is in accord with the drop policy for student initiated drops.

Course Requirements
The assessment components of the final course grade are as follows:

- Syllabus quiz: 10 points
- Learning module quizzes: 140 points
- Film critique: 50 points
- Gerontology-topic team presentation: 100 points
- Parent interview report: 50 points
- Service Learning with reflection journal: 150 points

Total: 500 course points

Grading Criteria
The grading scale is:

- A: 90% and above (450–500 points)
- B: 80% - 89% (400–449 points)
- C: 70% - 79% (350–399 points)
- D: 60% - 69% (300–349 points)
- F: Below 60% (299 and below)

Students will receive all grades and feedback through D2L. All assignments, discussion and quizzes will be assessed within ten (10) working days of the due date.
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**Explanation of Course Requirements**

**Syllabus quiz**
The syllabus quiz allows you to practice taking an online quiz and demonstrate that you have read the syllabus.

**Learning Module quizzes**
There are (4) open-book quizzes throughout the semester, one for each learning module, to demonstrate understanding of the material presented in the assigned readings and documentary videos. Students will take the quizzes on their own time within the allotted timeframe in D2L. Quizzes will consist of true/false and multiple choice questions.

**Film critique**
The Film critique assignment is provided to give students the opportunity to reflect on how media presents older adults and the aging experience. Students will choose a film featuring the aging experience and write a three page critique paper. Please refer to the Assignment Guidelines/Grading Rubric posted in the D2L Content area for details.

**Gerontology-topic team presentation**
The Gerontology-topic team presentation provides students with the opportunity to appraise a social, physical, and psychological health issues/risks/challenge commonly faced by aging individuals and their families in depth. As the name suggests, it is a team assignment. Each team will consist of 3-4 students. Presentations will be a PowerPoint presentation. Please refer to the Assignment Guidelines/Grading Rubric posted in the D2L Content area for details.
**Parent interview report**

The Parent interview report provides students with an opportunity to explore the personal meaning of aging experience and reflect on how this relates to concepts covered in the course. The interview is to be conducted in person (that is, not over the phone) with the parent. If this is not possible, the student may propose an alternative older adult for the interview. Please refer to the Assignment Guidelines/Grading Rubric posted in the D2L Content area for details.

**Service Learning with reflection journal**

The Service Learning course requirement provides students with an experiential learning experience. Each student is required to volunteer ten (10) hours of service in an organization or community service agency whose primary mission is long term care (e.g. nursing home, assisted living, senior housing, hospice, adult day care). A log for recording the volunteer hours and obtaining staff signature(s) to certify that the hours were completed is provided in the Assignment Guidelines. In addition, students will complete a journal related to the experience to document their reflective learning. Please refer to the Frequently Asked Questions (below) and the Assignment Guideline/Grading Rubric posted in the Content area of D2L for details.

**Service Learning Frequently Asked Questions**

*Are there certain places we can or cannot do the service learning hours? I would like to do mine at Children’s Care Hospital and School, would that be ok?*

To meet the course requirement for service learning, students must volunteer in a long term care setting. This means that long term care must be integral to the setting. As such, assisted living, hospice, nursing facility, adult day care are ideal. Acute care hospitals, including those in rural areas, DO NOT satisfy the course requirement. While these healthcare organizations will have older adult patients, unless the hospital is a specialty long term care hospital, it is structured to address acute care situations and does not suffice for this service learning experience. Similarly, groups like a Boys and Girls Club or community food pantries do not meet the course requirements. While these organizations certainly are worthwhile, they are NOT appropriate for the long term care focused learning objectives of the course.

In the case of Children’s Care Hospital and School, they provide long term care services to children with chronic care needs. While this course is primarily about gerontology, it is acceptable to do the service learning with organizations providing long term care services to children or adults. For example, SESDAC and Achieve are acceptable organizations for the service learning effort. IMPORTANT: If you are unsure whether an organization meets the requirements for service learning, please email me and we’ll set up a time to discuss it.  

