

# USC Leonard Davis

School of Gerontology

## **GERO504: Current Issues in Aging Services Management**

**Units: 4**

**Spring 2022, Fridays, 12:00 - 2:50**

**Location: GER 124**

**Instructors: Jim Biggs and Josh Johnson**

**Office Hours:** By contact

**Contact Info:**

**Jim Biggs**

**Phone: 916-869-0303**

**Wechat: jimbiggs**

**Email: [jim@westbayseniorliving.com](mailto:jim@westbayseniorliving.com) (preferred),**

**[jamesbig@usc.edu](mailto:jamesbig@usc.edu)**

**Josh Johnson**

**Phone: 949-291-7552**

**WeChat: danapoint**

**Email: [joshjohn@usc.edu](mailto:joshjohn@usc.edu)**

### **Course Description**

This Class will introduce the student to as many topics and issues as possible to enable the student to enter the field of ASM with knowledge that will benefit her or him in the work-a-day world. The student will interview an ASM and will present the video interview to the class. The student will hear lectures from leaders in various areas of ASM that will greatly assist in the learning process.

Having worked in the senior services industry for many years, the instructors will bring unique insights and real world perspectives to the many and varied current issues the student will face as an Aging Services Manager.

### **Learning Objectives**

1. Appreciate the need to know and understand about the many current issues that the student will encounter in her/his working career in ASM.
2. Identify, analyze and discuss the most current issues in ASM regarding the economic, regulatory and political environments in which ASM providers operate.
3. Identify current trends and issues in financial oversight of organizations that provide services to older adults

### **Communication**

Since this is a hybrid class, I will rely primarily on e-mail and Blackboard announcements to communicate with all of you, as well as announcements in class. Please do not hesitate to contact me at any time. I encourage you to ask questions or to provide us with feedback about the course. I will try to respond to your questions within 24 hours.

### **IT Help**

For assistance with Blackboard, you can contact the USC Blackboard Help Line at (213) 740-5555, select Option 2. They are available 24 hours a day to assist you. You can also find USC's Blackboard Help for Students materials at <https://studentblackboardhelp.usc.edu/>.

### **Technological Proficiency and Hardware/Software Required**

1. **Review Blackboard announcements and check USC email frequently.** Students are expected to make themselves aware of all announcements made on Blackboard, as Blackboard announcements will serve as the primary form of communication with students. Similarly, students are also expected to check their USC email frequently, as all Blackboard announcements will also be sent by e-mail (correspondence from professors will be sent to student USC email accounts). If not familiar with Blackboard, students are expected to go through the tutorials provided online at <http://studentblackboardhelp.usc.edu/> Full understanding of the system will be necessary for participation in this course. Students will also need to understand how to successfully submit assignments through the turnitin.com link on Blackboard. If not familiar with turnitin, students should go through the tutorials provided online at <http://studentblackboardhelp.usc.edu/coursework/submitting-work-turnitin/>
2. Students will be required to give spoken presentations using visual support, such as PowerPoint or Prezi slide decks of their own creation.
3. Students will need to create streaming video productions of presentations that show the student on-screen, capture voices at an adequate sound level, and display applicable visual support slides. Tools like smart phones, webcams, or digital cameras can be used to capture the live video and

software tools (like iMovie or VCASMO.com) can assist with the final editing. All video production must be uploaded to a streaming video service, like YouTube, and have it set to “public” domain until final grades are posted for the semester.

### **Required Readings and Supplementary Materials**

Articles, scenarios, excerpts, or other readings will be made available throughout the term via Blackboard. The student is responsible for reading these materials during the week they are posted.

### **Class Assignments**

1. **Introduction.** The first week, students will be asked to introduce themselves on the discussion boards or during our first class, share their eventual career goals relating to studies in Gerontology, and why they have chosen to take this class

2. **Participation/Discussion Board**

#### **In-class Students:**

- If you could participate in our in-class lectures and participate by asking or answering questions, you are **not** required to participate in online Discussion board and you will earn those participation points automatically.

#### **Online Students:**

- For online students, in order to earn your participation points, you will need to participate in online Discussion Board.

