

SIMON FRASER UNIVERSITY

S.81-154

MEMORANDUM

To: SENATE

From: SENATE COMMITTEE ON ACADEMIC PLANNING
SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject: PROPOSED DIPLOMA PROGRAM IN GERONTOLOGY

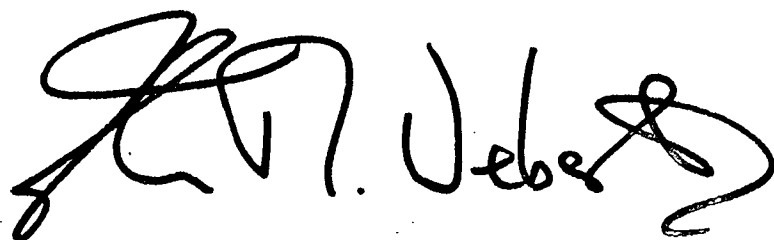
Date: NOVEMBER 18, 1981

Action undertaken by the Senate Committee on Academic Planning on September 16, 1981 and by the Senate Committee on Undergraduate Studies on November 3, 1981 gives rise to the following motion:

- MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.81-154
- a) The Proposed Program in Gerontology, including
Title; (page 11)
Admission Requirements, (page 19, 20)
Proposed Curriculum (Core Courses, Electives); (page 20, 21, 22)
 - b) Proposed New Courses and Effective Dates
GERO 300-3 Introduction to Gerontology (pages 44-56)
GERO 400-3 Seminar in Applied Gerontology;
 - c) Proposed New Courses and Effective Dates
G.S. 315-3 Introduction to Gerontology (pages 195-207)
(as for GERO 300-3)
G.S. 415-3 Seminar in Applied Gerontology
(as for GERO 400-3)."

During discussion of this program the proposers stated there was evidence of strong interest in the program; that attention had been given to existing courses and attempts made to keep budget within reason; that very strong attempts will be made for outside funding with expectation of considerable success; that the earliest starting date for the proposed program would be September 1982 if new program funding is not sought from UCBC, or September 1983 if new program funding is approved through UCBC.

Attention is drawn to the memorandum from SCAP to SCUS dated September 17, 1981 concerning effective dates and funding. Motion c) above is designed to permit the proposed new courses to be offered through General Studies at an earlier date, or in the event that the proposed program does not receive UCBC approval.



SIMON FRASER UNIVERSITY

SCUS 81-51

MEMORANDUM

To..... The Senate Committee on..... Undergraduate Studies.....	From..... The Senate Committee on..... Academic Planning.....
Subject..... Proposal for Diploma Program..... In Gerontology.....	Date..... 17 September 1981.....

Action taken by the Senate Committee on Academic Planning at its meeting on September 16, 1981 gave rise to the following motion:

"That the Proposal for a Diploma Program in Gerontology be approved and forwarded to the Senate Committee on Undergraduate Studies for consideration of the new course proposals contained therein."

For the information of members of S.C.U.S., enclosed is the proposal for the Program (SCAP81-21) and the new course proposals (SCAP81-22).

The earliest starting date for the proposed program will be September, 1982. If new program funding is provided by the Universities Council of British Columbia, the earliest the program could be offered would be September, 1983. Note, however, that the offering date of the two new courses proposed in SCAP81-22 are September, 1982 and January, 1983 respectively. If new program funding is sought from U.C.B.C. implementation of the two new courses will have to be coincident with the effective starting date of the program. If new program funding is not sought from U.C.B.C., the course implementation dates as proposed can stand.

J. Chase

JSC:ld
Att: 2

Registrar's Note - for SCUS: Extract from SCAP minutes of Sep. 16, 1981 is attached for information

PROPOSAL FOR A DIPLOMA IN GERONTOLOGY - SCAP 81-21

EXTRACT SCAP
SER 16, 1981

J. Munro confirmed that this program received In-principle Approval at the July 15, 1981 meeting of SCAP, and that it was back with responses to concerns raised at that meeting.

Moved by T.W. Calvert, seconded by J. Blaney,

"That SCAP approve the Proposal for a Diploma in Gerontology as set out in SCAP 81-21".

Discussion followed concerning the frequency of offering the program and G. Gutman reported that the bulk of demand would be for part-time evening courses, downtown.

Regarding budgeting, it was reported that support from outside granting agencies and private sources would be forthcoming and private and research funding would be sought initially. In order to do this, it is expedient that the program be approved by SCAP.

J. Munro reported that new program funding might be difficult to obtain.

Mention was made concerning library facilities and it was agreed that the library should be approached formally for an evaluation.

J. Munro called for a vote on the motion.

MOTION CARRIED

MEMORANDUM

To.....Senate Committee on Academic Planning From...Ezzat A. Fattah, Chairman.....
.....FIDS Committee on Gerontology.....
Subject...ISSUES RAISED AT JULY 15 SCAP MEETING Date...September 3, 1981.....

Proposal for a Diploma Program in
Gerontology - SCAP 81-17

At the July 15, 1981 meeting of SCAP some questions were raised concerning the admission requirements for the proposed Diploma Program in Gerontology, the inclusion of two lower division courses (PSYC 201 and PHIL 231) in the proposed curriculum, the number of faculty prepared to teach courses in the program and whether or not the proposal addresses and meets the SCAP criteria for program assessment (SCAP 81-4). Each of these questions is addressed below:

ADMISSION REQUIREMENTS

The proposal for a Gerontology Diploma Program at SFU was developed in accordance with the guidelines developed by the Universities Council and reproduced in Appendix B, "Program Guidelines: Procedures for the Evaluation of New Proposals", January, 1980. Although a statement of admission requirements is not required by the Council one has now been included in the proposal (See Section II-5). It reads as follows:

It is proposed that the program be open to persons who hold a first university degree with a minimum cumulative grade point average of 2.5 from a recognized university or the equivalent and who have worked in gerontology or a related field for at least one year. Under exceptional circumstances mature students not meeting the above requirements may be admitted. Students without previous work experience in gerontology may also be admitted and required to do a practicum as a part of their diploma requirements. Applications will be reviewed and decisions regarding admission will be made by an admissions committee appointed by the Program's Steering Committee.

It should be noted that the above represents a revision of statements made at the July 15 SCAP meeting. The revision is in response to concerns expressed by SCAP members re: GPA and work experience of students seeking admission to the proposed program.

CURRICULUM

To comply with SCUS directive (S77-77) that Diploma Programs should,

September 3, 1981

in general, consist of regular upper division courses, PSYC 201 has been deleted from the proposed curriculum and has been replaced by PSYC 301. PHIL 231, however, still remains. The subject matter of this particular course is considered highly germane to the training of individuals providing services to the elderly. The material covered by PHIL 231 is not dealt with in other upper division courses offered by Philosophy or, for that matter, by any other department. Only cursory reference to it will be made in GERO 400. Students wishing to acquire indepth knowledge of moral issues and problems in health care can, in other words, gain it only in PHIL 231. For this reason the Committee on Gerontology recommends that PHIL 231 be maintained as an elective for the Diploma in Gerontology.

With reference to the SCUS directive it should also be noted that the Gerontology Committee has been advised by the Chairman of the Sociology and Anthropology Department that the department plans to convert the course on "Sociology of Aging" from Special Topics into a regular course (see attached letter).

FACULTY FOR THE PROPOSED PROGRAM

As indicated in Section IV-2 of the proposal there are six individuals at SFU who have taught courses on aging and who are prepared to do so again: Drs. Ames, Coles, Kimball and Wright in Psychology, Dr. Gee in Sociology and Dr. Gutman in Continuing Studies. Drs. Bhakthan and Davison in Kinesiology and Dr. Fattah in Criminology have developed proposals for new courses dealing with aging (KIN. 461; KIN 460; CRIM 411) which they are prepared to teach. Dr. Horsfall in Geography and Dr. Tjosvold in Business Administration have indicated a willingness to teach portions of GERO 400. In addition, both expressed interest in developing, at a later date, courses within their areas of expertise (i.e. Environment and Aging; Administration/Management of Residential Facilities for the Elderly). In other words, there is at present a group of faculty members at SFU who have more than just a passing interest in Gerontology and who are prepared to commit a certain portion of their time to teaching in the program.

Additionally, as shown in Appendix 7, there are individuals who are currently supervising graduate students whose research is on aging, have conducted research relating to aging, or have expressed an interest in particular aspects of Gerontology. These persons could serve as additional resources for Diploma Program students.

SCAP CRITERIA FOR PROGRAM ASSESSMENT

Six criteria for program assessment are listed in SCAP document 81-4. Each of these criteria is addressed below.

1. The proposal has intrinsic academic excellence and is something this University can expect to do well.

September 3, 1981.

Over the last 30 years gerontology has gradually emerged as a new interdisciplinary science, as an academic field and as a distinct area of human services. Currently, there are at least 27 learned journals with the words aging, aged, gerontology or geriatrics in their title as well as several devoted specifically to long-term care of the aged (see Appendix 8). Regional and national gerontology associations exist throughout the world. Furthermore, gerontology programs have been established at many universities and colleges (according to Sprouse (1967) there were 407 in the USA alone).

As indicated in Section II-7 of the proposal, although no formal mechanisms have yet been established to accredit gerontology programs, draft standards and guidelines have been drawn up. The curriculum for the proposed program contains the various elements recommended in these guidelines (viz. core courses on physiological, sociological and psychological aspects of aging; courses on theory and research methodology; plus other courses which would enhance acquisition of skills in working with the elderly). Examination of the proposed course outlines and reading lists indicates that they compare favorably both in level and in content with those from established and respected gerontology programs offered elsewhere.

As further evidence of the intrinsic academic excellence of the proposed program, and the ability of this University to offer it, it may be noted that 15 out of the 20 courses proposed as core courses or electives were developed and offered prior to the development of the Diploma Program proposal. These fifteen courses are regular ones that have been carefully scrutinized prior to receiving the approval of their respective departments, faculties and the Senate. In addition, three of the five new courses are proposed by their respective departments as additions to their own curricula and will thus likely be offered irrespective of the outcome of the Diploma Program proposal. As to the two new courses, GERO 300 and GERO 400, they were considered and approved by the FIDS Undergraduate Curriculum Committee independently of the gerontology proposal itself.

2. The program substantially enriches the existing teaching programs of the university.

The program enriches existing teaching programs by enabling them to cover the various periods of human life from childhood to old age. The proposed program will foster an interdisciplinary approach to problems and solutions relating to the subject matter of various disciplines. Graduates of S.F.U. have an additional career option with this program.

3. The program builds upon existing programs and resources of the university.

The proposed program draws heavily on courses that currently exist and on human resources that are currently employed by the university.

September 13, 1981.

4. The program anticipates provincial or national needs. See Section III-1

5. The Program does not unnecessarily duplicate existing programs at other universities in the Province.

As indicated in Section II-3 the three public universities in British Columbia, Trinity Western University and several community colleges now offer some credit courses which focus on aging or which have significant components related to aging. None, however, currently offer an organized sequence of courses leading to a diploma or degree in gerontology. The current proposal, therefore, does not duplicate any existing program.

6. The excellence of the program attracts students to the University. See Sections III-2-(a) and (c).

SIMON FRASER UNIVERSITY

MEMORANDUM

To... *Harry Evans*

From... *Alma Gutman*

Subject... *Gerontology Program Proposal*

Date.....

*Please note attached letter which is
an addendum to Fattah's memo to
SCAP of September 3 and which probably
should be drawn to the attention of SCUS.
The Medical Ethics course referred to by
Resnick is in fact Phil 231: Moral Problems in
Health Care.*

G. Gutman

Continuing Studies

Lawrence Resnick

Chairman of Philosophy

September 9, 1981

The Philosophy Department is agreeable in principle to making adjustments in our Medical Ethics course so that it would be feasible to list the course as an elective in the proposed diploma program in Gerontology.

The instructor, David Zimmerman, would be willing to require your students to complete additional work in the course as a means of justifying upper level credit. Presumably in that case the course would be listed under two numbers. Alternatively, we might, on other grounds, wish to raise the course to a 300 number. We are experimenting now, offering it as a special topics course. It is our intention to regularize this offering as a course in its own right.

It seems to me that your students would be part of a natural constituency for our course. The Department looks forward to close cooperation with your Program.

LP:MA

cc to: D. Zimmerman

Lawrence Resnick

Lawrence Resnick

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. Gloria Gutman

Continuing Studies

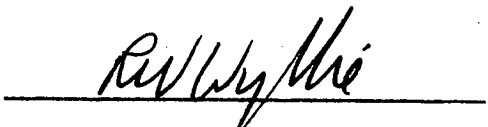
Subject. Sociology of Aging Course

From..... R.W. Wyllie, Chairman

Sociology & Anthropology Dept.

Date..... August 21, 1981

This is to advise you that the department plans to offer the Sociology of Aging on a regular basis. As you know, it is taught at present under S.A. 460 Special Topics under the Sociology heading. We shall probably want to detach Sociology of Aging from Special Topics and give it a new status as a regular course.


R.W. WILLIE

RWW/cw

c.c. Dr. John Whitworth, Department Chairman-Elect

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. J. Chase, Secretary,

..... SCAP.

Subject.. GERONTOLOGY PROGRAM

From..... T.W. Calvert, Dean,

..... Faculty of Interdisciplinary Studies.

Date..... September 10, 1981

This is to confirm my support for the proposed Gerontology Program and to ask that it be included on the Agenda for the next meeting of SCAP.

The curriculum has been carefully considered by the Gerontology Committee and our Faculty Undergraduate Curriculum Committee and I endorse their approvals. My own input relates to the budget. As set out on pages 23-25 of the proposal, provision is made for only one new faculty appointment. While this appointment plus sessional lecturer funds to release existing faculty could certainly result in a viable and successful program, I believe it would be preferable if more faculty positions were built into the budget. Our experience with the Natural Resources Management Program, which to some extent parallels this proposal, suggests that reliance on release time from departments can result in a difficult base for a new program.

The proposed program has merit and should be approved. However, a better budget would include at least one and preferably two additional faculty positions (say \$30,000 or \$60,000). Whatever fund raising is carried out should take this into account.



TWC/pgm

c.c. G. Gutman
J. Blaney
E.A. Fattah
P. Brantingham

PROPOSAL
FOR A DIPLOMA PROGRAM
IN GERONTOLOGY
AT SIMON FRASER UNIVERSITY

Committee on Gerontology
Faculty of Interdisciplinary Studies
SFU/September 1981.....

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MEMBERS OF THE COMMITTEE ON GERONTOLOGY

Chair: Dr. E. Fattah
Professor
Criminology Department

Committee: Dr. E. Ames
Associate Professor
Psychology Department

Dr. N. M. G. Bhakthan
Professor
Kinesiology Department

Dr. J. P. Blaney
Vice-President, University Development and
Extension and Dean, Continuing Studies

Dr. Y. L. Chow
Professor
Chemistry Department

Dr. G. Gutman
Co-ordinator, Gerontology Programs Continuing
Studies and Associate Member Psychology
Department

Dr. J. Herzog
Professor
Economics Department

Dr. R. Horsfall
Assistant Professor
Geography Department

Dr. M. Manley-Casimir
Associate Professor
Faculty of Education

VI. APPENDICES

1. Descriptions/outlines of courses for proposed Diploma in Gerontology.
2. Correspondence resulting from consultations.
3. Universities and colleges in the U.S.A. offering programs in gerontology.
4. Letters of enquiry re gerontology program.
5. Results of survey conducted among members of Gerontology Association of B.C. re proposed diploma program.
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PROPOSAL FOR A GERONTOLOGY PROGRAM

I. GENERAL INFORMATION1. Title of Program

Diploma Program in Gerontology

2. Credential to be Awarded to Graduates

This proposal is for a diploma program in gerontology.

The diploma program would provide persons working or planning to work with the elderly with a broadly-based, multi-disciplinary perspective on aging as well as the requisite knowledge and skills for meaningful intervention. Such a perspective and such knowledge and skills tend to be lacking among those now working with the aged. Most entered their position with little or no specialized education in gerontology or geriatrics. Most were trained in terms of an acute care medical model, inappropriate for an elderly clientele. By stressing the interactive effects of biological, psychological and sociological factors on the aging individual and illustrating the application of research findings to practice, the proposed program would fill a major gap in the education of current service providers. It would also help to ensure better preparation of future service providers, large numbers of whom will be required, given population projections indicating a major increase in Canada's elderly population.

In surveying the need for a diploma program, a second need was identified - for a Master's program in gerontology. The Master's program would provide specific groups such as adminis-

trators of long term care programs, agencies and facilities with knowledge of their client group as well as skills necessary for effective and efficient performance of their occupational role (e.g. in business administration).

Subsequent to the establishment of the diploma program and in consultation with relevant community groups and agencies, it is anticipated that a proposal for a Master's program will be developed.

3. Faculty or School, Department or Unit to Offer the Program

It is recommended that the gerontology program be established within the Faculty of Interdisciplinary Studies. The principal reason for this is that, reflective of the multi-faceted nature of the aging process, gerontology is a multi-disciplinary field. Additionally, it must be recognized that knowledge, programs and issues in aging are not confined to any single discipline or even set of disciplines and that both applied and basic research in gerontology cross disciplinary lines. Further, the Faculty of Interdisciplinary Studies is already the home of interdisciplinary and service-to-people professional and quasi-professional programs.

4. Date of Senate Approval

5. Schedule for Implementation

It is proposed that the diploma program be offered in Fall, 1982. This schedule seems feasible in view of the courses currently

offered and the faculty resources available for the development of new ones.

II. PROGRAM DESCRIPTION AND RELATED MATTERS

1. Objectives of the Proposed Program

The primary objective of the proposed Program is to establish a coherent, multi-disciplinary sequence of courses leading to a post-baccalaureate Diploma in Gerontology. The diploma is designed to prepare persons for occupations associated with the planning and delivery of services to older people. Upon completion of the program, graduates will have acquired the knowledge and skills that would enable them to:

- a) identify and describe the interdependent processes of physical, psychological and social aging
- b) apply knowledge of the processes of human aging to individual older clients
- c) assess the needs of individuals and groups in the community and plan action to meet their needs
- d) put into operation a service philosophy focussed upon optimism about the rehabilitative potential of the older individual and an awareness of the needs of the whole person in the socio-cultural, political and economic context of Canada.

An adjunct objective of major concern is to foster research activities in the area of aging - basic, applied and evaluative.

Other objectives of the Program include initiating professional development programs - short courses, seminars, workshops, research symposia and conferences; serving the University and the community as a central source of information about aging and the aged;

encouraging interaction and communication on age-related issues among senior citizens, the general public, practitioners, researchers and educators in order to promote the utilization of available knowledge; and providing consultation to public and voluntary organizations with respect to the needs of older people and in planning, developing and evaluating services for them.

2. Relationship of the Proposed Program to the Role and Mission of the University:

The objectives outlined above are consistent with Simon Fraser University's teaching, research and community service roles and mission.

Given its history of pioneering efforts in new and developing fields of study (especially in multi-disciplinary areas), and of responsiveness to the needs of the community, a program in gerontology is an extension of the philosophy of this institution. Further, SFU is committed to serving persons already employed and who wish to upgrade their qualifications.

3. Description of Existing Programs at Other Institutions Related in Content and Similar in Objectives to the Proposed Program:

In the Province of British Columbia, the three public universities, Trinity Western University and several community colleges have introduced courses which focus on aging or which have significant components relating to aging. UBC has an Interdisciplinary Committee on Gerontology within Graduate Studies to perform an advisory function, enabling students to develop a program of studies with gerontological content.

The School of Nursing at University of Victoria is giving some consideration to the possibility of developing a program of training

in gerontology and long-term care. Planning is at a preliminary stage, and is being undertaken in consultation with developments at SFU (see Appendix 1-C).

Credential programs in gerontology have been established in other provinces, as well as throughout the United States. Among Canadian universities offering programs in gerontology are the University of Manitoba, Laval University, the University of Montreal, the University of Quebec at Chicoutimi, the University of Sherbrooke, the University of New Brunswick, Mount St. Vincent University and Ryerson Polytechnical Institute. In Fall 1981, two additional universities will offer programs - the University of Toronto and the University of Moncton. All are similar to the proposed program in having as their primary objective the provision of education in gerontology for those currently working with the elderly or planning to do so.

4. Indication of How the Proposed Program will Complement or Differ From Existing and/or Similar or Related Programs.

With the exception of the University of Toronto and Mount St. Vincent's University, both of which offer or will offer a diploma in gerontology, all other Canadian credential programs are at the certificate level.¹ The proposed program thus will offer the only credential program west of Manitoba and the only diploma program west of Toronto.

¹ These certificate programs are of two types: a sequence of undergraduate credit courses for persons without a degree; or non-credit courses leading to a certificate with no degree - credit transfer.

The proposed program will have "core" offerings similar to those of the other two diploma programs. The primary way in which it will differ from and complement them is likely to be in terms of electives. Based on the U.S. experience, electives tend to develop around the expertise and interest of gerontology faculty. Thus, if there are individuals with specialized knowledge and research experience in, for example, location and design of living environments for the elderly, as there are at SFU, it is likely that a course will be developed and offered on an environment-related topic. Considering the many disciplines involved in gerontology, it is unlikely that any but the largest universities could offer courses covering the total field. What seems more likely to happen and what to some extent is already happening is that different educational institutions across the country and/or within provinces will develop strength in differing areas (e.g. University of Victoria in health care oriented gerontology; Simon Fraser University in social gerontology).

Given the scarcity of financial resources as well as teachers and researchers with expertise in gerontology, such diversity should probably be encouraged. Institutional specialization may also prove highly positive in the long run in terms of research productivity.

5. Admission Requirements

It is proposed that the program be open to persons who hold a first university degree with a minimum cumulative grade point average of 2.5 from a recognized university or the equivalent and who have worked in gerontology or a related field for at least one year. Under exceptional circumstances mature students not meeting the above requirements may be admitted. Students without previous work

experience in gerontology may also be admitted and required to do a practicum as a part of their diploma requirements. All applications will be reviewed and all decisions regarding admission will be made by an admissions committee appointed by the program's Steering Committee.

6. Proposed Curriculum

General program requirements for the Diploma in Gerontology will include 30 credit hours of approved course work. Of the 30 credit hours, 15 will be earned by completing 5 core courses and 15 by selecting from optional courses.

a) Core Courses

A total of 5 courses, 3 of which are new are proposed as "core" courses for the Diploma in Gerontology. These include:

GERO 300-3: Introduction to Gerontology²

PSYC 357-3: Psychology of Adulthood and Aging

SOC/ANTH 461-4: Special Topics: Sociology of Aging³

KIN 461-3: Physiological Aspects of Aging²

GERO 400-3: Seminar in Applied Gerontology²

GERO 300-3 must be completed first or as a co-requisite to the other required courses. Students will be advised to complete the core courses before undertaking electives.

b) Electives

Listed below are 13 existing courses and two new courses proposed as electives for the Diploma in Gerontology:

² New Course

³ The Department of Sociology/Anthropology has indicated that it plans to convert Sociology of Aging from "Special Topics" to a regular course.

Chemistry

- CHEM 420-3: Clinical Chemistry I
 CHEM 423-3: Clinical Chemistry II

Criminology

- CRIM 411-3: Crime and Victimization of the Elderly²

General Studies

- G.S. 351-3: Family Development II: Maturing and
 Extended Families

Geography

- GEOG 444-5: Regional Planning II: Policy and
 Planning of Institutions for the Elderly⁴

Kinesiology

- KIN. 460-3: Cellular Mechanisms and Theories of Aging²

Philosophy

- PHIL 231-3: Selected Topics: Moral Problems in Health Care⁴

Psychology

- PSYC 301-3: Intermediate Research Methods and Data Analysis⁵
 PSYC 306-3: Psychological Assessment Procedures
 PSYC 371-3: Methods of Therapeutic Interaction I
 PSYC 372-3: Methods of Therapeutic Interaction II
 PSYC 444-5: Seminar in Psychopathology: Psychopathology
 of Aging⁴
 PSYC 456-5: Seminar in Adulthood and Aging

Sociology/Anthropology

- S.A. 320-4: Sociology of Population Dynamics
 S.A. 355-4: Methods of Sociological and Anthropological Research⁵

⁴This course would, of course, only carry credit towards the Diploma in years when, as in 1980-1981, it was on a topic relevant to gerontology.

⁵Diploma students may choose PSYC 301, S.A. 355 or any other approved course in research methodology as an elective. Credit towards the Diploma will, however, be given for only one of these.

Course outlines for these courses as well as for the proposed "core" courses are included in Appendix 1. Appendix 1 also contains titles and brief descriptions of other courses that could be developed, given the expertise/interest of existing faculty and which could serve as electives.

It should be noted that in many recently developed/developing gerontology programs in the USA, as with the University of Toronto, electives are offered on an alternate year basis and that they frequently carry a "*Special Topics*" or similar designation. The offering of courses on an alternate year basis has the advantage of allowing a small gerontology faculty to offer a fairly wide range of courses. Use of "*Special Topics*" and related designations has the advantage of allowing a gerontology program to become operational in relatively short order. Additionally, it allows experimentation with course offerings with those generating enthusiasm among students generally becoming institutionalized at a later date and those less well received being easily removed from the program curriculum.

7. Evidence of formal consultation with the professional organizations or licensing agencies which accredit programs of the type proposed:

The topics of accreditation have been discussed in the USA by The Association for Gerontology in Higher Education, The Gerontological Society of America and The Western Gerontological Society. It is on the agenda for discussion by the Education Committee of the Canadian Association on Gerontology. At the present time, none of these bodies has established a mechanism for accreditation.

