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Health Services Administration Syllabi Spring  
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### HESA 451 Aging in Society

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# HESA 451: Aging in Society

*Spring 2018*

Department of Health Services Administration  
College of Professional Sciences  
Xavier University

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**Schedule:** Wednesday 4:00-6:30pm  
**Classroom:** Alumni Building  
**Credit Hours:** Three Undergraduate Credit Hours  
**Prerequisites:** HESA 101, HESA 110  
**Faculty:** Amy Thompson  
**Office:** 404 Schott Hall  
**Office Hours:** By appointment  
**Cell Phone:** 513-835-5555 (call or text)  
**Email:** aet021781@yahoo.com

## Course Description

Examines the areas of biology, sociology and psychology of aging with an emphasis on the application of research methodologies to the field of aging.

## HSA Department Mission Statement (2011)

In keeping with its Catholic, Jesuit tradition, the mission of the Department of Health Services Administration at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health-related organizations. HSA will accomplish its mission through:

- Challenging students in the classroom and in applied field experiences including internships and administrative residencies
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services
- Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work.

## Required Readings

**Text:** Dimensions of Long-Term Care Management: An Introduction (Second Edition)  
McSweeney-Fell & Oetjen (2012). Health Administration Press

Book chapters are required readings for this course. Please see the course documents in Canvas or this syllabus for due dates. Please note: additional readings may be assigned during the semester and will be uploaded to Canvas as assigned.

<b>Objectives, SLO's, Competency Level, and Assessment – HESA 451</b>			
<b>Course Objective</b>	<b>Student Learning Outcome</b>	<b>Minimum expected level of competence</b>	<b>Method of assessment</b>
Be able to describe how various services impact the aging society	Be able to use common and prevalent medical terminology (BSHSA SLO 2)	1 – Basic Defines common medical terms appropriately, but has difficulty with application of those terms to medical care and administration.	Project, Midterm, Final
Be able to understand medical, social, psychological and financial challenges related to the aging society			
Be able to compare and contrast health care reimbursement in the long-term care setting	Be able to describe how various health care services are reimbursed in the US (BSHSA SLO 4)	1-Basic Identifies the methods by which health care services are reimbursed, but lacks understanding of how such methods actually work.	Class Assignments/Class Discussions
Be able to evaluate the manner in which the health system is evolving to meet the needs of the aging	Be able to discuss post-acute care's evolving role, quality measures, management challenges and payment systems (BSHSA SLO 9)	1-Basic Able to identify some of post-acute care's evolving role including quality measures, management challenges and payment systems.	Class Assignments/Class Discussions
Be able to describe the impact of the aging population on society	Be able to present information using appropriate oral presentation skills (BSHSA SLO 11)	1-Basic Oral presentation skills get across information, but quality of oral presentation skills is minimal (i.e. impacted strongly by nerves, lack of eye contact, cannot be heard, etc.).	Semester project and presentation
Be able to apply knowledge to ethical dilemmas in long term care settings	Be able to discuss the application of basic laws or ethical values/principles in healthcare conflicts (BSHSA SLO 14)	1-Basic Able to recognize laws or ethical principles/values that are applied in the managing healthcare conflicts, but is not clear about how to apply them.	Class Discussions
Be able to describe how health care regulations impact care provided in long term care settings	Be able to discuss the impact of regulatory bodies on management (BSHSA SLO 15)	1-Basic Possesses basic knowledge of regulatory bodies, but doesn't understand how such bodies impact management.	Midterm/Final Exam and Semester Project

