GERONTOLOGY 101 – ELDER CARE CONTINUUM SERVICES & STRATEGIES
Fall 2015

Thursdays 5:30 to 8:20 p.m.
Tahoe Hall 1007
Dr. Donna Jensen LCSW, Ph.D.
Donna.jensen@csus.edu
Phone: Office: 916-278-2561
Cell: 530-864-7806 (Texting OK, just be sure to include your name with text)
Office Hours: Tuesdays & Thursdays 3-5 – Benicia Hall 1016

I. COURSE DESCRIPTION
Exploration and analysis of the "elder care service continuum" within the context of changing
diverse societal needs, service availability and accessibility, current public policy, and
administrative and management issues facing care providers. A multidisciplinary examination of
the spectrum of services and programs targeted for older adults and their families. Includes
information and referral processes and agencies, recreational and social options, housing
alternatives, in-home, residential and skilled care options, health care eligibility criteria, funding
sources, and adult protective services. Note: This is a service learning course.
Graded: Graded Student Units: 3.0

II. OVERVIEW
This course will acquaint the student with the spectrum of services targeted for older adults and
introduce the field of aging services.  Topics of study and discussion will include housing
options, leisure and community programs, health care, eligibility criteria, funding sources,
service capacity, protective services, residential care options, and public policy issues.  A
multidisciplinary examination of the continuum of services will include information and referral,
recreational and social options, in-home supportive services, home health, the range of
rehabilitative and residential care facilities, including administrative and management issues
facing services for the elderly.  In this context, students are exposed to different services through
faculty and professionals from the community currently engaged in working, teaching and
research in the fields of gerontology and geriatrics.

The course is designed to allow students to be able to:
A. Articulate student’s own awareness about the range of resources for older adults.
B. Demonstrate an understanding of the numerous opportunities to become familiar
with community resources, programs and services.
C. Demonstrate the multidisciplinary characteristics of a gerontological knowledge
base.
D. Analyze the existing and potential opportunities for a wide range of career options
in the field of aging within the continuum of senior services.
E. Contribute to the support of an older adult within the infra-structure of an existing
agency in a service learning capacity.
III. **REQUIRED READING**  

Articles and Websites as assigned in Sac CT.

V. **COURSE OBJECTIVES**  
At the completion of the readings, class experience and assignments of this course, students will be able to:

A. Define the key factors involved in assessing the needs of older adults and the resources available to meet those needs.
B. Describe the structure and organization of senior services in the country through the Older Americans Act and in the Sacramento area.
C. Differentiate and discuss the realities of aging services and factors that deter utilization of services.
D. Describe the range of services available to meet the needs and challenges of the aged.
E. Identify social policy issues that affect the elderly.
F. Utilizing the service learning experience, students will explore own beliefs and feelings about health and illness with aging.
G. Explore responses to readings and class activities through journal writing.

**Gerontology Program Learning Outcomes**

Upon the completion of the gerontology program of study the student will:

1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5)
4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)
6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 & 4)

Note: (numbers relate to the five (5) *Sacramento State Baccalaureate Learning Goals* (2009).
Frequently used Websites:
SacCT
Various Aging-Related Websites: http://www.rrf.org/resources/aging-related-websites

Internet Etiquette:
Written words in emails and online communication can be interpreted differently than the author’s intended message. Please be respectful in your written communication. When in doubt, don’t press send – give yourself a day to reflect and then send.

Services for Students with Disabilities http://www.csus.edu/sswd/
If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008 (916) 278-6955 The office is open Monday to Friday from 8:00 a.m. - 5:00 p.m. All matters related to students with disabilities are treated as CONFIDENTIAL. Students are strongly encouraged to request accommodations as early as possible since it can take several weeks or more to facilitate requests. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

Definitions of Academic Dishonesty: (www.library.csus.edu)
Cheating at CSUS: cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:

1. Copying, in part or in whole, from another’s test or other evaluation instrument;
2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments.
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;
7. Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Also please refer to University Website: CSU, Sacramento Academic Honesty Policy
Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-
for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

**Writing Standard Guidelines and Rubric:**
Most CSUS courses use the CSU Sacramento Advisory Standards for Writing. Please check out this rubric on page 19 of this syllabus. It will help you decide if you have written the level of paper you want to turn in. It is used along with any course grading rubrics to analyze your papers. Please utilize this resource, as quality written work is extremely important to passing this course.

**Paper Formatting:**
Most professional courses use APA writing style for written research papers. All papers (except papers written in-class) must be typed and in APA format - *Publication Manual of the American Psychological Association* 6th ed. (APA) in the bookstore or online and check out these websites: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) or [www.apastyle.org](http://www.apastyle.org) (click on Style Tips). You can also check the CSUS library site ([www.library.csus.edu](http://www.library.csus.edu)) or Gerontology Program site ([www.csus.edu/gero](http://www.csus.edu/gero)). If in-class papers are unreadable, they will not receive credit. A sample APA paper is available from Dr. Jensen for review.

