



COURSE INFORMATION

Division: Applied Programs Date: 22 September 1994
 B: Department: Child, Family & Community Studies New Course: X
 Program: H.S.W., C.Y.C.C., C.S.W., C.S.S.W., E.C.E., V.L.I.T., T.R. Revision of Course Information form:

C: CFCS 462 D: Community Practice: Gerontology E: 3

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: **This course is designed to provide students with an overview of current knowledge in applied gerontology. The emphasis is on the roles of human service workers who may be working with older adults and/or their families in home, community, or residential care settings. The learner will recognize the normal challenges and changes experienced by aging Canadians, begin to examine their own aging, and become more familiar with available services and resources, including older adults themselves.**

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of instruction: Hrs per week / per semester

Lecture:	60	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other (Specify):		Hrs.
*:		Hrs.
Total:	60	Hrs.

H: Course Prerequisites:
CFCS 130 or by permission of the Department

I: Course Corequisites:
Nil

J: Course for which this Course is a Prerequisite:
Nil

K: Maximum Class Size:
30

L: College Credit Transfer
 College Credit Non-Transfer
 Non-Credit

M: Transfer Credit: Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:
 U.B.C.
 S.F.U.
 U. Vic.
 Other:

S. Armour-Godbolt *B. Emery*
 (S.Armour-Godbolt/B. Emery) Course Designer(s)
Beverly Meltzer
 Director/Chairperson

P.H. [Signature]
 Divisional Dean
 Registrar

N. Textbooks and Materials to be Purchased by Students (use bibliographical form)

Selected readings

Major Concepts: *global ideas that guide the design and delivery of the course*

The following global ideas guide the design and delivery of the course.

1. Recognizing and appreciating the expected changes and challenges to mind, body and spirit in later life is essential to sound gerontological practice. Awareness of the growing impact of health promotion/wellness lifestyles on Canadians' aging is also important.
2. Practitioners must adapt communication style to work effectively with older people.
3. Recognizing and appreciating diversity is fundamental to effective practice with older people and their families.
4. The enhancement of the older person's psychosocial and physical environment is integral to aging well.
5. Recognizing that some aging Canadians and their families cope with special health needs (e.g. a dementing illness) is basic to sound practice.
6. Knowledge and integration of professional responsibilities and practice is essential to successful performance.
7. Awareness of critical ethical issues (e.g. issues of autonomy and control, awareness and understanding of choices and consequences) is vital to sound practice.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.