



**Family & Consumer Studies 37
Training for Gerontological Services**

Course Outline (Syllabus) – Fall 2013

Monday, 6:50 p.m. – 8:55 p.m. CAI 232

(16 WEEK CLASS) August 26, 2013 to December 9, 2013

CONTACT INFORMATION

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Office Hours: Monday 5:45 p.m. to 6:45 p.m.

Office phone: call me on my cell (818) 364-7600 extension 4182.

Class Number 3154

Course Description:

This course covers business operations, state laws, drugs used by the elderly, psychosocial and physical needs. This course is based on the Residential Care Facilities for the Elderly (RCFE) 40 hour initial certification core of knowledge guidelines needed to prepare administrators/licenses for the licensing exam. This course is currently NOT approved by the California Department of Social Services for people licensed to work in RCFE.

Course Objectives (CO)

1. Identify the laws, regulations, policies and procedural standards governing residential care facilities for the elderly under California state law Title 22, Division 6, chapter 8.
2. Recognize and plan various ways of caring for Alzheimer residents
3. Create a plan to show changes that can improve the quality of resident care in a facilities and identify how to implement the changes
4. Prepare a diet plan applying the government recommended diet plan for the elderly
5. Identify the value of various community and support services for the elderly such as: ombudsman, adult protective services, senior centers, adult day care, home health and mental health services.
6. Research and examine the common medications for the elderly identify their purpose and side effects
7. Evaluate the importance of frequent assessment of residents

Classmate Contact Information

Name	e-mail	phone
Name	e-mail	phone
Name	e-mail	phone

Student Learning Objectives (SLO)

1. Students will examine and evaluate the laws, regulations, policies and procedural standards governing residential facilities for the elderly under California State law Title 22, Division 6, chapter 8.
2. Identify nutrients and nutritional content of meals for the aging adult; organize physical fitness and select communication skills needed for all types of residents.
3. Demonstrate a clear understanding of support services for all areas of the community

MATERIALS AND TEXTBOOK

- MANUAL OF POLICIES AND PROCEDURES: Residential facilities for the Elderly. (can be found on the following website http://www.dss.cahwnet.gov/get_info/df/rcfe1.pdf)
- HANDOUTS FOR FCS 37 – available in bookstore
- Yee-Melichar, D., Boyle, A.R. and Flores, C. (2011). Assisted living administration management; Effective practices and model programs in elder care. Springer Publishing Company, New York, NY.

METHODS OF INSTRUCTION

Various methods of instruction are utilized, including lectures, class opinion, class polls, discussions, role play, videos, presentation slides, group work, independent study, class activities and guest lecturers.

No limits are placed upon the subject matter or the extent of questioning. However, all discussion should be in “good taste” and with due recognition of the varying personal, economic, religious, and social backgrounds of each class member. A level of maturity of the group as whole is expected.

Occasionally, when various topics arise, the class will be broken into small discussion groups, each with a recorder. The recorder will be expected to speak on behalf of the group to the class.

SPECIAL NEEDS INSTRUCTION

Special needs of each student are met, in part, by group discussion at the “peer” level, providing for the interchange of ideas; reading materials supplementing the required text; and the availability of the instructor for personal interviews and additional resources.

Students with special needs: Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the completion of day 1.

METHODS OF EVALUATION:

Grading is based upon eight criteria, attendance, in-class activities, community resource list, changes to improve a plan, resident activities chart, meal plan, a facility critique and a final exam.

COURSE ASSESSMENT (Total points 400)

Attendance (100 points, 25%) – Each class is worth 6 points; points will be deducted for each absence.

Attendance will be taken at every class meeting. You are expected to be on time and stay until the end of class. Attendance will be used as part of your grade and used to decide borderline grades. For each class portions of the California State law Title 22, Division 6, chapter 8 will be covered (CO 1 & SLO 1).

In-class activities (50 points, 12.5%) – There will be 10 in-class activities worth 5 points each. The in-class activities will be a combination of small group activities, individual work, class discussion and quizzes (CO1, 2, 6, 7 & SLO 1, 2, 3)
 Make up assignment – You can make up **two** in-class activities by typing a one-page (single spaced) synopsis of an article relating gerontological issues.

Take Home Final Exam (50 points, 12.5%) December 9th
 Final exam will consist of essay questions and true and false (CO 1, 2, 3, 4, 5, 6, 7 & SLO 1, 2, 3)

WRITING ASSIGNMENTS (50%)

- 1) Community Resource List (25 points) Due September 9th
 Create a list of resources in your community and/or support services such as; ombudsman, adult protective services, senior centers, adult day care, home health, Alzheimer and mental health services. This assignment will be shared in class. Additional information will be given in class (CO 5 & SLO 3).