Key Components of APA format to be used when typing your papers include:
- A properly formatted title page.
- Double-spaced; 12 font-Arial or Times New Roman font.
- 1” margins on all sides.
- All pages must have APA formatted header. Number all pages (numbering Title Page is optional).
- Indent 5 spaces-first line of every paragraph.
- Sources must be referenced in the text of the paper, *example:* Hoyer and Roodin (2003) with a reference list at the conclusion of the paper. **All direct quotes must be referenced with source, year, and page number.**
- If the source is from the Internet, please refer to the APA Website: [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html) or refer to the APA Manual 6th edition for examples.
- Reference Page is double-spaced and utilizes hanging indentation.

**Use of Technology in the Classroom:**
Students may use audio/video recording devices for the purpose of recording lectures **ONLY** with specific permission of each individual faculty member in the course. Faculty reserve the right to refuse permission to audio/video record. Students who are permitted to audio/video record lectures may only do so for personal use in study and preparation related to the class and
must destroy any audio/videotapes when no longer needed for academic work, or at the end of this academic semester, whichever comes first. The audio/videotapes are recognized as sources, the use of which in any academic work is governed by rules of academic conduct delineated by the Program and University. Audio/videotapes of lectures are to be treated as (HIPAA protected) confidential material and may only be played in a secure and private environment. Students who require audio/videotaping accommodations as a result of an educational plan set forth by the Services to Students with disabilities (SSWD) office must provide faculty with written documentation at the start of the semester per University policy.

Students may use computers in the classroom for note-taking purposes with the specific permission of each individual faculty member in the course, otherwise the use of laptops, tablets, and phones are prohibited. Faculty reserves the right to refuse permission to use computers in the classroom if such use becomes disruptive for other students or the faculty member.

VI. OUTCOME EVALUATION METHODS:
The following assignments will be evaluated by established objectives and will determine the student’s final grade. The individual assignment percentages are shown below.

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<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>In-class Quizzes 4 x 5 points each</td>
<td>20 points</td>
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<tr>
<td>In-class Process &amp; Writing Assignments 7@ 4 points each</td>
<td>28 points</td>
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<tr>
<td>20 Service Learning Hours</td>
<td>20 points</td>
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<td>Service Learning Reflection Journal</td>
<td>15 points</td>
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<td>Group Presentation</td>
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<tr>
<td>Draft Outline</td>
<td>10 points</td>
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<tr>
<td>Final Outline</td>
<td>20 points</td>
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<tr>
<td>Presentation</td>
<td>15 points</td>
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<tr>
<td>Final</td>
<td>22 points</td>
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<td>TOTAL</td>
<td>150 points</td>
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University standards for course grades:
- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 59% & below = F

NOTE: All late assignments will have five points per day deducted.

- All assignments must be turned in to successfully pass the course. Students will turn in their assignments through SacCT. Late assignments are subject to a 5-point deduction per day late.
- All assignments must utilize APA formatting; this includes reflection journal, research outline and case studies.
VII. **COURSE REQUIREMENTS**

A. **Attendance & Participation** – Class experiences (lectures and strategies) build on and enhance out-of-class readings and learning experiences. It is expected that students will attend class, have the assigned readings complete, and participate in discussions, assignments, and activities. If you are unable to attend class please email Dr. Jensen before class that you will not be there. Level of participation will be taken into consideration when calculating students’ final grades. **There will be no make-ups for missed in-class points (quizzes & writing assignments) due to absence of any kind.**

Students are expected to:

1. Interact with professor and colleagues with appropriate questions or discussion, and complete all class work and assignments.
2. Read all assignments **before** the class session in which the material will be discussed.
3. Complete writing assignments, service learning journals, and interest topics concerning material presented in class or facilitated discussions by guest speakers.

B. **In-Class Process and Writing** – Students will convene in groups of 6 students at the beginning of each class to discuss their service learning experiences. Each week the group will select a facilitator and a group recorder (2 different people each week). The facilitator will lead a focused discussion of the group members’ service learning experiences. The recorder will write down (legibly) a brief synopsis of the discussion and turn in for credit. All students are expected to participate in the discussion in their group. The group facilitator will be responsible for ensuring that each student is given 2-3 minutes to share. There will be seven process groups throughout the semester, which will give each student the opportunity to be the group facilitator and the group recorder.

C. **Quizzes** – There will be four (4) 5-point in-class quizzes during the semester. These quizzes will be a combination of multiple choice, true/false, and short answer questions based on the course readings and lectures.

D. **Group Outline/Presentations** – Students will be involved in a group assignment to deepen learning and facilitate discussion. The assignment will be based on class lecture topics and student interests. The Professor will provide students with a specific topic relevant to the field of gerontology to create their presentation.

Each student interest group will develop a research outline paper and then present to the class during the final four (4) weeks of the semester. The presentation will include local, state, national and international (if applicable), perspectives of the gathered information. Each group’s presentation will contain pertinent information and issues and provide a critical analysis of the researched topic. Students should approach the presentation with personal and analytical responses/reflections to the chosen topic. The outline and presentation must include three evidenced based research articles per student. Students may choose...
to visit a business/service/program related to their topic to enhance their presentation.

