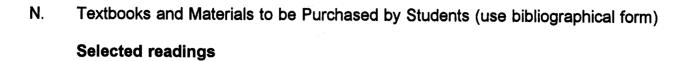
## **COURSE INFORMATION**

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	glas Ogwion:	Applied Programs	and endanger		Date:	parameter "	22 Septem	ber 1994	
B:	Department: Child, Family & Community Studion Program: H.S.W., C.Y.C.C., C.S.W., C.S.S. V.L.I.T., T.R.		udies	New Course:			X		
			.s.s.w., E.C.E.,	Revision of Course Information form:	/				
C:		CFCS 462	D: _	Community Pra	actice: Gerontology	E:	3		
	Subject & Course No.		Descri	ptive Title		Semeste	r Credit		
F:	Calendar Description:			Summary of C,E,F	Revisions: (Enter dat	e & se	ction) Eg: S	ection	
	overview of c The emphasis who may be v families in ho The learner v changes exper examine their	s designed to provide students varrent knowledge in applied ge is so on the roles of human servit working with older adults and ome, community, or residential will recognize the normal challed rienced by aging Canadians, be trown aging, and become more wices and resources, including of	rontology. ice workers or their care setting nges and egin to familiar with						
G:	Type of instruction: Hrs per week / per semester			er H: C	Course Prerequisites:				
		Lecture: 60 Hrs.		l l	CFCS 130 or by perm	ission	of the Depa	artment	
		Laboratory: Seminar:	Hrs		Course Corequisites:				
)	Clinical Experience: Field Experience: Practicum: Shop: Studio: Student Directed Learning:		Hrs. Hrs. Hrs. Hrs. Hrs. Hrs.	s. s.	Nil				
				s. J: C	J: Course for which this Course is a Prerequisite:  Nil				
		Other (Specify)	Hrs	K: N	Maximum Class Size:			· · · · · · · · · · · · · · · · · · ·	
		Total:	60 Hrs	3	0				
L:		College Credit Transfer		М: Т	ransfer Credit:	R	equested:		
	Coll	lege Credit Non-Transfer				G	ranted:		
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al	nout &	bother B. En	ery		mi	-/	lan		
(S.Armour-Godbolt/B. Emery)Course Designer(s)					P. Divisio	nal De	an A	9	
<b>J</b>	, , , , , , , ,	Director/Chairperson		7	Reg	istrar			



## 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.

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