



ORIGINAL COURSE IMPLEMENTATION DATE: November 1998
REVISED COURSE IMPLEMENTATION DATE: January 2019
COURSE TO BE REVIEWED (six years after UEC approval): June 2024
Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

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|---|-----------|--|----|---------------------|----|-----------------------------|--|--|--|------------------------------|--|----------------------|--|--------------------|-----------|--|--|
| Course Code and Number: HSER 160 | | Number of Credits: 3 Course credit policy (105) | | | | | | | | | | | | | | | |
| Course Full Title: Introduction to Aging & Working with Older Adults Course Short Title: Working with Older Adults (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.) | | | | | | | | | | | | | | | | | |
| Faculty: Faculty of Professional Studies | | Department (or program if no department): School of SWHS | | | | | | | | | | | | | | | |
| Calendar Description: Introduces the concept of aging at the individual and societal level within the context of changing demographics and biological, psychological, and sociological determinants: health, economics, employment, housing, family life, cultural diversity, elder abuse and neglect, and end-of-life issues. | | | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | None. | | | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | CMNS 125 or ENGL 105. | | | | | | | | | | | | | | | |
| Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: SSSW 160 Cross-listed with: Dual-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) | | Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (Double-click on box to select it as checked.) If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit (The specific topic will be recorded when offered.) | | | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar hours</td><td>30</td></tr><tr><td>Tutorials/workshops</td><td>15</td></tr><tr><td>Supervised laboratory hours</td><td></td></tr><tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr><tr><td>Supervised online activities</td><td></td></tr><tr><td>Other contact hours:</td><td></td></tr><tr><td>Total hours</td><td>45</td></tr></table> | | Lecture/seminar hours | 30 | Tutorials/workshops | 15 | Supervised laboratory hours | | Experiential (field experience, practicum, internship, etc.) | | Supervised online activities | | Other contact hours: | | Total hours | 45 | Transfer Credit Transfer credit already exists: (See bctransferguide.ca .) <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (If yes, fill in transfer credit form.) | |
| Lecture/seminar hours | 30 | | | | | | | | | | | | | | | | |
| Tutorials/workshops | 15 | | | | | | | | | | | | | | | | |
| Supervised laboratory hours | | | | | | | | | | | | | | | | | |
| Experiential (field experience, practicum, internship, etc.) | | | | | | | | | | | | | | | | | |
| Supervised online activities | | | | | | | | | | | | | | | | | |
| Other contact hours: | | | | | | | | | | | | | | | | | |
| Total hours | 45 | | | | | | | | | | | | | | | | |
| | | Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit | | | | | | | | | | | | | | | |
| | | Expected Frequency of Course Offerings: Annually (Every semester, Fall only, annually, every other Fall, etc.) | | | | | | | | | | | | | | | |
| Department / Program Head or Director: Margaret Coombes | | Date approved: March 16, 2018 | | | | | | | | | | | | | | | |
| Faculty Council approval | | Date approved: May 4, 2018 | | | | | | | | | | | | | | | |
| Dean/Associate VP: Tracy Ryder-Glass | | Date approved: May 4, 2018 | | | | | | | | | | | | | | | |
| Campus-Wide Consultation (CWC) | | Date of posting: June 8, 2018 | | | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: June 15, 2018 | | | | | | | | | | | | | | | |

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Define the field of aging.
2. Explain the multidimensional concept and process of aging in society.
3. Describe individual and societal perspectives toward the aging experience and aging populations.
4. Explain the demographic landscape in Canada within the context of an aging population and the epidemiological transition.
5. Identify the biological, psychological, and sociological determinants and approaches to aging.
6. Describe the relationship between aging populations and society, including ageism, health, economics, employment, housing, family life, elder abuse and neglect, and end of life issues.
7. Explore aging as it relates to Indigenous peoples
8. Explain diversity in the experience of aging as a function of cultural, social, ethnic, and individual variability.
9. Identify emerging perspectives in gerontology such as humanistic and feminist gerontology.
10. Identify appropriate supports and resources available to assist aging populations.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

The course will be conducted in lecture/discussion style with exposure to guest speakers, videos, class discussion, written assignments, class presentations, seminars, and small group activities as indicated.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed. | Publisher | Year |
|---|--|-------------------------------------|-----------|------|
| 1. | | | | |
| 2. Novak, M., Campbell, L., & Northcott, H. | <i>Aging and society: A Canadian perspective</i> | <input checked="" type="checkbox"/> | Nelson | |
| 3. | | <input type="checkbox"/> | | |
| 4. | | <input type="checkbox"/> | | |
| 5. | | <input type="checkbox"/> | | |

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

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|----------------|-----|--------------|-----|-------------------|---|---------------|------|
| Final exam: | 25% | Assignments: | 40% | Field experience: | % | Portfolio: | % |
| Midterm exam: | 25% | Project: | % | Practicum: | % | Presentation: | 10% |
| Quizzes/tests: | % | Lab work: | % | Shop work: | % | Total: | 100% |

Details (if necessary):**Typical Course Content and Topics**

1. Introduction: The myths and realities of aging
2. Demographics: The world and Canada
3. Biological aspects of aging
4. Psychological aspects of aging
5. Aging in social perspective
6. Older adult health
7. Finances and economics
8. Employment and retirement
9. Housing and recreation
10. Family and cultural life
11. Elder abuse and neglect
12. Aging as it relates to Indigenous Peoples
13. End of life issues