

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: GERONTOLOGICAL ISSUES II

CODE NO.: GER 225

SEMESTER: 4

PROGRAM: COMMUNITY GERONTOLOGY

AUTHOR: NANCY MCCLELLAND

DATE: SEPT/96

PREVIOUS OUTLINE DATED: SEPT/95

APPROVED:

[Signature]
DEAN

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DATE

TOTAL CREDITS: 3

PREREQUISITE(S): GER 122

LENGTH OF COURSE: 3 HOURS/WEEK

TOTAL CREDIT HOURS: 45



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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 gerontologist 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.
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.

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III. TOPICS:

1. Contribution to field of gerontological issues.
- issues covered to date
2. Current Issues and Trends to Study
 - a) shelving Long Term Care Reform
 - b) Seniors' Political Activity
 - c) Advocacy Act/Consent to Treatment Update
 - d) Euthanasia, Living Wills
 - e) Suicide
 - f) Substance Abuse
 - g) Other Burning Issues
3. Resource Compendium for Gerontology Workers

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES/TEXTS/MATERIALS:

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

GER 122 Course Outline (Gerontological Issues I)

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES/TEXTS/MATERIALS Continued . . .

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

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Topic/Unit 3 - Current Issues & Trends: Politics, Policy & the Law

Learning Activities:

1. Long Term Care Reform
 - a) What now?
 - b) Discuss the impact of shelving/scrapping Long Term Care Reform on caregivers and care receivers in Ontario, Canada.

2. Identify current political strategies that impact on seniors, their services, equities and liabilities.
 - 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

IV. **LEARNING ACTIVITIES/REQUIRED RESOURCES/TEXTS/MATERIALS** Continued . . .

Topic/Unit 3 - Current Issues & Trends: Politics, Policy & the Law continued . . .

Learning Activities:

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 on the Advocacy Act enacted in April, 1995, its impact on gerontology workers and their clients.
5. Consent to treatment. Re-examine the Act and the need for seniors to fully understand all parameters of consenting to treatment.
6. Define active and passive euthanasia.
7. Examine societal, medical and legal attitudes toward active and passive euthanasia in regards to older adults.
8. Discuss components of living wills.
9. Examine possible reactions of family members to living wills.
10. Identify legal and ethical considerations of implementing a dying person's wishes.
11. Review statistics on suicide in the older adult population.
12. Identify risk factors contributing to the incidence of suicide of older adults.
13. List and discuss cues that help detect when an older adult is vulnerable to committing suicide.
14. Review appropriate interventions to take for these clients and relevant support systems that can assist to prevent or follow-up care.
15. Identify the term substance abuse/addictions (eg: gambling).
16. Identify frequency and distribution of various types of substance abuse in older adults.
 - a) alcohol
 - b) barbiturates or hypnotics
 - c) other prescribed drugs
 - d) over-the-counter drugs

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES/TEXTS/MATERIALS Continued . . .

Topic/Unit 3 – Current Issues & Trends: Politics, Policy & the Law continued . . .

Learning Activities:

17. Differentiate between substance dependence and abuse.
18. Describe/explain various theories related to why people abuse alcohol.
19. Discuss the impact of substance abuse on mental disorders of depression, paranoia, delirium.
20. Identify cues that would indicate that a client is suffering from substance abuse and access community resources as needed.
21. Demonstrate ability to support family members of substance abuses.
 - a) counselling skills
 - b) appropriate referrals
 - c) community resources
22. Other burning issues.
23. Identify one gerontological ethical issue and discuss its policy implications. eg: use and abuse of prescribed drugs paid for under the Ontario Health Plan.

Resources:

Text, Chapters 15, 16

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Topic/Unit 4 – 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/REQUIRED RESOURCES/TEXTS/MATERIALS Continued . . .

Topic/Unit 4 - Resourceful Gerontology Workers' Compendium Continued . . .

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

Resources:

n/a

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Required Student Resources:

Course outlines (GER 122 - Gerontological Issues I)

Aging & Society: A Canadian Perspective, 2nd ed., by M. Novaks, Nelson Canada, Scarborough, Ontario, 1995

Additional Resource Materials Available in the College Library:

Books

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

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IV. **LEARNING ACTIVITIES/REQUIRED RESOURCES/TEXTS/MATERIALS** Continued . . .

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)

V. **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.

VI. **SPECIAL NOTES:**

1. 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 services can be arranged for you.

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VI. SPECIAL NOTES Continued . . .

2. 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.

3. Disclaimer for Meeting the Needs of the Learners.

4. Substitute Course Information is available at the Registrar's Office.

5. Any Other Special Notes appropriate to your course.

VII. 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: