

## **Applied Gerontology/Field Practice Gerontology**

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SOC 331/332

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### DESCRIPTION

Applied Gerontology and Field Practice in Gerontology are the final two courses in the Social Gerontology Certificate Program. They must be taken together and only after the five theoretical courses have been successfully completed. The Field Practice course will require students to demonstrate their ability to integrate theory and practice by applying theoretical knowledge of gerontology to the actual provision of services to the elderly in a variety of community agencies. The Applied Gerontology course will consist of readings, research and discussions that focus on the students' practical experiences in professional settings.

### EVALUATION/GRADING:

Assessment of the student's progress is an ongoing process and involves the student as well as the instructor. The stated course objectives serve as the basis for evaluation. The Cedar Crest College Honor Code must be followed. Any assignment turned in late will not be accepted without prior approval by the instructor. The instructor reserves the right to reduce the student's grade even if approval is granted for late submission.

### APPLIED GERONTOLOGY

Clinical Journal	60%
Annotated Bib Cards (10)	10%
Short Papers (3)	30%

### FIELD PRACTICE

1. Each student must write a contract that contains the following information:
  - a. Learning objectives for the experience
  - b. Maintenance of a clinical journal must be one of the contract objectives
  - c. Methods of evaluating those objectives
2. Degree of achievement of the objectives will constitute the basis for evaluation of the field experience and the grade assigned.
3. Minimum number of clinical hours is 90 - this is approximately 8 hours/week and may be planned as one whole day or two half days.

## CLINICAL JOURNAL

1. Standard size three ring loose leaf notebook is to be used.
2. Entries are to be chronological and written for every clinical experience.
3. Entries may be typewritten, done on a word processor, or handwritten. However, all entries must be legible. If we cannot read your writing we will not grade your journal.
4. Only blue or black ink is to be used.
5. Spelling, punctuation, and grammar will constitute part of the evaluation of the journal entries.
6. Journals will be collected and reviewed by the instructors on the following dates:
  1. February 15
  2. March 15
  3. April 19
7. The Journal will serve as a primary reference for seminar discussions.

The format for preparing the Clinical Journal is as follows:

1. On the left hand page of the notebook:
  1. A narrative describing the experience;
  2. Your thoughts and feelings during and after the experience (scared, confident, overwhelmed, disappointed, excited, etc.) and what precipitated those feelings;
  3. Information you gathered from any interview or conversation with personnel;
  4. Information you gathered from interviewing clients - the journal should include at LEAST ONE process recording.
2. On the right hand page of the notebook:
  1. Theoretical knowledge that you can integrate with what you are doing;
  2. Theories that you can integrate with your observations, conversations, and clinical activities. For example, when you attend the senior center what are your observations in relation to the biological aspects of aging? healthy lifestyles-exercise, nutrition, socialization?

### ANNOTATED BIB CARDS

1. Only professional journals may be used. Make sure you are aware of what constitutes professional resources.
2. References should be appropriate to the setting in which you are working. For example, if you are at the Area Agency on Aging, you might read about the funding sources, criteria for reimbursement, new Medicare policies, etc.
3. The complete source for the reference must be cited, using APA format.
4. Summarize the article (2 to 3 paragraphs)
5. Annotated bib must be typed.

### SHORT PAPER

1. Three short papers are to be written.
2. Length of each paper should be 2 to 3 pages.
3. Papers are similar to a case study, in that you will look at an older individual with a focus on:
  - a. biology of aging
  - b. psychology of aging
  - c. healthy lifestyle
  - d. social aspects of aging
4. Spelling, punctuation, and grammar will constitute part of the evaluation of the paper.
5. The papers may be typed.
6. Papers are due on the following dates:
  1. February 15
  2. March 15
  3. April 19

## CLINICAL AGENCIES/EXPERIENCES

1. Minimum number of clinical hours is 90. This is approximately 8 hours/week and may be done as one whole day or two half days. (Note - a 3-credit clinical experience is equated with nine hours, that is 3 clinical hours = 1 credit; therefore, 3 credits x 3 hours = 9 hours/week. On this basis, the course requires 126 clinical hours (14 x 9). We have set the minimum at 90 hours, allocating the remaining 36 hours for field preparation, journal and contract assignments.) Days per week and number of hours are to be negotiated with your clinical supervisor.
2. Required:
  - a. Senior Center
  - b. Area Agency on Aging
  - c. Meals on Wheels
  - d. Adult Day Care Center
3. Other clinical settings include, but are not limited to:
  - a. Long Term Care Facilities
  - b. Life Care Facilities (Westminster Village, Luthercrest, etc.)
  - c. Visiting Nurses' Association
  - d. Personal Care Facilities
  - e. Hospice facilities or units

## SUMMATIVE COMPETENCIES

The student will be able to:

1. Build upon theoretical knowledge and understanding of the older adult.
2. Increase communication skills with the older adult.
3. Apply theoretical knowledge of gerontology in a practice setting.
4. Collaborate with others to help individuals remain physically and psychologically independent for as long as possible.
5. Evaluate community services available to the older adult.
6. Integrate learning from different disciplines into a plan for providing services for the older adult.

## TEXTBOOKS

*Social Gerontology: A Multidisciplinary Perspective* 8/E

## RECOMMENDED READINGS

1. Albom, Mitch. (1997). *Tuesdays with Morrie*. NY. Random House.
2. Byock, Ira. (1997). *Dying well: Peace and possibilities at the end of life*. NY. Riverhead Books.
3. Callanan, Maggie, Kelley, Patricia. (1997). *Final gifts: Understanding the special awareness, needs and communications of the dying*. NY. Bantam Books.
4. Dass, Ram. (2000). *Still here: Embracing aging, changing and dying*. NY. Riverhead Books.
5. Pipher, Mary. (1999). *Another country: Navigating the emotional terrain of our elders*. NY. Riverhead Books.
6. Sheehy, Gail. (1995). *New passages: Mapping your life across time*. NY. Ballantine Books.

## VIDEOS

Big Mama  
Aging in America  
Complaints of a Dutiful Daughter  
Elder Abuse: 5 Case Studies

<u>WEEK</u>	<u>DATE</u>	<u>ASSIGNMENTS/EVALUATION</u>
1	January 18	Orientation/Introduction to Course
2	January 25	Hooyman, Kivak 1, 2, 8 Preparing the Clinical Contract
3	February 1	Chapters 4, 17 Review of the Clinical Contract Journal Discussions
4	February 8	Chapters 5, 16 Finalizing the Clinical Contract Journal Discussions

5	February 15	Chapters 5, 6 Journal Discussions Journals due today First paper due
6	February 22	Case Study/Paper Presentations Journal Discussions
7	March 1	Journal Discussions
8	March 15	Chapters 7, 9, 10 Journal Discussions Journal and Second Paper Due
9	March 22, 29	Chapters 11, 14 Journals due
10	April 5	Chapter 13 Journal Discussions Case Study/Paper Presentations
11	April 12	Journal Discussions Journals Due, Third Paper Due
12	April 19	Journal Discussions
13	April 26	Journal Discussions Summary and Conclusion of Seminar