In completing the outline and presentation, consider the existing research about the topic as it relates to the concerns, values, and interests that significantly affect the older adult population who are utilizing the agency/service. Be sure to include the policy(ies) that affect or impact the population. The following questions can be used to guide the paper and presentation. Outline paper must be no longer than 20 pages (not counting title and reference pages). A sample APA outline can be found here: http://www.comprofessor.com/2012/04/sample-outline-format-with-apa.html.

- What is the issue(s) that you are exploring for your presentation?
- What specific concerns/problems does this presentation address?
- What does scholarly/evidenced-based research say about the issue(s)?
- What are some solutions to any identified problems presented?
- What agency(ies)/service(s) exist to address the issue?
- How do the agency(ies)/service(s) address the concerns of older adults and incorporate the cohort values?
- Do agencies addressing the issue seem welcoming and accessible to those of differing cultures, religions, genders, sexual orientations, physical abilities, and ethnicities?
- Is there evidenced-based literature that supports or challenges your findings? What does it say?
- How does the agency(ies)/service(s) attempts to address the future needs & desires of future older adults?

**Outline:** The outline (draft and final) must identify which student developed/wrote each section. It is recommend that each group divide up the bullet points above and assign to different members of their group. Type the student’s name by the header of the section they wrote. On the reference pages, after each reference, include the name of the student(s) who utilized that reference in their portion of the paper.

*This is your time to be creative and present something that the class may not know!*

**GROUP PRESENTATION FORMAT**
- Includes introduction of each student, topic to be discussed, and why chosen
- Identifies issues, opportunities, & challenges related to topic
- Presents examples of services to address issue.
- Addresses issues of diversity
- Utilizes evidenced based practice articles (minimum 3)
- Presents local, state, and national perspectives on topic.
- Suggests realistic solutions to identified issues or challenges
- Professional presentation with a logical flow
In the past students have utilized multimedia/technology in their presentations which have engaged the class (pictures, YouTube videos, etc)

Each group will turn in a draft of their outline on the date noted on the Week at a Glance. The final outline is due on the evening your group presents. The final outline is to be given to Dr. Jensen prior to the beginning of your presentation. Included with your outline, turn in the team evaluation form (pg. 22). Each group will meet and fill out ONE team evaluation and agree on the ratings given to each member of the group.

E. **Service Learning Component** – In order to meet the Service Learning Component of the class, each student is expected to volunteer at one of Eskaton’s senior communities for 20 hours at the student’s self-selected site. The class will meet at the Eskaton Village Carmichael on Thursday February 12th to orient the student to the responsibilities regarding the service-learning project. To facilitate learning, the class will be divided between community assistance/referral agency, independent affordable housing, independent senior housing, assisted living, memory care, adult day health care, and skilled nursing.

**Service Learning Reflection** - In addition to the 20 hours in the community, students will complete a journal of reflective & analytical writing to expand on the service learning experience (three pages minimum - not including title and reference pages). In the service learning reflection you will reflect on your experience at Eskaton. With this reflective paper, you must:
- Incorporate at least TWO of the professional inquiry questions developed in class
- Include at least ONE scholarly evidence-based research article.
- Select at least one Gerontology Core Competency (found beginning on page 10 of this syllabus) to incorporate in your paper and relate to your service learning experience.

*This reflection can be 100% written, it can be partially written and utilize pictures/art/etc that relates to your experience. IF you take pictures at your service learning site, you will need to obtain a photo release form and consult with your site supervisor for approval before taking pictures. A copy of the release form must be included with your reflection paper.

**Service Learning Orientation & Time Log** - Students are required to complete a mandatory online service learning orientation through the link on SacCT prior to beginning service learning hours. **Proof of Orientation Completion along with the Informed Consent and Student Conduct Guidelines forms must be brought to Donna by February 12th.** The Time Log must be initialed by an agency representative after each visit. The final Service Learning Time Log must be signed by Donna once the 20 hours have been completed and turned into the Community Engagement Center no later than the Friday before Finals. A copy of the final Time Log must also be given to Donna.
F. **Case Studies (FOR MASTERS STUDENTS)** – There are three case studies that need to be completed. Case Studies must have APA Title Page & Reference Page. Answers to the questions at the end of the case study must be emailed to donna.jensen@csus.edu by 5:00 p.m. on the due date.

G. **Final Examination**
There will be a final written essay examination.

Make-up examinations will only be conducted if the instructor excuses the student for reasons of health or emergency. *Documentation will be required.*
## Gerontology Core Competencies

These Gerontology competencies were developed and approved by the Association for Gerontology and Geriatrics in Higher Education (2014).

