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
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


IV. RECOMMENDED READING


V. COURSE OBJECTIVES

At the completion of the readings, class experience and assignments of this course, students will be able to:

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

Gerontology Program Learning Outcomes

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

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

Note: (numbers relate to the five (5) Sacramento State Baccalaureate Learning Goals (2009).

Frequently used Websites:
SacCT
Various Aging-Related Websites: http://www.rrf.org/resources/aging-related-websites

Online Component:
This course uses SacCT for its online component. There will be six weeks where the course will be conducted entirely online. These online modules will include videos, activities, and discussion questions. Students are expected to fully participate in the online modules for a similar amount of time that would be spent in a face-to-face class. Access to SacCT is through the main CSUS home page portal and requires use of the student’s SacLink ID and password. Tutorials are available on the course site. Students are expected to use email, discussion and look for announcements throughout this course at least once weekly. Online assignments will be sent to the appropriate folder by the time designated on the Week-at-a-Glance outline.

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

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

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

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

Also please refer to University Website:
www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.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 check out this rubric on page 19 of this syllabus. It will help you decide if you have written the level of paper you want to turn in. It is used along with any course grading rubrics to analyze your papers.

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

Key Components of APA format to be used when typing your papers include:
• 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 utilized hanging indentation

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

Students may use computers in the classroom for note-taking purposes with the specific permission of each individual faculty member in the course. Faculty reserve 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>40 points</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>35 points</td>
</tr>
<tr>
<td>20 Service Learning Hours</td>
<td>25 points</td>
</tr>
<tr>
<td>Service Learning Journals</td>
<td>20 points</td>
</tr>
<tr>
<td>Discussion Questions (5 @ 10 points each)</td>
<td>50 points</td>
</tr>
<tr>
<td>Final</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

University standards for course grades:
93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
59% & below = F

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

• All assignments must be turned in to successfully pass the course. Students will turn in their assignments through SacCT. Late assignments are subject to a 5-point deduction per day late.
• All assignments must utilize APA formatting; this includes case studies and research paper.

VII. COURSE REQUIREMENTS

A. Attendance & Participation – Class experiences (lectures and strategies) build on and enhance out-of-class readings and learning experiences. It is expected that students will attend class, have the assigned readings complete, and participate in discussions, assignments, and activities. If you are unable to attend class please email Dr. Jensen before class that you will not be there. Level of participation will be taken into consideration when calculating students’ final grades.

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. Student E-portfolios – Students will be involved in a group assignment to deepen learning and facilitate discussion. The assignment will be based on class lecture topics and student interests. Students will select a specific topic relevant to the field of gerontology to create their electronic portfolios.

Each student interest group will present to the class utilizing an electronic-portfolio format. The portfolio will include local, national, and international (if applicable), perspectives of the gathered information. Each groups portfolio will contain pertinent information and issues and provide a critical analysis of the researched topic. Students should approach the portfolio with personal and analytical responses/reflections to the chosen topic. Students may choose to visit a business/service/program related to their topic to enhance their presentation.

In completing the portfolio, consider the concluded research about the topic as it relates to the concerns, values, and interests that significantly affect the older adult population who are utilizing the agency/service. Be sure to include the
policy(ies) that affect or impact the population. The following questions can be used to guide the presentation.

- What specific concerns are more important than others?
- What are some solutions to any identified problems presented?
- How the agency/service protect the older adult’s interests?
- How the agency/service address the concerns of older adults and incorporate the cohort values?
- How the agency/service attempts to address the future needs & desires of future older adults?

This is your time to be creative and present something that the class may not know! See rubric for presentation below:

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>GROUP E-PORTFOLIO PRESENTATION RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyzed the chosen topic incorporating personal and analytical response to findings/concerns.</td>
<td>/10</td>
</tr>
<tr>
<td>Researches <strong>and/or</strong> visits an agency or service related to chosen topic and discusses the <strong>concerns, values, and interests</strong> that significantly affect the older adult population who are utilizing the agency/service.</td>
<td>/5</td>
</tr>
<tr>
<td>Supports findings with evidenced based research.</td>
<td>/5</td>
</tr>
<tr>
<td>Presents a <strong>local</strong> and <strong>national</strong> perspective on topic.</td>
<td>/5</td>
</tr>
<tr>
<td>Discusses relevant policy(ies) that impact population</td>
<td>/5</td>
</tr>
<tr>
<td>Professional presentation with a logical flow.</td>
<td>/5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/40</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
</tr>
</tbody>
</table>

C. Service Learning Component – In order to meet the Service Learning Component of the class, each student is expected to volunteer at one of Eskaton’s senior communities for 20 hours at the student’s self-selected site. The class will meet at the Eskaton Village Carmichael on Thursday September 18th to orient the student to the responsibilities regarding the service-learning project.

To facilitate learning, the class will be divided between community assistance/referral agency, independent affordable housing, independent senior housing, assisted living, memory care, adult day health care, and skilled nursing. In addition to the 20 hours in the community, students will complete two (2) **journals of reflective writing** to expand on the service learning experience (two pages minimum – double spaced). A least one page will include your reflections on what you have learned in relation to: the lecture material presented in class, research of topic areas, and direct experiences related to the volunteer service with older adults. You will also select one Gerontology Core Competency (found on page 14 of this syllabus) and reflect on how your experience and learning in the agency relates to the competency. You will select a different core competency
for each journal. Journals will be submitted via the Journal link on SacCT on or before the start of class as determined by the Week at a Glance and instructor. A copy of the Service Learning Time Log must be brought to the instructor each week that a journal is due. The Time Log must be initialed by an agency representative after each visit. The final Service Learning Time Log must be signed by faculty once the 20 hours have been completed and turned into the Community Engagement Center no later than the Friday before Finals – Dec. 12, 2014. A copy of the final Time Log must also be given to Dr. Jensen.

**Service Learning Orientation** - Students are required to complete a mandatory online service learning orientation through the link on SacCT prior to beginning service learning hours. **Proof of Orientation Completion must be brought to faculty by Sept. 18th.**

D. **Case Studies (FOR MASTERS STUDENTS)** – There are two case studies that need to be completed. Case Studies must have APA Title Page & Reference Page. Answers to the questions at the end of the case study must be emailed to donna.jensen@csus.edu by 5:00 p.m. on the due date.

E. **Research Paper and Interview with a Senior Services Agency or Business** – Students will research a senior service agency or business and interview a staff member in a management position. Students will write a minimum seven pages (not including the Title Page or Reference List) research paper, 12 point font (Times New Roman or Arial), and APA formatted (Must have Title Page, Introduction, Body of Paper, Conclusion, Reference Page). Minimum of 3 **peer-reviewed, evidenced based, scholarly research articles** must be used and cited on the Reference page. (GRAD STUDENTS MUST USE AND CITE A MINIMUM OF 5 RESEARCH ARTICLES). References must be no older than 8 years, unless considered classic work.

Use these parameters as direction for conducting and writing your interview research paper: The purpose of this exercise is to learn about a selected aging network business/service and determine the level of service provided. Each student is graded on the completeness of each interview question, the background and pertinent research on the topic, APA format (narrative form, **not** question/answer), and the content and the fluency of the paper. The interview should include the following information:

1. Whom did you interview?
2. Describe the position of the individual at the agency interviewed.
3. What level of education did he/she finish?
4. What type/level of services are provided for older adults, and what is the strength or specialty? Does the agency employ a gerontologist?
5. How long has the agency/business been in operation?
6. What types of opportunities for growth or expansion are evident or a possibility for this agency/business?
7. Where does the agency/business derive its funding? What have been some of its concerns regarding the funding? Does it accept third party reimbursement?
8. Is there legislation that mandates the provision of services? What is the legislation?
9. Are there concerns about the future in terms of financial viability or the need for additional services?
10. What other supportive services does the agency/business interact with or depend upon?
11. Does this agency relate with other agencies in the aging network?
12. Does this agency/business have an area to improve upon?
13. What does the individual believe is the biggest threat facing the senior service industry today? Why?

Rubric for Research Paper:

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>RESEARCH PAPER RUBRIC – GERO 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page &amp; Reference Page are included. Minimum of 7 pages total (NOT including Title Page and Reference Page).</td>
<td>0 1 2 3 2</td>
</tr>
<tr>
<td>Body of Paper in APA and narrative format. Minimal spelling and/or grammar errors.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Reference Page contains at least 3 scholarly peer-reviewed research articles. Each article is cited in body of paper &amp; all citations are listed on the Reference Page.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Critical thought is evident throughout the paper. The reader is given information on the level of service provided by the agency/business that is supported by research.</td>
<td>0 3.5 7 10.5 10</td>
</tr>
<tr>
<td>Interview questions are answered completely.</td>
<td>0 2.5 5 7.5 10</td>
</tr>
<tr>
<td>Background and pertinent research on the chosen type of agency/business are incorporated with interview responses resulting in adequate coverage of the topic and a smooth flow of the content.</td>
<td>0 3.5 7 10.5 10</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
</tr>
<tr>
<td>TOTAL = 40 POSSIBLE</td>
<td>/40</td>
</tr>
</tbody>
</table>

F. Discussion Questions for Online Modules
There will be six weeks where the course will be conducted entirely online. A discussion question will be posted and students will work in groups to discuss the question. Each group will then post ONE response to the larger classroom community by Thursday at midnight of the respective week. Each student will then be responsible for reading each groups post and respond to ONE post (not their own groups post), by the following Thursday at midnight. These posts and responses need to be substantive and informative and include critical reflections. A post such as, “I see what you mean, good idea” will not suffice as a substantive post.

G. Final Examination
There will be a final written essay examination. The exam will be comprised of case vignettes in which you will need to incorporate course material.

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

VIII. Course Content Outline

Chapter 1, On the Threshold of a New Era
Chapter 2, Legislative Foundations for Program & Services, and Benefits Supporting Older Adults
Chapter 3, Patterns of Service Use & Theories of Help Seeking Behavior
  1. Class Objectives:
     Discuss and recognize the changing demographic patterns of the aging population.
  2. Explore the unique demographic characteristics of the baby boom cohort versus other cohorts.
  3. Explore the continuum of care services, in relation to the Older Americans Act and services provided through the aging network.
  4. Demonstrate knowledge of informal and formal networks to support older adults.
  5. Describe the psychosocial barriers to service use by older adults.
  6. Discuss the theories of help seeking behavior among the older adult population.

Chapter 9, Income Programs
  1. Describe the income patterns of older adults and how it varies by age, gender, race and socioeconomic status.
  2. Discuss the benefits provided under Social Security and SSI.
  3. Discuss the challenges income programs face in providing financial support to older adults.

Chapter 4, Information & Assistance
Chapter 5, Volunteer and Intergenerational Program
Class Objectives:
  1. Describe the role of the OAA in the development of Information & Assistance (I&A) for older adults.
  2. Discuss the characteristics and role of I&A as it relates to seeking services.
  3. Explore and define the I&A process and components of accessing services.
  4. Describe the characteristics of older volunteers and their reasons for volunteering.
  5. Explore the Federal senior volunteer programs and intergenerational programs.

Chapter 6, Education Programs
Chapter 8, Employment Programs
Class Objectives:
  1. Describe the chronological stages of lifelong education and the educational needs of older adults.
  2. Explore Lifelong Learning Institutes (LLI), community based programs and educational programs in higher education institutions.
3. Class Objectives:
4. Describe the government-funded employment and training programs for qualified older workers.
5. Explore the benefits of having an “older worker” from an employer standpoint.
6. Describe the influence of Social Security and private pensions has on retirement decisions and opportunities for older adults.

Affordable Healthcare

Chapter 7, Senior Centers and Recreation
Chapter 10, Nutrition and Meal Programs
Class Objectives:
1. Discuss the relationship of leisure activities to the physical and psychological well being of an adult.
2. Explore the role of AAAs in the development of senior centers.
3. Identify senior center and meal program usage by older adults.
4. Describe the role of the OAA in senior nutrition programs.
5. Discuss the challenges of nutrition programs in the future.

Chapter 15, Housing
1. Describe the person environmental fit model.
2. Demonstrate knowledge of the housing continuum of services from federal programs to proprietary, in the social model.

Chapter 11, Health Care and Wellness
Chapter 16, Care Management
Class Objectives:
1. Discuss the differences between acute and chronic illness, and how chronic conditions vary across subpopulations of older adults.
2. Demonstrate knowledge of the differences between Medicare & Medicaid.
3. Explore the models of managed care for the Medicare recipient.
4. Explore the role of the OAA in initiating and funding health promotion programs for older adults.
5. Discuss intervention strategies used by health promotion programs.
6. Define case management and the core elements of the “care management” process.
7. Discuss the differences among the four case management models.
8. Demonstrate knowledge of the general characteristics of case management clients and the challenges of the future.

Chapter 17, Home Care
Chapter 18, Respite Services
Class Objectives:
1. Discuss the situation in which Medicare and Medicaid will pay for home care for older adults.
2. Discuss the reasons why older adults will generally choose the home care options.
3. Define hospice care and how such care is financed.
4. Explore respite care, how it is funded and who uses it.
5. Describe the differences among in-home respite care adult day care and institutional respite care options.
6. Discuss the reluctance among caregivers to utilize respite care and the challenges agencies face, who offers respite services.

Chapter 12, Mental Health Services
Substance Use/Abuse Services
Class Objectives:
1. Explore the general characteristics of older adults who use mental health services and the role of community-based services.
2. Explore the peer-counseling model.
3. Describe the mental health needs of caregivers and the availability of services.

Chapter 14, Transportation
Chapter 19, Long-Term Care Services
1. Explore the role of gender income and geographic location in regards to the transportation patterns of older adults.
2. Discuss the challenges of providing public and specialized transit programs in relation to the successful implementation of home and community based programs for older adults.
3. Demonstrate knowledge of Medicare and Medicaid in long-term care.
4. Explore the role of the LTC Ombudsman and the critical role in institutional settings.
5. Discuss the evolution of nursing homes and the various classifications.

Chapter 13, Legal Services &
Class Objectives:
1. Explore the different types of legal programs available to older adults.
2. Discuss the types of legal problems older adults encounter and the delivery of legal aid programs.

Chapter 20, Programs and Services in an Era of Change
Creativity and Longevity in Aging
Class Objectives:
1. Explore the re-authorizaion of the OAA and the changes which are being discussed.
2. Discuss the changes in the aging population and the influence on the OAA regarding services, costs, eligibility and servicing the cohorts.
Name: ________________________________

1) Please describe your current interest in the field of aging, and why you would like to take this course.

2) Tell me about your current involvement in the field of aging services, from a professional or a personal perspective.

3) What are your goals for the future in connection with the field of gerontology?

4) What do you hope to learn and what skills do you want to ascertain from taking this course?
Gerontology Core Competencies

These Gerontology competencies are organized using the areas from the original Nursing Core Competencies from the AACN & 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 decrement 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 and polypharmacy; immunizations; nutrition guidelines; and reduction of social isolation. Exposure to instruments to detect physical, psychological, and 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, iatrogenesis, polypharmacy, dementia and delirium, urinary incontinence, sleep disturbance, problems of eating and feeding, 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

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 facilitate 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. Uses knowledge of general ethical principals 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
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 workforce 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 elderly, 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 and life review, 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:

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.
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.*
**E-portfolio ~ Team Learning Evaluation**  
(Score is included in Rubric)

Student: _________________  Date: __________

Using the scale below, individually rate each member of your Team, including yourself.  
**Be honest!!**

0 = Strongly Disagree  1 = Disagree  2 = Agree  3 = Strongly Agree

<table>
<thead>
<tr>
<th>Name of Learning Team Member</th>
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<tbody>
<tr>
<td><strong>Preparation</strong> (Research, reading, complete assignment)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Attendance</strong> (On-time &amp; stayed for duration)</td>
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<tr>
<td><strong>Participation</strong> (Contributed best academic ability)</td>
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<tr>
<td><strong>Interpersonal Relations</strong> (Positive &amp; productive)</td>
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<tr>
<td><strong>Between Meeting Communication</strong> (Initiated &amp; responded appropriately)</td>
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<tr>
<td><strong>Overall Contribution Score</strong></td>
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</tbody>
</table>

**Individual Questions for Reflection:**

Describe how you collaborated with your team members to complete this assignment.

What will you do differently the next time you collaborate in a group?

What are the most important concepts you have learning from this Learning Team experience?

How will you use this learning to improve both personally & professionally?