



GERO-510: FUNDAMENTALS OF CAREGIVING

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

510

Course Title

Fundamentals of Caregiving

Short Title

Fundamentals of Caregiving

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards- Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

E-mail Communication - E-mail may reinforce announcements and discussion board communication. It is recommended that the faculty will respond within 48 hours, except for holidays and weekends.

Catalog Description

This course will provide the knowledge needed to provide care for older adults as well as address issues facing caregivers. Students will learn how to support older adults in maintaining their independence and retaining their quality of life. This course will help learners understand and demonstrate the core fundamentals of activities and instrumental activities of daily living. This course will also expose students to how the caregiving role impacts the people providing care. The impact caregiving has on the way caregivers are viewed by professionals and peers is also addressed. Students and professionals are equipped with information to provide quality care for older adults while taking care of their own needs for respite and support.

Attach Supporting Documents

Occupational Outlook_Medical and Health Services Managers.pdf
Sample Program Map Gerontology with Caregiving (Revised April 2023) (1).pdf
Riverside County Office on Aging Report.pdf
California Master Plan for Aging.pdf
AGHE Competencies.pdf
Centers for Excellence LMI_Gerontology.pdf
Occupational Outlook_Social and Community Service Managers _ US Bureau of Labor Statistics.pdf
Deans Meeting_Gerontology-Aging Studies.pdf
Centers for Excellents LMI_Human Services.pdf

Codes

TOP Code (CB 03)

1309.00* - *Gerontology

CIP Code

30.1101 - Gerontology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Define caregiving and the unique needs of a diverse older population
2. Assess the changing demographics and roles associated with caregiving and the need for care by a widely diverse older population.
3. Differentiate between what professional caregivers do and where they may work.
4. Describe the continuum of care, service settings, and job opportunities in various community settings.
5. Define the term "scope of practice" and list factors that determine the scope of practice for formal caregivers.
6. Compare the changes associated with aging resulting in a need for care and the available sources for that care..
7. Interpret the differences between informal, formal and familial care.
8. Analyze the changes of aging and examine the needs and types of care.
9. Illustrate how to provide care to best support older adults to maintain independence and quality of life.
10. Assess the caregiving needs of an older adult, and determine/construct a care plan to access services and resources.
11. Evaluate available caregiver resources.
12. Develop/prepare a written plan and advise/guide a caregiver based on the care assessment process.
13. Evaluate the need for culturally competent caregiving and sensitivity to diversity within the context of caregiving.
14. Examine the concepts of cumulative disadvantage and multiple jeopardy impact access and equity in healthcare later in life.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will identify the written and verbal communication skills that are necessary to providing care for older adults, and their families.
2. Students will analyze the importance of the development of, and adherence to, a person-centered care plan.
3. Students will demonstrate knowledge of Activities of daily life, scope of practice and caregiver responsibilities for formal and informal care.

