



GERO-511: RESOURCES AND SERVICES FOR OLDER ADULTS

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

511

Course Title

Resources and Services for Older Adults

Short Title

Aging Resources and Services

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 provides students with a comprehensive overview of the resources and services available for older adults. Students will examine the social environments of older adults with particular emphasis on the aging-related needs of older adults. The resources and services that are available nationally and locally will be addressed.

Attach Supporting Documents

Occupational Outlook_Medical and Health Services Managers.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. Illustrate how the changing demography impacts the delivery of aging and care management services.
2. Evaluate how social services and care management programs for older adults were created.
3. Differentiate between federal, state, and local legislation that established key programs for older adults.
4. Identify resources and community services, federal and state, available for use in the care management process for older adults.
5. Compare and contrast the social programs and support while identifying gaps in services.
6. Appraise the diversity, inclusion and cultural competencies of the various government and community based programs available for older adults.
7. Adapt and apply knowledge and experience of caregiving across the lifecourse
8. Construct a resource file with local, county, regional, state and federal services and supports for older adults.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze a community level older adult or program service, evaluating the scope, accessibility, diversity and inclusion and methodology.
2. Students will evaluate the effectiveness of government programs or services that serve low-income older adults, specifically focusing on nutrition, elder advocacy, transportation and respite programs.
3. Students will evaluate the potential barriers that may prevent older adults from utilizing a program or service, including ethnicity, gender, socioeconomic class and/or disability

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.
- Civic

Personal
and Professional Responsibility

Content

Course Lecture Content

1. Growth of the Older Adult Population
 - a. Racial and Ethnic Minorities
 - i. Shift from white majority to minority/majority by 2030
 - ii. Issues of access and service distribution to minority older adults
 - iii. Concentrations of older adults at federal, state, regional, and local levels and impacts on housing, services, and infrastructure.
 - iv. Distribution of gender in older population, and impacts on accessing care and services.
 - v. Implications of Demographic Characteristics for Community Resources
 1. Develop an awareness and understanding of the diverse demographic characteristics within communities, including but not limited to age, gender, race, ethnicity, socioeconomic status, and ability.
 2. Analyze how these demographic factors contribute to the multifaceted nature of community dynamics.
2. Legislative Foundations for Programs, Services, and Benefits Supporting Older Adults
 - a. The emergence of the Aging Network
 - b. Titles of the Older Americans Act Funding for the Older Americans Act
3. Social and Political Influences on Aging Policies and Programs Challenges for the Older Americans Act
 - a. Social Care for Older Adults Informal and Formal Interaction
 - b. Psychosocial Theories to Service Use the Psychology of Help-Seeking Behavior
 - c. Policy Background
 - i. Identify and critically evaluate biases and prejudices that may exist in allocating community resources based on demographic characteristics.
 - ii. Develop skills in advocating for policies and practices that promote equity and reduce disparities in resource distribution.
4. Community-Based Resources and Services for Older Adults
 - a. Users and Programs
 - b. Information and Referral/Assistance Process
 - c. Senior Centers and Recreation Barriers to Senior Center Participation Models of Senior Centers
 - d. Programs Offered at Senior Centers Addressing Diversity
 - e. Challenges for Senior Centers Income Programs
 - f. Social Security Pension Benefits Respite Services
5. Long-Term Care Services
 - a. Long-Term Care Services Policy Background
 - b. Payment for Nursing Home Care Users and Programs
 - c. Staffing Patterns Activity Programs
 - i. Improving QOL in Nursing Homes Mental Health Services
 - d. Challenges for Mental Health Programs Mental Health Services for Family Caregivers
 - e. Challenges for Family Caregiver Mental Health Programs
6. Nutritional Programs
 - a. Nutritional Status Among Older Adults
 - b. Physical and Psychosocial Factors that Influence Nutritional Status Challenges for Nutrition Programs
7. Health Status of Older Adults
 - a. Federal Health Care Policy Health Promotion and Wellness
8. Transportation
 - a. Patterns of Use
 - b. Barriers to transit use
9. Living Arrangements
 - a. Aging in Place
 - b. The Person-Environment Fit Model

