

I. COURSE DESCRIPTION:

This issues course will deal with the most current topics addressed in long term care reform, the advocacy act, consent to treatment, euthanasia, living wills, suicide, the political economy and public sector social services targeted at seniors. Students will become aware of the extent to which political activity by seniors plays a role in preserving the Canadian Welfare. Contributions by North American gerontologists will be highlighted.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. review topics addressed to date in gerontological issues and trends and qualify the level of knowledge and familiarity and comfort with each topic.
2. research and develop papers/presentations on relevant gerontological issues and trends needed for work in this field, for example:
 - a) changes in health care, the impact on caregivers and older adults
 - b) active/passive euthanasia
 - c) suicide in older adults
 - d) substance abuse
3. identify significant contributions made by past and present pioneers in the field of gerontology. (Canadian and American)
4. examine current pieces of legislation that impacts on older adults as well as gerontology workers, for example:
 - a) Living Wills
 - b) Advocacy, Consent to Treatment
 - c) Health Consent Act
5. identify and examine political strategies and activities that target older adults and/or services that older adults require to enhance the welfare of all aging Canadians.
6. develop a compendium of resources of services to meet the needs of aging Canadians in your area, considering existing services, developing or desired services.

III. TOPICS:

1. Issues and trends covered to date
2. Contribution to field of gerontological issues.
 - Canadian and American Gerontologists

III. TOPICS:

3. Resource Compendium for Gerontology Workers
4. Current Issues and Trends to Study
 - a) Shelving Long Term Care Reform
 - b) Seniors' Political Activity
 - c) Legislative Issues, Advocacy, Living Wills, Consent to Treatment
 - d) Suicide and Intervention Strategies
 - e) Substance Abuse, Addictions
 - f) Ethical Issues: euthanasia, abuse
 - g) Other Burning Issues

IV. LEARNING ACTIVITIES:**Topic/Unit 1 - Review of Issues and Trends****Learning Activities:**

1. Brainstorm issues/trends covered to date in Semesters 1, 2 and 3
2. Determine level of knowledge regarding these topics.
3. Determine a list of issues/trends that students in the field of gerontology need to have researched, read and be well versed about.
4. Plan, organize and assemble a day to share compiled information on selected issues to date.

Resources:

Text, Chapter 1

GER122 Course Outline (Gerontological Issues I)

IV. LEARNING ACTIVITIES:**Topic/Unit 2 - Gerontologists and Their Contribution****Learning Activities:**

1. Identify contributions to the field of aging. Consider each gerontologist for:

- a) their focus of study
- b) value of their contributions to the field as a whole

Canadians

Victor Marshall
Ronald Bayne
Betty Havens
Cope Schwenger
Arthur Kraus
Blossom Wigdor
Allen Roadburg
Anne Martin Mathews
William Forbes
Michael Gordon
Ellen Ryan
Elizabeth Podnieks
Mark Novaks

Americans

James Birren
Robert Butler
Alex Comfort
Robert Havinghurst
Bernice Neugarten
Erdman Palmer
Eric Pfeiffer
Ethel Shonas
Robert Atchley
Richard Crandle

Topic/Unit 3 - Resourceful Gerontology Workers' Compendium**Learning Activities:**

1. Identify existing, developing and/or desired services to meet the needs of aging Canadians considering level of provider, service, issue and extent of service.

- a) level of provider
 - local level
 - regional level
 - provincial level
 - national level eg: C.A.G.
 - international level

IV. LEARNING ACTIVITIES:

Topic/Unit 3 - Resourceful Gerontology Workers' Compendium

Learning Activities:

- b) service
 - housing
 - safety and security
 - health services
 - image, ageism, myths, realities, research
 - finances
 - leisure/recreation
 - culture
 - policy/politics
 - self
 - self abuse
 - elder abuse
 - family support
 - social services
 - educational services
 - legal advice
 - special needs programs
 - professional organizations

- c) Develop a compendium of resources to assist you in your work in gerontology. Create it in such a way that you will be able to add to your network of contacts.