Two recently completed projects are, however, viewed by leaders in the field (e.g. Friedsam 1980, Peterson and Bolton 1980, Tibbits 1980) as major steps in this direction. One is the "Draft Standards and Guidelines" project of the Education Committee of the Western Gerontological Society, reported in *Generations*, Vol. III, No. 1, Summer 1978, pp. 44-49. The second is the "Foundations for Gerontological Education" project of the Association for Gerontology in Higher Education and the Gerontological Society of America reported in *The Gerontologist*, 1980, Vol. 20, No. 3, Part II whole issue.

8. Consultation with non-university agencies such as likely employers, trade groups, etc.

In an attempt to verify the perceived need for a program in gerontology, as well as to ascertain which credential(s) should be offered (i.e. certificate, diploma, undergraduate or graduate degree), consultations were held with the following individuals/groups:

March 23, 1981 - Ms. Shelagh Nebocat, Education Co-ordinator,

Home Care/Long Term Care Program, Ministry of Health

April 6, 1981 - Mr. Wayne Soucy, Executive Director B.C. Branch

and Dr. John Collins, Director, Project for Competency

Assessment, Long Term Care Facility Administration,

Canadian College of Health Service Executives

April 13, 1981 - Ministry of Health personnel including

Mrs. Isabel Kelly, Assistant Deputy Minister, Care Services;

Mrs. Elizabeth Bristowe, Consultant on Gerontology;

Dr. Stewart Bland, Consultant on Geriatrics;

Mr. Claire Buckley, Chairman, Health Manpower Working Group

May 7, 1981 - Ms. Ann Rasmussen, Administrator, Penticton and District Retirement Centre and senior author of the recently completed report *"A Review of Long Term Care Residential Facilities in B.C."*

The consensus of opinion (see Appendix 2) was that programs are needed at two levels:

- a) at the diploma level - for professionals such as social workers, recreation directors, nurses and other health care professionals for whom the bachelor's degree is, in many cases, the terminal degree and whose work with older people would be enhanced by a broadly-based program of studies in gerontology.
- b) at the Master's level - in particular for individuals involved in administration of long-term care programs, agencies or institutions who require knowledge of their client group as well as management and business administration skills.

III. NEED FOR PROGRAM

1. Indication of cultural, societal or professional needs the program is designed to meet in addition to the objectives, already mentioned:

In 1971, there were 1.7 million Canadians aged 65 and over. Population projections (Statistics Canada, 1974; Romaniuc, 1974) indicate that the number of senior citizens in this country will increase to 3.3 million by the end of the century, and to eight million by the year 2031 when approximately 20 per cent of the population will be aged 65 and over.

According to Statistics Canada (1974), the 65 and over group is the fastest growing segment of the population. This growth is attributed primarily to three factors: a) a decline in the birth rate; b) decline in immigration, and c) advances in medical science which have made it possible for more people to survive into old age. If present trends continue, and there is every indication that they will, Canada will be faced with unprecedented numbers of older people - particularly in what has been termed the 'old-old' category (*i.e.* 85 years and over). In the year 2031, the more than 400,000 Canadians 85 years or older will represent a 300% increase from the 137,000 in this age category in 1971. As Schwenger (1975), and Bayne (1978) and others have pointed out, these figures are not just based on conjecture, for all those who will be 85 in 2031 have already been born and are living in Canada now.

The large projected increase in the number of very old persons is a cause of great concern to health planners since, as a group, the 'old-old' are felt to make disproportionate demands on the health care system (Rombout, 1975).

The prospect of a burgeoning elderly population is also a cause of concern to those charged with the planning and delivery of social services, leisure and recreational programs, shelter, and financial aid. Canada may be facing a crisis situation. As yet, we have not developed the capability to provide the type of health, social and other services that maximize quality of life for older people nor have we provided sufficient opportunities for the elderly to remain productive, contributing members of society. There are inadequate skills, - too few knowledgeable service providers, administrators,

policy makers and planners, designers, programmers, educators and researchers. Unless steps are taken to increase the supply of trained manpower, the situation can only get worse in future decades.

B.C. needs to be especially concerned as this province is rapidly becoming the retirement capital of Canada. While it now has the third largest concentration of senior citizens, it has the distinction of being the province into which there is greatest in-migration of elderly persons (Rowe and Pong, 1978). On June 1, 1981 there were an estimated 289,637 people over the age of 65 in this province (Central Statistics Bureau, March, 1981). As an indication of their needs, on December 31, 1980, the latest date for which figures are available, 41,308 persons, 85 per cent of whom were over 65, were clients of the Ministry of Health's Home Care/Long Term Care Program. Of these, 15,905 were receiving care in a long term care facility; 25,403 at home. According to Penner (1981), an additional 5,470 individuals, the bulk of them elderly, were in Extended Care Units administered by Hospital Programs.

Three recent reports, two commissioned by the Provincial Ministry of Health (Hellon, 1981; Review Team, 1980) and one prepared by the Hospital Employees' Union (May, 1981) decry the lack of manpower with specialized training in gerontology or geriatrics in facilities offering long-term care. All recommend up-grading of skills and knowledge relating to aging and the aged among persons providing direct service as well as those administering care facilities.

While training programs are available for homemakers and long-term care aides through the community college system in B.C., there are currently no programs available in the province to prepare individuals

in higher level occupations for work with the elderly. Ministry of Health personnel are concerned about this, as in the B.C. branch of the Canadian College of Health Services Executives. As indicated in Appendix 2, representatives of both groups would welcome diploma and/or degree programs in gerontology.

The comments of Ministry of Health personnel are particularly important, as through its Home Care/Long Term Care Program, the Ministry, directly and indirectly, is the primary employer of individuals working with the aged. Included under the aegis of the Home Care/Long Term Care Program are:

- 126 Homemaker Agencies (28 in the Lower Mainland)
- 425 Residential Care Facilities and Private Hospitals
(some 20,000 beds)
- 20 Adult Day Centres (16 in the Lower Mainland)
- 3 Short-stay Assessment and Treatment Units
(2 in Vancouver, 1 in Victoria)
- 236 Mental Health Boarding Homes
- 78 Extended Care Hospitals (some 5,000 beds)

In addition, the Ministry employs directly 385 (F.T.E.) Home Care/Long Term Care Program staff in 22 health districts around the province. These include R.N.'s, Public Health Nurses, Occupational Therapists, Nutritionists, Social Workers and Psychologists.

S. Nebocat, Education Co-ordinator of the Long Term Care Program, feels that a number of these individuals would be candidates for a post-baccalaureate program. Additionally, she points out (see Appendix 2) that:

"There is growing recognition among supervisory/management staff in Long Term Care Service Agencies and Facilities of the need for further education. The Canadian Hospital Association and other LTC correspondence courses are frequently used - because we lack a B.C.-based gerontology program. At the present time, a Ministry study is underway of standards/qualifications for LTC facility operators. Should specific standards be established, this would be an added incentive to complete formal studies."

While, as indicated previously, some certificate level programs are being offered in other provinces, there are currently in Canada only two diploma-level gerontology programs (one in Toronto and one in Halifax) and no degree programs. As a result, individuals in British Columbia who wish comprehensive and high-level training in gerontology must leave their jobs and travel outside the province or outside the country to get it. Generally, they go the USA where there are numerous university-based gerontology programs, centres and institutes (see Appendix 3 for a partial listing).

Going outside the province or the country for training is, however, an option for only a small number of individuals. It is an unsatisfactory solution to British Columbia's needs, first, because some of those who go never return; secondly, because those who do return need months, or even years, to become familiar with the specific needs of the elderly in the social, economic and cultural context of this province and/or this country. Further, many simply cannot leave family responsibilities or cannot afford out-of-province training.

Based on current needs and population projections, we must keep our students in this province and adequately train them in as short

a time as possible so that their knowledge and skills can be put to use in meeting the needs of our elderly.

2. Enrollment

(a) Evidence of student interest in the program

At the 1980 Annual Meeting of the Gerontology Association of B.C., a session was held, entitled "*Continuing your Education in Gerontology*". As the various credit courses and continuing education offerings available at the time (and representative of current offerings) were described, the desire was repeatedly expressed for a credential program in gerontology.

Since that time numerous inquiries about such a program have been received by instructors, identified as having gerontological expertise, at U.B.C. (e.g. Mary Hill, School of Social Work) and at SFU (e.g. Gloria Gutman, Continuing Studies).⁶

(b) Enrollment predictions

The diploma program in gerontology offered at Mount St. Vincent's University is now in its second year. According to Dr. George Gasek, Program Director, 15 individuals are enrolled in the program. An additional 60-70 persons per term take gerontology courses as electives.

The certificate program at the University of Manitoba was initiated in 1975. Registrations have tended to range between 30-40 per year.

Considering the broader population base of British Columbia, a conservative estimate would be that a program at SFU would attract a minimum of 25 students each year.

⁶ Letters of enquiry received by Dr. Gutman are included in Appendix 4.

(c) Evidence other than (a) to support enrollment estimates

In June, 1981, a description of the proposed program and a questionnaire were mailed to members of the Gerontology Association on B.C. (n=407). Responses to the questionnaire were received from 153 individuals (37.59% of the sample). Of these, 94 answered "Yes" to the question "If the proposed diploma program were to be offered by SFU might you personally enroll in it?"

As indicated in Appendix 5, not all of those who gave an affirmative response would qualify for admission to the program. It is recognized that not all who qualify for admission will actually enroll in the program. Considering the wide age range of G.A.B.C. members (17-90+), the variation in their educational background (some high school to multiple post-graduate degrees) and that they represent only a small portion of those who work with the aged, the volume of positive responses would appear to provide ample evidence of interest in the program and support for the enrollment predictions.

(d) Proposed growth limits and minimum enrollment

Probably, given resources available and requested, enrollment will have to be limited to 20-25, exclusive of persons who do not enroll in the diploma program but take individual courses.

3. Types of Jobs for Which Graduates will be Suitable:

It is expected that, in the main, graduates of the diploma program in gerontology will be employed in eight types of settings:

1. Service Co-ordination and Planning Agencies
2. Residential Institutions for the Elderly

3. Educational Institutions (particularly colleges)
4. Community Centres, Senior Centres and Adult Care Centres
5. Social, Health and Mental Health Services
6. Business and Industry
7. Government
8. Private Practice

Depending on the setting, the work that they do may involve administration, provision of direct service, education, counselling (pre- and post-retirement, pastoral, family), program design and implementation, research and/or consultation.

4. Estimate of (Annual) Employer Demand for Graduates, Provincially and Nationally:

It is estimated (L. Davis, Finance Dept., Ministry of Health) that 600-700 individuals above the aide level are currently employed in public and private long-term care facilities. Additionally, an estimated 350 persons function as administrative and supervisory staff in the Homemaker's program. It is expected that people such as these, who are already employed in gerontological settings, will constitute the major portion of the program's enrollment at least in the initial years. Of the remaining students, most will be individuals preparing to enter, for the first time, positions that involve planning and service delivery to the elderly. Each month the B.C. Health Association circulates a list of job openings, many of which are in gerontological settings. Given the current trend towards expansion of services to the elderly as well as the projected increase in the number of elderly persons in Canada, many more jobs will be opening up in the future. Graduates of the program not currently

employed in gerontological settings should, in other words, have no difficulty in securing employment.

5. Estimate of Number of Current Candidates for Appropriate (Annual) Openings in the Employment Market, Provincially and Nationally

There are only a small number of graduates of Canadian universities with any formal training in gerontology. There seems no question of the supply of trained personnel outstripping demand.

IV. PRESENT AND PROJECTED RESOURCES

1. Administrative Personnel

It is recommended that the gerontology program be established as a program within the Faculty of Interdisciplinary Studies and that it be administered by a Co-ordinator (with secretarial support) with later consideration, depending on demand, being given to creating a different administrative structure. (See Appendix 6 for a description of alternative structures).

The Co-ordinator will have responsibility for the day-to-day management of the program. His or her tasks will include co-ordination of existing courses in gerontology and fostering the development of new ones; collaborating with Continuing Studies in the development of professional development programs for those working in the field of gerontology and for the general public; program development with respect to seminars and colloquia designed to disseminate research information to faculty and students; stimulation of interdisciplinary communication and collaboration in research on gerontology; identification of existing funding sources for research in gerontology and generation of new ones; and, establishment and maintenance of liaison with various professional groups, and community and government

agencies, in order to ensure that the program remains responsive to community needs.

Decisions regarding policy and over-all administration will be made, as with other diploma programs at SFU, by a Steering Committee which include representatives of departments involved in the program.⁷

The Co-ordinator and program faculty will share responsibilities with regard to admission of students, advisement and awarding of the diploma.

2. Faculty

The Co-ordinator will be expected to teach in the program and will be hired with this function in mind. It is anticipated, however, that the bulk of teaching will be done by individuals with primary appointments in existing departments.

There are currently six individuals at SFU who have taught courses focussed on aging and who have indicated that they are prepared to do so again: Drs. Ames, Coles, Kimball and Wright in Psychology, Dr. Gee in Sociology and Dr. Gutman in Continuing Studies. Drs. Bhakthan and Davison in Kinesiology and Dr. Fattah in Criminology have developed proposals for new courses focussed on aging (KIN 461; KIN 460; CRIM 411) which they would be prepared to teach. Dr. Horsfall in Geography and Dr. Tjosvold in Business Administration have indicated that they would be prepared to teach portions of GERO 400 and have expressed interest in developing, at a later date, courses within their area of expertise (i.e. in Environment and Aging; in Administration/Management of Residential Facilities for the Elderly, respectively). These individuals

⁷ An additional and very important function of the Steering Committee, as with the Committee on Gerontology at UBC (see Appendix 1-C) will be to encourage graduate work in gerontology among traditional degree students within existing departments.

could have cross-appointments with the Program, or Associate status. Together with the Co-ordinator, they would form the core faculty for the Program.

Additionally, as shown in Appendix 7, there are individuals who are currently supervising graduate students whose research is in aging, have conducted research on aging, or who have an interest in a particular aspect of gerontology who could serve as resource persons for Diploma Program students.

Visiting professors are another potential source of faculty for the gerontology program. With funding available from SSHRC under its Population Aging Program this is a distinct possibility.

3. Library Resources

The Library currently holds most of the key books and journals in the area of social gerontology. Holdings are less extensive in regard to basic biomedical research on aging and in applied gerontology. Considering the ease with which materials can be accessed through inter-library loan from UBC, which has an extensive collection of biomedical publications, it is recommended that the SFU Library not increase in any major way its holdings in this area. Rather, the focus should be on acquiring materials in applied gerontology. (See Appendix 8 for a list of current serial holdings relating to gerontology and those which need to be acquired.)

4. Capital Costs Attributable to the New Program

The program will require office space for the Co-ordinator and secretary. Additionally, it would be useful to have space in which to accumulate and make accessible to program faculty such specialized

materials as course outlines and calendars from other educational institutions offering gerontology programs, bibliographies, reprints and other documents relating to specific areas of instruction, current information about Local, Provincial and Federal programs and services to the elderly, sample textbooks and professional association newsletters. In addition to housing such materials, this space could serve as an informal meeting place for faculty and students interested in gerontology. It could also function as a boardroom or meeting place for program faculty, for the Steering Committee and for community groups and agencies seeking assistance or advice.

5. Indication of Anticipated External Funds:

As indicated previously, SSHRC's Population Aging Program is a potential source of funds for the proposed program, under the visiting professorships category, the institutional grants category, or both. (See Appendix 9 for a description of these categories).

Corporate donations are another potential source of funding, as are donations from professional groups and service organizations. As an indication of the interest of such groups in supporting gerontological endeavours, it should be noted that the SFU-sponsored conference, *"Meeting the Challenge of the Mentally Impaired Elderly"* was supported in part by funds provided to the B.C. Chapter - College of Family Physicians of Canada, by Xerox Canada Inc., and by funds provided by the B.C. Division - Canadian Mental Health Association. It should also be noted that a bursary in gerontology has recently been established at SFU by the National Council of Jewish Women, Vancouver Branch, and that the Faculty of Medicine at UBC has recently been the recipient of a grant from the Royal Canadian Legion - Pacific Command, for its geriatrics program.

6. BudgetSimon Fraser University
Diploma in Gerontology

New Program

<u>Recurring Direct Operating Costs</u>	<u>1982-83</u>	<u>No. of F.T.E.</u>
Faculty Salaries (incl. benefits)	40,000	(1.0)*
Sessional Instructors	20,000	
Secretarial (incl. benefits)	10,000	(0.5)*
Supplies and Services	8,000	
Subtotal	\$78,000	
Overhead (50%)	39,000	
Total Recurring Direct Operating Costs	\$117,000	

Non-Recurring Costs

Equipment	2,000
TOTAL COSTS	\$119,000

* appointments 1 April, 1982

Recurring Direct Operating Costs

	<u>1983-84</u>	<u>No. of F.T.E.</u>
Faculty Salaries (incl. benefits)	40,000	(1.0)*
Sessional Instructors	20,000	
Secretarial (incl. benefits)	20,000	(1.0)*
Supplies and Services	8,000	
Subtotal	\$88,000	
Overhead (50%)	44,000	
Total Recurring Direct Operating Costs	\$132,000	

TOTAL COSTS \$132,000

* appointments continuing

<u>Recurring Direct Operating Costs</u>	<u>1984-85</u>	<u>No. of F.T.E.</u>
Faculty Salaries (incl. benefits)	40,000	(1.0)*
Sessional Instructors	20,000	
Secretarial (incl. benefits)	20,000	(1.0)*
Supplies and Services	8,000	
Subtotal	\$88,000	
Overhead (50%)	44,000	
Total Recurring Direct Operating Costs	132,000	
TOTAL COSTS	\$132,000	

* appointment continuing

7. Faculty Research Awards in Gerontology:

Allan Davison, Kinesiology

Natural Sciences and Engineering Research Council,
"Cellular Mechanisms of Oxygen Toxicity." 1980-81
 (\$8,000)

Gloria Gutman, Continuing Studies:

Committee on Research, University of British Columbia.
"Attitudes of and Towards the Aged." April, 1971-
 March, 1972 (\$700)

Central Mortgage and Housing Corporation. *"Locational
 Needs and Preferences of Residents of Personal and
 Intermediate Care Facilities."* August, 1978-
 November, 1979 (\$5,000)

Ministry of Health, Province of British Columbia,
*"Monitoring the Long Term Care Program in Selected
 Health Units, 1978."* June, 1978-May, 1979 (\$38,580)

B.C. Health Care Research Foundation. *"A Longitudinal
 Study of Long Term Care Clients in Two Health Units"*.
 October, 1979-September, 1980 (\$58,000); October,
 1980-January, 1982 (\$50,000)

Canada Mortgage and Housing Corporation. *"Seton Villa
 Seven Years Later - Study of the Long-Term Impact
 of Multi-level, Multi-service Accommodation for
 Seniors."* August, 1981-September, 1982 (\$19,775)

John Herzog, Economics

B.C. Human Rights Commission, *"Mandatory Retirement: Study
 of Issues and Attitudes"*. Summer, 1980 (\$17,300)

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APPENDIX 1

Descriptions/outlines of courses
for the proposed diploma in gerontology

This Appendix is organized in three sections. Section A describes the five proposed "core" courses. Section B describes the eleven existing courses and two new courses proposed as electives. Section C describes other new courses that could be developed given the expertise/interests of SFU faculty and which could serve as electives. Correspondence with the University of Victoria concerning Program/course development is also included in Section C.

Course outlines are included for all courses in Sections A and B and for some in Section C in order to give a fuller indication of the subject matter than is conveyed in calendar-type descriptions.

A. "Core" courses

1) Descriptions

*GERO 300-3: Introduction to Gerontology

Examination of the aging process from a multi-disciplinary perspective. The course will deal with physical and health factors in aging, psychological aspects of behaviour in later life, economic and vocational factors in aging, family and community relations of older people, social policy and politics of aging. Throughout the course emphasis will be placed on normal aging. (Lecture/Seminar)

Prerequisites: 60 semester hour credits. GERO 300-3 must be completed first or as a co-requisite to the other required courses for the Diploma in Gerontology.

*KIN 461-3: Physiological Aspects of Aging

This course is designed for those who require a serious but fairly broad discussion of specific physiological aspects of aging. The overall emphasis is on humans and other mammalian species and the varieties of aging changes they manifest. (Lecture/Tutorial)

Prerequisites: KIN 305 and 306; at least 90 semester hours of credit or permission of the instructor.

PSYC 357-3: Psychology of Adulthood and Aging

Considers human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the effects of aging on sensation, perception, learning, cognition, personality, psychopathology, and social relations. (Lecture/Laboratory)

Prerequisites: PSYC 101-3

****SOC/ANTH 461-4: Special Topics: Sociology of Aging**

A consideration of some of the structural and behavioural implications of older adulthood in Canadian society. Included will be such topics as the significance of the demographic characteristics of the population; relationship of aging and the aged to political, economic, educational and other structures of the society; and the social-psychological significance of aging for interpersonal dynamics. (Seminar)

Prerequisites: At least two upper division courses in Sociology and Anthropology recommended.

***GERO 400-3: Seminar in Applied Gerontology**

Discussion of current issues in applied gerontology. In line with the interdisciplinary nature of gerontology this course will have an interdisciplinary orientation, drawing upon resource persons from various academic departments within the university and practitioners in the community. Course requirements include a program evaluation or a research paper. (Seminar)

Prerequisites: GERO 300 and at least one of the following: KIN 461, PSYC 357, SOC/ANTH 461.

2) Course Outlines

***New Course**

****The Department of Sociology/Anthropology has indicated that it would consider making Sociology of Aging a regular course offering should the proposed Diploma Program in Gerontology be approved.**

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Interdisciplinary

Department: Studies

1. Calendar Information

Abbreviation Code: GERO Course Number: 300

Credit Hours: 3 Vector: 2-1-0

Title of Course: Introduction to Gerontology.

Calendar Description of Course: Examination of the aging process from a multi-disciplinary perspective. The course will deal with physical and health factors in aging, psychological aspects of behaviour in later life, economic and vocational factors in aging, family and community relations of older people, social policy and politics of aging. Throughout the course emphasis will be placed on normal aging.

Nature of Course Lectures/seminar.

Prerequisites (or special instructions): Sixty semester hour credits. GERO 300 must be completed first or as a co-requisite to the other required courses for the Diploma in Gerontology.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year.

Semester in which the course will first be offered? 1982-3

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

To provide students with a general introduction to gerontology as an academic discipline and as a profession. This course will provide students with the necessary knowledge and background that will enable them to take more specialized and advanced courses in gerontology.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

The requirements for this course are part of the overall requirements for the Diploma Program in Gerontology.

5. Approval

Date: 10 Sept 81

Department Chairman

Dean

Chairman, SCUS

GERO 300-3 - INTRODUCTION TO GERONTOLOGY

PROPOSED COURSE OUTLINE

PART I: Frames of Reference

1. Perspectives on Aging

- a) The life-span developmental perspective.
- b) Decremental models of aging.
- c) The bio-medical perspective.
- d) Life stages as a frame of reference.
- e) Disengagement vs activity theory.
- f) The person-environment transactional approach.
- g) Exchange theory as applied to the aged.

2. Age vs Cohort Effects

3. Demography and Aging

- a) Changing trends in life expectancy.
- b) Profile of Canada's elderly population.
- c) Population projections and their implications.
- d) The concept of the "Dependency Ratio".

PART II: The Aging Individual

1. Physical and Health Factors in Aging

- a) Acute and chronic disease.
- b) Functional capacity.
- c) Sensory changes.
- d) Environmental stress and coping response.
- e) Nutrition.
- f) Exercise.

2. Psychological Aspects of Behaviour in Later Life

- a) Psychomotor skills.
- b) Learning and memory.
- c) Intelligence.
- d) Personality.
- e) Mental health.
- f) Self-esteem.

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PART III: Social Institutions

1. Social Processes and the Later Years

- a) Social stratification and the older person; positions, roles, norms; age-grading; concept of the "generational stake".
- b) Stereotypes about aging and the aged and their implications.

2. Economic and Vocational Factors in Aging

- a) Extent of financial problems of older people.
- b) Income and the work picture.
- c) Issues of retirement.
- d) The older person as a consumer.

3. Marriage, Family and Community Relations of Older Persons

- a) Living arrangements of older people.
- b) Marital status and adjustment in the later years.
- c) Family relationships; concept of "intimacy at a distance"; role inversion.
- d) Sexuality and aging.
- e) Secondary relationships and institutional supports in the community.
- f) Issues of independence and dependence in later years.

4. Leisure and Recreation

- a) Patterns of leisure and recreation.
- b) Identity crisis as it relates to leisure roles: fact or fantasy?

5. Religion and Aging

- a) Life cycle religious participation.
- b) Religiosity and life adjustment.
- c) Response from the institution of the church.

6. Social Policy and the Politics of Aging.

- a) Older people as the object of governmental programs and policies.
- b) Political participation of older people.
- c) Political power of older people.

. . . . 3

7. Death, Dying and Grieving
 - a) The process of dying.
 - b) Supports for the dying person.
 - c) Bereavement and grief.

PART IV: Gerontology as a Field of Study and Professional Practice

1. Contributions and Principles
 - a) Scientific study of aging.
 - b) Multi-disciplinary emphasis.
 - c) Attention to "successful" aging.
 - d) Consciousness raising.
2. Professional organizations.
3. Major journals and resources.
4. Professional and vocational opportunities.