- c. Challenges for Independent Living Programs
- d. Supportive Living Environments
- e. Challenges for Supportive Living Environments
- 10. Volunteering and Active Engagement
 - a. Volunteer and Intergenerational Programs
 - b. Challenges for Volunteer and Intergenerational Programs Policy Background
 - c. Educational Level of Older Adult's Lifelong Education
 - d. Challenges for Educational Programs
- 11. Care
 - a. Home Care
 - b. Home Health Care Programs
 - c. Hospice
- 12. Legal Services and Criminal Supports
 - a. Legal Assistance Programs Legal Problems of Older Adults
 - b. Challenges for Legal Programs and Services
- 13. Employment Programs
 - a. Employment Programs Policy Background Users and Programs
 - b. Challenges for Older Worker and Employment Programs

Methods of Instruction

Method

Lecture

Integration

Lectures, complemented by accessible visual aids such as video presentations, whiteboard illustrations, and informative PowerPoint slides, will provide students with valuable insights into the ever-evolving demographics of aging in the United States. These lectures will also serve as a comprehensive platform for exploring the multitude of multidisciplinary services and resources accessible to older adults at federal, state, and local levels.

The course curriculum will make deliberate use of a range of accessible websites and online videos, seamlessly integrated into the lectures. These digital resources will offer firsthand exposure to a wealth of valuable information and guidance, spanning the spectrum from the National Caregivers Association to the State of California Caregivers Resource Center, as well as county-level caregiver referral centers. The incorporation of these real-world, up-to-date resources will empower students to remain well-informed and equipped with the most current information, ensuring that they are well-prepared for the dynamic landscape of caregiving.

DE Adaptations for MOI

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

Method

Discussion

Integration

Discussions, either student-to-student within the class or in smaller groups, will serve as an interactive platform where students can explore and share their research findings related to available caregiver resources and services, aging policies, and social care programs at federal, state, and local levels. This engaging exchange of ideas and insights, supported by a variety of reading materials and multimedia resources, will facilitate the sharing of information within the caregiving community.

These discussions will also encourage students to express their interpretations, experiences, and course-related findings in an environment that values diverse perspectives and promotes respectful dialogue. The instructions provided for discussion boards will prioritize accessibility requirements to ensure that every student can actively participate and contribute to the collaborative learning experience. All communication within these discussions will be conducted through a dedicated course management system (CMS), streamlining the process of resource sharing and fostering a strong sense of community within the caregiving network.

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 using the CMS to meet accessibility needs.

Method

Visiting Lecturers

Integration

Guest speakers may be invited to offer lectures on specialized areas that provide care and services for older adults at the federal, state and local levels, in order to enhance student learning and offer them exposure to various perspectives within the field. Possible speakers include representatives from the California Caregivers Alliance, the San Bernardino Office of Aging Services and the AgingNext in-home care resource center.

DE Adaptations for MOI

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

Method

Reading

Integration

Students will engage with a variety of learning materials in this course, including textbook chapters that lay the foundation for theoretical concepts surrounding older adults' access to and utilization of services and resources. While the textbook provides valuable insights, the primary emphasis of this course is on equipping students with the skills to access and utilize current, real-world resources through internet searches and establish meaningful professional connections.

In addition to the textbook, students will explore articles, case studies, and pertinent public policy documents. They will also delve into website information, including documentation on adult services available at the federal level (such as Medicare), the state level (such as Med-Cal and social services programs), and local resources provided by non-profit senior care networks. This multifaceted approach ensures that students have a comprehensive understanding of available resources and are well-prepared to navigate the dynamic landscape of caregiver services and support.

DE Adaptations for MOI

Relevant readings can be delivered through accessible 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 in the CMS to meet accessibility needs.

Methods of Evaluation**Method**

Class Participation

Integration

Active classroom participation, particularly through discussion boards, holds a central role in this course. It serves as the hub for information sharing, collaborative resource development, and gaining contextual insights into the intricacies of how senior services are provided. Within this learning environment, students will have the opportunity to engage in meaningful discussions and work collectively to identify potential barriers in access to these services. This includes considerations such as language barriers, economic challenges, transportation issues, and accessibility constraints, which are all pivotal factors in the realm of senior care services.

Class participation, therefore, plays a crucial role in assessing student comprehension of the aging services network and associated subjects. It empowers students to articulate and assess concepts, terms, theories, structural elements, and real-life experiences pertinent to the senior care field. Student engagement will be evaluated based on their ability to demonstrate a comprehensive understanding of contemporary social issues linked to aging, healthcare, public policy, end-of-life decision-making, and various aspects related to enhancing the quality of life during one's later years. This inclusive approach not only enriches students' learning experiences but also equips them with the knowledge and skills to address the multifaceted challenges in senior care.

