COURSE SYLLABUS
California State University, Northridge

Health Services for the Elderly and the Mentally Ill
HSCI 422
Fall Semester 2001

Mon. 16:00 to 18:50                    Faculty: Louis Rubino, Ph.D.                Office Hours:
Ticket #32114                              Home: (818) 784-1530                           Mon. 15:00 to 16:00
Room EN2212      Campus Office: EN 2230                       Tues. 18:00 to 19:00
Office : (818) 677-7257                          Thurs. 15:00 to 16:00
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Fax: (818) 788-7662

Course Description

Problems in planning, financing, delivering, and evaluating health services for the elderly and the mentally ill. Administrative structures and public and private delivery systems are compared and critiqued. Prerequisites: HSCI 312, 314, Psych. 310, 365.

Objectives

1. Identify and analyze major goals and problems in providing health care to the elderly and the mentally ill.

2. Review the demographics and the health care needs of the elderly and the mentally ill.

3. Analyze health care and service delivery models commonly used in long term care including inpatient, ambulatory, and residential settings.

4. Explore the impact of providing services along the continuum of care.

5. Explore the economic and financing mechanisms in providing care to the elderly, the mentally ill and other persons with chronic illnesses.

6. Examine and discuss methods of administration in long term care.

7. Explore the concept of normal and healthful aging and understand the distinction between health and illness among the aged and the mentally ill.

8. Discuss the impact of managed care on the treatment of the elderly and the mentally ill.

9. Select, analyze, summarize, critique and report on current events and professional journal articles on issues relating to long term care for the aged and the disabled.

10. Develop or reconfirm an appreciation for the uniqueness of individuals.
Expectations

Students are expected to attend each meeting, read all assignments prior to each class, actively participate in class discussion and complete all tasks assigned. It is also expected that the student will become familiar with the current trends in the care for the elderly and the mentally ill by actively monitoring relevant activities outside of class.

Required Textbooks


Recommended Textbooks


Assignments

1. Long-Term Care Case Studies

Two case studies have been assigned as part of the formal course requirements. The intent of the case studies is to provide the student with an opportunity to critically think about the issues and problems that confront long-term care administrators.

Students are required to answer a few thought-provoking questions that will be given out at least two weeks before the case is discussed in class. The answers are to be word-processed and turned in during class time on the day noted as being due on the schedule. If for some reason you cannot be in class on the day the case is due, you must fax or hand in the case prior to the start of class. **Late submissions of the case studies will not be accepted.**

2. Organization Contacts

Each student will contact two national, state, local, or professional associations dealing with some aspect of long term care. One should be contacted through the Internet; one contacted by telephone or in person. A one-page summary of the information obtained and any supporting materials will be required for both contacts. Further information of this requirement will be presented in the second week of class. A brief presentation will be given to the class on October 29, 2001 about the organizations contacted and the impressions made upon the student through this exercise.

3. Service Learning / Long Term Care / Mental Health Term Papers

Students will be given an option of two assignments. He/she can participate in a service learning project working with a special population (elderly, disabled or mentally ill) or instead complete (2) eight to ten page research papers on topics dealing with the current state of health care delivery for the elderly, special populations or the mentally ill. For service learning, a total of 20 hours of service and completion of the necessary documents will be required for full credit. A more detailed description of these requirements will be discussed in the third week. Projects or paper topics are to be approved ahead of time. A presentation summarizing work is due on either November 26, 2001 or December 3, 2001. Times will be assigned later in the semester.

4. Interviews

Each student is to interview two people: a care recipient and a caregiver. The caregiver can be someone who is not being paid (for example a family member) or a professional who provides care to people with long-term illnesses. The two people are not to be receiving and giving care to one another. They need to be separate and apart from each other. The students will choose questions for the interviews as a group in the fourth week of class. A brief presentation will be given to the class on November 12, 2001 about the interviews and the impressions made upon the student through this exercise.
5. Examinations

There will be two examinations. The first is considered the midterm and will concentrate on information reviewed prior to the date given. The second is considered the final and will concentrate on information reviewed since the midterm. Both examinations are of equal value and will have a variety of evaluation methods (multiple choice, short answer, essay, etc…).

6. Extra Credit

The instructor may from time to time offer extra credit but in no case can the total extra credit earned be more than 15 points in total.

**Evaluation**

Grades are based on the quality and thoroughness of the work presented. Letter grades will be assigned to the products produced and valued as follows:

- **Case Studies** (10 points each) 20 points
- **Service Learning or Term Papers** 40 points
- **Organization Contacts (15 points each)** 30 points
- **Midterm Examination** 30 points
- **Interviews (15 points each)** 30 points
- **Final Examination** 30 points
- **Attendance and Participation** 20 points

**TOTAL POINTS** 200

A = 200 - 182
A- = 181 - 180
B+ = 179 – 178
B = 177 – 160
B- = 159 - 158
C+ = 157 – 156
C = 155 – 138
C- = 137 - 136
D = 135 – 116
F = 115 and below

**Graduate Students will be held to graduate level work quality on all assignments.**
### Organization of HSCI 422 (revised)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug. 27</td>
<td>Introduction/Continuum of Care</td>
<td>Evashwick Ch. 1 and 2</td>
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<td>Sept. 3</td>
<td>Labor Day – No School</td>
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<td>Sept. 10</td>
<td>Services of the Continuum</td>
<td>Evashwick Ch. 3-6</td>
<td>GAO Report</td>
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<td>Sept. 17</td>
<td>Offsite visit to ONE</td>
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<td>Sept. 24</td>
<td>Services of the Continuum</td>
<td>Evashwick Ch. 7-9</td>
<td>Service Learning Site</td>
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<td>Oct. 1</td>
<td>Site visit</td>
<td>Evashwick Ch. 10-12</td>
<td>First Case</td>
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<td>Oct. 8</td>
<td>Integrating Mechanisms</td>
<td>Evashwick Ch. 10-12</td>
<td>First Case</td>
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<tr>
<td>Oct. 15</td>
<td>Site visit</td>
<td>Evashwick Ch. 10-12</td>
<td>First Case</td>
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<td>Oct. 22</td>
<td>Midterm Examination</td>
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<td>Oct. 29</td>
<td>Long Term Care - Special Issues</td>
<td>Evashwick Ch. 13-16</td>
<td>Organizational Contacts</td>
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<td>Nov. 5</td>
<td>Site visit</td>
<td>Evashwick Ch. 13-16</td>
<td>Organizational Contacts</td>
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<td>Nov. 12</td>
<td>Special Populations</td>
<td>Evashwick Ch. 17-21</td>
<td>Interviews</td>
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<td>Nov. 19</td>
<td>Site visit</td>
<td>Evashwick Ch. 17-21</td>
<td>Interviews</td>
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<td>Nov. 26</td>
<td>Mental Health – Special Issues</td>
<td>Rodenhauser 4-6</td>
<td>Presentations</td>
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<td>Dec. 3</td>
<td>Future of Long-Term Care</td>
<td>Evashwick Ch. 22</td>
<td>Presentations</td>
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<td>Dec. 10</td>
<td>Final Examination (5:30pm to 7:30pm)</td>
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### Additional Note:
The Student Conduct Code will be strictly enforced as per the guidelines listed in the 2000-2002 CSUN Catalog Appendices. Please read especially the sections on the Student Discipline and Academic Dishonesty (pages 551 to 554). Also any student needing accommodation for a disability should meet with the National Center on Deafness or the Students with Disabilities Resources Office to initiate disability verification and discuss reasonable accommodations that might be necessary to ensure full participation in the successful completion of the course requirements.