Instructor: Diane Walsh
Class Time: Tuesdays, 5:30 to 8:20 PM
Location: Academic Information Resource Center (AIRC or ARC) Room 1011

Office: Amador Hall (AMD) Room 353B
Office Hours: Mondays & Wednesdays 1:30 to 2:30 PM
Tuesdays & Thursdays from 1:30 to 2:00 PM or by appointment
Phone: 916-278-5605

Class Website:
The class website in SacCT Blackboard includes the syllabus, assignments, an area to post assignments, email correspondence location, and more. You must have a Saclink account to access this site. Go to SacCT on the CSUS homepage and click “SacCT Login.”

Class Correspondence: Use SacCT Blackboard Mail.
Mail is listed in the column on the left side on the SacCT Blackboard course Home Page. Mail can be used for corresponding with both instructor and classmates. Be sure to put a subject in the subject box.
*** Mail in SacCT is not your Saclink email. If you send an email in Saclink you will be instructed to send your message to me in Blackboard Mail. If Blackboard is down you may use Saclink as a back up.

Allow two business days for your instructor’s email response.

*Note the syllabus is subject to change. Students will be notified of changes in class and in SacCT Mail.

Required Reading

Recommended Reading

Course Description
This course is an introduction to the field of gerontology and its social implications. It examines current, major issues in gerontology using a life span perspective focusing on older adults' needs/concerns along life's continuum in various environments. Topics
include demographics imperative; common aging changes/conditions; myths and stereotypes; the effects of health/illness on individual and family roles; basic social issues and policies arising from the graying of America; and media, cultural, and gender influences on aging. This is a GE area D course.

Course Overview

The purpose of this course is to provide students with an introduction to the field of gerontology and its social implications. Students will delve into their own perceptions of aging by reviewing their personal experiences and societal attitudes that have influenced these perceptions. Interwoven throughout the class will be the life course perspective on aging, demonstrating how income, education, ethnicity and gender affect the aging process and a person's lifetime choices. Students will learn about the normal aging process and about conditions that appear to be part of the "aging process" but may be pathological in nature. Students will determine how to make lifestyle changes to improve their chances of a healthy old age. Social support systems and their influence on the aging individual will be examined. At the conclusion of the class, students will explore their own career plans and how their newly acquired knowledge in gerontology can advance these plans.

Upon the completion of this course, the student will:

GE AREA D Learning Outcomes

1. Describe and evaluate ethical and social values in their historical and cultural contexts.

2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.

3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Additional Program & Gerontology Sacramento State Baccalaureate Learning Goals

5. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4)

6. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)

7. 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)

8. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)

9. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5)

10. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)

Student Learning Outcomes # 1-10 above will be measured by the follow:
• In-class weekly reflections based on lecture
• Online research and written assignment
• Out-of-class elder interview and written assignment
• Journal articles as an assignment component
• In-class group discussion with written student responses
• Final Exam Project

Course Objectives
Students will be able to:
1. Define the life course perspective and describe how age/period/cohort, gender, race, and ethnicity influence the life course.

2. Understand how the demographics of the older population affect various aspects of our society.

3. Critically review studies of elders and understand how to use these studies to improve the health and well being of society as a whole.

4. Differentiate between normal changes in functioning due to aging and pathological (abnormal) changes leading to disease.

5. Describe how personality affects a person's adaptation to old age.

6. Demonstrate how sensory losses affect the individual.

7. Describe the effects of stereotypes on the older person and how these stereotypes may limit access to jobs, medical care, or a person's autonomy.

8. Give examples of how aging affects intelligence, both positively and negatively.

9. Develop a personal definition of successful aging and apply it.
10. Examine social policies, including Social Security, Medicare, the long-term care system, employment, and age discrimination.

**Course Requirements**

1. Attend required class meetings (see details in the Week at a Glance).
2. Complete reading assignments by the due date. **The reading enhances the lecture and the lecture enhances the reading.**
3. Complete course assignments.
4. Check SacCT email on a regularly (several times a week or daily, if possible) for updates, changes, or possible cancelations. **You may lose points on an assignment, if you fail to check Mail containing instructions.**
5. Have access to the Internet and SacCT Blackboard.

