

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

HMNS 220-INTRODUCTION TO GERONTOLOGY

I. Basic Course Information

A. Course Number and Title: HMNS 220-Introduction to Gerontology

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2021

D. Effective Term: Fall 2022

E. Sponsoring Department: Humanities, Social Science, Social Work, & Education

F. Semester Credit Hours: 3

G. Weekly Contact Hours: Lecture: 3
 Laboratory: 0
 Out of class student work per week: 6

H. Prerequisites/Corequisites: Placement into ENGL 111 English Composition I with ENGL 070 English Composition I Workshop, or higher

I. Laboratory Fees: none

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Isabel Gutierrez-Bergman, Dept. Chair:

Isabel.gutierrez@raritanval.edu; Patrice Marks, Division Dean:

Patrice.marks@raritanval.edu

II. Catalog Description

Prerequisites/Corequisites: Placement into ENGL 111 English Composition I with ENGL 070 English Composition I Workshop, or higher

This course provides an overview of the field of gerontology, focusing on the physiological, psychological, and socioeconomic aspects of aging. Among topics to be covered are Alzheimer's disease and other cognitive impairments, social programs and policies related to aging including Social Security, health care costs, intergenerational conflict, and navigating available support services in the 21st century. Students will complete service learning to provide a context for applying theoretical and practical

considerations for social workers, healthcare professionals, and family members become familiar supporting senior citizens and their families in a variety of settings.

III. Statement of Course Need

- A. Assisting older adults is rapidly becoming a major area for employment in both entry level and more skilled professional positions. This course provides broad exposure to the settings in which older adults receive assistance, including public benefits, housing arrangements and other supportive services. This course serves as a specialized elective option for the Human Service program.
- B. Please describe the transferability of this course.
 - 1. This course fulfills as a specialized elective requirement in the human services AA degree and certificate programs.
 - 2. This course generally transfers as a free elective in other professional degree and certificate programs, though it is not designed for transfer.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course meets a program requirement for the A.S. in Human Services/Pre-Social Work, the Certificate in Human Services, and the Certificate of Completion in Human Services.
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Demographics & diversity
 - a. Racism
 - b. Sexism
 - c. Ageism
- B. Public policies
 - a. Social Security
 - b. Health Care
 - c. Older Americans Act
- C. Physiological changes in later life
- D. Cognitive Impairments
 - a. Depression
 - b. Dementia
 - c. Alzheimer's disease
 - d. Substance abuse
- E. Theories of aging
 - a. Physiological
 - b. Psychological
 - c. Sociological

- F. Housing options & supportive services
- G. Caregivers & care giving
- H. Other community services & resources
- I. Care management

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. (GE-5)
2. use social science theories and concepts to understand human behavior associated with aging adults and their families. (GE-5)
3. compare and contrast the experiences of older adults within the context of diverse cultures, including the impact of SES, race, gender and the availability of community resources. (GE-8)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. discuss common characteristics, demographic data, and concerns relevant to aging in America
2. conduct a biopsychosocial assessment of an older adult applying theories to personal experience gained through service learning
3. identify benefits, programs, and community resources available to and needed by older adults and their families

C. Assessment Instruments

1. oral presentations
2. reflection papers
3. exams
4. analysis of case scenarios
5. services learning

VII. Grade Determinants

- A. satisfactory participation in service learning
- B. reflection papers

- C. exams
- D. bio-psycho-social assessment

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. service learning
- F. field visits when possible
- G. computer assisted research

VIII. Texts and Materials

Hooyman, N.R., & Kiyak, H.A. (2011). *Social gerontology: A multidisciplinary perspective*, 9th ed. Boston, MA: Allyn & Bacon.

Supplemental resources:

Aging in America [film]

The Sandwich Generation [film]

Contemporary articles on the Right versus Duty to Die, and related legislation, provided by instructor.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

- A. films provided via library or public access links
- B. computer and internet access
- C. placement assistance for service learning
- D. guest speakers arranged by instructor

X. Honors Options [if relevant]

There is no honors option available for this course.

Approved by Dept: 1/21/21