

# Syllabus

---

## Gerontological Services

GERS 1301

### INTRODUCTION TO GERONTOLOGY

# SYLLABUS

GERS 1301  
CIP: 19.0702

## Introduction To Gerontology

---

**COURSE DESCRIPTION:** This course is an overview of the social, psychological and biological changes that accompany aging and the implications of these changes for the individual as well as for the larger society.

**COURSE LEVEL:** Introductory

**SEMESTER HOURS:** 3

**MINIMUM/MAXIMUM HRS:** 48

**PREREQUISITES:** None

**RESOURCES: (TEXT)**

Hiller, Susan and George M. Barrow. *Aging, the Individual, and Society*, 7th Edition. New York: McGraw Hill Higher Education, 1999.

Quadagno, Jill. *Aging and the Life Course*, 3<sup>rd</sup> Edition. New York: McGraw Hill Higher Education, 2004.

**WECM LEARNING OUTCOMES:**

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

**Module 1: Interdisciplinary Perspectives on Aging - 8-16 Hours**

1. Define Gerontology
2. Understand the physical, social and psychological attributes that identify the multidisciplinary approach to aging.
3. Identify stereotypes of old age that exist.
4. Describe negative and positive stereotype of old age.
5. Identify six transitions in Adult life.
6. Describe research specific to the study of aging.
7. Identify the historical foundation of aging.
8. Identify various theoretical frameworks that have been used to study aging.
9. Identify social, familial, and community support system for the aged.
10. Describe how networks shape the transition of older adults.
11. Identify the views of intimacy in later life.
12. Describe marital status categories in later life.
13. Define and describe lifespan, life expectancy and how they differ.
14. Identify specific physical changes related to aging and any myths of frailty.

**Module 2: Economics of Aging - 8-12 Hours**

15. Identify the concepts and adjustment issues of retirement.
16. Describe work and leisure values while growing older.

17. Identify discrimination against older workers.
18. Identify financial changes in later life and the impact on the US economy.
19. Describe social security, Medicare, Medicaid, and private pensions that affect the elderly.
20. Describe lifestyles of the poor.

**Module 3: Module 3: Social and Psychological Aspects of Aging - 8-16 Hours**

21. Identify diversity in living environments and arrangements.
22. Describe living options and the concept of nursing home care.
23. Identify and describe the psychological aspects of aging.
24. Describe how mental problems can be a result of substance abuse issues.
25. Describe and identify issues of care giving and solving of care giving problems.
26. Identify and describe mental health issues faced by elders in today's society.

**Module 4: Aging and Society - 4-6 Hours**

27. Identify different types of ethical and minority groups.
28. Describe the issues these groups face as they age.

**ADDITIONAL LEARNING OUTCOMES RECOMMENDED:**

None

**COURSE ASSESSMENT:**

***Examinations***

In this course, there will be three major multiple-choice exams designed to evaluate your understanding of textbook material, instructor's lectures, assignments and web site information.

***Tools:*** Scantron

**Methods of Instructions**

Lecture, videos, role playing, written exercises, discussion

**COURSE SCHEDULE:** (Sequence of instruction recommended based on learning outcomes)

| <b>Week</b> | <b>Learning Outcome</b>   | <b>Assignment</b>    |
|-------------|---|----------------------|
| 1.          | <ul style="list-style-type: none"> <li>• Define Gerontology</li> <li>• Understand the physical, social and psychological attributes that identify the multidisciplinary approach to aging.</li> </ul> | Read Chapter 1 and 2 |
| 2.          | <ul style="list-style-type: none"> <li>• Identify stereotypes of old age that exist.</li> <li>• Describe negative and positive stereotype of old age.</li> </ul>                                      | Read Chapter 3       |
| 3.          | <ul style="list-style-type: none"> <li>• Identify six transitions in Adult life.</li> <li>• Describe research specific to the study</li> </ul>  | Read Chapter 4       |

