Gerontology

Overview

Gerontology is the biopsychosocial study of people as they change physically and continue to develop mentally and socially after middle age, as well as the stages and aspects of earlier life that influence the aging process. The ARC Gerontology AA degrees are nationally recognized. In August of 2018, they earned national accreditation from AGEC, the Accreditation for Gerontology Education Council and the degree program has been a long-standing Program of Merit (POM) recognized by the Academy for Gerontology in Higher Education. These recognitions enhance the career value of earning a Gerontology degree at ARC. The Gerontology department is recognized as a local leader in career education. The department offers state-approved certificate courses and high-demand skills training to support local professionals and paraprofessionals. Email gerontology@arc.losrios.edu for a current list of continuing education units (CEU) courses.

Who are gerontologists and what do they do?

Gerontologists may hold a program certificate, associate of arts, bachelors, masters, or doctorate in Gerontology or a related degree focused on the older population and aging. We work to improve the quality of life and promote the well-being of older adults within our families, communities, and societies through research, education, and use of specialized knowledge and experience. We work in a broad array of entry-level to executive positions directly with older adults or behind the scenes in both clinical and non-clinical settings.

Where do gerontologists work?

Graduates of Gerontology programs become employed in the Aging Network, a system of state and local government agencies, non-profit organizations, institutions, and contractors that provide information services, employment and legal services, activity and recreation programs, health education and health promotion programs, and care and support services for older adults. Employment in the Aging Network is driven by the Older Americans Act and Population Aging.

Job Security: The Older Americans Act & Population Aging in the US

The Older Americans Act of 1965 is a federal initiative that mandates and funds programs intended to help older adults live a full life within their communities for as long as possible and to support older adults living in long term care and health care settings when living in their community is no longer possible. This means there are employment opportunities working directly with older adults or behind the scenes, managing care or cases, working in homes or state agencies, organizations and the private sector for years to come.

Population Aging means that the percentage of people over 65 is going up. In the US, people are living longer and having fewer children and, this trend means a career in the field of aging will provide long-term job security for decades to come. By the year 2060, the number of older Americans will more than double, from 48 million in 2015 to 98 million in 2060. This increase is creating a demand for workers with a gerontology education and due to a shortage of gerontology programs nationwide, demand for gerontologists with all levels of degrees will continue to outpace graduation rates.

Unless noted otherwise, details about the degrees and certificates listed below can be found on the DEGREES / CERTIFICATES tab above.

AA DEGREES

Our Gerontology AA degrees require 60 units of general education coursework and 24 units of core coursework, 3 units of work experience, and 9 units in one or more of these focus areas:

- Business
- Case Management/Social Services
- Environmental Design
- Health Care
- Social Policy/Advocacy
- Recreation

CERTIFICATES OF ACHIEVEMENT

Our certificates of achievements are designed for people who do not want or need to complete the general education requirements of a full degree. The certificates require the same core, work experience, and focus coursework in one or more of these focus areas:

- Business
- Case Management/Social Services
- Environmental Design
- Health Care
- Social Policy/Advocacy
- Recreation

CERTIFICATES

Our career education certificates are comprised of one or more courses (4.5 to 16 units) and can lead directly to employment. Our department certificates are comprised of three to four 0.5-unit courses that support the development of skills in high demand.

- Activity Leader Certificate (6.5 units; Career Development)
- Dementia Care Certificate (2 units; Skills Department)
- Elder Care Certificate (2 units; Skill Development)
- Ethnicity and Aging Certificate (2 units; Skill Development)
- Leadership in Assisted Living Communities Certificate (1.5 units; Skill Development)
- RCFE Administrator Training (4.5 units; Career Development)
- Senior Fitness Certificate (6.5 units; Career Development)
- Social Services Designee Certificate (4.5 units; Career Development)

* Info about the RCFE Administrator Training Certificate can only be found on the COURSE tab above.

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Kathy Sorensen (Interim) (mailto:kathy.sorensen@arc.losrios.edu)
Department Chair
Laurnda Reynolds (mailto:laurnda.reynolds@arc.losrios.edu)
Division Behavioral & Social Sciences Division Office (mailto:academics@arc-bss-division-office)
Phone (916) 484-8512
Email gerontology@arc.losrios.edu

Associate Degrees

A.A. in Gerontology: Business
This degree provides a broad overview of the biological, psychological, and social aspects of aging along with introductory business courses emphasizing the impact of an aging population on business. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing goods and services to senior adults and/or preparation for further gerontology/business study at a four-year college or university.

Catalog Date: June 1, 2020

### Degree Requirements

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<th>COURSE CODE</th>
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A minimum of 3 units from the following:

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<td>GERON 498</td>
<td>Work Experience in Gerontology (1 - 4)</td>
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### Business Concentration Requirements:

A minimum of 9 units from the following:

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<td>ECON 320</td>
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<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<td>BUS 340</td>
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<td>HSER 310</td>
<td>Ethical Issues and Client’s Rights (3)</td>
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<tr>
<td>or GERON 304</td>
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<td>MGMT 362</td>
<td>Techniques of Management (3)</td>
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<td>or MGMT 300</td>
<td>Introduction to Leadership in Action (3)</td>
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<tr>
<td>MGMT 304</td>
<td>Principles of Management (3)</td>
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</table>

Total Units: 36

The Gerontology: Business Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological, and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate instructional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life business situations

### Career Information

Entry-level positions with private industry, government, and non-profit agencies providing goods and services to senior adults

#### A.A. in Gerontology: Case Management/Social Services

This degree provides a broad overview of the biological, psychological, and social aspects of aging along with introductory human services and psychology courses emphasizing the diverse needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing case management and/or social services to senior adults and/or preparation for further gerontology/case management/social services study at a four-year college or university.

Catalog Date: June 1, 2020

### Degree Requirements

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</table>
COURSE CODE | COURSE TITLE | UNITS
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GERON 302 | Psychology of Aging: Adult Development and Aging (3) | 3
Ger or PSYC 374 | Psychology of Aging: Adult Development and Aging (3) | 3
GERON 311 | Social Services Designee: Legal Issues and End-of-Life Decisions | 1
GERON 330 | Communicating with and Validating Older Adults | 3
GERON 334 | Reminiscence Therapy (3) | 3
Ger or PSYC 379 | Reminiscence Therapy (3) | 3
GERON 335 | Wellness for Older Adults | 3
GERON 360 | Ethnic Diversity and Aging | 0.5
GERON 362 | Biology of Aging | 0.5
GERON 366 | Coping with Death and Related Bereavement | 0.5
GERON 368 | Mental Health and Aging | 0.5
GERON 490 | Aging Policy and Practice | 3
HSER 340 | Introduction to Chemical Dependency (3) | 3
Ger or PSYC 400 | Introduction to Chemical Dependency (3) | 3

A minimum of 3 units from the following:

- GERON 300 Sociology of Aging (3)
- GERON 302 Psychology of Aging: Adult Development and Aging (3)
- GERON 330 Communicating with and Validating Older Adults
- GERON 334 Reminiscence Therapy (3)
- GERON 335 Wellness for Older Adults
- GERON 360 Ethnic Diversity and Aging
- GERON 362 Biology of Aging
- GERON 366 Coping with Death and Related Bereavement
- GERON 368 Mental Health and Aging
- GERON 490 Aging Policy and Practice
- HSER 340 Introduction to Chemical Dependency (3)

Case Management/Social Services Concentration Requirements:

A minimum of 9 units from the following:

- GERON 310 Social Service Designee: Role and Responsibility (2.5)
- GERON 312 Social Services Designee: Fieldwork (1)
- HSER 300 Introduction to Human Services (3)
- GERON 304 Ethical Issues and Client's Rights (3)
Ger or HSER 310 | Ethical Issues and Client's Rights (3) | 3
- PSYC 365 Issues of Diverse Populations (3)
Ger or HSER 330 | Issues of Diverse Populations (3) | 3
- PSYC 390 Psychology of Death and Dying (3)

Total Units: 36

The Gerontology: Case Management/Social Services Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life case management and social services situations

**Career Information**

Entry-level positions with private industry, government, and non-profit agencies providing case management and/or social services to senior adults

**A.A. in Gerontology: Environmental Design**

This degree provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory art and interior design courses emphasizing the environmental needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing design services to senior adults and/or preparation for further gerontology/design study at a four-year college or university.

**Catalog Date:** June 1, 2020

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- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology and environmental design to real-life situations in working in environmental design situations

Career Information

Entry-level positions with private industry, government, and non-profit agencies providing design services to senior adults

A.A. in Gerontology: Health Care

This degree provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory course work emphasizing the health needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing health services to senior adults and/or preparation for further gerontology/health care study at a four-year college or university.

Catalog Date: June 1, 2020

Degree Requirements

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1Prerequisite required for NURSE 101.
The Gerontology: Health Care Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life health care situations

**Career Information**

Entry-level positions with private industry, government, and non-profit agencies providing health services to senior adults

**A.A. in Gerontology: Recreation**

This degree provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory recreation and physical education courses emphasizing the recreational needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing recreational services to senior adults and/or preparation for further gerontology/recreation study at a four-year college or university.

**Catalog Date:** June 1, 2020

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A minimum of 3 units from the following:

- GERON 498 Work Experience in Gerontology (1 - 4)

### Recreation Concentration Requirements

A minimum of 9 units from the following:

- GERON 430 Activity Leader (6.5)
- KINES 300 Introduction to Kinesiology (3)
- KINES 405 Effects of Exercise on Special Populations (2)
- KINES 408 Administration of Fitness Programs (2)

Total Units: 36

The Gerontology: Recreation Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life recreation situations

**Career Information**
Entry-level positions with private industry, government, and non-profit agencies providing recreational services to senior adults

A.A. in Gerontology: Social Policy/Advocacy

This degree provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory human services, speech, management, and political science courses emphasizing the social policy and advocacy needs of an aging population. It focuses on preparation for entry level positions with private industry, government, and non-profit agencies providing input to social policy and advocacy for senior adults and/or preparation for further gerontology/social policy/advocacy study at a four-year college or university.

Catalog Date: June 1, 2020

Degree Requirements

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Subtotal Units:

Advocacy Concentration

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Advocacy Concentration Units:

9

Total Units:

36

Social Policy Concentration

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Social Policy Concentration Units:

9

Total Units:

36

The Gerontology: Social Policy/Advocacy Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
Career Information
Entry-level positions with private industry, government, and non-profit agencies providing goods and services to senior adults

Certificates of Achievement

Gerontology: Business Certificate

This certificate provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory business courses emphasizing the impact of an aging population on business. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing goods and services to senior adults.

Catalog Date: June 1, 2020

Certificate Requirements

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Total Units: 36

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
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- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life business situations

Career Information
Entry-level positions with private industry, government, and non-profit agencies providing goods and services to senior adults

Gerontology: Case Management/Social Services Certificate

This certificate provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory human services and psychology courses emphasizing the diverse needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing case management and/or social services to senior adults.
Certificate Requirements

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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life case management and social services situations

Career Information

Entry-level positions with private industry, government, and non-profit agencies providing case management and/or social services to senior adults

Gerontology: Environmental Design Certificate

This certificate provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory art and interior design courses emphasizing the environmental needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing design services to senior adults.

Certificate Requirements

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or PSYC 400 | Introduction to Chemical Dependency (3) | 3
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GERON 498 | Work Experience in Gerontology (1 - 4) | 
A minimum of 9 units from the following: | | 9
ART 320 | Design: Fundamentals (3) | 
IDES 300 | Fundamentals of Interior Design (3) | 
IDES 330 | Beginning Interior Design Studio (3) | 
IDES 334 | Interior Environment and Space Planning (3) | 
Total Units: | | 36

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
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- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology and environmental design to real-life design situations

Career Information

Entry-level positions with private industry, government, and non-profit agencies providing environmental design services to senior adults

Gerontology: Health Care Certificate

This certificate provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory course work emphasizing the health needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing health services to senior adults.

Catalog Date: June 1, 2020

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| AH 110 | Medical Language for Health-Care Providers (3) | 
| BIOL 102 | Essentials of Human Anatomy and Physiology (4) | 
| HSER 310 | Ethical Issues and Client’s Rights (3) | 
| or GERON 304 | Ethical Issues and Client’s Rights (3) | 
| NURSE 100 | Nurse Assistant (7) | 
| NURSE 101 | Home Health Aide (2) | 
| PSYC 390 | Psychology of Death and Dying (3) | 
| SLPA 300 | Introduction to Communication Disorders (3) | 
Total Units: | | 36

1Prerequisite required for NURSE 101

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
analyze legal and ethical issues relating to aging and end-of-life decisions
demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
examine the physiological effects of chemical dependency and substance abuse on the elderly population
evaluate care for the dying in different environments
assess common mental health issues of aging and evaluate interventions and resources
survey services for seniors available within a community and define eligibility requirements
apply knowledge of gerontology to real-life health care situations

Career Information
Entry-level positions with private industry, government, and non-profit agencies providing health services to senior adults

Gerontology: Recreation Certificate
This certificate provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory recreation and physical education courses emphasizing the recreational needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing recreational services to senior adults.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>or SOC 335</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>GERON 302</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 374</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>GERON 311</td>
<td>Social Services Designer: Legal Issues and End-of-Life Decisions</td>
<td>1</td>
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<tr>
<td>GERON 330</td>
<td>Communicating with and Validating Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>GERON 334</td>
<td>Reminiscence Therapy (3)</td>
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<td>or PSYC 379</td>
<td>Reminiscence Therapy (3)</td>
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<tr>
<td>GERON 335</td>
<td>Wellness for Older Adults</td>
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<tr>
<td>GERON 360</td>
<td>Ethnic Diversity and Aging</td>
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<td>GERON 362</td>
<td>Biology of Aging</td>
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<tr>
<td>GERON 366</td>
<td>Coping with Death and Related Bereavement</td>
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</tr>
<tr>
<td>GERON 368</td>
<td>Mental Health and Aging</td>
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<td>GERON 490</td>
<td>Aging Policy and Practice</td>
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<td>HSER 340</td>
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<td>KINES 300</td>
<td>Introduction to Kinesiology</td>
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<td>KINES 405</td>
<td>Effects of Exercise on Special Populations (2)</td>
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<tr>
<td>KINES 408</td>
<td>Administration of Fitness Programs (2)</td>
<td>2</td>
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</table>

Total Units: 36

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life recreation situations

Career Information
Entry-level positions with private industry, government, and non-profit agencies providing recreational services to senior adults

Gerontology: Social Policy/Advocacy Certificate
This certificate provides a broad overview of the biological, psychological, and social aspects of aging, along with introductory human services, speech, management, and political science courses emphasizing the social policy and advocacy needs of an aging population. It focuses on preparation for entry-level positions with private industry, government, and non-profit agencies providing input to social policy and advocacy for senior adults.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</table>
| Career Information
Entry-level positions with private industry, government, and non-profit agencies providing human services to senior adults

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Catalog Date: June 1, 2020

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### Advocacy Concentration

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<td>MGMT 362</td>
<td>Techniques of Management (3)</td>
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<td>POLS 304</td>
<td>Introduction to Government: California (3)</td>
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<td>SPEECH 301</td>
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### Social Policy Concentration

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<tbody>
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<td>GERON 304</td>
<td>Ethical Issues and Client's Rights (3)</td>
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<tr>
<td>or HSER 310</td>
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<td>PSYC 365</td>
<td>Issues of Diverse Populations (3)</td>
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<tr>
<td>POLS 301</td>
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<td>SPEECH 301</td>
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<td>Total Units:</td>
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</table>

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess social and cultural attitudes on aging and how they impact social policy regarding the senior population
- evaluate the biological, psychological and social aging changes in terms of optimal aging and the impact of lifestyle choices
- analyze legal and ethical issues relating to aging and end-of-life decisions
- demonstrate skill, ease, confidence, rapport, and listening skills when interacting with seniors at different cognitive levels
- evaluate cognitive levels of seniors and utilize appropriate interactional activities and techniques for communication
- examine the physiological effects of chemical dependency and substance abuse on the elderly population
- evaluate care for the dying in different environments
- assess common mental health issues of aging and evaluate interventions and resources
- survey services for seniors available within a community and define eligibility requirements
- apply knowledge of gerontology to real-life social policy and advocacy situations

### Career Information

Entry-level positions with private industry, government, and non-profit agencies providing input to social policy and advocacy for senior adults

### Senior Fitness Specialist Certificate

The Senior Fitness Specialist program prepares students for employment as a fitness leader in settings where people ages 50+ exercise with other age groups and in settings that cater to older adults. The program provides students with the knowledge and hands on experience necessary to begin a career in this growing field of fitness.

Catalog Date: June 1, 2020

### Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- recommend beneficial exercises for seniors and individuals with disabilities or medical conditions.
- behave responsibly at work, exhibiting initiative and self-management in situations where it is needed.
- create an individualized fitness plan to promote functional independence throughout the remainder of life.
- analyze how nutrition plays a part in overall health and aging.
- compare and contrast different self and group motivational techniques for staying active.
- identify and respond to life-threatening conditions (including breathing emergencies, cardiac emergencies, and severe bleeding).
- evaluate physical activities relative to risk factors.
- design and lead a group exercise activity, and provide modifications and variations to exercises when necessary.
- identify basic principles of body mechanics and posture.
- design an individualized exercise prescription program that includes muscular strength and muscular endurance development.
- explain normal aging-related changes and analyze how lifestyle choices influence the aging process.
- demonstrate techniques for validating and encouraging older adults during fitness activities.

Career Information

The Senior Fitness Specialist program is ideal for anyone seeking an entry-level position as a fitness leader in community, recreation, and senior centers, health clubs, retirement and assisted living communities, and other sites that cater to seniors.

Certificates

Activity Leader Certificate

This program prepares students for the duties, roles, and responsibilities of an activity leader, a person who plans and leads activities for residents in a skilled nursing facility as described in and required by California Title 22 Division 5. This program also meets or exceeds training requirements for similar positions as described in Title 22 Division 6 for non-medical residential care facilities for the elderly and adult day programs, as well as similar positions in senior centers, recreation, and community centers serving older people.

The course offered through this program is reviewed by the California Department of Public Health (CDPH) for approval each semester to confirm it includes all the required curriculum and to confirm it includes all the current state and federal laws and regulations. Upon successful completion of this course, students receive a certificate of completion from the Gerontology department that confirms the course was reviewed and approved by the CDPH. To maintain compliance with the Centers for Medicare & Medicaid Services, State Operations Manual (Appendix PP) skilled nursing facilities are required to keep a copy of their activity leader's certificate of completion from a CDPH approved course on file.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>GERON 430</td>
<td>Activity Leader</td>
<td>6.5</td>
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</tbody>
</table>

Total Units: 6.5

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- articulate the role and responsibilities of the activity leader in a long-term care facility
- demonstrate effective communication skills in interviewing long-term care residents
- analyze normal and disease process changes in hearing and speech and develop strategies for effective communication
- generate required documentation to comply with State and Federal regulations
- create activities which meet physical and emotional needs of residents in long-term care
- assess effects of institutionalization and possible impact on mental health and family relationships
- identify types of dementia and appropriate communication and behavior management strategies
- demonstrate effective problem solving, motivation, and communication skills involved in leadership of an activity program
- compare and contrast community services available and their relevance to an activity program
- develop appropriate activities and a monthly activity calendar to meet the needs of individual residents in long-term care

Career Information

This program is specifically designed to meet the rigorous state requirements for preparing activity leaders to work in a skilled nursing facility, as described in and required by California Title 22 Division 5. It also meets or exceeds training requirements for similar positions as described in Title 22 Division 6 for non-medical residential care facilities for the elderly and adult day programs. The program enhances qualifications for other unregulated positions planning and leading activities for older adults with titles such as activity leader activity director, and activity leader. These positions are becoming more common in senior centers, community and recreation centers, and health...
Dementia Care Certificate

This certificate provides a comprehensive overview of dementias, behavior management, and communication. It expands the knowledge of students to enter the workforce where they will be dealing with seniors diagnosed with a form of dementia.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>GERON 204</td>
<td>Alzheimer's Disease and Other Dementias</td>
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<td>GERON 205</td>
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<td>GERON 206</td>
<td>Dementia: Behavior Management</td>
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<td>GERON 271</td>
<td>Dementia: Behaviors and Activity</td>
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<td>Total Units:</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- differentiate between reversible and irreversible dementias
- develop strategies for care for those with dementia
- create a safe environment for those with dementia
- evaluate a specific problem to decide if the problem is the patient's or the caregiver's
- assess specific dementia behavior problems and select appropriate responses
- demonstrate appropriate responses to dementia behaviors
- analyze various types of dementia and their characteristics
- identify communication strategies for enhanced understanding by the dementia patient
- identify principles of behavior management
- define caregiver issues
- assess elements of communication that relate to Validation theory
- analyze the theory behind Validation and describe the benefits of using Validation techniques
- demonstrate Validation techniques
- analyze dementia stages and select appropriate Validation techniques

Career Information

Direct care of dementia patients. Supervision and inservice for dementia patients' caregivers

Elder Care Certificate

This Certificate provides a comprehensive overview of the caregiving experience. It expands the knowledge of students to enter the workforce where they will be dealing with seniors and their caregivers.

Catalog Date: June 1, 2020

Certificate Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>GERON 205</td>
<td>Validation: Theory and Practice</td>
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<td>GERON 207</td>
<td>Elder Abuse</td>
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<td>GERON 208</td>
<td>Stress Management: New Approaches</td>
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<tr>
<td>GERON 209</td>
<td>Strategies for Caregivers: Effectively Caring for the Elderly in the Community</td>
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<tr>
<td>Total Units:</td>
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<td>2</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- design caregiving strategies based on the elders' needs and available resources
- explain the concept of "Caring for the Caregiver"
- describe effective procedures for caring for elderly people with memory impairments
- analyze role reversal and sources of guilt within families
- define what constitutes elder abuse, including different types of abuse
- assess causes of elder abuse
- evaluate prevention approaches and resources to intervene before abuse occurs
- identify elder abuse reporting steps and forms
- evaluate the different causes of stress in caregiving situations
- analyze aspects of belief systems which enhance stress in caregiving
- apply new talking and listening skills for reducing stress in self and others
- assess elements of communication that relate to Validation theory
- analyze theory of Validation
- demonstrate Validation techniques
- analyze dementia stages and select appropriate Validation techniques

Career Information

Direct care or seniors. Supervision and inservice for caregivers
Ethnicity and Aging Certificate

This Certificate provides a comprehensive overview of how ethnicity affects the aging experience. It expands the knowledge of students to enter the workforce where they will be dealing with seniors from different cultures and ethnic groups.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
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<td>GERON 210</td>
<td>Aging Experience in Asian Families</td>
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<td>GERON 211</td>
<td>Aging Experience in Hispanic Families</td>
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</tr>
<tr>
<td>GERON 212</td>
<td>Aging Experience in African-American Families</td>
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<tr>
<td>GERON 360</td>
<td>Ethnic Diversity and Aging</td>
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</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>2</td>
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</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- synthesize and discuss the importance of cultural sensitivity as it relates to working with older people
- evaluate and discuss differences among ethnic groups in life expectancy, mortality, mobility, family dynamics, work/retirements, mental health, views on death, and use of senior services
- define and discuss ways of overcoming barriers to understanding and using senior services
- evaluate the impact of culture and society on the aging process
- compare and contrast values and beliefs of Asian, Hispanic, African-American cultures and the dominant Western culture
- develop strategies for assessing and assisting aging Asians, Hispanics, and African-Americans and their families
- describe historical events or institutions that have influenced African-American elderly
- describe the economic, educational, and social groups found among the African-American elderly
- discuss the health conditions found most frequently among the Asian, Hispanic, and African-American elderly

Career Information

Direct care of seniors from diverse backgrounds. Supervision and inservice for caregivers.

Leadership in Assisted Living Communities Certificate

This certificate provides a comprehensive overview of leadership, communication, and professionalism and ethics required for effective leadership and supervision in assisted living communities.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<td>GERON 201</td>
<td>Leadership and Team Building in Long-term Care Facilities</td>
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<td>GERON 202</td>
<td>Professionalism and Ethics in Long-term Care</td>
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<td>GERON 203</td>
<td>Communication for Supervision in Long-term Care</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze three categories of leadership
- compare and apply four facets of problem solving in regards to long-term care facilities
- analyze the essential elements in team building and being a part of the team in long-term care facilities
- identify and exhibit effective communication techniques
- demonstrate effective motivational practices
- differentiate between ethics and morals as related to working with seniors
- evaluate professional conduct in long-term care facilities
- demonstrate listening skills when working with the elderly
- describe the parameters of confidentiality
- describe professional boundaries
- analyze patterns of communication
- demonstrate validation of feelings and viewpoints
- evaluate adaptive behaviors in long-term care settings
- compare different types of staff support systems

Career Information

Administrative positions in long-term care communities, such as staff coordinator, marketing specialist, resident coordinator, facility administrator.

Social Service Designee Certificate

The Social Services Designee certificate provides a comprehensive overview of the role and duties of a social services designee in a long-term care facility.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Certificate Requirements</td>
<td>UNITS</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- Articulate the role and responsibilities of the social services designee in a long-term care facility
- Analyze normal age changes and their impact on residents
- Incorporate resident rights and responsibilities into daily practice
- Apply Omnibus Budget Reconciliation Act (OBRA)/Title 22 (State of California Department of Social Services) regulations to work environment
- Evaluate legal and ethical issues relating to powers of attorney, long-term care financing, and end-of-life decisions
- Evaluate long-term care facility environments
- Interview and assess long-term care residents to assure needs are being met

Career Information

Social Services Designee in long-term care, assisted living, and retirement facilities

Gerontology (GERON) Courses

GERON 201 Leadership and Team Building in Long-term Care Facilities

This course is an overview of the fundamentals of leadership, focusing on team building, communication, motivation, and problem solving in long-term care facilities. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze three categories of leadership
- compare and apply four facets of problem solving in regards to long-term care facilities
- analyze the essential elements in team building and being a part of the team in long-term care facilities
- identify and exhibit effective communication techniques
- demonstrate effective motivational practices

GERON 202 Professionalism and Ethics in Long-term Care

This course explores professionalism and ethical conduct for those working with seniors in long-term care facilities. Topics include ethics, morals, professional conduct, confidentiality, boundaries, and listening skills. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between ethics and morals as related to working with seniors.
- evaluate professional conduct in long-term care facilities.
- demonstrate listening skills.
- describe the parameters of confidentiality.
- describe professional boundaries.

GERON 203 Communication for Supervision in Long-term Care

This course explores effective communication skills for supervisors in long-term care facilities. Topics include emotions, validation of staff and residents, adaptive behavior, and staff support systems. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the art of listening
- analyze patterns of communication
- demonstrate validation of feelings and viewpoints
- evaluate adaptive behaviors in long-term care settings
GERON 204 Alzheimer's Disease and Other Dementias

This course is an introduction to dementia, including Alzheimer's Disease. Topics include types of dementia, patient care, environmental issues, and strategies for understanding and responding to associated behaviors. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between reversible and irreversible dementias
- develop strategies for care for those with dementia
- create a safe environment for those with dementia
- evaluate appropriate Validation techniques for communicating with those with dementia

GERON 205 Validation: Theory and Practice

This course presents Validation theory as a communication technique used with individuals with differing levels of cognitive ability. Criteria for evaluating stages of dementia and the selection of appropriate techniques are covered. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess elements of communication that relate to Validation theory
- analyze theory of Validation
- demonstrate Validation techniques
- analyze dementia stages and select appropriate Validation techniques

GERON 206 Dementia: Behavior Management

This course explores the many facets of behavior management as they apply to those diagnosed with a form of dementia. Topics include defining the problem, determining whose problem it is, problem-solving principles, environmental triggers, caregiver response, and techniques (such as timing, validation, noise regulation) for specific problem behaviors. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate a specific problem to decide if the problem is the patient's or the caregiver's
- assess specific dementia behavior problems and select appropriate responses
- demonstrate appropriate responses to dementia behaviors

GERON 207 Elder Abuse

This course is an overview of elder abuse. It focuses on occurrence, prevention strategies, and resources to prevent elder abuse. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define what constitutes elder abuse, including different types of abuse
- assess causes of elder abuse
- evaluate prevention approaches and resources to intervene before abuse occurs
- identify elder abuse reporting steps and forms

GERON 208 Stress Management: New Approaches

This course is a 0.5-unit course that offers 9 hours of lecture. It focuses on stress management techniques and new approaches to help individuals cope with stress. Pass/No Pass only.
This course examines stress from a communication perspective, focusing specifically on caregivers. The concept of high-risk messages is introduced focusing on how stress reactions affect behavior and morale in residential care facilities and other systems of care for the elderly. Emphasis is on how a message is translated and how this translation affects stress, overload, and spill-over effects. Stress management skills are demonstrated. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the different causes of stress in caregiving situations
- analyze aspects of belief systems which enhance stress in caregiving
- apply new talking and listening skills for reducing stress in self and others

GERON 209 Strategies for Caregivers: Effectively Caring for the Elderly in the Community

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course covers strategies for providing effective care for the elderly, including how it is complicated by dementia, role reversal, and guilt. Common sense strategies for caregiving that not only meet the needs of the elderly but also lessen the caregiving burden are explained. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design caregiving strategies based on the elders' needs and available resources
- explain the concept of "Caring for the Caregiver"
- describe effective procedures for caring for elderly people with memory impairments
- analyze role reversal and sources of guilt within families

GERON 210 Aging Experience in Asian Families

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course examines the aging experience characteristic to Asian families. The impact of culture, societal expectations and their effect on family roles, values and beliefs and how these affect caregiving on that aging experience are discussed. Focus is on strategies for dealing with stress and social support services for Asian families. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate impact of culture and society on aging process
- compare and contrast values and beliefs of Asian cultures and the dominant Western culture
- develop strategies for assessing and assisting aging Asians and their families

GERON 211 Aging Experience in Hispanic Families

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course examines the aging experience characteristics to Hispanics and the impact of culture, societal expectations, family roles, values, beliefs, and caregiving on that aging experience. Focus is on social support systems and strategies for assisting aging Hispanics and their families. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate impact of culture and society on the aging process
- compare and contrast values and beliefs of Hispanic cultures and the dominant Western culture
- develop strategies for assessing and assisting aging Hispanics and their families

GERON 212 Aging Experience in African-American Families

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course examines the economic, social, and health status of elderly African-Americans. It focuses on their unique relationship to the dominant American culture, their vulnerability to specific diseases, and their history with the health care system. It also covers family structures in the African-American community and their implications for family relationships and caregiving. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe historical events or institutions that have influenced African-American elderly
- describe the economic, educational, and social groups found among the African-American elderly
- discuss the health conditions found most frequently among the African-American elderly
GERON 213 Aging Experience in Native American Families

**Units:** 0.5  
**Hours:** 9 hours LEC  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This course examines the economic, social, and health status of elderly Native Americans. It focuses on their unique relationship to the dominant American culture, being members of sovereign nations, and tribal and governmental institutions that impact their lives, family relationships, and caregiving. Pass/No Pass only

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the "Sovereign Nation" status of America's tribes
- evaluate the social status of elders in traditional culture
- analyze a local Native American population in terms of its tribal affiliations and history
- evaluate dietary patterns among Native Americans in terms of their implications for health and well being
- describe the health care delivery system unique to Native Americans, such as the Indian Health Service and the services provided by tribal governments
- compare the long-term care arrangements most frequently found among local Native American elders with those used by the dominant culture
- develop strategies for assessing and assisting Native American elders and their families

GERON 220 RCFE Administrator Training

**Units:** 4.5  
**Hours:** 81 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course meets the educational requirements necessary to take for state licensure as an administrator of a residential care facility for the elderly (RCFE). Topics include philosophy, mission, and operations of a RCFE; regulations, rights and responsibilities of licensees; fingerprinting and criminal record clearances; psychosocial needs of residents; physical plant requirements; resident assessment, retention, and eviction; resident records and services; food service regulations; admission agreement; special diets; medications; abuse reporting; residents' rights; and community resources. Pass/No Pass only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain residential care and mission of licensing
- analyze the function of a RCFE facility license from three perspectives
- discuss the rights and responsibilities of a licensee
- explain the need and process for fingerprinting and criminal record clearance
- compare licensing requirements and deficiencies in a RCFE
- evaluate medical conditions and diseases associated with aging and relate to residents' requirements
- evaluate the need for waivers to cover residents with special needs
- evaluate a facility plan to meet California requirements for fire, safety, storage, and emergency preparedness
- evaluate a resident for functional capacities and appropriateness of RCFE placement
- document in-patient records, changes in condition, medication record, and physician orders
- evaluate menus and preparation of food to meet California requirements
- define regulatory requirements covering RCFE personal accommodations and services
- explain health conditions that are prohibited in a RCFE
- evaluate resident records for compliance with regulations
- evaluate RCFE menus for compliance with dietary regulations and special diets
- explain the regulations covering centrally stored resident medications
- assess under what conditions and by whom elder abuse must be reported
- compare advance directives and "do not resuscitate" orders
- describe the requirements for safeguarding resident resources in a RCFE
- compare community resources for applicability to RCFE residents

GERON 230 Motivating Older Adults to Stay Active

**Units:** 0.5  
**Hours:** 9 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course focuses on how to motivate healthy older adults to stay independent, active, and mobile. Topics include wellness, aerobic fitness, nutrition, stress, self- and group-motivation techniques, and cognition as they affect seniors. Credit/No Credit only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess normal aging and effects of unhealthy lifestyle choices
- describe healthful lifestyle choices and their effects on aging
- evaluate factors in cognitive wellness as people age
GERON 271 Dementia: Behaviors and Activity

Upon completion of this course, the student will be able to:

- analyze various types of dementia and their characteristics
- identify communication strategies for enhanced understanding by the dementia patient
- identify principles of behavior management
- define caregiver issues

Student Learning Outcomes

GERON 280 Home Adaptations for Safety and Independence

Upon completion of this course, the student will be able to:

- assess the functional ability of a home resident
- evaluate safety issues within the home
- evaluate durable equipment to facilitate safety in the home

Student Learning Outcomes

GERON 299 Experimental Offering in Gerontology

GERON 300 Sociology of Aging

This course examines the aged and aging process with emphasis on social factors affecting and affected by an aging population. It includes an analysis of demographics, history of aging in America, social conditions, resources and support systems, employment, retirement, and social class/cultural differences. This course is not open to students who have completed SOC 335.

Student Learning Outcomes

GERON 302 Psychology of Aging: Adult Development and Aging

This course covers the physical, psychological, and social aspects of the aging process including the interactions between the elderly and the rest of society. Topics include an analysis of stereotypes, social bonds, environmental factors, sexuality, physical health, mental health, death, and bereavement. This course is not open to students who have completed PSYC 374.

Student Learning Outcomes
GERON 303 Introduction to Social Gerontology: Aging in Contemporary Society

Upon completion of this course, the student will be able to:

- identify resident rights and responsibilities
- analyze normal aging changes and how these affect the resident
- explain Omnibus Budget Reconciliation Act (OBRA)/Title 22 regulations
- evaluate the role of a social service designee
- examine one's own values and attitudes as they apply to ethical decision making
- describe appropriate professional behavior in human services agencies and institutions
- analyze the concepts of successful aging and optimal aging and recognize the differences between at least three normal and three abnormal age changes.
- describe at least three biological and three social theories used to predict how an individual might respond to the aging process or to old age.
- discuss and incorporate the concept of family and intimate relationships in later life and the importance of convos or networks in the individual process of aging.
- explain at least three of the financial costs associated with aging.
- describe the concept of "aging in place" using at least three local and national resources, two entitlements, and three healthcare options.
- identify an elder who is aging optimally and describe at least three lifestyle choices, based on gerontological theory, that the student feels altered his/her aging process.

GERON 304 Ethical Issues and Client's Rights

Upon completion of this course, the student will be able to:

- assess the influence of historical events, technological advancements, and cultural shifts on aging cohorts based on decade of birth.
- deconstruct how social factors such as gender, race, and class contribute to opportunities and experiences throughout life and during aging.
- examine the ability of federal and state agencies to respond to the challenges of population aging.
- utilize the theories of aging to explain current societal beliefs about aging in the United States.
- explain the importance of family, friends, and other informal supports during aging.