## Class Schedule

Session (Dates)	Topic	Readings	Assignment
<b>1 (Jan 10, 2018)</b>	<ul style="list-style-type: none"> <li>• Outline of course learning objectives</li> <li>• Class assignments</li> <li>• Review of syllabus</li> <li>• Terminology and Abbreviations</li> </ul>	<b>Chapter 1</b>	
<b>2 (Jan 17, 2018)</b>	<ul style="list-style-type: none"> <li>• General overview and history of long term care and care settings for long term care services</li> <li>• Diversity and delivery of long term care</li> <li>• Role of caregivers</li> </ul>	<b>Chapters 4 and 9</b>	<b>Individual Assignment</b>
<b>3 (Jan 24, 2018)</b>	<ul style="list-style-type: none"> <li>• Regulation of LTC (federal, state and local levels)</li> <li>• Basics of Licensure, Certification and Accreditation of services</li> </ul>	<b>Chapters 3 and 16</b>	<b>*Development of Semester Project Questions</b>
<b>4 (Jan 31, 2018)</b>	<ul style="list-style-type: none"> <li>• Organization of the Nursing Facility and its Staff</li> <li>• Licensure Requirements of an Administrator</li> </ul>	<b>Handouts</b>	<b>Individual Assignment</b>
<b>5 (Feb 7, 2018)</b>	<i>Guest Speaker: Nora Wiley</i> -institutional design for the elderly, regulatory issues to consider	<b>Chapter 12</b>	
<b>6 (Feb 14, 2018)</b>	<i>Guest Speaker: John Hamblen</i> - Management and Leadership in Long Term care-Marketing yourself in the real world	<b>Chapter 11 and assigned readings</b>	
<b>7 (Feb 21, 2018)</b>	<i>Midterm</i>		
<b>8 (Feb 28, 2018)</b>	<ul style="list-style-type: none"> <li>• Financing long term care services</li> </ul>	<b>Chapter 18 and handouts</b>	
<b>(March 7, 2018)</b>	<b>No Class Springbreak</b>		
<b>9 (March 14, 2018)</b>	<ul style="list-style-type: none"> <li>• Global Trends of Long Term Care</li> </ul>	<b>Chapter 10 and handouts</b>	
<b>10 (March 21, 2018)</b>	Project Presentations		
<b>11 (March 28, 2018)</b>	<ul style="list-style-type: none"> <li>• Policy Development and Understanding</li> <li>• Five Star Rating System</li> </ul>	<b>Handouts</b>	<b>Individual Assignment</b>

<b>12 (April 4, 2018)</b>	<i>Guest Speaker:</i> TBD		
<b>13 (April 11, 2018)</b>	<ul style="list-style-type: none"> <li>• Technology and Delivery of Long Term Care Services</li> <li>• Barriers to Information Technology</li> <li>• Health Care Marketing Tips for Marketing to Seniors</li> </ul>	<b>Chapter 6 and 13</b>	<b>Individual Assignment</b>
<b>14 (April 18, 2018)</b>	<ul style="list-style-type: none"> <li>• Legal and Ethical issues in LTC</li> <li>• Safety and Quality</li> <li>• Case Studies</li> </ul>	<b>Chapter 15, 17 and handouts</b>	
<b>15 (April 25, 2018)</b>	<ul style="list-style-type: none"> <li>• Current Issues and trends in LTC</li> </ul>	<b>Handouts</b>	
<b>16 (May 2, 2018)</b>	Final Exam		

### **GPA Requirement for Health Services Administration Majors**

Students must maintain an overall combined major/concentration GPA of 2.67. This GPA is made up of all courses taken in the major and concentration (HESA courses), and equates to a B- average for all major courses. If the student is to change concentrations, grades from their first concentration still apply to the calculation of this GPA. See the program website for a full description of the policy.

### **Inclusivity Statement**

The Department of Health Services Administration and its faculty and staff are committed to providing an atmosphere for learning that respects diversity, in which all students feel comfortable and safe to learn, and in which all students feel like valued members of the HSA community. We are committed to addressing issues that put such an atmosphere in jeopardy, and to being active allies to diverse students. In order to build a positive classroom community, we ask that students:

- Appreciate the opportunity that we have to learn from each other in this community;
- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their peers;
- Communicate in a respectful manner;
- Keep confidential discussions that the community has of a personal (or professional) nature;
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

**Attendance Policy:** Reasonable attendance at all class meetings is expected. If a student is unable to attend a class, **the responsibility of missed class content is the sole responsibility of the student.** Tests and written assignments will include content covered in class or in the assigned readings. See University Catalogue.