### CATEGORY I: Foundational Competencies To All Fields of Gerontology - Recommended

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<th>CORE COMPETENCY STATEMENT</th>
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| FRAMEWORKS FOR UNDERSTANDING HUMAN AGING | I.1 Utilize gerontological frameworks to examine human development and aging. | I.1.1 Employ the Lifespan/Lifecourse perspectives to appreciate age over time in relation:  
- To the human life cycle and stages of growth and development within the social context  
- To life transitions and adaptive resources  
- To the historical context of cohorts  
- To age, gender, race and SES within social environments  
I.1.2 Distinguish concepts and theories of aging from a bio-psycho-social framework.  
I.1.3 Synthesize bio-psycho-social understanding of aging to build a gerontological knowledge foundation.  
I.1.4 Interpret the gerontological frameworks in relation-ship to aspects and problems of aging persons, their families, their environment and communities. |
| BIOLOGICAL ASPECTS OF AGING | I.2 Relate biological theory and science to understanding senescence, longevity and variation in aging. | I.2.1 Distinguish normal biological aging changes from pathology including genetic factors.  
I.2.2 Identify major cell-and organ-level systems changes with age.  
I.2.3 Recognize opportunities of reversibility and mutability in later life (e.g. frailty syndromes) and the plasticity of the human brain and body.  
I.2.4 Recognize common late-life syndromes and diseases and their related bio-psycho-social risk and protective factors.  
I.2.5 Identify the implications of biomedical discoveries on individuals and society.  
I.2.6 Synthesize biological with other gerontological ways of understanding human aging:  
- Psychological  
- Sociological  
- Humanities |
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| PSYCHOLOGICAL ASPECTS OF AGING| I.3  Relate psychological theories and science to understanding adaptation, stability and change in aging. | I.3.1 Describe human growth and development across the lifespan/course including late life outcomes such as life satisfaction, coping and adaptation.  
I.3.2 Recognize normal age changes in intelligence and cognitive abilities including those that may impact late-life functioning.  
I.3.3 Demonstrate knowledge of signs, symptoms and impact of common cognitive and mental health problems in late life (e.g., dementia, depression, grief, anxiety).  
I.3.4 Recognize older persons’ potential for wisdom, creativity, life satisfaction, resilience, generativity, vital involvement and meaningful engagement.  
I.3.5 Synthesize psychological with other gerontological ways of understanding human aging:  
  - Biological  
  - Sociological  
  - Humanities |
| SOCIAL ASPECTS OF AGING       | I.4  Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. | I.4.1 Appreciate the diversity of the older population based on:  
  - Age  
  - Functioning  
  - Gender  
  - Culture  
  - Language  
  - Religion  
  - Immigration status  
  - Sexual orientation  
  - Other variables  
I.4.2 Assess the impact of inequality on individual and group life opportunities throughout the lifespan/course impacting late-life outcomes.  
I.4.3 Appraise the changing dynamics of contemporary multigenerational families and their impact on social solidarity and interdependence.  
I.4.4 Describe the changing population profile of: your state/province, nation.  
I.4.5 Contrast aging demographics globally among developed and developing countries.  
I.4.6 Distinguish impact of the demographic elements of: fertility, mortality, and immigration.  
I.4.7 Identify how an older population mutually influences and is impacted by policies locally and globally.  
I.4.8 Synthesize sociological and other gerontological ways of understanding human aging:  
  - Biological  
  - Psychological  
  - Humanities |
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| THE HUMANITIES AND AGING       | I.5 Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.               | 1.5.1 Identify conceptual domains explored in Humanities and Arts, as essential to understanding the experience of old age:  
  - Time  
  - Perspective  
  - Vitality  
  - Meaning  
  - Relationship  
  - Attention  
  
  1.5.2 Integrate humanities and arts-based understanding of aging into models of gerontological practice and policy.  
  1.5.3 Acknowledge and promote unique contributions older adults can make to the social environment.  
  1.5.4 Integrate humanistic and artistic understanding with other ways of understanding human aging:  
  - Biological  
  - Sociological  
  - Psychological |
| RESEARCH AND CRITICAL THINKING | I.6 Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.                                      | 1.6.1 Identify and explain research methodologies, interpretations and applications used by different disciplines to study aging.  
  1.6.2 Identify gaps in research regarding both aging-related problems and successes in order to promote continued knowledge building  
  1.6.3 Generate research questions to solve problems and advance positive strategies related to older adults, their social networks, intergenerational relations and aging societies.  
  1.6.4 Design research studies using methods and procedures that produce reliable and valid gerontological knowledge.  
  1.6.5 Use critical thinking to evaluate information and its source (popular media and research publications).  
  1.6.6 Recognize the strengths and limitations of reliance on either qualitative or quantitative questions, tools, methods and conclusions.  
  1.6.7 Promote and apply the use of appropriate forms of evidence-based interventions and technologies for older adults, their families and caregivers. |
### CATEGORY II: Interactional Competencies Across Fields of Gerontology - Recommended

