



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Community Social Service Worker** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **CSSW 2462** D: **Gerontology** E: **2.0**

Subject & Course No.	Descriptive Title	Semester Credits
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 social 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.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture, small group discussion, audio-visual, student presentations, guest speakers Number of Contact Hours: (per week / semester for each descriptor) Flexible 40 hours Number of Weeks per Semester: Flexible delivery ranging over 9 to 15 weeks	H: Course Prerequisites: CFCS 1130 or permission of the instructor I: Course Corequisites: None J: Course for which this Course is a Prerequisite None K: Maximum Class Size: 30	
L: PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College, Bachelor of Professional Arts in Human Services degree program at Athabasca University, and Bachelor of Community Rehabilitation degree program at the University of Calgary. <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

<p>M: Course Content: Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. The Demographics of Aging: <ul style="list-style-type: none"> • Explore historical and current aging trends in the Canadian population and other countries. • Understand what causes a population to age with regards to health practices, immigration, and fertility patterns. • Understand current and future impacts of aging on the broader economy and the formation of social policy. • Examine the influences and contributions of older individuals on the provision and use of resources. • Explore the impact of distance on the relationship/care giving between adult children and older parents. • Understand the relationship between population aging, community structure, and contributions made by older adults as individuals and as a group. 2. The Gendered Life Course: <ul style="list-style-type: none"> • Understand family and social relationships as reflective of differences in the aging experience of men and women. • Examine work, career, and monetary success based on gendered prescriptions about care giving and financial stability. • Recognize how issues of power and privilege operate to create income and career disparities between men and women. • Understand the role of the social service practitioner in relation to larger systems of power, gender, and how to work in an equitable and non-discriminatory manner. • Examine individual, e.g., Erikson, Levinson, and family, e.g., Duvall, George, theories of development applied to seniors. 3. Social Support and Aging: <ul style="list-style-type: none"> • Identify various theories of social support in relation to older individuals in a Canadian context. • Understand the effects of loneliness/isolation on the older individual and what may be done by the social service professional to improve social contacts. • Explore the experience of caregiver stress; how it is manifested, interpersonal dynamics, and social service interventions to reduce burnout. • Examine the connection between work, retirement, leisure and the provision of social supports. • Understand the relationship between physical/mental competence and the availability of a social network. • Explore the impact of seniors care giving, e.g., adult children, spouse, grandchildren and social service strategies designed to ease potential emotional, physical, and financial strains. • Demonstrate communication methods for the social service professional to build rapport, set goals, and assess progress in dealing with an older client or client groups. 4. Abuse, Neglect, and Personal Health Practices: <ul style="list-style-type: none"> • Describe different kinds of abuse experienced by seniors. • Understand the dynamics of abuse from family/friends/strangers and social service interventions to reduce its occurrence. • Explore factors related to self-neglect, suicide, and social service strategies to improve the overall functioning of an older individual. • Examine the use/abuse of pharmaceuticals, alcohol, other drugs and potential interventions. • Understand the dynamics of financial abuse and potential interventions. • Demonstrate social service work strategies to improve health practices in proactive, crisis, and remedial situations. 5. Government Legislation: <ul style="list-style-type: none"> • Understand the importance of power of attorney, representation agreements, and living wills in relation to financial, emotional, and physical health. • Explore the details of the pension system and economic security for older Canadians. • Examine the health care system and policy in relation to private care, universality, and affordability. • Recognize the role of the social service worker at both the grassroots and in the political arena as an advocate for older individuals. • Examine larger issues of social change and social justice as they apply to different political ideologies and practices in the context of British Columbia and Canada. 6. Housing: <ul style="list-style-type: none"> • Understand the importance of safe and affordable housing for seniors. • Explore the relationship between housing, poverty, and income provisions for older men and women. • Examine the challenges faced by adult children and older parents in the shift from an independent to more dependent living situation. • Investigate different kinds of housing options available to seniors and the emotional, physical, and social adjustments required for them to be successful. • Demonstrate social service skills required to advocate for seniors in need of housing. 7. Mental and Physical Health: <ul style="list-style-type: none"> • Examine normative and non-normative mental and physical changes that people experience as they age. • Understand the experience of loss, the grieving process, and actions by the social service practitioner to help seniors through these transitions. • Explore end of life issues as a developmental task and its impact on family/friends. • Examine the cultural context of aging as applied to different approaches and perspectives for dealing with health matters. • Examine how the social service worker facilitates shifts in expectations in relation to health challenges. • Understand larger influences of the media, popular culture, and the market economy on perspectives towards the elderly (ageism) and demonstrate strategies to empower clients.

N:	Course Content: <ol style="list-style-type: none"> 1. The aging of the population makes it essential that families address the challenges faced by aging parents. 2. People have the capacity to make a continued contribution to society throughout their life spans. 3. Effective communities recognize and attempt to utilize the wisdom that comes from experience. 4. Families and communities are enriched by the continued involvement of citizens throughout the lifespan. 5. Expression of spirituality through religious practices, compassion, service to others, or passing on wisdom to succeeding generations (generativity) can bring deep personal satisfaction, comfort, and peace to older adults. 6. People of all ages seek to find meaning in their everyday activities. 7. Effective social service workers are committed to fostering the health, well-being, empowerment, and self-determination of seniors. 8. Social service work is committed to dispelling common myths about aging (ageism) e.g., decline in physical, mental, or sexual functioning propagated in the media and elsewhere. 9. Effective social service workers are aware of their own values with respect to aging, spirituality, and death. 10. Social service workers benefit from a personal examination of their gender roles, social learning, and access to societal resources and privileges.
O:	Methods of Instruction Lecture, small group discussion, guest speakers, student presentations, use of multimedia resources.
P:	Textbooks and Materials to be Purchased by Students T.B.A.
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations: <ol style="list-style-type: none"> 1. Practice reports 2. Self-evaluation 3. Field assessment
R:	Prior Learning Assessment and Recognition: This course is available for PLAR

 Course Designer(s): **Lawrence Becker**

 Education Council / Curriculum Committee Representative

 Dean: **Jan Lindsay**

 Registrar