Program Learning Outcomes

Learning Outcome

- Student will demonstrate knowledge of relationships among older adults, their families, and society.
- Student will apply current theory and research in the interdisciplinary field of gerontology and its role in society to assess biological, social, and psychological issues that impact older adults and those who work with and care for them.
- Student will integrate information and perspectives from various disciplines to understand the biological, social, and psychological aspects of aging related to diversity and equity shape the experience of aging.
- Student will demonstrate the ability to conduct and evaluate gerontological information and research using a variety of methods.
- Student will understand and evaluate social policy and its impact on programs and services for older adults and examine how issues.
- Student will express ideas effectively in oral and written formats.
- Student will analyze critical issues, aspects of ageism in American society and socially conscious behavior regarding the older population and apply knowledge to the field of aging.
- Student will apply acquired interdisciplinary knowledge of older adults in varied career applications, such as the design of services for older adults, patient care, and engineering and technology for independent living.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Caregiving - what it is, why it is essential, and what it means with an aging population.
 - a. Population demographics and the shift to minority/majority older population.
 - b. How to provide care in an equitable way to populations that experience, or have experienced, economic, physical, cognitive or language barriers.
 - c. Differences in how we approach caregiving
 - i. How does our gender/sexuality/race/religion/culture impact how we provide caregiving or how the older patient will respond/react to our care?
 - d. Combat ageism in caregiving
2. Defining Caregiving
 - a. Identifying the distinction between informal and formal caregivers, common characteristics of caregivers, and caregiving tasks.
 - i. Who are the caregivers? Considerations of gender, economics, religion and cultural expectations.
 - ii. To what extent do informal caregivers provide care?
 1. Introduce concepts of ADLs and IADLS
 - b. Professional caregivers - where they may work and what they do.
 - c. "Scope of practice" and factors that determine the scope of practice for caregivers.
 - d. Informal vs. formal caregiving
 - e. Identify the spectrum of approaches taken by different cultures in caring for older adults, both in their homes and in institutional settings.
 - f. Introduce the concept of person-centered care, which includes competency in gender, cultural practices, and religion.
3. The Continuum of Care
 - a. Continuum of care, service settings, and job opportunities
 - b. Differences between CCRCs, LTC, SNFs, Home and Community Based Care
 - c. Caregivers in non-medical care functions (housework, respite, and ADLs)
4. Changes in Aging
 - a. Physical and cognitive changes associated with aging warrant a need for care.
 - i. Body Systems (cardiovascular, digestive, musculoskeletal, nervous, respiratory, and urinary.
 - ii. Sensory Mechanisms (hearing, vision, skin, taste, and smell.
 - b. Chronic Illnesses or Diseases and Comorbidities
 - c. Cognition Assessment
5. Being and Choosing A Caregiver
 - a. Caregiver Terminology
 - b. Caregiver Role and Characteristics
 - c. Assessment Skills
 - d. Selecting a Caregiver
6. Caregiver Resources
 - a. Caregiver support groups
 - b. Legal and financial information
 - c. End-of-life information
 - d. Housing
7. Technology and Caregiving
 - a. Technologies to help caregivers (eg, GPS tracking, home video monitoring)
8. Determining and Providing Care Needs
 - a. Care needs assessment
 - b. Caregiver Plan
 - c. Aging in Place
9. Understanding Vulnerabilities

- a. Elder abuse and neglect
 - b. Exploitation
10. Diversity in Caregiving (Unique and Specific Competencies)
- a. Differential caregiving outcomes by race/ethnicity, gender, relationship type, etc.
 - i. Care planning for individuals both in the private care setting and in the broader group context
 - ii. Group Dynamics
 - iii. Interpersonal dynamics
 - iv. Intergenerational conflicts or cooperation
 - b. Discuss the concepts of multiple jeopardy and cumulative disadvantage as they relate to caregiving, access to both healthcare and social supports, and ways to connect older adults to their communities as part of the caregiving plan.

Methods of Instruction

Method

Lecture

Integration

Lectures, complemented by accessible visual aids such as accessible/closed-captioned videos, whiteboards, and PowerPoint presentations, serve as the gateway to exploring caregiving as a career and personal journey. Materials presented in these lectures aim to provide students with a comprehensive understanding of the realities of caregiving across the lifecourse, shedding light on the specific challenges faced by those who provide care for older adults, as well as those who shoulder the responsibility of caring for both parents and children simultaneously. Lecture materials will address the scope of practice of caregivers, and address the psychosocial and cultural needs of older adults in the context of unique cultural, socioeconomic and individual experiences.

These lectures not only touch upon the perspective of caregivers but also offer insights into the experiences of those receiving care. Through the incorporation of accessible accessible/closed-captioned videos, websites, and interactive external resources, students are exposed to a wealth of knowledge. These resources may include valuable insights from reputable organizations such as the National Association of Professional Caregivers, the National Institute on Aging, and the National Caregiver Alliance. This multifaceted approach equips students with the tools they need to comprehend the complexities of caregiving and its dynamic role in the lives of individuals across the lifespan.

DE Adaptations for MOI

Lectures can be communicated through the CMS in a variety of formats, including accessible Powerpoint presentations and accessible lecture videos. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered through video conferencing platforms and other tools that best meet accessibility requirements.

Method

Discussion

Integration

Discussions, conducted among students either as a whole class or within smaller groups, are instrumental in cultivating a broader understanding of caregiving, the pressing need for trained caregivers, and the profound impact that caregiving can have on individuals and families. Topics for discussion will include scope of practice for caregivers; the concept of person-centered care and the importance of integrating culture and background into care planning; and strategies for older adults to access equitable care. These discussions serve as a forum for students to engage in dialogue, ask pertinent questions, share personal experiences, seek solace in the face of the fears and uncertainties surrounding frailty and the end of life, and gain greater understanding of the demands placed on those who provide care for older adults.