- 2) Changes to Improve a Plan (25 points) Due September 30th
 Create a plan to show changes that can improve the quality of resident care in the facility. Hypothetically implement one idea. Additional information will be given in class (CO 3 & SLO 2).

- 3) Resident Activities Chart (25 points) Due October 14th
 Additional information will be given in class (CO 2, 3, 6, 7 & SLO 2, 3).

- 4) Meal Plan (25 points) Due October 28th
 Additional information will be given in class (CO 2 & SLO 2).

- 5) Facility Critique Project (100 points) Due December 2th
 Visit a multipurpose center or a convalescent hospital in your area and write a critique of their program. Present your findings in class. Additional instructions will be given in class (CO 1, 5, 6, 7 & SLO 1, 2, 3)

POINTS AND GRADES

Points		Grades		
Attendance	(100 points) 25%	Percentage	Points Earned	Letter
In-class activities	(50 points) 12.5%	A = 90% - 100%	360 to 400 points	
Take Home Final Exam	(50 points) 12.5%	B = 80% - 89%	320 to 359 points	
Community Resource List	(25 points) 6.25%	C = 70% - 79%	280 to 319 points	
Changes to Improve a Plan	(25 points) 6.25%	D = 60% - 69%	240 to 279 points	
Resident Activities Chart	(25 points) 6.25%	F = 59% or lower	239 points or lower	
Meal Plan	(25 points) 6.25%			
<u>Facility Critique Project</u>	<u>(100 points) 25%</u>			
Course Total	400 points 100%			

Please note: This course outline is a guide for the class and may be modified/revised to enhance learning outcomes or by events outside the control of the instructor.

COURSE OUTLINE

WEEK	DATE	TOPIC
1	8/26	Introduction to the course Title 22, Division 6, Chapter 8 Residential Care Facilities for the Elderly (RCFE) Article 1. Definitions and forms Section 87100-87102. Organizations and Gerontological terms Chapter 1 – The assisted living industry; context, history & overview
2	9/2	Labor Day – College CLOSED
3	9/9	Article 15 – Administrator certification training program requirements Psychosocial needs of the elderly
4	9/16	Article 2 – Licensing Article 3 – Application Procedures Health related conditions, prohibited health conditions, and hospice Chapter 2 – Policy, licensing & regulations Community Resource List DUE – list will be shared in class
5	9/23	Article 4 – Operating Requirements safety procedures, fire safety, bonding issues, planned activities, resident counsels and eviction Chapter 3 – Organizational overview Chapter 11 – Accessibility, fire safety & disaster preparedness
6	9/30	Article 5 – Physical Environment and Accommodations Article 6 – Background check Chapter 8 – Business, management and marketing Chapter 9 – Financial management in assisted living facilities Chapter 10 – Legal Concepts and issues in assisted living facilities Changes to Improve a Plan DUE
7	10/7	Article 7 – Personnel Administrator responsibilities and staffing Chapter 4 - Recruiting & hiring, Chapter 5 - Training staff Chapter 6 – Retaining employees and empowerment
8	10/14	Article 8 – Resident assessments, fundamental services and rights Article 9 – Residents rights Medications, health coverage of residence, advanced directives and record keeping Chapter 17 – Resident’s rights Resident Activities Chart DUE
9	10/21	Article 10 – Food Services Food and Drug interactions, the Food Plate/Pyramids
10	10/28	Article 11 – Health-Related Services & Conditions Chapter 15 – Physical aspects of aging Chapter 16 – Psychological aspects of aging Meal Plan DUE
11	11/4	Article 12 – Dementia Mental health issues including Alzheimer disease
12	11/11	Veteran’s Day – College CLOSED
13	11/18	Department of Health Care Services DHCS– Coordinating Care Initiative Chapter 12 – Models of Care Chapter 13 – Universal design and aging-in-place Chapter 14 - Diversity issues
14	11/25	Article 13 – Enforcement Article 14 – Administrative Actions - General
15	12/2	Facility Critique Project DUE and presentations
16	12/9	Final Exam

Each one of the following topics will be covered in this course.

Write in the date and how much time was spent on each one of the areas in the columns.

