



## COURSE OUTLINE: GER232 - ELDER-ADVOCATE

Prepared: MaryAnne P. Shannon, PhD, RN, GCNS-BC

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	GER232: BEING AN ELDER-ADVOCATE: GERONTOLOGICAL
<b>Program Number: Name</b>	3041: GERONTOLOGY
<b>Department:</b>	DEAN, HEALTH & COMM. SERV.
<b>Semesters/Terms:</b>	22W, 21S
<b>Course Description:</b>	In this course, students will study the ethical, legal, cultural, medical, and social issues of elders and relate content to practice. Students will learn strategies to be a positive advocate for older individuals and/or groups. A 30-hour clinical experience will provide active learning opportunities to apply knowledge of elder advocacy and social action via the development of a program plan to invoke positive change to benefit older persons.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	75
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<b>3041 - GERONTOLOGY</b>  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
<b>Essential Employability Skills (EES) addressed in this course:</b>	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 3 Execute mathematical operations accurately.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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	<p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>Course Evaluation:</b>	<p>Passing Grade: 50%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Successful completion of CPI Training is required (Pass/Fail)</p>				
<b>Books and Required Resources:</b>	<p>Canadian Community as Partner: Theory and Multidisciplinary Practice (with bind in access code) by Vollman  Publisher: Lippincott, Williams &amp; Wilkins Edition: 4th  ISBN: 9781496339980</p> <p>CPI De-escalation Training Manual  Publisher: Crisis Prevention Institute (CPI)</p>				
<b>Course Outcomes and Learning Objectives:</b>	<table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>1. Identify the roles of professional advocacy and social action within the context of community agencies that work to support the dignity and welfare of older people.</td><td> <p>1.1 Define advocacy in relation to professional activities aimed at supporting older persons as individuals, groups, organizations, and communities.</p> <p>1.2 Identify various types of client advocacy (i.e. active/passive, internal/external) in different contexts (i.e. self, 3rd party, medical, legal).</p> <p>1.3 Identify five key community agencies whose institutional missions reflect advocating for elderly persons on a variety of levels.</p> <p>1.4 Identify different types of support services available for elders through various elder advocating agencies in your community.</p> <p>1.5 Recognize that the goal of elder advocacy is to promote social equity and justice for a heterogeneous older population.</p> <p>1.6 Understand that advocacy serves as a foundation for social action aimed at upholding human rights for older people who</p> </td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify the roles of professional advocacy and social action within the context of community agencies that work to support the dignity and welfare of older people.	<p>1.1 Define advocacy in relation to professional activities aimed at supporting older persons as individuals, groups, organizations, and communities.</p> <p>1.2 Identify various types of client advocacy (i.e. active/passive, internal/external) in different contexts (i.e. self, 3rd party, medical, legal).</p> <p>1.3 Identify five key community agencies whose institutional missions reflect advocating for elderly persons on a variety of levels.</p> <p>1.4 Identify different types of support services available for elders through various elder advocating agencies in your community.</p> <p>1.5 Recognize that the goal of elder advocacy is to promote social equity and justice for a heterogeneous older population.</p> <p>1.6 Understand that advocacy serves as a foundation for social action aimed at upholding human rights for older people who</p>
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	<p>experience ethical, legal, cultural, medical, and/or social inequities.</p> <p>1.7 Identify legal and ethical guidelines for professionals associated with providing social advocacy for older people.</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Effectively participate with an elder agency team in preparation for all phases of an evidence-based project to benefit older persons.	<p>2.1 Mobilize the principles of change theory as a guide for a social change proposal.</p> <p>2.2 Identify the importance of partnerships with the community and its agencies in team planning projects on behalf of and/or with aging persons.</p> <p>2.3 Recognize the value of providing a written evidence-informed weekly plan of work to your agency preceptor and your course instructor that includes work time, work actions, and formative/summative work evaluation components.</p> <p>2.4 Maintain clear communication with your assigned agency preceptor and your course instructor as to your agency related activities.</p> <p>2.5 Professionally plan for addressing all three phases of a relationship with your assigned agency (orientation, working, and termination).</p> <p>2.6 Via case study activities, realize the impact of remoteness and culture on team strategies for assessment, health promotion, and interventions aimed at creating a safe community for older persons.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Understand the importance of building capacity for individual and collective socio-political empowerment for effective advocacy and social action.	<p>3.1 Define gerontological social action as a part of your professional responsibility in gerontology practice.</p> <p>3.2 Understand how the development of individual capacities is closely related to and contingent upon collective and socio-political forms of empowerment.</p> <p>3.3 Understand how health and empowerment are culturally associated constructs.</p> <p>3.4 Understand how empowerment is mediated by power dynamics.</p> <p>3.5 Recognize the value of on-going educational training to assist in skill-building for professional empowerment to manage difficult/conflict situations related to advocacy and social actions on behalf of older people.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Recognize the	4.1 Utilize the Canadian Community as Partner Model for

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	importance of creating and sustaining safe and supportive environments to enable successful immediate and on-going beneficial program outcomes resulting from elder agency efforts.	<p>guiding the process to effectively work with professionals in elder agencies on programs to strengthen safe elder communities.</p> <p>4.2 Identify key community components integral for promoting safe environments for older people regardless of setting.</p> <p>4.3 Utilize principles for best communication practices (oral, written, social media, PSA's, etc...) aimed at mobilizing partners to share in programs that promote safe elder activities.</p> <p>4.4 Identify advocacy strategies to protect community elders from falling victim to various types of abuse and neglect.</p> <p>4.5 Identify and plan strategies for managing various aspects of physical and emotional safety of participants associated with social action initiatives in the community.</p>										
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>										
	5. Engage in a variety of learning strategies in the one-hour class sessions each week in efforts to apply evidence-based knowledge to weekly field work in an assigned elder agency.	<p>5.1 Participate in instructor-led oral discussions each week on various topics related to your team experience at the agency.</p> <p>5.2 Work effectively as a member of a large class group, in planning and discussing agency entry and exit strategies.</p> <p>5.3 Participate in instructor-organized panel discussions on selected topics of interest.</p> <p>5.4 Efficiently work as a team member in the development of a student-directed social action proposal.</p> <p>5.5 Engage in classroom discussions and activities that assist in applying theory to practice building confidence to be an effective team member as an agency intern advocating to advocate on behalf of elders.</p>										
<b>Evaluation Process and Grading System:</b>	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>CPI Training (Pass/Fail)</td><td>0%</td></tr><tr><td>Evidence-based Advocacy/Social Action Proposal</td><td>50%</td></tr><tr><td>Weekly written field journal entries</td><td>30%</td></tr><tr><td>Written agency preceptor and student evaluations</td><td>20%</td></tr></table>		Evaluation Type	Evaluation Weight	CPI Training (Pass/Fail)	0%	Evidence-based Advocacy/Social Action Proposal	50%	Weekly written field journal entries	30%	Written agency preceptor and student evaluations	20%
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<b>Date:</b>	July 28, 2021											
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.											

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