College of Public Health & Health Professions

Geriatric Care Management Certificate

The Geriatric Care Management Certification Program purpose seeks to produce graduates conducting specialized training to improve health and well-being of individuals by evaluating the medical, and rehabilitation needs of individuals and coordinate the appropriate services/interventions.   These diverse graduates will be skilled in ethics, professionalism and independent thinking to become the leaders in their professional careers. **The College of Public Health and Health Professions mission statement** embraces the three key elements of the University's mission as they apply to human health. The mission is to preserve, promote, and improve the health and well being of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service. Finally, **the University of Florida's mission statement** matches the Geriatric Care Management Program's purpose by serving the nations and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce. The University of Florida maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. In addition, the University of Florida supports faculty and staff in the creation of new knowledge and pursuit of new ideas. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

2014 - 15 SLO 1: 2013-14 SLO 1

Students will identify community services, federal and state, available for use in the care management process.

SLO Area (select one):

Assessment Method
Community Resource Assignment- This assignment assesses the student's ability to identify resources in their areas. This assignment will contribute knowledge necessary to practice Geriatric Care Management.

2014 - 15 SLO 3: 2013-14 SLO 3

Students will develop an assessment of family communication dynamics.

SLO Area (select one):

Assessment Method
Family Communications Assessment- This assignment assesses the student's ability to analyze a case study, and develop an assessment of family communication dynamics.

2014 - 15 SLO 4: 2013-14 SLO 4

Students will identify business and professional ethics associated with Geriatric Care Management.

SLO Area (select one):

Assessment Method
Interview Assignment- This assignment assesses the ability of Students to identify three independent Geriatric Care Managers in their area. This enables the student to utilize own skills to identify resources in their community to help future clients.

2014-15 SLO 2: 2013-14 SLO 2

Students will summarize methods for analyzing assessment results and prioritizing client needs.

SLO Area (select one):

Assessment Method
Case Study- Client Assessment- This assignment assesses the student's ability to analyze a case study, and develop a client assessment. This assignment will contribute to knowledge needed to develop client assessments in their future careers as Geriatric Care Managers.

Geriatric Care Management Certificate AAP Detail

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing
Providing Department: Geriatric Care Management
Responsible Roles: Associate Dean (Blue, Amy)

Research (Graduate and Professional AAPs only)

Assessment Timeline (Graduate and Professional AAPs only)

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
	Community Resource Assignment GEY 6646	Case Study – Client Assessment GEY 6220	Family Communications assessment GEY 6306	Geriatric Case Manager Interviews GEY 5935
#1	X			
#2		X		
#3			X	
#4				X

Curriculum Map (UG AAPs only)

Assessment Cycle (All AAPs)

Analysis and Interpretation: May-June

Improvement Actions: Completed by August 31st

Dissemination: Completed by September 30th

Year SLOs	12-13	13-14	14-15	15-16
Community Resources for Geriatric Population	X	X	X	X
Completion of Assessments	X	X	X	X
Successful Care Plan development	X	X	X	X
Communication Skills	X	X	X	X

Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)

SLO	Assessment Method	Delivery Mode
# 1 Students will identify community services, federal and state, available for use in the care management process.	Community Resource Assignment	Distance Learning
# 2 Students will summarize methods for analyzing assessment results and prioritizing client needs.	Case Study- Client Assessment	Distance Learning
# 3 Students will develop an assessment of family communication dynamics.	Family Communications Assessment	Distance Learning
# 4 Students will identify business and professional ethics associated with Geriatric Care Management.	Interview Assignment	Distance Learning

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Direct Assessments

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• Community Resource Assignment- This assignment assesses the student's ability to identify resources in their areas. This assignment will contribute knowledge necessary to practice Geriatric Care Management.

• Case Study- Client Assessment- This assignment assesses the student's ability to analyze a case study, and develop a client assessment. This assignment will contribute to knowledge needed to develop client assessments in their future careers as Geriatric Care Managers.

• Family Communications Assessment- This assignment assesses the student's ability to analyze a case study, and develop an assessment of family communication dynamics.

• Interview Assignment- This assignment assesses the ability of Students to identify three independent Geriatric Care Managers in their area. This enables the student to utilize own

skills to identify resources in their community to help future clients.

Indirect Assessments

• Number of Applicants
• Median GPA (3.0)
• Number of Students Completing Program/Receiving Certificate of Completion
• Survey about Goals of Program:

- Did the GCM Certificate Program prepare them for advanced practice as GCM
- Did the GCM Certificate Program prepare them to pass the certification examination offered through the ICHCC (International Commission on Health Care Certification)
- Did the completion of our GCM Certificate Program contribute to your professional career

Procedures

• Who will review Indirect Assessments: Amanda Glynn will be collecting all of the Indirect Assessments
• How Indirect Assessment will be received: We will be collecting data by utilizing both phone, and emails.
• How data is reviewed: We will have a review process including the instructors, faculty and staff involved in the program. We will assess if the goals were met by the students, and if there is anything we need to change for the future. We want to make sure our Geriatric Care Management students have appropriate advanced training, which will enable them to pass the Certification Examination through the ICHCC and practice as a Geriatric Care Manager.
• How changes are made: We will make any necessary changes make sure our students are adequately prepared to sit for the Certification Examination, and succeed in their jobs as Geriatric Care Managers.

SLO Assessment Rubric (All AAPs)
GEY 6220 (SLO) Grading Rubric– GCM Program

Case Study – Client Assessment Report	
Part 1	**Client Assessment (Based on Case Study) (10 Points)**
1 point	Summarize the case scenario
1 point	Your thoughts about what is going on.
1 point	Your initial approach to the problems and concerns presented
1 point	Would you treat this case as two individual cases or one case with two participants?
1 point	Begin to form your approach as to what might be further investigated
1 point	How you would do so?
1 point	and what, if any, assessment tools, screens, or scales you might employ
1 point	Again, state you're rational for doing so.
2 point	Keep in mind all aspects of care management including, financial, Optional placement, communication, and quality of life in a holistic approach.
Total Points:	10
Part 2	**Creating the Assessment Report & Write Up (Based on Case Study, Text material, and Participation in Discussion Forums) (10 points)**
1 point	What potential *psychosocial* deficits can you identify from the case?
1 point	What potential *functional* deficits can you identify from the case?
1 point	What types of community services might be used as *interventions* in a potential care plan for this case?
1 point	Based on the Wise Case, what *quality of life issues* can you identify from the case?
1 point	Based on the Wise Case, what *level of care* would you recommend and why?
5 points	Write an initial care plan that covers the next 30 days. Be sure to include a problem section, an approach/intervention section, a goal section, a timeframe section, and a responsible party section, i.e. who will do the interventions, when, and how.
Total Points:	10

Measurement Tools (Graduate and Professional AAPs Only)

Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Amanda Glynn, MHS, CRC, CGCM	Behavioral Science and Community Health (BSCH)	ahusk@ufl.edu	352-273-6491
Jamie Pomeranz, Ph.D, CRC, CLCP	Behavioral Science and Community Health (BSCH)	pomeranz@ufl.edu	352-273-6566

Academic Assessment Plan Entry Complete: ☑