



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

Nil Change X



M: Course Content: Upon successful completion of this course, the student will be able to:

1. The Demographics of Aging:

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:

Understand family and social relationships as reflective of differences in the aging experience of men and women.

Examine work, career, and monetary relationships.

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