

# GERO 11: OLDER ADULT SERVICES AND STRATEGIES

## In Workflow

1. GERO Committee Chair (donna.jensen@csus.edu)
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## Approval Path

1. Tue, 22 Aug 2023 02:27:34 GMT  
Donna Jensen (donna.jensen): Approved for GERO Committee Chair
2. Tue, 22 Aug 2023 02:29:52 GMT  
Donna Jensen (donna.jensen): Approved for GERO Chair
3. Sat, 07 Oct 2023 22:33:46 GMT  
Rachel Flamenbaum (flamenbaum): Rollback to GERO Chair for SSIS College Committee Chair
4. Wed, 18 Oct 2023 01:44:16 GMT  
Donna Jensen (donna.jensen): Approved for GERO Chair
5. Wed, 25 Oct 2023 22:28:58 GMT  
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
6. Thu, 26 Oct 2023 23:06:32 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean
7. Wed, 01 Nov 2023 23:21:35 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## History

1. Aug 18, 2023 by Donna Jensen (donna.jensen)

Date Submitted: Tue, 22 Aug 2023 02:26:47 GMT

**Viewing: GERO 11 : Older Adult Services and Strategies**

**Formerly known as: GERO 101**

**Last approved: Fri, 18 Aug 2023 15:23:49 GMT**

**Last edit: Wed, 18 Oct 2023 01:44:08 GMT**

Changes proposed by: Donna Jensen (204323929)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Donna Jensen	donna.jensen@csus.edu	530-278-2561

**Catalog Title:**

Older Adult Services and Strategies

**Class Schedule Title:**

Older Adult Svcs + Strat

**Academic Group: (College)**

SSIS - Social Sciences & Interdisciplinary Studies

**Academic Organization: (Department)**

Gerontology

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2024 (2023/2024 Catalog)

**Subject Area: (prefix)**

GERO - Gerontology

**Catalog Number: (course number)**

11

**Course ID: (For administrative use only.)**

136046

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Not a new proposal, changing existing upper division course, to lower division. The course description has been changed to reflect new lower division content as an introductory Gerontology course. This is one of the first courses students take to learn about Gerontology and aging.

Currently all Gerontology courses are upper division and we are changing this introductory course to lower division for curricular reasons (this is more of a survey course on aging/Gerontology and typically one of the first two courses taken to learn about Gerontology), 2) programmatically (program review feedback has recommended Gerontology have some lower division courses available for students) and 3) we are working on educational pathways with American River and Sac City Colleges and would like to articulate this and one other course with them to support transfer students. We are also wanting to make this a G.E. Area D course.

ELOs have been updated to reflect lower division. Service learning will continue in GERO 11 (already existed in GERO 101 course).

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course is an introduction and exploration of the older adult service continuum within the context of changing diverse societal needs, service availability and accessibility, current public policy, and administrative and management issues facing older adults. A multidisciplinary examination of the spectrum of services and programs targeted for older adults and their families. Includes agency information and referral processes, recreational and social options, housing alternatives, in-home, residential and skilled care options, health care eligibility criteria, funding sources, and protective services.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

Yes

**Attach Service Learning Designation Approval**

Memo SLD GERO 101.docx

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	Identify the key considerations involved in assessing the needs of older adults	Service Learning Question Reflective Journal APA Paper In-Class Activities Service Learning Time Log Service Learning Topic Group Presentation In-Class Activities
2	Describe the structure and organization of senior services in the country through the Older Americans Act and how they are delivered in the greater Sacramento region.	Reflective Journal Service Learning Question Service Learning Time Log In-Class Activities Service Topic Group Presentation
3	Discuss the realities of aging services and factors that influence utilization of services	Reflective Journal APA Paper Reflective Journal In-Class Activities Service Learning Time Log Service Learning Topic Group Presentation Quizzes

4	Describe the range of services available to meet the needs and challenges of older adults.	Reflective Journal APA Paper In-Class Activities Reflective Journal Service Learning Time Log Service Learning Topic Group Presentation Quizzes
5	Identify social policy issues that affect older adults, their families and caregivers.	Reflective Journal APA Paper Service Learning Time Log Quizzes In-Class Activities
6	Explore their own beliefs and feelings about health and illness with aging.	Discussion Thread: Introduction Reflective Journal Service Topic Group Presentation In-Class Activities APA Paper
7	Identify services in the older adult services network.	Service Topic Group Presentation In-Class Activities Quizzes APA Paper/Writing Assignment Service Learning Time Log
8	Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.	Discussion Thread: Introduction In-Class Activities Reflective Journal APA Paper Service Learning Time Log Service topic Group Presentation
9	Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.	Discussion Thread: Introduction In-Class Activities Service Learning Time Log Service topic Group Presentation Reflective Journal

