Overview of Course
This is a seminar evaluating programs that care for the elderly and chronically ill, in both institutional and non-institutional settings. The goal will be to identify patterns of excellence that can serve as models for 21st century care delivery, even beyond long-term care. Using quantitative tools to evaluate existing models and proposed solutions, students will develop managerial skills and critical insights into a variety of current multifaceted issues, many of which have no simple, single solution. The exact topics to be discussed will be determined collaboratively by faculty and students. Students are expected to bring some familiarity with the organization, financing, and delivery of health care in the United States, as well as a basic understanding of organizational design, health policy and financing, strategic planning, and program operations. Students with backgrounds in the clinical professions and gerontology, or with an interest in a specific service such as nursing homes or home care agencies, are particularly welcome.

Organization of Course
This course will combine seminar discussions with faculty and student presentations; the mix will depend upon the topic and the expertise of the individuals involved. Given the complexity of the material addressed, the responsibility for the conduct of the class will rest jointly with both students and me. A premium is placed on class participation, which must be constructive, exploratory, and synthesizing, if not insightful. Students are expected to be prepared for class, having at least read the assigned material as well as relevant other materials they have identified, and to be involved actively in developing a class position on the issues involved.

Individual class sessions will focus on specified topics, formed around a case study; a presentation by faculty, students, or visitors; a targeted article, proposal, insurance or software product, etc. Students, likely in groups, will select issues in the focus of the seminar for which they will be responsible for preparing a class session. As well, for selected sessions, students will be responsible for assisting in developing materials, selecting reading, presenting an initial introduction, summarizing the discussion, and presenting analytic evaluation and counterpoint. Finally, students will be responsible for a major term paper on a related or different topic, due by the end of the semester. Details of these responsibilities are provided in the following sections.

1 Directions: Washington Heights (between SPH buildings) to right on Observatory. At end of Observatory, left on East Ann, one block to right on Zina Pitcher Place, one block to left on Catherine Street. Go up ramp, straight through parking deck and across bridge into North Ingalls Building. Keep walking until you get to main lobby (off of North Ingalls) and take one of three elevators to 9th floor. Out of elevators, turn right then left to end of corridor -- last office on right.
Readings
The purpose of the readings is to inform students of the basic facts involved in a topic area, with the goal of developing in class a clear and integrated picture of these facts, with a statement of the issues and research or policy options available.

Course readings will be available in electronic versions through CTools – there is no textbook for the course. Every attempt will be made to have reading lists and readings available at least one week before they are required. The identification by students of good readings for a topic will improve the course for this year, and, as this course will always be in development, will help future generations of students as well.

Presentations
The purpose of the presentations is to give students an opportunity to address a complex problem of interest and to help others in the class, including faculty and a possible visitor, develop the background to understand its multi-dimensionality, the context in which it is to be addressed, and possible approaches to solution. There are several goals to these presentations. First, they represent an opportunity for students to take on a complex issue and struggle with it, including locating and organizing sources of information, developing a thesis, and helping advance it. Second, they provide an opportunity for students to develop oral presentations and lead discussions about an area in which they have become expert. This should provide some practical experience in the preparation of presentations, use of audio-visual materials, and enabling productive conversation.

Grading
Students’ grades will be based equally upon three components: class participation, the development of class modules, and a term paper.

Class participation will be graded subjectively by me and will consider the quality, but also to some extent the quantity of participation. Students will be expected to suggest alternative approaches, attempt synthesis, raise issues, critique and challenge others, and bring new material to the discussions. You will also bear some responsibility for keeping the discussion progressing and attempting resolution of issues.

Development of class modules will involve choosing a topic (with my assistance and approval), assembling relevant reading materials, and presenting or moderating at least the first part of a class period. The class itself can include a formal presentation by the student, although other modalities are preferred. In any case, the student should plan with me the structure, goals, and mechanics of the class. The purpose will be the raising of issues, engendering of discussion, synthesis, and summarization. Innovative approaches to classroom activities will be valued. Reading lists, discussion questions, and a plan for the class session must be reviewed with me at least 10 days prior to the class session, to allow for review and planning of logistics. Depending upon the size of the class and the size of groups, students will participate in approximately two modules.

