

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Cross Cultural Aging

Code No.: GER230 Semester: 4

Program: Community Gerontology

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Date: January, 1999 Previous Outline Date: 09/95

Approved: *Rose* *Jan 5/99*
 JH Dean Date

Total Credits: 3 Prerequisite(s): None
Length of Course: 15 Weeks Total Credit Hours: 45

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For additional information, please contact Donna Tremblay, School of Health and Human Services, (705) 759-2554, Ext. 690.

I. COURSE DESCRIPTION:

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. LEARNING 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:

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

IV. LEARNING ACTIVITIES:

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 of 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.

IV. LEARNING ACTIVITIES:

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.

Topic/Unit – Culture and 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.

Topic/Unit – Cultural Values and 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

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.

IV. LEARNING ACTIVITIES:

Topic/Unit – Communication

Learning Activities:

In this unit you will:

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

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.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Culture and Aging Student Manual

Early 1999, Gail Elliot's text should be available.

Additional Resource Materials Available in the College Library:

Books:

Refugees from southwest Asia; their Background, Ontario Ministry of Culture and Recreation

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

Booklets:

Cultural Resources, Ministry of Citizenship and Culture, 1986

Multicultural Information, November, 1985

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

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Booklets:

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 and Culture (Paul Driben), 1987

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

Intercultural Communication Training, Ministry of Citizenship, 1989

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

Reports:

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

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

Pamphlets:

The Things We Share, Ministry of Citizenship and Culture, 1987

Ontario Policy on Multiculturalism, 1988

Multiculturalism and Citizenship

Videotapes:

Ethnic and Minority Groups in Canada

VI. EVALUATION PROCESS/GRADING SYSTEM:

(Includes assignments, attendance requirements.)

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.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Assignments: in Study Guide that may be used. See instructor for alternates.

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%
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Total	100%

VII. 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.

VIII. PRIOR LEARNING ASSESSMENT:

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