GERON 310 Social Service Designee: Role and Responsibility

Upon completion of this course, the student will be able to:

- evaluate the state and federal laws most often violated in human services delivery
- analyze existing California Professional Codes of Ethics
- describe the application of clients' rights in human services agencies and institutions
- describe appropriate professional behavior in human services agencies and institutions
- examine one's own values and attitudes as they apply to ethical decision making

GERON 311 Social Services Designee: Legal Issues and End-of-Life Decisions

Upon completion of this course, the student will be able to:

- identify and explain the differences between gerontology and geriatrics and explain the changing age demographics both in the United States and globally.
- describe at least four commonly held myths, stereotypes, or ageist attitudes regarding older adults and explain the impact these attitudes have on the image of aging.
- analyze and predict three ways race, gender, and ethnicity might influence the aging process.
- analyze the concepts of successful aging and optimal aging and recognize the differences between at least three normal and three abnormal age changes.
- describe at least three biological and three social theories used to predict how an individual might respond to the aging process or to old age.
- discuss and incorporate the concept of family and intimate relationships in later life and the importance of convos or networks in the individual process of aging.
- explain at least three of the financial costs associated with aging.
- describe the concept of "aging in place" using at least three local and national resources, two entitlements, and three healthcare options.
- identify an elder who is aging optimally and describe at least three lifestyle choices, based on gerontological theory, that the student feels altered his/her aging process.
This course covers legal issues involved with long-term care. The focus is on probate, conservatorships, wills, trusts, power of attorney for financial management, and the California Advanced Health Care Directives, and right-to-die issues.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define and discuss probate, wills, trusts, powers of attorney, advanced health care directives, long-term care and the financing of long-term care
- define and discuss informed consent and conservatorships
- define and discuss right-to-die issues
- analyze ethical end-of-life decisions

**GERON 312 Social Services Designee: Fieldwork**

Upon completion of this course, the student will be able to:

- describe the role of a social services designee
- analyze and evaluate long-term care facility environments
- interview and assess residents in long-term care facilities

**GERON 330 Communicating with and Validating Older Adults**

This course introduces the basic theory, techniques, and experiences for communication with, validation of, and stimulation of the elderly at different cognitive levels in long-term care. After the first class session, this course is held off campus in a long-term care setting. Supervision by a professor in a long-term care setting is required. This course is not open to students who have completed PSYC 378.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate basic communication needs of seniors and utilize appropriate level of validation theory and techniques
- demonstrate skill, ease, confidence, rapport, and listening skills when communicating with the elderly at different cognitive levels
- assemble and use a kit of materials to facilitate sensory stimulation, validation, and reminiscence therapies

**GERON 334 Reminiscence Therapy**

This course introduces the basic theory and techniques of reminiscence therapy and provides experience in planning, facilitating, and evaluating reminiscence groups with the elderly in an institutional setting. After the first class session, this course is held off campus in a long-term care setting. This course is not open to students who have completed PSYC 379.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze basic group counselling theories and apply to reminiscence techniques used with the elderly
- analyze the effects of reminiscence therapy on the aging process
- evaluate participants' cognitive levels and interests and choose the appropriate subject for reminiscence
- detect and respond to individual needs within the group
- demonstrate skill, ease, confidence, rapport, and listening skills in facilitating reminiscence groups
- explain the basic process of memory construction
- analyze the staff-development benefits from engaging in reminiscence with older adults
- demonstrate social inclusion using reminiscence therapy
demonstrate techniques used to encourage reminiscence with people who have dementia and live in a facility
examine his/her individual boundaries and explain why they are important to maintain in reminiscence groups

GERON 335 Wellness for Older Adults

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGW 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
Catalog Date: June 1, 2020

This course explores positive lifestyle choices throughout life which have a positive effect on health and well-being. Topics include exercise, nutrition, stress management, chronic disease, and adaptations for disability.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze exercise programs and their effect on aging
- assess individual diets and make adjustments to maximize health and optimal aging
- identify how stress management can improve health
- evaluate exercise programs to meet individual needs
- examine chronic conditions of aging in relation to stress

GERON 340 Nutrition for Healthy Aging

Same As: NUTRI 324
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGW 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
Catalog Date: June 1, 2020

This course focuses on the nutrition of older adults. Topics include the effects of nutrition on health and well-being and the physiologic changes in aging, the effects of smell and taste on nutritional status, age-related changes in the gastrointestinal tract, risk factors for cardiovascular disease, and cancer and nutrition. This course is not open to students who have completed NUTRI 324.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the role of nutrition in the health and well-being of older adults.
- discuss strategies for the prevention of disease and chronic conditions in older adults.
- describe the physiological changes to the body that may occur as a result of the aging process.
- list and describe the major food-assistance programs for older adults.
- discuss the purpose and objectives of nutrition screening methods.
- outline the benefits, list the necessary components, and list the nutritional considerations of an exercise regimen for an older adult.
- illustrate how cultural values influence food choices made by older adults.
- discuss the nutrient needs of older adults as a result of physiological changes.

GERON 360 Ethnic Diversity and Aging

Units: 0.5
Hours: 9 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an overview of ethnicity and culture as factors in the aging process. It focuses on values, beliefs, and culture, and their impact on the design and delivery of senior services with an emphasis on health and residential care services. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- synthesize and discuss the role of cultural sensitivity as it relates to working with older people
- evaluate and discuss differences among ethnic groups in terms of their beliefs about health, mental health, death, family obligations and the use of senior services
- define and discuss ways of overcoming barriers to understanding and using senior services

GERON 362 Biology of Aging

Units: 0.5
Hours: 9 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an overview of the biology of aging and health of the older adult. The focus is on chronic and acute illnesses, normal aging changes, sexuality, nutrition, and strategies for good health. Pass/No Pass only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define normal and abnormal aging processes and their relationships to lifestyles
evaluate health status and problems of older adults and relate them to lifestyles and environments
evaluate health care strategies appropriate for older adults and community resources and programs to promote wellness

**GERON 366 Coping with Death and Related Bereavement**

Units: 0.5  
Hours: 9 hours LEC  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course explores our societal/cultural and personal views of death, dying, and bereavement. Topics include the processes of dying and grieving from the perspectives of the patient, family, friends, and caregivers; the dynamics of loss, grief, and bereavement; and the needs of the bereaved. Pass/No Pass only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify several theories of dying as well as ego coping mechanisms
- analyze some of the common differences between dying in an institutional setting and dying with hospice care
- describe the range of healthy grief responses
- identify support needs and community resources for support
- assess personal feelings, attitudes, and values about dying and how they are influenced by society

**GERON 368 Mental Health and Aging**

Units: 0.5  
Hours: 9 hours LEC  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course is an overview of mental health as it is impacted by the aging process. Emphasis is on correlates of mental health, incidence of mental illness, depression, dementia, substance abuse, intervention, and mental health resources for seniors. Pass/No Pass only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply the concept of mental health to the aging process
- describe common mental health issues of depression, dementia, substance abuse, intervention, and resources as they affect the aging population
- evaluate interventions and resources available to seniors

