AGER 5760 Geriatric Care Management 5W2 2018

- AGER 5760 - 080/086 (13104) - (3 Credits)
Geriatric Care Management Internet Course
Summer-07/09/2018/ - 08/10/2018

Course Syllabus

Instructor:
K. Whisnant Turner, Ph.D.
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University of North Texas
Department of Applied Gerontology

Phone: 940-390-1619 (Cell)
E-Mail: Keith.Turner@UNT.edu (Use Course Blackboard Vista/Learn E-Mail Tool to communicate “in class”) Office: 218M Chilton Hall (by appointment) Course “Virtual Office” also available.

Contact: If you have any questions or concerns about the course, please email me or call me directly at 940-390-1619 and leave a voice mail message including the number where you can be reached. I usually return calls the same business day that they are received, but please allow 24 hours for a return call. If for some reason you have not received a return call within a day, please send me an email message at Keith.Turner@UNT.edu; please leave a detailed message including your cell phone number. I routinely check my email and phone messages.

Short Bio: Dr. Turner is Associate Professor of Applied Gerontology at the University of North Texas. He received the Interdisciplinary Doctoral Degree from the University of Cincinnati in Geriatrics, Health Policy/Administration, and Urban Planning. His current research addresses developing and evaluating community level programs and services for the aged, disabled, and populations with special healthcare needs. He instructs undergraduate and graduate students in a variety of other professional practice courses including mediation, grant proposal writing, community needs assessment, program planning and evaluation. He directs field internship placement for undergraduate and graduate students in Applied Gerontology. Dr. Turner also provides volunteer leadership assistance to local community organizations including the Denton County Geriatric Services Workgroup, the North Central Texas Council of Governments Area Agency on Aging, the Denton County MH/MR Authority, and the Denton County Health Department.

For kicks, Dr. Turner conducts non-profit agency board leadership training and provides strategic planning technical assistance to non-profit agency boards of directors and designs dispute resolution systems and is a professionally trained mediator in interpersonal and organizational conflicts.

Course Information:
Course Dates: Fall: Monday, July 09, 2018– Friday, August 10, 2018
Syllabus is subject to change.

Class weeks begin on Mondays at 12:01 AM and end on Sundays at 11:59 PM.

Course Location/Time: Internet Course

Course Catalogue Description: This course examines the increasing presence of geriatric care management in pivotal positions throughout today’s complex health care delivery systems. Emphasis is given to the role geriatric care managers play in client intake and assessment, establishing goals and a plan of care, coordinating and linking services and resources, and managing and monitoring care, and evaluating patient outcomes. Students learn specific assessment instrumentation and protocols employed in various settings.

Required Text:


Where to buy book:

- UNT Bookstore: Handbook of Geriatric Care Management Author: Cress Edition: 4th


View FREE tutorials: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx Learning Outcomes:

This course exposes students to geriatric care management constructs. Included are details regarding referral processes, client needs assessment, care planning, care arranging, care coordination, and evaluation. Students gain general knowledge of geriatric assessment dynamics, clinical protocols and instrumentation, person-centered and client-directed care planning, and life care planning.

Upon completion of the course, students should be able to link the role of the geriatric care manager to an understanding of the processes of aging and disease management with health care and supportive service systems.

TECHNICAL REQUIREMENTS/ASSISTANCE:

The following information has been provided to assist you in preparation for the technological aspect of the course.

- UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
- Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
- Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageid=84639794
- Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
- Necessary plug-ins: http://goo.gl/1lsVF
- Internet Access with compatible web browser
- Headset/Microphone (if required for synchronous chats)
Minimum Technical Skills Needed:
- Using the blackboard system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

Student Support
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

- Email: helpdesk@unt.edu
- Phone: 940.565-2324
- In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website: http://www.unt.edu/helpdesk/hours.htm for updated hours.