Supported by an array of materials, which encompass both written content and multimedia resources, these discussions introduce pivotal concepts. They also provide a platform for students to blend their pre-existing knowledge of aging and the lifecourse with fresh paradigms.

Within this environment, students are not only encouraged but also empowered to exchange ideas, share their findings, and deepen their comprehension of the course objectives. The sanctity of this space ensures that every voice is heard and respected, nurturing an atmosphere where divergent views are not just tolerated but celebrated. To further facilitate accessibility and inclusivity, guidelines governing the use of discussion boards are meticulously designed to meet all accessibility requirements. This commitment extends to all forms of communication within the course, firmly anchored in the course management system (CMS). Through these discussions, students embark on a transformative journey, gaining insight into the profound complexities of caregiving and finding solidarity as they confront the fear of frailty and the uncertainties of life's later stages.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class.

Method

Visiting Lecturers

Integration

Guest speakers may be invited to offer lectures on specialized areas or topics related to caregiving in order to enhance student learning and offer them exposure to various perspectives within the field. Potential guest speakers can come from caregiver agencies, county adult support services or other medical or social welfare agencies.

DE Adaptations for MOI

Guest Speakers can join online classes via CMS video conferencing software. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning or other tools that best meet accessibility needs.

Method

Reading

Integration

This course places a strong emphasis on understanding the unique needs of older adults, considering factors such as diversity, life experiences, cultural nuances, and intergenerational commitments to caregiving. Furthermore, it explores the dynamic landscape of healthcare policy and the evolving public opinion regarding long-term care and caregiving. Students will engage with a variety of sources, including traditional academic materials as well as diverse content such as journal articles, insightful blogs, and various websites. In addition, they will have the opportunity to delve into personal journals and a range of publications that intricately address the multifaceted needs of both caregivers and care recipients. This comprehensive approach ensures that students are well-equipped to navigate and comprehend the rapidly changing field of caregiving, enabling them to access the most current and relevant information and insights from a variety of perspectives and sources.

DE Adaptations for MOI

Relevant readings can be delivered through materials provided in the CMS or the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share common issues related to the project, such as Q & A forums where students can ask questions about the reading or project, and the instructor or other student can answer.

Methods of Evaluation**Method**

Class Participation

Integration

Active participation in this course goes beyond a mere academic exercise; it mirrors the expectations of professionals entering the field of caregiving. As caregivers, individuals are required to actively engage in dialogue and collaboration with a myriad of professionals, such as medical and social services experts, as they jointly plan and execute comprehensive care strategies. Moreover, they interact closely with the families of those under their care, developing personalized caregiving plans that align with the unique needs and preferences of older adults.

Through their active participation, students are provided with an opportunity to not only showcase their evolving understanding of caregiving issues but also to demonstrate their capacity to adeptly address contemporary social challenges. The focus lies on the intricate complexities associated with caring for a diverse and distinct older population. By embracing these practical aspects and applying them within the course, students effectively illustrate their progression and readiness to embark on a career in caregiving.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students within discussion boards, blogs or other activities that require student participation.

Method

Exams/Tests

Integration

Throughout the course, students will regularly partake in short objective tests designed to evaluate their understanding of caregiving and the comprehensive biopsychosocial needs of older adults. These assessments are not solely academic exercises; they serve as an invaluable platform for students to cultivate critical thinking skills and heightened awareness of precision, attributes that are profoundly relevant in the realm of caregiving.

These tests employ a multifaceted approach, often featuring case studies and materials from reputable journals. Students are tasked with responding to open-ended essay questions that mirror the complex realities of care planning and execution. By engaging in this evaluative process, students develop a practical grasp of the meticulous documentation and care planning that caregiving entails.