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| ATTITUDES AND PERSPECTIVES | II.1. Develop a gerontological perspective through knowledge and self-reflection. | II.1.1 Critique and analyze assumptions, stereotyping, prejudice, and discrimination related to age (ageism) at both:  
  - Personal and  
  - Public levels  
  II.1.2 Relate the historical context of the field of gerontology and the evolving roles in:  
  - Research  
  - Education  
  - Commerce  
  - Programs & services  
  - Policy  
  II.1.3 Assess and reflect on one’s work in order to continuously learn and improve outcomes for older persons. |
| ETHICS AND PROFESSIONAL STANDARDS | II.2. Adhere to ethical principles to guide work with and on behalf of older persons. | II.2.1 Respect the person’s autonomy and right to real and meaningful self-determination.  
II.2.2 Respect interdependence of individuals of all ages and abilities.  
II.2.3 Respect cultural values and diversity.  
II.2.4 Protect older persons from elder abuse of all types:  
  - Utilize programs and policies that address elder mistreatment and abuse:  
  - Mandatory legal reporting  
II.2.5 Recognize ethical standards and professional practices in all phases of work and research with and on behalf of older persons including but not limited to the following:  
  - Informed consent  
  - Confidentiality  
  - Beneficence  
  - Non-malfeasance  
  - Honesty and Integrity |
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<p>| II.3. Engage, through effective communication older persons, their families and the community, in personal and public issues in aging. | II.3.1 Establish rapport and sustain working relationships with older persons, their families and caregivers. |
| II.3.2 Listen and actively engage in problem solving to develop research, programs and policies with key stakeholders including: |
| • Older persons |
| • Their families |
| • Caregivers |
| • Communities |
| • Researchers |
| • Policymakers |
| II.3.3 Advocate for and develop effective programs to promote the well-being of older persons. |
| II.3.4 Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including: |
| • Sensory deficits |
| • Disabilities |
| • Medical conditions |
| II.3.5 Apply and teach caregivers communication techniques to research and practice for elders with dementia. |
| II.3.6 Use tools and technology to improve and enhance communication with and on behalf of older persons, their families, caregivers and communities. |
| II.3.7 Consider heterogeneity in addressing communication styles and promoting the preferences of older persons including: |
| • Cultural |
| • Racial/ethnic |
| • Cohort |
| • SES |
| • Health literacy |
| • Sexual preference |
| • Immigration status |
| • Geographical location |
| II.3.8 Analyze how older individuals are portrayed in public media and advocate for more accurate depictions of the diverse older population using research based publications and multi-media dissemination methods. |
| II.3.9 Develop and disseminate educational materials to increase accurate information regarding older persons and older person services. |
| II.3.10 Inform the public of the spectrum of aging services that provide older persons with: |
| • Preventive |
| • Treatment |
| • Supportive programs |</p>
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<th>INTERDISCIPLINARY AND COMMUNITY COLLABORATION</th>
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<td>II.4. Engage collaboratively with others to promote integrated approaches to aging.</td>
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<tr>
<td>II.4.1 Perform and promote the roles of the gerontologist in collaborative work on behalf of older persons.</td>
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<td>II.4.2 Respect and integrate knowledge from disciplines needed to provide comprehensive care to older persons and their families.</td>
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<td>II.4.3 Develop interdisciplinary and community collaborations on behalf of the older population in:</td>
<td></td>
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<tr>
<td>• Research</td>
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<tr>
<td>• Policy</td>
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<tr>
<td>• Provision of supports, services and opportunities</td>
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<tr>
<td>II.4.4 Involve the older person, their family and caregivers as members of the interprofessional care team in planning and service decisions.</td>
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<tr>
<td>II.4.5 Provide the following groups information and education in order to build a collaborative aging network:</td>
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<tr>
<td>• Key persons in the community (police officers, firefighters, mail carriers, local service providers and others)</td>
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<tr>
<td>• Aging workforce professionals and personnel (paid and unpaid; full-and part-time) in the field of aging.</td>
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</tbody>
</table>