**Course Structure**

Classes will include lectures, discussions, group activities, and videos.

**Reading Assignments**

Note that the chapters for the reading assignments and lectures are not in the same order as presented in the textbook. See your Week-at-a-Glance for the order of reading assignments by chapter and date.

**Lecture Material**

Lecture material will overlap with the text, but new material will also be introduced. Not all of the material in the text will be covered in class. It is the student’s responsibility to read the text in full. Plan to attend all lectures to maximize your success in the course.

**Written Assignments**

Written communication is the development and expression of ideas through writing for a particular audience and purpose. Gerontology students should be able to communicate effectively through writing, about social phenomena from a social science perspective.

**Location of Assignments**

Assignments for students will be posted in SacCT Blackboard Course Content. Course Content is listed in the left column on the SacCT Home Page for this course. There will be detailed instructions posted in a specific document for each assignment. Not all assignments will be posted at the beginning of the semester. Some assignments will be posted after specific material is covered. Assignments are listed in the Graded Course Work section of the syllabus.

**Submitting Completed Assignments**

Send all completed assignments for this course **electronically through SacCT Blackboard and submit in Assignments. A hard copy is required for some assignments.**

Submit your assignments in only one of these 2 options: **as a .doc or .docx  Do not**
submit assignments as a zip file, pages, PDF...or anything other than .doc or .docx
If the instructor is unable to open the submitted assignment a zero will be given.

**Late Work**

Be sure to pay close attention to deadlines.

***Class assignments submitted after the due date and time will receive five points off for each day late, up to one week. After one week the assignment will no longer be accepted. An assignment is considered late if it is not turned in by the date and time noted. One minute after the time it is due is considered late and will receive 5 points off. An assignment worth 5 points will receive a zero if it is late. There will be some assignments that do not follow this late policy. For those assignments late work is not accepted.

If you have a documented personal emergency such as the death of a close family member, medical emergency, or documented physical illness (with a doctor’s note) please let me know BEFORE THE DUE DATE, if the situation allows.

There are some assignments that do not follow this late policy. For those assignments late work is not accepted.

**Make-up Exams: Tests and Final Exam**

Contact your instructor as soon as possible. The only acceptable reasons for missing a test: a documented personal emergency (such as the death of a close family member or a car accident) or a documented physical illness (with a doctor’s note). You will need to talk with your instructor before the scheduled exam to discuss and schedule the make-up exam. The following is the link for scheduling through the testing center’s Make Up Exam Program [http://www.csus.edu/testing/](http://www.csus.edu/testing/)

Be prepared for the possibility of taking an all short-answer exam. No make-up exams will be given for simply missing a test. If you miss a test without appropriate documentation, you will receive a score of zero for that test.

**Grade Corrections:** If you feel a grade or points (including attendance points) posted are not correct or if you have a question about the grade you received you have 1 week after the grade is posted to contact your instructor. After 1 week the points or grade will be final. Make your first contact to your instructor in SacCT Blackboard Mail (not Saclink). Be sure to put a message in the Subject box that you have a question about your grade.

**Writing Format**

APA: All assignments are required to follow APA rules. There will be varying degrees of the use of APA depending on the assignment. For example, font size and style and sentence and line spacing rules should always be followed, but in many cases you will not be citing or including a reference page. **When in doubt, ask your instructor.**

APA FORMAT: APA format is required for your writing assignments. Consult the *Publication Manual of the American Psychological Association* (6th ed.) or online and
check out website www.apastyle.org click on Style Tips. If the source is from the Internet, please refer to the APA Website: http://www.apastyle.org/elecref.html or refer to the APA Manual 6th edition for examples. You can also check the CSUS library site (www.library.csus.edu). If in-class papers are unreadable, they will not receive credit.

Purdue Owl:
https://owl.english.purdue.edu/owl/

Key Components of APA format include:
- Double-spaced lines and sentences.
- 12 font-Times New Roman.
- 1" margins on all sides.
- All pages must have APA formatted running head. Number all pages.
- Include a title page for all papers and a reference page when applicable.

