

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



COURSE OUTLINE

Course Title: Introduction to Gerontology - Quality of Life and Aging

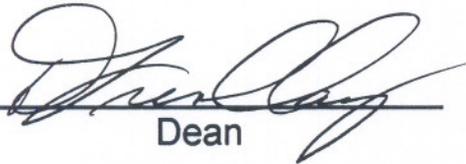
Code No.: GER126                      Semester: 2

Program: Community Gerontology

Author: Nancy McClelland

Date: January, 1998                      Previous Outline Date: 01/96

Approved:

  
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 Sciences, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.*

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**TOTAL CREDITS: 3**  
**HOURS: 45**

**PREREQUISITE(S): NONE**

**I. PHILOSOPHY/GOALS**

In this course, we will discuss the factors that influence "quality" of life for the aged population. Since people are living longer, the quality of life as they age becomes more important. Most of our population will have many more leisure years out of the workforce than ever before and the use of recreational time assumes new importance. With a longer life expectancy, such factors as health needs, housing, transportation, finances, family and community support systems become important issues. We will examine these factors and others throughout this course.

**II. STUDENT PERFORMANCE OBJECTIVES (LEARNING OUTCOMES):**

1. Explain terms and concepts related to aging.
2. To review demographic information related to the aged.
3. To identify the factors that influence the quality of life for the aged in our society; Family and support systems, work, retirement, finances, leisure, housing, health, loss
4. To increase the student's understanding of the way in which these factors do influence the aging process and quality of life for the aging person.
5. To examine the interplay among these factors.
6. To identify and dispel the myths and stereotypes of aging.
7. To discuss the issues of victimization of the aged and substance abuse in the aged.

**III. TOPICS TO BE COVERED**

1. Terms and Concepts in Gerontology
2. Family Support Systems and Interrelationships
3. Work, Retirement and Finances
4. Leisure
5. Housing
6. Health
7. Adaptation to Loss
8. Victimization of the Aged
9. Drugs and the Aged

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IV. LEARNING ACTIVITIES	REQUIRED RESOURCES
<p><b>1. Introduction to Aging</b></p> <ul style="list-style-type: none"> <li>a) Review the definition of the terms gerontology, aging, younger, elderly, middle elderly and older elderly.</li> <li>b) Review the current demographic statistics related to the aged.</li> <li>c) Discuss several of the current theories on aging.</li> <li>d) Decide what you would consider "quality" of aging for a family member or for yourself.</li> <li>e) List the factors which influence "quality" of life and aging.</li> <li>f) Discuss the term "stereotype" as it is used in reference to aging.</li> </ul> <p><b>2. Family</b></p> <ul style="list-style-type: none"> <li>a) Review the statistics related to the aging family unit.</li> <li>b) Briefly discuss the theories of Maslow and Erickson.</li> <li>c) Discuss the normal changes that occur with aging in a person's roles.</li> <li>d) Discuss the normal change that occur with aging in family relationships.</li> <li>e) Examine the family unit as a social support structure for its aging members.</li> <li>f) Examine the family unit as a source of financial support and a provider of health care and home support services for its aged members.</li> <li>g) Discuss the family's role in assisting the aged individual to maintain his/her independence.</li> <li>h) Discuss the impact that family support systems and their availability have upon the other needs of the aged.</li> </ul>	<ul style="list-style-type: none"> <li>- text: Read Chapter 1</li> <li>- complete Unit 1 in Study Guide</li> <li>- Answer review questions.</li> <li>- Write definitions for key words listed in Study Guide.</li> <li>- Optional: text readings, Chapters 2 &amp; 3</li> <li>- Complete learning activities #1a &amp; 1b</li> </ul> <ul style="list-style-type: none"> <li>- Complete the self-evaluation quiz in Unit II Study Guide.</li> <li>- Read Unit II.</li> <li>- Complete learning activities 2 and 3 and be prepared to discuss them during the class/conference</li> <li>- Answer the review questions in the Study Guide.</li> <li>- Write in the definition for the key words listed in Unit II.</li> </ul>





































































































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IV. LEARNING ACTIVITIES	REQUIRED RESOURCES
<p>3. <u>Work, Retirement and Finances</u></p> <ul style="list-style-type: none"> <li>a) Examine the significance of work in our society.</li> <li>b) Discuss the evolution of the concept of retirement.</li> <li>c) Examine the meaning of retirement for different people.</li> <li>d) Discuss the new attitude towards retirement.</li> <li>e) Discuss the financial implications of retirement.</li> <li>f) Review the government pension plan system.</li> <li>g) Briefly discuss sources of income during retirement.</li> <li>h) Discuss the value of retirement planning.</li> </ul> <p>4. <u>Leisure</u></p> <ul style="list-style-type: none"> <li>a) Examine the meaning of leisure to the seniors of today.</li> <li>b) Discuss the changing attitudes toward leisure time.</li> <li>c) Examine the factors which influence the way in which a person spends their leisure time.</li> <li>d) Identify the leisure-time options available to seniors.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the self-evaluation quiz for Unit 3 in the Study Guide.</li> <li>- Read Unit 3.</li> <li>- Complete learning activities 4, 5 and 6 and be prepared to discuss your answers at a class/conference</li> <li>- Complete Assignment 1 and submit to teacher.</li> <li>- Answer review questions in the Study Guide.</li> <li>- Write in the definitions for the key words listed in Unit 3 in the Study Guide.</li> <li>- Complete the self-evaluation quiz for Unit 4 in the Study Guide.</li> <li>- Read the following pages of Unit 4 and read the booklet, "Take It Easy...Fitness for the Older Canadian".</li> <li>- Complete learning activities 7,8,9 and 10 and be prepared to discuss them during the class/conference</li> <li>- Answer the review questions in Unit 4.</li> <li>- Write in the definitions for the key words listed in Unit 4.</li> </ul>