Quizzes and exams may undergo grading, either manually or through an automated grading process facilitated within the course management system (CMS) or via scantron technology. In both cases, the instructor ensures the timely provision of correct responses, constructive comments, and grades, all of which are accessible within two weeks from the due date of these assessments through the CMS gradebook. This approach not only fosters a learning environment characterized by feedback and growth but also equips students with the skills and precision needed for their future roles in caregiving.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Using accessible tools, including objective tests, closed-caption video responses, or other accessible technology, students will demonstrate understanding of core course competencies. Quizzes should be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Papers

Integration

In addition to exploring the multifaceted dimensions of caregiving, this course encourages students to actively share their findings on person-centered care. Emphasizing the importance of accommodating individual needs, including cultural diversity, language requirements, disability considerations, and cognitive functions, students will also delve into family dynamics, expectations of familial caregiving support, financial resources for caregiving, and the distinctions between home and institutional caregiving. To solidify their understanding and application of course concepts, students are required to produce both long and short-form research and reflection papers. These assignments serve as significant assessment tools, providing students with a comprehensive platform to apply the learning objectives and skills acquired throughout the course to their personal experiences with caregiving. Beyond academic evaluation, these papers offer students an opportunity to develop proficiency in accurately assessing and meticulously documenting caregiving needs. Such skills not only fulfill legal requirements for insurance and healthcare industries but also serve as essential prerequisites for future employment in caregiving roles, ensuring that students are well-equipped for the demands of the caregiving profession.

To ensure clarity and guidance, rubrics and explicit instructions are thoughtfully provided to support students throughout the process. The evaluation of these papers encompasses criteria such as correctness, clarity, completeness, and precision, fostering a holistic understanding of caregiving. Each student will receive a grade, along with constructive feedback from the instructor, within two weeks of the assignment's due date. This timely feedback, conveniently accessible through the course management system (CMS) gradebook, empowers students to continually develop their caregiving knowledge and skills.

DE Adaptations for MOE

Evaluation of student application of aging concepts will be submitted via CMS. Rubrics/clear instructions will be provided. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation

process. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description: Caregiver Support Group Reflection Journal

Attend two caregiver support groups and write a two-page reflection to respond to questions and describe experiences, including:

- Description of the group, its participants, and discussion topics
- Information about group leadership structure and group interactions
- Eligibility criteria and methods of payment for participation in group
- Strengths and limitations, you observe about the support group
- Your ideas for improvements in the support group...what would make you recommend it?

Make at least two recommendations for future discussion topics for this support group off-site experience. Discuss your recommendations in 1 – 2 paragraphs and include how those recommendations would benefit the experience of the group participants as well as your own experience as an observer.

Evaluation:

Submissions to the discussion board will be evaluated based on the rubric provided by the instructor and include assessments of correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Assignment: Create a Care Plan

As part of this course, students will create a mock care plan that not only assesses the needs of a caregiver for an older family member, friend, or individual requiring assistance but also incorporates strategies to embrace a person-centered approach with a keen focus on diversity, equity, and inclusion. This entails addressing specific cultural needs such as dietary preferences, religious practices, and gender preferences for caregivers within the care plan.

The caregiver plan, designed to support an older adult, covers various aspects of daily living, socialization, housing, financial considerations, legal matters, and more. To ensure a thorough understanding of the caregiver's needs, students must arrange interviews with the caregiver and consult with relevant resource individuals or agencies. While actual service acquisition is not required, students must comprehend the process of obtaining and providing services when needed. Students must demonstrate an awareness of how cumulative disadvantage and/or factors like gender, ethnicity, education levels, economic levels or language) may combine to increase possible barriers to equitable care.

An assessment form and planning guidance will be provided by the instructor, and the finalized plan is due by the last class of the semester. Students are required to include references and provide names of resources, including individuals, services, and agencies. Students must discuss their developing plan with the instructor, submitting a draft at least two weeks before the semester's end for constructive feedback.

In addition to the written plan, students will craft a creatively prepared compendium of resources to present to the caregiver. This comprehensive document will not only include the identified resources and referrals but also highlight available community services designed to assist the caregiver and their family in their caregiving role.

Evaluation:

Submissions will be evaluated using the rubric provided by the instructor, and include evaluation of correctness, clarity, completeness, and precision of records. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

If you ask most older adults where they want to “grow old,” they will probably give you a confused look and tell you that they want to grow old in their own home. While that is a wonderful idea, sometimes our health or cognition doesn't allow that to happen without some help. In some cultures, home care is provided by family. In other cultures, it is preferable to hire outside help. Some cultures will work hard to keep an older person in their own home, while for others the priority is moving that older person into the home of a child or grandchild. Is the answer intergenerational caregiving, or is it independence and locus of control? There is no right answer, but if you are talking about caregiving, either as the caregiver, the older person, the family member or the friend, it is important that you understand that cultural context and caregiving is a huge factor to consider.