#### **Online Discussion Board Requirements:**

- You need to make 1 initial main post and 2 response posts in order to get full credit.
- For your response post, please write at least 3 completed graduate-student- level sentences.
- Please make your initial main post by 11:59 PM PST, Wednesday.
- Due: 04:30 PM PST, Friday.

3. **Current Issues Articles (DUE 02/18)** Students will be asked to incorporate information gleaned in class for a **one page** assignment posted by the instructors. More detail will be available on BlackBoard. Due date: **04:30 PM PST, Friday, February 18, 2022.**

4. **Interview Presentation (DUE 03/11):** Students will be providing a 4 minute interview with an Aging Services Professional.

#### **In-class Students:**

- If you can participate in our class and present your PowerPoint during the class, you only need to submit your PowerPoint file on BlackBoard, under "Assignments" tab. Due date: **04:30 PM PST, Friday, March 11, 2022.**

#### **Online Students:**

- For online students, you will need to create a short video of you giving a presentation of what you learned from the person you interviewed (4 minutes). The video must clearly show you presenting your PowerPoint slides. (Your physical presence in the video is required!!! If you don't know how to create such a video, please check the instruction below!) And submit your video LINK (link only, not the video) on Blackboard, under "Assignments" tab. Due date: **04:30 PM PST, Friday, March 11, 2022**

5. **Final Paper and Final Presentation (DUE 04/22:** Each student will be writing a 3-5 pages paper on any of the trends we've talked about in this class or come up one of your owns in senior housing. Double spaced. And Students will be doing a 4 minute presentation on Key Finding in their final papers.

**In-class Students:**

- If you can participate in our last class and present your PowerPoint during the class, you only need to submit your PowerPoint file on BlackBoard, under "Assignments" tab. Due date: **04:30 PM PST, Friday, April 29, 2022.**

**Online Students:**

- For online students, you will need to create a short video of you giving a presentation of your Final Paper. The video must clearly show you presenting your PowerPoint slides. (Your physical presence in the video is required!!! If you don't know how to create such a video, please check the instruction below!) And submit your video LINK (link only, not the video) on Blackboard, under "Assignments" tab. Due date: **04:30 PM PST, Friday, April 29, 2022**

**Instruction on how to create a presentation video:** (Using Zoom, you can use other methods, of course.)

Method: Zoom

- host a Zoom meeting by yourself; (it doesn't matter whether you have other participants)
- share your screen with your PPT;
- click the "record" button and then present your PowerPoint; (Tip: select the option to save your video in the cloud, not your local computer)
- end your Zoom meeting after your presentation;
- go to Zoom website, log in your Zoom account and find that video file you just recorded;
- copy the shareable link and submit it on BlackBoard; (note: remember to check whether the video requires a password to watch, if it does, remove the password)

**Note:** Details of all assignments, including grading criteria, will be posted on Blackboard for this class. In class, instructors may clarify expectations during the semester as well. Anticipated due dates are listed in the class schedule grid in this Syllabus but may be altered when official assignment instructions are posted on Blackboard.

## Grading Breakdown

Assignments	Points	% of Grade
Class Participation	15	15
Current Issues Article	25	25
Interview Industry Leader/Presentation	25	25
Final Paper	25	25
Fianl Presentation	10	10
<b>TOTAL</b>	<b>100</b>	<b>100</b>

## Grading Scale

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	59.99 and below

## Assignment Submission Policy

**This is really important: Submit your work on time!** The course instructors will be very clear on when your work/projects need to be submitted, and the dates and times will be put on blackboard. If work is submitted late, the following will occur:

1. Late, but by less than 24 hours: 2 points downgrade
2. 24 to 48 hours late: 5 points downgrade
3. Over 48 hours late: 10 points downgrade

## Academic Independence

This is a graduate level course in a program geared towards preparing students to become capable and competent managers in an aging service organization. Managers are expected to take an initial amount of information and extrapolate what actions and decisions are necessary to succeed in a situation. As such, the course instructors expect students to be able to interpret assignments and expectations without excessive clarification by the instructors, track and meet deadlines without reminders, produce written materials that are well-written, and engage with the instructors, fellow students, and content of this course in a thoughtful and considered manner.