The term project will be a thorough analysis of a single, complex issue in the broadly defined arena of long-term care. These projects can be completed individually or in pairs; if a group project, the final submission must contain a statement, signed by all participants, setting out the involvement of each group member. One option is a written manuscript. Where possible, students are encouraged to apply a format or context other than that normally used for academic papers. Some possibilities include: 1) a grant proposal, 2) a management proposal to an imagined or real organizational head, or 3) a legislative "white paper," or a General Accounting Office (GAO) report. In all cases, the manuscript needs to lay out briefly the issue at hand, then synthesize the findings, take a position and defend it. The quality of the paper will be evaluated acknowledging the complexity of the chosen topic, the sophistication of the approach taken, and the quality of the argument and presentation -- unadorned review of literature will not be acceptable. An alternative approach would be to develop a non-manuscript project: prior students have developed videos, architectural models, advertising campaigns, etc. Such projects will require some written material or other presentation explicating the goals and methods employed. Projects will be graded on content as well as presentation: for example, written material should be clear and succinct. The term paper will be involve in three rounds -- preparation of the proposal, submission of the reading list, and final paper submission -- although the last will carry the bulk of the grade. Dates for each round will be arranged in consultation with class. Tentatively, the final papers are due at the last class. Proposals can be very short, but should include a clear indication of the problem addressed, a tentative choice of the style of presentation to be assumed, and a preliminary attempt at a statement of the thesis/position. Reading lists should be relatively comprehensive; annotations may be submitted as well; this should also include a more comprehensive statement of the thesis. All written material must be submitted in word-processed form; electronic submission is preferred.
Syllabus
The course will consist of a number of modules, each usually lasting a full class session. Given the uncertainties of time, class size, and especially class interests, the following list of topics is tentative and incomplete. During the first two classes, we will form a schedule, outlining student and faculty responsibilities.

Tentatively and in part, the following topics will be considered:

- Projecting long-term care needs
- Hospices/strategic planning
- Case-mix classification and nursing home payment
- Assessment of the elderly
- Quality assurance in long-term care
- Cross-national comparisons of the care of the elderly

Other modules for consideration include:

- Home health care
- Long-term care insurance
- AIDS and nursing homes
- Drug/alcohol use in the elderly
- Information systems in nursing homes
- DNR and Living Wills/Ethical dilemmas in long-term care
- Rationing of care (for the elderly)
- Multi-institutional long-term care organizations
- Managed Long-Term Care
- Assisted Living and Continuing Care Retirement Communities
- Long-term psychiatric care
- Severe mental illness in nursing homes
- Persons with disabilities
- Nursing home diversion, including “money follows the person”
- Determining appropriate level of care/Olmstead cases
- Post-acute care

Students are expected to add to this list and assist in the selection of modules.
HMP 689
Winter, 2007

SAMPLE SYLLABUS

Schedule of Classes/Syllabus

#1 January 10
*(Organization of course)*
Problems of the long-term care system (Fries)

#2 January 17
*(Selection and scheduling of modules)*
Projecting long-term care needs (Fries)

#3 January 24
Hospices: Case Study of Hospice of Assissi (Fries)

#4 January 31
Assessment in Long-Term Care (Fries)

#5 February 7
LTC Insurance/Private & public financing (McAndrew, Lang, Barba)

#6 February 14
Measuring Case Mix and Paying Nursing Homes (Fries)

#7 February 21
*(Paper proposal due, by e-mail)*
Psychiatric care – (Young, McAndrew)

February 28
NO CLASS - BREAK

#8 March 7
Quality of Care (Fries)

#9 March 14
*(Paper bibliography due, by e-mail)*
Institutional Policy and Culture (Young, Ripberger, D’Souza)

#10 March 21
Workforce (Lang, VanRaemdonck)

#11 March 28
Alternate models of nursing home care (VanRaemdonck, D’Souza)

#12 April 4
*(Class Evaluation)*
Multi-institutional, Financing, FP/NFP – Shelton, Barba, Ripberger

#13 April 11
*(Discuss Projects, Final Projects due)*
Cross-National Comparisons (Fries)

Final projects are due by April 11, by the start of class. They can be handed in earlier. Be sure to keep a complete backup copy.

April 9, 2009