Resources:

n/a

Topic/Unit 4 - Current Issues & Trends: Politics, Policy & the Law

Learning Activities:

1. Identify current policy/legislation impacting on Long Term Care Reform:
 - a) What is happening now in LTC reform?
 - b) Discuss the impact of shelving/scrapping Long Term Care Reform on caregivers and care receivers in Ontario, Canada.

IV. LEARNING ACTIVITIES:**Topic/Unit 4 - Current Issues & Trends: Politics, Policy & the Law****Learning Activities:**

2. Identify current political strategies that impact on seniors, their services, equities and liabilities. Examples include:
 - a) Canada Health Act
 - b) Holding Federal transfer payments to the provinces.
 - c) Maintaining current Canadian health care standards.
 - d) Provincial Premier's meetings, 1995
 - e) National Forum on Health 1994-96
 - f) Changes to Canada Pension
 - g) International Year of Older Persons
3. Examine recent political activity by seniors that enhance the welfare of all aging Canadians.
 - a) National Advisory Council on Aging
 - b) Seniors Directorate
 - c) Office of Seniors Issues
 - Habitat Project
4. Examine current legislation, its impact on gerontology workers and their clients. Examples include:
 - Advocacy
 - Consent to Treatment
 - Living Wills
 - a) Discuss components of living wills, family member reactions to living wills.
 - b) Identify legal and ethical considerations of implementing a dying person's wishes.
5. Ethical Issues and Public Policy:
 - a) Identify one gerontological ethical issue and discuss its policy implications. eg: use and abuse of prescribed drugs paid for under the Ontario Health Plan.
 - b) Define active and passive euthanasia.
 - c) Examine societal, medical and legal attitudes toward active and passive euthanasia in regards to older adults.
6. Suicide in Older Adults
 - a) Review statistics on suicide in the older adult population.
 - b) identify risk factors contributing to the incidence of suicide of older adults.
 - c) List and discuss cues that help detect when an older adult is vulnerable to committing suicide.
 - d) Review appropriate interventions to take for these clients and relevant support systems that can assist to prevent or follow-up care.

IV. LEARNING ACTIVITIES:**Topic/Unit 4 - Current Issues & Trends: Politics, Policy & the Law****Learning Activities:****7. Substance Abuse/Addiction**

- a) Identify the term substance abuse/addictions (eg. gambling)
- b) Identify frequency and distribution of various types of substance abuse in older adults.
 - alcohol
 - barbiturates or hypnotics
 - other prescribed drugs
 - over-the-counter drugs
- c) Differentiate between substance dependence and abuse.
- d) Describe/explain various theories related to why people abuse alcohol.
- e) Discuss the impact of substance abuse on mental disorders of depression, paranoia, delirium.
- f) Identify cues that would indicate that a client is suffering from substance abuse and access community resources as needed.
- g) Demonstrate ability to support family members of substance abuses.
 - counselling skills
 - appropriate referrals
 - community resources

8. Other Burning Issues**Resources:**

Text, Chapters 15, 16

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Outlines (GER 122 - Gerontological Issues I)

Novaks, M. (1997). Aging & Society: A Canadian Perspective. (3rd ed.). Scarborough, Ontario, Nelson Canada.

McClelland, N. Gerontological Issues II Study Guide. Sault College Bookstore.

