

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

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**COURSE TITLE:** CROSS CULTURAL AGING

**CODE NO.:** WWA 220

**SEMESTER:** 4

**PROGRAM:** COMMUNITY GERONTOLOGY

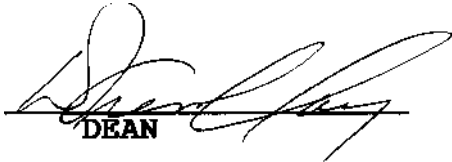
**AUTHOR:** NANCY MCCLELLAND


**DATE:** SEPT/95

**PREVIOUS OUTLINE DATED:**

N/A

**APPROVED:**

  
DEAN

 <sup>cP9/f^</sup>  
y DATE:

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**TOTAL CREDITS: 3**

**PREREQUISITE(S): N/A**

**I. PHILOSOPHY/GOALS;**

This course introduces the student to current data, research and information about aging Canadians with a variety of ethnic roots and cultural histories. A variety of cultural issues such as religion, perceptions of authority, education and health care are examined with emphasis on their effect on aging. Effective approaches to be used when working with other adults from various cultural backgrounds will be discussed.

**II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):**

Upon successful completion of this course the student will:

1. identify the changing demographics of Canadian elderly related to language and immigration.
2. discuss special needs of rural and urban elderly in Ontario.
3. examine current Ontario policies related to multiculturalism.
4. observe, identify and explain traditions and values of a number of cultural groups.
5. discuss issues related to health care services for ethnic elderly.
6. apply a variety of techniques and approaches to be used when working with ethnic elderly.

**III. TOPICS TO BE COVERED: Approximate Time Frames (Optional)**

1. The People of Canada
  - a) Aboriginal
  - b) European
2. Multiculturalism in Ontario
3. Culture & Society
4. Cultural Values and Traditions
5. Rural & Urban Residents in Ontario
6. Cultural Aspects of Caring
7. Communication
8. Multicultural Policies

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**IV. LEARNING ACTIVITIES/REQUIRED RESOURCES;**

**Topic/Unit** - The People of Canada

**Learning Activities;**

In this section we have a short history lesson which briefly highlights:

1. the origins of the Aboriginal People in Canada.
2. the discovery of Canada by Europeans and the subsequent settling of the colony.
3. some of the immigration patterns in Canada during the 19th and 20th centuries.

**Resources;**

n/a

**Topic/Unit** - Multiculturalism in Ontario

**Learning Activities;**

In this section of the course you will:

1. review the population statistics for language of elderly in Canada and Ontario.
2. examine the multicultural policies of the Ontario government.
3. describe chronological, social, biological and emotional age.
4. consider the impact of life experience on attitudes and beliefs in elderly persons.

**Resources;**

na/

**Topic/Unit** - Culture & Society

**Learning Activities;**

In this section we have a short sociology lesson which will help you to:

1. define culture.
2. examine the impact of culture in family, education, religion, perceptions of authority, time and health care.
3. describe your own cultural values.

**Resources;**

na/

**IV. LEARNING ACTIVITIES/REQUIRED RESOURCES Continued . . .**

**Topic/Unit** - Cultural Values & Traditions

**Learning Activities:**

1. Examine some of the values and traditions demonstrated by Canadians from the following cultural groups:
  - a) English
  - b) French
  - c) Native
  - d) Italian
  - e) Finnish
  - f) Ukrainian
  - g) Chinese

**Resources:**

na/

**Topic/Unit** - Rural & Urban Residents in Ontario

**Learning Activities:**

In this unit you will:

1. review the ten topics covered in the report, "Elderly Residents in Ontario: Urban-Rural Differences".
2. describe the characteristics of typical rural residents in Ontario.

**Resources:**

na/

**Topic/Unit** - Cultural Aspects of Caring

**Learning Activities:**

In this unit you will:

1. consider the effect of cultural sensitivity and ethnocentrism when working with the aged.
2. become aware of a study by the Ontario Advisory Council on Senior Citizens Multiculturalism and Aging.
3. explore some attitudes and values related to health, disease and folk medicine.

**Resources:**

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**IV. LEARNING ACTIVITIES/REQUIRED RESOURCES Continued . . .**

**Topic/Unit** - Communication

**Learning Activities:**

1. review characteristics of a helping relationship.
2. review factors which influence verbal and nonverbal communication with ethnic elderly.

**Resources:**

na/

**Topic/Unit** - Multicultural Policies

**Learning Activities;**

In this unit you will:

1. discuss six guidelines for health and human service providers when working with people from ethnic minority groups.
2. consider ways in which your agency or organization does or could demonstrate cultural sensitivity toward minority groups.

**Resources:**

na/

**V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC. )**

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

**Assignments;**

An assignment package is included separately and is green in colour. Please complete these according to the schedule.

Short assignments, 2-3 pages, may be faxed but longer ones should be mailed to the instructor.

**Evaluation;**

Assignment 1 (a)	10%
Assignment 1 (b)	10%
Assignment 2	40%
Assignment 3	40%

100%

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**VI. PRIOR LEARNING ASSESSMENT:**

n/a

**VII. REQUIRED STUDENT RESOURCES:**

Culture & Aging Student Manual

**VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY;**

Books:

Refugees from Southwest Asia: Their Background, Ontario Ministry of Culture & Recreation

Elderly Residents in Ontario: Urban & Rural Differences, Ministry of Community and Social Services.

Booklets:

Cultural Resources, Ministry of Citizenship & Culture, 1986

Multicultural Information, November, 1985

Aging in a Multicultural Canada - A Graphic Overview by Policy, Analysis & Research Directorate, Multiculturalism Secretary of State, February, 1988

Aging Together - An Exploration of Attitudes Towards Aging in Multicultural Ontario by Ontario Advisory Council on Senior Citizens, 1988-89

Aboriginal Cultures of Ontario - A Summary of Definitions and Proposals to Preserve their Cultural Heritage Made by the Native People of Ontario by the Ministry of Citizenship & Culture (Paul Driben), 1987

Materials & Services for ESL Teachers and Others Working with Newcomers, Citizenship & Culture, 1987

Intercultural Communication Training, Ministry of Citizenship, 1989

Native Community Branch, Native Communities & Organizations in Ontario Directory, Ministry of Citizenship, 1993

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**VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY**  
**Continued . . .**

Reports

Ethnicity & Aging Report, National Workshop on Ethnicity & Aging, February, 1988

Outreach for Understanding - A Report on Intercultural Seminars by Dr. G. Bancroft, Ministry of Culture & Recreation, 1973-75

Pamphlets

The Things We Share, by Citizenship & Culture, 1987

Ontario Policy on Multiculturalism, 1988

Multiculturalism & Citizenship

Videotapes

Ethnic & Minority Groups in Canada

**IX. SPECIAL NOTES;**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

**X. COURSE ANALYSIS SHEET (see attached)**