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 to meet accessibility needs. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process.

Method

Exams/Tests

Integration

The assessments and tests within this course are primarily designed to emphasize the development of case studies and care planning, with a focus on practical application, as opposed to relying solely on objective testing methods. While objective tests serve to evaluate theoretical knowledge, the case studies and scenario-based assessments are instrumental in assessing the students' capacity to integrate this theoretical knowledge into real-world, practical applications.

Periodic short objective tests will be conducted to assess students' understanding of the scope of services and resources available to older adults at the state, federal, and local levels. These tests may take the form of objective questions, including true/false, multiple choice, or short answer/essay questions. Grading for these quizzes and exams may be done manually, or in some instances, through an auto-grading process facilitated either within the course management system (CMS) or via scantron technology.

Students can expect to receive prompt feedback, including correct responses, comments, and grades within two weeks of the due date of these assessments, all conveniently accessible within the gradebook using the CMS. This assessment approach not only reinforces theoretical knowledge but also evaluates students' abilities to apply this knowledge effectively in practical care planning scenarios.

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 this course, writing assignments will primarily involve the creation of case studies and research papers, allowing students to delve into various aspects of senior care services available at the federal, state, and local levels. Additionally, there will be opportunities for students to reflect on their personal observations and concerns regarding how older adults access these services. They can also explore areas of personal challenge, reflecting on both frustrations and successes encountered in the development of care planning skills.

Long and short-form research, reflection, and case-study papers will serve as vehicles for students to showcase their comprehension of the diverse range and scope of senior care services. Clear instructions and rubrics will be provided to guide students in their writing assignments. These papers will be evaluated based on criteria such as correctness, clarity, completeness, and precision.

Upon submitting their assignments, students can expect to receive both a grade and constructive feedback from the instructor within two weeks of the assignment's due date. This feedback and grading will be easily accessible within the course management system (CMS) gradebook, offering students valuable insights into their progress and performance in the course.

DE Adaptations for MOE

Evaluation of students' application of communication skills 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

For this assignment, you will conduct an interview with the Director, or an alternative person who can answer your interview questions, of your local Area Agency on Aging, or Aging and Disability Resource Center for the reason of identifying older adult resources available in your area. Pay particular attention to the range (or specificity) of services and the population the service or resource is designed to best serve. Ask questions about how specific programs or services address the needs of minority or at risk populations; investigate the ease of access, remembering issues of cognitive decline, disability or language barrier. What costs are involved, or what supplemental support is available to pay for resources or services?

The assignment consists of writing a 2-3 page interview report based on the responses to your interview. You will also prepare a PowerPoint presentation summarizing the community-based service organization that you will present to classmates.

Written assignments will assess the students ability to form connections between theoretical knowledge and practical application. This may include demonstration of ability to develop appropriate care plans, programs, systems or services based on their individual fieldwork experience.

Evaluation:

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.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Assignment Description: One Site Visit to a Congregate Nutrition Program or Home Delivered Meal Program (4 contact hours)

On your own OR in small groups, students will spend four contact hours observing and assisting with a congregate nutrition program or home-delivered meal program. As you conduct your observation, include notes about the population who is utilizing the service, any evidence of how the program supports outreach to at-risk older adults, and what barriers to accessing the service might exist (example: transportation, home safety and access)

Once the site visit is completed, prepare a report on your observations and experiences. Prepare a 200-250 word essay sharing your findings - be sure to include the details about where you visited, and if you worked with a group.

Evaluation:

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.

How assignment will be adapted in online format

To ensure that accessibility needs are met, 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

Outside of class

Formative or Summative

Summative

Assignment

Assignment Description: Case Studies

As part of this course, students will engage in a case-study-based exercise that entails preparing written responses to questions surrounding scenarios involving older adults in need of services or resources. Each scenario will be focused on specific programs: Employment, Nutrition, Health & Wellness, Information & Referral, and Housing, within a designated geographical location. In addition to addressing the unique needs of older adults, students are required to consider issues of inclusivity, diversity, and equity.

The case-study scenarios will challenge students to explore and propose strategies to overcome financial barriers to care, address language barriers, and tackle other issues related to inclusive caregiving. Furthermore, students must analyze and present ideas to enhance equity and access for frail or at-risk elderly individuals. Each short report, approximately 3 to 4 pages in length, should include responses to questions within the specified word limit (200-250 words) and maintain clarity in communication.