**Attach a list of the required/recommended course readings and activities:**

GERO 11 Texts.docx

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:****Programs:**

BS in Gerontology

Minor in Gerontology

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

### Undergraduate Learning Goals:

Intellectual and practical skills  
Integrative learning

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

D. The Individual and Society

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Gero 11 S 24 DJ.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## General Education Details - Area D: The Individual and Society

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.**

The syllabi is reviewed by the chair (small department) to ensure course learning objectives remain the same and that assignments, if adjusted continue to meet the evaluation criteria needed for course and GE learning objectives.

**What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.**

The chair & curriculum committee. The chair meets with lecturers and reviews syllabi prior to each semester to 1) alert lecturer about the course and GE learning objectives, 2) review to make sure that teaching materials and methods comply with GE and course requirements/objectives and 3) ensure that assignments continue to evaluate stated course and GE objectives. Curriculum committee (which the chair is a member of) reviews courses annually.

Section 2.

**Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.**

**Describes and evaluates ethical and social values in their historical and cultural context.**

Students will learn about ageism in context with other "isms" to not only explore ageism, but also the intersectionality of age, culture, race, socioeconomic class, gender, etc. This course involves service learning in an agency serving older adults. Students will examine service network agencies as well as the services they provide as a lens to critique how services are, or are not, provided to differing populations of older adults - of specific note will be socioeconomic status and the impact it has on how and where people age. The course will look at historical movements of care for older adults and evaluate current trends in age friendly services and communities. This will be evaluated through in-class activities, reflective journals, and APA topic paper.

**Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.**

Students will be exposed to and work with many varying disciplines in the course of their service learning and course curriculum. Not only does the course explore different disciplines involved in the aging services network, it will look at the role each discipline

has in delivering a comprehensive network of services. Students will observe different academic disciplines including the academic and professional preparation for different disciplines and their scope/limitations of practice and the potential benefit to individuals, communities and societies. This will be evaluated through student assignments and participation in class. Specific evaluative assignments for this criteria are: Reflective Journals, Quizzes, Service Learning Topic Group Presentations.

**Demonstrates 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.**

With a focus on aging, this course will look at the intersections of all above listed constructs as well as the role of a gerontologist. In this course, we will examine an understanding of the intersectionality through mezzo/macro lens in looking at how services are provided to older adults and their families. From this perspective, students will develop an understanding of how services agencies address diversity, equity and inclusiveness in the provision of services. This includes program development, agency attentiveness (or not) to cultural and familial norms around service provision, caregiving, inter-generational households, LGBTQI+ aging, independence, and autonomy. Specific evaluative assignments for this criteria are: Reflective Journals, Quizzes, Service Learning Topic Group Presentations.

**Explains and critically examines social dynamics and issues in their historical and cultural contexts.**

From federal, state and local perspectives, students will examine historical views and treatment of older adults through the provision of services. Through a mezzo lens of agency providers, the course will address cultural (race, ethnicity, ability/disability, gender, etc) realities, as well as changes in differing generations values, needs and power and the impact this has on the life course and aging. We will look at varying movements in how society views aging (infirm/deficit based, successful aging, optimal aging).

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

N/A course change submitted for lower division.

Section 3.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This course is an introduction/overview of the older adult services network. This includes developing an understanding of the needs of a complex, diverse and ever-changing population. The World Health Organization has stated that Ageism can have the same impact as sexism and racism. This course looks at service to older adults from agency perspectives. This includes learning about the variety of needs for this diverse (in ability, culture, race, economic, spiritual, ability, health, etc) population. Students will develop an understanding of aging and human behavior and the services network that addresses their needs. Gaps in services will also be viewed through an intersectional lens to learn about power and privilege and who/how people get services (and who doesn't).

**Reviewer Comments:**

Rachel Flamenbaum (flamenbaum) (Sat, 07 Oct 2023 22:33:46 GMT): Rollback: pls see email feedback

Key: 2434