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IV. LEARNING ACTIVITIES	REQUIRED RESOURCES
<p><b>5. Housing</b></p> <ul style="list-style-type: none"><li>a) List the various types of non-institutional housing available to the aging population.</li><li>b) Examine the factors which influence a person's choice of housing.</li><li>c) Examine the factors which lead a person to chose an institutional or long-term care setting.</li><li>d) Discuss the various types of institutional or long-term care facilities that are available to the aging population.</li></ul> <p><b>6. Health</b></p> <ul style="list-style-type: none"><li>a) Review information on the health status of people age 60 and over.</li><li>b) List the common health problems or conditions of seniors.</li><li>c) Discuss the difficulties with activities of daily living that are experienced by seniors with health problems.</li><li>d) List the people and/or services available to help seniors who are experiencing health problems meet their needs.</li><li>e) Discuss the effects of institutionalization on the older person.</li><li>f) Describe some of the changes that are taking place in the Health Care System.</li></ul>	<ul style="list-style-type: none"><li>- Complete the self-evaluation quiz in Unit 5 of Study Guide.</li><li>- Read the following pages of Unit 5.</li><li>- Complete learning activity 11 an discuss at class/conference.</li><li>- Answer the review questions in Unit 5.</li><li>- Write in the definitions for the key words listed in Unit 5 of the Study Guide.</li></ul> <ul style="list-style-type: none"><li>- Complete the self-evaluation quiz in Unit 6.</li><li>- Read the following pages of Unit 6.</li><li>- Complete Assignment #2 and submit it to the instructor for grading. This assignment will be worth % of your final mark.</li><li>- Complete the review questions at the end of Unit 6.</li><li>- Write in the definitions for the key words listed in Unit 6.</li></ul>

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IV. LEARNING ACTIVITIES	REQUIRED RESOURCES
<p><b>7. <u>Adaptation to Loss</u></b></p> <ul style="list-style-type: none"> <li>a) Briefly discuss areas of loss for the aged population.</li> <li>b) Examine the impact of the death of a spouse.</li> <li>c) Examine the impact of the death of other family members and close friends.</li> <li>d) List the stages of death and dying as outlined by Kubler-Ross.</li> <li>e) Discuss the grieving process.</li> <li>f) Discuss the ways that people adapt.</li> <li>g) Discuss spirituality in the aged population.</li> <li>h) Discuss social isolation.</li> <li>i) Discuss life satisfaction.</li> </ul> <p><b>8. <u>Victimization of the Aged</u></b></p> <ul style="list-style-type: none"> <li>a) List the types of victimization that the aged person may encounter.</li> <li>b) Define the types of abuse that may occur to the aged.</li> <li>c) Describe the settings of abusive behaviour.</li> <li>d) Describe the abusive person.</li> <li>e) Discuss actions on the part of the client and the community that can reduce the incidence of victimization of all kinds.</li> <li>f) Discuss support systems for elderly people and their families who may be at high risk for abuse.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the self-evaluation quiz.</li> <li>- Read the following pages of Unit 7.</li> <li>- Complete learning activity #12(a) and be prepared to discuss it during the class conference.</li> <li>- Answer the review questions.</li> <li>- Write in the definitions for the key words listed in Unit 7 in the Study Guide.</li> </ul> <ul style="list-style-type: none"> <li>- Complete the self-evaluation quiz.</li> <li>- Read the following pages of Unit 8.</li> <li>- Answer the review questions.</li> <li>- Write in the definitions for the key words listed in Unit 8 in the Study Guide.</li> </ul>

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IV. LEARNING ACTIVITIES	REQUIRED RESOURCES
<p>9. <u>Drugs and the Aged</u></p> <ul style="list-style-type: none"> <li>a) Discuss the use of prescription drugs by the aged.</li> <li>b) Discuss the use of over-the-counter drugs by the aged.</li> <li>c) Discuss non-compliance in the use of prescription drugs.</li> <li>d) Discuss the use of recreational drugs by the aged.</li> <li>e) Discuss substance abuse of drugs in the aged population.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the self-evaluation quiz.</li> <li>- Read Unit 9.</li> <li>- Answer the review questions.</li> <li>- Write in the definitions for key words listed in Unit 9 in the Study Guide.</li> </ul>

**V. EVALUATION METHODS**

A variety of assignments as well as attendance will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed with the teacher within the first two weeks of class.

**SUGGESTED EVALUATION METHOD FOR DISTANCE EDUCATION**

1. Assignment #1: Pensions & Plans in Canada	20%
2. Learning Activity #4 (c): Leisure Time Pursuits	10%
3. Learning Activity #4 (d): Factors to Consider when Planning/Encouraging Activities for Older Adults - OR - Learning Activity #4 (e): One Organized Senior's Activity	10%
4. Assignment #2: Health Services in Algoma	25%
5. Learning Activity #8: Elder Abuse	10%
6. Final Exam	25%
	100%

**VI. 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: "Working with the Aged Certificate"

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**VII. REQUIRED STUDENT RESOURCES**

1. Quality of Life and Aging Study Guide by Nancy McClelland
2. Aging & Society: A Canadian Perspective by Mark Novak, 2nd ed., Nelson Publishing Co., Scarborough, Ontario, 1993

**Booklets:**

1. Overview, Income Security Programmes, Human Resources Development Canada (Ministry of Supply & Services Canada), 1994
2. Don't Take it Easy: Fitness for the Older Canadian by Gov't of Canada

**Other Recommended Resources:**

1. Community Information Directory
2. C.M.H.C., "Helping to House Canadians: Housing Choices for Older Canadians", 1987

**IX. SPECIAL NOTES**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.