Additional Resource Materials Available in the College Library:**Books**

Novaks, M. (1995). Aging & Society: A Canadian Reader. Nelson Canada.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:***Additional Resource Materials Available in the College Library:*****Booklets**

After the Door Has Been Opened - Mental Health Issues, Health & Welfare Canada, 1988

Guide for Selecting a Long Term Care Facility, The Council on Aging, Health & Welfare Canada, 1992

A Guide to the Act: Consent to Treatment, Ministry of Health, Queen's Printer, 1994

Elder Abuse - The Hidden Crime by Judith Wall, Advocacy Centre for the Elderly, 1994

A Shared Concern - Canadian Programs Addressing the 1992 Abuse of Seniors, Health & Welfare Canada

Aging & Independence, Health & Welfare Canada, 1993

Habitat - A National Seniors Housing Consultation by Canadian Seniors Network, 1989

Action Through Advocacy by Canadian Pensioners Concerned & Seniors Independence Program, Health Canada, 1994

Discover Choices - Collection of Issues by and for Seniors, Health & Welfare Canada, 1988

Periodical Section (magazines, articles)

Audiovisual Section (films, filmstrips, transparencies)

VI. EVALUATION PROCESS/GRADING SYSTEM:

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.

Module I**% of Mark**

Assignment #1	Tabletop Display	20%
	• presentation	
	• paper	

Module II

Assignment #2	a. Bio of Gerontologist Paper	10%
	b. Presentation: How Gerontologist influences my work.	10%

VI. EVALUATION PROCESS/GRADING SYSTEM:

<u>Module III</u>		<u>% of Mark</u>
Assignment #3	Resource Compendium	20%
<u>Module IV</u>		
Assignment #4	Paper & Presentation of Issues/Trends <ul style="list-style-type: none"> • Select topic and date to present by Week 2. • This allows time for literature searches and development of papers/presentations by Week 9. 	20%
<u>Final Exam</u>		20%

VI. SPECIAL NOTES:**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.

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.

Course Modification

The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

COURSE SCHEDULE

WEEK NUMBER	TOPICS	ASSIGNMENTS/READINGS
1	Introduction to students, course facilitator	Bring study guide, reference text, read welcome/introduction/course outline/assignments. Start Module 1 Choose topic for Assignment 1 in Section D
2	Module 1: Issues and Trends Section A: Definitions Section B: Formats Section C: Your Inventory	Learning Activity #1.1 Brainstorming Issues and Trends Sign up for topic to present in Issues 2 (see list in Module 4 Learning Outcomes).
3.	Module 1 Section D: Building Your Presentation Files	Table Top Presentations Assignment 1 Due
4	Module 2: Gerontologists and Their Contributions Overview of Pioneers	Read Module 2 Sign up to research a biography of a gerontologist and choose a date to present.
5	Module 3: Resource Compendium	Read Module 3 Start to compile material for resource compendium.
6	Module 2: Presentation of Gerontologists 1. _____ 2. _____ 3. _____ 4. _____	Assignment #2 Presenters' Names _____ _____ _____ _____

COURSE SCHEDULE

WEEK NUMBER	TOPICS	ASSIGNMENTS/READINGS
7	Module 2: Presentation of Gerontologists 1. _____ 2. _____ 3. _____ 4. _____	Assignment #2 Presenters' Names _____ _____ _____
8	Module 2: Presentation of Gerontologists 1. _____ 2. _____ 3. _____ 4. _____	Assignment #2 Presenters' Names _____ _____ _____
9	Introduction to Module 4: Issues and Trends	
10	Module 4: Issues and Trends Presentation 1. _____ 2. _____ 3. _____ 4. _____	Assignment #4 Presenters' Names _____ _____ _____
11	Module 4: Issues and Trends Presentation 1. _____ 2. _____ 3. _____ 4. _____	Assignment #4 Presenters' Names _____ _____ _____
12	Module 4: Issues and Trends Presentation 1. _____ 2. _____ 3. _____ 4. _____	Assignment #4 Presenters' Names _____ _____ _____

COURSE SCHEDULE

WEEK NUMBER	TOPICS	ASSIGNMENTS/READINGS
13	Module 4: Issues and Trends Presentation 1. _____ 2. _____ 3. _____ 4. _____	Assignment #4 Presenters' Names _____ _____ _____ _____
14	Sharing of Resource Compendiums Review	Resource Compendiums Due Assignment #3.1
15	Final Exam	