CATEGORY III: Contextual Competencies Across Fields of Gerontology - Selective
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>CORE COMPETENCY STATEMENT</th>
<th>RECOMMENDED COMPETENCY CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELL-BEING, HEALTH AND MENTAL HEALTH</td>
<td>III.1 Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.</td>
<td>III.1.1 Build relationships that are respectful, confidential and engage positive change.</td>
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<tr>
<td></td>
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<td>III.1.2 Screen and provide referrals to evidence-based programs and interventions.</td>
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<td></td>
<td>• Health promotion, disease prevention, assessment and treatment programs</td>
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<td>III.1.3 Counsel older persons about healthcare and social program benefits.</td>
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<td>• For the U.S., this would include Medicare, Medicaid, Veterans Services, Social Security, Older Americans Act, Adult Protective Services</td>
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<td>III.1.4 Provide care coordination services for persons with:</td>
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<td></td>
<td>• Complex health and mental health problems</td>
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<td></td>
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<td>• Geriatric syndromes</td>
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<td>III.1.5 Facilitate optimal person-environment interactions.</td>
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<td>• Assist in change in lived environment</td>
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<td>III.1.6 Assist caregivers to identify, access and utilize resources that support responsibilities and reduce caregiver burden:</td>
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<tr>
<td></td>
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<td>• Assistive devices</td>
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<td>• Technology</td>
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<td></td>
<td></td>
<td>• Professional services</td>
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<td></td>
<td></td>
<td>• Support groups and programs</td>
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<td>III.1.7 Facilitate end of life planning, including:</td>
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<td>• Advance care planning</td>
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<td>• Palliative Care</td>
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<td>III.2.1 Support adaptation during life transitions including:</td>
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<tr>
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<td>• Work and retirement</td>
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<td></td>
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<td>• Family structure changes</td>
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<td>• Loss and bereavement</td>
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<td>• Relocation</td>
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<td></td>
<td></td>
<td>• Challenges due to disasters/trauma</td>
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<td>III.2.2 Promote strong social networks for well-being.</td>
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<td>III.2.3 Recognize and educate about the multifaceted role of social isolation in morbidity and mortality risk.</td>
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<td>III.2.4 Provide opportunities for intergenerational exchange and contribution.</td>
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<td>III.2.5 Provide strategies for strengthening informal supports.</td>
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<td>III.2.6 Support the healthy sex life and need for intimacy of older persons of all sexual orientations including:</td>
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<td>• Privacy in group living</td>
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<td>• Sexual health information</td>
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<td></td>
<td></td>
<td>• Accommodation</td>
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<tr>
<td>SOCIAL HEALTH</td>
<td>III.2. Promote quality of life and positive social environment for older persons.</td>
<td></td>
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</tbody>
</table>
| III.3. | Employ and design programmatic and community development with and on behalf of the aging population. | III.3.1 Work collaboratively with older persons, local government and community organizations to advocate building age-friendly communities, including:  
- Housing  
- Design techniques in public space and home environments  
- Neighborhood safety  
- Transportation  
- Physical and social environments that benefit older persons  
III.3.2 Construct and evaluate programs for older persons that promote inter-generational relationships.  
III.3.3 Design and evaluate leisure and recreational activities which enhance meaning and quality of late life.  
III.3.4 Encourage older persons to actively participate in the responsibilities of citizenship including:  
- Volunteerism  
- Intergenerational contributions  
- Identification of public issues and contributions to their solutions.  
III.3.5 Counsel individuals to utilize available services that promote well-being and quality of life.  
III.3.6 Consider the role of spirituality and religious needs and preferences when:  
- Designing, delivering or  
- Supporting gerontology programs and services in both secular and faith-based organizations.  
III.3.7 Develop and implement programs and services for older persons in collaboration with communities that are founded in:  
- Research  
- Policies  
- Procedures  
- Management principles  
- Documentation and  
- Sound fiscal practice |
<table>
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<tbody>
<tr>
<td>III.4.</td>
<td>Encourage older persons to engage in life-long learning opportunities.</td>
<td>III.4.1. Promote life-long learning opportunities across the life span to enhance personal development, social inclusion and quality of life.</td>
</tr>
</tbody>
</table>
| III.5. | Promote engagement of older people in the arts and humanities. | III.5.1. Create opportunities for people across the life span in the arts and humanities.  
III.5.2 Develop and implement programs promoting creative expression by older persons. |
| BUSINESS & FINANCE | III.6 | Address the roles of older persons as workers and consumers in business and finance. | III.6.1 | Provide information for employers, policymakers, employees and the general public regarding:  
- The definitions of older workers  
- Age Discrimination and Employment Act  
- Demographics regarding person and older person employment, retirement and current issues of full and part-time work before and after retirement  
III.6.2 | Provide information for employers, policymakers, and employees regarding:  
- Age issues in management  
- Age and job performance  
- Physical and cognitive changes and  
- Effects on person-job fit  
III.6.3 | Provide research on the “Mature Market” (50+) regarding:  
- Financial resources  
- Consumer choices and spending  
- Approaches to market research and advertising, and  
- Financial misconduct and fraud  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| POLICY | III.7 | Employ and generate policy to equitably address the needs of older persons. | III.7.1 | Promote the involvement of older persons in the political process so they may advocate on their own behalf.  
III.7.2 | Analyze policy to address key issues and methods to improve the quality of life of older persons and their caregivers/families.  
III.7.3 | Identify key historical and current policies that influence service provision and support the well-being of older persons such as, in the United States:  
- The Older American’s Act  
- Medicare  
- Medicaid  
- Affordable Care Act  
- Social Security  |
| RESEARCH, APPLICATION AND EVALUATION | III.8 | Engage in research to advance knowledge and improve interventions for older persons. | III.8.1 | Conduct research on aging recognizing implications, relationships and applications across disciplines.  
III.8.2 | Use research methods to evaluate and inform services, programs and policies to improve the quality of life of older persons.  
III.8.3 | Investigate problems through collecting and evaluating data to continuously improve outcomes and develop creative and practical solutions to problems relating to older persons.  |

Sacramento State University Writing Rubric
The following rubric was created by the Faculty Senate Subcommittee for Writing and Reading. It is meant as a useful guide but not an absolute standard for the university: writing criteria will vary from instructor to instructor and discipline to discipline.

**An “A” paper: A paper in this category**

- Addresses the assignment thoughtfully and analytically, setting a challenging task.
- Does not demonstrate a need for more revision.
- Displays awareness of and purpose in communicating to an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas.
- Provides clear generalizations with specific detail and compelling support and analysis.
- Cites relevant sources and evaluates their validity, effectively integrating them into the text when appropriate.
- Displays evidence of careful editing with superior control of grammar and mechanics appropriate to the assignment.