**GERON 378 Body Mechanics and Safety**

Units: 0.5  
Hours: 9 hours LEC  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course is an overview of body mechanics, emphasizing a problem-solving approach. The focus is on basic methods and techniques of positioning, transfer, and ambulation, as well as personal safety, adaptive exercise, and assistive devices. Pass/No Pass only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the basic anatomy of the spine
- describe the diagnosis, detection, and treatment of back injuries
- identify basic principles of body mechanics and posture
- demonstrate proper transfer techniques
- cite three consequences of immobility and weight gain
- list three fall prevention strategies for the elderly
- demonstrate strengthening and stretching exercises for the back

**GERON 380 Nutrition and Aging**

Units: 0.5  
Hours: 9 hours LEC  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

This course concentrates on the practical aspects of nutrition and aging. Cost-effective directions for meeting nutritional needs are included. Information regarding environmental factors implicated in the aging process is discussed. Pass/No Pass only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze how nutrition plays a part in overall health and aging
- explain how cultural attitudes toward lifestyle, stress and environmental factors influence nutrition
- evaluate information in residential care, assisted living, and skilled nursing facilities to design meals that are cost effective and nutritionally sound
• name the sources and functions of the essential nutrients
• analyze the interactions between nutrition and medications
• evaluate the relationship between nutrition and chronic illness

GERON 430 Activity Leader

Units: 6.5
Hours: 117 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
Catalog Date: June 1, 2020

This course covers the roles and responsibilities of an Activity Leader in long-term care facilities. Topics include interviewing and counseling techniques, hearing and speech changes, social and psychological forces of aging, effective leadership skills, dementia behaviors, etiology of illness, community agencies and resources, needs-based programming, documentation at state and federal levels, and creating an activity program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• evaluate the role of the Activity Leader as it relates to the needs of the resident
• compare and contrast two therapeutic outcomes of using reminiscence therapy
• develop strategies for effective communications with seniors with speech and/or hearing deficits
• complete the required Title XXII documentation
• prepare paperwork required for the Omnibus Budget Reconciliation Act (OBRA) compliance
• assess activities which meet physical and emotional needs of long-term care residents
• identify at least five symptoms of depression and evaluate appropriate intervention
• identify principles of behavior management when working with residents with dementia
• compare and illustrate how to apply four facets of problem solving in senior programs
• compare and contrast the variety of community services available for the aging population
• develop an appropriate activity to meet a specific need of a long-term care resident
• compare and contrast the development of activities for different cultural groups in long-term care
• analyze various aspects of activity coordination

GERON 490 Aging Policy and Practice

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an overview of the social issues faced by Older Americans and the social policies and programs provided to address those issues, including the Older Americans Act, Social Security, Medicare, and the Elder Justice Act. It investigates how social policies and programs are put into practice by exploring career options in the agencies, businesses, and organizations that provide services and support to older adults living in California.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• generate an Internet resource list with URLs and brief descriptions of the government websites for major programs and services for Older Americans.
• outline the flow of funding for services to Older Americans from its legislative origins to the local providers in the Aging Network, including local organizations/businesses.
• summarize theories of help-seeking behavior.
• differentiate between 1) Social Security and Entitlement Programs; 2) Medicare Options (Part A, B, etc.) and 3) Medicare and MediCal Benefits.
• identify social issues that impact cultural/ethnic subgroups of older adults.
• deconstruct social issues that impact cultural/ethnic subgroups of Older Americans.
• determine the relevance of federal and state Elder Justice regulations to real/hypothetical case studies of elder abuse, exploitation, and neglect.
• utilize a public resource provided to enrich/improve quality of life during aging.
• assess the obstacles Older Americans may have to overcome when accessing government programs and services during aging.
• reflect on policies that contribute to ageism and their impact on the previous, current, and future generations of your family.

GERON 495 Independent Studies in Gerontology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

GERON 498 Work Experience in Gerontology

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: Students must be in a paid or unpaid internship, volunteer position, or job related to gerontology with a cooperating site supervisor. Students are advised to consult with the Gerontology Department faculty to review specific certificate and degree work experience requirements.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
General Education: AA/AS Area III(b)
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of gerontology. It is designed for students interested in work experience and/or internships in transfer-level degree occupational programs. Course content includes understanding the application of education to the workforce, completion of Title 5 required forms which document the student's progress and hours spent at the work site, and developing workplace skills and competencies.

During the semester, the student is required to complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience for one unit. An additional 75 or 60 hours of related work experience is required for each additional unit. All students are required to attend the first class meeting, a mid-semester meeting, and a final meeting. Additionally, students who have not already successfully completed a Work Experience course will be required to attend weekly orientations while returning participants may meet individually with the instructor as needed. Students may take up to 16 units total across all Work Experience course offerings. This course may be taken up to four times when there are new or expanded learning objectives. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate application of industry knowledge and theoretical concepts in the field of gerontology related to a transfer degree level career as written in the minimum three (3) learning objectives created by the student and his/her employer or work site supervisor at the start of the course
- make effective decisions, use workforce information, and manage his/her personal career plans.
- behave professionally, ethically, and legally at work, consistent with applicable laws, regulations, and organizational norms.
- behave responsibly at work, exhibiting initiative and self-management in situations where it is needed.
- apply effective leadership styles at work, with consideration to group dynamics, team and individual decision making, and workforce diversity.
- communicate in oral, written, and other formats, as needed, in a variety of contexts at work.
- locate, organize, evaluate, and reference information at work.
- demonstrate originality and inventiveness at work by combining ideas or information in new ways, making connections between seemingly unrelated ideas, and reshaping goals in ways that reveal new possibilities using critical and creative thinking skills such as logical reasoning, analytical thinking, and problem-solving.

GERON 499 Experimental Offering in Gerontology

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GERON 1065 Movement Matters

| Units: | 0.5 |
| Hours: | 9 hours LEC |
| Prerequisite: | None |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces the importance of movement for seniors and provides examples adapted to specific chronic conditions. Topics include movement related to Parkinson's, multiple sclerosis, osteoarthritis, osteoporosis, and Alzheimer's and other dementias. Credit/No Credit only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify causes, signs, and symptoms of common chronic conditions of age
- explain the effects of various medications on movement
- evaluate different movement programs offered in long-term care facilities for appropriateness

Faculty

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