PROPOSED READING LIST

Textbooks:

Schwartz, A. N. and Peterson, J. A., Introduction to Gerontology, New York, Holt, Rinehart and Winston, 1979.

Stone, L. O. and Fletcher, S., A Profile of Canada's Older Population, Montreal, The Institute for Research on Public Policy, 1980.

Supplementary Reading:

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Crandall, R. C., Gerontology: A Behavioral Science Approach, Reading, Mass. Addison - Wesley, 1980.

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- Stoddard, S., The Hospice Movement - A Better Way of Caring for the Dying, New York, Vintage, Brooks/Cole, 1978.
- Troll, L. E., Miller, S. J., and Atchley, S. J., Families in Later Life, Wadsworth, 1979.
- U. S. Department of Health, Education and Welfare. Working With Older People: A Guide to Practice. Volume I. The Knowledge Base. U. S. Government Printing Office, 1978, Catalogue number 726-83511606 1-3.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Interdisciplinary
Department: Studies

1. Calendar Information

Abbreviation Code: GERO Course Number: 400

Credit Hours: 3 Vector: 0-3-0

Title of Course: Seminar in Applied Gerontology

Calendar Description of Course: Discussion of current issues in applied gerontology. In line with the interdisciplinary nature of gerontology this course will have an interdisciplinary orientation, drawing upon resource persons from various academic departments within the university and practitioners in the community. Course requirements include a program evaluation or a research paper.

Nature of Course Seminar

Prerequisites (or special instructions):
GERO 300 and at least one of the following:

Psych 357, Kin 461, Soc/Anth 461

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year.

Semester in which the course will first be offered? 1983-1

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

To provide a forum for interdisciplinary discussion of current issues in applied gerontology. One purpose of this seminar will be to strengthen the link between academics and practitioners in the field of gerontology in an attempt to find adequate solutions to the problems of aging and the aged through a team approach. Another purpose will be to enable students to apply their knowledge of theory and research in gerontology to a practical problem.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

The requirements for this course are part of the overall requirements for the Diploma in Gerontology.

5. Approval

Date: 10 Sept 81

Department Chairman

Dean

Chairman, SCUS

50

GERO 400 - SEMINAR IN APPLIED GERONTOLOGY

PROPOSED COURSE OUTLINE

<u>WEEK</u>	<u>TOPIC</u>
1	<u>Introduction</u> -the relationship between theory, research and practice in gerontology; an overview -objectives and format of the course -nature and purpose of student research projects -discussion of ethical issues related to research involving elderly subjects
2	<u>Issues and Problems in Diagnosis and Assessment</u> -the importance of considering the "whole" person in the context of his/her social, cultural and physical environment -invasion of privacy and other legal and human rights issues -when should proxies be used? -forms: friend or enemy of the assessor -the efficacy of formal psychometric tests and clinical scales in evaluating the presence and/or degree of altered brain function -review and re-assessment: how often, by whom and covering what? -the terminal drop hypothesis: fact or artifact? -where does responsibility begin and end?
3,4	<u>Institutionalization and Alternatives</u> -who should be institutionalized? -the mix of services -the mix of people: intergration vs segregation -the physical environment: design, size and location -relocation stress: fact or fiction? -cost/benefits of alternatives to institutionalization
5	<u>Current Treatment Approaches; Who Benefits - the Client, the Staff, Both or Neither?</u> -individualized treatment of excessive disability -milieu approaches -reality orientation -remotivation -psychotherapy -behavior modification

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<u>WEEK</u>	<u>TOPIC</u>
6	<u>Drugs and the Elderly</u> -drug abuse/misuse -intervention and prevention
7	<u>The Team Approach: Does it/can it work?</u> -role definition and acceptance -communication: a key ingredient -issues of responsibility -the researcher as part of the team -who speaks for the team?
8	<u>The Family and Services</u> -proximity, availability and willingness to assume responsibility -quality of care -the burden of providing care -the family and institutionalization -family policy
9	<u>Elder Abuse</u> -frequency and nature of abuse -characteristics of the abused and the abuser -causes of abuse -learned helplessness -abuse and public policy -intervention and prevention
10	<u>Suicide and the Aged</u> -frequency -means of lethality -precipitating factors and motives -intervention and prevention
11	<u>Identifying and Meeting the Needs of Special Groups</u> -the mentally impaired elderly -the elderly alcoholic -the retarded elderly -minority elderly
12,13	<u>Presentation of Reports of Student Research Projects.</u>

GERO 400 - SEMINAR IN APPLIED GERONTOLOGY

PROPOSED READING LIST

Introduction: The Relationship Between Theory, Research
and Practice in Gerontology

Bell, B. D., (Ed.) Contemporary Social Gerontology: Significant Developments in the Field of Aging, Springfield, Ill. Charles C. Thomas, 1976. Section II. Theories of Aging: Scientific and Applied.

Birren, J. E. and Renner, V. J., Research on the Psychology of Aging: Principles and Experimentation. In: J. E. Birren and K. W. Schaie, Handbook of the Psychology of Aging, New York, Van Nostrand Reinhold, 1977.

Reich, W. T., Ethical Issues Related to Research Involving Elderly Subjects, Gerontologist, 1978, 18 (4) 326-337.

Sacher, G. A., Theory in Gerontology: Part I. In: Annual Review of Gerontology and Geriatrics, 1978, 1, 3-25.

Diagnosis and Assessment

Jarvik, L. F., Diagnosis of Dementia in the Elderly: A 1980 Perspective. Annual Review of Gerontology and Geriatrics, 1980, 1, 180-203.

Schaie, K. W. and Schaie, J. P., Clinical Assessment and Aging. In: J. E. Birren and K. W. Schaie (Eds.). Handbook of the Psychology of Aging, New York, Van Nostrand Reinhold, 1977.

Siegler, I. C., The Terminal Drop Hypothesis: Fact or Artifact? Experimental Aging Research, 1975, 1 (1) 169-185.

Storandt, M., Siegler, I. C. and Elias, M. P. (Eds.) The Clinical Psychology of Aging, New York, Plenum Press, 1978. Section 1 - Cognitive Assessment.

Institutionalization and Alternatives

Blenkner, M., Bloom, M., and Nielsen, M. A Research and Demonstration Project of Protective Services, Social Casework, 1971, 52, 483-499.

- Borup, J. H. and Gallego, D. T., Mortality as Affected by Institutional Relocation: Update and Assessment. Gerontologist, 1981, 21 (1), 8-16.
- Bourestom, N. and Pastalan, L., The Effects of Relocation on the Elderly: A Reply to Borup, J. H., Gallego, D. T. and Hefferman, P. G., Gerontologist, 1981, 21 (1), 4-7.
- Brody, E. M., Long-Term Care of Older People - A Practical Guide, New York, Human Services Press, 1977. Chapter 16- Issues of Care and Treatment.
- Dunlop, B. D., Expanded Home - Based Care for the Impaired Elderly: Solution or Pipe Dream? American Journal of Public Health, 1980, 70 (No. 5), 514-519.
- Kosberg, J. I. and Tobin, S. S., Variability Among Nursing Homes, Gerontologist, 1972, 12 (3, Part 1), 214-219.
- Lawton, M. P., Environment and Aging, Monterey, Calif., Brooks/Cole, 1980.
- U.S. Department of Health, Education and Welfare, Working With Older People: A Guide to Practice, Vol. 2: Human Services, U.S. Government Printing Office, 1978. Catalogue No. 726-835/1606, 1-3.
- Vincente, L., Wiley, J. A. and Carrington, R. A. The Risk of Institutionalization Before Death, Gerontologist, 1979, (4), 361-367.

Efficacy of Current Treatment Approaches

- Blum J. E. and Tross, S., Psychodynamic Treatment of the Elderly: A Review of Issues in Theory and Practice, Annual Review of Gerontology and Geriatrics, 1980, 1, 204-234.
- Brody, E. M., Long-Term Care of Older People - A Practical Guide, New York, Human Services Press, 1977, Chapter 17 - Experimental Treatment Programs.
- Burnside, I. M., Working With the Elderly: Group Processes and Techniques. North Scituate, Mass. Duxbury Press, 1978, Chapters 9, 10, 13-18.

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Drugs and the Elderly

Fann, W. E. and Maddox, G. L., Drug Issues in Geropsychiatry, Baltimore, Williams and Wilkins, 1974.

Davis, R. H. and Smith, W. K., Drugs and the Elderly, Los Angeles, University of Southern California, Ethel Percy Andrus Gerontology Centre, 1973.

The Team Approach

Carp, F., The Realities of Interdisciplinary Approaches: Can the Disciplines Work Together to Help the Aged? In: A. N. Schwartz and I. N. Mensh (Eds.), Professional Obligations and Approaches to the Aged, Springfield, Ill., Charles C. Thomas, 1974.

Jarvik, L. F. and Cohen, D., Relevance of Research to Work With the Aged, In: A. W. Schwartz and I. N. Mensh (Eds.), Professional Obligations and Approaches to the Aged, Springfield, Ill., Charles C. Thomas, 1974.

Elder Abuse

Block, M. R. and Sinnott, J. D. (Eds.), The Battered Elder Syndrome: An Exploratory Study. University of Maryland, Center on Aging, November 1979.

O'Malley, H., Segars, H., Perez, R., Mitchell, V. and Knuepfel G. M. Elder Abuse in Massachusetts: A Survey of Professionals and Paraprofessionals, Commonwealth of Massachusetts, Department of Elder Affairs. June 1979, (mimeo).

The Family and Services

Archbold, P., Impact of Caring for an Ill Elderly Parent on the Middle-Aged Elderly Offspring Care-Giver. Paper presented at the 31st Scientific Meeting of the Gerontological Society, Dallas, Tx., November, 1978.

Cath, S. G., The Institutionalization of a Parent - A Nadir Of Life, Journal of Geriatric Psychiatry, 1972, 5 (1), 25-46.

Danis, B., Stress in Individuals Caring for Ill Elderly Relatives. Paper Presented at the 31st Scientific Meeting of the Gerontological Society, Dallas, Tx., November, 1978.

Shanas, S. E., Social Myth as Hypotheses: The Case of the Family Relations of Old People. Gerontologist, 1979, 19, 3-9.

Soyer, D., Helping the Family to Live with Itself. Journal of Geriatric Psychiatry, 1972, 5 (1), 52-65.

Tobin, S. S. and Kulys, R., The Family and Services. In: Review of Gerontology and Geriatrics, 1980, 1, 370-399.

Suicide and The Aged

Miller, M., Suicide After Sixty - The Final Alternative, New York, Springer, 1971.

Special Groups

Di Giovanni, L., The Elderly Retarded: A Little Known Group. Gerontologist, 1977, 17, 297-302.

Frankfather, D., The Aged in the Community - Managing Senility and Deviance, New York, Praeger, 1977.

Gelfard, D. E., and Kutzik, A. J., Ethnicity and Aging: Theory, Research and Policy, New York, Springer, 1970.

Zinberg, S., The Elderly Alcoholic. Gerontologist, 1974, 14 (3), 221-224.

For Information

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: KINESIOLOGY

Abbreviation Code: KIN. Course Number: 461

Credit Hours: 3 Vector: 3-1-0

Title of Course: Physiological Aspects of Aging

Calendar Description of Course:

This course is designed for those who require a serious but fairly broad discussion of specific physiological aspects of aging. The overall emphasis is on humans and other mammalian species and the varieties of aging changes they manifest.

Nature of Course Three lectures and one tutorial per week.

Prerequisites (or special instructions):

Kin 305 and 306; At least 90 semester hours of credit or permission of the Instructor

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered? 1982-3

Which of your present faculty would be available to make the proposed offering possible?

None (Except within the Budgetary Accommodation shown below)

3. Objectives of the Course

To review the status of physiological and biochemical knowledge in gerontology from molecules to man. Although future research in Gerontology will certainly radically alter our views on the nature of biological aging and its relation to the quality of life in the later years, it is hoped that the topics covered in this course will provide a useful entry into the very diverse areas of this rapidly expanding field.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty 1 full-time Faculty and Teaching Assistant

Staff

Library

Audio Visual \$600

Space

Equipment

5. Approval

Date:

3 Aug / 81

3 Sept 81

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

PHYSIOLOGICAL ASPECTS OF AGING

Course Outline

1. ANATOMIC AND BODY COMPOSITION CHANGES WITH AGING
Changes in Stature
Changes in Body Fat
Other Anthropometric Changes
Body Composition Changes
Anatomic Regression Related to Diminishing K Content
Other Morphologic Changes
Aging and Pathology
2. INTERCELLULAR MATRIX OF CONNECTIVE TISSUE
The Matrix
The Macromolecules
The Tissues
3. AGING OF THE SKIN AND ITS APPENDAGES
Biologic Features of Aging Skin
Geriatric Dermatoses
Progeroid Syndromes
Dermal Tissue Culture
4. AGING OF SKELETAL-DENTAL SYSTEMS AND SUPPORTING TISSUES
Skeletal System
Dental System
5. MUSCLE
Historical Aspects, Research Trends, and Methodology
Changes in Aging Muscles
Factors Affecting the Rate of Changes in Senescent Muscles
6. NEUROENDOCRINE AND AUTONOMIC ASPECTS OF AGING
The Problem of Aging and Disease in the Central Nervous System
Overview of Cellular Functions in the Central Nervous System
during Aging
Synaptic Function and Neurotransmitters
Neuroendocrine Function and Aging
Autonomic Mechanisms and Aging
7. HEART AND CARDIOVASCULAR SYSTEM
Functional Changes with Age
Cardiovascular Disease and Age
Basic Aging Processes

8. *AGING OF THE EXCRETORY SYSTEM: KIDNEY AND BLADDER*
 Changes in Renal Anatomy with Age
 Renal Physiology
 Compensatory Renal Hypertrophy
 The Bladder
9. *AGING OF THE REPRODUCTIVE SYSTEM*
 Female Reproductive System
 Male Reproductive System
10. *ENDOCRINE SYSTEMS*
 Insulin
 Proinsulin
 Glucagon
 Thickening of Capillary Basement Membrane-Relation to Aging
 to Diabetes Mellitus
 Anterior Pituitary
 Growth Hormone (GH)
 Thyrotropin (TSH)
 Adrenal Cortex
 Glucocorticoids
 Adrenal Androgens
 Thyroid
 Effect of Age on the Mechanisms of Hormonal Action
11. *IMMUNITY AND AGING*
 The Immune System
 Age-Related Changes in Immune Functions
 Disease Associated with Age-Related Decline in Normal Immune
 Functions
 Methods Used to Analyze Immunodeficient States
 Nature, Cause(s), and Mechanism(s) of Decline with Age in Normal
 Immune Functions
 Immunoengineering
12. *AGING AND GASTROINTESTINAL FUNCTION*
 Esophagus
 Stomach
 Small Intestine
 Colon
 Liver
 Pancreas
 Gall Bladder
13. *NUTRITION*
 Effect of Age on Nutritional Status
 Nutritional Deficiencies and Physiological Impairments
 Reversal of Deficiencies by Supplementation
 Food Additives
 Dietary Restriction

14. *EXERCISE AND AGING*

Acute responses to Exercise
Static Effort
Dynamic Effort
Chronic effects of Exercise
Lifelong physical activity
Aging of "Primitive" groups

15. *ALCOHOL AND OTHER DRUG USE IN THE AGED*

Consequences of prescription drug use
Alcohol
Misues of other drugs

16. *LIFE TABLE MODIFICATION AND LIFE PROLONGATION*

The Relation of Mortality to the Physiological State of the Organism
Environmental and Genetic Determination of the Survival Characteristic
Relation of the Survival Characteristic to Temperature and the Rate and Quantity of Metabolism: Poikilothermic Organisms
Relation of the Survival Characteristic to Temperature and the Rate and Quantity of Metabolism and Function: Homeothermic Vertebrates

17. *SYSTEM INTEGRATION*

Homeostasis
Control Mechanisms
Temperature Regulation and Control
Regulation of the Acid Base Balance of the Blood
Regulation of Blood Sugar Levels
Other Endocrine Regulation
Physiological Stress of Exercise
Other Environmental Stresses
Aging as the Breakdown of Regulatory Mechanisms

18. *FACTORS IN HUMAN MORTALITY*

Measures of mortality
Causes of death
Age trends in death rates
Biological factors in mortality
Environmental factors in mortality
Implications of reduced mortality

SIMON FRASER UNIVERSITY

Psychology 357 - Psychology of Adulthood and Aging

Fall, 1981

Instructor: Dr. Gloria Gutman

Office Telephone: 291-3555

Office: AQ 6037

Office Hours: Immediately after
lectures or
by appointment

Textbooks:

Kimmel, D.C. Adulthood and Aging. 2nd Edition, John Wiley and Sons, 1980.

Allman, L.R. and Jaffe, D.T. (Eds.) Readings in Adult Psychology: Contemporary Perspectives. Harper and Row, 1977.

Statistics Canada, Canada's Elderly. Cat. No. 98-800 E, March, 1979.

Course Description:

Considers human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the effects of aging on sensation, perception, learning, cognition, personality, psychopathology, and social relations.

Distribution of Marks:

Your final grade in the course will be a composite of the following:

	<u>Mark Value</u>
Mid-term examination	100
Final examination	100
Field trip reports (5 x 20)	<u>100</u>
TOTAL	$300 \div 3 = 100\%$

Field Trips:

A number of field trips will be scheduled during lab periods. These will include site visits to retirement housing and care facilities, an adult day care centre, a senior recreation centre and a psycho-geriatric hospital. Within seven days of each field trip, students will submit a written report of their experiences. Reports should include a description of the physical features of the site (e.g. size, location), the clientele, the type of services offered, funding, sponsorship, staffing, as well as general impressions of the site and those who use it. (Value of each field trip report = 20 marks).

COURSE OUTLINE

TOPICS

REQUIRED READING

1. Adulthood: Developmental Theory
and Research Strategies

Kimmel - chapter 1, all;
chapter 10, pp. 501-509.

- theories of the life cycle

Allman and Jaffee - chapters 1,3,11

- Jung
- Buhler
- Kuhlen
- Erikson
- Peck
- Riegel

- individual life cycle and
historical time

- developmental research strategies

- cross-sectional
- longitudinal
- cross-sequential

2. Psychosocial Processes of Development

Kimmel - chapter 2, all

- symbolic interaction approach to
adulthood

Allman and Jaffee - chapter 5

- social clocks and timing events

- socialization in adulthood

3. Young Adulthood

Kimmel - chapter 3, pp. 80-101;
chapter 5, pp. 192-211, 222-236;
chapter 6, pp. 264-282

- marriage and divorce

- childbearing and childrearing

Interlude - pp. 121-133, 179-189

- getting started in an occupation

Allman and Jaffee - chapters 2,13,14,16,
17,23,24,25,26

4. Middle Age

- coping with changes in the family
- assessing career development
- coming to terms with physiological changes (e.g. menopause)

Kimmel - chapter 3, pp. 101-118;
chapter 4, pp. 144-145, 163-171;
chapter 5, pp. 211-217;
chapter 6, pp. 282-287;

Interlude, pp. 249-261; 309-318

Allman and Jaffee - chapters 22, 26, 28, 29,
30, 31, 32

5. Senescence

- retirement and its effects on income, health and family relations
- sensory losses and chronic disease
- theories of aging and mortality (e.g. waste product theory, auto-immune theory, etc.)
- predictors of longevity (e.g. diet, temperature, SES)
- superlongevity
- premature aging - Progeria and Werner's Syndrome

Kimmel - chapter 5, pp. 217-222;
chapter 6, pp. 287-302;
chapter 7, all;
chapter 9, all;

Interlude - pp. 373-382, 433-436, 483-490

Allman and Jaffee - chapters 7, 8, 34, 35, 36

Statistics Canada. Canada's Elderly

6. Personality and Psychopathology
Across the Adult Years

- activity, disengagement and continuity theory
- psychopathology
 - functional disorders
 - organic disorders

Kimmel - chapter 6, pp. 295-296;
chapter 8, all

7. Dying and Bereavement

Kimmel - chapter 5, pp. 237-239
chapter 10, all

- developmental changes preceding death

Allman and Jaffee - chapter 33,38,39

- life review
 - terminal drop

- the dying process

- bereavement and grief

Supplementary Reading:

Articles:

Bart, P.A. Depression in middle-aged women. In: Gornick, V. and Moran, B. (Eds.) Women in Sexist Society, Signet, 1971, pp.163-186.

Black, W.W. Confusion - causes and treatment. Paper presented at First Annual Meeting of the Gerontology Assn. of B.C. Vancouver, May 12-13, 1978.

Carp, F. Senility or garden-variety maladjustment? Journal of Gerontology, 1969, 24, 203-208.

Lieberman, M.A. Psychological correlates of impending death: some preliminary observations. Journal of Gerontology, 1965, 20, 181-190.

Mazess, R.B. and Forman, S.H. Longevity and age exaggeration in Vibcabamba, Ecuador, Journal of Gerontology, 1979, 34, 94-98.

Medvedev, Z. Caucasus and Altay longevity: a biological or social problem? Gerontologist, 1974, 14, 381-388.

Neugarten, B.L. Dynamics of transition of middle to old age. Journal of Geriatric Psychiatry 1970, 4, 71-87.

Books:

Birren, J.E. and Schaie, K.W. Handbook of the Psychology of Aging. Van Nostrand Reinhold, 1976.

Botwinick, J. Aging and Behavior: A Comprehensive Integration of Research Findings. (2nd Edition) N.Y. Springer, 1978.

Butler, R.N. and Lewis, M.F. Aging and Mental Health: Positive Psychosocial Approaches. (2nd Edition) C.V. Mosby, 1977.

Carp, F. (Ed.). Retirement. Behavioral Publications, 1972.

George, L.K. Role Transitions in Later Life Monterey, Calif. Brooks/Cole, 1980.

Kastenbaum, R. and Aisenberg, R. The Psychology of Death. N.Y. Springer, 1977.

Laurence, M. The Stone Angel. Toronto. McClelland Stewart, 1968.

Levenson, D.J. The Seasons of a Man's Life. N.Y. Random House, 1978.

Poon, L.W. (Ed.) Aging in the 1980's: Psychological Issues. American Psychological Association, Washington, D.C. 1980.

Sheehy, G. Passages - Predictable Crises of Adult Life. Bantam Books, 1976.

Stone, L.O. and Fletcher, S. A Profile of Canada's Older Population. Montreal. The Institute for Research on Public Policy 1980.

Troll, L.E., Miller, S.J. and Atchley, S.J. Families in Later Life. Wadsworth, 1979.

Ellen Gee

Course Outline and Required Readings

I. Demography of Aging

Marshall:

- Denton & Spencer, Canada's Population and Labour Force:
Past, Present and Future, 10-26
Shulman, The Aging of Urban Canada, 27-34

II. Aging: Crossculturally and Historically OR Aging and Modernization

Quadagno:

- Cowgill, The Aging of Populations and Societies, 15-33
Fischer, Growing Old in America, 34-49
Palmore, The Status and Integration of the Aged in Japanese
Society, 50-67

Marshall:

- Guemple, Growing Old in Inuit Society, 95-101

(A) Western Stereotypes of Aging and Old People

Quadagno:

- Hess, Stereotypes of the Aged, 126-133
Francher, It's the Pepsi Generation: Accelerated Aging and the
Television Commercial, 134-143
Rubin, The "Sexless Older Years" - A Socially Harmful Stereotype, 144-155

(B) Age Grading

Marshall:

- Abu-Laban & Abu-Laban, Women and the Aged as Minority Groups:
A Critique, 63-79
Posner, Old and Female: The Double Whammy, 80-87

Quadagno:

- Neugarten, Moore and Lowe, Age Norms, Age Constraints and Adult
Socialization, 161-171
Bengtson & Kuypers, Generational Difference and the Developmental
Stake, 172-186
Levinson, The Mid-Life Transition, 187-200

III. Social Theories of Aging

Marshall:

- Tindale & Marshall, A Generational Conflict Perspective for Gerontology, 43-51
Marshall, No Exit: An Interpretive Perspective on Aging, 51-60
McPherson & Kozlik, Canadian Leisure Patterns by Age: Disengagement,
Continuity or Ageism? 113-122

IV. The Political Economy of Aging

Quadagno:

Hollister, Social Mythology and Reform: Income Maintenance for the Aged, 419-439

Kreps, Intergenerational Transfers and the Bureaucracy, 440-454

Burke, Economic Crises for Women: Aging and the Retirement Years, 455-466

Marshall:

Powell & Martin, Economic Implications of Canada's Aging Society, 204-214

Synge, Work and Family Support Patterns of the Aged in the Early Twentieth Century, 135-144

Quadagno:

Foner, Age Stratification and Age Conflict in Political Life, 380-393

Jacobs and Hess, Pather Power; Symbol and Substance, 407-413

V. Family and Aging

Quadagno:

Streib, Old Age and the Family: Facts and Forecasts, 245-258

Berardo, Survivorship and Social Isolation: The Case of the Aged Widower, 259-279

Robertson, Grandmotherhood: A Study of Role Conceptions, 280-296

Marshall:

Abu-Laban, The Family Life of Older Canadians, 125-134

Matthews, Women and Widowhood, 145-153

VI. Retirement (and Leisure)

Quadagno:

Withers, Some Irrational Beliefs about Retirement in the United States, 302-310

Quadagno, Career Continuity and Retirement Plans of Men and Women

Physicians: The Meaning of Disorderly Careers, 311-323

Atchley, Retirement and Leisure Participation: Continuity or Crisis?, 324-331.

