COURSE OUTLINE: GER131 - INTRO TO GERONTOLOGY

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Course Code: Title	GER131: INTRODUCTION TO GERONTOLOGY
Program Number: Name	3041: GERONTOLOGY
Department:	DEAN, HEALTH & COMM. SERV.
Academic Year:	2024-2025
Course Description:	In this course students will discuss a variety of definitions and concepts related to aging from a variety of inter-professional perspectives. Because todays elders have a longer lifespan than ever before, such factors as health, housing, transportation, employment, finances, family and community support systems become important planning issues when working with older persons. These factors and others will be examined in this introductory course in gerontology.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**3041 - GERONTOLOGY** VLO 1 Comply with legislation and regulations governing professional practice within the Canadian health care system VLO 2 Apply an evidence based perspective to inform current interventions, senior care plan, navigate and advocate for senior care VLO 3 Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care VLO 4 Analyze the strengths and needs of seniors independently or with an inter-professional team to plan, implement and evaluate programs VLO 5 Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging VLO 6 Communicate effectively to promote person and family centered care and strengthen inter-professional collaborative practice VLO 7 Appraise the important role of the ``elder-advocate`` who works pro-actively as an individual or in inter-professional teams and the impact they have on elderly clients` healthy aging
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems.

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	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Other Course Evaluation & Assessment Requirements:	Late assignments will be penalized (10% per day late). There are no make up assignments and submission deadlines are strictly adhered to as they build upon one another in this course. If the student has extenuating circumstances, please advise the course instructor as soon as possible.
Books and Required Resources:	Aging as a Social Process: Canada and Beyond by Andrew V. Wister Publisher: Oxford University Press Edition: 7th edition ISBN: 9780199028429 Current scholarly articles as assigned

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Understand the complexity of aging as perceived over time.	1.1. Identify a variety of host factors that need to be considered when addressing the issues of normal aging. 1.2. Identify a variety of environmental factors that need to be considered when addressing the issues of normal aging. 1.3. Identify a variety of societal factors that need to be considered when addressing issues of normal aging. 1.4. Identify the myths commonly associated with normal aging. 1.5. Recognize the impact disease can have on individual aging. 1.6. Understand aging as a lifelong experience that is multifaceted and shaped by the context in which the individual lives. 1.7. Be familiar with various central theories of aging that aim to help us understand and explain the aging process. 1.8. Appreciate the ways in which social construction and historical factors have influenced our understanding of age, aging, and later life.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Identify the meaning of	2.1. Examine current demographic statistics and trends that

	aging from a global perspective.	identify aging populations across countries. 2.2. Examine the role that culture plays in the meanings associated with old age. 2.3. Explore how different countries are presently managing the extended lifespan issues when it comes to supporting older persons. 2.4. Discuss the importance of providing linguistically and culturally competent services for older adults. 2.5. Describe characteristics of the cultural groups of older adults in Canada. 2.6. Describe societal disparities that affect older adults of different cultural groups.
	Course Outcome 3	**Learning Objectives for Course Outcome 3**
	3. Demonstrate knowledge of the interrelationships of theory, research, and practice in understanding gerontology as a specialty field of study.	3.1. Effectively use literature databases to obtain evidence to support best practice approaches in dealing with older persons. 3.2. Provide examples of best practice models when it comes to providing services to older persons. 3.3. Consider the role of the specialist in aging and the services available through that specialty practice.
	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	4. Discuss the importance of using a multi/interdisciplinary team approach in assessing, planning, and implementing services with and/or for older persons.	4.1. Identify qualities that make for an effective gerontology team in different contexts. 4.2. Explore the important role of team communication for obtaining successful outcomes as a gerontology team. 4.3. Identify potential team conflict resolution strategies in a simulation exercise focused on elder case management situation.
	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	5. Demonstrate the ability to assess information about the field of gerontology from a variety of sources.	5.1. Demonstrate effective and efficient use of technology as a search tool for data collection. 5.2. Identify community resources whose focus is directed on elder services in the community. 5.3. Effectively interview an older person to gain insight as to gerontological resources in his community. 5.4. Explore on-line aging websites and assess them for credibility and accuracy of information. 5.5. Identify quality Internet cites that can be used to help you educate older persons and their caregivers.
	Course Outcome 6	**Learning Objectives for Course Outcome 6**
	6. Recognize how attitudes and beliefs about aging impact gerontology specialty	6.1. Identify through reflection personal beliefs about your own aging process. 6.2. Explore career opportunities for elder service delivery in a

	service providers.	variety of settings (nursing home, assisted care facility, retirement home, board and care homes, independent living homes and apartments, homes for the aged, shared housing, family-based settings, long-term-care facilities, retirement villages, cross-generation housing options, and other emerging models). 6.3. Explore the development of an entrepreneural model for providing a business service in the grey market for older adults. 6.4. Identify the importance of continuing education for elder care providers as the science of aging becomes better known. 6.5. Explore the variety of gerontological certification options available for those who desire to specialize in elder services.
	Course Outcome 7	**Learning Objectives for Course Outcome 7**
	7. Discuss those contemporary issues that impact gerontology policy, practice, research, education, and service delivery.	7.1. Discuss the implications of anti-aging advertising in Canadian society. 7.2. Explore employment trends and changes in traditional retirements among older workers. 7.3. Explore trends in public policy as it relates to aging baby boomers. 7.4. Identify differing levels of cost for society that are associated with increases in longevity. 7.5. Examine the social determinants of health and the aging population. 7.6. Consider the role of the grey lobby (grey panthers) and their influence on governmental policy. 7.7. Explore the cost-benefit ratio for supporting life extensions for the eldest in our older population. 7.8. Identify a contemporary issue of interest focused on older adults and write a reflection that debates both sides of that issue.
	Course Outcome 8	**Learning Objectives for Course Outcome 8**
	8. Explore potential future roles of artificial intelligence (AI)to improve the quality of life for older persons in society.	8.1. Define quality of life. 8.2. Identify tools to help in the measurement of quality of life. 8.3. Explore how artificial intelligence tools can ease the physical disparities brought on with aging. 8.4. Identify how tools of artificial intelligence can be used to meet the emotional needs of older patients. 8.5. Explain how artificial intelligence can be used to safely assist elders to age in place.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Discussion Questions	20%

	Learning Activities	20%
	Reflection assignments	20%
	Test # 1	20%
	Test # 2	20%

Date:	August 19, 2024
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.