

COURSE NAME: SSW296 Introduction to Gerontology

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course is designed to introduce students to some general concepts related to aging in Canadian Society. Individual factors related to the aging process, as well as societal, policy, economic and legislative contributors will be discussed and their impacts on service delivery. The professional role that social service workers play in the lives of older Canadians will be explored.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Demonstrate knowledge of the concepts related to Aging in Canada.</p> <ul style="list-style-type: none">1.1 Define Gerontology1.2 Analyze the importance of studying Gerontology for social service workers.1.3 Discuss common myths and stereotypes of aging.1.4 Discuss the growing need for gerontological social workers and social service workers.1.5 Analyze communication techniques for counselling older adults.1.6 Measure how immigration, death and birth rates effect the Canadian population.1.7 Clarify the terms "baby boom" and "baby bust."1.8 Identify the personal characteristics that a social service worker should possess when engaging in a professional relationship with older adults. | <ul style="list-style-type: none">2.3 Identify the causes of death in old age.2.4 Review processes of normal and abnormal cognitive aging, including the review of dementias of different origins, and depression and anxiety amongst seniors.2.5 Examine how technology has improved the lives of seniors.2.6 Describe how leisure and recreation activities impacts seniors in Canada.2.7 Describe how older people differ in their activity patterns by gender, marital status, education level, health and geography.2.8 Articulate the role that community service and volunteering plays in older adult's lives and their communities. |
| <p>2.0 Examine how Personal Health and Wellness effects seniors.</p> <ul style="list-style-type: none">2.1 Using a holistic strengths based approach, identify why it is important to promote healthy lifestyles and positive mental health with an aging population.2.2 Describe the physical and psychological changes that occur in the body as people age. | <ul style="list-style-type: none">3.0 Explain the impact of love, intimacy and sexuality within the senior population.<ul style="list-style-type: none">3.1 Define the terms "sexuality" and "intimacy".3.2 Examine the factors that influence sexual behaviour in old age.3.3 Identify the psycho-social factors that affect affection, love and intimacy.3.4 Explain the importance of the need to feel comfortable discussing sexuality with the senior population in a respectful manner.3.5 Articulate your knowledge on the myths surrounding sexuality and seniors. |

- 3.6 Identify and clarify what role social service workers play in viewing sexuality as a healthy part of the human lifespan.
- 4.0 Discuss living arrangements and care support programs for seniors.
- 4.1 Explain single family housing arrangements, retirement living, long-term care facilities, granny suites, Adult Day Care Programs and homecare support programs.
- 5.0 Examine how retirement and financial well-being effects seniors.
- 5.1 Discuss the history of retirement.
- 5.2 Analyze the myths and realities of Canada's Retirement Income System including policies and legislation related to the Old Age Security Pension, Canada Pension Plan, Private Pensions, Guaranteed Income Supplement and Registered Retirement Savings Plans and their impact on service delivery to an aging population.
- 5.3 Discuss and describe the social service worker's role in advocating for appropriate access to the resources described above.
- 5.4 Explain the reason for the decline in poverty rates for older people in Canada.
- 5.5 Describe how women and men experience financial security differently in old age.
- 6.0 Delineate the concept of Elder Abuse.
- 6.1 Define "Elder Abuse."
- 6.2 Describe who commits elder abuse.
- 6.3 Identify the warning signs of elder abuse.
- 6.4 Articulate the social service worker's role with clients who have been abused focusing on person-centred care.
- 7.0 Discuss family life and the importance of social supports and the challenges of caregiving.
- 7.1 Analyze the main sources of family support.
- 7.2 Define marital trends in later life.
- 7.3 Discuss the trend towards common-law unions in recent years.
- 7.4 Examine how divorce impacts seniors.
- 7.5 Identify how remarriage in later life effects women.
- 7.6 Discuss the role that grandparents play in society.
- 7.7 Examine how widowhood presents many adjustment issues.
- 7.8 Define the term "caregiver burnout."
- 7.9 Explain the role that social service workers can play in supporting clients in their caregiver role.
- 8.0 Discuss ethnicity and aging in the senior population.
- 8.1 Examine the ethno-cultural diversity of seniors in Canada.
- 8.2 Describe the challenges and problems member of certain ethno-cultural groups face as they age in Canada.
- 9.0 Delineate how the process of death, dying and bereavement effects the individual.
- 9.1 Articulate the meaning of dying and death in old age.
- 9.2 Discuss the concept of the "good death."
- 9.3 Evaluate how spirituality and religion can affect the death experience.
- 9.4 Describe the stages of dying (Elizabeth Kubler-Ross).
- 9.5 Describe the role that palliative care plays in the final stages of life.
- 9.6 Describe Canada's laws with regards to euthanasia.
- 9.7 Articulate where aging Canadians choose to die (in hospital, hospice or at home).
- 10.0 Identify relevant legislation and social service systems in Ontario and Canada that influence the provision of programs and services to older adults including:
- 10.1 Power of Attorney.
- 10.2 Advance Care Directives.
- 10.3 Substitute Decisions Act.
- 10.4 Medical Assistance in Dying.
- 11.0 Become familiar with and able to demonstrate the Gentle Persuasive Approach.
- 11.1 This evidence-based training program is designed for social service workers and other health care providers who care for older adults with dementia and their challenging responsive behaviours.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Social Service Worker

2. identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
4. identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.
5. advocate for appropriate access to resources to assist individuals, families, groups, and communities.
6. develop and maintain positive working relationships with colleagues, supervisors, and community partners.
8. integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.
9. work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Tests (3 Tests x 20%)	60%
Assignments (2 Assignments x 20% each)	40%

PROGRAM SPECIFIC GRADING

50% required to pass this course

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Aging and Society, A Canadian Perspective
Current Edition

Mark Novak and Lori Campbell

Recommended

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, Guest Speakers, Group Activities and Presentations, Documentaries

DELIVERY MODE

3 hours per week x 14 weeks

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.