



Western Technical College

10520150 Introduction to Gerontology

Course Outcome Summary

Course Information

Description	The Gerontology course identifies issues that will increase learner's knowledge in the area of aging. The focus will be on mental health issues, health issues, socioeconomic factors, and other forces that impact the aging process and the individual's adaptation to it. Learners will recognize the common elements to the aging process focusing on dynamics of the individual, social support systems, and programs to help those with special issues in the aging process.
Career Cluster	Health Science
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Increase Self-Awareness
2. Refine Professionalism: Improve Critical Thinking
3. Refine Professionalism: Practice Effective Communication

Experiential Learning

1. Community Based Learning Project

Program Outcomes

1. Model a commitment to cultural competence.
2. Uphold the Ethical Standards and Values for Human Service Professionals.
3. Demonstrate professionalism.

4. Utilize community resources.
5. Apply human services interventions and best practices.
6. Cultivate professional relationships.

Course Competencies

1. Determine the physiological, cognitive, and psychological changes with aging.

Assessment Strategies

- 1.1. Case Study
- 1.2. Quiz

Criteria

You will know you are successful when:

- 1.1. You identify common indicators of impairment (e.g falls).
- 1.2. You identify common indicators of disease.
- 1.3. You describe why professionals overlook treatable conditions.
- 1.4. You describe the role of overmedication with impairment.
- 1.5. You demonstrate an ability to describe warning signs that advocacy and referral services are needed.
- 1.6. You describe how factors such as diet, exercise, mental health, and access to resources impact longevity.
- 1.7. You identify resources and strategies for healthy aging.

Learning Objectives

- 1.a. Identify the changes associated with normal aging.
- 1.b. Identify the changes associated with impairment or dysfunction in aging.
- 1.c. Discuss factors that impact longevity.

2. Determine the social cultural context and impact on attitudes and beliefs about aging.

Assessment Strategies

- 2.1. Project
- 2.2. Journal

Criteria

You will know you are successful when:

- 2.1. You reflect on your own bias and beliefs regarding aging.
- 2.2. You describe the impact of internalized bias.
- 2.3. You recognize popular images and ideas pervasive in society.
- 2.4. You identify assumptions related to specific cultural perspectives on aging.
- 2.5. You identify the significance of self-determination.
- 2.6. You describe the benefits of healthy aging attitudes.
- 2.7. You describe cultural perspectives about aging.

Learning Objectives

- 2.a. Describe your own ageist assumptions.
- 2.b. Examine myths and stereotypes of aging and elders.
- 2.c. Describe cross-cultural perspectives on beliefs and attitudes on aging.
- 2.d. Identify varieties of aging journeys.

3. Develop a working knowledge of services and issues that comprise the continuum of care.

Assessment Strategies

- 3.1. Quiz
- 3.2. In-class activity

Criteria

You will know you are successful when:

- 3.1. You describe the qualifications, application process, and services for Wisconsin Family Care.

- 3.2. You describe the role of adult protective services.
- 3.3. You describe the major governmental programs and threats.
- 3.4. You identify public funding sources.
- 3.5. You describe patterns of access related to class, race, gender, and ethnicity.
- 3.6. You discuss reasons for activism with direct care workforce.
- 3.7. You recognize the vast majority of aging services will be private pay.
- 3.8. You identify local and national resources for older adults and family caregivers (e.g. housing, La Crosse County on Aging, Ombudsman, AARP).
- 3.9. You identify jobs working with older adults.
- 3.10. You identify a merging model of care (e.g. person centered, supportive decision making)
- 3.11. You can describe three or more qualities of an aging friendly community.

Learning Objectives

- 3.a. Examine local and federal nonprofit, for-profit and governmental programs for older adults.
- 3.b. Discuss issues impacting elder care programs and service delivery
- 3.c. Recognize emerging models, alternatives, and issues for elders
- 3.d. Describe jobs within elder care
- 3.e. Examine philosophical approaches to care.

4. Examine current and future demographic trends related to age.

Assessment Strategies

- 4.1. Quiz
- 4.2. Project

Criteria

You will know you are successful when:

- 4.1. You describe aging impact on health care, transportation, education, and other community systems.
- 4.2. You identify assets for community that accompany an aging population.
- 4.3. You describe aging friendly communities and emerging models.
- 4.4. You compare differences in aging by gender and cultural groups.

Learning Objectives

- 4.a. Identify the economic and social impact on communities and broader society.
- 4.b. Compare gender and cultural group changing demographics.