VII. Health Issues

Quadagno:

Coe, Professional Perspectives on the Aged, 472-481

Fontana, Growing Old Between Walls, 482-499

Pattison, Attitudes Towards Death, 521-532

Saunders, Dying They Live: St. Christopher's Hospice, 554-568

Marshall:

Gutman, The Elderly at Home and in Retirement Housing, 189-200

Schwenger & Gross, Institutional Care and the Institutionalization of the Elderly in Canada, 248-256

Myles, Institutionalizing the Elderly: A Critical Assessment of the Sociology of Total Institutions, 237-266

Spring 1981

Required Texts:

- 1) Aging in Canada: Social Perspectives, by Victor W. Marshall
Fitzhenry and Whiteside, Don Mills, 1980
 - 2) Aging, the Individual and Society: Readings in Social Gerontology
by Jill S. Quadagno. St. Martins Press New York, 1980
- * A number of photocopied articles will be distributed in class.

Course Organization and Requirements

One two-hour lecture/seminar and one two-hour seminar weekly.

Each student will be required to:

- a) lead a seminar based on his or her research paper
- b) present, for discussion, material based on assigned reading

Grades will be based on the following:

- one research paper - 50%
- final examination - 20%
- seminar presentation/participation - 30%

Sociology of Aging - Special TopicsSeminar Schedule

<u>Date</u>	<u>Topic</u>
Jan. 16	short lecture; introductory concepts
Jan. 23	Is population aging a "social problem"? If so, in what ways? What social interventions are possible, likely, needed?
Jan. 30	It is often argued that modernization brings with it a decline in the status of the aged (e.g., Cowgill). Is such a relationship inevitable? Why or why not? How is "status of the aged" usually measured? What methodological problems may be involved?
Feb. 6	One debated issue in social gerontology is whether or not the aged constitute a minority group. What are the relevant issues involved in this debate? (see Abu-Laban and Abu-Laban, pp. 63-79 in Marshall).
Feb. 13	Hochschild proposes a "new" disengagement theory. (see Handout) In what ways is it superior to "old" disengagement theory? How useful is the concept of disengagement to an understanding of aging?
Feb. 20	Tindale and Marshall (pp. 43-50 in Marshall) argue that a conflict perspective has generally been lacking in social gerontology. Why? What evidence do we have that conflict, although neglected in the literature as a whole, is an important aspect of societal and/or individual aging?
Feb. 27	Discuss the causes and consequences of social security payments for the aged? (Hollister, pp. 419-439 and Kreps, pp. 440-454 in Quadagno).
Mar. 6	It is often argued that the political power of old people will inevitably increase as their numbers (relatively and absolutely) grow in the future. Is this necessarily so? What problems

Seminar Schedule (con't)DateTopic

Mar. 13 -
April 3

April 10

have the Grey Panthers met in their efforts to politically organize the aged? (Jacobs and Hess, pp. 407-413 in Quadagno) Any speculations as to why Canada has not witnessed the development of a parallel kind of social/political movement?

student presentations of research papers

no seminar; Victor Marshall will be speaking at SFU during this week; all are expected to attend if possible

B. Existing and new courses proposed as electives

1. Descriptions

Chemistry

CHEM 420-3: Clinical Chemistry I

An introduction to the biochemical processes in the organs, tissues and fluids of the human body and the effect of disease on these processes. Biochemical methods and laboratory diagnosis as applied to the study of disease. (Lecture/Laboratory)

Prerequisite: Third year standing in Chemistry or Biochemistry or permission of the Department.

CHEM 423-3: Clinical Chemistry II

A continuation of CHEM 420-3 dealing with the nature and appraisal of disease-affected systematic function; pharmacological and analytical aspects of clinical toxicology; clinical laboratory systems. (Lecture/Laboratory)

Prerequisite: CHEM 420-3 or permission of the Department.

Criminology

*CRIM 411-3: Crime and Victimization of the Elderly

The elderly in conflict with the law: Analysis of special behavioural changes associated with old age likely to bring the elderly person in conflict with the law. Analysis of certain types of offences sometimes committed by old people. Treatment and prevention strategies.

The elderly as victims: Proneness and vulnerability to victimization, patterns of victimization, individual and environmental correlates of victimization, consequences of victimization. Treatment and preventive strategies. (Lecture/Seminar)

Prerequisites: CRIM 101

General Studies

G.S. 351-3: Family Development II: Maturing and Extended Families

This is the second of two interdisciplinary courses in family development and is designed as a sequel to Family Development I. In this course, information from various disciplines is integrated to provide a comprehensive knowledge of maturing and extended families. (Seminar)

Prerequisites: 60 semester credit hours. Recommended: G.S. 350-3.

*New course

Geography

- **GEOG 444-5: Regional Planning II: Policy and Planning of Institutions for the Elderly**

The practice of regional planning is approached through case and workshop studies of real life situations. (Lecture/Seminar/Laboratory)

Prerequisites: GEOG 383-3 (formerly 443-5) and at least 60 credit hours including 12 hours of courses from Geography Division A. GEOG 361-3 is recommended.

Kinesiology

- *KIN 460-3: Cellular Mechanisms and Theories of Aging**

This course will review the models used in gerontological research at cellular and molecular level and discuss the validity of various theories of aging. (Lecture/Tutorial)

Prerequisites: BISC 202-3, KIN 330, 90 semester hours of credit or permission of the instructor.

Philosophy

- **PHIL 231-3: Selected Topics: Moral Problems in Health Care**

A critical examination of a number of central moral problems which arise in health care practice: Does the patient have the right to be told the whole truth about his or her illness and the risks of treatment? Is there a basic right to health care, which ought to be guaranteed by society? Is euthanasia ever morally justified? What capacities must an organism possess before it has a right to live? Where should authority lie within the health care team? And, how can answers to difficult moral questions like these be implemented effectively in clinical practice? (Lecture/Tutorial)

This course is open to all students.

Psychology

- ***PSYC 301-3: Intermediate Research Methods and Data Analysis**

A continuation of PSYC 201-3 and 210-3. Provides extension of the basic theory and methods of research design and data analysis. Includes discussions of the analysis of substantive problems, the choice of appropriate research designs, and special problems that arise in the analysis of psychological data. (Lecture/Laboratory)

Prerequisites: PSYC 201-3 and 210-3.

- **This course would, of course, only carry credit towards the Diploma in years when, as in 1980-81, it was on a topic relevant to gerontology.**

- **Diploma students may choose PSYC 301, S.A. 355 or any other approved course in research methodology as an elective. Credit towards the Diploma will, however, be given for only one of these.**

PSYC 306-3: Psychological Assessment Procedures

A survey of selected techniques for assessment of individual and group differences in aptitudes, abilities, achievements, attitudes, interests, and personality. Emphasis is placed on evaluating the effectiveness of various techniques, including performance tests, self-report questionnaires, inventories and projective approaches. This course provides a suitable introduction for students considering graduate training in clinical psychology. (Lecture/Laboratory)

Prerequisites: PSYC 101-3 and 201-3.

Students with credit for PSYC 305-3 may not take this course for further credit.

PSYC 371-3: Methods of Therapeutic Interaction I

An introduction to various techniques of individual psychological intervention (e.g. gestalt therapy, behaviour modification, psychoanalysis, etc.). These are presented by practitioners and discussed critically by students and faculty in large and small group settings. Relevant readings accompany each presentation. (Lecture/Tutorial/Seminar)

Prerequisites: Two of the following courses: PSYC 370 (Theories of Personality), PSYC 340 (Psychopathology), PSYC 306 (Psychological Assessment Procedures).

PSYC 372-3: Methods of Therapeutic Interaction II

An introduction to family, group, and community mental health approaches to psychological intervention. A continuation of PSYC 371. (Lecture/Tutorial/Seminar).

Prerequisite: PSYC 371

**PSYC 444-5: Psychopathology: Psychopathology of Aging

Content varies with instructors. For an example see attached course outline. (Seminar).

Prerequisites: PSYC 201, 210, 340-3, and 90 hours of credits or permission of the Department.

PSYC 456-5: Psychology of Adulthood and Aging

Content varies with instructor. For an example, see attached course outline. (Seminar).

Prerequisites: PSYC 201, 210, 357-3, and 90 hours of credits or permission of the Department.

Sociology/Anthropology

S.A. 320-4: Sociology of Population Dynamics

A study of the reciprocal influence of population and social structure and demographic attempts to use population variables in social explanation; a discussion of cultural and institutional influences on human populations with respect to fertility, mortality and migration. (Seminar).

Prerequisite: S.A. 202 or 255.

***S.A. 355-4: Methods of Sociological and Anthropological Research

The study of research procedures, including concept information, observation, measurement and verification. (Seminar).

Prerequisites: S.A. 255.

Students with credit for S.A. 322 may not take this course for further credit.

2. Course Outlines

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

For Information

1. Calendar Information

Department: CRIMINOLOGY

Abbreviation Code: CRIM Course Number: 411 Credit Hours: 3.0 Vector: 2-1-0

Title of Course: Crime and Victimization of the Elderly

Calendar Description of Course: The elderly in conflict with the law: Analysis of specific behavioral changes associated with old age likely to bring the elderly person in conflict with the law. Analysis of certain types of offences sometimes committed by old people. Treatment and prevention strategies. The elderly as victims: Proneness and vulnerability to victimization, patterns of victimization, individual and environmental correlates of victimization, consequences of victimization, fear of victimization. Treatment and preventive

Nature of Course strategies.

Lecture/Seminar

Prerequisites (or special instructions):

CRIM 101

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? Fall 1982 or Spring 1983

Which of your present faculty would be available to make the proposed offering possible? E. Fattah, V. Sacco, and others in the Criminology Department

3. Objectives of the Course Demographic forecasts indicate that Canada can expect to have 3.3 million senior citizens (65 years and over) by the end of the century. The specific problems of this particular age group have to be dealt with. Professionals should have, as part of their training and studies, courses dealing with those aspects of aging related to their disciplines. This course is intended for criminology students who are interested in the criminological and victimological problems of old age.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

No additional resources will be required.

Audio Visual

Space

Equipment

5. Approval

Date: 21st Aug. 81

3 Sept 81

S. A. Venkataswamy
Department Chairman

A. J. Brantley
Dean

Chairman, SCUS

75

COURSE OUTLINE

CRIMINOLOGY 411-3: Crime and Victimization of the Elderly

Calendar Description:

The elderly in conflict with the law: analysis of specific behavioral changes associated with old age likely to bring the elderly person in conflict with the law. Analysis of certain types of offences sometimes committed by old people. Treatment and prevention strategies.

The elderly as victims = proneness and vulnerability to victimization, patterns of victimization, individual and environmental correlates of victimization, consequences of victimization, fear of victimization. Treatment and preventive strategies.

Objectives of the Course:

The course will deal with the criminological and victimological problems associated with old age. The student will gain insight into the behavioral changes likely to bring the elderly person in conflict with the law and the factors that predispose the elderly to criminal victimization. Particular emphasis will be placed on the fear of victimization among senior citizens and special attention will be devoted to the practical applications of scientific knowledge in this area, in particular to treatment and prevention strategies.

Course Outline:

Introduction

Part One: The Elderly in Conflict with the Law

- behavioral changes associated with old age.
- criminality of old people: a. a quantitative analysis
b. phenomenological and etiological analyses.
- the elderly criminal in the court.
- treating the old criminal.
- preventing crimes of old age.

Part Two: The Elderly as Victims

- criminal victimization of the aged: a. quantitative analysis
b. phenomenological analysis.

- proneness and vulnerability to victimization.
- environmental and individual correlates of victimization.
- consequences of victimization.
- fear of victimization.
- services to the elderly victim.
- reducing the impact of crime against the elderly.
- preventing the criminal victimization of the elderly.

Readings:

- Goldsmith J. and Goldsmith, S. S. (1976). Crime and the elderly-challenge and response. Lexington: D.C. Heath and Company.
- Crime against the elderly: a study in victimology. (1976) Santa Cruz, California: Davis Publishing Company. (Paul Hahn).
- Rifai, M. A. (ed.) (1977). Justice and older Americans. Lexington: D.C. Heath and Company.
- U.S. Congress, House Select Committee on Aging. Research into crimes against the elderly. (Parts I and II).
- U.S. Congress - House Subcommittee on Federal State and Community Service. Several Reports. Government Printing Office 1977.
- Parks, R. and C. Unger (1977). Crime against the aging - patterns and prevention. Washington, Midwest Research Institute.
- Ducoumy, A. (1969) Billion dollar swindle - Frauds against the elderly. New York, N.Y.: Fleet Press Corporation.

Family Development II:
Maturing and Extended Families

Instructors: J. Koepke, D. Morrow, G. Robertson

This course is offered as the second of two interdisciplinary seminars in family development and is a sequel to Family Development I. It is designed to integrate information from the disciplines of psychology, kinesiology, and family studies in order to provide a comprehensive understanding of maturing and extended families.

Course Outline:

Introduction to Family Development II

Increasing Family Size: Motives, Stresses, Physical and Psychological Factors

Remaining a Couple Within the Family

Lifestyles: Health, Nutrition, Fitness and Growth

Blending Families

Conflict Resolution Within the Family

Older Children: Friends, Family, Teachers and Media as Educators

Families with Adolescents: Puberty, Identity and Parenting

Family Law and the Ethics of Intervention

Midlife: A Time for Refocussing

Grandparents: Completing the Cycle

The Future of the Family

Conclusions

Text: Ourselves and Our Children, by the Boston Women's Health Collective.
New York: Random House, 1978.

Grading will involve project(s) and journals.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

For Information

1. Calendar Information

Department: Kinesiology

Abbreviation Code: KIN Course Number: 460

Credit Hours: 3 Vector: 3-1-0

Title of Course: Cellular mechanisms and theories of aging.

Calendar Description of Course:

This course will review the models used in gerontological research at cellular and molecular level and discuss the validity of various theories of aging.

Nature of Course Three lectures and one tutorial per week.

Prerequisites (or special instructions):

BISC 202-3, KINES 330, 90 semester hours of credit or permission of the Instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 1983-1

Which of your present faculty would be available to make the proposed offering possible? None (Except within the Budgetary Accommodation shown below)

3. Objectives of the Course

To review the status of cellular mechanisms implicated in various theories of aging and discuss the multi-disciplinary approach required for understanding the process of aging.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty 1 full-time Faculty and Teaching Assistant

Staff

Library

Audio Visual \$600

Space

Equipment

5. Approval

Date:

3/11/81
R. J. Banting

3 Sept 81

R. J. Banting

Department Chairman

Dean

Chairman, SCUS

THEORIES AND CELLULAR MECHANISMS OF AGING

COURSE OUTLINE

1. Comparative Biology and Evolution of Aging
Comparative Biology of Aging
Comparative Longevity in Vertebrates and Invertebrates
Factors contributing to the longevity of Animals
Manifestations of Aging
The Evolution of Aging and Longevity
2. The Molecular Genetics of Aging
Mutation and Error
Chromosomal Aberrations
Mutation in the Germ line
The rate of somatic mutation
Are aging mutations dominant or recessive
Chemical changes in DNA
Repair and Life span
Aging, mutation and repair
Programmed aging
Altered phenotype as a cause of Aging
Must aging repair recapitulate ontogeny?
Residual protein of DNA
Satellite and Redundant DNA
Messenger RNA
Transfer RNA
End product analysis
3. Macromolecular metabolism during Aging
Regulation of enzyme activity
General metabolism of DNA, RNA and Protein
Control of metabolic reactions
Enzyme changes with Age
Lipid metabolism
Energy metabolism
4. Cell Division and Cell cycle
Effect of Aging on the cell cycle times and growth fraction
Effect of Aging on biochemical events occurring in the cell cycle
Lengthening of G_0 as an expression of senescence
5. Cell Longevity in vivo
Cell culture
In vivo aging studies and experimental design
In situ observations of cell proliferation
Serial transplantation: limited or unlimited life span?
Role of cell division in cellular aging
The influence of donor age
Tissue interactions and aging
Transplantation-induced alterations in cell regulation

Cellular transformation and in vivo aging

6. The Cellular Basis of Biological Aging
 The inverse relationships between donor age and culture longevity
 Progeria and Werner's syndrome
 The finite lifetime of cultured normal chick cells
 Cultured normal fibroblasts from other vertebrates
 Functional decrements that occur in cultured normal human cells
 Possible correlation between population doubling potential of cultural normal fibroblasts and mean maximum species life span
 Can cell death be normal?
7. Genetic Basis for Longevity
 The statistical facts
 Evidence from sex differences
 Evidence from species-specific life spans
 Evidence from twin longevity data
8. The Programmed Theory of Aging
 Sequences of built-in events
 Selective pressures
 Reasons for the existence of aging
 Survival and natural selection
9. Free Radicals and the Aging Process
 Free radicals and lipid peroxidation
 Lipid peroxidation in vivo
 Free radical-induced pathology in aging
 Antioxidant effects in aging
 Lipofuscin and aging pigments
10. Chemotherapeutic techniques in the retardation of aging process
 Gerovital H3 Vs Procaine HCl.
 Clinical studies in North America
 Mono amine oxidase and aging
11. The study of Aging in man: Practical and theoretical problems
 Genetic mish-mash
 Environmental Diversity
 Population sampling
 Interaction of aging and disease
12. A new age-scale for humans
 Life span of animals and plants
 Factors affecting the life span of man
 Parameters measuring the life span of Homosapiens

PHILOSOPHY 231MORAL PROBLEMS IN HEALTH CARE

FALL SEMESTER 1981

ZIMMERMAN

In this course we will examine critically a number of difficult moral problems which arise in health care practice:

The Right to Know the Whole Truth

Does the patient have a moral right to be told the whole truth about his illness and the risks of treatment? Is this right fundamental or is it derived from the belief that telling the whole truth will usually lead to better care? What should a physician do if he believes a fully informed patient will resist treatment or suffer anguish or depression? Should physicians make judgements about the emotional impact of medical information at all? How much information constitutes informed consent? What is the role of consent forms, the law, the history of trust between physician and patient?

Social Justice and Health Care Policy

Is there a basic moral right to health care? If so, where should the minimum level be set? Is it a right to a certain level of treatment, of prevention, to an environment free of health hazards? Should markets play a significant role in the allocation of medical resources? If so, what should be the balance of market and plan? Should health care planners emphasize treatment or prevention, and in what ratio? Where does preventative medicine stop and personal decision about lifestyle begin? Can the health care planner ensure adequate professional care in all regions of the province or nation without violating the rights of individuals to live and work where they please?

Killing and Letting Die

Is it ever morally permissible to kill a patient or to let a patient die? Is killing always morally worse than letting die, especially if dying will be painful and lingering? Is it true as some claim that permitting some active euthanasia will seriously weaken respect for human life in other contexts of medical treatment? Does the distinction between "ordinary" and "extraordinary" treatment presuppose judgments about the value of the life in danger? If euthanasia is ever desirable, who should make the decision when the patient cannot - the physician, family, courts, trustees?

The Concept of a Person in the Abortion Debate

When we ask whether a fetus is a person, is this a biological or a moral question? Are there physical and/or mental capacities an organism must possess before it has a right to live? How can we evaluate the different criteria for personhood which have been offered - from conception, through quickening, sentience, viability and others, to complete self-consciousness? Do some of these fit the pattern of other moral judgments about the right of persons to live and others not? Why is it so treacherously difficult to secure agreement on a criterion of personhood? Is it because in principle there is no rational basis for settling the issue? And if this is true, how are we to live with it?

The Distribution of Authority in the Health Care Team

As medical practice becomes more collective and fragmented, how should responsibility for patients' welfare and authority for medical decisions be distributed in health care teams? Must there be a hierarchy? Does the doctor-patient relationship require that the physician make final decisions? How feasible are cooperative models of health care? How should members of the health care team resolve conflicts of medical opinion?

Moral Reflection and Clinical Practice

How can we increase the likelihood that thoughtful moral decisions will be made in clinical contexts? Should moral philosophy be included in the education of health care professionals? Should there be moral consultation panels in hospitals? Where should moral decisions be left to the individual health care professional? When if ever should the lay public enter into the decision making process? What should be the role of law? If the law has an important role to play, how can thoughtful and rational decisions be embodied there?

And perhaps some others.

Lecture-Discussion sessions will be case-oriented, taking the clinical experience of health care professionals as the point of departure. There will be a number of guest speakers from the local health care community. Some use will be made of audio-visual materials.

The aims of the course are:

- to increase awareness of the moral values implicit in health care practice
- to examine and criticize the moral assumptions which underlie these values
- to broaden and deepen moral understanding in ways which will be of use in clinical practice.

Students will be expected to write two short papers (8 pp.). There will be a final examination.

Simon Fraser University

Psychology 306: Psychological Assessment Procedures
Instructor: Dr. Richard Freeman
Textbook: Anastasi, A. Psychological Testing, 4th ed.

This course is intended as a general introduction to the principles and practice of psychological assessment. It is intended that students will gain some familiarity with the purposes, history, techniques and practice of psychological assessment, and receive exposure to some of the assessment techniques currently employed by psychologists. It is not, however, intended as a practicum, and students should not expect to be trained in the administration of psychological tests in this course. The content of the course can be at least somewhat responsive to the interests of those enrolled, but the following are likely to be covered:

History of psychological assessment

The subject matter of psychological assessment: Individual differences

The prediction paradigm

Statistical review

Principles of psychometrics: Reliability and validity of measurement

Assessment of abilities and achievements

Assessment of personality and pathology

Uses and abuses of psychological tests

The IQ controversy

Ethical issues

Evaluation Procedures: Subject to negotiation in the first week of class; it is anticipated that the evaluation process will consist of examinations based on materials presented in the textbook and in lectures, perhaps supplemented by laboratory exercises related to the development and use of psychological tests.

Dr. Patricia Wilensky
291-3288

PSYCHOLOGY 371 - EVENING

SPRING 1981

Therapeutic Interaction I

This course will consist of lectures presented by psychotherapists of various approaches practising in the Lower Mainland, class discussions of these presentations and tutorials.

Evaluation will be based on an essay type mid-term (20%), essay type final exam (35%), term paper (35%) and labs (10%).

Text: Corsini, Raymond J. Current Psychotherapies, 2nd Ed., Itasca, Illinois, 1979.

Therapeutic Interaction II

This course is designed to acquaint students with the delivery of psychological services in the community setting. Guest lecturers will discuss issues in community psychology in addition to describing their own specific service. Student tutorials will revolve around a critical examination of the lecture material and will allow for expansion on issues and ideas. Relevant readings will accompany each presentation.

Course Requirements:

1. Final in-class examination
2. Annotated bibliography in area of interest

EVENING
PSYCHOLOGY 444

SPRING 1981

PSYCHOPATHOLOGY OF AGING

INSTRUCTORS: Dr. F.M. Coles Dr. P.G. Wright
 CC 6314 CC 6315
 291-3742 291-3396

COURSE CONTENT:

Psyc 444 will examine the nature of psychopathology in the elderly. Problems of etiology, definition, classification, assessment, diagnosis, and treatment will be reviewed within a developmental context.

This course is seen as a logical extension of Psychology 456 taught in the Fall of 1980 (Psychology of Adulthood and Aging), and in the event that the course is oversubscribed, preference will be given to students having taken Psyc 456 (Fall, 1980).

PREREQUISITES:

Psyc 201, 210, 340, and 90 hours or by permission of the instructors.

COURSE FORMAT:

The seminar will meet twice a week for discussion of topics and student presentations.

SAMPLE TOPICS:

Concepts of adjustment and normality in the elderly.
Normality in the elderly.
Confusion and pseudodementia.
Affective disorders in the elderly.
Chemotherapy and the aged.

GRADING:

Grades will be based on participation (40%) and a term paper (60%).

REQUIRED TEXT:

Busse, F.W. and Blazer, D.G. Handbook of geriatric psychiatry. New York:
Van Nostrand Reinhold Co., 1980.

Psychology 456: Adulthood and Learning
"Achievement, Sex Roles and the Adult Life Cycle"

Dr. Ellen Kimmel

Spring 1981

Required books: Early and Middle Adulthood, Lillian E. Troll, Brooks/Cole
The Competent Woman, Rosalind C. Barnett & Grace Baruch, Irvington
The Seasons of a Man's Life, Daniel Levinson, Knopf.

Suggested Readings:

Aging in the 1980's: Psychological Issues, Leonard W. Poon, (Ed.)
American Psychological Association

Managerial Woman, Margaret Hennig & Anne Jardim, Pocketbooks

Men and Masculinity, Joseph H. Pleck & Jack Sawyer (Eds.) Prentice-Hall.

Women and Achievement, Martha T. Shuch Mednick, Sandra S. Tangri & Lois W. Hoffman, (Eds.), Halsted Press.

Dual-Career Families Revisited, Rhona and Robert Rappaport, Harper Colophon

Born Female, Caroline Bird, Pocket Books.

Games Mother Never Taught You, Betty Lehan Harragan, Warner Books.

This seminar will focus on the complex interaction of adult development, sex roles and career achievement. Special attention will be on leadership development and what characterizes the way men and women in the past and future have moved or now enter into positions of responsibility. Some practical questions will also be addressed, such as how best to foster leadership in today's society, to manage multiple role demands of careers, families, community/society, and personal growth, and to make the transition to changed roles smoother for both women and men.

Course marking will be based on two book reports, one major paper and its class presentation, and active participation in class discussion and activities.

Office Hours: Tuesday and Wednesday 10:30-11:30 a.m.

Course Outline and Required Reading

I. Population Growth

a) historical and contemporary situations

Matras: chapters 1-3

Beaufot: pp. 5-7.

Dudley Kirk, "World Population and Birth Rates: Agreements and Disagreements."

b) theories of population growth

Thomas R. Malthus, "Of the Checks to Population ..."

F. Engels, "The Myth of Overpopulation"

S. Beaver, "The Theory of Demographic Transition: Background and Logical Status"

II. Components of Population Growth: Fertility

a) standard methodology

Matras: pp. 399-407

b) fertility level and change

Beaufot: pp. 8-16

c) determining factors

Matras: chapters 9, 8, 13.

Kingsley Davis and Judith Blake, "Social Structure and Fertility: An Analytical Framework."

Angus McLaren, "Birth Control and Abortion in Canada, 1870-1920"

Paul Demeny, "On the End of the Population Explosion."

Donald J. Bogue and Amy O. Tsui, "A Reply to Paul Demeny's On the End of the Population Explosion"

Paul Demeny, "On the End of the Population Explosion: A Rejoinder"

Beth Berkov and June Sklar, "Does Illegitimacy Make a Difference? A Study of the Life Chances of Illegitimate Children in California"

III. Components of Population Growth: Mortality

a) standard methodology

Matras: pp. 390-399

b) mortality level and change

Matras: pp 130-136

c) determining factors

Matras: pp. 136-148

IV. Components of Population Growth: Migration

a) standard methodology

b) migration patterns

-internal and international

Matras: chapters 10, 12

Beaujot: pp. 16-22

William Petersen, "A General Typology of Migration"

E. Cashman, "The Social Organization of Canadian Immigration Law"

Freda Hawkins, "The Canadian Experience"

V. Population Composition

Matras: pp. 105-111

Beaujot: pp. 22-30

VI. Impacts of Population Growth and Change

a) economic impact

Matras: Chapter 14

Lewis Auerbach and Andrea Gerber, "The Major Issues" and
Economics of an Aging Society"

Thomas J. Espenshade, "Zero Population Growth and the Economics
of Developed Nations"

b) social impact

Matras: chapter 15

Jeanne C. Ridley, "On the Consequences of Demographic Change
for the Roles and Status of Women"

c) political impact

Matras: chapter 16

Beaujot: pp. 33-38

VII. Population Policy Issues

Matras: chapter 17

Beaujot: pp. 38-41

Bernard Berelson and J. Lieberman, "Government Efforts to
Influence Fertility: The Ethical Issues."

Course Organization and Requirements

One two-hour lecture and one two-hour seminar weekly.

Grades will be assigned as follows:

one major research project/essay	40%
one take-home examination	30%
a number of small assignments	20%
seminar participation	10%

COURSE OUTLINE AND READINGS

- I. Characteristics of Social Science
Babbie, Chapters 1 & 2
- II. Relationship Between Theory and Research
Babbie, Chapter 5
- III. Special Methodological Issues in Social Science
Babbie, Chapter 3
- IV. Research Design
Babbie, Chapter 4
- V. Measurement Issues
Reliability, validity, scale construction, multiple measures
Babbie, Chapter 15
- VI. Sampling
Babbie, Chapter 7
- VII. Types of Data Collection Methods
 1. Field Research
Babbie Chapter 8
 2. Content Analysis
Babbie, Chapter 9
 3. Experiments
Babbie, Chapter 10
 4. Surveys
Babbie, Chapter 12
- VIII. Data Analysis and Interpretation
Babbie, Chapters 14, 16, 17

REQUIRED TEXTS:

Babbie, Earl R. The Practice of Social Research. Belmont, California, Wadsworth, 1979.

AND Practicing Social Research, a practical guide to accompany the Practice of Social Research

A number of photocopied articles will be distributed in class.

ORGANIZATION:

One two-hour lecture and one two-hour seminar weekly.
Grades will be assigned on the basis of: one research project - 40%
can be either a methodological critique of a body of empirical research
or some "real" research. If the latter is chosen, the topic must be
discussed with the Instructor beforehand.

Two in-class exams - 15% each Seminar Participation 30%

S.A. 355-4 METHODS OF SOCIOLOGICAL & ANTHROPOLOGICAL RESEARCH A. McLAREN

Students with credit for PSA 332 may not take this course for further credit.

Prerequisite: S.A. 255, or permission of instructor.

COURSE CONTENT

The aim of this course is to introduce students to the logic and skills of social research. Students will be encouraged to begin to develop their skills as practitioners of research techniques and as critical "consumers" of existing research. Topics will include the following: the relationship between theory and research, conceptualization and operationalization, research design, sampling, data collection techniques, data analysis and interpretation.

REQUIRED READING

Earl R. Babbie, The Practice of Social Research

Earl R. Babbie and Robert E. Huitt, Practicing Social Research

Several articles will also be made available.

ORGANIZATION

One two-hour lecture and one two-hour tutorial weekly. Grading will be based on a mid-term examination (30%), a final examination (30%), and tutorial participation (40%).



UNIVERSITY OF VICTORIA

P.O. BOX 1700, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2
TELEPHONE (604) 477-6911, TELEX 049-7222

Department of Sociology

Dr. Gloria Gutman,
Coordinator of Gerontology Programs,
SFU

Apr 20, 81

Dear Gloria:

Some things are developing here which you might be interested in. The Nursing school here is being encouraged to develop a program or institute for training in gerontology and long-term care. Also, our president is still pushing for some action ~~xxxxxx~~ by other departments. To avoid the problems of the 2 associations, perhaps we can cooperate informally to coordinate our efforts. I have no personal interest in setting up any kind of ongoing program here...my intent is to get research funding for a longitudinal study ~~xxxx~~ in the Victoria area. However, I am interested in setting up complementary programs.

Given the scarcity of funds and personnel right now, is it possible to have 2 programs which could both be counted toward some kind of certification in the area of gerontology? It appears that the medical aspect will be stressed here, and the program will be heavily applied in orientation. Do you plan anything which could be taken before, after, or concurrently with such a program? Perhaps credit could be given between programs, and a summer institute could be offered alternate years at SFU and ~~xxxx~~ UVic (what's happening at UBC?).

Thought you'd like to know.

Sincerely,

Paul Baker

Dorothy Kergin is the Director of
the School of Nursing here)

May 5, 1981

Dr. Paul Baker,
Sociology Dept.,
University of Victoria,
P.O. Box 1700,
Victoria, B.C.

Dear Paul:

Many thanks for your letter of April 20 bringing me up to date on what is happening at U. Vic. vis a vis gerontology. I certainly agree that it's important to keep one another informed of developments and to cooperate to as great an extent as possible.

I'll begin by answering your questions about UBC. As you probably know UBC has had a President's Committee on Gerontology since 1974. I sat on this committee for five long years. During that time, a proposal was drafted for a graduate level, interdisciplinary program in gerontology and for a gerontology research resources centre. Simultaneously, Continuing Education developed a proposal for a certificate program. Last spring, C.E. decided that the certificate program was never going to go anywhere. My understanding is that they have shelved the proposal indefinitely and perhaps forever. The President's Committee, on the other hand, have taken a few steps forward. These steps consist of having had the word "President's" removed from the committee's title, having received some funds from grad studies for a co-ordinator, and having gained some visibility via the enclosed material which appears in the 1981-82 Calendar. As indicated in this material, the Committee's primary function is to advise students as to how they might develop a program of studies with substantial gerontological content. This, in essence is what various committee members have been doing unofficially for years. Additionally, the Committee will develop and offer a non-credit graduate seminar. Beyond these two functions, it's difficult to know where they will go. The only thing I can tell you is that the intent at UBC has always been to establish a graduate level program that would essentially offer a concentration rather than a degree or

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other type of credential and that concern has traditionally been focussed more on the need to train researchers and teachers than on the need to train practitioners.

Now to Simon Fraser. We are currently working on the second draft of a proposal for a diploma program in gerontology. Like the diploma program at U. of T. and at Mount St. Vincent's and the certificate programs offered at various other Canadian universities, our program will be targetted at people who already have a degree (or equivalent) and who are already working with the aged or planning to do so. The program will consist of a series of "core" courses including such "standards" as psychology of aging, sociology of aging, biology of aging, etc. As well, an introductory, multi-disciplinary over-view course will be included in the "core" package. In addition, a series of electives will be developed. Based on experience from elsewhere, what these will be will depend largely on the interests and expertise of existing and new faculty. Considering my research interests, one area that I certainly will attempt to develop a course in is in environment and aging. Economics of aging; leisure and recreation, and communication and aging are other likely prospects, as are some "hard" science courses.

Since we do not have schools of social work or health sciences at SFU, we will obviously have to go lightly in these areas. Development of a medically oriented program at U. Vic. would, in other words, not compete with us but rather would be complementary. Particularly so, if we could establish an arrangement whereby students enrolled in one program could take courses from the other program that would be applicable to the credential they are working toward. This could happen, as you suggest, if course scheduling was done in a cooperative manner and as long as all courses are credit courses, as ours will be.

In summary, let me say that, while I do not favour the idea of a consortium as most gerontology consortia in the USA have proved disastrous, or the idea of offering only one credential between us, I would certainly favour the idea of an easy flow of students and course credits between universities. I also favour the idea of some specialization among gerontology programs. There are too few dollars and experts around for us to duplicate programs. Rather, each school should focus on developing strengths in particular areas. Yours, for example, in the medical area; ours perhaps in social gerontology.

As you point out, there are a number of ways in which SFU and U. Vic. could cooperate. As your proposal develops perhaps we could and should get together and explore the matter more fully. In any case, let's do keep in 'touch' and inform one another as to any new and specific developments.

One last thing before I sign off - are you aware that North Island College in Comox is considering a certificate program in gerontology along the lines of that offered through Ryerson's Open College? I heard about it yesterday from a Mr. Don Salter. If you are interested in details, perhaps you might call him. The number he gave me was 681-5728.

Regards,
Paul Baker

University of British Columbia

GERONTOLOGY COMMITTEE

Faculty members in a number of disciplines and professions on campus have a particular interest in the study of aging and the aged. Gerontological concerns are diverse and multifaceted. Basic and applied age-related research is also conducted in several departments and professional schools. Educational offerings in Gerontology have evolved out of the work of the President's Committee on Gerontology which was established at U.B.C. in 1974.

Although U.B.C. does not offer a Graduate Degree in Gerontology per se, the Committee on Gerontology within Graduate Studies performs an advisory function enabling students to develop a program of studies with substantial gerontological content.

The following Schools, Departments and Faculties may provide educational opportunities at the graduate level which focus on Gerontology: Architecture, Community and Regional Planning, Economics, Education, Family Practice, Geriatric Medicine, Health Care and Epidemiology, Home Economics, Law, Librarianship, Nursing, Pharmaceutical Sciences, Psychology, Physical Education and Recreation, Rehabilitation Medicine, Social Work, Sociology.

Students will be expected to satisfy the general entrance regulations of the Faculty of Graduate Studies and specific requirements of the appropriate department. Advice about forms of interrelated studies among several departments will be provided by Dr. J. E. Thornton, Coordinator of the Committee on Gerontology. Programs of study will be individually tailored and responsive to the particular interests of the student and the availability of faculty in various fields.

A graduate seminar (non-credit) is offered to all students in the program and draws on the expertise of the Committee and other scholars on campus. The intent of such a seminar is to acquaint students with faculty who have specialized in specific areas of gerontology/geriatrics; to encourage communication among graduates in a broad range of disciplines. An outline of the seminar topics is available from the Coordinator.

C. Additional courses that could be developed as electives.

1) Descriptions

*Environment and Aging

Discussion of noninstitutional and institutional living arrangements, community planning and urban design, mobility and transportation and responsive environmental design.

*Women and Aging

This course examines changes in women's social and economic roles and lifestyles in middle and old age as a result of increased life expectancy, technology and urbanization as well as the impact of the aging and women's movements.

Major topics to be covered include 1) the double standards of aging, 2) independence and new lifestyles, 3) work and retirement, 4) new role models, 5) marriage, remarriage, divorce and widowhood, 6) social bonds and networks, 7) personal growth and development.

Leisure and Recreation in the Later Years

Description, discussion and application of current techniques used in the development of leisure opportunities related to the diversified needs of aging individuals.

Exercise Physiology and Planning for Older Adults

Application of theories of physiology, stress and prevention of breakdown through the development of programs of exercise for older adults.

Economics of Aging

Problems of economic security in the later years. Industrial gerontology - age trends in labour force participation, impact of technology, automation, occupational changes, age discrimination. Income in retirement - annuities, pensions, public and private insurance systems, savings, investments, tax credits, reemployment. Special demands of elderly consumer on health care, housing, transportation. Analysis of public policies, laws, programs relating to economic status of the elderly.

*Initial work already underway; course will be developed during 1981-82.

Education for the Older Adult

Educational characteristics and needs of older adults; recent developments and trends in educational gerontology; development of curricula, methods and materials for educational programs for older adults.

Teaching the Older Adult

The focus of the course will be on identifying problems older persons encounter in learning situations and on methods which are effective for teaching older people. It will review basic concepts of the psychology of learning and memory; changes in cognitive functioning with advanced age; the implications of these changes and techniques that can help to mitigate adult learning deficits.

Philosophy of Aging

Analysis of concepts of aging expressed in current literature and in ancient and modern philosophies. Evaluation of philosophies of aging underlying current scientific and social attitudes.

Seminar on Death and Dying

Introduction to thanatology - philosophical, social and psychological aspects of death and dying.

Review of literature and research on thanatology from psychological, philosophic-religious and socio-cultural perspectives.

Clinical Psychology of Aging

Psychological issues relating to patterns of adaptation in older persons. Psychopathology in the aged; assessment and intervention strategies.

** Social Policy and Aging

Examination of the implications of the aging process for social services; identification of specific age-related needs of the population and ways such needs may be addressed; critical assessment of existing and proposed programs in Canada and elsewhere. Topics covered include demographic projections and their implications, the family and old age, the "old-old" (over 85 years), aging women; policies, programs and issues concerning retirement, social and health services, housing, community support systems and institutional care; research findings and needed research.

** Courses on health and aging, and social policy and aging as well, perhaps, as some other courses could be developed in co-operation with professional schools at U.B.C. and at the University of Victoria. Working relationships

**Health and Aging

Information concerning those practices necessary for the elderly to maintain good health, mobility and activities of daily living. Emphasis will be on positive aspects of health in the elderly and include topics from medicine and related areas, psychology and sociology.

Community Resources for the Aged

Topics will include service related to housing, social, emergency mental health, outpatient medical care, financial, transportation, legal aide, employment, home care and extended and long-term facility care and related admission criteria and costs.

Activities and Materials for the Aged

This course focusses on design, organization, communication and evaluation of activities for the elderly. These include arts and crafts, social, recreational, educational, avocational and related activities.

with U.B.C. in gerontology programming are already established, as evidenced by the participation of U.B.C. faculty in the S.F.U. programs, "Health Concerns of an Aging Population" and "Meeting the Challenge of the Mentally Impaired Elderly", by S.F.U. faculty participation in the U.B.C. workshop "An Aging Population in Aging Urban Settlements" as well as through sharing of colloquia speakers and visiting authorities. Recent examples of the latter include: Dr. G. Baker, brought in by U.B.C. for its series "Topics in Geriatric Medicine" who presented a symposium on "Biology of Aging" at S.F.U.; Dr. D. Robertson, brought in by S.F.U. for "Meeting the Challenge of the Mentally Impaired Elderly" who participated in a Continuing Medical Education program at U.B.C. It should be noted that some exploratory correspondence has been conducted with the University of Victoria regarding co-operating with course offerings. (See attached letters.)

THE ECONOMICS OF AGING

1. Demography and Aging

- ✓ A. Robert L. Clark & Joseph J. Spengler, The Economics of Individuals and Population Aging, (Cambridge Univ. Press 1980), Chpts. 2 & 3.
- B. Schulz, The Economics of Aging, Chpt. 1.

2. The Graying of America

- ✓ A. R.J. Samuelson, "The Withering Freedom to Govern -- Soaring Costs for Elderly Curbs President's Choices," Washington Post (March 5, 1978).
- ✓ B. President's Commission on Pension Policy, Demographic Shifts and Projections, the Implications for Pension Systems, pages 1-31.
- ✓ C. Harold Sheppard and Sara Rix, The Graying of Working America, Chpt. 2, "Who Pays for How Many?"

3. National Output and Its Distribution

- ✓ A. Robert Heilbroner, Understanding Macroeconomics, (2nd ed.), Chpt. 3, "Output and Income."
- ✓ B. Arthur M. Okun, "Should GNP Measure Social Welfare?" The Brookings Bulletin, Vol. 8, No. 3.
- ✓ C. Robert J. Lampman, "Transfer Approaches to Distribution Policy," The American Economic Review, Vol. 60, No. 2 (May 1970).

4. The Economic Status of the Aged -- Overview

- A. Schulz, The Economics of Aging, Chpt. 2.
- ✓ B. Mickey D. Levy, The Tax Treatment of Social Security, Chpt. 2, "Profile of Social Security Recipients."

5. Poverty and the Aged

- ✓ A. Marilyn Moon, "The Incidence of Poverty Among the Aged," The Journal of Human Resources, Vol. 14 (Spring 1979).
- ✓ B. Thomas Borzilleri, "In-Kind Benefits and Money Income, 1978."
- ✓ C. Blanch Williams, Characteristics of the Black Elderly - 1980 (AoA, 1980), pp. 1-19.

6. Inflation's Impact

- ✓ A. Robert Solow, "The Intelligent Citizen's Guide to Inflation," The Public Interest (Winter 1975).
- ✓ B. Thomas Borzilleri, "Social Security Indexing and the Consumer Price Index" (scheduled for publication, Generations).
- ✓ C. "Inflation Is Wrecking the Private Pension System," Business Week (May 12, 1980).

7. Providing Retirement Income

- ✓ A. Kenneth Boulding, Principles of Economic Policy, Chpt. 10.
- B. Schulz, The Economics of Aging, Chpts. 4 & 5.

8. Social Security Analysis

- ✓ A. Peter A. Diamond, "A Framework for Social Security Analysis," Journal of Public Economics, Vol. 8 (1977).
- ✓ B. Jane L. Ross, Maintenance of Preretirement Standards of Living After Retirement, HEW Office of Income Security, Technical Analysis Paper, pages 1-26.
- ✓ C. J. Schulz, "Pension Adequacy and Pension Costs," Aging, Nos. 279-280 (Jan-Feb 1978).
- ✓ D. Alan Fox, "Earnings Replacement Rates of Retired Couples," Social Security Bulletin, Vol. 42 (January 1979).

9. Private Pension Analysis

- A. Schulz, The Economics of Aging, Chpt. 7.
- ✓ B. Dennis E. Logue, Legislative Influence on Corporate Pension Plans, Chpt. 3, "A Theory of Pensions."

10. Research on the Economics of Aging

- ✓ A. Joseph M. Anderson, Modeling Analysis for Retirement Income Policy: Background and Overview. Employee Benefit Research Institute.

11. Aging and Work

- A. Schulz, Chpt. 3
- ✓ B. Clark and Spengler, The Economics of Individual and Population Aging Chpts. 6 & 7.
- ✓ C. Burkhauser, R.V., Testimony to Subcommittee on Disadvantaged People with Disabilities, Sept 10, 1980

12. The Economics of Aging -- An International Perspective

- ✓ A. President's Commission on Pension Policy, An International Comparison of Pension Systems, pp. 1-52.

Intersession

Readings on the U.S. Social Security system

- 1. Schulz, Chpt. 6
- 2. Robert Ball, Social Security Today and Tomorrow

Prepare paper on "Welfare Programs and the Aged" or "Social Security and Women." (See handout). Due November 28.

13. Financing Retirement

- A. Schulz, Chpt. 8
- ✓ B. Michael L. Wachter, excerpt from General Electric Foundation Grant.

14. Prospects for and Issues of the Future

A. Schulz, Chpt. 9

✓B. Schulz, "Pension Policy at a Crossroads: What Should Be the Pension Mix?"

15. & 16. Discussion of paper topics.

Paper Assignment

While class is not in session, you are asked to prepare a paper that takes a policy position or proposes research in one of two areas:

"Welfare Programs and the Aged"

or

"Social Security and the Economic Status of Women"

The bulk of this paper is NOT to be taken up with literature review, the state of knowledge, summarizing the positions and statements of others, etc. Rather, it is to be a relatively short "reactive" paper to the issues and existing research. Based on your reading and thinking, you are expected to make a personal statement either discussing the future directions of (a) policy in the area or (b) needed research. Of course, in your statement you will want to draw on and reference the writings of others. A core set of readings is provided to get you started.

You are encouraged to exchange knowledge and ideas with others in the class. Papers, however, may not be joint products, but should represent individual efforts.

References

Welfare Programs and the Aged

1. Paul L. Grimaldi, Supplemental Security Income, (Washington, D.C.: American Enterprise Institute, 1980).
2. Jennifer Warlick, et al., "The Double Decker Alternative for Eliminating Dependency Under Social Security."
3. Marilyn Moon, "Supplemental Security Income, Asset Tests, and Equity." Policy Analysis Vol. 6 (Winter 1980): 1-20.

Social Security and the Economic Status of Women

1. Marilyn Flowers. Women and Social Security: An Institutional Dilemma (Washington, D.C.: American Enterprise Institute, 1977).
2. University of Wisconsin Conference on "Social Security and the Changing Roles of Women."
3. Karen Holden, "Social Security Reforms: The Underlying Assumptions," Generations (scheduled for publication).

Dr. B. Hayship
Centre for Studies in Aging
N. Texas State University
Denton, Texas
76203

PSYC/CSAG 589

Spring, 1980
M 2-5

Dr. Bert Hayship, Jr.
Terrill 239
Oak Street Hall 138

Text: Storandt, Siegler and Elias (Eds.) The Clinical Psychology of Aging
Plenum Press, 1978

DATE	TOPIC	ASSIGNMENT
January 14	Introduction/Overview of Aging	
January 21	Life Span Development and Aging	
January 28	Issues in Clinical/Counseling Psychology of Aging	
February 4	Issues in Clinical/Counseling Psychology of Aging Continued	
February 11	Personality and Aging	8
February 18	Stress and Adaptation	
February 25	Stress and Adaptation	
March 3	EXAM I	
March 10	Older Person and the Family	
March 17	Spring Break--NO CLASS	
March 24	Organic Disorders	1,2,3
March 31	Functional Disorders	1,2
April 7	Personality Assessment	5-7
April 14	Psychotherapy	8,10,11
April 21	Psychotherapy	8,10,11
April 28	Special Topics	4,9
May 5	EXAM II	

COURSE GOALS

This course is intended to familiarize you with issues relevant to clinical work (in the broadest sense) with the elderly. Thus, topics relevant to e.g. professional roles, training, personality theory, assessment/diagnosis, and treatment should be of concern to you whether or not you are specializing in gerontological counseling.

EXAMS

Two exams, equally weighted, will be primarily essay in nature. They will cover material in your text, class lectures, and outside reading. Penalty for cheating and/or plagiarism will be failure of the exam or paper.

PAPER

You are required to write a term paper, of no less than 20 pages in length (typed), on a topic of your choice relating to the course. It is to be written APA style and is due April 28. Turn in the original and retain a copy for yourself.

GRADES

Your grade will be thusly determined:

EXAM I	40%
EXAM II	40%
Paper	20%

OUTSIDE READING--PSYC/CASG 589

R=required reading

O=optional, but recommended reading

<u>Date</u>	<u>Topic</u>	<u>Articles</u>
January 14	Introduction/Overview	1,7,16,18,21,22, 25,31,37,45,50
January 21	Life-Span Development	15,48,51,52,27,62, 63,64,65
January 28	Issues in Clinical/Counseling	4,5,6,9,17,20, 23,24,29
February 4	Psychology of Aging	34,35,44,55
February 11	Personality	41
February 18	Stress and Adaptation	56,57
February 25	Stress and Adaptation	
March 3	EXAM I	
March 10	Older Person and Family	38,39,47,53,54
March 17	Spring Break--NO CLASS	
March 24	Organic Disorders	8,13,60
March 31	Functional Disorders	10,11,13,14,28,40,49 60,61
April 7	Personality Assessment	2,42,43
April 14	Psychotherapy	11,15,28,32,33, 38,40,46,59
April 21	Psychotherapy	
April 28	Special Topics	3
May 5	EXAM II	

PSYC/USAG READING LIST

1. R Lawton, M. P. Geropsychological knowledge as a background for psychotherapy with older people. Journal of Geriatric Psychiatry, 1976, 9, 221-233.
2. R Breytspiraak, L.M., and George, L.K. Measurement of self-concept and self esteem in older people: state of the art. Experimental Aging Research, 1979, 5, 137-155.
3. R Feigenberg, L., & Shneidman, Z.S. Clinical thanatology and psychotherapy: Some reflections on caring for the dying person. Omega, 1979, 10, 1-3.
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7. R Fozard, J.C. & Popkin, S.J. Optimizing adult development: Ends and means of an applied psychology of aging. American Psychologist, 1978, 33, 975-989.
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16. R McGee, J., & Lakin, M. Social perspectives on psychotherapy with the aged. Psychotherapy: Theory, Research and Practice, 1977, 14, 333-342.
17. R Blum, J.E., & Tallmer, M. The therapist vis-a-vis the older patient. Psychotherapy: Theory, Research and Practice, 1977, 14, 361-367.
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24. R Lawton, M.P. & Gottesman, L.E. Psychological services to the elderly. American Psychologist, 1974, 29, 689-693.
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APPENDIX 2

Correspondence resulting from consultations



April 21, 1981

Dr. Gloria Gutman
Program Director of Gerontology
Simon Fraser University
Faculty of Continuing Studies
Room 6046
Burnaby, B.C.
V5A 1S6

Dear Gloria:

I was pleased to have an opportunity to meet with you and Jack Blaney and take part in the discussion on your proposed Diploma/Masters level program in gerontology.

The increasing demands on the health care system to provide a wide range of services for the frail elderly make the introduction of this new program very opportune. At the Masters level, administration should have priority at this time. The long term care administrators who work throughout the province for the Ministry of Health are required to have a Masters degree and certainly a combination of gerontology and business administration would be valuable here as it would for the administrators of long term care facilities.

The Diploma program would certainly be valuable for the long term care assessors, many of whom are nurses or social workers, as well as for other program staff.

Yours sincerely,

ISABEL A. KELLY (Mrs.)
Assistant Deputy Minister
CARE SERVICES

IAK:if

c.c. Dr. Jack Blaney
Dr. S. Bland
Mrs. E. Bristowe
Mr. C. Buckley



2 April, 1981.

Dr. Gloria Gutman, Coordinator,
Gerontology Programs,
Continuing Studies,
Simon Fraser University,
BURNABY, B.C. V5A 1S6.

Dear Dr. Gutman:

Further to our recent discussion, I was most interested in your proposal for a degree programme in Gerontology at Simon Fraser. I am aware of a number of people, including myself, who seek the opportunity to obtain formal recognition, but who are unable, for family or employment reasons, to leave the Province to study. As I mentioned to you, if the degree can be offered in a variety of ways (e.g. part-time, off-campus classes) many presently employed colleagues will take advantage of these.

An issue which concerns me is the training of trainers in gerontology. At present, 14 B.C. Community Colleges offer courses in the Provincial Homemaker Training Program and in the Long Term Care Aide Course. Development and delivery of these has been a priority in the Ministries of Health & Education for the past 3 years. Ministry of Human Resources is also involved in homemaker training at colleges. Some 1,800+ aides and 450+ homemakers graduated in the last 18 months. Since January 1981, homemaker training has increased rapidly.

The graduates of the college courses are providing direct care to some 35,000 clients of the Home Care/Long Term Care Program, as well as to Ministry of Human Resources' clients. These clients range from the frail elderly to the severely physically or mentally impaired and include some mentally retarded adults and the multiply handicapped. Service is provided in the community as well as in residential facilities and extended care units. Course instructors need, therefore, to be aware of the widest range of resources and services for elders. The goal of the agencies with whom we contract service is the maximum independence of clients and the support of family and client efforts at self-care. A sound knowledge of the normal aging process and of the strengths and capacities of seniors is needed by homemakers and LTC aides.

Generally, the course instructors are from a specific discipline and are teaching from that single perspective. Since care for our clients is planned on a psycho-social rather than medical model, the availability of health and human service workers with a broad focus, such as gerontology offers, would clearly be advantageous.



Dr. Gloria Gutman

.. 2 ..

2 April, 1981.

A number of the 385 (F.T.E.) Home Care-Long Term Care Program staff based in 22 health districts around the province would, I know, welcome an opportunity to refine skills and to specialize in the field of aging. Our staff come from a range of backgrounds including R.N., Public Health Nursing, Occupational Therapy, Nutrition, Social Work and Psychology. These people, with one or more professional degrees now, would be good candidates for a well-developed degree program, as opposed to a less specific certificate course. (Although there will no doubt be a need in future for training in gerontology to less than degree level for others in the field).

Long Term Care Assessors are responsible for determining client eligibility for the Program and for developing with the client and family care/support plans utilizing family resources and community, volunteer and government services. On-going liaison is maintained with agencies and care facilities about the services contracted for on behalf of clients and care plans are revised as necessary. Home Care Nurses and Physiotherapists offer in-home professional treatment services to short and long term patients, including post-acute hospitalization.

Program recipients are served by:

- 126 Homemaker Agencies (28 in lower mainland)
- 425 Residential Care Facilities & Private Hospitals
(some 20,000 beds)
- 20 Adult Day-Care Centres (16 in lower mainland)
- 3 Short-stay Assessment & Treatment Units
(2 in Vancouver, 1 in Victoria)
- 236 Mental Health Boarding Homes
- 78 Extended Care Hospitals (some 5,000 beds)

There is a growing recognition among supervisory/management staff in Long Term Care Service Agencies and Facilities of the need for further education. The Canadian Hospital Association and other LTC correspondence courses are frequently used - because we lack a B.C.-based gerontology program. At the present time, a Ministry study is underway of standards/qualifications for LTC facility operators. Should specific standards be established, this would be an added incentive to complete formal studies.

Apart from Program Staff and Service Providers, I would suggest that a number of other groups in B.C. would be interested in a

... 3



Dr. Gloria Gutman

.. 3 ..

2 April, 1981.

degree program, or in enrolling in some of the courses offered-

- retired people working in paid or volunteer roles with other seniors (e.g. Volunteer Senior Citizen Counsellors)
- Ministry of Human Resources staff involved with GAIN for Seniors caseloads
- Family Services/Family Life Agency counsellors. (as we have discussed, The B.C. Council for the Family, to which these agencies belong, is increasing its focus on senior members in the family)
- counsellors in private practise, (e.g. social workers and psychologists) of whom there are increasing members in the lower mainland.
- personnel staff in government and industry. Personnel in organizations developing pre-retirement programs or with established programs, such as B.C. Hydro, MacMillan Bloedel Ltd. (I am aware that several large firms, conscious of demographic trends are looking at "industrial gerontologists" as consultants and/or additions to their personnel dept. resources)
- staff from Dept. of Veterans Affairs, where recognition of the "greying" of their client groups has led to the initial phase of the Aging Veteran Program as of April 1st, 1981.
- clergy who are focussing on pastoral counselling skills
- UBC Social Work graduates who have focussed on the Family or Health Needs options in their MSW training.

These groups, as well as staff in my own Program and Ministry and in Ministry of Education agencies form a pool of concerned workers interested in upgrading and refining knowledge and skills in gerontology. (Some of these agencies could also offer field placements/internships)

In addition, there will be new graduates in the health and health services sector, "mature" students with experience greater than their formal training, wishing to re-enter the work-force, and students in associated fields (e.g. PT/OT, pharmacy, nutrition) who may want to 'elect' courses in gerontology or enter the specific degree program.

...4



Province of
British Columbia

Ministry of
Health

Long Term Care Program
828 West 10th Avenue
Vancouver
British Columbia
V5Z 1L8
Phone: (604) 874-2331

Dr. Gloria

.. 4 ..

2 April, 1981

At this stage in the development of the B.C. Health and Human Services system, I have no doubt that a degree-level program in gerontology would be welcome, well-utilized and important to the enrichment of services to and with B.C.'s increasing population of over-60's.

Sincerely,

SHELAGH A. NEBOCAT, MSW. RSW.,
Education Coordinator.
Home Care/Long Term Care Program.

SN/lb

LONG-TERM CARE FACILITY ADMINISTRATION

The British Columbia Project for Competency Assessment

April 7, 1981

Dr. Gloria Gutman, Co-ordinator,
Gerontology Programs
Division of Continuing Studies
Simon Fraser University
Burnaby, B.C., V5A 1S6

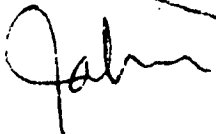
Dear Gloria,

Thanks for arranging our meeting yesterday. It was as important for us to know that you are planning a post-baccalaureate program as it was for you to know just what segment of the market Canadian College of Health Service Executives and the Long Term Care Competency population might form.

I've enclosed a number of items for your information. Most of them are self-explanatory. Even though many of the events are already in the past, I reasoned that it would be valuable for you to know about the recent educational efforts of the College, as well as some of its publication offerings. So many of the Canadian College of Health Service Executives sponsored experiences are one and two day events, and the need for longer length and academic credit-carrying coursework is so evident, that you'll see why your proposal interests us so much. We would be pleased to write a letter of support for the proposal, documenting our need for the program, if that would be appropriate. I'll arrange with Laura McMaster, our office secretary, to keep you on our mailing list for regular information mailings. When there are events you might want to attend, please phone her at 681-2374 to make arrangements.

Meanwhile, please keep us apprised of the proposal's progress, and we will let you know the results of our Survey, soon as the numbers are in.

Sincerely,



John B. Collins,
Project Director

JBC:lb

APPENDIX 3

Universities and colleges in the U.S.A.
offering programs in gerontology

PARTIAL LISTING OF U.S. UNIVERSITIES
HAVING A GERONTOLOGY PROGRAM, CENTRE
OR INSTITUTE ON THEIR CAMPUS

In September, 1977 a questionnaire was sent to sixty-five universities and colleges in the United States listed in the Directory of the American Association for Gerontology in Higher Education as having a gerontology program, centre or institute on their campus.

Forty-two educational institutions responded to the questionnaire.

These were:

Adelphi University
Brigham Young University
Case Western Reserve University
Central Washington State College
Federal City College
Florida State University
Kansas State University
Kent State University
Mercyhurst College
Miami University
Middle Tennessee State University
Molloy College
North Texas State University
Pennsylvania State University
Portland State University
Saint Louis University
San Francisco State University
San Diego State University
State University of New York at Albany
Syracuse University
Tarleton State University
Temple University
University of Bridgeport
University of California at San Francisco
University of Chicago
University of Connecticut at Storrs
University of Florida
University of Georgia
University of Hawaii
University of Kentucky-Lexington
University of Michigan - Wayne State University
University of Nebraska-Omaha
University of North Dakota at Grand Forks
University of Oregon at Eugene

University of Rhode Island
University of Southern California
University of Southern Florida
University of Washington
University of Wisconsin-Madison
Virginia Commonwealth University
Washington University
West Virginia University

The listing is only partial in that it does not include programs,
centres or institutes developed since September, 1977.

APPENDIX 4

Letters of enquiry re gerontology program

June 19, 1981

Ms. Gloria Gutman
Co-ordinator of Gerontology Program
Simon Fraser University
Burnaby, B. C.
V5A 1S6

Dear Gloria:

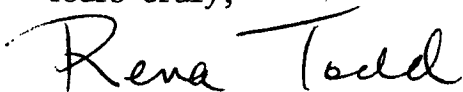
I am interested in the field of gerontology, being presently employed as Adult Daycare Co-ordinator at St. Michael's Centre in Burnaby.

I would like to be in touch with the diploma programs you are developing. Please add my name to your mailing list.

The course "Psychology of Adult Development" was mentioned as a possible credit course for the gerontology diploma. If it could be offered as an evening session or as a self-paced learning experience I would be able to register for it in September, 1981.

I am looking forward to receiving any information you can send me.

Yours truly,



Rena Todd
Co-ordinator, Adult Daycare Program
St. Michael's Centre

RT:le



cariboo college

P.O. BOX 3010
KAMLOOPS, B.C. V2C 5N3
PHONE (604) 374-0123

academic • career • community programs • university transfer • technical • vocational

June 9, 1981

Co-ordinator
Simon Fraser University
Gerontology Programs
Continuing Studies
Burnaby, B. C.
V5A 1S6

Dear Dr. Guttman:

Please send me a list of the books available
from the Gerontology Association of B.C.'s collection.

I am also interested in courses available in
Gerontology. Would these be appropriate to nursing?
Are any of them offered at a 500 level? Please send
me any information available.

Thank you for your assistance.

Yours truly,

Leslie Wright
Nursing Instructor

LW/cms

April 9, 1981

1706 Robb Avenue
Comox, B.C.

Dr. Gloria Gutman
Coordinator, Gerontology Programs
Simon Fraser University
Burnaby, B.C. V5A 1S6

Dear Dr. Gutman:

I am writing to ask for information about the Gerontology Program you are developing at Simon Fraser University.

I am a Community Physiotherapist who graduated from U.B.C. in 1970 with a Bachelor of Rehabilitation Medicine. In my present job I work closely with the Long Term Care Program. I am a member of the G.A.B.C. and last fall I attended the C.A.G. conference in Saskatoon. I talked to you briefly on the plane returning to Vancouver about your planned program.

I am very interested in the field of Gerontology and am considering studying in that field, perhaps as early as this Fall. Therefore, I would appreciate some more information.

Thank you.

Sincerely yours,

Marilyn Klizs
Marilyn Klizs

P. O. Box 1218
Gibsons, B. C.
VON IVO

Dr. Gloria Guttman
Coordinator of Gerontology Programs
Simon Fraser University
Burnaby, B. C.
V5A 1S6

Dear Dr. Guttman:

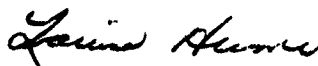
I am most pleased to learn that you are working towards a Gerontology Course at Simon Fraser.

As a Director of an Adult Day Care Centre, who fell into the job, I would like to work towards some type of degree; my problem has been I'm not sure which discipline I should be taking. In my work I need administration skills, bookkeeping, nursing, or at least an understanding of the aging processes, drugs and diseases, social work and psychology for counselling older persons and dealing with families, recreation to help plan programs, and physio for exercises and re-motivation skills.

I have taken several short courses through U. B. C. Continuing Education and the course you gave here on the Psychology of Aging and I also have my Grade 12 with University Entrance.

Should the summer of 1982 go all right I will be going to Melbourne, Australia for 1 - 2 years and I would like to be able to work towards a degree while I'm away. Any help you might give me in planning for a course of studies would be greatly appreciated.

Yours sincerely,



(Mrs.) Louise Hume

1576 Penticton Ave.,
Penticton, B.C.
March 24, 1981

Ms. Ellen Bonsall,
Assistant to the Dean of Graduate
Studies,
Simon Fraser University,
Burnaby Mountain,
Burnaby, B.C.

COPY

Dear Ms. Bonsall:

Re: Special Studies, Master's Programme

Thank you for the information forwarded to me in November 1980.

As mentioned to you in my letter of October 1980, my basic academic requirements for university entrance are lacking, however I would like to have my work experience considered in place of.

At the present time I am enrolled in evening courses, first year, at Okanagan College, as a preparatory step to further studies.

Specifically, I request the following:

- (1) assistance in determining base studies or courses that would be helpful should I be able to enter a graduate programme at a later date.
- (2) that my name/application be considered should a Master's programme be developed in 1982 for administrators of long term care. It is my understanding Dr. Gutman is presently attempting to develop such a programme.

From April to October 1980, I was a member of a Review Team appointed by the Minister of Health to look at the quality of care provided in residential care settings, and to make recommendations. Most noteworthy in that survey was the need for education/upgrading for those in charge of care facilities. At the present time, the Ministry of Health, Long Term Care, through the Canadian College of Health Service Executives and a Task Force, is reviewing existing qualifications of administrators, and attempting to identify skills and competencies required. Once identified, centres will need to be defined as to appropriate studies. While many will look to certificate-type courses,

Ms. Ellen Bonsall

March 24, 1981

there is obviously a great need for a higher level of education, namely a Master's programme.

I look forward to your response and assistance.

Yours sincerely,

Miss A. Rasmussen

AR:jb

c.c. Dr. G. Gutman ✓



SCHOOL OF NURSING

Queen's University
Kingston, Canada
K7L 3N6

March 31st 1981.

Mrs. Gloria Gukman,
Coordinator,
Gerontology Program,
Simon Fraser University.

Dear Mrs. Gukman,

I have been teaching nursing and gerontology to first year nursing science students for some years. During that time I have become increasingly interested in, and concerned about, the environment in which many of the elderly find themselves.

Other concerns become apparent for as one has continued contact with seniors, which I do in several capacities.



SCHOOL OF NURSING

Queen's University
Kingston, Canada
K7L 3N6

On the year 1982-83 I am due for a
sabbatical leave, and would be interested in knowing
more about your gerontology program. Would you
be kind enough to tell me what level of courses
are offered, and the content, and if any kind of
certificate etc. is offered etc. I would appreciate
receiving such information.

Yours sincerely,

(Mrs) Josephine H. Reddick B.A., M.S.,
Professor.

Team leader, Year I.

#303, 4515 Sandy St. NW,
Calgary, Alberta T3A0Z8
March 9, 1981

Gerontology Programs,
Continuing Studies
Simon Fraser University,
Burnaby, B.C. V5A 1S6.

Dear Sir or Madam,

I wish to enquire if you offer any
courses in gerontology for professionals.
If so, do these courses give credit towards
a diploma or certificate in Gerontology?

I would appreciate any information
you have regarding such courses.

I am a registered nurse with my
Bachelor of Science in Nursing from the
University of Alberta. At present I am
working as a Community Health Nurse,
specifically with Senior Citizens, and am
interested in furthering my knowledge in
the area of gerontology.

Yours sincerely
Miss Barbara Paine.

Miss K. Collins
P.O. Box 635
Manotick, Ontario
K0A 2N0

Mrs. Guttman
Psychology Dept.
Simon Fraser University

Dear Mrs. Guttman:

I am writing to you to inquire about the gerontology program you are arranging. I am very interested in taking a masters program specializing in gerontology.

I have recently graduated from Carleton University with a Honours B.A. in psychology. My thesis was titled 'Family Stress Pertaining to the Decision of a Parent to Enter a Home for the Aged'. Professor

Warren Thorngate was my adviser. He gave me your name.

I would appreciate if you would explain your program to me. I am in the process of applying to Simon Fraser for their clinical psychology program. I'm hoping to get into the gerontology program.

I will be waiting to hear from you, and thank you very much for taking the time to write.

Yours Sincerely,

Kathleen Collins

Feb 20, 1981
124 Pine Ave.
Toronto, Ontario
Canada M4E 1A2
416-691-0761

Dear Ms. Gutman.

Recently I have learned through Dr. Russell, of U.B.C. of
your interests in the fields of environmental psychology and
aging.

I am in the midst of completing a Masters in Environmental
Studies at York Univ., Toronto, and I am interested in
exploring the prospects of continued studies at the Ph.D. level.

During the past three years, I have studied health and the
environment, with an intense focus upon the effects on human
health resulting from the inhabitation of micro environments
(see plan of study)

Now that I am completing a thorough investigation into the five major sub-environments of interiors (luminous, sonic, microclimate, spatial and interface) and into their relationship to human health (physical, psychological and social), I am interested in narrowing down and in intensifying my studies. Particularly, I am interested in micro environments and the aged. Within this field I would like to investigate perceptual changes associated with ageing and their implications in terms of micro environmental design. The primary focus would be in the area of visual perception. The extent, however, to which this concern is tied in with other aspects of ageing (i.e. physical, psychological and social), would form an important context for this study.

I am interested in finding out if such a proposal for study and research could be accommodated within your university's psychology program. I look forward to your reply.

Sincerely, Kevin Hamilton

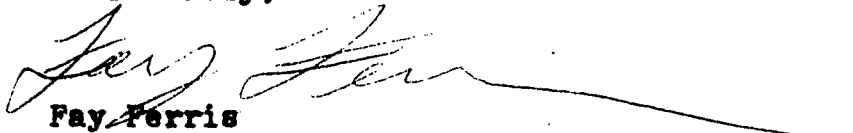
Ms. Fay Ellen Ferris
34 Rosery Drive N.W.
Calgary, Alberta
T2K 1L7
1 December 1980

Dr. G. M. Gutman
Dept. of Psychology
University of British Columbia
2075 Westbrook Mall
Vancouver, B. C.
V6T 1Z3

Dear Dr. Gutman:

I am currently finishing my fourth and final year of an Honors B.A. program in psychology at the University of Calgary. Next year I wish to continue my studies at the graduate level in environmental psychology. My particular interests lie in energy conservation behavior (the topic of my honors thesis under the supervision of Dr. R. E. Dewar), how adequately design incorporates the user needs of specific populations such as the elderly, the handicapped, children and finally traffic safety. We have a common interest in housing the elderly. I am presently doing a course project on safety factors in senior citizen homes. If you are in a position to take a student next year I would be delighted to hear from you. If not do you know of individuals in your department whose interests lie in these general areas. Thank you and awaiting your reply.

Yours truly,


Fay Ferris

APPENDIX 5

Results of survey conducted among members

of Gerontology Association of B.C.

re proposed diploma program

On June 5, 1981, the attached letter, program description and questionnaire were mailed to all "individual" members of the Gerontology Association of B.C. excepting those living outside the province (n=417).¹ Ten envelopes were returned unopened due to incorrect addressing leaving a sample of 407. By June 30, 1981, when the postal strike began, a total of 153 or 37.59% of the sample had responded to the questionnaire.

A. Interest in the Program

In an effort to ascertain interest in the program, respondents were asked: "If the proposed diploma program were to be offered by SFU might you personally enroll in it?" Responses to this question were as follows:

90	Yes
4	Yes, but with a qualifier added (eg. "possibly"; "maybe")
<u>59</u>	No
153	Total

B. Reasons for Enrolling/Not Enrolling in the Program

In addition to simply checking "Yes" or "No" in response to the enrollment question, respondents were asked to explain their answer.

Virtually all of those stating that they would enroll in the program gave as their reason for doing so "a desire to enhance effectiveness in working with an elderly clientele."

Table 1 shows reasons for not enrolling in the program. Most

¹ The Gerontology Association of B.C. has two classes of membership: individual and institutional. Since personal rather than group responses were desired, the sample was restricted to individual members.

frequent among these were that the respondent lived outside commuting range of SFU, felt himself/herself to be too old to return to school, or that he/she lacked a university degree.

In regard to those living outside of commuting range of SFU, it should be noted that over half indicated that they would be interested in enrolling in the program if it were available by correspondence, if at least some courses were available through their local community college or if courses were offered at SFU in short, intensive blocks of 2-3 weeks.

Among those who felt they were too old to enroll in the program all were either about to retire or already retired.

Insert Table 1

C. Preferred Mode of Study, Time and Location of Course Offerings

As an aid to planning, respondents were asked whether they were likely to complete the program on a full or part-time basis, whether they preferred to take most of their courses during the day or in the evening and whether they preferred that most of their courses be offered at the Burnaby Campus or in Downtown Vancouver.

As shown in Table 2 of those stating that they might enroll in the program 84.04% indicated that they would likely complete it on a part-time basis, 65.96% expressed a preference for evening classes and 59.57% for a downtown location for course offerings.

Insert Table 2

D. Educational Background of Respondents

Table 3 shows the highest level of educational achievement of respondents - both those who said they would enroll in the program and those who said they would not.

Insert Table 3

In the description of the proposed program it was stated that the Diploma in Gerontology was designed "to provide those who already have a bachelor's degree (or equivalent) with a broadly-based, multi-disciplinary perspective on aging as well as the requisite skills and knowledge for meaningful intervention." The words "or equivalent", obviously caused some confusion as some individuals lacking a bachelor's degree saw themselves as eligible for admission to the program while others did not.

E. Fields of Study Represented

Since membership in the Gerontology Association of B.C. requires only that a person have an interest in gerontology, it was expected that respondents would vary considerably in terms of amount of formal education. To be sure they did. Both among those who would enroll in the program and those who would not, respondents educational background ranged from a few years of high school to multiple post-graduate degrees.

Considering the multi-disciplinary nature of gerontology it was also expected that among those with degrees, there would be a wide

range of specialized training represented. This too proved to be the case. Examination of only the highest degree obtained revealed a range literally from Anthropology (one of the Ph.D.'s) to Zoology (one of the B.A.'s).

F. Occupation and Work Setting of Respondents

Tables 4 and 5 show the type of work respondents were engaged in and the setting in which it was conducted. Of those currently employed the largest groups were those engaged in administration and provision of direct service; approximately half work in residential facilities for the aged.

Insert Tables 4 & 5

G. Reactions to the Proposed Curriculum

In addition to determining interest in the proposed program, securing a profile of potential students and obtaining some planning data, the questionnaire sent to G.A.B.C. members was designed to elicit reactions to the curriculum. This was done by listing all of the courses proposed as "core" curriculum and some of those which the Advisory Committee considered likely to be developed as electives given the expertise/interest of existing faculty. Included in this latter list were:

- Psychopathology in the Later Years
- Clinical Psychology of Aging
- Economics of Aging
- Community Resources and Aging
- Leisure and Recreation in the Later Years
- Health and Aging
- Environment and Aging
- Seminar on Death and Dying
- Any approved courses in research methodology or program evaluation.

G.A.B.C. members were invited to suggest "core" or elective courses that they thought should be added to or deleted from the proposed curriculum.

About half of the respondents had some suggestions as to additional topics that should be covered. Those mentioned by more than five people related to:

1. Intervention skills - eg. counselling, assessment, communication, interviewing, therapy
2. Philosophical Issues-eg. rights, risks, ethics
3. Aging and the Family
4. Social Policy and/or Politics of Aging
5. Nutrition
6. Drug use; effects of medication
7. Administration/Management skills eg. basic budgeting; public relations; planning and service organizations
8. Practicum for students with no first hand experience in working with the aged.

Topics 1-3 will be recognized as covered at least to some extent in existing courses proposed as electives for the program (see page 7).²

Topic 4 is one of the courses described in Appendix 1-C as having potential for development in conjunction with UBC of U.Vic.

Topics 5 and 6 would be covered in a second course with potential for joint development - i.e. Health and Aging.

² These courses were not listed in the material sent to G.A.B.C. members since at the time the questionnaire was printed, the departments offering them had not been contacted for permission to include them in the Diploma curriculum. (Note: permission has now been received).

Topic 8 was the subject of considerable discussion by the Advisory Committee. While it was recognized that a practicum was a desirable addition to the program it was felt that, at least in the initial years, there would be too few students lacking experience in working with the aged to justify the time and costs involved in setting up and supervising field placements. In any case, some direct contact with the client population could take place in the course of completing the required evaluation project/research paper for the "core" Advanced Seminar in Gerontology.

Topic 7 was the only one to which perhaps insufficient consideration has been given. While it was discussed in the context of a Master's program it was not considered for inclusion in the Diploma program curriculum.

Only nine people felt that anything should be deleted from the proposed curriculum. The only topic mentioned with any degree of frequency was "Women and Aging." The concern was that in singling women out for study the problems of men would be neglected. Considering that the bulk of research on such topics as work, leisure and retirement has been conducted among men and that most of the major longitudinal studies have included only men in their samples, this seems highly unlikely!

Table 1

Reasons for Not Enrolling in Proposed Diploma Program

Reasons:

	<u>N</u>
Lives outside commuting range of SFU	21
About to retire/too old	11
Doesn't have a university degree	8
Feels has enough education in gerontology/geriatrics	7
Wishes higher level credential (i.e. Master's; Doctorate)*	5
Lack of time	3
Interest in gerontology still peripheral	2
Program not specific enough to respondent's educational need	2
"Not interested"	2
No answer	<u>1</u>
Total**	63

* It should be noted that in the "Comments" portion of the questionnaire a number of respondents in both the "would" and "would not enroll" groups perceived a need for a Master's or Doctoral program in addition to the proposed Diploma program.

** Column adds to more than 59 as some respondents gave more than one reason.

Table 2

Preferred Mode of Study, Time and
Location of Course Offerings

	<u>N</u>	<u>%</u>
<u>Preferred Mode of Study</u>		
Full-time	7	7.45
Part-time	79	84.04
Either	2	2.13
No answer	<u>6</u>	<u>6.38</u>
Total	94	100.00%
<u>Preferred Time for Courses</u>		
During the day	21	22.34
Evening	62	65.96
Either	6	6.38
No answer	<u>5</u>	<u>5.32</u>
Total	94	100.00%
<u>Preferred Location for Course Offerings</u>		
Burnaby Campus	33	35.11
Downtown Vancouver	56	59.57
Either	1	1.06
*Neither	1	1.06
No answer	<u>3</u>	<u>3.19</u>
Total	94	100.00%

**One respondent stated that while he/she would come to the Lower Mainland if no other option were available, a correspondence course would be preferred. The theme of distance education appeared in several portions of the questionnaire.*

Table 3

Highest Level of Academic Achievement
by Response to Question 1:
"If the proposed Program were to be offered
by SFU might you personally enroll in it?"

Highest Level of
Academic Achievement:

	<u>Response to Question 1</u>			
	<u>YES</u>		<u>NO</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Some high school	2	2.12	1	1.69
High school graduation	1	1.06	0	0
High school graduation plus certificate or diploma (eg. R.N.; R.P.N; R.S.W.; Dip. Adult Ed.)	20	21.28	13	22.03
Some University	8	8.51	0	0
Some university plus certificate or diploma	18	19.15	5	8.47
Bachelor's degree	28	29.79	17	28.81
Master's degree	15	15.96	10	16.95
Doctoral degree (Ph.D.; M.D.; Ed.D.; D.Th.)	2	2.12	10	16.95
No answer	0	0	3	5.08
Total	94	100.00%	59	100.00%

Table 4

Type of Work Engaged in
by Response to Question 1:
"If the proposed Program were to be offered
by SFU might you personally enroll in it?"

Type of Work Engaged in:

	<u>Response to Question 1</u>			
	YES		NO	
	N	%	N	%
Administration (eg. Head Nurse, Administrator of Personal Care Facility)	25	26.60	15	25.42
Provision of Direct Service (eg. nurse; doctor; social worker; occupational therapist; nutritionist)	33	35.11	22	37.29
Education (eg. Instructor in a Community college; In-service Education Instructor)	14	14.89	4	6.78
Counselling (eg. pastoral, family, pre-retirement)	2	2.13	2	3.39
Program Design and Implementation	3	3.19	0	0
Research	0	0	1	1.69
Consulting	3	3.19	2	3.39
Other	2	2.13	2	3.39
Retired	2	2.13	7	11.86
Unemployed	4	4.26	2	3.39
Unintelligible answer	1	1.06	0	0
No Answer	5	5.32	2	3.39
Total	94	100.00%	59	100.00%

Table 5.

Work Setting
by Response to Question 1:
"If the proposed Program were to be offered
by SFU might you personally enroll in it?"

Setting:

Response to Question 1

	YES		NO	
	N	%	N	%
Service Coordination and Planning Agency (eg. Long Term Care Program)	9	9.57	5	8.47
Residential Facility for the Elderly (eg. Personal or Intermediate Care Facility; Extended Care Unit)	48	51.06	22	37.29
Educational Institution	6	6.38	4	6.78
Community Centre; Senior Centre; Adult Care Centre	7	7.45	3	5.08
Social, Health or Mental Health Service	1	1.06	2	3.39
Government (eg. Ministry of Human Resources; City Planning Dept.)	3	3.19	2	3.39
Business or Industry	3	3.19	0	0
Private Practice	2	2.13	4	6.78
Other (eg. acute care hospital; Western Institute for the Deaf)	4	4.26	6	10.17
Not applicable (because respondent is unemployed or retired)	6	6.38	9	15.25
No answer	5	5.32	2	3.39
Total	94	100.00%	59	100.00%



SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V5A 1S6
CONTINUING STUDIES: Telephones: (604) 291-4565 / 66

June 5th, 1981

Dear GABC Member,

Re: Proposed Post-Graduate Diploma Program in Gerontology
at S.F.U.

Various educational institutions in B.C. now offer some courses relating to aging and the aged. None, however, offers an organized sequence of courses leading to a credential in Gerontology.

The Advisory Committee on Gerontology at S.F.U. is currently developing a proposal for a postgraduate Diploma in Gerontology. The Diploma would give formal recognition of specialized training in Gerontology.

Before the Committee proceeds any further it needs additional input from professionals in the field.

On the next page is a brief description of the proposed program. This is followed by six short questions designed to collect information about your educational background and needs and your general assessment of the proposed program.

We would be grateful if you would take ten minutes now and answer these questions. Please return the questionnaire in the enclosed stamped, self-addressed envelope before June 20.

You do not need to sign your name to the questionnaire. Responding to it does not in any way commit you to enrolling in the program. It does, however, give you an opportunity to have input into the development of education in gerontology in B.C., and it will provide us with important planning information.

Sincerely,

Gloria M. Gutman, Ph.D.,
Coordinator, Gerontology Program.

NOTE: IN ORDER FOR THIS SURVEY TO BE MEANINGFUL, IT IS IMPORTANT THAT WE HEAR FROM AS MANY GABC MEMBERS AS POSSIBLE. DO TAKE TEN MINUTES TO FILL IT OUT.

GMG/ma



Encl:

PROPOSED SFU DIPLOMA IN GERONTOLOGY

The proposed Diploma in Gerontology is designed to provide those who already have a bachelor's degree (or equivalent) with a broadly-based multi-disciplinary perspective on aging as well as the requisite skills and knowledge for meaningful intervention.

General program requirements include 30 credit hours of approved third and fourth year courses, or graduate courses if appropriate. At S.F.U. courses usually run for 13 weeks a semester and are assigned three or four credits. Thirty credit hours represents eight to ten semester courses, equivalent to eight months of full time study.

Of the 30 credit hours, it is proposed that 15 be earned by completing "core courses" and 15 be selected optional courses. Listed below are examples of topics currently under consideration for development as "core" courses and electives.

Core Courses

Introduction to Gerontology
Psychology of Adulthood and Aging
Sociology of Aging
Biology of Aging
Advanced Seminar in Gerontology (including a program evaluation project or a research paper)

Electives

Psychopathology in the Later Years
Clinical Psychology of Aging
Economics of Aging
Community Resources and Aging
Teaching the Older Adult
Leisure and Recreation in the Later Years
Health and Aging
Women and Aging
Environment and Aging
Seminar on Death and Dying
Any approved course in research methodology or program evaluation

In order to make it possible for persons currently employed to enroll in the Diploma program, the intention is to make courses available day and evening, and at the Burnaby Mountain Campus and at SFU/Downtown. It should also be noted that it will be possible to undertake the program on either a full or part-time basis.

QUESTIONNAIRE RE PROPOSED SFU DIPLOMA
PROGRAM IN GERONTOLOGY

Please complete and return in enclosed stamped self-addressed envelope by June 20th, 1981.

1. a) If the proposed diploma program were to be offered by SFU, might you personally enroll in it?

_____ yes

_____ no

- b) Why?

2. If you were to enroll in the diploma program, would you:

a) complete the program on a full-time basis _____

OR complete the program on a part-time basis? _____

b) prefer to take most of your courses during the day _____

OR prefer to take most of your courses during the evening? _____

c) prefer to take most of your courses at the
Burnaby Campus _____

OR prefer to take most of your courses in Downtown
Vancouver? _____

3. Are there some core or elective courses that you think should be added to or deleted from the proposed curriculum? If so, on what topics?

- a) Add course(s) on:

b) Delete course(s) on:

4. a) I am currently employed as an (e.g. nurse, recreation aide, director of nursing)

in an (e.g. extended care unit, personal care facility, adult day care centre)

b) My educational background includes:

_____	some high school
_____	high school graduation
_____	some university
_____	university graduation (specify degree(s) e.g. B.A., in Psychology, M.Sc., in Nursing, M.D.)
_____	certificate, diploma, license (specify e.g. LPN: R.N.)
_____	other (specify) _____

5. My professional education needs include:

6. Use this space to comment about the levels and types of educational programming in gerontology which you think should be available at universities in British Columbia.

Return to: Dr. Gloria M. Gutman,
Co-ordinator, Gerontology Programs,
Continuing Studies,
Simon Fraser University,
Burnaby, B.C. V5A 1S6.

APPENDIX 6

Administrative structures for gerontology education

ADMINISTRATIVE STRUCTURES FOR GERONTOLOGY EDUCATION

In 1976, the Association for Gerontology in Higher Education commissioned a survey of educational offerings in gerontology at U.S. colleges and universities. The survey identified 1,275 educational institutions involved in aging-related activities. Approximately 600 of the responding institutions offered at least one credit course in gerontology and over 400 had two or more courses. A total of 260 institutions had some kind of a program of study in gerontology. Considering the greater volume and more advanced state of gerontology education in the U.S.A. than in Canada, it is instructive to examine the administrative structure of these programs.

As Peterson (1978) and Peterson and Bolton (1980) point out, five basic administrative structures are discernible. These are:

- a) The intra-departmental structure
- b) The inter-departmental committee structure
- c) The department of gerontology
- d) The school of gerontology
- e) The centre or institute of gerontology

A brief description of each structure is given below. Advantages and disadvantages are highlighted.

The intra-departmental structure

In this model, all course offerings are concentrated within one of the established departments of the educational institution. Departments that typically have become hosts for gerontology programs are: psychology, sociology, social work, public administration, nursing and adult education. Which department becomes the host depends upon faculty interest and administrative receptivity. Often intra-departmental programs have developed from a specific faculty member's interest in gerontology as an adjunct to his/her principal discipline.

The curriculum in this model emphasizes those aspects of gerontology which relate most closely to the discipline of the host department. For example, a gerontology program within a department of psychology would be likely to include courses on age changes in sensation and perception, on cognitive development across the adult life span, on learning, memory and aging, and on personality, adjustment and psychopathology in later life. While these courses clearly apply to gerontology, the intra-departmental program does not provide the student with very broad exposure to the field.

Persons teaching gerontology courses in this model are usually regular departmental faculty. While some may have had training or research experience in gerontology, their appointment is based primarily on education and accomplishments in the host discipline. Their status and rewards are gained by engaging in discipline-related activities; thus, if the psychology department emphasizes publications, the faculty member will probably have to publish in psychology journals rather than in gerontology journals if he is to gain tenure and promotion.

In this model, administration of the gerontology program is via established department channels with the department chair and departmental faculty committees having final responsibility for curriculum, student selection and faculty assignments. Students enrolled in the program are first, students of the department, and only secondarily involved in the study of gerontology. Their admission, counselling and graduation are guided and administered by the department. The study of gerontology, in other words, is part of and completely subject to the authority and regulations of the host department. The faculty of the gerontology program have little or no autonomy.

The intra-departmental model has one significant advantage to recommend it: a series of courses in gerontology can be initiated without committing the funds necessary to establish an independent academic unit. Primary among its drawbacks are that students are given instruction in only a limited aspect of gerontology

and that the program is likely to remain dependent upon the interest of one or two faculty members without substantial institutional support.

The inter-departmental committee on gerontology

This second type of arrangement provides a mechanism for cooperation among several departments so that students can gain a multi-disciplinary perspective on aging.

The curriculum of an inter-departmental program is composed of courses from several different departments organized into a planned program of study. Courses may be offered exclusively by the participating departments or may be cross-listed with the program.

Inter-departmental programs generally offer a concentration in gerontology associated with traditional degrees but in some institutions, an inter-disciplinary degree is offered.

Faculty teaching in an inter-departmental program are members of various departments, schools or divisions of the institution. They retain their primary appointment in that unit; are governed by the policies of that unit and are associated with the inter-departmental program usually as a supplement to their major assignment. They join together to form an *ad hoc* committee that collectively approves courses for inclusion in the program.

Administrative organization in this model is minimal consisting generally of a secretary or administrative assistant and in some programs, a director.

As Peterson and Bolton (1980) point out, the location of an inter-departmental committee within the organization of an institution presents a more complex problem than is the case of intra-departmental, departmental or school models. Since degrees may be offered, accountability must reside with some degree- or credit-granting unit within the institution. For this reason, either the inter-departmental committee is housed within an established faculty, school

or division, or the committee reports to the principal academic officer of the institution (vice-president of academic affairs). The placement of the committee under the administrative umbrella of the chief academic officer is a common arrangement. It has the advantage of allowing the committee to be seen as serving the entire institution rather than only a select faculty, school or division.

In some institutions, the inter-departmental committee has the power to admit students, advise and recommend the awarding of degrees. In other institutions, especially where the committee administers only a concentration, decisions on admission, advisement and awarding of degrees are the prerogative and responsibility of the department awarding the degree. In the case of interdisciplinary degree programs in gerontology, a member of the committee assumes responsibility for advising and guiding the student as prescribed by the inter-departmental committee.

One advantage of this organizational model, as with the intra-departmental model, is that it requires minimal commitment of resources. Another advantage, or disadvantage, depending on one's perspective, is that its inter-departmental nature removes it from any established or recognized community of power. One clear disadvantage is that the inter-departmental committee does not typically lead to institutionalization of gerontology instruction as an independent organizational entity. This may prove to be a major drawback in times of declining resources since the designation of a separate structure or entity usually indicates a commitment to permanence. Another disadvantage, of course, is that faculty owe their primary allegiance elsewhere. Finally, as Peterson and Bolton (1980) point out:

"Some gerontology educators assert that only by exercising careful control over the development and operation of gerontology instruction can the curriculum be directed precisely enough to allow graduates the necessary inter-disciplinary depth and skill essential

for a sound education and marketable employment skills. With control vested in several academic units, the outcome for the students could be, for example, neither good sociology nor good gerontology". (p.91)

The department of gerontology

The curriculum of a gerontology department includes a series of courses that can be applied toward a major or minor for traditional degrees. In some institutions, a professional degree is offered (e.g. Master of Science in Gerontology).

The curriculum includes gerontology courses taught from a variety of perspectives - e.g. psychological, sociological, economic, political, biological.

The bulk of courses are offered by the department and are listed under the designation associated with the department (e.g. GERO). Fairly often, some courses are also offered by cooperating departments and are cross-listed.

In this model, faculty have the gerontology department as their primary (or exclusive) academic home. Decisions regarding rank, tenure and promotion are made by the department, with other units having involvement only in the case of joint appointments. Faculty status and rewards are closely tied to the mission of the department: if publications are emphasized, articles appearing in gerontological journals tend to be most highly regarded.

The gerontology department has an administrative structure similar to that of other departments in the institution (i.e. it has a chairperson and faculty committees).

In a gerontology department, students are admitted, instructed, counselled and recommended for graduation by the gerontology faculty. Admission to other academic units is not necessary and other units have little influence over the credentialing of students.

The department of gerontology has many advantages over the intra- and inter-departmental modes. Primary among these are that departments are allocated

"hard money" and are a permanent part of the institution. Also, that gerontology departments enjoy the same authority and prerogatives afforded other departments in the institution. These include offering courses, employing faculty, having control of administrative functions and over the selection and counselling of students. Creation of a gerontology department is, however, often a difficult process as requirements and procedures for establishment are often quite rigorous. Sometimes, a new department is viewed by established units as invading their turf and is vigorously opposed. There is also the problem of competition for scarce resources which, in times of "tight money" make many institutions reluctant to allow formation of new departments.

The school of gerontology

This model views gerontology as a separate discipline or at least, as a professional field of endeavour.¹

Professional schools in most universities operate more autonomously than departments, but have less independence than a centre or institute. As a semi-independent affiliate of a university, the school of gerontology recruits and selects its own students; has its own faculty; offers majors and/or degrees and has its own administrative structure equivalent to other schools within the institution.

Rather than having other units offer gerontology instruction, the school of gerontology employs faculty with diverse academic backgrounds in order to offer a full range of gerontology instruction.

Usually the curriculum stresses the knowledge and skills needed for successful professional practice, rather than those needed for scholarly research.

The faculty of a school of gerontology have their primary appointments in the school. Decisions about appointment, tenure and promotion are the prerogatives of the school. Emphasis is placed on research, publication and service in gerontology, rather than in the individual's discipline of origin.

While the high degree of autonomy and internal control makes the school of gerontology very attractive, the resources necessary for establishment are great enough to preclude most institutions from considering this alternative. Note: there is only one school of gerontology currently in operation in the USA - the Leonard Davis School at the University of Southern California. It was established by an endowment of very significant proportion.

The centre or institute of gerontology

The centre or institute of gerontology has the highest degree of autonomy of the five basic models. It also has the broadest mission as illustrated in the following definition of multi-disciplinary centre of gerontology which appeared in the Congressional Record on October 4, 1972 (Hickey, 1978):

- "1. Recruit and train personnel at the professional and subprofessional levels.
2. Conduct basic and applied research on work, leisure, and education of older people, living arrangements of older people, social services for older people, the economics of aging, and other related areas."
3. Provide consultation to public and voluntary organizations with respect to the needs of older people and in planning and developing services for them.
4. Serve as a repository of information and knowledge with respect to the areas for which it conducts basic and applied research.
5. Stimulate the incorporation of information on aging into the teaching of biological, behavioral, and social sciences at colleges or universities.
6. Help to develop training programs on aging in schools of social work, public health, health care administration, education, and in other such schools at colleges and universities.
7. Create opportunities for innovative, multidisciplinary efforts in teaching, research, and demonstration projects with respect to aging."

Like the inter-departmental program, the teaching program of a centre or institute consists of a combination of courses offered by various departments. Unlike the inter-departmental or departmental model, however, centres and institutes typically cannot independently offer credit courses. The way they exert control over curriculum is by offering a certificate or other credential to students completing a prescribed set of "approved" courses.

The centre or institute controls admission to its credential program. Students wishing to simultaneously obtain a traditional degree and a credential in gerontology must be admitted to two different programs - the program of the degree-granting department and the credential program administered by the centre or institute.

Faculty involved in gerontology instruction in this model may have an adjunct appointment with the centre or institute but their primary appointment is in an academic department. Teaching assignments and final decisions on appointment, tenure and promotion are the responsibility of that department.

Centres or institutes exist outside the traditional departmental structure of institutions of higher education. They are generally headed by a director who reports to the chief academic officer. Consistent with their mission, they employ staff who engage in a variety of activities in addition to possible teaching assignments. These activities include research, administration of continuing education for professionals, development of educational materials and curriculum, provision of technical assistance to faculty and community groups and agencies, maintenance of a specializing library and information service, as well, sometimes, as provision of some direct service to the elderly (e.g. the Andrus Gerontology Centre at the University of Southern California has a counselling service for senior citizens).

There are many advantages to this model. These include the fostering of inter-disciplinary communication and collaboration not only between teachers

but also among teachers, basic and applied researchers and those charged with gathering and disseminating information. They tend to attract, as a result of the resources and facilities they command, numbers of highly competent individuals who have a stimulating effect on one another. They foster and facilitate the development of major inter-disciplinary research projects. They foster and facilitate the development of much needed longitudinal projects. They provide a highly visible focus for gerontology-related activity on the campus which, in turn, tends to generate more activity. They provide a mechanism whereby community-based individuals, groups and agencies can easily access the university's gerontology resources (human and material).

In the USA, the federal government has promoted this model and provided funding for the development and operation of centres or institutes on 43 college and university campuses.² By most accounts, these have proved to be highly successful in terms of research productivity, quality and amount of instruction offered, and in terms of service to the community.

The primary disadvantage of this model is its cost. In addition, as Peterson and Bolton (1980) point out, intra-institutional policies and traditions may preclude this alternative.

FOOTNOTES

1. The question of whether gerontology is or is not a separate discipline has been debated for the last thirty years and is still being debated. What few would dispute, however, is that it is emerging as a field of professional practice. (cf. Seltzer, Sterns and Hickey, 1978; Peterson and Bolton, 1980; Tibbetts, et al, 1980).
2. In the USA much of the impetus for gerontological education has been provided by the federal government, first through provision of training grants to prepare practitioners for jobs created by community programs sponsored by the *Older Americans Act* and later, through support of multi-disciplinary gerontology centres. Recently, federal emphasis and funds in the USA have been directed towards the establishment of what are termed "long-term care gerontology centres" - that is, centres that wed university-based teaching and research programs to facilities and services providing long-term care to the elderly.

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- Peterson, D. An overview of gerontology education. In: Seltzer, Sterns and Hickey (Eds.) Gerontology in Higher Education - Perspectives and Issues Belmont, Calif. Wadsworth Publishing Co. 1978.
- Peterson, D.A. and Bolton, C.R. Gerontology Instruction in Higher Education. New York, Springer Publishing Co. 1980.
- Tibbitts, C., Friedsam, H., Kerschner, P., Maddox, G. and McClusky, H. Academic Gerontology: Dilemmas of the 1980's. Institute of Gerontology at the University of Michigan, 1980.
- Seltzer, M.M., Sterns, H. and Hickey, T. Gerontology in Higher Education: Perspectives and Issues. Papers from the 1977 Meeting of the Association for Gerontology in Higher Education. Belmont, Calif. Wadsworth Publishing Co. 1978,

APPENDIX 7

SFU Faculty and Staff

identified as having an interest in gerontology

SFU FACULTY AND STAFF IDENTIFIED TO DATE
AS HAVING AN INTEREST IN GERONTOLOGY

AUGUST, 1981

DEPARTMENT OR ADMINISTRATIVE UNIT	NAME	DEGREE OF INVOLVEMENT	T = Teaching R = Research I = Interest only at this time	
A. Arts				
1. Business Administration	Tjosvold, D.	T	-Interested in administration/management of residential facilities for the elderly. Has expressed interest in developing a course on the topic and in teaching a portion of GGRO 400.	
2. Economics	Herzog, J.	R	-Recently completed a study on mandatory retirement. Member, Committee on Gerontology.	
3. Geography	Horsfall, B.	T	-Prepared to teach portion of GERO 400; has expressed interest in developing a course on Environment and Aging. Member, Committee on Gerontology.	
	Wilson, J.	I	-Has taught GEOG 444: Regional Planning II with a focus on residential facilities for the aged.	
4. Philosophy	Zimmerman, D.	T	-Interested in moral problems in health care of the elderly. Teaches PHIL 231: Special Topics: Moral problems in Health Care - one of proposed program electives.	
5. Psychology	Ames, E.	T	-Has taught PSYC 456: Seminar in Psychology of Adulthood and Aging and is prepared to teach it and/or PSYC 357 - one of the proposed core courses. Member, Committee on Gerontology.	

5. Psychology (Con't)

Coles, M.

T

-Has taught PSYC 456: Seminar in Psychology Adulthood and Aging and PSYC 444: Psychopathology of Aging and is prepared to teach both again; has expressed interest in developing a course on Clinical Psychology of Aging; is currently supervising Ph.D. thesis on topic of long-term care services.

Kimball, M.

T

-Has taught PSYC 456: Seminar in Psychology of Adulthood and Aging and is prepared to teach it and/or PSYC 357; has expressed interest in developing a course on Women and Aging.

Miller, D.

I

-Interested in old age as a stigma; similarities and differences between aging populations and other stigmatized groups.

Roesch, R.

I

-Interested in clinical psychology of aging; crime/victimization of the elderly.

Smith, M.

R

-Doctoral dissertation (in progress) relates to gerontology.

Weinberg, H.

I

-Interested in electro-physiological activity in individuals of various ages.

Gates, M.

I

-Interested in pre-retirement planning; aging in the family.

Gee, E.

T,R

-Has taught SOC/ANTH 461: Special Topics: Sociology of Aging. Has conducted research on historical changes in the timing of major life events (e.g., age at marriage; at first birth) and completed family size in Canada and on sex differentials in mortality in Canada and the USA.

6. Sociology

6. Sociology (Con't)

- | | |
|-------------|---|
| Lomas, P. | I -Interested in reactions to aging and the aged in minority groups; recently completed pilot study on the topic. |
| McLaren, A. | I -Interested in women and aging; aging and the family. |

B. Interdisciplinary Studies

1. Communications

- | | |
|---------------|--|
| Mallinson, T. | I -Currently supervising two M.A. theses on pre-retirement planning and is member of thesis committee for student doing Ph.D. dissertation in area of long-term care services. |
|---------------|--|

2. Criminology

- | | |
|-------------|--|
| Corrado, R. | I -Interested in crimes/victimization of the elderly. |
| Fattah, E. | T -Has developed proposal for and is prepared to teach new course called CRIM: 411 - Crime and Victimization of the Elderly; current Chairman of Committee on Gerontology. |

Roesch, E.

-See listing for Psychology.

3. Kinesiology

- | | |
|---------------|--|
| Bannister, E. | R -Interested in conducting research on the effects of exercise in middle-aged and older adults. |
|---------------|--|

Bhakthan, N.

- | | |
|---|--|
| T | -Has developed proposals for and is prepared to teach two new courses: KIN: 461: Physiological Aspects of Aging and KIN: 462: Theories and Cellular Mechanisms of Aging. Member, Committee on Gerontology. |
|---|--|

Davison, A.

- | | |
|---|---|
| T | -Prepared to co-teach KIN: 461 with Dr. Bhakthan. |
|---|---|

Kimball, M.

-See listing for Psychology.

4. Women's Studies

4. Women's Studies (Con't)

McDougall, M.

I -Interested in Women and Aging.

C. Science

1. Chemistry

Chow, G.

R -Interested in developing research project relating to bio-chemistry of aging.

2. Bioscience

McKeown, B.

I -Interested in aging and sub-human species.

Nair, K.

I -Supervising a graduate student whose research is on biology of aging.

D. Education

Manley-Casimir, M.

I -Interested in accommodation for seniors; Member, Committee on Gerontology.

E. Continuing Studies

Gill, W.

R -Has recently completed Ph.D. dissertation on adult life-styles.

Gutman, G.

T,R -Co-ordinator, Gerontology Programs; extensive involvement in gerontology: teaching, research, consulting. Member, Committee on Gerontology.

APPENDIX 8

Library holdings

SFU SERIAL HOLDINGS RELATING TO GERONTOLOGY

Advances in gerontological research
New York. V.I. 1964 - V.4. 1972
QP 86 A35
Ceased Publication with V.4

Age and Ageing
London, England
V.2 1973 -

Ageing International
Washington, D.C.
V.5. 1978 -
Shelved in vertical file

Aging and Work
Washington, D.C.
1978 - continues *Industrial Gerontology* in 1978

Experimental Gerontology
Oxford, England
V.8, 1973 -

Canadian Welfare
Vol. 15. 1939; V.28, 1952 - V.40; 1964
V.42 - 1966 - V.53; 1977 Continued by
Perception with Sept. 1977

Gerontologia
Basel, Switzerland
V.4 1960 - V.21, No.4, 1975.
Library lacks N. 12-13, Continued by
Gerontology with V.22, 1976.

Gerontology
Basel, Switzerland
Vol. 22, 1976 - continues *Gerontologia* with V.22, 1976.

Geriatrics
Minneapolis
Vol.1, 1946

International Journal of Aging and Human Development
Farmingdale, N.Y.
Vol.4 - 1973 -

Journal of Gerontology
St. Louis, Mo.
V.15 - 1960 -

b) On order for 1981 - 82

Annual Review of Gerontology and Geriatrics
Canadian Association on Gerontology Newsletter
Gerontologist
Journal of the American Geriatrics Society

c) Not currently held or on order

Aged Care and Services Review
Aging and Society
Annual Review of Experimental Aging Research
Concern in the Care of the Aging
Educational Gerontology
Experimental Aging Research
Generations - Journal of the Western Gerontology Society
Gerontologia Clinica
Gerontological Abstracts
Journal of Geriatric Psychiatry
Journal of Gerontological Nursing
Journal of Gerontological Social Work
Journal of Long-term Care Administration
Neurobiology of Aging
Research on Aging

Note: Of the above only two are critical to acquire -- Gerontological Abstracts and Research on Aging. Also critical to acquire will be a new journal to be published by the Canadian Association on Gerontology starting in 1982 (name not yet chosen).

APPENDIX 9

SSHRC's Population Aging Program



STRATEGIC GRANTS PROGRAM GUIDELINES

July 1981

A. POPULATION AGING

The Social Sciences and Humanities Research Council of Canada is offering grants within the overall subject of population aging. This encompasses research concerned with the problem of the structure of an aging society, as well as research concerned with the understanding of social factors affecting individual adjustment to aging. The Council is prepared to encourage research in both the micro and macro aspects of population aging, and it is hoped that not only social scientists, but also humanists, using an approach to the subject through critical studies of literature, poetry and art, will take advantage of these programs.

1) Eligibility

The Council offers support for research activities on Population Aging in the disciplines or fields of study which it normally supports. The Council is also prepared to accept multidisciplinary proposals provided that the results of the research might be expected to make a significant contribution to the advancement of knowledge in the social sciences or humanities. Studies which are more closely identified with medicine, the natural sciences, or the biological sciences should be submitted to the Medical Research Council or the Natural Sciences and Engineering Research Council. Demonstration projects in the areas of public health and social welfare as well as projects designed to investigate the particular needs of groups in a specific community or to evaluate services available locally should normally be submitted to Health and Welfare Canada or to a provincial or municipal agency. The Council will consider projects with an applied perspective or those of a local or regional nature provided such studies are expected to obtain generalizable results. Applicants in psychology should refer to the Tri-Council agreement before submitting an application.

The Population Aging Program is open to researchers outside the university community as well as to university-based scholars. Employees of private or public agencies or institutes are eligible if their project does not clearly fall under the normal responsibility of the employing body.

2) Adjudication Process

All requests are submitted to the Population Aging Committee, composed of specialists from various disciplines in the population aging field. The committee's recommendations are presented to the Advisory Academic Panel and then to Council where a final decision is made. Special Research Grants and proposals for Research Centres are first sent for external review to independent specialists in the field.

B. PROGRAMS

1) SPECIAL RESEARCH GRANTS

Grants are available for research projects, including multi-disciplinary projects, in the population aging field. Unless otherwise indicated, the regulations and conditions of Council's regular Research Grants Program also apply to the Special Research Grants Program. Applicants should therefore refer to the Research Grants' Guide for Applicants for detailed information on regulations and application requirements. Following are the points on which the regulations differ:

a) Research Time Stipend or Living Allowance

The provision of a research time stipend is not restricted to university-based scholars; researchers in public or private agencies may also request such salary replacement. In all cases, applicants must ensure that they include a justification of the need for this extra time to carry out their research and should make every effort to demonstrate the high quality of their study. Private scholars may receive a living allowance normally not exceeding the annual salary allowed by the Council for full-time research assistants.

b) Feasibility Studies

The Council recognizes that in an emerging field it is often difficult to present a fully developed and detailed project proposal. The Council is therefore prepared to consider requests for a certain amount of preliminary work to enable researchers to specify more clearly their approach, hypotheses and methodology. Applicants who receive a grant for a feasibility study are expected to apply for a Special Research Grant in the next competition.

c) Transfer of Applications

Proposals bearing on the Population Aging theme may be submitted either to the Strategic Grants Program or to the regular Research Grants Program. Those requests which are judged ineligible because they do not relate to the theme will be transferred to the Research Grants Division.

d) Application Procedure

Applicants are requested to use the current Research Grants form indicating where appropriate "Population Aging Program"

Note: The description of the project must be limited to 15 pages. Six copies of the application and supporting documents must be submitted.

e) Deadline

There are two deadline dates for receipt of applications for Special Research Grants, June 1 and October 15. Final decisions will be made at the December and March Council meetings respectively.

2) POSTDOCTORAL FELLOWSHIPS

Awards in this program will be available to Canadians and permanent residents who have held a PhD or its equivalent in relevant fields for less than three years at the time of application.

Postdoctoral Fellowships should normally be held only at Canadian institutions. Applicants will be expected to make an affiliation arrangement with a university or research institute for the duration of the award; they should also identify a researcher in the host institution who is willing to give them advice and assistance. Award holders are expected to make research their primary activity, although they may devote up to one-third of their time to teaching. If applicants expect to register in courses or seminars to perfect or up-grade their skills and knowledge, they should indicate this in the description of their planned activities.

a) Value of the Fellowship

The basic award will be \$18,000. The fellowship may also cover travel expenses to and from the place of tenure for the award holder and his/her dependents provided the latter are in residence with the award holder for at least four months at the place of tenure during the fellowship period.

An allowance of up to \$2,500 to defray anticipated research costs is also available. If higher research costs are foreseen, an applicant may apply concurrently to the Special Research Grants Program.

The host institution will be expected to provide space, research facilities and all office and research equipment, as well as a portion of salary and fringe benefits commensurate with the proportion of time the award holder devotes to teaching. The salary should be fixed according to the normal rates in place at the host institution. In addition, award holders may receive, without having the amount of their award reduced, other stipend awards up to \$2,500, and the salary offered to teach up to one full course per year, at rates normally in force at the institution with which they are affiliated.

b) Duration

The fellowship is awarded for a period of 12 months and may be renewed, in exceptional cases, for a second twelve-month period.

c) Application Procedures

Application forms may be obtained from university Research Administration Offices or directly from the Strategic Grants Division of the Council.

d) Deadline

The deadline for receipt of applications is October 1, for a final decision by the Council in December.

3) REORIENTATION GRANTS

These grants provide support to researchers with full-time university appointments who wish to move the focus of their research interests toward aspects of the population aging field.

The grants will be available to Canadian citizens and permanent residents who have taught full time at Canadian universities for at least three years. They may be used to carry out research projects, to consult with experts in the population aging field, to participate in workshops or conferences etc. Although a reorientation award may not be used for the purposes of obtaining a degree or diploma, award holders are encouraged to enrol in appropriate courses or seminars in order to up-grade their skills or increase their knowledge of the field.

a) Value and Duration of the Grant

Award holders will receive their full salary including fringe benefits for a period of up to 8 months, and up to \$5,000 for research expenses, including travel. The grant period may extend to one year, although the salary replacement is limited to 8 months of that year.

b) Application Procedures

Applicants should fill out the appropriate application form available at the university's Office of Research Administration or from the Strategic Grants Division. The following documents should accompany the application:

- i) an up-to-date curriculum vitae
- ii) proof of Canadian citizenship or permanent resident status
- iii) a detailed budget for research costs and travel
- iv) two letters of reference, one from a personal referee who can comment on the professional qualifications and experience of the applicant, and another from a specialist in the field who can comment on the quality and appropriateness of the proposed reorientation activities.

c) Deadline

The deadline for receipt of applications is September 1, for a final decision by the Council in December.

d) Report

Award holders should submit a report on the work accomplished as well as a financial statement within 90 days of the end of the period of tenure of the award. Applicants are expected to apply

4) RESEARCH WORKSHOPS

With a view to encouraging scholars to develop research skills in population aging and/or to introduce themselves to new research areas in that field, the Council is prepared to make a limited number of awards to universities or other scholarly bodies organizing research workshops.

Such workshops should focus on a limited number of research problems in the field of population aging, such as the definition of problem areas, or the exploration of problems in methodology or research design.

a) Eligibility

To be eligible applications must:

- i) concern topics falling within the mandate of the Council;
- ii) be submitted by a university or established group of persons concerned with research.

b) Requirements

Applications will be considered only if the following requirements are fulfilled:

- i) the proposed workshop must have a director, who will be a person with experience in the field and will normally be employed by the university or other sponsoring scholarly body;
- ii) the resource persons proposed for the workshop must be established researchers with a record of experience in the area of research in question;
- iii) the proposed participants must be persons who have given adequate evidence of their interest in this area of research; these may include experts in the field, those preparing to undertake research, graduate students and practitioners;
- iv) workshop directors should plan to divide participants into smaller working groups; when appropriate a senior researcher should work with each group for the period of the workshop;
- v) the sponsoring organization must be willing to make a contribution to the support of the project.

c) Value of the Award not to Exceed \$15,000

Eligible costs:

- i) honoraria for the Director and resource persons;
- ii) transportation and subsistence costs for the participants;
- iii) direct costs associated with the organization and administration of the workshop.

Note: It will be clear from requirement v) above that the Council is not prepared to cover in full the eligible costs as defined.

d) Duration of Workshop

Workshops will be normally expected to last for a period of three to five days.

e) Application Procedure

Applicants are invited to submit their projects to the Council in the form of a letter containing the following information:

- i) the state of methodology (and, where appropriate, research design) in the given area
- ii) and, where applicable, the substantive problems to be raised in the course of the discussions
- iii) the number and names (if possible) of participants and the basis for their selection
- iv) the proposed program and budget (the latter should show clearly the sources of funding)
- v) the qualifications of the director and resource persons, as well as their respective roles in the organization and administration of the workshop.

Applicants must clearly demonstrate that the project meets the program's requirements as specified above.

f) Reporting Procedure

The Council will require that a detailed report of proceedings be submitted to it within 90 days following the workshop, accompanied by a financial statement outlining expenditures.

g) Deadline

There are two deadline dates for presentation of requests, September 1 and October 15. Decisions will be made at the December and March Council meetings respectively.

5) INSTITUTIONAL AWARDS

In light of the need to generate a wider interest within the academic community for population aging studies and to encourage collaborative and multidisciplinary research projects, Council offers institutional support to universities that have demonstrated a commitment to the development and advancement of research in the field of population aging relevant to the social sciences and humanities.

Under the program of institutional support, two types of grants are offered: - grants for research centres on population aging
- grants for visiting professors.

. Grants for Research Centres

The objective of this program is to encourage and stimulate research through the support of formal structures for communication and interaction among researchers in the population aging field.

Support is offered to universities that have an established and broadly based infrastructure in the area with the objective of developing research projects on population aging and providing various services to the academic community. Council is also prepared to consider applications from institutions where a strong research thrust in population aging is evident and a formal setting for scholarly exchange and research is being developed. It is hoped that these multidisciplinary centres will sponsor research of a concerted and long-term nature.

The centres should provide a variety of assistance for research projects and programs such as:

- i) specialized information and documentation services
- ii) collection and provision of data
- iii) general support services
- iv) technical skills and expertise
- v) environment for training researchers
- vi) organization of various forms of scholarly exchange such as conferences, research workshops, etc.
- vii) base for visiting scholars and fellows.

Because of budgetary constraints, only a few grants will be awarded each year. Quality and scholarly merit are the first criteria in the choice of centres to be supported, although there is a desire on the part of Council to develop centres across the country. Universities located in the same geographical area might therefore give thought to collaborating and presenting a joint request for support.

a) Value and Duration

Council grants will be in the order of \$50,000 to \$100,000 per year to cover the direct costs associated with the centre. Applications can cover a maximum of 3 years with the possibility of a renewal for another 3 years, whereupon Council support will be terminated. The institution is responsible for all indirect costs related to the centre such as the provision of space, maintenance and financial services.

b) Eligible costs

- i) salary of a part-time director or partial salary for a full-time director, the portion of the salary to vary according to each application
- ii) salary for secretarial, clerical, technical and programmer assistance, upon evidence of the institution's inability to assume these costs
- iii) technical services such as computer time
- iv) research equipment and materials central to the overall purpose of the centre such as microfiche readers or computer terminals
- v) general operating costs, such as supplies, telephone, postage, etc.
- vi) small discretionary fund for workshops, seed money, etc. to help develop sound research proposals.

General office equipment such as file cabinets or typewriters are considered to be part of the indirect costs to be borne by the institution.

Proposals for costs related to a specific research project should be submitted under the Special Research Grants program. Proposals for support for library resources should be addressed to SSHRC's program of support for Specialized Collections in Canadian University Libraries (formerly "Research Resources").

c) Application Procedure

A formal letter of application must be made through the president or principal of the institution.

The letter of application should provide general background information on the university and its involvement in the population aging field as well as detailed information on the following points:

- i) a clear explanation of the objectives of the proposed initiative, explaining how it will encourage more or better research, particularly multidisciplinary research, on Population Aging in the humanities or social sciences. In particular, applicants should specify how their proposal will help foster an integrated, coherent research effort and how it will provide for the teaching and training of students and young researchers. A description of the principle areas of research concentration or of the focus of the centre should be included as should plans for conferences, workshops, course development and programs of research, where applicable.

- ii) a description of the organizational structure of the centre, explaining how it relates or will relate to the existing university structures
- iii) a statement on how the proposed plans build on existing work carried out at the institution, such as research underway or completed, courses or seminars offered and standing committees on Population Aging. An overview of the number and level of students currently enrolled in courses should be included. Similarly, existing resources at the institution should be listed, such as library collections, information centres or experts in the field who are on faculty; the curricula vitarum of pertinent faculty should be included as should an indication of grants currently held (from SSHRCC or elsewhere)
- iv) projections on the number of persons to be involved in the centre and/or served by the centre, including their disciplinary affiliation. If community involvement is foreseen, details should be given
- v) a list of other sources of funding which have been approached or may in future be approached for on-going support. These may include other governmental agencies or departments or private organizations
- vi) measures that will be taken to ensure continuity of the centre after Council support has been terminated; in particular, the type of commitment which the university foresees as possible
- vii) clear explanations and justification for all budgetary items requested. If specific persons are in mind for various positions, the curricula vitarum should be provided
- viii) confirmation from the president of the institution regarding the institution's scholarly commitment to the population aging field as well as its contribution to the proposed centre with respect to indirect costs
- ix) the names of two referees who will be contacted for reviews on this application; one referee should be an expert in the population aging field who is or has been involved in a centre which follows essentially the same kind of model as that which is proposed in the application.

d) Deadline

The deadline for the presentation of applications in 1981 only, is October 15 for a Council decision in late March. The regular deadline date for future years is June 1, for a Council decision in December.

e) Adjudication

Before being presented to the selection committee on Population Aging, all requests will first be sent for external review to experts in the field. These experts are asked to evaluate the proposals using the following criteria:

- i) the potential of the centre for the creation of scholarly knowledge, both basic and applied, in the social sciences and humanities
- ii) the soundness of the proposed organizational structure of the centre
- iii) the appropriateness of the proposed research focus of the centre and of the strategy for development which is proposed
- iv) the degree to which the focus and proposed development reflect the priorities and build upon the strengths of the university
- v) the competence of the researchers and other personnel who will be in charge of or involved with the centre
- vi) the potential of the centre for the training of researchers and for community outreach
- vii) the appropriateness of the budget estimates

f) Renewal of support

Applications for a second period of support must be submitted a year before the end of the initial period of support. Before the renewal is approved, a site visit by a small team of specialists in the field may be arranged.

g) Reporting procedure

A financial statement and a detailed report of activities must be submitted by the institution within 90 days after each year of support. Upon termination of the grant a general financial statement and final report of activities must be presented.

. Grants for Visiting Scholars

Council offers support to all Canadian universities who wish to invite a recognized specialist in the population aging field for an extended period of teaching and research activities. The purpose of the program is to generate an interest in and encourage the development of research in population aging through the active presence and contribution of an expert in the field. The program is essentially designed for universities that would like to develop programs and stimulate research in the field but which do not have an established infrastructure for research on population aging. Universities with established centres may, however, also apply for grants for visiting scholars.

The invited scholar must have a proven research background related to population aging as well as a recognized ability to lead and stimulate research in a developing field. During the stay, he/she should be based in a particular department, institute, school or centre whose mandate is related to the humanities and social sciences but be involved in the activities of a number of other departments as well, in the hope that multidisciplinary collaboration will develop.

The visiting scholar is expected to act as a consultant and provide various forms of assistance in formulating and carrying out research projects, establishing programs and developing curricula. It is also expected that he/she will give some formal lectures and seminars although he/she may not be used to replace a professor on leave of absence. The scholar is also encouraged to give public lectures, organize research workshops and initiate other forms of scholarly exchange.

a) Eligibility

Canadian universities may apply to have both Canadian and foreign scholars from a discipline or field of study within the humanities and social sciences for consideration as a visiting professor. In the case of foreign scholars, awards are conditional upon the visitor's being able to comply with the normal requirements for entry into Canada.

b) Value and Duration

Council's contribution will not exceed \$40,000 per year. Such funds may help cover a monthly stipend equal to the visitor's salary, travel costs to the place of tenure for the candidate and his/her dependents provided the latter are in residence for at least four months, for regional travel expenditures and a research allowance.

The period of visit may extend to 8 months and may be renewed for a second period of equal duration.

c) Application Procedure

A formal letter of application must be made through the president or principal of the university.

The letter of application should contain the following information:

- i) the current status and proposed future direction of research on population aging within the institution, including a list of professors currently involved in research in the field
- ii) an overview of programs and courses currently offered as well as the number and level of student enrolment, where appropriate
- iii) an indication of any courses under development for future implementation
- iv) the name, address, current employment and research interests of the proposed visitor; a curriculum vitae and list of publications should also be attached
- v) details on the role and activities the visitor will be undertaking at the institution and within the region, including the department to which the visitor will be attached and any courses or lectures which he/she will be expected to give

- vi) the total amount requested including a detailed budget for the travel and research allowance
- vii) confirmation from the president of the institution regarding the institution's scholarly commitment to the population aging field as well as its financial contribution to the proposed visit
- viii) two letters of support from researchers affiliated with different departments within the institution.

Because of budgetary constraints, it is unlikely that Council will be able to support all requests in a given year. The host institution should therefore await Council's decision before making definite arrangements with the proposed visitor.

Applicants are advised that no additional material will be requested by Council staff. Applications should therefore be complete at the time of receipt by Council.

d) Deadline

The deadline for the presentation of applications in 1981 only, is October 1 for a Council decision in December. In future years, the annual deadline will be September 1, for a Council decision in December.

e) Reporting Procedure

A financial statement including proof of travel of the visiting scholar and his dependents as well as a detailed report of activities must be submitted within 90 days following the period of support.

6. RESEARCH INITIATIVES

The Council will consider applications for work on any aspect of population aging which does not fit within the provisions of the programs defined above but which nonetheless falls within the terms of reference of the Council. Letters of application marked "Research Initiatives (Population Aging)" should be sent to the Strategic Grants Division of the Council and should clearly indicate the objective of the proposed activity, the role of any persons involved and the funds requested.

a) Deadline

The deadline date for receipt of applications is September 1 for a final decision by the Council in December.

7. RESEARCH TOOLS AND FACILITIES

In the light of a need to establish basic research resources in the population aging field, the Council will, within the limits of available funds, consider proposals for the development or publishing of research tools such as bibliographies, concordances, library resources and publication of conference proceedings.

Applicants should submit, to the Strategic Grants Division, a letter explaining the nature and objective of the project, the plan of work, the scientific importance of the proposed research tool, the possible means for disseminating the work and the likely audience for the tool. The curriculum vitae of the principal investigators as well as a detailed budget should also be included.

a) Deadline

The deadline date for receipt of applications is September 1 for a final decision by the Council in December.

SIMON FRASER UNIVERSITY

SCUS FI-51A

MEMORANDUM

To.....H. Evans.....
.....Registrar.....
Subject.....Proposed Gerontology Diploma.....
Program

From.....Gloria M. Gutman.....
.....Co-ordinator, Gerontology Programs.....
Date.....October 26, 1981.....

As you know, the Faculty of Arts Curriculum Committee was concerned about an apparent overlap between the proposed GERO 300 course and PSYC 357.

When the Diploma program proposal was developed, the Advisory Committee on Gerontology was aware of the overlap. A footnote was attached to the outline for PSYC 357 (included in Appendix 1) which read as follows:

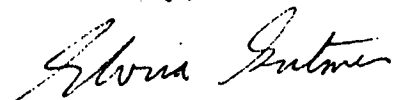
As currently structured, Psychology 357 and to a lesser extent Sociology 444 overlap considerably with the proposed "Introduction to Gerontology". Approval of the program would allow re-structuring of these courses to focus more squarely on issues, findings and methodologies specific to their subject area.

Unfortunately, this footnote was omitted when the proposal was duplicated for circulation to SCAP and to the various faculty curriculum committees.

As indicated in the attached letter from William Turnbull, Chairman, Psychology Undergraduate Studies Committee, a revised outline for Psychology 357 has been developed. It has been approved by Psychology. The overlap problem, in other words, is solved.

I trust the proposal can now go forward to SCUS for approval. When it does, may I suggest that this memo and the attached documents go with it so as to avoid further misunderstanding.

Sincerely,



Gloria M. Gutman

SIMON FRASER UNIVERSITY

MEMORANDUM

To: H. Evans

From: W. Turnbull

Registrar

Chairman, Undergraduate Studies
Committee, Psychology

Subject: Gerontology course proposals
(GS 315-3 ; GS 415-3)

Date: Oct. 23, 1981

I have conferred with the developmental psychologists in our department and with Dr. G. Gutman on the possible overlap between proposed courses GS 315-3 and GS 415-3 and Psychology department offerings (in particular, Psyc 357). As a result, the course outline for Psyc 357 has been revised (see enclosure) by the above individuals. I no longer have any concerns about overlap between our own courses and the two proposed courses in Gerontology.

cc: C. Hamilton, Chairman, PACC
G. Gutman, Continuing Studies
M. Bowman, Chairman, