

For the purpose of this assignment, students are required to interview **three** independent Geriatric Care Managers within a reasonable distance of the student residence. If a care manager is not within a reasonable distance, then a telephonic interview will be accepted. It is encouraged that a face-to-face interview be conducted whenever possible. Instructions and guidelines for the interview are posted on the course homepage. **Due date is listed on your syllabus.**

Geriatric Care Management Interview Assignment

For the purposes of this assignment, the student is to conduct three independent interviews of three different Geriatric Care Managers. Preferably, the interviewees should be from your local area or an area as close as possible to you. If possible, a face-to-face interview is preferred; however a telephone interview is acceptable. You may use as many contacts with your interviewees as necessary to complete your assignment. A good search for a geriatric care manager can be found on the National Association of Professional Geriatric Care Managers website at www.caremanager.org. From there, you can narrow your search to specific counties and cities in your local. NOTE: Your interview must be from three **different** geriatric care management businesses.

Your written report will be a minimum of 15 pages in length not to include the cover or reference pages. Your paper should be professionally written in an acceptable style, with double spaced, 12-point appropriate font. Scoring for this assignment will take into account the content of the paper, the requirements of the assignment, and any obvious spelling, sentence structure, and punctuation errors. The format of your report is your choice. You may choose to separate all three interviews and write them individually, or write your interviews collectively in one overall report.

Your written assignment should include the following elements:

- The name of the person interviewed; the name and address of the agency.
- Means by which interview process occurred i.e. telephone or in person.
- Number of employees, length of time in business, fee-for-service or not-for-profit and why, solo, partnership, or corporate, community-based office or in-home office.
- Area served i.e. city, county, multiple county, etc.
- Average number of Clients on a regular basis over the year.
- Specialty areas or niche areas (if any).
- Fee schedule (if willing to share) and how services are established i.e. hourly, package, or combination.
- Type of business model used i.e. brokerage, complex brokerage, or integrated.
- Referral sources. Where do they get their new Clients?
- Brief description of services provided by agency.
- Any or all licenses, certifications, or specialty designation held by owner/operator.
- Professional affiliations and association memberships.
- Why a care manager is needed in today's health care arena.
- Challenges faced by the geriatric care manager.

Lastly, you are to compare and contrast the three interviews. What was similar among them...what was dissimilar? Were any of your interviewees unable to answer some of your questions? What item(s) stood out most to you? What (if any) information that you have received might assist you in starting or expanding

your own geriatric care management agency? What are your thoughts regarding the value of a Geriatric Care Manager both in today's market and in the future?

Your Geriatric Care Manager Interview Assignment is worth a maximum of 30 points and is due on the date listed on your syllabus.

Power Point presentation of the interview information

Your last discussion forum question will comprise a power point presentation of your interviews. A template of the presentation will be provided for you. At a minimum, you should include the information suggested in the power point presentation template. You may add more slides as needed for your classmates to appreciate your interview process and the information gathered as a result. Your power point presentation of the interview information is worth a maximum of 10 points. The power point presentation scoring will be based on the met requirements of the presentation, the content of the presentation, and your responses to other students' presentations. Post your power point presentation in the week listed on the syllabus. You are then required to review other students' presentations and respond accordingly for your complete score for this portion of the assignment.

As always, should you have any questions or concerns about this assignment, please feel free to contact the instructor through the course email system.

Students are presented with a complex geriatric care management scenario that depicts more than 30 aspects of family systems, communication dynamics, and implications for care management covered in the course. Drawing from the information and processes discussed throughout the semester, students conduct assessments of the scenario in order to make appropriate care management recommendations for this family's situation. Students accumulate points based on the thoroughness of their assessment and recommendations, as measured by the following:

- (a) The number of factors they appropriately have identified as considerations for geriatric care management
- (b) The suitability and hypothetical effectiveness of their suggested approaches to meet the family and client needs they've identified.

- **(Please see attached Grading Rubric for GEY6206)**

This assignment carries a maximum of 30 points and comprises 30% of the student's grade.

Case Study – Client Assessment Report**20 Points**

For the purpose of this assignment students will analyze a case study and develop a client assessment write-up. The comprehensive Case Study and a detailed description and guidelines for what is to be included in your assessment is available on the website **Course Information** section. **Due on the date listed on the syllabus.**

A power point presentation of your assessment and care plan will be presented in the fourth discussion question. A template will be provided for you on the **Course Information** section on the website.

CASE STUDY OF DR. & MRS. WISE

Dr. Wise and his wife retired to Ft. Meyers Florida 16 years ago from Indiana. Generally speaking, their retirement has gone smoothly until the last couple of months. Their son, Dan, was unaware of any issues until he received a call from a hospital case manager about post hospital placement for his father. He is concerned and surprised about the information he received from the case manager in terms of diminished cognitive functions and realistic decision-making abilities reported to him. He flies down for a quick visit only to find many other problems such as unpaid bills, spoiled food in the refrigerator, and a disorganized, cluttered house. The son finds this situation to be very unusual as his mother has always kept a tidy home. There was unopened mail from their physician which indicated that they had missed their semi-annual visits. Other unpaid bills include electric, cable, and numerous copayments for medical visits. Many of the statements date back to more than one year. He contacts you as a GCM to do an in-depth assessment and recommendation. Dan was advised by the hospital discharge planner that they needed separate placements after 60 years of marriage.

Dr. Wise is a retired Veterinarian from Indiana. He is 89 years old and lives with his wife, Helen, in a townhouse with seven stairs from first to second floor. He is in the hospital for weakness and difficulty walking. He has an extensive medical history including 2 cm Hemorrhagic Infarct at base of brain, DM Type II, OA, Fusion of L3, L4 and L5, DJD, Chronic Pain, Progressive Neuropathic weakness, BPH, History of CVA, Spinal stenosis, R-sided facial weakness, and Apraxia of lower extremities. He is wheelchair bound and needs help with his ADLs, transfers, and toileting. He is showing early signs of dementia. He appears to be unconcerned about the condition of his townhouse and shows little interest in what is going on with his wife Helen... He no longer drives due to poor eyesight, and has not had much of an exercise regimen in the last 10 years or so. Dr. Wise served in World War II.

Mrs. Wise is a retired school teacher from Indiana. She is 85 years old and married to Dr. Wise for 60 years. Currently, Helen is in the secured psychiatric unit at a local crisis intervention facility for delusions and paranoid beliefs. She was admitted five days after Mr. Wise was hospitalized as she was unable to cope with his absence and unable to meet her daily needs in terms of personal care and nutrition. The Wise's had five children and Dan is the only surviving child. The other four children died in an automobile accident many years ago... Her medical history consists of Bipolar Disorder, Depression, COPD, Osteoarthritis, CHF, HX of UTI, weight loss, Dementia, and Pneumonia. She walks with a front wheel walker and needs supplemental oxygen @ 2lt/min continuous. She is currently refusing all medications and foods at the facility. She thinks that someone is poisoning her. She asks about her husband constantly and then forgets what she is told. Discharge planner stated that she could not go home as she needed more medical and psychiatric oversight.

They lived in a retirement community and were active participants until their health began to decline. Their income is from Social Security and some investments totaling \$3800 monthly. They both have Medicare with a supplemental policy for their health care needs. Neither Mr. nor Mrs. Wise has a Medicare part D policy. Given the current and now new medications that they will both be on, that could be a significant cost for out-of-pocket expenses. The townhouse has no mortgage but does have an association fee which is back due for four months.

Dan Wise, their son aged 60, lives in Indiana, is married and has two children. He said that his two sisters and two brothers died in early adulthood in a car accident. The deaths of her children affected his mother severely although she has never spoken to Dan about the accident directly.

Dr. and Mrs. Wise are members of a Baptist church within walking distance of their townhouse but they have not attended for many months. They have turned away telephone inquiries of their minister and other parishioners. Dan has called them on several occasions to discuss moving closer to him and his family but without success. A number of neighbors and friends have visited and offered assistance that was refused by either or both of the Wises. Dr. Wise has no siblings or any other interested persons. Mrs. Wise has a sister in a nursing home in Delaware.

Dr. and Mrs. Wise both have a valid living will. Both also have a valid Power of Attorney except that they appoint each other as being the attorney-in-fact for each other. Dan has raised questions about the legality of either one of them being attorney-in-fact for the other. Dan is an alternative Power of Attorney for both of them. The Wise's have \$233,000 in various accounts and CDs. Dan indicated that, if need be, he can give some on a monthly basis for care in the amount of \$400 but was not sure how long he could afford that amount.

Dr. Wise's hospital discharge planner was adamant about Dr. Wise going to a nursing home stating that he was failing at home and the only option was nursing home placement given his current medical condition and health status. The case manager for Mrs. Wise wants to place her in an assisted living facility/psychiatric transitional facility for further monitoring and assistance.

Mrs. Wise is refusing to go to any facility unless her husband is also there. A local nursing home has agreed to admit Dr. Wise for Medicare rehab but cannot admit Mrs. Wise based on her psychiatric history and behaviors. Additionally, Mrs. Wise does not meet the criteria for skilled nursing under Medicare guidelines. Mrs. Wise will have to pay for placement services once discharged from her facility which will be in the next day or two. Dr. Wise refuses to go anywhere but back to his home and will not agree to go to any facility for any reason. He contends that he will do better at home where he knows where everything is.

Dan wants to hire you to do an assessment of both his mother and father. He has authorized two visits, one for each parent and to summarize the situation and to present options and recommendations for each of them. You ask Dan to give you one week to meet with the parents and other health care participants. You inform Dan that you will have an initial assessment for each of them with options and choices for both current and future decisions. Dan has verbally agreed to your offer and urged you to get started as he has limited time in Florida.

GEY6220 Case Study Analysis

The purpose of this assignment is to provide students with the opportunity to practice the core concepts explored in this course: assessment, evaluation and care plan development.

For the purpose of this assignment you will analyze the provided case study and conduct an analysis of the case with respect to the clients psychosocial, functional and overall care management needs. Upon completion of your analysis you will write a 10 page paper (double-spaced 12 point font, excluding cover page and reference page) which will summarize your assessment of the client, your recommendations with respect to potential interventions and recommendations on level of care.

Part 1: Client Assessment (Based on Case Study) (10 Points)

While this is a written example of a situation that might be encountered as a practicing geriatric care manager, we are not at the liberty, in this case, of making phone calls, visitations, meetings, etc. Certain exceptions and assumptions will have to be made in your analysis of the case. In doing so, try and be realistic in your assumptions as if were a true client situation (actually, it is pretty close to some I have had in the past.) If you do make an assumptions or exceptions, explain why you think so with rational examples and logical comments.

In this section, summarize the case scenario, your thoughts about what is going on, and your initial approach to the problems and concerns presented. Would you treat this case as two individual cases or one case with two participants? Begin to form your approach as to what might be further investigated, how you would do so, and what, if any, assessment tools, screens, or scales you might employ. Again, state you're rational for doing so. Keep in mind **all** aspects of care management including, financial, optional placement, communication, and quality of life in a holistic approach.

Part 2: Creating the Assessment Report & Write Up (Based on Case Study, Text material, and Participation in Discussion Forums) (10 points)

- What potential *psychosocial* deficits can you identify from the case?
- What potential *functional* deficits can you identify from the case?
- What types of community services might be used as *interventions* in a potential care plan for this case?
- Based on the Wise Case, what *quality of life issues* can you identify from the case?
- Based on the Wise Case, what *level of care* would you recommend and why?
- Write an initial care plan that covers the next 30 days. Be sure to include a problem section, an approach/intervention section, a goal section, a timeframe section, and a responsible party section, i.e. who will do the interventions, when, and how.

Please attach your paper to an email to the instructor on or before the due date located on your syllabus.

A Power Point presentation is required in addition to your analysis. Presentation is due in the Fourth On-Line Discussion Forum. Refer to the syllabus for due date. A template is provided on the Start Here page.

Community Resources Assignment**20 Points**

For the purpose of this assignment, you will be required to conduct an interview with your local Area Agency on Aging for the reason of identifying resources available in your area. You will write a ten-page paper (according to the template posted in the course) and you will create a short power point presentation (6 to 10 slide summary) that will be posted on the final course discussion board for your fellow students to review. During week listed on your syllabus, you will review the power point summaries of your fellow classmates as well as monitor your own individual discussion board for any questions about your project summary. A further description of this project is located on the course information page. Scores will be based on 5 points for your power point summary and 15 points for your community resources assignment. This assignment is due on the date listed on the course syllabus by 5:00 pm EST.

NOTE: The assignment paper will be double spaced using Times New Roman 12-point font. Papers will be professionally written and presented with the correct sentence structure, syntax, grammar, punctuation, etc. Please include a cover page and reference page if needed. The body of the papers should be no less than 10 pages for the Community Resources Assignment excluding the cover page and references page in your total page count.