5. Investigate specific vulnerabilities in the aging population

Assessment Strategies

- 5.1. Case study
- 5.2. Reflection
- 5.3. Project

Criteria

You will know you are successful when:

- 5.1. You identify indicators of neglect, physical, sexual, and emotional abuse.
- 5.2. You identify risk factors associated with mental illness and suicide.
- 5.3. You discuss implications of aging for diverse populations.
- 5.4. You identify the indicators of well-being and networks of support.
- 5.5. You describe the process of advocacy in accessing needed services.
- 5.6. You describe how addiction impacts older adults.
- 5.7. You describe how mental health problems impact older adults.
- 5.8. You describe the impact of elder abuse on older adults.
- 5.9. You discuss the risk factors for falls.
- 5.10. You discuss the consequences associated with falls.
- 5.11. You examine the frequency and impact of poverty and homelessness on older adults.
- 5.12. You describe how forms of discrimination may interfere with older adults ability to receive adequate care.
- 5.13. You describe the impact of changes in relationships (e.g. death of a partner, friends) can impact older adults

Learning Objectives

- 5.a. Explain how mental health issues impact older adults.
- 5.b. Describe signs of elder abuse, neglect, and exploitation.
- 5.c. Explore addiction issues within the aging population
- 5.d. Explore the impact of falls on older adults.
- 5.e. Examine how homophobia and other forms of discrimination impact older adults.
- 5.f. Explain how poverty impacts older adults.
- 5.g. Examine the impact of relationship changes on older adults.

6. Explore work and retirement issues in later life

Assessment Strategies

- 6.1. Case Study
- 6.2. Quiz

Criteria

You will know you are successful when:

- 6.1. You define Third Age, encore careers, legacy building, and sage-ing.
- 6.2. You recognize avenues of creativity throughout the aging process.
- 6.3. You assess the ability for elders to meet economic needs.
- 6.4. You recognize the diversity of ways elders meet material and economic challenges.

Learning Objectives

- 6.a. Summarize the changing nature of retirement.
- 6.b. Explore the diversity of work experiences in later life.
- 6.c. Investigate ways to support purposeful engagement as we age.

7. Examine issues associated with death, dying, and bereavement

Assessment Strategies

- 7.1. Project
- 7.2. Activity

Criteria

You will know you are successful when:

- 7.1. You identify your own attitudes of death and dying.
- 7.2. You identify common precipitators of death.
- 7.3. You identify the strengths and shortcoming of stage theory of dying.
- 7.4. You explain assisted suicide, active and passive euthanasia.
- 7.5. You identify local emerging approaches to palliative and hospice care.
- 7.6. You explain the dimensions of the dying process and how people prepare.
- 7.7. You describe the rites and rituals associated with death.
- 7.8. You explain grieving experiences from grief to complicated grief.
- 7.9. You identify pros and cons of burial, cremation and other means.

Learning Objectives

- 7.a. Explain attitudes related to death and dying
- 7.b. Classify the stages of death and dying
- 7.c. Explore the controversy associated with the right to die
- 7.d. Explore issues related to palliative care and hospice options
- 7.e. Explore the grief, bereavement, and mourning process

8. Practice interventions, advocacy, and relationship building skills.

Assessment Strategies

- 8.1. Role play
- 8.2. Project
- 8.3. Case Studies

Criteria

You will know you are successful when:

- 8.1. You engage in attending and active listening skills.
- 8.2. You recognize the role of power differential in caregiving relationships.

- 8.3. You recognize how to convey respect and regard for elder's dignity.
- 8.4. You identify NOHS standards relevant to working with the aging population.
- 8.5. You identify challenges and ambiguities in upholding ethical standards.
- 8.6. You discuss the behaviors and skills for effective team membership.
- 8.7. You identify interventions effective for challenging behaviors.
- 8.8. You demonstrate the ability to discuss and complete end of life planning documents.
- 8.9. You describe the importance of a team approach when working with older adults.

Learning Objectives

- 8.a. Engage in listening, interviewing, and assessment skills
- 8.b. Demonstrate ethical decision making and/or appropriate responses
- 8.c. Demonstrate creative approaches for respectful care giving
- 8.d. Describe the team approach to providing care
- 8.e. Demonstrate empathetic understanding of elders in diverse life circumstances.

9. Explore the experiences of family caregivers and social networks of care

Assessment Strategies

- 9.1. Case Study
- 9.2. Activity

Criteria

You will know you are successful when:

- 9.1. You identify the economic value and extent of family caregiving.
- 9.2. You identify the costs associated with caregiving to the caregivers.
- 9.3. You identify the benefits associated with caregiving.
- 9.4. You identify the tools for family caregiving.
- 9.5. You discuss the importance of supporting family caregivers.
- 9.6. You discuss what happens when family members disagree on elder care issues.

Learning Objectives

- 9.a. Identify the contributions of family and informal care givers
- 9.b. Outline the constraints within family and social networks
- 9.c. Describe the emotional and psychological responses of family
- 9.d. Describe the community assets available to facilitate care and connection
- 9.e. Describe the role of how human service workers play at supporting family caregivers.