



September 1994 Applied Programs Date: 22-Sep

New Course: X B. Department: Child, Family & Community Studies

Program: E.S.W., C.Y.C.C., C.S.W., C.I.S.S.W., E.C.E., Revision of O

CFCS 130 D. Community Practice: Gerontology F. 3

& Course No. Descriptive Title Semester Credit Subject

Description: Summary of Revisions: (Enter date & section) Eg: Section F: Calendar Des

Designed to provide students with an current knowledge in applied gerontology... on the roles of human service workers working with older adults and/or their e; community, or residential care settings.

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

This course is d overview of cur The emphasis is who may be wo families in hom

60 Hrs. Hrs. Hrs. Hrs. I: Course Corequisites: Lecture: Laboratory: Seminar: Clinical Experience:

Shop: Hrs. J: Studio: Hrs. Student Directed Learning: Hrs. Other (Specify): Nil

Maximum Class Size: 30 Total: 60 Hrs

College Credit: Non-Transfer

Specify Non-Credit Equivalents or Unassigned Credit as: Non-Credit: U.B.C. S.F.U. U. Vic. Other:

Director/Chairperson Registrar

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 challenges to mind, body and spirit, and awareness of the growing impact of aging on health and well-being are essential to sound gerontological practice. Awareness of the growing impact of health promotion will best be achieved through a communication style to work effectively with older people.

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

Evaluation:

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

1. The course content and learning objectives. 2. The course format and delivery mode. 3. The course length and schedule. 4. The course level and audience. 5. The course goals and outcomes. 6. The course resources and materials. 7. The course evaluation and assessment tools. 8. The course evaluation and assessment tools. 9. The course evaluation and assessment tools. 10. The course evaluation and assessment tools.

3.3 A developmental approach to evaluation that is sequenced and progressive, a teaching and learning tool for both students and instructors.

4. Evaluation used as