*Guideline for multilingual writers: Grammatical errors are rare and do not interfere with overall effectiveness of paper; occasional imprecision in word choice and usage may occur.*

**A “B” paper: A paper in this category**

- Addresses the assignment clearly and analytically, setting a meaningful task.
- Does not demonstrate a need for significantly more revision.
- Addresses audience needs and expectations.
- Establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effective support and analysis.
- Cites relevant sources, effectively integrating them into the text when appropriate.
- Displays evidence of careful editing with consistent control of grammar and mechanics appropriate to the assignment and the discipline.

*Guideline for multilingual writers: Some grammatical errors may occur throughout the paper but do not interfere with overall effectiveness; occasional inappropriate word choice or incorrect usage may occur.*

**A “C” paper: A paper in this category**

- Addresses the assignment with some analysis.
- Demonstrates some need for further revision.
- Addresses most audience needs and expectations.
- Establishes a controlling idea.
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations.
• Cites appropriate sources, adequately integrating them into text.
• Displays evidence of editing with adequate control of grammar and mechanics appropriate to the assignment. Errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.

Guideline for multilingual writers: Grammatical errors, inappropriate word choice, or incorrect usage may occur throughout the paper but rarely interfere with effective communication.

A “D” paper has some of the following qualities: A paper in this category

• Does not address the assignment adequately.
• Demonstrates a need for significantly more revision.
• Does not show sufficient audience awareness.
• Strays from the controlling idea, or the idea is unclear.
• Displays random or confusing organization.
• Lacks generalizations, or gives generalizations but does not provide support or analysis.
• Does not cite sources or does not cite and/or integrate sources appropriately.
• Needs significant editing for grammar and mechanics; errors impede understanding.

Guideline for multilingual writers: Serious and frequent errors in grammar, word choice, or usage seriously hinder communication.

An “F” paper has many or all of the qualities listed under a “D” paper.

Guidelines for Evaluating the Writing of Multilingual Writers: The writing of multilingual students should be held to native speaker standards for content and addressing the assignment. However, because certain types of errors persist in multilingual writing even at an advanced level, some accommodation for multilingual features is appropriate.
Each student will have 2-3 minutes to discuss their service learning activities. Ideas for discussion include:
What did you do? What were your initial thoughts about the service learning? Did you connect with any older adults? Did you connect with any staff? What did you like about the place? What challenged you? How could you have made it more meaningful? If you have not yet started your service learning, discuss the placement for which you are heading and what your expectations are. If you have completed your service learning, you can relate your experience to what you are learning in class/the readings.

1. Student Name_________________________: ______________________________________________________________
   _____________________________________________________________________________________________
   ____________________________________________________________
   _____________________________________________________________________________________________
   Student Initials: ______

2. Student Name_________________________: ______________________________________________________________
   _____________________________________________________________________________________________
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   Student Initials: ______

3. Student Name_________________________: ______________________________________________________________
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4. Student Name_________________________: ______________________________________________________________
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   Student Initials: ______

5. Student Name_________________________: ______________________________________________________________
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   Student Initials: ______
**Team Learning Evaluation**  
(Score is included in Rubric)

Student: _________________  Date: ____________

Each team will meet and complete ONE evaluation per team.  
Using the scale below, individually rate each member of your Team.  
**Be honest!!**

<table>
<thead>
<tr>
<th>0 = Strongly Disagree</th>
<th>1 = Disagree</th>
<th>2 = Agree</th>
<th>3 = Strongly Agree</th>
</tr>
</thead>
</table>

| Name of Learning Team Member | | | | |
|-------------------------------|---|---|---|

| Preparation (Research, reading, complete assignment) | | | | |
|------------------------------------------------------|---|---|---|

| Attendance (On-time & stayed for duration) | | | | |
|--------------------------------------------|---|---|---|

| Participation (Contributed best academic ability) | | | | |
|---------------------------------------------------|---|---|---|

| Interpersonal Relations (Positive & productive) | | | | |
|--------------------------------------------------|---|---|---|

| Between Meeting Communication (Initiated & responded appropriately) | | | | |
|--------------------------------------------------------------------|---|---|---|

**Overall Contribution Score**

---

**Individual Questions for Reflection**

Describe how collaboration occurred with your team members to complete this assignment.

What are the most important concepts learned from this Learning Team experience?

