

I. COURSE DESCRIPTION:

This course introduces the student to issues in Gerontology. Current thought, present policies and future trends in the field of Gerontology will be reviewed. Contemporary issues, pre-post retirement planning, independent living, long standing care giving, effects on the care giver, and care provider, quality of life issues, spirituality, advocacy will be discussed. focus will be on the impact of legislative changes, demographic patterns, practice concepts and the expanding role of the Gerontological Worker in a wide variety of settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. identify, discuss and present current issues and trends in the field of gerontology eg: independent living, pre-post retirement planning, effects of long standing care giving and receiving.
2. search and utilize information on present Canadian policies, legislative changes that impacts on the quality of life for older adults eg: Advocacy Act, Substitute Decision-making, Seniors Bill of Rights, Human Rights, etc.
3. discuss and explore practice concepts for the worker in the field of gerontology, considering knowledge base, discipline and speciality, limits and liability.
4. explore the need for collaborative interdisciplinary delivery efforts within formal and informal care networks in the community.

III. TOPICS:

1. Current Issues/Trends in Gerontology, for example:
 - a) independent housing choices
 - b) pre-retirement planning
 - c) post-retirement planning
 - d) effects of long standing care giving/receiving
2. Legislation and policy that impacts on older adults' quality of life, for example:
 - a) Health Care Consent Act
 - b) Substitute Decision-maker
 - c) Long Term Care Reform
 - d) Canada Health Act
3. Practice Concepts for Workers in the Field of Gerontology
4. Collaborative Interdisciplinary Delivery Efforts
5. Formal/Informal Care Networks in the Community

IV. LEARNING ACTIVITIES

Topic/Unit 1 - Issues and Trends

1. Review terms and concepts used in Gerontology
 - a) trends
 - b) events
 - c) issues
 - d) ageism
 - e) seniors demographics
 - f) quality of life and aging

2. Identify current issues and trends in the field of Gerontology such as:
 - a) independent living (housing) vs. institutionalization
 - b) pre-retirement planning
 - c) post-retirement planning
 - d) effects of long standing care giving/receiving (bio-psycho-social)
 - e) respite care/special needs programmes/placement co-ordination services
 - f) organizing community resources for older adults (community)
 - g) grey power (politics)
 - h) fixed incomes, changes to pensions
 - i) internet and gerontology data banks
 - j) multidisciplinary needs of the elderly
 - k) substance abuse
 - l) elder abuse
 - m) impact of family support systems

3. Explore issues/trend in gerontology
 - a) research the topic
 - b) include strategies to dispel myths and stereotypes of aging
 - c) prepare issues for written and oral presentation
 - d) deliver presentation(s)

4. Research and use information on Canadian Policy and Legislation which directly impacts on the older adult.
 - a) Canada Health Act 1984
 - b) Mental Health Act
 - c) Long Term Care Reform
 - d) Seniors' Bill of Rights
 - e) Health Care Consent Act 1996
 - f) Substitute Decision Act/Power of Attorney
 - g) other

5. Examine the concept of Community Gerontology Worker under the headings of knowledge, skill and attitudes.

6. Identify skills sets needed to work effectively in Gerontology.

7. Compare and contrast the working environments of various workers in the field of Gerontology.
8. Give examples of how the Community Gerontology Worker would use a multidisciplinary team approach to provide/deliver services for an older adult.
9. Review the concept of networking.
10. Identify informal and formal networks used to provide a service.
11. Examine and discuss both formal and informal networks available in communities to provide care/service for older adults.

Resources:

Read notes from Intro to Gerontology

Aging & Society: A Canadian Perspective, 2nd ed., by Mark Novaks, Nelson Canada Publishing Co., Scarborough, Ontario

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Aging & Society: A Canadian Perspective, 2nd ed., by Mark Novaks, Nelson Canada Publishing Co., Scarborough, Ontario

Quality of Life & Aging Manual by Nancy McClelland, Sault College Campus Shop

Study Manual for Issues I

Additional Resource Materials Available in the College Library:

Book Section (title, publisher, edition, date, library call number if applicable)

National Advisory Council on Aging, 1984.

Periodical Section (magazines, articles)

Audiovisual Section (films, filmstrips, transparencies)

VI. EVALUATION PROCESS/GRADING SYSTEM:

The following outline is suggested for evaluation of this course.

Module 1	10%	Review of Terms and Concepts Complete Definitions pages	Assignment #1
Module 2	25%	Trends Topic	Assignment #2

Module 3	25%	Issues Topic	Assignment #3
Module 4	10%	Learning Activity	
Module 5	10%	Learning Activity on Role of Worker Plan for Development of Network Learning Activity - Case Study to Identify Multidisciplinary Team	
Final Exam	20%		

Important Note:

Each student will need to determine with the facilitator the number of topics required for Modules 2 and 3. (i.e. If you are taking the course independently, you may need to complete a short version of six topics in each module. (i.e. If you are one of three students, then you may only need to complete two topics in each module and share this information.)

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. 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:

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.