California State University, Sacramento
Gerontology Program

GERONTOLOGY 100 - ISSUES OF AGING IN AMERICA
Spring 2016

Instructor: Diane Walsh
Class Time: Mondays, 5:30 to 8:20 PM
Location: Academic Information Resource Center (AIRC or ARC) Room 1010

Office: Amador Hall (AMD) Room 551C
Office Hours: M & W 12:30 PM to 1:00 PM
Wednesdays 4:45 PM- 6:45 PM or by appointment
E-mail: walsh.d@csus.edu
Phone: 916-278-6808

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

Email contact: Use SacCT Blackboard Mail for all email correspondence. Mail is listed in the column on the left side on the SacCT Blackboard course Home Page. Mail can be used for corresponding with both instructor and classmates. Be sure you put a subject in the subject box.
*** Mail in SacCT is not your Saclink email.
Allow two business days for your instructor’s email response.

*Note the syllabus is subject to change. A class email will be sent out in SacCT, if changes are made.

Required Reading

Recommended Reading

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

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

Upon the completion of this course, the student will:

GE AREA D Learning Outcomes

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

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

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

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

Additional Program & Gerontology Sacramento State Baccalaureate Learning Goals

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

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

7. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)

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

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

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

**Student Learning Outcomes** # 1-10 above will be measured by the follow:

- In-class weekly reflections based on lecture
- Online research and written assignment
- Out-of-class elder interview and written assignment
- Journal Article and Presentation Assignment
- In-class group discussion with written student responses
- Final Exam Project

**Course Objectives**

Students will be able to:

1. Define the life course perspective and describe how age/period/cohort, gender, race, and ethnicity influence the life course.

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

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

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

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

6. Demonstrate how sensory losses affect the individual.

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

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

9. Develop a personal definition of successful aging and apply it.

10. Examine social policies, including Social Security, Medicare, the long-term care system, employment, and age discrimination.
Course Requirements
1. Attend required class meetings (see details in the Week at a Glance).
2. Complete reading assignments by the due date.
3. Complete course assignments.
4. Check SacCT email on a regularly (several times a week or daily, if possible) for updates, changes, or possible cancelations. **You may lose points on an assignment, if you failed to check emails containing instructions.**
5. Have access to the Internet and SacCT Blackboard.

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

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

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

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

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

Submit your assignments as a .doc or .docx. Do not send assignments as a zip file. **If the instructor is unable to open the posted assignment a zero will be given.**

Late Work
Be sure to pay close attention to deadlines.

***Class assignments submitted after the due date and time will receive five points off for each day late, up to one week. After one week the assignment will no longer be accepted. An assignment is considered late if it is not turned in by the date and time noted. One minute after the time it is due is considered late and will receive 5 points off.***
If you have a documented personal emergency such as the death of a close family member, medical emergency, or documented physical illness (with a doctor’s note) please let me know BEFORE THE DUE DATE, if the situation allows.

There are some assignments that do not follow this late policy. You will see them noted in the Week at a Glance. For those assignments, late work is not accepted.

Make-up Exams: Tests and Final Exam
Contact your instructor as soon as possible. The only acceptable reasons for missing a test: a documented personal emergency (such as the death of a close family member or a car accident) or a documented physical illness (with a doctor’s note). You will need to talk with your instructor before the scheduled exam to discuss and schedule the make-up exam. The following is the link for scheduling through the testing center’s Make Up Exam Program [http://www.csus.edu/testing](http://www.csus.edu/testing/)
Be prepared for the possibility of taking an all short-answer exam. No make-up exams will be given for simply missing a test. If you miss a test without appropriate documentation, you will receive a score of zero for that test.

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

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

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

Key Components of APA format include:
- Double-spaced lines and sentences.
- 12 font-Times New Roman.
- 1" margins on all sides.
- All pages must have APA formatted header. Number all pages.
- Indent 5 spaces-first line of every paragraph.
- Include a title page for all papers and a reference page when applicable.
**Lectures**
The schedule is subject to change with advanced notice. Lecture topics may continue into the next scheduled class meeting, if more time is needed to address the material or class dialogue.

**Assignments**

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

*Be aware that doing the minimum does not guarantee an A grade.*

1. **Reflections Writing Assignment - minimum length of 1 page / 250 words per reflection with a total of 8 reflections.** Each entry is worth 5 points.

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

   It is recommended that you write the reflection entry right after viewing the lecture, so that you can write your immediate reaction or thoughts about the topics covered. A reduction in points will be made, if the entry is vague or lacking effort or thoughtfulness. Each reflection is required to be 1 page in length. A large space at the top or bottom of the page or wide margins reduces the writing from a full page. Points will be deducted if it is not 1 full page. **A maximum of 2 points will be deducted for APA errors.**

   Each typed reflection entry is due in Assignments in SacCT Blackboard by the following Monday by 5:30 PM. See the Week-at-a-Glance for details. **If it is posted after 5:30 PM it will be considered late and no points will be given.** Do not wait until the last minute. Be sure to save all entries. If you make a mistake posting in Assignments for Reflection #1 send the reflection in SacCT Mail as an attachment by the day and time it is due. If this happens more than once your instructor has the option of giving a zero for the assignment. If you do not know how to post assignments you can get help on campus in the AIRC building.

   **Do not include a title page or header for this assignment. Set up your reflection with the following at the top of your paper:**

   Name

   Reflection # 1

**Online & Out-of-Class Writing Assignments**

There will be online and out-of-class activities in lieu of actual time in the classroom. These activities provide opportunities for learning about a particular subject in social gerontology outside of the classroom setting. The assignments will require use of the Internet.
All Area D courses require written assignments that contain a minimum of 1,500 words.

1. **Elder Interview (Activity #1) 70 points 5½ -page / 1350 word minimum**
   Students are required to interview an elder *age 65 or older*. In their interview report, students will demonstrate the development of critical thinking and written communication skills as they describe how the interviewee’s experiences relate to course content. The following are sample questions:
   - What historical event had the greatest impact on your life?
   - Tell me about your culture. Explain how it is a part of your life.

   The elder interviewed can be a family member, neighbor, or acquaintance. Telephone interviews are acceptable. Written interviews through email and text messages are not acceptable. Full details will be posted in Course Content.

2. **Student Survey (Activity #2) 10 points**
   This assignment involves conducting a short survey on campus. The topic, questions, and document will be provided for you. It will be posted in Course Content.

3. **Images of Aging / Presentation (Activity #3) 30 points 2-page / 750 word minimum**
   How is age portrayed in the United States? What does age look like in our culture? This assignment will give students the opportunity to explore how aging is portrayed in books, magazines, movies, television, radio, billboards, and the Internet. These messages and commentaries about aging can be found in their advertising, marketing, music, fashion, sports, leisure, finance, health promotions, humor, and more. Full details about this assignment will be posted in Course Content.
   This assignment is in lieu of a midterm. **Late papers will not be accepted.** Each student is required to present his or her findings to the class. Both written and oral parts of the assignment must be completed to receive a grade for the assignment.

4. **Peer Review Journal Article Paper and Presentation (Activity #4) 50 points 2½ -page / 625 word minimum.**
   For this assignment students will review a scholarly, peer reviewed, research-based journal article related to a topic from the textbook, *Aging Matters*. Choose a topic from one of the following chapters:
   - Chapter 6: Family, Friends, and Other Informal Support
   - Chapter 10: Economic Well-Being: Retirement, Employment, and Poverty
   - Chapter 12: Enhancing Older Adults’ Well-Being Through Technology
   - Chapter 13: Policies to Promote Older Adults’ Well-Being

   Full details will be posted in SacCT Course Content. Student findings will be presented in class. **Late papers will not be accepted.** Both written and oral parts of the assignment must be completed to receive a grade for the assignment.

5. **Final Exam-Project / Presentation: (Activity #5) 50 Points 3-page / 750 word minimum.** The purpose of this assignment is for students to put what they learned
during the semester into practice. This final assignment will be based on material from the entire semester. The assignment will be posted in Course Content approximately 3 weeks before the final exam date. Students will present their final project during the final. All are required to attend the final exam for the full length of time allowed to receive points for the paper and presentation. Late papers will not be accepted. The rule for late assignments does not apply to the final. Full details are in the assignment document.

Both written and oral parts of the assignment must be completed to receive a grade for the assignment.

**Evaluation of Course Work**

<table>
<thead>
<tr>
<th>Points and % of final grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 (15 %)</td>
<td>Weekly Reflections (5 points per reflection-8 weeks) Participation Points</td>
</tr>
<tr>
<td>70 (28%)</td>
<td>Activity #1 Elder Interview</td>
</tr>
<tr>
<td>10 (5%) (rounded up)</td>
<td>Activity #2 Student Survey</td>
</tr>
<tr>
<td>30 (12%)</td>
<td>Activity #3 Images of Aging</td>
</tr>
<tr>
<td>50 (20%)</td>
<td>Activity #4 Journal Article</td>
</tr>
<tr>
<td>50 (20%)</td>
<td>Activity #5 Final</td>
</tr>
<tr>
<td>250 (100 %)</td>
<td>Total Points Possible</td>
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</tbody>
</table>

**Grading Scale**

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>232-250</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>224-231</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>217-223</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>207-216</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>199-206</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>192-198</td>
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<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
<td>167-173</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>157 – 166</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>149 – 156</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Below 149 = F</td>
</tr>
</tbody>
</table>
Course Policies

Attendance

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

Required Class Meetings

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

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

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

Understand When You May Drop This Course

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

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade.

Changing classroom seating arrangements:

The instructor has the option to change the seating arrangements of the class. This may be done to enhance group discussion, create a new learning environment, give an opportunity for students to get to know classmates, and to improve the learning environment.
Use of Technology in the Classroom:
Taking photographs on any kind is not allowed. This includes photographs of PowerPoint Presentations.

Video and audio recordings are not allowed.

Faculty reserve the right to refuse permission to audio/video record. Use of audio/video recording devices for the purpose of recording lectures may not be used unless with specific permission of each individual faculty member in the course. Students who are permitted to audio/video record lectures may only do so for personal use in study and preparation related to the class and must destroy any audio/videotapes when no longer needed for academic work, or at the end of this academic semester, whichever comes first. The audio/videotapes are recognized as sources, the use of which in any academic work is governed by rules of academic conduct delineated by the Program and University. Audio/videotapes of lectures are to be treated as (HIPAA protected) confidential material and may only be played in a secure and private environment.

Students who require audio/videotaping accommodations as a result of an educational plan set forth by the Services to Students with disabilities (SSWD) office must provide faculty with written documentation at the start of the semester per University policy.

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

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

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

Professional Conduct

Promptness is important, not only for work, but for class. It is to everyone’s benefit for you to be on time for class.

Courtesy is important. Our class will consist of individuals from various backgrounds, beliefs, and circumstances. Be considerate to those whose views differ from your own.

Policy on Disruptive Students

University Policy Manual The university policy regarding disruptive students must be adhered to in FACS 9
(http://www.csus.edu/umanual/student/STU-0112.htm).

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

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

A student may be dismissed by the instructor from any class period in which disruptive behavior persists following the instructor's request that it cease. Attendance at subsequent class period is allowed unless the disruptive behavior continues. If the student refuses a request by the instructor to leave the classroom following persistent disruptive behavior, the University Police should be contacted.

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

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

**Tool for Checking Your Work**

http://turnitin.com/

http://turnitin.com/en_us/features/originalitycheck
CSUS Policy on Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. When the course is not noted, the following would constitute plagiarism:

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

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

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

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

Source: Sacramento State University Library

Commitment to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

The student code will be strictly enforced in this course and it will be expected that each student is both aware of and familiar with its requirements and penalties. All aspects of your course work are covered by the University’s student code and any violation(s) will be reported to the University.

Sac State's Academic Honesty Policy & Procedures
Read more about Sac State's Academic Honesty Policy & Procedures
**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

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

Continue to the next page
Campus Resources
Sac State has many programs and resources available to assist you during your academic studies.

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

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

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

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

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

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

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

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

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

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

**Online Resources**

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

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

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

[http://www.csus.edu/irt/labs/](http://www.csus.edu/irt/labs/)

**Help with technology for lecture videos**

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

**Gerontology Core Competencies**

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

**CRITICAL THINKING**

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

1. Recognize the contributions that aging persons make.

2. Define/describe the bio/psycho/social concepts and theories used to study aging.

3. Understand the influence of theory on policies and procedures in practice.
4. Modify practice and policy as concepts and theories indicate.

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

6. Identify aspects that may influence the interpersonal environment.

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

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

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

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

**COMMUNICATION**

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

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

**ASSESSMENT**

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

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

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

**PROFESSIONAL PRACTICE SKILLS (clinical/direct service skills)**

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

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

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

16. Develop statements of relationships between problems and solutions.

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

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

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

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

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

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

23. Advocate for necessary services and resources.

24. Employ appropriate intervention strategies within interdisciplinary context.

HEALTH PROMOTION, RISK REDUCTION, & DISEASE PREVENTION

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

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

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


**ILLNESS AND DISEASE MANAGEMENT**

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

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

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

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

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

**Content:** Instruments and guidelines to prevent and recognize common areas of communication impairments in older adults. Technologies that directly impact function: hearing aids, assistive devices, and adaptive equipment. Technologies that 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. Use knowledge of general ethical principles and how they relate to professional practice in gerontology.

35. Appreciate the need for ethical accountability in practice.

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

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

**HUMAN DIVERSITY**

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

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

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

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

**GLOBAL HEALTH CARE**

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

41. Recognize changing international demographics of aging.

42. Evaluate differing international models of geriatric care.

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

**Content:** The effects of an aging society on disease prevalence, morbidity, and mortality. Evaluation of the consequences of an aging society on health care utilization, resource allocation, cost, and 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 elders, e.g., assisted living, continuing care retirement options, home care, and nursing homes.

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

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

46. Understand state and national aging policy and programs.

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

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

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

ROLE DEVELOPMENT ~ PROVIDER, MANAGER/COORDINATOR, PROFESSIONAL MEMBER

Content:

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

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

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

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

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

52. Develop skills necessary for grant writing.

Competencies are drawn from the following:
Nursing:

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


Social Work:


Gerontology:


Notes:

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

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