Lectures
The schedule is subject to change with advanced notice. Lecture topics may continue into the next scheduled class meeting, if more time is needed to address the material or class dialogue.

Assignments
See the schedule in the Week-at-a-Glance located in Course Content.

IF YOU ARE REPEATING THIS COURSE OR HAVE TAKEN ANOTHER COURSE OF MINE YOU MAY NOT USE WORK FROM A PREVIOUS SEMESTER OR COURSE. IF THAT HAPPENS A ZERO WILL BE GIVEN FOR THE ASSIGNMENT. ALL WORK MUST BE NEW WORK CREATED BY YOU FOR THIS SPECIFIC COURSE.

1. Reflections Writing Assignment- 5 points each = 35 points.
There will be a total of 7 reflections. 1 ½ pages each.

Be aware a prompt may be posted in Mail or an announcement made during the lecture with additional instructions for a particular reflection. You may be asked to write about a specific topic. Be sure you check SacCT Blackboard Mail daily. If you do not follow the prompt posted you will not receive reflections points.

The reflection is based on the lecture, not the readings. The reflection should relate to topics on aging, not instructions given by the instructor during the lecture. This assignment is not meant to be a written report of the facts learned during class. The purpose of the reflection writing assignment is to allow time to process what was presented in class, express thoughts about what was learned and experienced, and
possibly convey how it might apply to one’s life. This assignment will help in the
development of critical thinking and written communication skills.

There will be a reduction in points, if the entry is vague or lacking effort or
thoughtfulness. Each reflection is required to be at least 1½ pages in length. You may
write more. Address 3 topics covered during the lecture and create a heading for
each (following APA set up for level 1 headings). Write at least ½ page reflection for
each topic. One-half page is at least 12 full lines of content. A large space at the top
or bottom of the page or wide margins reduces the writing length. A maximum of 1
point will be deducted for APA or instruction errors.

Each typed reflection entry is due in Assignments in SacCT Blackboard by the following
Monday by 5:30 PM. See the Week-at-a-Glance for details. If it is posted after 5:30
PM it will be considered late and no points will be given. Do not wait until the last
minute. Be sure to save all entries. If you do not know how to post assignments you can
get help on campus in the AIRC building.

Do not include a title page or header for this assignment. Follow the example below
to set up your paper:

Student Name

Reflection # 1

Topic #1:

Topic #2:

Topic #3:

2. Three Key Points - 5 points each (3 points for the written portion, 2 points for the
journal article) = 20 points

There will be 4 written assignments related to 4 textbook chapters (one on each chapter).
Each Three Key Points is in lieu of a lecture. It gives students the opportunity to engage
in a different type of learning process.

Chapter 6: Family, Friends, and Other Informal Support
Chapter 10: Economic Well-Being: Retirement, Employment, and Poverty
Chapter 12: Enhancing Older Adults’ Well-Being Through Technology
Chapter 13: Policies to Promote Older Adults’ Well-Being

The chapter assignments are not due in the order listed. See the Week at a Glance
for the correct chapter and due date. If the wrong chapter is done points will not be
given.

There is a 1-page requirement for each chapter. Students will choose 3 Key Points
from the chapter that he or she found to be most interesting, important, surprising, or just
new. Number your key points 1-3. If your key points are vague and lack detail you will
not receive points. Each key point should be of similar length to the others. Include the
page number after each numbered key point. Do not copy the words from the book.
Write in your own words. Remember, you are writing about what you learned. This is not a reflection. One full page is required, but you may write more.

*** Along with your Three Key Points paper you will post a scholarly peer reviewed research journal article related to one of the topics you listed from the chapter. The authors must have conducted the research. If it is not the correct type of article points will not be given.

The set up for the top of the page is similar to the reflection assignment. **Do not include a title page or running head for this assignment.**

Set up your Five Key Points with the following at the top of your paper then double space and number your answers and include the journal information:

Student Name  
Key Points for Chapter ___

1.  
   (page 45)

2.  
   (page #)

3.  
   (page #)

***Be sure to submit the full article in Assignment with the Three Key Points

**Activity 1-4 Assignments**

These activities provide opportunities for learning about a particular subject in social gerontology outside of the classroom setting. The assignments will require use of the Internet.

All Area D courses require written assignments that contain a minimum of 1,500 words.

3. **APA Assignment (Activity #1)**  
   **Worth 15 points**
   The purpose of this assignment is to give students the opportunity to learn the basics of APA, so they will be prepared to write a professional paper. Students will create a basic APA paper according to the instructions provided in Course Content.

4. **Elder Interview (Activity #2)**  
   **7½ page minimum**
   **Written assignment worth 50 points**
   **Presentation worth 15 points**
   Students are required to interview an elder age 65 or older. In their interview report, students will demonstrate the development of critical thinking and written communication skills as they describe how the interviewee’s experiences relate to course content. The following are sample questions:
   - What historical event had the greatest impact on your life?
   - Tell me about your culture. Explain how it is a part of your life.
The elder interviewed can be a family member, neighbor, or acquaintance. Telephone interviews are acceptable. Written interviews through email and text messages are not acceptable. Full details will be posted in Course Content.

5. **Topic Paper and Presentation (Activity #3)** 1½ pages

Written assignment worth 20 points

Presentation worth 15 points

For this assignment students will review a scholarly, peer reviewed, research-based journal article related to an aging topic that has a connection to his or her major and field of study at CSUS. Students will present their information to the class. Full details will be posted in Course Content.

6. **Final (Activity #4)**

Worth 25 points

The assignment will be posted in Course Content approximately 2 weeks before the final exam date. Students will present Activity #4 during the final. **All are required to attend the final exam for the full length of time allowed to receive points for the assignment and presentation. Late papers will not be accepted.** The rule for late assignments does not apply to the final. Full details will be posted in Course Content. Both written and oral parts of the assignment must be completed to receive a grade.

### Evaluation of Course Work

Maximum # of Points: 195

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<th>Description</th>
<th>Maximum # of Points: 195</th>
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</thead>
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<tr>
<td>35 (18%)</td>
<td>Weekly Reflections (5 points each x 7 weeks) Participation Points</td>
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</tr>
<tr>
<td>20 (10%)</td>
<td>Three Key Points From Textbook 5 points each x 4)</td>
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<td>15 (8%)</td>
<td>Activity #1 APA Paper</td>
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<td>65 (33%)</td>
<td>Activity #2 Elder Interview (50) and Presentation (15)</td>
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<tr>
<td>35 (18%)</td>
<td>Activity #3 Topic (20) and Presentation (15)</td>
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<tr>
<td>25 (13%)</td>
<td>Activity #4 Final</td>
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<tr>
<td>195 (100%)</td>
<td>Total Points Possible</td>
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### Grading Scale

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>175-180</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>169-174</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>161-168</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>156-160</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>150-155</td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td>142-149</td>
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<tr>
<td>Letter Grade</td>
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<td>Points</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>136-141</td>
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<td>D+</td>
<td>67-69%</td>
<td>130-135</td>
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<td>63-66%</td>
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<td>D-</td>
<td>60-62%</td>
<td>117 – 121</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Below 117 = F</td>
</tr>
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**Course Policies**  
**Attendance**

Instructors have the right to administratively remove any student who, during the first two weeks of instruction, fails to attend any two class meetings (for courses that meet two or more times a week), or one class meeting (for courses that meet once a week). It is therefore especially important that students contact instructors in advance regarding absences during the add/drop period. However, do not assume instructors will turn in official drops. It is the responsibility of each student to officially drop any scheduled courses he or she is not attending. Failure to do so will result in penalty grades (“WU” or “F”).

**Required Class Meetings**

It is highly recommended that students attend all class meetings. Since this is a televised class it is not required. **All students are required to attend the first class of the semester, the presentations, and the final.** See the Week at a Glance for details. **For those students who will be attending the lectures:** Attendance will be taken at the beginning of every class. A sign-in sheet will be passed around. It is each student’s responsibility to sign in. **If a student’s name is not on the attendance sheet the student will be considered absent.**

**Students may not sign another student’s name on the attendance sheet.** It would considered academic dishonesty and would be treated as such.

