

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: GERONTOLOGICAL ISSUES I

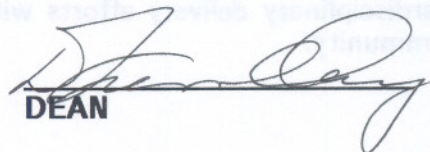
CODE NO.: GER 122 **SEMESTER:** 2

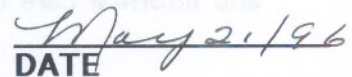
PROGRAM: COMMUNITY GERONTOLOGY

AUTHOR: NANCY MCCLELLAND

DATE: SEPT/96 **PREVIOUS OUTLINE DATED:** SEPT/95

APPROVED:


DEAN


DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NONE

LENGTH OF COURSE: 3 HOURS/WEEK

TOTAL CREDIT HOURS: 45 HOURS



GERONTOLOGICAL ISSUES

GER 122

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I. COURSE DESCRIPTION:

This course introduces the student to issues in Gerontology. Current thought, present policies and future trends in the field of Gerontology will be reviewed. Contemporary issues, pre-post retirement planning, independent living, long standing care giving, effects on the care giver, and care provider, quality of life issues, spirituality, advocacy will be discussed. focus will be on the impact of legislative changes, demographic patterns, practice concepts and the expanding role of the Gerontological Worker in a wide variety of settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. identify, discuss and present current issues and trends in the field of gerontology eg: independent living, pre-post retirement planning, effects of long standing care giving and receiving.
2. search and utilize information on present Canadian policies, legislative changes that impacts on the quality of life for older adults eg: Advocacy Act, Substitute Decision-making, Seniors Bill of Rights, Human Rights, etc.
3. discuss and explore practice concepts for the worker in the field of gerontology, considering knowledge base, discipline and speciality, limits and liability.
4. explore the need for collaborative interdisciplinary delivery efforts within formal and informal care networks in the community.

III. TOPICS:

1. Current Issues/Trends in Gerontology, for example:
 - a) independent living
 - b) pre-retirement planning
 - c) post-retirement planning
 - d) effects of long standing care giving/receiving
2. legislation and policy that impacts on older adults' quality of life, for example:
 - a) Advocacy Act
 - b) Substitute Decision-maker
 - c) Human Rights
 - d) Mental Health
3. Practice Concepts for Workers in the Field of Gerontology
4. Collaborative Interdisciplinary Delivery Efforts
5. Formal/Informal Care Networks in the Community

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GER 122

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IV. LEARNING ACTIVITIES/REQUIRED RESOURCES/TEXTS/MATERIALS:

Topic/Unit 1 - Issues and Trends

Learning Activities:

1. Review terms and concepts used in Gerontology
 - a) trends
 - b) events
 - c) issues
 - d) ageism
 - e) seniors demographics
 - f) quality of life and aging
2. Discuss strategies to dispel myths and stereotypes of aging
3. Identify current issues and trends in the field of Gerontology
 - a) independent living (housing) vs. institutionalization
 - b) pre-retirement planning (leisure)
 - c) post-retirement planning (finances)
 - d) effects of long standing care giving/receiving (bio-psycho-social)
 - e) respite care/special needs programmes/placement co-ordination services
 - f) organizing community resources for older adults (community)
 - g) grey power (politics)
 - h) fixed incomes, changes to pensions
 - i) internet and gerontology data banks
 - j) multidisciplinary needs of the elderly
 - k) substance abuse
 - l) elder abuse
 - m) impact of family support systems
4. Explore an issues/trend in gerontology
 - a) research the topic
 - b) prepare issue for presentation
 - c) deliver presentation
5. Research and use information on Canadian Policy and Legislation which directly impacts on the older adult.
 - a) Advocacy Act
 - b) Substitute Decision-Maker/Power of Attorney
 - c) Seniors' Bill of Rights
 - d) Human Rights
 - e) Mental Health Act
 - f) Canada Health Act
 - g) other

COURSE NAME

CODE NO.

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

Topic/Unit 1 - Issues and Trends Continued . . .

Learning Activities:

6. Examine the concept of Community Gerontology Worker under the headings of knowledge, skill and attitudes.
7. Identify skills sets needed to work effectively in Gerontology.
8. Compare and contrast the working environments of various workers in the field of Gerontology.
9. Give examples of how the Community Gerontology Worker would use a multidisciplinary team approach to provide/deliver services for an older adult.
10. Review the concept of networking.
11. Identify informal and formal networks used to provide a service.
12. Examine and discuss both formal and informal networks available in communities to provide care/service for older adults.

Resources:

Read notes from Intro to Gerontology

Aging & Society: A Canadian Perspective, 2nd ed., by Mark Novaks, Nelson Canada Publishing Co., Scarborough, Ontario

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Required Student Resources:

Aging & Society: A Canadian Perspective, 2nd ed., by Mark Novaks, Nelson Canada Publishing Co., Scarborough, Ontario

Quality of Life & Aging Manual by Nancy McClelland, Sault College Campus Shop

Additional Resource Materials Available in the College Library:

Book Section (title, publisher, edition, date, library call number if applicable)

National Advisory Council on Aging, 1984.

Periodical Section (magazines, articles)

Audiovisual Section (films, filmstrips, transparencies)

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V. EVALUATION PROCESS/GRADING SYSTEM:

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

VI. SPECIAL NOTES:

1. Special Needs

If you are a student with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

2. 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.

3. Disclaimer for Meeting the Needs of the Learners

4. Substitute Course Information is available at the Registrar's Office.

5. Any Other Special Notes appropriate to your course.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

not available at this time