In particular, students will be tasked with developing thoughtful strategies to ensure that the programs under consideration are not only effective in meeting the needs of older adults but also prioritize inclusivity, diversity, and equity. These reports serve as a practical application of the course content, enabling students to demonstrate their understanding of the challenges and solutions associated with providing comprehensive and inclusive care for the elderly.

Evaluation: 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.

Preparatory Reading:

Carroll, C., Sworn, K., Booth, A., Tsuchiya, A., Maden, M., & Rosenberg, M. (2022). Equity in healthcare access and service coverage for older people: a scoping review of the conceptual literature. *Integrated Healthcare Journal*, 4(1), 1.

Podgorica, N., Flatscher-Thöni, M., Deufert, D., Siebert, U., & Ganner, M. (2021). A systematic review of ethical and legal issues in elder care. *Nursing ethics*, 28(6), 895-910.

Aronoff-Spencer, E., Asgari, P., Finlayson, T. L., Gavin, J., Forstey, M., Norman, G. J., ... & Agha, Z. (2020). A comprehensive assessment for community-based, person-centered care for older adults. *BMC geriatrics*, 20, 1-12.

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.

Course Materials**Textbooks**

Jurowski, E., (2019) Polity and Program Planning for Older Adults and People with Disabilities, Springer Publishing

OR

Wacker, R., & Roberto, K. (2018). Community resources for older adults: Programs and services in the era of change. SAGE (No Newer Textbook Available)

OR

Quadagno, J. (2021) Aging and the Lifecourse: An Introduction to Social Gerontology, 9th Edition, McGraw-Hill, Boston.

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.**

There are huge geographic, cultural and economic disparities within the scope of available resources and services for older adults. Students entering the field of caregiving, whether as direct care providers or care managers, it is vital that they have a foundation understanding of the challenges that can exist in accessing care. Part of the challenge comes from the demographic shifts in the older population, which grows more widely diverse with every passing year, illuminating the reality that certain older adults, particularly those from marginalized communities, may not have equitable access to these vital services. This course examines the full spectrum of resources and services available at the local, state, regional, county and federal levels. Furthermore, it examines the numerous barriers, which can be socioeconomic, cultural, linguistic, or physical, that hinder their access.

Within this course, students delve into the complexities of understanding why disparities exist in accessing senior services, and the various factors contributing to these disparities. As future caregivers and advocates, students gain the knowledge and skills to navigate these barriers effectively, ensuring that their caregiving practices are inclusive, equitable, and respectful of the diverse needs and backgrounds of older adults. This emphasis on diversity, equity, and accessibility is essential to prepare students for their roles in addressing the specific needs of older adults from varying backgrounds and experiences.

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

Diversity among students enriches the entire class, bringing a multitude of perspectives on aging and caregiving rooted in their unique life experiences. These diverse viewpoints contribute to a more comprehensive understanding of the challenges associated with aging and caregiving, drawing from their familial encounters with these issues. This interplay of diverse backgrounds creates a unique intercultural exposure, allowing students to delve into aspects of growing older and needing assistance that may be unfamiliar to them within their own spheres.

In fostering an inclusive learning environment, students have equal opportunities to access all learning resources through the Course Management System (CMS). Additionally, the instructor provides individual support through CMS video conferencing software. Learning materials, including accessible/closed-caption videos and other media, are carefully selected to ensure success in the areas of Diversity, Equity, and Inclusion (DEI). Instruction is presented through recorded/captioned video and print lectures. Discussion boards offer two formats - student-to-student and student-to-instructor, allowing asynchronous participation via accessible CMS video conferencing software.

All course presentations, whether in the form of PowerPoint or accessible/closed-caption video, are uploaded onto Canvas for student use. Exams and tests are administered entirely online, employing various formats such as multiple choice, short answer essays, or others, all aligned with the course's learning objectives. These assessments adhere to accessibility guidelines, ensuring a fair evaluation for all students. Instructor feedback is delivered through CMS within a two-week timeframe.

The textbooks and supplementary materials are thoughtfully curated to address segments of the population that are often marginalized, providing students with a life course perspective on the aging process. The engagement between instructor-to-

student and student-to-student interactions prompts 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.

The course places a strong emphasis on the importance of fostering student-to-student interaction as a means of learning and skill development. This interaction allows students to engage in group discussions that serve as effective methods of evaluation. These discussions provide students with a platform to interact with their peers, enabling them to share their unique interpretations of the course content and seek clarification by posing questions. Discussions are intended to provide students with the opportunity to share insights about older adults and the varied opportunities for services and resources that are available. Special attention must be paid to provide a structured and safe environment to discuss issues of diversity within the aging population, allow students to draw connections to their own experiences with diversity across the lifecourse, and to safely share resources in their research about programs and services that serve both specific segments of minority or at risk elderly and the general population.

Collaborative group activities are strategically incorporated to facilitate a deeper understanding of the topics covered in the course. These activities not only enhance comprehension but also promote collaboration, with a central focus on the diverse voices and perspectives of the students. For instance, students may be tasked with conducting surveys among their fellow classmates to gather insights into regional preferences or demographic-specific needs regarding senior services and resources.

To further enrich the collaborative learning experience, the course offers various opportunities for students to engage in peer-to-peer discussions through breakout rooms, small group activities, and discussion posts. These activities are designed to create a sense of community among the students and allow them to experience firsthand the value of building a supportive network within the classroom.

Students may also work together in small groups, whether online or in-class, to create presentations that explore the available resources and services at the federal, state, or local levels. This collaborative approach encourages students to refine their critical thinking and apply the course concepts, ultimately fostering a sense of community while simultaneously building valuable connections and relationships with their peers.

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

The instructor plays a dual role in this course, serving as the source for theoretical understanding of the structures of caregiver resources while also guiding students in the practical aspects of accessing current local, community, state, and federal resources. Their role includes introducing the course material, elucidating complex concepts, and illustrating the relationships between these concepts, all the while demonstrating effective problem-solving techniques and the skills necessary to navigate the network of services and resources available to older adults and their caregivers.

Students will be actively involved in researching regional services, thereby expanding their knowledge beyond the boundaries of traditional lectures and textbooks. This dynamic engagement equips them with practical skills and resource development strategies to address the evolving needs of caregivers and older adults.

Instructor is available to provide feedback on student assignments through various means, including video conferencing software, CMS grading functionality, or one-on-one meetings. This multi-faceted approach ensures that students receive comprehensive support and guidance as they navigate the complexities of caregiving and resource development.

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

Students will actively immerse themselves in the theoretical knowledge surrounding the services available to older adults and the government structures responsible for providing and regulating these services. However, the primary emphasis is placed on accessing current and real-world resources.

To facilitate this, the course leverages various methods for student engagement, promoting a dynamic learning environment. Through the course CMS discussion forums, breakout rooms in video-conferencing software, and in-class sessions, the instructor will lead class discussions that encourage students to apply critical legal decisions and elucidate the resulting outcomes.

The course design allows students to explore the material through diverse approaches, including lectures, individual and group activities, visual and virtual demonstrations, and experiments. This multiplicity of instructional methods creates abundant opportunities for students to interact with and immerse themselves in the content, whether it involves reading from a textbook or engaging with visual simulations.

For instance, students may be tasked with selecting and delving into a specific challenge related to accessing or delivering high-quality care for older adults. The instructor will actively guide, demonstrate, and model the various ways students can interact with the course content, thus enabling them to develop critical thinking and reflective skills, along with the ability to identify sociological

concepts in their daily lives. This approach ensures that students not only acquire theoretical knowledge but also learn to apply it effectively to practical, real-world scenarios.

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

This course plays a pivotal role in preparing students who aspire to enter caregiving roles for the myriad challenges associated with accessing services and resources. It equips them to confront issues such as overcoming accessibility barriers, addressing mobility limitations, and tackling other hurdles that older adults may encounter in their quest to receive care.

One of the key objectives of this course is to provide students with the opportunity to make informed decisions about whether they wish to pursue a career in caregiving. By encouraging critical thinking, the course prompts students to reflect on the relevance of the material to their own lives, communities, and families.

Through a combination of readings, lectures, activities, and discussions, students will be motivated to explore the available resources designed to enable older adults to age in place. They will also delve into the essential aspects of how these services must be supported and developed to ensure they remain accessible and effective as individuals continue to age.

By offering insights into these challenges and the complex landscape of caregiving, this course empowers students to make informed choices about their career paths and provides them with the knowledge and skills necessary to navigate the caregiving profession effectively.

Key: 3094