GERONTOLOGY 101 – ELDER CARE CONTINUUM SERVICES & STRATEGIES

Fall 2017

Thursdays 5:30 to 8:20 p.m.
Mendocino Hall, Room 2009
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Office Hours: Tuesdays 2:00-4:30, or by appointment – 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**


**AVAILABLE IN DIGITAL FORMAT FROM THE LIBRARY:**


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 elder.
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 Department 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: [http://sacct.csus.edu](http://sacct.csus.edu)
Various Aging-Related Websites: [http://www.rrf.org/resources/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/](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.

**Academic Dishonesty Policy and Procedures:**
*Cheating* at CSUS: cheating is the act of obtaining or attempting to obtain credit for academic work using 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](http://www.csus.edu/umanual/student/stu-0100.htm)
**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 see this rubric on page 21 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) is a required text for this, and all other Gerontology courses. You can also check out these helpful 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 Department of Gerontology website ([http://www.csus.edu/gero/current-students/research%20and%20writing.html](http://www.csus.edu/gero/current-students/research%20and%20writing.html)). If in-class papers are unreadable, they will not receive credit. A sample APA paper is available from your professor 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 or refer to the APA Manual 6th edition for examples.
• Reference Page is double-spaced and utilizes hanging indentation.

**Turnitin:**
Consistent with Sacramento State’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool. Students should submit papers to Turnitin assignments without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

The following assignments will be turned in via Turnitin for review before turning in hard copy in class.

• Service Learning Reflection Paper
• Agency Paper
• Completed Annotated Bibliography

**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 Department 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 because 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.

Online Quizzes 4 x 5 points each  20 points
In-class Process & Writing Assignments 6 @ 3 points each  18 points
20 Service Learning Hours  20 points
Service Learning Reflection Paper  15 points
Group Presentation  10 points
Brochure/Handout Draft  7 points
Brochure/Handout  10 points
Agency Paper  20 points
Annotated Bibliography (First Draft)  10 points
Completed Annotated Bibliography  20 points
Final  20 points
Attendance & Participation  10 points
TOTAL  180 points

University standards for course grades:
93-100% = A  73-76% = C
90-92% = A-  70-72% = C-
87-89% = B+  67-69% = D+
83-86% = B  63-66% = D
80-82% = B-  60-62% = D-
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. Late assignments are subject to a 5-point deduction per day late.
- All assignments must utilize APA formatting; this includes the reflection journal, agency paper, presentation, and case studies (for grad students).

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 your professor 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 at the
beginning of select classes to discuss their service learning experiences. For each
meeting 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 eight 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 online 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. These are due
**BEFORE** class begins for the assigned week.

D. **Group Presentation & Brochure** – Students will be involved in a small group
assignment to deepen learning and facilitate discussion of available older adult
services. The Professor will provide students with a specific topic relevant to the
field of gerontology to create their presentation. Each person in the group must
incorporate one of the texts and a scholarly research article in their presentation.

Each student interest group will develop a handout (brochure) and then present to
the class during the final four (4) weeks of the semester. **All group members will
be graded individually on their contribution to the presentation AND the
brochure.** The presentation will include an overview of the topic and local and
state (if applicable) resources for the specified topic. Each person in the group
must incorporate one of the texts and a scholarly research article in their
presentation. Each group’s presentation will contain pertinent information
including names of services/organizations/providers, contact information, as well
as any eligibility criteria. This will be a resource brochure that you will share with
the class. At the end of the course, all students will have the beginnings of their
professional resource binder. Students may choose to visit a
business/service/program related to their topic to enhance their presentation.

E. **Agency Paper** – Consider the existing literature/research about a topic of interest
as it relates to the **needs, concerns, values, and interests** that significantly affect
the older adult population who are utilizing a specific type of service. You will
select one agency that provides that service to visit in person. During this visit,
you will let the receptionist know that you are a gerontology student at CSUS and
your assignment is to sit in the waiting room and observe for 10-15 minutes. You must also obtain a business card from the agency. NOTE: your Eskaton service learning site or your place of employment cannot be utilized for this paper – the goal is to broaden your knowledge and exposure to services for older adults in the region. The following questions should be used to guide your visit, observations, and your paper. Your paper must utilize two of your texts (one of which must be 101+ Careers in Gerontology), at least one evidenced based article, and incorporate at least one Gerontology Core Competency (found on p. 10 of this syllabus). Paper must be no longer than 5 pages (not counting title and reference pages).

- What is the issue(s) that you are exploring for your paper?
- What agency(ies)/service(s) exist to address the issue?
- What agency did you select? Why?
- What specific concerns/problems does this agency address?
- In your research about the agency (visit, website, etc), select one Gerontology profession that works in the agency and discuss the position, the role of their position and any education/training required for this position (hint: use your 101+ Careers in Gerontology text!)
- What does scholarly/evidenced-based research say about the issue(s)?
- How does the agency address the concerns of older adults and incorporate the cohort values?
- How does the agency addressing diversity? Is it welcoming and accessible to those of differing cultures, religions, genders, sexual orientations, physical abilities, and ethnicities? Give examples…
- What Gerontology Core Competency(ies) support or challenge your findings? Why?

F. Service Learning Component – 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 September 14th during class time to orient students 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. All students will need to complete the required HIPAA and TB screening via Castle Branch. In addition, you will need to obtain a flu vaccine OR wear a mask while completing your hours at an Eskaton location.

Service Learning Reflection - In addition to the 20 hours in the community, students will complete a paper of reflective & analytical writing to expand on the service learning experience (3 pages - not including title and reference pages). In the service learning reflection, you will reflect on your experiences at Eskaton. With this reflective paper, you must:

- Incorporate at least TWO of the professional inquiry questions developed
in class.
• Include at least one of your texts as a reference.
• Include at least ONE scholarly evidence-based research article as a reference.
• 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. Identify the **Domain, Competency Statement** and at least one of the **Competency Content** descriptions.

*This reflection can be 100% typewritten, it can be partially typewritten 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.

**Castle Branch Training, Service Learning Orientation & Time Log** - Students are required to complete **mandatory** screenings & an online service learning orientation. You have been sent information from Laura Emerson for the Gerontology office about the Castle Branch screenings. You will need to order the HIPAA training and the **Two-Step PPD (TB)** screening. After you order the HIPAA training, it will take a couple of days to receive the training. You will need to have your physician/doctor’s office/healthcare clinic complete the Two-Step PPD (TB) screening. While your healthcare professional should know the procedure, the directions for a Two-Step PPD can be found on SacCT. You will also need to complete a brief online training available through this link [www.csus.edu/cec](http://www.csus.edu/cec) prior to beginning service learning hours. You will need to have all three of these trainings/screening completed by 9/14 or you will be dropped from the course.

After completing the online training through CEC, **print out the emergency contact form (fill out and give to your supervisor once your service learning site is determined), and the Time Log**. The Time Log must be initialed by an agency representative after each visit. Your professor must sign the final Service Learning Time Log once the 20 hours have been completed **no later than Thursday, May 4th**. Make a copy/take an image of your completed time log for your records in case the original is lost.

G. **Annotated Bibliography** – An annotated bibliography is a reference list of citations with a brief description/evaluative paragraph about the source. Your professor will post a sample in SacCT. Your annotated bibliography must contain eight scholarly articles from peer-reviewed journals as well as the two texts from the course. So you must have at least 10 references/descriptions in your annotated bibliography but you can have more. One of the articles must have an international (outside of U.S.) focus. You may find that you want to use this to track all your work in your classes. This bibliography will prove extremely useful as you move through the Gerontology Department. You will be able to pull upon your research from throughout your academic program. The description is NOT
simply copying the article abstract or the book description, but YOUR synthesis of the source. Students will turn in a draft of their annotated bibliography that will consist of a reference page listing of all sources (utilizing APA format). The final annotated bibliography will be turned in the evening of the final.

H. Final: There will be an open book in-class final consisting of an essay which is a short summary of things learned in the class.

I. Case Studies (FOR MASTERS STUDENTS) – There are three case studies provided by your professor 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 your professor by 5:00 p.m. on the due date.

Gerontology Core Competencies

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

Category I: Foundational Competencies To All Fields of Gerontology-Recommended

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<tr>
<th>Domain</th>
<th>Core Competency Statement</th>
<th>Recommended Competency Content</th>
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<tbody>
<tr>
<td>FRAMEWORKS FOR UNDERSTANDING HUMAN BEHAVIOR</td>
<td>1.1. Utilize gerontological frameworks to examine human development and aging.</td>
<td>I.1.1 Employ the Lifespan/Lifecourse perspectives to appreciate age over time in relation:</td>
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<td>• To the human life cycle and stages of growth and development within the social context</td>
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<td>• To life transitions and adaptive resources</td>
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<td>• To the historical context of cohorts</td>
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<td>• To age, gender, race and SES within social environments</td>
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<td>I.1.2 Distinguish concepts and theories of aging from a bio-psycho-social framework.</td>
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<td>I.1.3 Synthesize bio-psycho-social understanding of aging to build a gerontological knowledge foundation.</td>
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<td>I.1.4 Interpret the gerontological frameworks in relation- ship to aspects and problems of aging persons, their families, their environment and communities.</td>
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<tr>
<td>BIOLOGICAL ASPECTS OF AGING</td>
<td>1.2 Relate biological theory and science to understanding</td>
<td>I.2.1 Distinguish normal biological aging changes from pathology including genetic factors.</td>
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<td>I.2.2 Identify major cell-and organ-level</td>
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senescence, longevity and variation in aging.

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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<tbody>
<tr>
<td>PSYCHOLOGICAL ASPECTS OF AGING</td>
<td>1.3 Relate psychological theories and science to understanding adaptation, stability and change in aging</td>
<td>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: Psychological, Sociological, Humanities</td>
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<tr>
<td>SOCIAL ASPECTS OF AGING</td>
<td>1.4 Relate Social theories and science of</td>
<td>Appreciate the diversity of the older population based on: Age</td>
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aging to understanding heterogeneity, inequality and context of aging.

- 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      | 1.5 Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in the 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**

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| **ATTITUDES AND PERSPECTIVES** | II.1 Develop a gerontological perspective through knowledge and self reflection. | I.1.1 Critique and analyze assumptions, stereotyping, prejudice, and discrimination related to age (ageism) at both the
- Personal and
- Public Level.

II.1.2 Relate the historical context of the field of gerontology and evolving roles in:
- Research
- Education
- Commerce
- Programs and Services
- Policy

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**Category II: Interactional Competencies Across Fields of Gerontology—Recommended**
### II.1.3 Assess and reflect on one’s work in order to continuously learn and improve outcomes for older persons.

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<thead>
<tr>
<th>ETHICS AND PROFESSIONAL STANDARDS</th>
<th>II.2.1 Respect the person’s autonomy and right to real and meaningful self-determination.</th>
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<tr>
<td>11.2 Adhere to ethical principles to guide, work with, and on behalf of older persons.</td>
<td>II.2.2 Respect interdependence of individuals of all ages and disabilities.</td>
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<td>II.2.3 Respect cultural values and diversity.</td>
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<td>II.2.4 Protect older adults from elder abuse of all types:</td>
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<td>• Utilize programs and policies that address elder mistreatment and abuse.</td>
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<td>• Mandatory legal reporting</td>
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<td>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:</td>
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<td>• informed consent</td>
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<td>• confidentiality</td>
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<td>• beneficence</td>
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<td>• non-malfeasance</td>
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<td>• honesty and integrity</td>
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### COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS

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<thead>
<tr>
<th>Domain</th>
<th>Core Competency Statement</th>
<th>Recommended Competency Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.3</td>
<td>Establish rapport and sustain working relationships with older persons, their families and caregivers.</td>
<td>II.3.1 Establish rapport and sustain working relationships with older persons, their families and caregivers.</td>
</tr>
<tr>
<td>II.3</td>
<td>Listen and actively engage in problem solving to develop research, pro- grams and policies with key stakeholders including:</td>
<td>II.3.2 Listen and actively engage in problem solving to develop research, pro- grams and policies with key stakeholders including:</td>
</tr>
<tr>
<td>II.3</td>
<td>• Older persons</td>
<td>• Older persons</td>
</tr>
<tr>
<td>II.3</td>
<td>• Their families</td>
<td>• Their families</td>
</tr>
<tr>
<td>II.3</td>
<td>• Caregivers</td>
<td>• Caregivers</td>
</tr>
<tr>
<td>II.3</td>
<td>• Communities</td>
<td>• Communities</td>
</tr>
<tr>
<td>II.3</td>
<td>• Researchers</td>
<td>• Researchers</td>
</tr>
<tr>
<td>II.3</td>
<td>• Policymakers</td>
<td>• Policymakers</td>
</tr>
<tr>
<td>II.3</td>
<td>Advocate for and develop effective programs to promote the well-being of older persons.</td>
<td>II.3.3 Advocate for and develop effective programs to promote the well-being of older persons.</td>
</tr>
<tr>
<td>II.3</td>
<td>Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including:</td>
<td>II.3.4 Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including:</td>
</tr>
<tr>
<td>II.3</td>
<td>• Sensory deficits</td>
<td>• Sensory deficits</td>
</tr>
<tr>
<td>INTERDISCIPLINARY AND COMMUNITY COLLABORATION</td>
<td>11.4 Engage collaboratively with others to promote integrated approaches to aging.</td>
<td></td>
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<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>11.4 Engage collaboratively with others to promote integrated approaches to aging.</th>
</tr>
</thead>
</table>

- Perform and promote the roles of the gerontologist in collaborative work on behalf of older persons.

II.4.2 Respect and integrate knowledge from disciplines needed to provide comprehensive care to older persons and their families.

II.4.3 Develop interdisciplinary and community collaborations on behalf of the older population in:
  - Research
  - Policy
II.4.4 Involve the older person, their family and caregivers as members of the interprofessional care team in planning and service decisions.

II.4.5 Provide the following groups information and education in order to build a collaborative aging network:

- Key persons in the community (police officers, firefighters, mail carriers, local service providers and others)
- Aging workforce professionals and personnel (paid and unpaid; full- and part-time) in the field of aging.

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</td>
<td>III. Promote older persons’ strengths and adaptations to maximize well-being, health and</td>
<td>III.1.1 Build relationships that are respectful, confidential and engage positive change.</td>
</tr>
<tr>
<td>MENTAL HEALTH</td>
<td>mental health.</td>
<td>III.1.2 Screen and provide referrals to evidence-based programs and interventions.</td>
</tr>
<tr>
<td></td>
<td>III.1.3 Counsel older persons about healthcare and social program benefits.</td>
<td>• Health promotion, disease prevention, assessment and treatment programs</td>
</tr>
<tr>
<td></td>
<td>III.1.4 Provide care coordination services for persons with:</td>
<td>• For the U.S., this would include Medicare, Medicaid, Veterans Services, Social Security,</td>
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<tr>
<td></td>
<td></td>
<td>Older Americans Act, Adult Protective Services</td>
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<tr>
<td></td>
<td></td>
<td>III.1.4 Provide care coordination services for persons with:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complex health and mental health</td>
</tr>
<tr>
<td>SOCIAL HEALTH</td>
<td>III.2. Promote quality of life and positive social environment for older persons.</td>
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<td>---------------</td>
<td>------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>III.1.5 Facilitate optimal person-environment interactions.</td>
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<td></td>
<td>• Geriatric syndromes</td>
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<td></td>
<td>III.1.6 Assist caregivers to identify, access and utilize resources that support responsibilities and reduce caregiver burden:</td>
<td></td>
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<tr>
<td></td>
<td>• Assistive devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional services</td>
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<td></td>
<td>• Support groups and programs</td>
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<td></td>
<td>III.1.7 Facilitate end of life planning, including:</td>
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<tr>
<td></td>
<td>• Advance care planning</td>
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<td></td>
<td>• Palliative Care</td>
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<tr>
<td>PROGRAM/SERVICE DEVELOPMENT</td>
<td>III.3 Employ and design programmatic and community development with and on behalf of the aging population.</td>
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<tr>
<td></td>
<td>III.3.1 Work collaboratively with older persons, local government and com- munity organizations to advocate building age-friendly communities, including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Housing</td>
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<tr>
<td></td>
<td>• Design techniques in public space and home environments</td>
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</tbody>
</table>
### III.4 Encourage older persons to engage in lifelong learning opportunities.

**Domain**: EDUCATION

<table>
<thead>
<tr>
<th>Core Competency Statement</th>
<th>Recommended Competency Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.4.1. Promote lifelong learning opportunities across the life span to enhance personal development, social inclusion and quality of life.</td>
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</table>

### III.5. Promote engagement of older persons across the life span in the arts and humanities.

**Domain**: ARTS AND HUMANITIES

<table>
<thead>
<tr>
<th>Core Competency Statement</th>
<th>Recommended Competency Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.5.1 Create opportunities for people across the life span in the arts and humanities.</td>
<td></td>
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</tbody>
</table>
III.5.2 Develop and implement programs promoting creative expression by older persons.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Core Competency Statement</th>
<th>Recommended Competency Content</th>
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</thead>
</table>
| **BUSINESS AND FINANCE**        | III.6 Address the roles of older persons as workers and consumers                                                                                                                                                      | 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 |
| 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 |

| ARTS AND HUMANITIES | III.8 Engage in research to advance the 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.
GERONTOLOGY 101: Service Learning Process Group Recording

Date: _______________ Group #: ______

Facilitator: ___________________ Recorder: ___________________

Each student will have 2-3 minutes to discuss their service learning activities. Prior to the group meeting, the facilitator for that class will develop at least two questions that she/he will explore with the group. 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.

Facilitator’s Questions:
1. _________________________________________________________________________________________

2. ______________________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>______________________________________________________________________________</th>
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<tbody>
<tr>
<td>Student Initials</td>
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<table>
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<th>Student Name</th>
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<th>Student Name</th>
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<td>Student Initials</td>
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</table>
# GERÖ 101~ Group Presentation/Brochure Assignment Grading Rubric

**Student:** __________________________ **Topic:** ______________________________

<table>
<thead>
<tr>
<th>Components</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brochure</strong></td>
<td></td>
</tr>
<tr>
<td>Addresses assigned components (overview of issues, types of services available to address issue(s))</td>
<td>/5</td>
</tr>
<tr>
<td>Names, locations, information &amp; eligibility criteria of local agencies providing services</td>
<td>/5</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation was clear and logically presented</td>
<td>/4</td>
</tr>
<tr>
<td>Presentation was creative and engaged the audience</td>
<td>/3</td>
</tr>
<tr>
<td>Connects topic to reading assignments</td>
<td>/3</td>
</tr>
<tr>
<td>Team Evaluation turned in (must be turned in to receive credit for this assignment)</td>
<td>C/NC</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>/20</td>
</tr>
</tbody>
</table>

**Comments:**
# Service Learning Paper

Student: __________________________  Date: ____________

<table>
<thead>
<tr>
<th>Components</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Professional Inquiry Questions Addressed</td>
<td>3</td>
</tr>
<tr>
<td>Gero Core Competency Addressed</td>
<td>3</td>
</tr>
<tr>
<td>Ah-Ha Moments Explored</td>
<td>3</td>
</tr>
<tr>
<td>Thorough Reflection &amp; Summary</td>
<td>4</td>
</tr>
<tr>
<td>Grammar, Spelling, APA Formatting</td>
<td>4</td>
</tr>
<tr>
<td>Correct # of EB references</td>
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</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Comments:
# Agency Paper

Student: ___________________________  Date: ___________

<table>
<thead>
<tr>
<th>Components</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gero Core Competency Addressed</td>
<td>3</td>
</tr>
<tr>
<td>Explores People/Issues that Agency Addresses</td>
<td>3</td>
</tr>
<tr>
<td>Discusses the Agency</td>
<td>4</td>
</tr>
<tr>
<td>Incorporates Research into Paper</td>
<td>3</td>
</tr>
<tr>
<td>Grammar, Spelling, APA Formatting</td>
<td>4</td>
</tr>
<tr>
<td>Correct # of EB references &amp; Text</td>
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</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>/20</strong></td>
</tr>
</tbody>
</table>

**Comments:**
## Final Annotated Bibliography

Student: ______________________ Date: ____________

<table>
<thead>
<tr>
<th>Components</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 References Listed</td>
<td>7</td>
</tr>
<tr>
<td>Detailed Descriptive Paragraph for each reference</td>
<td>8</td>
</tr>
<tr>
<td>Grammar, Spelling</td>
<td>5</td>
</tr>
<tr>
<td>Correct APA formatting</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>/25</strong></td>
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</tbody>
</table>

**Comments:**
Team Learning Evaluation
(Score is included in Rubric)

Student: ___________________  Topic: ___________________________  Date: ____________

<table>
<thead>
<tr>
<th>Name of Learning Team Member</th>
<th>ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the content/process each team member was responsible for?</td>
<td></td>
</tr>
</tbody>
</table>

Using the scale below, individually rate each member of your Team, including yourself. 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>
<tbody>
<tr>
<td>Preparation (Research, reading, complete assignment)</td>
<td></td>
<td></td>
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<tr>
<td>Attendance (On-time &amp; stayed for duration)</td>
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<tr>
<td>Participation (Contributed best academic ability)</td>
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</tr>
<tr>
<td>Interpersonal Relations (Positive &amp; productive)</td>
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<td></td>
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<tr>
<td>Between Meeting Communication (Initiated &amp; responded appropriately)</td>
<td></td>
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</table>

Total Contribution Score (15 possible)

Individual Questions for Reflection:

Describe the collaboration with team members to complete this assignment.

What did you learn about yourself that will help you in other coursework and in your professional life?
## Aligned Outcomes: Department of Gerontology 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>Dept. of Gerontology Learning Outcomes</th>
<th>Sacramento State (as 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>
<tbody>
<tr>
<td>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.</td>
<td><strong>#1. 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. <strong>#2. 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. <strong>#5. 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. 3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.</td>
<td>Demonstrate current basic interdisciplinary knowledge when completing exams, assignments, &amp; projects at 73% or higher. Integrative Learning Rubric Criteria #1 &amp; 2 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5</td>
</tr>
<tr>
<td>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, history, languages, and the arts.</td>
<td><strong>#1. 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. <strong>#2. 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.</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.</td>
<td>Assess, plan, implement, &amp; 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</td>
</tr>
</tbody>
</table>
| Sciences, and humanities. | 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.  
**#5. Integrative Learning**, including: synthesis and advanced accomplishment across general and specialized studies. | Inequality and context of aging. | Teamwork Rubric Criteria #1-5

| 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.  
**#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  
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 | 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**
#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.

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<tr>
<th>4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others and addressing elder needs.</th>
<th>4. Perso...</th>
<th>5. Exhibit personal and social responsibility, (including life-long learning) and ethical and professional behavior in all settings.</th>
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<td>of the aging population.</td>
<td>1.1: Utilize gerontological frameworks to examine human development and aging</td>
<td>Adhere to university, course, &amp; agency policies &amp; standards. Successful completion of PRACTICA evaluation criteria at 73% or higher. Integrative Learning Rubric Criteria #5</td>
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<td>3.8: Engage in research to advance knowledge and improve interventions for older persons.</td>
<td>1.2: Relate biological theory and science to understanding senescence, longevity and variation in aging</td>
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<td>3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.</td>
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<td>3.3: Employ and design programmatic and community development with and on behalf of the aging population</td>
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<td>3.7: Employ and generate policy to equitably address the needs of older persons.</td>
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<td>In exams, seminars, assignments, PRACTICUM &amp; face to face encounters with others. Integrative Learning Rubric Criteria #4 &amp; 5</td>
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<td>Oral Communication Rubric Criteria</td>
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<td>Teamwork Rubric Criteria #1-5</td>
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<td><strong>Understanding</strong></td>
<td><strong>Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program including GE, departmental majors, the co-curriculum, and assessment.</strong></td>
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<td>advanced accomplishment across general and specialized studies.</td>
<td>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.</td>
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</table>

| **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.** | **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.** |

| **#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.** | 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** |

*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.