Date/time	
<input type="checkbox"/>	Psycho, social needs of the elderly,
<input type="checkbox"/>	Mental health issues:
<input type="checkbox"/>	Alcohol and depression
<input type="checkbox"/>	Love and intimacy
<input type="checkbox"/>	Family involvement
<input type="checkbox"/>	Bereavement issues
<input type="checkbox"/>	Adult Protective Services and other resources
<input type="checkbox"/>	Community Resources, Ombudsman
<input type="checkbox"/>	Physical Needs of the Elderly
<input type="checkbox"/>	Kitchen Sanitation & Safety, Nutrition, labels, menu planning, eat smart
<input type="checkbox"/>	Assistance with ADL's
<input type="checkbox"/>	Aging Process
<input type="checkbox"/>	Individual health care needs and hospice care
<input type="checkbox"/>	Sexuality and the aging adult
<input type="checkbox"/>	Use, misuse and interaction of drugs commonly used by the elderly
<input type="checkbox"/>	Rose of medications in treatment plan, interaction of drugs & staff role
<input type="checkbox"/>	Storage documentation and disposal
<input type="checkbox"/>	Communication skills with pharmacist, doctors, residents & families
<input type="checkbox"/>	Healthy aging
<input type="checkbox"/>	Medical/dental funding, medi-cal
<input type="checkbox"/>	Dementia
<input type="checkbox"/>	Age exceptions and relocation/eviction
<input type="checkbox"/>	Personal rights of residents,
<input type="checkbox"/>	Instruction on laws, regulations, policies and procedural standards that impact the operations of residential care facilities for the elderly
<input type="checkbox"/>	Geriatric assessments
<input type="checkbox"/>	Mandated reporting

Date/time	
<input type="checkbox"/>	Administrative responsibility/accountability
<input type="checkbox"/>	Complaint procedures, confidentiality
<input type="checkbox"/>	Fire code R2 occupancies,
<input type="checkbox"/>	Conservatorship, full & limited
<input type="checkbox"/>	Physical plant laws
<input type="checkbox"/>	Business operations
<input type="checkbox"/>	Liability issues
<input type="checkbox"/>	Budgeting & fiscal documentation
<input type="checkbox"/>	Monitoring of ongoing operations
<input type="checkbox"/>	Funding sources
<input type="checkbox"/>	Overview of labor laws (www.dol.gov)
<input type="checkbox"/>	Marketing, rate setting/record keeping
<input type="checkbox"/>	IRS, EDD, Ins
<input type="checkbox"/>	Program statement, pre-admission
<input type="checkbox"/>	Needs & Services plan
<input type="checkbox"/>	Allowable vs. Prohibited conditions
<input type="checkbox"/>	Charting & Documentation
<input type="checkbox"/>	Federal & State Requirements
<input type="checkbox"/>	Contract Compliance
<input type="checkbox"/>	Admission agreements, incidental medical services
<input type="checkbox"/>	Group Summation
<input type="checkbox"/>	Management/Supervision of Staff, Employee evaluations, personnel policy,
<input type="checkbox"/>	Administrative/Staff Training requirements such as: First Aid, CPR, HIV/TB, water safety, OSHA, Illness/injury and violence prevention plan
<input type="checkbox"/>	Duties and Responsibilities of staff
<input type="checkbox"/>	Employer Responsibilities
<input type="checkbox"/>	Staffing Patterns
<input type="checkbox"/>	Client Satisfaction

Residential Care Facility for the Elderly (RCFE) 40-Hour Initial Certification *Core of Knowledge Guideline