Communications:
Information about the communication tools in the course and how they will be used:
- Announcements: Each week the instructor will provide students with information pertaining to the class topic, readings, and assignments via a course announcement. Periodically, the instructor may provide announcements about important elements in the course.
- Email: Students are encouraged to email the instructor via blackboard or by using the email address provided to you at the beginning of this syllabus
- Discussions: Students will participate in discussion board activities with other classmates and the instructor to encourage group thought and active participation.

Grading Criteria:

(25 pts) Participation: Students must read all assigned materials; view instructor selected videos linked to the assigned materials, and participate in discussions on the materials and videos as directed by instructor-posted discussion topics.

(50 pts) Quizzes: Students will complete about 5 quizzes based on special assigned readings, assessments and videos.

(25 pts) Final Exam: Students will complete a final examination. (True/False questions presented) drawing upon the textbook and other course content.

Grading Scale:
A 90-100 pts
B 80-89 pts
C 70-79 pts
D 60-69 pts
F ≤ 60 pts
WF - Failure to attend class sessions.
**Attendance Policy:** (From 2017-2018 Graduate Course Catalogue) “Regular and punctual class attendance is expected. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered part of the grade, the instructor should so inform students at the semester’s beginning by a written notice.” See Enrollment section of the 2017-2018 Graduate Course Catalogue for entire policy. However, this course is taught on the Internet. Attendance is viewed as participation in discussions on the Discussion Board. Students will be penalized in the grading system for lack of participation.

**Academic Integrity:** Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please contact the course instructor for assistance.

**Americans with Disabilities Act Policy:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**F1Visa Student Information:**

Important Notice for F-1 Students taking Distance Education Courses

**Federal Regulation**


The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.
University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

1/15/04
Rev. 5/19/2017

Syllabus Not A Contract: The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

Diversity Statement: The Department of Rehabilitation and Health at the University of North Texas prepares students to serve populations with diverse socioeconomic and educational experiences. The academic curriculum is designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Assignment Submission Instructions: Quizzes are due on the dates that they are listed as due in the course timeline and may not be submitted after their due date. The final examination will open on July 6th and is due and must be submitted on July 8th. Any exam submitted after its due date will result in up to one grade level penalty for each 24 hours late. Any exceptions would be at the sole discretion of the instructor and would require documentation of a severe emergency.

Participation: To gain class participation points students must engage themselves as directed in open discussions on the Discussion Board. This participation counts as attendance in the class and students not participating will be dropped from the course.

Advising: Students seeking advisement or consultation should meet with the instructor after class to schedule an office appointment. Requests for appointments also can be made by phone or email.
Module-1/Week-1 Notes

Text – Read Part I - Introduction to Geriatric Care Management

Introductions and Course Overview
Week-01_Mon. – July-09_July-15-2018 First Class week
--- All Week-1 work should be completed by 11:30PM Sun-July 15

Tasks: Familiarize with Textbook, Syllabus, Course components, how to use Blackboard and Post your Intro. Introductions: Post a paragraph or two introducing you to the class. Please indicate what you hope to learn in this course and how this course will be useful to you in your career goal.

Please follow all the assignments below in sequence:

Read: Text - Chapter 1 Overview and History of Geriatric Care Management
Read: Text - Chapter 2 Ethics and Geriatric Care Management

Module-1_Discussion-1 Please read and discuss the following article answering the following questions: - Margaret A. Weston "Case management in long-term care: challenges, changes, and opportunities"

Module-1_Discussion-1: After reading this article, please discuss in detail whether or not you would agree that case managers in long-term care should be an equalizing force, balancing quality and patient advocacy with cost efficiency.

