

I. COURSE DESCRIPTION:

In this course, we will discuss the factors that influence “quality” of life for the aged population. Since people are living longer, the quality of life as they age becomes more important. Most of our population will have many more leisure years out of the workforce than ever before and the use of recreational time assumes new importance. With a longer life expectancy, such factors as health, housing, transportation, finances, family and community support systems become important issues. We will examine these factors and others throughout this course.

II. LEARNING OUTCOMES

Upon successful completion of this course, the student will:

1. explain terms and concepts related to aging.
2. review demographic information related to the aged.
3. identify the factors that influence the quality of life for the aged in our society: family support systems, work, retirement, finances, leisure, housing, health, loss, end of life experiences.
4. increase their understanding of the way in which these factors influence the aging process and quality of life for the aging person.
5. examine the interplay among these factors.
6. identify and dispel the myths and stereotypes of aging.
7. discuss the issues of victimization of the aged and substance abuse in the aged.

III. TOPICS:

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| 1. Terms and Concepts in Gerontology | 6. Health |
| 2. Family Support Systems and Interrelationships | 7. Adaptation to Loss, End of Life Experiences |
| 3. Work, Retirement and Finances | 8. Victimization of the Aged |
| 4. Leisure | 9. Drugs and the Aged |
| 5. Housing | |

IV. LEARNING ACTIVITIES:

1. Introduction to Aging

- a) Review the definition of the terms gerontology, aging, young elderly, middle elderly and older elderly.
- b) Review the current demographic statistics related to the aged.
- c) Discuss several of the current theories on aging.
- d) Decide what you would consider “quality” of aging for a family member or for yourself.
- e) List the factors which influence “quality” of life and aging.
- f) Discuss the term “stereotype” as it is used in reference to aging.

Resources

- Read Text: Chapters 1-4
- Complete Unit 1 in Study Notes
- Answer review questions
- Write definitions for key words listed in Study Notes
- Complete learning activities #1a and #1b
- visit www.StatisticsCanada for demographics

2. Family

- a) Review the statistics related to the aging family unit.
- b) Briefly discuss the theories of Maslow and Erickson.
- c) Discuss the normal changes in a person's roles that occur with aging.
- d) Discuss the normal changes in family relationships that occur with aging.
- e) Examine the family unit as a social support structure for its aging members.
- f) Examine the family unit as a source of financial support and a provider of health care and home support services for its aged members.
- g) Discuss the family's role in assisting the aged individual to maintain his/her independence.
- h) Discuss the impact that family support systems and their availability have upon the other needs of the aged.
- i) Describe the difference between formal/informal support systems.

Required Resources

- Read Text: Chapter 13
- Complete the self-evaluation quiz in Unit II Study Notes.
- Read Unit II Study Notes
- Complete learning activities 2A and 2B and be prepared to discuss them during the class.
- Answer the review questions in the Study Notes.
- Write in the definitions for the key words listed in Unit II.

3. Work, Retirement and Finances

- a) Examine the significance of work in our society.
- b) Discuss the evolution of the concept of retirement.
- c) Examine the meaning of retirement for different people.
- d) Discuss the new attitude towards retirement.
- e) Discuss the financial implications of retirement.
- f) Review the government pension plan system.
- g) Briefly discuss sources of income during retirement.
- h) Discuss the value of retirement planning.

Required Resources

- Read Text: Chapters 9 and 10
- Complete the self-evaluation quiz for Unit 3 in the Study Notes.
- Read Unit 3.
- Complete learning activities 4, 5 and 6 and be prepared to discuss your answers in class.
- Complete Assignment 1 and submit to teacher.
- Answer review questions in the Study Notes.
- Write in the definitions for the key words listed in Unit 3 in the Study Notes.

4. Leisure

- a) Examine the meaning of leisure to the seniors of today.
- b) Discuss the changing attitudes toward leisure time.
- c) Examine the factors which influence the way in which a person spends their leisure time.
- d) Identify the leisure time options available to seniors in this community.