8-Hours	3-Hours	3-Hours	5-Hours	2-Hours	5-Hours	5-Hours	5-Hours	4-Hours
LAW & REGULATIONS	BUSINESS OPERATIONS	MANAGEMENT/ SUPERVISION OF STAFF	PSYCH/SOCIAL NEEDS	COMMUNITY & SUPPORT SERVICES	PHYSICAL NEEDS	MEDICATION	ADMISSION & ASSESSMENT RETENTION	ALZHEIMER'S & DEMENTIA TRAINING
<p>Health and Safety Code 1569</p> <p>Regulations Title 22, Div. 6, Chapter 8</p> <ul style="list-style-type: none"> • Administrative responsibility/ accountability • Mandated reporting • Confidentiality • Personal rights • Complaint procedures <p>State Fire Code Regulations</p> <ul style="list-style-type: none"> • R2 Occupancies <p>Conservatorship</p> <ul style="list-style-type: none"> • Full • Limited <p>Physical Plant</p>	<p>Liability issues</p> <p>Budgeting and fiscal documentation</p> <p>Monitoring of ongoing operations</p> <p>Funding sources</p> <p>Overview of labor laws</p> <p>Marketing a facility</p> <p>Rate setting/record keeping</p> <p>Other agencies</p> <ul style="list-style-type: none"> • IRS • EDD • INS <p>Audits:</p> <ul style="list-style-type: none"> • Program • Financial <p>Accounting & tax filing requirements</p> <p>Fund raising:</p> <ul style="list-style-type: none"> • What's legal? • Audits • How to mix with other funds 	<p>Staffing requirement/ratio</p> <p>Hiring practices:</p> <ul style="list-style-type: none"> • Criminal background requirements • Use of volunteers/ interns • EEO requirements • General requirements • Other issues • Job descriptions • Federal/state requirements <p>Employee performance evaluations</p> <p>Personnel policy manual</p> <p>Admin/staff training requirements</p> <ul style="list-style-type: none"> • First Aid • CPR • HIV/TB • Water safety • OSHA • Illness/injury and violence prevention plan • Duties/ responsibility of staff • Employer responsibility • Staffing patterns 	<p>Identifying characteristics and special needs of client population</p> <p>Mental health issues</p> <p>Family involvement/ participation and dynamics</p> <p>Bereavement/stress issues</p> <p>Activities</p> <p>Dementia care</p>	<p>Responsibility & expectations of referral agencies</p> <p>Mental health resources</p> <p>Ombudsman</p> <p>Adult Protective Services</p> <p>Other resources</p>	<p>Understanding the client needs</p> <ul style="list-style-type: none"> • Nutrition • Assisting with ADLs • Health conditions • Aging process <p>Individual health care needs</p> <ul style="list-style-type: none"> • Dental • Vision • Podiatry • Hearing • Physical limitations • Hospice care/end of life issues <p>Sexuality in the aging adult</p> <p>Nutritional support</p>	<p>Administration of medication</p> <ul style="list-style-type: none"> • Technical aspects <p>Regulatory requirements:</p> <ul style="list-style-type: none"> • Storage • Documentation • Disposal <p>Role of medications in treatment plan, including typical interactions & staff's role</p> <p>Communication with pharmacists, MDs</p> <p>Drug interaction/ pharmacodynamics</p> <p>Common medications:</p> <ul style="list-style-type: none"> • Infection control • Seizure disorder • Psychotropic <p>Client advocacy related to medication use</p> <p>Medi-Cal</p> <p>Medical/dental funding</p>	<p>Program Statement</p> <p>Allowable vs. prohibited conditions/ IMS</p> <p>Appraisals:</p> <ul style="list-style-type: none"> • Pre-admission • Physician's report • Functional • Social • Ongoing <p>Needs and services plan:</p> <ul style="list-style-type: none"> • Development • Review <p>Charting and documentation</p> <p>Admission agreements</p> <p>Adult Protective Services/emergency placement</p> <p>Incidental medical services</p> <ul style="list-style-type: none"> • Allowable • Restricted • Prohibited <p>Client satisfaction</p> <p>Contract compliance</p> <p>Age exceptions</p> <p>Relocation/eviction</p>	<p>Overview of Alzheimer's Disease and dementia</p> <p>Understanding dementia-related behaviors</p> <p>Communications</p> <p>Personal care</p> <p>Medications</p> <p>Environment/ physical plant</p> <p>Individualized Service Plan (ISP)</p>

GENERAL COURSE GUIDELINES

Statement of Reasonable Accommodation: Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the completion of day.

This is a college course. This is your opportunity to prepare yourself and take responsibility. We will treat each other with respect.

- Arrive on time. Do your best work. One person talks at a time.
- Turn off all cell phones before entering the classroom. I reserve the right to deduct 5 points for each cell phone/pager interruption. I also reserve the right to deduct 5 points for each text messaging or leaving class to answer a phone call.
- Protect all of your work. If you have the same work as another person, you both will receive a zero and may be referred to the Associate Vice President of Student Affairs for disciplinary action.
- Cheating/plagiarism will not be tolerated and will be recognized by a grade of “F” on the assignment and will be reported to the appropriate campus authority.
- Inappropriate behavior inside or outside of the classroom will not be tolerated.
- Assignments are due at the beginning of class on the due date.
- Late assignments will only be accepted the week they are due, with a deduction of 20%.
- Plan for those unforeseen problems by starting on your assignments early. I will accept assignments early.
- Assignments **MUST** be given to me personally or make other arrangements prior to the due date.
- **DO NOT** email or fax.
- Being absent is no excuse for a late assignment.
- Assignments must be typed, double-spaced using black ink and white paper and a 12 font similar in appearance to this one (Times New Roman).
- Handwritten assignments will not be accepted.
- Use spell check and have someone read your papers to give you input before turning them in.
- Please check your grades periodically throughout the semester.
- Back up all of your work on the computer. A good way to back up is to email yourself.
- Save all of your graded work until your grade for this class is posted to your record.

**We are here to learn.
I am here to help.**