

HEALTH CARE ADMINISTRATION 240 Long Term Care Administration

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(Contact between 7 and 8 pm)

Textbooks:

(Required) Connie J. Evashwick, The Continuum of Long-Term Care. 3rd Edition, 2005, Delmar – Thomson Learning, U.S. **ISBN-13:** 978-1401896379

(Required) James E. Allen, Nursing Home Administration. 6st Edition, 2011, Springer Publishing Company, 536 Broadway, New York, N.Y.10012. **ISBN-13:** 978-0826107046

(Required) Ted C. Fishman, Shock of Grey: The Aging of the World's Population. Scribner. **ISBN-13:** 978-1416551027

Optional and not required for this course – recommended for students planning to take the National Nursing Home Administrator’s Licensing Exam:

James E. Allen, The Licensing Exam Review Guide in Nursing Home Administration: 6st Edition, 2011. Springer Publishing Company, 536 Broadway, New York, N.Y.10012. **ISBN-13:** 978-0826107060

or

Peter J. Buttaro, Step-By-Step Guide to a Higher Score on the Nab Exam. 1999. Jones & Bartlett Publishers **ISBN-13:** 978-0834213142

or

Wayne D. Ford, Ph.D. Nursing Home Study Guide & Sample Questions. The Management Advantage, Inc., P.O. Box 3708, Walnut Creek, CA 94598.

Course Overview:

In the United States, health care is provided on a continuum, from short-term interventions, such as outpatient services, to intensive acute care, to long-term rehabilitation, mental health and nursing home care. Long-term care reflects the clinical aspects of treatment, the standards and policies that govern the delivery of those services, and the funding mechanisms to support the system.

The purpose of this course is to provide the student with an overview of these components and to explain how long-term care fits within the healthcare continuum. In addition, the course examines the role and responsibilities of long-term care providers, particularly administrators. To facilitate the learning process, the curriculum consists of experiential activities, which are linked to the learning objectives.

Course Offering:

This course is offered for *independent study*. During the semester students are expected to participate in **four** telephone conference calls with the instructor and fellow students. Dates and times are scheduled in advance and participation is factored into the grading system.

Course Goals:

By participating in this course, students will be able to:

1. Describe the structure and functions of the organizations, services, and disciplines that constitute the long-term care health system in the United States.
2. List and describe the health, medical, psychosocial, and economic components of the long-term care system.
3. Compare and contrast the different approaches to funding long-term care, including Medicaid and long term care insurance.
4. Identify the administrative theory and practice involved in managing a long-term care organization.
5. Outline the standards and policies governing the administration and provision of long-term care, including, Medicaid standards, state nursing home standards, licensing of administrators, and life safety codes.
6. Describe the role of consumers and advocates and how they influence services and costs, such as AARP.
7. Examine the role of the long-term care administrator and the skills needed to succeed in that capacity.
8. Evaluate issues confronting long-term care, including ethical concerns as well as issues related to the level of care and the cost of delivery these services.
9. Consider ethical principles and practice as they apply to LTC administration.

Topics for Class Discussion (conference calls):

First Session: The need for long-term care services. The continuum of long-term care.

Second Session: The regulatory environment of LTC. The role of the administrator in LTC.

Third Session: The role of the administrator in LTC, continued. Managing human resources.

Fourth Session: Quality improvement and LTC

Grading System:

A = 100 - 94

A- = 93 - 90

B+ = 89 - 87

B = 86 - 84

B- = 83 - 80

C+ = 79 - 77

C = 76 - 74

C- = 73 - 70

Written assignments are evaluated based on standardized criteria reflecting the extent that the student meets the objectives of the assignment, the depth of your research, the level of analysis, and the ability to present information in a coherent manner. Papers are also graded on structure, exposition, grammar, and adherence to style, such as the proper citation of references. Students are provided guidelines for writing papers and may be given the opportunity of revising papers that do not meet minimum requirements. When provided the opportunity of redoing an assignment the paper must be resubmitted by the agreed upon due date or it will receive a grade of 0.

(To calculate your numerical grade, add total points earned and divide by 10. For example if you earned a total of 843 points your grade is $84.3 = B$)

Due Dates/Policy on Late Papers:

Papers must be submitted no later than 5 pm on the listed due date. A paper submitted a day late will have the grade dropped one grade (for example, from a B to C) and papers submitted two days late or later will receive the grade of 0. A student must contact the instructor prior to the due date to request an extension which will only be given if reasonable cause as determine by the instructor. If the revised deadline is not met, a grade of 0 will be recorded for the assignment.

Assignments:

Students are expected to read assigned chapters and supplemental articles. Students are also expected to read/complete assignments that will be used to guide class discussion and group activities in class and/or during telephone contact. A paper is due for each of the following assignments; detailed guidelines for each assignment are provided by the instructor at the beginning of the semester.

| <u>Assignment</u> | <u>Point Value</u> |
|--|---------------------------|
| 1. Resources in LTC | 50 points |
| 2. Aspects of LTC | 50 points |
| 3. Mental health program site visit | 125 points |
| 4. Financing LTC | 50 points |
| 5. Role of the LTC administrator | 50 points |
| 6. PT or OT site visit | 125 points |
| 7. Human resource management in LTC | 50 points |
| 8. Home healthcare agency site visit | 125 points |
| 9. Impact of regulations in LTC | 50 points |
| 10. Nursing home site visit & book chapter analysis. | 125 points |
| 11. Quality improvement in LTC | 50 points |
| 12. Nursing home administrator interview | 50 points |
| Telephone Contact with instructor | |
| • Call #1 | 25 points |
| • Call #2 | 25 points |
| • Call #3 | 25 points |
| • Call #4 | 25 points |
| Total Points | 1000 points |

Caveats:

- Because the College is not able to keep up with constantly changing personal email addresses, ADP students are *required* to activate their MBC-issued email accounts.

- If you have questions about an assignment or something you are reading, please email me for clarification and cc the other students in the class as they might benefit from this information as well.
- If you need to contact the instructor by telephone, please do so between the hours of 7:00 and 8:00 pm.
- MBC Honor Code policy concerning cheating and plagiarism will be strictly followed.
- The Health Care Administration Program has adopted The Chicago Manual of Style by Kate Turabian as the appropriate format to use for all HCA courses at MBC.
- Although this is not a designated writing intensive course, grades depend on effective written communication. It is the student's responsibility to assure that grammar and spelling are checked, information flows logically and coherently, topic guidelines are met, positions defended through verifiable information, and formatting such as reference citations meet standards. Students are encouraged to take the course on campus, through the traditional curriculum if they are unsure of their ability to communicate through writing.

9/2012