CANADORE
college

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.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

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:

1.0 Demonstrate knowledge of the concepts related to Aging in Canada.

   1.1 Define Gerontology

   1.2 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.

2.0 Examine how Personal Health and Wellness effects seniors.

   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.

   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.

3.0 Explain the impact of love, intimacy and sexuality within the senior population.

   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.

8.3 Examine diversity and cultural differences related to the older person in society.

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 OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Social Service Worker

1. develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.

2. record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.

4. plan and implement accessible and resonsive programs and services, recognizing the diverse needs and experiences of individuals, groups, familites and communities, and meeting these needs.

5. examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.

6. develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.

7. work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.

8. develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of 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

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Tests

Assignments

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, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Recommended: Aging and Society, A Canadian Perspective, 8th Edition. Mark Novak; Herbert C. Northcott; Lori Campbell, Nelson Education

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.

Technology requirements - https://www.canadorecollege.ca/BYOD

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Lectures, Guest Speakers, Group Activities and Presentations, Documentaries

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: https://www.canadorecollege.ca/about/policies.

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!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff

provide support by reducing and/or removing educational–related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: https://www.canadorecollege.ca/support/student-success-services or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

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

https://www.canadorecollege.ca/experience/indigenous-student-experience

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.