

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Introduction to Gerontology – Quality of Life and Aging
CODE NO. : GER126 **SEMESTER:** 1
PROGRAM: Various
AUTHOR: Nancy McClelland
DATE: Aug/01 **PREVIOUS OUTLINE DATED:** Sept/00
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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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.
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:

- | | |
|--|------------------------------|
| 1. Terms and Concepts in Gerontology | 6. Health |
| 2. Family Support Systems and Interrelationships | 7. Adaptation to Loss |
| 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, younger, 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.

Required Resources

- Read Text: Chapters 1-7
- Complete Unit 1 in Study Guide
- Answer review questions
- Write definitions for key words listed in Study Guide
- Complete learning activities #1a and #1b

IV. LEARNING ACTIVITIES:

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.

Required Resources

- Read Text: Chapter 13
- Complete the self-evaluation quiz in Unit II Study Guide.
- Read Unit II
- Complete learning activities 2 and 3 and be prepared to discuss them during the class/conference.
- Answer the review questions in the Study Guide.
- 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 Guide.
- Read Unit 3.
- Complete learning activities 4, 5 and 6 and be prepared to discuss your answers at a class/conference.
- Complete Assignment 1 and submit to teacher.
- Answer review questions in the Study Guide.
- Write in the definitions for the key words listed in Unit 3 in the Study Guide.

IV. LEARNING ACTIVITIES:

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.

Required Resources

- Read Text: Chapter 12
- Complete the self-evaluation quiz for Unit 4 in the Study Guide.
- Read the following pages of Unit 4 and read the booklet, "Take It Easy...Fitness for the Older Canadian".
- Complete the learning activities 7,8,9 and 10 and be prepared to discuss them during the class/conference
- 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 Guide.
- Read the following pages of Unit 5.
- Complete the learning activity 11 and discuss at class/conference.
- Answer the review questions in Unit 5.
- Write in the definitions for the key words listed in Unit 5 of the Study Guide.

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.

IV. LEARNING ACTIVITIES:

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.
- 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 #12(a) and be prepared to discuss it during the class/conference.
- Answer the review questions.
- Write in the definitions for the key words listed in Unit 7 in the Study Guide.

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 Guide.

IV. LEARNING ACTIVITIES:

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 Guide.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Study Guide: Introduction to gerontology: Quality of life and aging. (1996). Sault College.
(Available in the Campus Shop.)

Reference Only:

Novak, M. (1997). Aging and society: A Canadian perspective. (3rd ed.). Scarborough: Nelson.

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.

- 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 postsecondary 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
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. 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. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary 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.

VI. SPECIAL NOTES:

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.

VII. 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.

VIII. 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.

**∴ COURSE SCHEDULE
FOR DELIVERY BY DISTANCE EDUCATION**

Week	Topic of Conference	Assignments	Text Readings/ Chapter
1	Introduction to instructor, students, program and course	Bring your learning package.	
2	Unit 1 - Introduction to Aging – Terms and Concepts	Learning Activities 1a, 1b	1
3	Unit 2 – Family	Learning Activities 2a, 2b	13
4	Unit 3 – Work, Retirement and Finances	Learning Activities 3a, 3b, 3c, 3d	9,10
5	Unit 3 – Work Retirement and Finances	Guest(s) Assignment 1	
6	Unit 4 – Leisure	Learning Activities 4a, 4b, 4c, 4d, 4e	12
7	Unit 5 – Alternate Living Arrangements	Learning Activity 5a	11
8	Unit 5 – Alternative Living Arrangements		
9	Unit 6 – Health Care		5,6,7,8
10	Unit 6 – Health Care	Assignment 2	
11	Unit 7 – Adaptation to Loss	Learning Activity 7a	14
12	Unit 7 – Adaptation to Loss		14
13	Unit 8 – Victimization of the Aged	Learning Activity 8a	13
14	Unit 9 – Substance Abuse in the Aged		9
15	Review and Final Test		

∴ *The course schedule may differ depending on how the course is delivered.*