READ: Katz Index of Independence in Activities of Daily Living
Read File: https://consultgeri.org/try-this/general-assessment/issue-2.pdf
WATCH VIDEO:
https://youtu.be/aPLt9OjwFTk

Read file: REQD_General-Screening-Recommendations-for-Chronic-Disease-and-Risk-Factors- in-Older-Adults.pdf

Module-1_Discussion-2 Please read the following article answering the following question:
- Margaret A. Weston "Case management in long-term care: challenges, changes, and opportunities"
Read File: REQD_Case-management-in-long-term-care.pdf. Discussion: Discuss how care managers can have an impact upon both the quality of care delivered and on client care outcomes?

READ: The Lawton Instrumental Activities of Daily Living Scale
File: https://consultgeri.org/try-this/general-assessment/issue-23.pdf
WATCH VIDEO:  
https://youtu.be/SV46uU04HLw

READ File:  Code_of_Ethics_and_Standards_of_Practice/ALCA

Read:  Case Management and Social Role Theories as Partners in Service Delivery  
Read:  Models for Case Management

**Complete Quiz-1.**  20 T/F Questions from the material presented in Week-1 Module

###
Module-2 Notes

Module-2
Text - Read Part II Geriatric Assessment, Planning and Care Monitoring

Week-02 Mon July 16 - Sun July-22

1. Read in textbook:
   • Chapter 3 Psychosocial Assessment in Geriatric Care Management
   • Chapter 4 Functional Assessment in Geriatric Care Management
   • Chapter 5 Care Planning, Geriatric Assessment and Geriatric Care Management

2. Study the Following Assessment Tools and Review the Associated Video/s indicated below:
   a) Fulmer SPICES: An Overall Assessment Tool for Older Adults -
      Flagging conditions for further assessment allows the care manager to implement preventative and therapeutic interventions
      Please view the related video.
      https://youtu.be/vPawWPXp5eg 20:48

   b) General Screening Recommendations for Chronic Disease and Risk Factors in Older Adults - Chronic diseases disproportionately affect older adults and are associated with disability and diminished quality of life.
      File: REQD General-Screening-Recommendations-for-Chronic-Disease-and-Risk-Factors-in-Older-Adults.pdf

3. Please read and discuss the following articles on the Discussion Board:
   D2 #’s 2-5 File: REQD_Case-Management-in-Long-Term-Care-Integration_An-Overview-of-Current-Programs-and-Evaluations.pdf

   -Note below: this is a 5-Part Discussion Assignment...

   - Module-2-1_Discussion: How has Case Management Optimization impacted client access to services?
   - Module-2-2_Discussion: How can case management impact family functioning?
   - Module-2-3_Discussion: Discuss how quality in long-term care management can be evaluated in terms of structure, process, and outcomes.
   - Module-2-4_Discussion: Are the outcome domains typically considered in evaluating case management adequate?
   - Module-2-5_Discussion: What case management program characteristics appear to be associated with successful outcomes?

1. Read in textbook:
   • Chapter 6 Ethnic and Cultural Assessment in Geriatric Care Management
   • Chapter 7 Assessing and Supporting Late Life Relocation in Geriatric Care Management
• Chapter 8 Spiritual Assessment and Support in Geriatric Care Management

2. Study the Following Assessment Tools and Review the Associated Video/s indicated below:

a) The Hospital Admission Risk Profile (HARP) - Functional decline in older adults is often linked to acute hospital admissions and can have devastating consequences such as increased morbidity and mortality and may result in institutionalization.
Read File: REQD_The-Hospital-Admission-Risk-Profile_HARP.pdf
Please view the related video.
http://consultgerin.org/resources/media/?vid_id=4902615#player_container 43:48
or http://downloads.lww.com/wolterskluwer_vitalstream_com/AJN/TRYTHIS_EP21_FULL_FINAL.wmv

b) The Transitional Care Model (TCM): Hospital Discharge Screening Criteria for High Risk Older Adults – Poorly managed transitions from hospital to home or other care setting result in higher incidence of hospital readmissions.
Read File: REQD_The-Transitional-Care-Model_TCM_Hospital-Discharge-Screening-Criteria-for-High-Risk-Older-Adults.pdf