For this activity, you are going to do some digging outside of your own culture.

1. Create a hypothetical individual with at least three unique, diverse characteristics in their narrative. Summarize this information in a short paragraph.

2. As part of the narrative, identify ONE ADL (Activity of Daily Living) challenge/ issue and at least 5 IADL (Instrumental Activities of Daily Living) challenges/issues that this person might face.

3. Research, read, and analyze the services of at least TWO agencies, services, and resources that will best assist the individual in remaining independent.

Use your textbook, lecture and the following articles as foundation for your work:

Koponen, T., Löyttyniemi, E., Arve, S., Honkasalo, M. L., & Rautava, P. (2023). Experienced quality of life and cultural activities in elderly care. *Ageing International*, 48(2), 452-464.

Jassman, A. (2022). *Respect Your Elders: An Examination of Elder Care in the United States* (Doctoral dissertation).

Your submitted work must include, at minimum, the following:

Agency Name

Short Description

Contact Information (URL will suffice, but the phone number is also great!)

Submit this information to the discussion board in the form of a post. When you have submitted your own work, please review the postings of at least TWO classmates and leave a comment acknowledging that you have viewed their submission. It is strongly recommended that students who plan to enter a caregiving career use this assignment as a way to develop their own caregiver resource record.

Evaluation:

Submissions will be evaluated using the rubric provided by the instructor and will include a review for correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

To ensure accessibility needs are met, an evaluation of student findings will be submitted via CMS. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Course Materials

Textbooks

Robnett, R. & Chops, W. (2020) (4th Edition), Gerontology for the Healthcare Professional, Jones & Bartlett Learning (*most recent edition)
OR

Anene, E, (2009). Home Health Aide Training Manual Handbook. iUniverse, Inc.

Other Resources

Washington State Department of Social and Health Services, "Fundamentals of Caregiving," 2018 Publication

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In the contemporary landscape, caregiving for older adults has emerged as a central and pivotal discourse, increasingly becoming a sought-after career path for students embarking on their professional journeys. The paramount objective of education in the realms of aging and caregiver training is to champion the cause of healthy aging, extending its reach to encompass a rich tapestry of diverse individuals, communities, and societies.

Gerontology investigates the nuances of diversity, equity, and inclusivity throughout the entire spectrum of the human lifespan, and be prepared to lead in the development of caregiving strategies that meet the needs of a rapidly aging, widely diverse population. Historically, caregiving methodology has been designed to meet the needs of a traditionally white older population. As the diversity of the geriatric population grows, with it must come an awareness of the different needs of different cultures, the need to increase access to populations who may have had historical challenges accessing that care, and the development of programs and services at all levels of care. It is noteworthy that caregivers occupy a unique vantage point as they navigate the multifaceted realm of diversity manifesting in the older population, so it is vital that they enter the workforce with a foundation of understanding the scope of differences among the older population.

This course has been thoughtfully crafted to endow students with the essential skills required for the art of fostering dialogues, particularly with regard to generational and cultural differences. These dialogues are not merely valuable; they are indispensable. They serve as the conduit for acknowledging, embracing, and accommodating the profound diversity, equity, and inclusion intrinsic to the realms of caregiving. As such, the course paves the way for caregivers to excel in their commitment to offering care that is both exceptional and deeply inclusive.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students with unique and diverse experiences, encompassing caregiving backgrounds, cultural awareness, and family dynamics, bring a wealth of knowledge into the class. Recognizing this, it is imperative to provide a safe and structured environment that encourages open conversations about different cultures and perspectives, especially in the context of caregiving. A willingness to engage in discussions about both similarities and differences among older adults is crucial for anyone entering the caregiving field or assuming the role of a caregiver.