**Being late or leaving class early:** This is disruptive to both the class and the instructor.

**Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

**Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade.
Changing classroom seating arrangements:

The instructor has the option to change the seating arrangements of the class. This may be done to enhance group discussion, create a new learning environment, give an opportunity for students to get to know classmates, and to improve the learning environment.

Use of Technology in the Classroom:
Taking photographs on any kind is not allowed. This includes photographs of PowerPoint Presentations.

Video and audio recordings are not allowed.

Faculty reserve the right to refuse permission to audio/video record. Use of audio/video recording devices for the purpose of recording lectures may not be used unless with specific permission of each individual faculty member in the course. 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.

Laptops

Students may use computers in the classroom for note-taking purposes with the specific permission of each individual faculty member in the course. The faculty member reserves the right to refuse permission to use computers in the classroom if such use becomes disruptive for other students or the faculty member.

***The two front rows of seating in the classroom are designated for those students who are given permission to use a computer for note taking.

Cell Phones

The ringing of a cell phone or other electronic device during class is extremely disruptive. Those devices must be turned off (or to “vibrate”) and stored away in your backpack, pocket, or purse. If your employment or any circumstance (such as a family member having a serious medical procedure) requires you to leave your cell phone (or other electronic device) on, please let your instructor know in advance.

Professional Conduct

Promptness is important, not only for work, but for class. It is to everyone’s benefit for you to be on time for class.
**Courtesy is important.** Our class will consist of individuals from various backgrounds, beliefs, and circumstances. Be considerate to those whose views differ from your own.

**Policy on Disruptive Students**

University Policy Manual  The university policy regarding disruptive students must be adhered to in FACS 9

(http://www.csus.edu/umanual/student/STU-0112.htm).

**Definition**

A disruptive student is a student who engages in classroom behavior that interferes with the process of teaching and learning.

**Procedures for dealing with incidents of disruptive behavior** [see link for entire policy]

Any student whose classroom behavior is judged by the instructor to be disruptive shall be informed by the instructor that his/her actions are disruptive. The instructor shall explain how the behavior disrupts the teaching/learning process, inform the student that if the behavior continues it will be reported to the Student Conduct Officer, and request that the student cease the behavior. This explanation and request may take place in the classroom at the time of the behavior or at another time and place deemed appropriate by the instructor (e.g. during office hours).

A student may be dismissed by the instructor from any class period in which disruptive behavior persists following the instructor's request that it cease.

Attendance at subsequent class period is allowed unless the disruptive behavior continues. If the student refuses a request by the instructor to leave the classroom following persistent disruptive behavior, the University Police should be contacted.

**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that he or she can help you find a solution.

**Academic Honesty**

Academic integrity is central to the mission of educational excellence. Each student is expected to turn in work completed independently. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use citations and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the Internet, or from an interview. Violation of university policies on academic integrity may result in failure of the course or the assignment, and could end in suspension from the university. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.
Tool for Checking Your Work

http://turnitin.com/

http://turnitin.com/en_us/features/originalitycheck

CSUS Policy on Plagiarism
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, incorporating 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. When the course is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work)
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory) – unless you cite the paraphrase.
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

Definitions:
At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

“Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”

Source: Sacramento State University Library

Commitment to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
The student code will be strictly enforced in this course and it will be expected that each student is both aware of and familiar with its requirements and penalties. All aspects of your course work are covered by the University’s student code and any violation(s) will be reported to the University.

Sac State's Academic Honesty Policy & Procedures
Read more about Sac State's Academic Honesty Policy & Procedures

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student’s responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacCT

Continue to the next page
Campus Resources

Sac State has many programs and resources available to assist you during your academic studies. 

**Academic Advising**
- The Academic Advising Center offers new student orientation, mandatory freshman advising, and advising on General Education and graduation requirements for all students.