Required Resources

- Read Text: Chapter 12
- Complete the self-evaluation quiz for Unit 4 in the Study Notes.
- Read the following pages of Unit 4 and read the booklet, "Take It Easy...Fitness for the Older Canadian".
- Complete the learning activities 4A, 4B, 4C, 4D and 4E and be prepared to discuss them during the class
- Answer the review questions in Unit 4.
- Write in the definitions for the key words listed in Unit 4.

5. Housing

- a) List the various types of non-institutional housing available to the aging population.
- b) Examine the factors which influence a person's choice of housing.
- c) Examine the factors which lead a person to chose an institutional or long-term care setting.
- d) Discuss the various types of institutional or long-term care facilities that are available to the aging population.

Required Resources

- Read Text: Chapter 11
- Complete the self-evaluation quiz in Unit 5 of Study Notes.
- Read the following pages of Unit 5.
- Complete the learning activity 5A and discuss at class.
- Answer the review questions in Unit 5.
- Write in the definitions for the key words listed in Unit 5 of the Study Notes.

6. Health

- a) Review information on the health status of people age 60 and over.
- b) List the common health problems or conditions of seniors.
- c) Discuss the difficulties with activities of daily living that are experienced by seniors with health problems.
- d) List the people and/or services available to help seniors who are experiencing health problems meet their needs.
- e) Discuss the effects of institutionalization on the older person.
- f) Describe some of the changes that are taking place in the Health Care System.

Required Resources

- Read Text: Chapter 8
- Complete the self-evaluation quiz in Unit 6.
- Read the following pages of Unit 6.
- Complete Assignment #2 and submit it to the teacher for grading.
- Complete the review questions at the end of Unit 6.
- Write in the definitions for the key words listed in Unit 6.

7. Adaptation to Loss

- a) Briefly discuss areas of loss for the aged population.
- b) Examine the impact of the death of a spouse and end of life experiences.
- c) Examine the impact of the death of other family members and close friends.
- d) List the stages of death and dying as outlined by Kubler-Ross.
- e) Discuss the grieving process.
- f) Discuss the ways that people adapt.
- g) Discuss spirituality in the aged population.
- h) Discuss social isolation.
- i) Discuss life satisfaction.

Required Resources

- Read Text: Chapter 14
- Complete the self-evaluation quiz.
- Read the following pages of Unit 7.
- Complete learning activity 7A and be prepared to discuss it in class.
- Answer the review questions.
- Write in the definitions for the key words listed in Unit 7 in the Study Notes.

8. Victimization of the Aged

- a) List the types of victimization that the aged person may encounter.
- b) Define the types of abuse that may occur to the aged.
- c) Describe the settings of abusive behaviour.
- d) Describe the abusive person.
- e) Discuss actions on the part of the client and the community that can reduce the incidence of victimization of all kinds.
- f) Discuss support systems for elderly people and their families who may be at high risk for abuse.

Required Resources

- Read Text: Chapter 13
- Complete the self-evaluation quiz.
- Read the following pages of Unit 8.
- Answer the review questions.
- Write in the definitions for the key words listed in Unit 8 in the Study Notes.

9. Drugs and the Aged

- a) Discuss the use of prescription drugs by the aged.
- b) Discuss the use of over-the-counter drugs by the aged.
- c) Discuss non-compliance in the use of prescription drugs.
- d) Discuss the use of recreational drugs by the aged.
- e) Discuss substance abuse of drugs in the aged population.

Required Resources

- Complete the self-evaluation quiz.
- Read Unit 9.
- Answer the review questions.
- Write in the definitions for key words listed in Unit 9 in the Study Notes.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Novak, M. (2001). *Aging and society: A Canadian perspective*. (4th ed.). Scarborough: Nelson.

McClelland, N. (1996). *Introduction to gerontology: Quality of life and aging*. Sault College.

VI. EVALUATION PROCESS/GRADING SYSTEM:

A variety of assignments as well as attendance will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed with the teacher within the first two weeks of class. Specific evaluation methods may differ depending on how the course is delivered.

- Written assignments
- Weekly/biweekly tests and mid-term and final tests.
- See teacher in week 2 for grading system.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.