GEY 6646 Community Resources Assignment

For the purpose of this assignment all students will be required to conduct an interview of a senior staff member working at a local Area Agency on Aging. The purpose of this assignment is for you to become familiar with what is available through your local Area Agency on Aging. You should begin by contacting, if possible, the executive director of your AAA and if you cannot arrange an interview with the executive director than you should attempt to interview someone else who can provide you with information about the population served and the services available through the AAA. Once you have interviewed someone from the AAA you should then write a 10 page, double spaced, professional research paper describing the relationship and history between the Older Americans Act and the Area Agency on Aging including the following topics in your paper:

20 Points (15 points for paper and 5 points for power point presentation)

1) The population served and the services provided, for example-

- ☐ information and referral services
- ☐ income programs
- ☐ employment / training programs
- ☐ nutrition / meal programs
- legal services
- any and all other services they provide not listed here

2) A short analysis of any unmet needs or challenges identified by the person being interviewed.

3) A short analysis of how this agency compares with the reading in your textbook.

Note: In the paper, include the following information:

☐

Name of the person you interviewed

☐ Title or position in the agency

Where the agency is located

☐ What areas the agency serves

Number of clients they serve on either a monthly or yearly basis

Number of staff at the agency

How often they are mandated to see clients, and any subcontracts they may have with other agencies to deliver services

4) A short analysis of the resources most helpful to a Professional Geriatric Care Manager.

In addition to your term paper project, which is to be emailed to the course instructor for review, you are also to post your power point presentation in the week forum for posting and responses.

Please remember that both the term paper and your power point summary presentations are due no later than the dates provided on your syllabus.

Your score for the term paper project is based on three essential elements: your written paper of your interview process with the information included as outlined in your term paper project, your power point summary presentation posted, and your responses to other students and instructor.

If you have any questions, please contact the instructor Keith Meneskie through the Sakai E-Mail system.

DISCUSSION FORUM AND CHAT SESSION GRADING RUBRIC

Pts	Preparation	Content	Process	Frequency
5	Demonstrates completion of all reading/written assignments & has made several clear connections to work/personal life.	Comments in discussion forums and chat sessions add significantly to the learning process; comments demonstrate higher order thinking-analysis, synthesis & evaluation.	Comments build on contributions of others, enabling group to integrate experiences and insights (connecting theory with real life experiences); supportive and encouraging to other class members; comments are focused and concise.	Contributes actively in discussion forums and chat sessions.
4	Demonstrates completion of reading/written assignments & has made at least one clear connection to work/personal life.	Comments in discussion forums and chat sessions contribute to learning process – shows evidence of ability to apply concepts to real life situations.	Comments build on comments of others in a non-integrative way; shows support of other class mates; comments tend to be unnecessarily long-winded; dominates unnecessarily.	Contributes actively in discussion forums and chat sessions.
3	Demonstrates awareness of all key concepts/ideas contained in reading/written assignments.	Comments in discussion forums and chat sessions show evidence of awareness and understanding of basic course concepts; discusses the questions but no more	Speaks up in forums and sessions when asked with comments that add to group understanding; is not particularly supportive; comments tend to be tangential to purpose of discussion	Contributes in discussion forums and chat sessions to level requested but no more.
2	Demonstrates awareness of at least one key concept.	Comments show background knowledge (pre-course) of basic concepts	Contributes little to group understanding; is not disruptive but not encouraging to others	Contributes in discussion forums and chat sessions to level less than requested.
1	Demonstrates little or no awareness of key concepts contained in class assignments.	Comments show no evidence of awareness of course concepts	Does not contribute to the group process; is a drag on the group process	Does not contribute.

DISCUSSION FORUM AND CHAT SESSION GRADING RUBRIC

What is the purpose of discussion?

1. Review of key concepts covered in reading and written assignments
 - a. Eliciting comments as to ideas covered in reading
 - b. Seeking personal reaction to concepts and ideas covered in reading
2. Application of concepts to specific situations
 - a. Examples from personal/work life
 - b. Case Studies
 - c. Individual assignments to be shared later
3. Critical Reflection on key concepts
 - a. Integrating concepts with experience
 - b. Feedback on student presentations
 - c. Synthesis or analysis of concepts with each other
4. Building Group cohesion
 - a. Personal sharing of experiences
 - b. Providing support to other members of the group