**IRT Service Desk (Service Desk)**
- The helpdesk provides assistance to students, faculty and staff in their use of campus technologies. Help is available via walk-in service, telephone service, email, or chat.

**Services to Students with Disabilities**
- Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students in order to ensure equal access and opportunity to pursue their educational goals.

**Inform Your Instructor of Any Accommodations Needed**
If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

**Student Affairs**
- If you need help discerning who to see to get a question answered, advice on which classes to take, or information about how to obtain financial aid, Student Affairs may be able to assist you.

**Student Health Center**
- Student Health Services promotes the health and wellness of Sac State students.

**University Library**
- The Sac State University Library provides access to a wide array of workshops, research guides, subject specialists, databases, electronic journals, and other electronic resources for the campus community.

**University Writing Center**
- The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor.

**Student Help at the University Reading and Writing Center (URWC)**
For free, one-on-one help with reading or writing in any class, visit the University Reading and Writing Center (URWC) in Calaveras 128. The URWC can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. Students can
sign up for up to an hour a week with a tutor by visiting the URWC in CLV 128—visit the URWC during week two of the semester to sign up for regular weekly tutoring. Students may drop in at any time, but the best time to drop is during our “drop-in only” hours M-R 2:00-4:00. We also offer tutoring for one unit of academic credit through ENGL121. For URWC hours and more information, visit the website at www.csus.edu/writingcenter.

**Online Resources**

SacCT (Blackboard) will be the location for communication between class meetings and students are expected to check this site several times per week. Class announcements such as cancelation of class and updates about assignments will be posted in SacCT.

All class assignments and additional Web resources relating to course work will be posted in Course Content in SacCT.

For a list of CSUS computer labs, locations, and hours of operation, go to:

http://www.csus.edu/irt/labs/

**Help with technology for lecture videos**

For help with technology including streaming videos call 916-278-7337. They are open from 8AM to 5PM. After hours, press #1 for classroom services. They are available until 10 PM.

**Gerontology Core Competencies**

These gerontology competencies are organized using the areas from the original Nursing Core Competencies from the American Association of Critical-Care Nurses (AACN) and John A. Hartford Foundation (2000) publication that grouped nursing competencies for gerontology and geriatric care.

**CRITICAL THINKING**

**Content:** Consideration of students and societal attitudes toward aging and how the myths that older people themselves, family members, health care professionals, and society hold toward older adults influence the health care that older adults receive. Consideration of successful aging across a continuum that promotes an appreciation of how aging has changed through history and how aging is valued across cultures.

1. Recognize the contributions that aging persons make.
2. Define/describe the bio/psycho/social concepts and theories used to study aging.
3. Understand the influence of theory on policies and procedures in practice.
4. Modify practice and policy as concepts and theories indicate.

5. Evaluate the efficacy of theory as a way of designing interventions.

6. Identify aspects that may influence the interpersonal environment.

7. Understand the importance of evaluating popular media representations of aging.

8. Analyze the continuity of adult development in terms of prior psycho/social development.

9. Synthesize theories of positive aging and formulate a personal definition.

10. Examine how an older population impacts and is impacted by major social and political issues.

COMMUNICATION

Content: Sensory changes in hearing, vision, smell, taste, speech, touch, and movement that have a high potential to impair communication with older adults, and compensatory actions to assess and overcome or minimize these communication barriers. Techniques to assist providers decipher the "meaning" behind behaviors of cognitively impaired older adults.

11. Establish rapport and sustain effective working relationships with a wide range of older adults, their families, and caregivers.

ASSESSMENT

Content: Standard instruments to assess function, mental status, falls, social support, sleep, depression, pressure ulcer risk, and risk for complications during hospitalization; analysis of the usefulness of these instruments in practice. Modifications in history taking and physical examination to encompass changes common to older adults. Assessment of home and community living situations and analysis of how services (e.g., transportation, location, and environmental modifications) facilitate and impede independent living. Assessment of relationships among intergenerational families, the capacity and expectations of family members to provide care, family knowledge of caregiving, and assessment of family burden.

12. Understand the trajectories of improvement and/or decline in individual functioning.

13. Employ appropriate assessment procedures to maintain optimal levels of functional capacity and adaptation, and to enhance life quality throughout the life cycle.

PROFESSIONAL PRACTICE SKILLS (clinical/direct service skills)

Content: Adaptation of technical skills (vital signs, physical assessment, injections, and infusions, and use of assistive devices) to accommodate changes common to older adults.
Alternative strategies to the use of physical and chemical restraints in order to manage treatment interference in older adults.

14. Use knowledge of contexts to access resources, to frame interventions and to organize individual, family and community efforts.

15. Work effectively with other professionals to provide necessary services and resources for aging individuals, their families and support groups.

16. Develop statements of relationships between problems and solutions.

17. Understand how applied research can be utilized to improve practice.

18. Conduct literature reviews and utilize professional and scientific literature in gerontology to maintain currency in knowledge and skills and provided rationale(s) for practice and policies.*

19. Understand the missions, objectives, staff, and target populations of agencies providing funding and services for elders.

20. Understand the requisite practice skills appropriate to the intended area of gerontological practice.

21. Understand the importance of program review and evaluation for program effectiveness.

22. Develop and implement programs and services for individuals, families and communities across the service continuum.

23. Advocate for necessary services and resources.

24. Employ appropriate intervention strategies within interdisciplinary context.

**HEALTH PROMOTION, RISK REDUCTION, & DISEASE PREVENTION**

**Content:** Age recommendations in Healthy People 2010. Health promotion for older adults, irrespective of age or living environment, exercise, prevention of osteoporosis, injury, iatrogenesis (relating to illness caused by medical examination or treatment), and polypharmacy (taking multiple medications), immunizations, nutrition guidelines, and reduction of social isolation. Exposure to instruments to detect physical, psychological, financial elder mistreatment, and state guidelines for reporting elder abuse (resources appended).

25. Maintain currency in research findings of Evidence-Based Prevention studies.

26. Understand common threats to loss of independence: falls, medication management, and lifestyle.
27. Understand the role of service providers and community recreation and health services in their involvement with older persons.


**ILLNESS AND DISEASE MANAGEMENT**

**Content:** Instruments and guidelines to identify and manage syndromes common to older adults, e.g., falls, polypharmacy, dementia and delirium, urinary incontinence, sleep disturbance, problems of eating and feeding, and pressure ulcers. Understanding of how these syndromes present in older adults. Differentiation among delirium, depression, and dementia and management of acute and chronic pain in older adults. Consideration of the interaction of chronic and acute illness on the expression of symptoms and recovery from illness in older adults.

29. Maintain currency in research findings of evidence-based disease management programs.

30. Understand health disparities among older adults and their impact on society.

31. Facilitate elders’ and families’ adaptive capacity related to disease and geriatric syndrome management.

**INFORMATION & TECHNOLOGY** (*Was Information & Health Care Technologies)*

**Content:** Instruments and guidelines to prevent and recognize common areas of communication impairments in older adults. Technologies that directly impact function: hearing aids, assistive devices, and adaptive equipment. Technologies that faciltate adherence to treatment: electronic monitoring of clinical indicators such as blood pressure; glucose; aids to medication and treatment adherence; personal emergency response systems useful in alerting frail older people and their caregivers to potential untoward events.

32. Evaluate popular media for scientific accuracy to provide appropriate professional opinions.

33. Use technology to enhance older adults’ function, independence, and safety.

**ETHICS**

**Content:** Ethical issues that pose threats to the autonomy of older adults, e.g., ability to live independently in the community, self-medication, driving, and adherence to a plan of care. Decision-making about health care for older adults, e.g., decision-specific capacity, advance directives, informed consent, refusal of treatment. Decisions critical to older people as they transition between health care settings, e.g., placement, use of physical restraints and feeding tubes. Ethical dilemmas using age as a criterion for allocation of scarce resources, i.e., access to organ donation and to intensive care units. Role of ethics committees in clarifying and resolving disputes around care of older adults.
34. Use knowledge of general ethical principles and how they relate to professional practice in gerontology.