|     |   |                        |
|-----|---|------------------------|
|     | of aging.   |                        |
| 4.  | <ul style="list-style-type: none"> <li>• Identify the historical foundation of aging.</li> <li>• Identify various theoretical frameworks that have been used to study aging.</li> </ul>   | Read Chapter 5         |
| 5.  | <ul style="list-style-type: none"> <li>• Identify social, familial, and community support system for the aged.</li> <li>• Describe how networks shape the transition of older adults.</li> </ul>  | Read Chapter 6 and 7   |
| 6.  | <ul style="list-style-type: none"> <li>• Identify the views of intimacy in later life.</li> <li>• Describe marital status categories in later life.</li> </ul>  | Read Chapter 8         |
| 7.  | <ul style="list-style-type: none"> <li>• Define and describe lifespan, life expectancy and how they differ.</li> <li>• Identify specific physical changes related to aging and any myths of frailty.</li> </ul>   | Read Chapter 9         |
| 8.  | <ul style="list-style-type: none"> <li>• Identify the concepts and adjustment issues of retirement.</li> <li>• Describe work and leisure values while growing older.</li> <li>• Identify discrimination against older workers.</li> </ul>   | Read Chapter 10        |
| 9.  | <ul style="list-style-type: none"> <li>• Identify financial changes in later life and the impact on the US economy.</li> <li>• Describe social security, Medicare, Medicaid, and private pensions that affect the elderly.</li> <li>• Describe lifestyles of the poor.</li> </ul> | Read Chapter 11        |
| 10. | <ul style="list-style-type: none"> <li>• Identify diversity in living environments and arrangements.</li> <li>• Describe living options and the concept of nursing home care.</li> </ul>  | Read Chapter 12        |
| 11. | <ul style="list-style-type: none"> <li>• Identify and describe the psychological aspects of aging.</li> <li>• Describe how mental problems can be a result of substance abuse issues.</li> </ul>  | Read Chapter 13 and 14 |

|     |   |  |
|-----|---|--|
|     |   |  |
| 12. | <ul style="list-style-type: none"> <li>• Describe and identify issues of care giving and solving of care giving problems.</li> </ul>  | Read Chapter 14                            |
| 13. | <ul style="list-style-type: none"> <li>• Identify and describe mental health issues faced by elders in today's society.</li> </ul>  | Read Chapter 15 and 16                     |
| 14. | <ul style="list-style-type: none"> <li>• Identify different types of ethnic and minority groups.</li> <li>• Describe the issues these groups face as they age.</li> <li>• Review for Final</li> </ul> | Read Chapter 17<br>Prepare for final exam. |
| 15. | Final Exam  |  |

---

---

## ACKNOWLEDGEMENTS

**Syllabus developed by:**

Yvonne M. Lozano, faculty member of San Antonio College. This syllabus was developed under the auspices of the Texas State Leadership Partnership for Gerontology Curriculum Development and funded by a grant from the Texas Higher Education Coordinating Board, Community and Technical College Division. This syllabus is recommended for use by community and technical colleges in Texas.

**Authorizing Agency:**

Texas Higher Education Coordinating Board, 1200 East Anderson Lane, Austin, TX 78752 ([www.thecb.state.tx.us](http://www.thecb.state.tx.us))

**Funded by:**

Carl D. Perkins Vocational Education Act

**Project Advisor:**

Rob Franks, Texas Higher Education Coordinating Board

**Project Staff: Project Staff:**

Director, Lindle Grigsby, Workforce and Economic Development Division, Eastfield College, 3737 Motley Dr., Mesquite, TX 75150

**Project Partners:**

Dallas County Community College District, George Bush, Lindle Grigsby, Gloria Jackson  
Lee College, Kathleen Barton, Sharon Lockett  
San Antonio College, Betty Larson, Yvonne Lozano, Nancy Saunders  
Vernon College, Susan Couch, Dina Neal, Sharon Winn

Non-exclusive copyright © 2004. Non-exclusive copyright is retained by the U.S. Department of Education, the Texas Higher Education Coordinating Board, and Eastfield College. Permission to use or reproduce this document in whole or part is granted for not-for-profit educational and research purposes only. For any other use, please request permission in writing from the Workforce Economic Development Division, Eastfield College, 3737 Motley Dr., Mesquite, TX 75150. Phone: 972 860-7199. FAX: 972 860-8373.