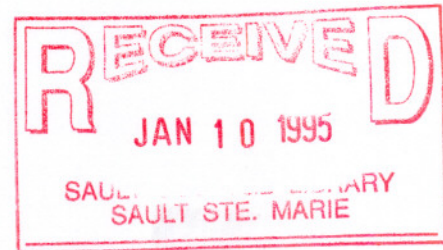DOC. #791

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: GERONTOLOGICAL ISSUES
_____

CODE NO.:   GER 122   SEMESTER: 2
_____

PROGRAM: COMMUNITY GERONTOLOGY
_____

AUTHOR: NANCY MCCLELLAND
_____

DATE: JAN/95   PREVIOUS OUTLINE DATED: N/A
_____

APPROVED: _____   _____
                DEAN   DATE

TOTAL CREDITS _____

PREREQUISITE(S):

_____

I. <u>PHILOSOPHY/GOALS</u>:

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. <u>STUDENT</u> <u>PERFORMANCE</u> <u>OBJECTIVES</u> <u>(OUTCOMES)</u>:

Upon successful completion of this course the student will:

1. identify 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. research 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. <u>TOPICS</u> <u>TO</u> <u>BE</u> <u>COVERED</u>: Approximate Timeframes (Optional)

1. Current Issues/Trends in Gerontology

   a) independent living
   b) pre-retirement planning
   c) post-retirement planning
   d) effects of long standing care giving/receiving

GERONTOLOGICAL ISSUES   GER 122
_____   _____
                COURSE NAME   CODE NO.

III. TOPICS TO BE COVERED Continued . . . Approximate Timeframes
     (Optional)

      2. Research and use information on Canadian policy and
         legislation

         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

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:

    Topic/Unit - Issues and Trends

    Learning Activities:

      1. Review terms used in Gerontology
         a) ageism
         b) seniors demographics
         c) 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

GERONTOLOGICAL ISSUES   GER 122
_____   _____
COURSE NAME   CODE NO.

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES Continued . . .

Topic/Unit - Issues and Trends Continued . . .

Learning Activities:

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

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
==

GERONTOLOGICAL ISSUES	GER 122
COURSE NAME	CODE NO.

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

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. 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

VII. 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

VIII. 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)

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)

not available at this time.