HPM 522

Aging, Family and Long-term Care: Ethnic, Racial and Cultural Variation

(Credit Hours: 3)
Department of Health Policy and Management
UNC Gillings School of Global Public Health

Spring 2015 Syllabus
Class Location McGavran Greenberg -2305
Meeting Times (W 1:25- 4:25)

Faculty: Dr. Peggye Dilworth-Anderson
Office: 1102D McGavran-Greenberg
Email: Dilworth@email.unc.edu
Phone: 843-2494
Office Hours: Wednesday 11am -1pm

Course Overview

This seminar will provide students with in-depth information on current issues pertaining to the long-term care needs, issues, and policies of older adults in America. The dynamic continuum of long term care will be discussed to include in-home family caregiving, hospitalization, sub-acute care, nursing home care, adult day care, assisted living, and end of life care. A major contextual set of factors: culture, ethnicity, race, gender, socioeconomic status, and geography will serve as focal points of the course in addition focusing on family dynamics to understand long term care and older adults. Guest speakers and off-site facility visits are included in the course.

Learning Objectives and HPM Competencies

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<th>Course Learning Objectives</th>
<th>Competencies</th>
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<td>1  To be able to understand and explain the connection among aging, family and long-term care</td>
<td>Analytical Thinking</td>
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HPM 522
Spring 2015

Prof. Peggye Dilworth-Anderson
UNC-Chapel Hill
To be able to understand how race, culture, gender and socioeconomic status influence family and institutional care for older family members.

To be able to identify and explain differences and similarities among diverse groups in providing, seeking and using long-term care alternatives.

To be able to integrate aging, family and long-term care issues.

To be able to use this knowledge to inform and expand caring for the elderly on a continuum, within the context of their lives and the in the settings of their care.

To provide foundational knowledge for developing and implementing both policy and practice in caring for elders.

**Resources**

Author: John Pratt

**Web Sources**

Among the many useful websites is that of The Center for Studying Health System Change (www.hschange.com). It has a wealth of pertinent, current information and links to numerous articles in the health system literature.

- Center for Medicare & Medicaid Innovation (http://innovations.cms.gov/)
- National Clearing House for Long Term Care (http://www.longtermcare.gov/LTC/Main_Site/index.aspx)
- The Centers for Disease Control and Prevention (www.cdc.gov)
- The National Center for Health Statistics (www.cdc.gov/nchs/)
Requirements and Expectations

Course Requirements:

**Participation (20%)**: Because this is a course that is not entirely lectured-based, but participatory and interactive in structure, regular attendance and active participation in class discussion are expected from all students.

**Papers**: Three papers are required for the course. All papers should use 1-inch margins, be double-spaced, and use American Psychological Association citation format.

**Paper 1 (20%)**: Paper 1 should focus on the importance of examining and understanding issues of race, ethnicity, culture, gender and socioeconomic status in providing long-term care to older adults. In addition to your assigned readings, you need to review the literature to understand how these issues have been examined and discussed by researchers and policy makers. This paper should be 8-10 pages, excluding references. The paper is due on Wednesday, March 4, 2015.

**Paper 2 (20%)**: Paper 2 should focus on the roles that race, culture, ethnicity, gender and/or socioeconomic status play in understanding quality of care in any particular long-term care setting for older people. Each student will select a racial and/or cultural group to focus on in the paper. This paper should be 8-10 pages, excluding references. The paper is due on Wednesday, April 8, 2015.

**Paper 3 (30%)**: The last and final paper should focus on linking issues of family care and institutional care. Contextual factors should be included in the paper such as race, ethnicity, culture, gender and socioeconomic status. This paper should be 10-12 pages, excluding references. The paper is due on May 4, 2015.

**Student Presentations (10%)**: Each student will give an overview of their final paper to the class. Presentations should be no longer than 20 minutes. You should prepare PowerPoint for your presentation.

Cell Phones and Laptops

Turn off all cell phones in class. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

Evaluation Method

Grade Components
Component | % of Grade
--- | ---
Class Participation | 20%
PAPER ONE | 20%
PAPER TWO | 20%
ORAL PRESENTATION | 10%
PAPER THREE | 30%
TOTAL | 100%

Grading Scale

- 95 or above (H)
- 90-94 (H-)
- 85 to 89 (P+)
- 80 to 84 (P)
- 75 to 79 (P-)
- 70 to 74 (L+)
- 65 to 69 (L)
- 60 to 64 (L-)
- Below 60 (F)

NOTE: The quality (not quantity) of a student’s in-class comments and questions can move the student up one notch on the following scale (from, say, a P+ to an H-).

Evaluation Criteria

- Logical and appropriate arguments in papers.
- Well documented and referenced discussions, conclusions, and recommendations in papers.
- Effectiveness of oral presentation.
- Clearly written papers with topics arranged logically.
- Active participation in class discussions.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed
in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

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**Diversity & Inclusion Statement**

Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

*This class will follow principles of inclusion, respect, tolerance, and acceptance that support a diverse and inclusive classroom*

**Course Evaluation**

The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's new online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.