35. Appreciate the need for ethical accountability in practice.

36. Identify current ethical issues in the field of aging.

37. Behave ethically in relation to clients, colleagues, and the profession.

**HUMAN DIVERSITY**

**Content:** The ethnic, cultural, language, and socio-economic diversity of patients, families, and paid caregivers (nurses, nurse assistive personnel, physicians, and therapists) who provide long-term care to frail older adults. An analytic framework for evaluating how the values and attitudes of frail older people and of the people who provide their care impact on when, how, and whether care is delivered, and the satisfaction of both patient and provider with that care.

38. Understand the variety of contexts within which aging can be examined and their implications for practice.

39. Identify how an older person is affected by the person-environment interactions.

40. Incorporate into treatment and service planning the relationship of race, ethnicity, and culture on health status, beliefs, help-seeking behaviors, practice, and health outcomes (i.e., traditional and non-traditional medicine).

**GLOBAL HEALTH CARE**

**Content:** Analysis of similarities and differences of global health care models that favor community long-term care over institutional care and that promote individualized care.

41. Recognize changing international demographics of aging.

42. Evaluate differing international models of geriatric care.

**CARE SYSTEMS & POLICY (Was Health Care Systems & Policy)**

**Content:** The effects of an aging society on disease prevalence, morbidity, and mortality. Evaluation of the consequences of an aging society on health care utilization, resource allocation, cost, and work force needs. Payment systems for older adults, e.g., Social Security, Medicare, Medicaid, supplemental and long-term care insurance, and capitation. How an aging society and payment systems drive housing options for the elders, e.g., assisted living, continuing care retirement options, home care, and nursing homes.

43. Recognize the reciprocal effects of aging on groups, social institutions and social policy over time.
44. Act to enhance the adaptive capacity of organizations to deal with change.

45. Identify a range of available services for elders in most communities.

46. Understand state and national aging policy and programs.

47. Understand the organizational structure of health services for older people.

48. Identify how policies, regulations, and programs differentially impact older adults and their caregivers, particularly among historically disadvantaged populations (e.g., women and elders of color).

49. Analyze the impact of an aging society on the nation’s health care system.

ROLE DEVELOPMENT ~ PROVIDER, MANAGER/COORDINATOR, PROFESSIONAL MEMBER

Content:

Provider of Care: The use of interdisciplinary teams to assess and deliver care to older adults. Knowledge of how disciplines other than nursing contribute to the well-being of older adults. Complementary health practices, e.g., relaxation, massage, pet therapy, reminiscence life review, and acupuncture used by many older adults. Analysis of the relative merits of teams and complementary health practices in improving care for older adults.

Designer/Manager/Coordinator of Care: Assessment and education strategies to maximize older adults and family participation in health promotion, disease prevention, and illness management. Quality improvement strategies to evaluate effectiveness of assessment and education activities on older adults and on families. Assess, supervise, and evaluate the care provided to older adults by licensed and unlicensed assistive personnel. Conflict resolution skills to redress conflicts among providers, older adults and families.

Member of a Profession: The importance of illness prevention and end-of-life care for older adults. Analysis of how membership in, and participation on, boards of professional organizations and lobbying and political activities promote integration of prevention and end-of-life care for older adults into federal and state legislation, regulations, and reimbursement streams.

50. Conduct, utilize, and disseminate applied research to improve practice.

51. Demonstrate appropriate socialization, including behavioral and organizational protocols, use of resources, and professional responsibilities.

52. Develop skills necessary for grant writing.

Competencies are drawn from the following:
Nursing:

AACN & John A. Hartford Foundation Institute for Geriatric Nursing (2000). *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care.* Accessed from:


Social Work:


Gerontology:


Notes:

Core Competency Areas (e.g. Critical Thinking, Communication, Assessment) are from the AACN & John A. Hartford Foundation (2000) publication to group Nursing competencies. Competencies from the other disciplines (Social Work and Gerontology) were grouped within the Nursing Core Competency areas.

#s 8-10, 24, 28, 40 & 52 awaiting affirmation by AGHE.