1. Read in textbook:
• Chapter 9 Assessing and Supporting the Family Caregiver
• Chapter 10 Assessing and Supporting Clients' Quality of Life in Geriatric Care Management
• Chapter 11 Assessing and Supporting Aging in Place Through Technology

2. Study the Following Assessment Tools and Review the Associated Video/s indicated below:

a) Hendrich II Fall Risk Model - Used in clinical practice to identify eight independent risk factors associated with higher incidence of falls. Get Up and Go Test observes the patient's movements for any deviation from a confident, normal performance.
b) Please view Hendrich II Fall Risk Model related video.
[34:23] https://youtu.be/jUwqXQU1Bmg

c) The Falls Efficacy Scale-International (FES-I) - Fear of falling may cause curtailment of activities, leading to reduced mobility and physical fitness, and increasing risk of falling and injury.

Complete Quiz-2. Best grade out of up to three attempts:
Up to 3-hours allowed for each attempt. ---T/F Questions from Assessments and Video/s presented in Module-2.

###
Module-3 Notes  
Mon.-July 23 – Sun.-July-29-2018

Module-3/Week-3
Read Text - Part III - The Business of Geriatric Care Management: Beginning, Expanding or Adding, and Managing a Geriatric Care Management Business

Module-3 Assignments:  
Mon.-July 23 – Sun.-July-29-2018

1. Learning Module-3... Study the Following Assessment Tools and Review the Associated Videos indicated below:

a)  **Immunizations for Older Adults** – (Read File: REQD _https://consultgeri.org/try-this/general-assessment/issue-21.pdf) - Pneumonia and influenza affect older adults who have higher incidence of co-morbidities and are at higher risk for complications.

b)  **The Mini Nutritional Assessment** – (Read File: REQD _https://consultgeri.org/try-this/general-assessment/issue-9.pdf) - Can identify malnutrition in older adults before changes in biochemistry or weight are evidenced. **Please view the related video.**  
   https://youtu.be/IL76j5L4dns  (34:24)

c)  **The Kayser-Jones Brief Oral Health Status Examination** – (Read File: REQD _https://consultgeri.org/try-this/general-assessment/issue-18.pdf) - There is a profound association between oral health and systemic disease and health outcomes.

d)  **Transient Urinary Incontinence Test** - (File: REQD _https://consultgeri.org/try-this/general-assessment/issue-11.1.pdf) – Urinary incontinence is associated with an increased risk of institutionalization, as well as with urinary tract infections and depression.
2. Take a look at these FYI PDF files in this Module over next three-weeks: (Go Online and find similar related to your specific interest.)

- Care-Management-Resource-Links.pdf
- INFO_Do-Hospitalists-Save-Money_NYTimes-8-12-2011.pdf
- INFO_Geriatric-Care-Management-Helpful-Advice-Support-Site_WWW-Homepage.pdf
- LINK_History-of-Long-Term-Care from ElderWeb
- INFO_History-of-Long-Term-Care-Insurance_and-related.pdf

3. Please read and discuss the following article on the Discussion Board:


2-part discussion - Mon.-July 24 – Sun.-July-30-2017

1. - Mod-3-1_Discussion:
   ----- 1. Please discuss why is it so difficult to know where medically oriented care stops and long-term care begins.

2. - Mod-3-2_Discussion:
   ----- 2. Why must the long-term care system be sensitive to the needs of the family as well as those of the person who needs long-term care?

4. Complete Quiz-3. Last grade out of up to three attempts:
   Up to 3-hours allowed for each attempt. ---T/F Questions from Assessments and Videos presented in Module-3.