## Attendance Procedure:

- 1) You will be documented as **present** if you are in class and on time.
- 2) The instructor will document student attendance.
- 3) **Excused absences include:**
  - 1) A funeral, with a program, obituary or holy card
  - 2) A required activity for another class or university sponsored athletic event, with a memo from the professor or program director
  - 3) A documented medical event, with dated, timed and signed documentation (all other Protected Health Information may be redacted)
  - 4) A documented legal event, with dated, timed and signed documentation (all other confidential information may be redacted)

You have **one week from the date of your return** to class to submit documentation for excused absences to your instructor. Failure to submit documentation within one week will result in your absence being unexcused.

### 4) Unexcused absences

Unexcused absences include, for example:

- Social events, such as weddings, parties, etc.
- Events related to outside employment, such as job training, orientation, business travel, etc.
- Personal travel, such as leaving campus early or coming back late from a holiday break
- Problems due to poor planning on your part, such as missing class due to oversleeping or exhaustion due to staying up all night to complete an assignment, etc.

*You are allowed a specified number of unexcused absences without penalty.*

- One unexcused absence for courses that meet once per week
- Two unexcused absences for courses that meet twice per week
- Three unexcused absences for courses that meet three times per week

You are advised to save these “free” days for unavoidable weather, minor illness and personal events.

**Penalty:** Unexcused absences, greater than the number specified above, will result in the reduction of the student’s final grade of 1.5% for each unexcused absence.

- 5) Final determination is at the discretion of the instructor for the course. Courses with teams, projects and community service may have additional specifications.

Throughout your career, you may have opportunities be rewarded for your hard work and dedication. To mimic this, for those of you who are **punctual** and attend **all** classes, you will receive 2% “reward” on your final grade at the end of the semester.

You are also expected to be punctual in coming to class. Class begins at 4pm-same rules apply as above in regards to excused/unexcused tardies.

## Assignments

All assignments (case studies, papers, and the group project) will have a description that is available via Canvas. The assigned dates noted in the course schedule above are intended to help you stay on track with completing your work for this course. Assignment descriptions will be available by the assigned date at the latest, but will likely be available before that date as well. All case studies, papers, and the group project should be written utilizing APA format. The library provides a good resource on APA format via the following website: [http://www.xavier.edu/library/help/apa\\_guide.pdf](http://www.xavier.edu/library/help/apa_guide.pdf). Also, RefWorks available via the library website is a tool that can assist you in creating reference pages in APA format.

### Individual Assignments

Individual Assignments will consist of 2-3 page discussions of various topics throughout the course. Assignment topics will be given at the end of each class, to be turned in prior to the following week's class. Assignments are meant to assess your comprehension of materials from the different units. Assignments will be due the **SUNDAY** prior to class by **10pm** via Canvas.

### Pop Quizzes

At various times throughout the semester, a pop quiz may be given to gauge your preparation for class. The quizzes could be on the previous lecture, or the assigned reading material. These are not meant to be tricky, but to encourage your preparation for class, before the actual class begins.

### Comprehensive Project

This is a multiple part project, which will conclude with a class presentation on **March 22, 2017**.

Part I: Each student will select three long term care facilities in the Greater Cincinnati area. At least one facility should be from an urban area, one from a suburban/rural area, the third facility can be your choice. Students will tour each of the three facilities, and develop their own thoughts and opinions of the facility. Students will then research each facility online using, at a minimum, Medicare's Nursing Home Compare, Ohio's LTC Consumer Guide, the facility's specific website, and online consumer reviews.

**\*\*Note-the interview section of this project may not be done until after the development of the class approved interview questions. Each student will be asking the same questions to help with consistency and comparison. These questions will be developed in the January 18<sup>th</sup> class and available for use by January 24, 2018. \*\***

Part III: What governmental agencies or current initiatives impact the organizations you visited? These initiatives can be local to the Greater Cincinnati area or they can be on a broader scale. How are these facilities adapting to the changing requirements? Be creative-these do not have to be based from class discussions!

Part II: Students will interview (at a minimum) two residents and one administrative staff member (Administrator, Marketing Director, Admissions Coordinator) from each facility. If available and willing, interview a family member with a loved one currently residing in said facility. These interviews must be done in person.