How will this learning opportunity be used to improve the team members both personally & professionally?
### Aligned Outcomes: Gerontology Program Goals, CSUS Baccalaureate Learning Goals, AGHE Competencies, & Sample Outcome Measures

All Learning Outcomes are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

<table>
<thead>
<tr>
<th>Gero Program Learning Outcomes</th>
<th>Sacramento State (#s related to CSUS, 2009 Baccalaureate Learning Goals)</th>
<th>AGHE Competencies (#s related to AGHE 2015 Competency List)</th>
<th>Some Sample Learning Outcomes Measures (Including AACU Outcome Criteria #s)</th>
</tr>
</thead>
</table>
| 1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, policies, and current trends as a basis for competent gerontological practice across the life span. | #1. **Competence in the Disciplines**: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.  
**#2. Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.  
**#5. Integrative Learning**, including: synthesis and advanced accomplishment across general and specialized studies. | 1.1: Utilize gerontological frameworks to examine human development and aging  
1.2: relate biological theory and science to understanding senescence, longevity and variation in aging  
1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging  
1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.  
3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health. | Demonstrate current basic interdisciplinary knowledge when completing exams, assignments, & projects at 73% or higher.  
**Integrative Learning Rubric Criteria #1 & 2**  
**Oral Communication Rubric Criteria #1-5**  
**Teamwork Rubric Criteria #1-5** |
| 2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, humanities, and the arts. | #1. **Competence in the Disciplines**: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.  
**#2. Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. | 1.1: Utilize gerontological frameworks to examine human development and aging  
1.2: relate biological theory and science to understanding senescence, longevity and variation in aging  
1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging  
1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. | Assess, plan, implement, & evaluate aging issues from all holistic perspectives in specific assignments and PRACTICUM at 73% or higher.  
**Integrative Learning Rubric Criteria #3**  
**Oral Communication Rubric Criteria #1-5** |
<table>
<thead>
<tr>
<th>Sciences, and humanities.</th>
<th>Focused by engagement with big questions, contemporary and enduring</th>
<th>Inequality and context of aging.</th>
<th>Teamwork Rubric Criteria #1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#3. Intellectual and Practical Skills, Including:</strong> inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. <strong>#5. Integrative Learning</strong>, Including: synthesis and advanced accomplishment across general and specialized studies.</td>
<td>1. <strong>Competence in the Disciplines:</strong> The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. 2. <strong>Knowledge of Human Cultures and the Physical and Natural World</strong> through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring 3. <strong>Intellectual and Practical Skills, Including:</strong> inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. 4. <strong>Integrative Learning</strong>, Including: synthesis and advanced accomplishment across general and specialized studies.</td>
<td>1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. 1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 3.3: Employ and design programmatic and community development with and on behalf</td>
<td>Successful completion of SL, PRACTICUM evaluation criteria, and research course at 73% or higher. Integrative Learning Rubric Criteria #2 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5</td>
</tr>
</tbody>
</table>

| 3. Synthesize and apply learned interdisciplinary theories and research in applied settings and project development. | #1. **Competence in the Disciplines:** The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. 2. **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring 3. **Intellectual and Practical Skills, Including:** inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. 4. **Integrative Learning**, Including: synthesis and advanced accomplishment across general and specialized studies. | 1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. 1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 3.3: Employ and design programmatic and community development with and on behalf | |
## 4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others and addressing elder needs.

| #2. Knowledge of Human Cultures and the Physical and Natural World | #2. Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring |
| #3. Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. |
| #4. Personal and Social Responsibility, Including: civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges |
| #5. Integrative Learning**, Including: synthesis and advanced accomplishment across general and specialized studies. |

## 3. Engage in research to advance knowledge and improve interventions for older persons.

| 3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health. |
| 3.2: Develop a gerontological per-spective through knowledge and self-reflection. |
| 3.3: Employ and design programmatic and community development with and on behalf of the aging population |
| 3.4: Employ and generate policy to equitably address the needs of older persons. |

## 5. Exhibit personal and social responsibility, (including life-long learning) and ethical and professional behavior in all settings.

| 5.1: Utilize gerontological frameworks to examine human development and aging |
| 5.2: Adhere to ethical principles to guide work with and on behalf of older persons. |
| 5.3: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health. |

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*Integrative Learning Rubric Criteria #4 & 5

Oral Communication Rubric Criteria

Teamwork Rubric Criteria #1-5

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**Integrative Learning**

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Adhere to university, course, & agency policies & standards. Successful completion of PRACTICA evaluation criteria at 73% or higher.

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**Integrative Learning Rubric Criteria #5**
| 3.2: | Promote quality of life and positive social environment for older persons. 3.4: Encourage older persons to engage in lifelong learning opportunities. 3.7: Employ and generate policy to equitably address the needs of older persons. |
| #1-5 | Oral Communication Rubric |
| #1-5 | Teamwork Rubric Criteria |

| 6. | Exhibit effective use of basic communication (written, oral, and interpersonal) skills and information technology needed in a global information society. |
| #3. | Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.  
#4. | Personal and Social Responsibility, Including: civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges |
| 2.3: | Engage, through effective communication older persons, their families and the community, in personal and public issues in aging.  
2.4: | Engage collaboratively with others to promote integrated approaches to aging. |
| | Complete all the following at 73% or higher:  
Write using correct grammar, style, spelling etc  
Communicate appropriately when using PPT, SacCT & other electronic media.  
Organize thoughts in a logical manner.  
Speak clearly & persuasively in an organized manner.  
Use appropriate evidence-based & relevant information in all interactions.  
Integrative Learning Rubric Criteria #4  
Oral Communication Rubric Criteria #1-5  
Teamwork Rubric Criteria #1-5 |

*Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.  
**Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program including GE, departmental majors, the co-curriculum, and assessment.