###
Module-4/Week-4

Module Four Assignments:

1. **Read in textbook**: Part Four – Clinical Issues

2. **Learning Module-4** Study the Following Assessment Tools and Review the Associated Videos Indicated Below:

   a) **Elder Mistreatment Assessment** – (Read File: REQD_https://consultgeri.org/try-this/general-assessment/issue-15.pdf) - The mistreatment of older adults can take many forms, including abuse, neglect, financial exploitation, and abandonment. Care managers are required to report suspected cases of abuse, neglect, financial exploitation, and abandonment to adult protective service agencies.

   b) **Link**: [https://youtu.be/L8jzycu0eTo](https://youtu.be/L8jzycu0eTo) - Please view the Elder Mistreatment Assessment related video. 39:19

   c) **Lubben Social Network Scale** – (Read File: REQD_https://connectingedmontonseniors.ca/wp-content/uploads/2017/04/lubben_social_network_scale.pdf) - Used in assessing the social networks of persons ages 65+.

   d) **WWW Link: (More info)** Introduction to the Lubben Social Network Scale - The LSNS - Boston College (Dr. James Lubben - Dr. Lubben Ahearn Professor, Boston College; Professor Emeritus, UCLA) - [http://www.bc.edu/schools/gssw/lubben.html](http://www.bc.edu/schools/gssw/lubben.html)

   e) **Brief Evaluation of Executive Dysfunction** – (Read File: REQD_HTTPS://consultgeri.org/try-this/dementia/issue-d3.pdf) - The detection of executive dysfunction is essential to helping a patient remain as safe and independent as possible.

   f) **Link**: [https://youtu.be/mzAP1sg8hAg](https://youtu.be/mzAP1sg8hAg) - Please view the Brief Evaluation of Executive Dysfunction related video. 36:46

   g) **Geriatric Depression Scale** - (Read File: REQD_HTTPS://consultgeri.org/try-this/general-assessment/issue-4.pdf) - Five to seven minute screening for depression in older adults.

   h) **Link**: [https://youtu.be/QLuR2PZy4Og](https://youtu.be/QLuR2PZy4Og) - Please view The Geriatric Depression Scale (GDS) Short Form Assessment related video. 27:42
i) **Mini Cog** – (Read File: REQD_https://consultgeri.org/try-this/general-assessment/issue-3.1.pdf) - An easy tool for assessing cognitive impairment in older adults. Persons at risk for cognitive impairment may also be at risk for delirium, falls, dehydration, inadequate nutrition, untreated pain, and medication related problems.

j) **Link:** [https://youtu.be/Gb4WoOq3aA0](https://youtu.be/Gb4WoOq3aA0) - Please view the **Mini Cog** related **video** “Administering and Interpreting the Mini-Cog”. (30:52)

k) **Wandering in Older Adults with Dementia** - **Video:** [http://youtu.be/r1z7iKLiPaU](http://youtu.be/r1z7iKLiPaU) 43:15 - People who have dementia are at risk for wandering away from the safety of the care setting and becoming lost in the community.

3. **READ INFO fyi pages:**
   - INFO_The-Differences-Between-Certified-Case-Managers-and-Case-Managers.pdf
   - INFO_Recommendations-on-the-Qualified-Care-Coordinator-FINAL-9-10-09.pdf
   - INFO_National-Association-of-Professional-Geriatric-Care-Managers_WWW-Homepage.pdf

4. **Please read and discuss the following article on the Discussion Board:**
   [https://learn.unt.edu/bbcswebdav/courses/COMBINED-NT752.1173.5W2.0401/REQD_GAO_LTC-Case-Management_State-Experiences-and-Implications-for-Federal-Policy.pdf](https://learn.unt.edu/bbcswebdav/courses/COMBINED-NT752.1173.5W2.0401/REQD_GAO_LTC-Case-Management_State-Experiences-and-Implications-for-Federal-Policy.pdf)
   Two-Part 4.1 and 4.2
   1. Discuss the relevance and adequacy of the standards established for case management activity by the National Council on Aging (NCOA) and the National Association of Social Workers (NASW).