Part IV: Develop a 5-7 page paper describing and discussing your findings. Present to the class the differences found between the online websites, reviews and personal interviews and experiences.

Incorporate the following questions should be discussed:

- What was the overall appearance/atmosphere of each facility?
- How did the resident satisfaction interviews you conducted compare with the online findings?
- What services did each facility offer on their website? Were you shown examples of these services during your tour?
- Who completed your tour? What picture did they paint during your time together?
- Did you arrive unannounced for your tour or was it scheduled?
- How likely would you be to place a loved one in that facility?
- Did the different locations factor into your experience? The services provided? The overall resident/staff satisfaction?
- What governmental initiatives impact the organizations you visited? How have the facilities changed to adapt to such initiatives, or how are they adapting?

Presentations should be 10-15 minutes in length, and include a visual presentation (be creative!).

### **Exams**

There will be a midterm and a final exam for this course. These exams will be a combination of multiple choice, true/false, fill in the blank and short answer. The final exam will not be cumulative.

### **Participation**

Participation will count for 20% of your final grade. Active participation includes:

- Being in class
- Being on time to class
- Being awake and alert in class, not focused on other things (i.e. technology, other homework or activities)
- Asking questions (at least one per class, in addition to one per speaker)
- Offering your perspectives without having to be called upon
- Sharing information
- Being active in small group activities, taking on various roles (scribe, presenter, time keeper, etc)
- Showing respect to your classmates, guests, faculty, etc.
- Completion of pop quizzes
- Participation in lecture discussions, not just when called upon
- Appropriate dress during speakers, student lectures and project presentations

If you are engaged in class, this should be an easy 20% to achieve. Good rule of thumb is to make sure you verbally contribute at every class meeting!

### **Business Casual Dress**

Business casual dress is expected on days where a speaker is coming to our class, on class field trips, and during your final presentation. Business casual dress includes:

- Slacks or khakis, not wrinkled!
- Dress shirt or solid color polo shirt, not wrinkled

- Jacket (though not required of business casual)
- Tie (though not required of business casual)
- Dress shoes (not tennis shoes)
- Skirts (dress, not casual)
- Blouses
- Shoes not open-toed

## **Canvas**

Canvas will be used in a variety of ways for this class. The syllabus, assignment descriptions, and articles/chapters outside of the class will all be available via Canvas. In the spirit of sustainability, such materials will not be printed off and handed out in class.

Papers and the group project should also be turned in via Canvas through "Turnitin". Papers will be graded and returned via the Turnitin feature of Canvas.

## **Technology Policy**

Students may utilize laptops or tablets during class ONLY for class-related activities. This would include note taking, viewing lecture power points, or viewing other class-related materials. Other use of technology (i.e. social networking, viewing unrelated websites, doing other homework, etc.) is not acceptable. The instructor reserves the right to prohibit students who abuse this policy from using technology during class.

## **Academic Honesty**

"The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination."

## **Faculty Note**

In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the Internet is plagiarism, and will be treated in the same manner as any other type of plagiarism. If you use more than three words written by someone else, I expect it to be in quotes. When

you are writing you should use your own words and thoughts, not those of anyone else. You **may not** take a sentence and change one to two words and call it your own.

### **Students with Disabilities**

Any participant who feels he/she may need an accommodation based on the impact of a documented disability should notify the course facilitator and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

### **Late Assignment Policy**

Late assignments will accrue a penalty of 10% per day the assignment is late. An assignment is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends! Once an assignment is more than 10 days late, it will become a zero and will not be accepted for credit.

If a student wants an extension for an assignment, this must be received no less than 48 hours before the assigned due date/time. Extensions are not guaranteed, and are at the discretion of the instructor. Extensions may include a late penalty.

### **Final Grade**

Your final grade will be determined via the following manner:

Individual Assignments	20%
Midterm Exam	20%
Class Project	20%
Final Exam:	20%
Participation:	20%

### **Grading Scale (Note: .5% will be rounded up)**

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	below