*What is expected for the journal entry assignment?*

There is great flexibility in how you may organize the journal entry reflection, however you are encouraged to review the Assignment Guidelines/Grading Rubric posted in D2L to ensure you include all the necessary information. You will describe your service learning work, your personal connection to why the work is important, and reflect on the experience utilizing course concepts. In general, a journal entry will be approximately 150-300 words for one service hour, which means that ten hours would equate to approximately 1500-3000 words. If you volunteer for ten individual hours involving different activities or organizations, then you will address the rubric criteria for each hour’s activity. If you complete the same activity for a period of multiple hours, then you will discuss at least one course concept for each hour of activity. For example, if you assist with a holiday event over Thanksgiving and it takes 2 hours, then you will reflect on at least 2 course concepts in analyzing the experience.
What would be considered a "course concept?" We talked about nursing facilities in the class, would the SNF itself be considered a concept if that’s the setting we volunteered in? The skilled nursing facility is probably a bit broad for our learning purposes but it is an excellent starting place. Consider, for example, how living in a SNF affects socialization, dementia, dependence with ADLs, sensory impairment, risk for abuse, and physiological decline. Thinking in this finer level of detail will assist you in demonstrating that you are connecting the service learning experience to course concepts in a meaningful way.

I am a new volunteer to an organization and they require orientation first before I can volunteer. Can I count orientation hours towards my service learning? Yes, the orientation time does count towards your service learning. However, you do need to include what you gained from the orientation in your journal reflection.

Is APA format required for the journal reflection assignment? The journal reflection is not an APA formatted assignment, however if you want to refer to a scholarly reference to discuss a particular course concept, you may use an APA in-line citation.

What if I encounter difficulties in locating an organization? If you are having difficulties in locating an organization, please let me know so that I can help you.

I already work part-time for a long term organization. Can I use my job as my service learning? Students may not fulfill the service learning requirement during work hours. Students may, however, perform volunteer activities for their employer. If you do this, you must not perform any activities that would be within the purview of your current position in order to avoid the risk of FLSA violations.

I work a lot, carry a full course load and do not have time for the service learning. Do I have to do it? The service learning is a requirement of the course. If a student chooses not to complete the service learning, they will be graded accordingly.

I did not realize there was a rubric for the journal reflection assignment. Can I redo my journal reflection to gain more points? Assignment Guidelines/Grading Rubric are posted in D2L. Students’ are held accountable for syllabus and posted materials in D2L, so an assignment “redo” is not permitted.

I missed the submission deadline for the journal reflection assignment. Can I get an extension? No extensions will be provided for the journal reflection assignment. Students have three months to complete the service learning and are HIGHLY encouraged to be proactive in completing this requirement early as in the semester.

I have been asked to get a TB and flu shot. Is that common? This is quite common in long term care organizations. Because older persons with chronic diseases are often vulnerable to infections and viruses, volunteers are asked to get a TB and flu shot. You may also be asked to sign HIPAA forms to ensure privacy of residents/patients.

Can you provide a sample journal reflection that meets the full expectations of the rubric? Below is a sample journal entry reflecting ONE hour of service learning that meets the rubric criteria. It provides a description of the activity, a course concept and the meaning behind the course concept in context to the activity. It is 210 words in length:

During my second hour at XXXX I played a memory game with a couple of the residents. It was a card game and they had to find the match while the cards face side was facing the table. They had 5
seconds to look at the card and then they had to find the match. If it was not the match they had to turn both cards over and try again. This game was also a great game for fine motor skills because they had to grab the cards off the table flip them and then either put it in a pile or turn them over again. As we talked about in class as we get older our memory declines, this game was a great way to practice their memory skills. Working memory refers to being able to actively use or manipulate the information from the brain’s short term storage base. The memory game that I helped with really integrated what we talked about in class. Residents had problems with their short term memory which affected the ability of the card games we played. But there were some residents had no problem with the matching game but had problems remembering when the last time they ate or had their medication.

Course Evaluation:

Students have the opportunity to complete an evaluation at the end of the course. I would appreciate it if you would take the time to complete the evaluation. I also encourage feedback throughout the course on what you feel could be improved as the course progresses.