   2. In the file REQD_GAO_LTC-Case-Management_State-Experiences-and-Implications-for-Federal-Policy.pdf
      "Case managers identified knowledge, skills, and abilities critical to conducting their work in an effective manner, such as having detailed knowledge of service providers and being able to manage their time to adequately monitor their clients. They also face several barriers that prevent them from performing their jobs as effectively as they would like." Discuss and localize to your area some of these barriers. (Please include potential barriers in the discussion.)

5. **Please read and discuss the following article on the Discussion Board:**
   **Module-4.3 Discussion Board:**
   Please read and discuss the 2008 PDF
   Read file **REQD_Texas-HHS_Case-Management- Optimization_Best-practices-and-emerging-trends-in-case-management.pdf**
Answer the following question: - Texas Health and Human Services Commission. Texas Case Management Optimization Best Practices and Emerging Trends in Case Management. 

**What are the advantages for having this model of care management?** Post 250/500 words - graded 2-Pts. Reply to other postings. Author can edit their own published posts.

6. Complete Quiz-4 Due 11:30 PM Sun August 5. Last grade out of up to three attempts:
Up to 3-hours allowed for each attempt. ---T/F Questions from Assessments and Videos presented in Module-4.

###
Module-5 Notes  
Mon.-Aug 6 – Sun.-Aug 10-2018 

Module-5/Week 5

Module Five Assignments are due no later than 12 noon on Friday August 10th.

1. Read textbook:  
   - Review

2. Learning Module-5... Study the Following Assessment Tools and Review the Associated Videos Indicated Below:


   b) **REQD_Lubben-Social-Network-Scale.pdf** - *Lubben Social Network Scale* – Used in assessing the social networks of persons ages 65+.  
      --- LINK: Introduction to the Lubben Social Network Scale  
      The LSNS: [http://www.bc.edu/schools/gssw/lubben/](http://www.bc.edu/schools/gssw/lubben/)

   c) **REQD_Wandering-in-Hospitalized-Older-Adults.pdf** - *Wandering in Older Adults with Dementia* - People who have dementia are at risk for wandering away from the safety of the care setting and becoming lost in the community.  
      --- VIDEO LINK: [http://vimeo.com/5003810](http://vimeo.com/5003810) (Wandering in Hospitalized Older Adults with Dementia Video Link)

   d) At the AssistGuide Website, there are many other useful Assessment/checklist tools; most are useful for consumer use that can aid in communicating needs to professionals.  
      - Assessing Your Loved One's Needs  
      - Caregiver Self Assessment  
      - Driving Skills Assessment  
      - Home Care Tasks Checklist  
      - Selecting a Physician Checklist  
      **And the important one:**  
      - Choosing a Geriatric Care Manager Checklist
So... check these and many more caregiver aids from AssistGuide at:


Also...


And...


**e) SUPPLEMENTAL READS:**

- INFO_Better-Outcomes-for-Older-adults-through-Safe-Transitions_BOOST.pdf
- INFO_How-to-Try-This-Assessments_List.pdf
- INFO_How-To-Try-This-Resources-Page.pdf
- INFO_ICAA-Guidelines-for-effective-communication-with-older-adults.pdf
- INFO_Ideal-Discharge-for-the-Elderly-Patient_A-Hospitalist-checklist.pdf
- INFO_KWT-MOB-Exercises_rev.pdf (K. Whisnant Turner, A MATTER OF BALANCE presentation.)
- INFO-Article_Aging-with-grace_In-home-assessments-lead-to-better-care-lower-health-cost_2011.pdf

3. **Complete the FINAL EXAM.** Up to 3-hours allowed on ONE attempt. --- 30 T/F Questions from Assessments and Videos presented in course. (25-points)

Video Ref: https://www.bing.com/videos/search?q=hartford+geriatric+nursing+videos&qpt=hartford+geriatric+nursing+videos&FORM=VQFRML

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