In creating an inclusive learning space, all students have equal opportunities to access resources through the Course Management System (CMS). Individual support from the instructor is available via CMS video conferencing software. Various media, including accessible/closed-captioned videos, are strategically incorporated to ensure success in the area of Diversity, Equity, and Inclusion (DEI). Instruction is delivered through recorded/captioned video and print lectures, accommodating different learning preferences. Discussion boards come in two formats - student-to-student and student-to-instructor, facilitating asynchronous participation through accessible CMS video conferencing software. All PowerPoint or accessible/closed-captioned video presentations are uploaded onto Canvas for student reference. Exams and tests, administered online, may involve multiple-choice, short answer essays, or other formats, aligning with the learning objectives. These assessments adhere to accessibility guidelines to ensure fair evaluation.

Instructor feedback is provided through CMS within a two-week timeframe. The chosen textbooks and supplemental materials aim to address segments of the population that are often marginalized, introducing students to a life course perspective on the aging process. The engagement between instructor-to-student and student-to-student interactions encourages students to critically consider age-related attitudes in society, broadening their understanding of their own futures. This collective approach fosters an inclusive and dynamic learning experience for all participants.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course is not just an educational endeavor; it is a thriving ecosystem where students are not only taught but encouraged to actively cultivate and nurture professional and academic connections through student-to-student interaction. Within these discussions students can address the real, day-to-day challenges that caregivers encounter. Moreover, they serve as a platform for developing strategies, enabling students to freely share resources, insights, and innovative approaches to caregiving. Through these dialogues, students are entrusted with the invaluable task of not just sharing their interpretations of the content and raising thought-provoking questions but also to offer their well-informed suggestions concerning specific caregiving challenges. A broad spectrum of interactions are utilized in including small groups, breakout discussion boards, larger discussion boards, all using the CMS accessible software. These activities are crafted to insure that student have ample opportunity to engage in peer-to-peer dialogues and foster a sense of community in the classroom. Students will use the accessible CMS tools for video conferencing, sharing images and thoughts in discussion boards, and regularly engaging in interactions designed to learn collaboration skills and professional personal expression about the challenges of caregiving.

Explain how the course will incorporate instructor-to-student interaction.

The instructor's role encompasses various crucial aspects of the course. They will not only introduce the course material but also delve into the intricacies of caregiving, direct care, and the multifaceted challenges that caregivers may encounter in the workforce. Through their guidance, the instructor will elucidate the fundamental concepts and intricate relationships that underpin the caregiving domain, equipping students with the necessary tools for problem-solving. The instructor can offer feedback on student assignments through accessible video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will actively engage with course content and supplementary materials that specifically support their interaction with caregiving-related topics. This content may encompass areas such as caregiver stress, caregiving processes, caregiving policies, and strategies for addressing the challenges faced by caregivers. Through various channels, including the course's content management system (CMS) discussion forums, video-conferencing breakout rooms, and in-class interactions, the instructor will foster discussions where students apply critical legal decisions and comprehensively explain their outcomes.

The course is uniquely tailored to facilitate student-to-content interactions through a diverse array of instructional methods. These include lectures, both individual and group activities, visual and virtual demonstrations, and hands-on experiments. Students are not only encouraged but also provided with abundant opportunities to actively engage with the content, whether it be through reading materials in textbooks or immersing themselves in interactive visual simulations.

For instance, students may be tasked with selecting and discussing specific challenges related to ensuring and providing high-quality care for older adults. The instructor's role goes beyond imparting knowledge; they actively provide, demonstrate, and model examples of how students can effectively interact with the course material. This guidance equips students with essential skills, including critical thinking, reflective abilities, and a clear understanding of the specific skill sets that they should incorporate into their caregiving practice. This approach ensures that students are not only well-informed but also fully prepared to excel as caregivers.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course places a strong emphasis on nurturing critical thinking skills by inviting students to engage in self-reflection concerning the potential impact of frailty and the potential impact of caregiving on their lives, their communities, and their families. By delving into a diverse range of readings, attending comprehensive lectures, participating in interactive activities, and engaging in enlightening discussions, students are not merely exposed to theoretical concepts of caregiving but are also encouraged to contemplate the practical implications.

These reflections extend to how various caregiver strategies and approaches could directly influence their own life satisfaction as they progress through the different stages of the aging process. The course aims to inspire students to think proactively about their future caregiving needs, the needs of their families, and how they can effectively navigate the challenges that may arise in their personal caregiving journeys. This thoughtful reflection is a crucial aspect of the learning process, equipping students with a deeper understanding of the course material's real-world relevance and its potential impact on their own lives.

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