If a personal crisis arises during the term, students are expected to communicate clearly and timely around such matters so that appropriate accommodations can be made ahead of time, rather than after the fact.

The instructors may or may not make extra credit opportunities available to students for this course; it is important that students responsibly engage this course from the beginning of the term through its conclusion.

In short, the instructors expect students to approach this course with the same degree of independent responsibility as an entry-level professional job.

### **Grade Appeals and Disputed Grades**

As stated in the Academic Policies section of the University Catalogue, — A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures (CAPP) on a Faculty Request for a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.

### **Incompletes**

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the instructor about receiving a grade of Incomplete (IN) for the semester.

The Registrar's recommended definition of emergency "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

### **Student Course Evaluations**

Gerontology conducts mid-semester evaluations during the fall and spring semester. These are very helpful to us and we appreciate your participation. You should also feel free to e-mail us at any time with your feedback regarding the course.

Learning Experience Evaluations will be conducted at the end of the semester. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

### **Attendance/Excused Absence Policy Policy**

#### **Excused Absences**

We believe that attendance, participation, and timely completion of assignments are an important part of the learning experience. However, students may experience illness, travel due to participation in university activities (athletics, band, competitions, etc.), or may need to miss class due to religious observances or personal emergencies. Please communicate with us when this happens. If you are experiencing a serious illness or are dealing with a complex issue, you can contact USC's Campus Support & Intervention office for assistance - Tutor Campus Center, TCC Suite 421, telephone: [213-740-0411](tel:213-740-0411), email: [uscsupport@usc.edu](mailto:uscsupport@usc.edu).

### **Religious Accommodations**

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance. For more information, please visit the Office of Religious Life for the full policy: <https://orsl.usc.edu/life/calendar/absences/>

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 am – 4:30 pm, Monday through Friday. Website for DSP: <http://dsp.usc.edu> and contact information: (213) 740-0776 (Phone), (213) 740-8216 (FAX), [ability@usc.edu](mailto:ability@usc.edu) (Email).

### **EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

### **STATEMENT OF DIVERSITY & INCLUSION**

The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university.

Diversity at USC: Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

## Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Notes	Instructor/Guest Lecturer
<b>Week 1</b> 01/14	Intro, Overview, Syllabus Review	Overview of the senior Housing space	
<b>Week 2</b> 01/21	Government	Role of the government in senior housing	
<b>Week 3</b> 01/28	Low income options for seniors	Middle and Low income solutions for senior housing	
<b>Week 4</b> 02/04	Path to Profitability- No margin no mission	For profit or NGO, you must have positive cash flow and a viable business model	
<b>Week 5</b> 02/11	Aging and Wellness	Living longer and living better	
<b>Week 6</b> 02/18	The service packages	Best Practices	<b>First Paper due</b>
<b>Week 7</b> 02/25	Development of senior housing/Design of Senior Housing	Important milestones in the development of an asset	
<b>Week 8</b> 03/04	<b>Tour of the Variel</b>		
<b>Week 9</b> 03/11		Presentations	<b>Midterm Presentation</b>
<b>Week 10</b> 3/18		Spring break	
<b>Week 11</b> 03/25	Leaders in senior Living	Roundtable in class with leaders from different products	Guest Speakers
<b>Week 12</b> 04/01	Tech	We identify issues and discuss solutions	<b>K4, Gillie AI Vayyar</b>
<b>Week 13</b> 04/08	Future of Senior Housing	Post COVID	
<b>Week 14</b> 04/15	<b>Non Senior Housing Careers</b>		
<b>Week 15</b> 04/22	International Senior Housing	Guest Speakers from overseas	<b>Final Paper Due</b>
<b>04/29</b>	<b>Student Presentations</b>		



## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355 (WELL), press “0” after hours – 24/7 on call

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)* - (213) 740-5086 | Title IX – (213) 821-8298  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs* - (213) 740-0776  
[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention* - (213) 821-4710  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.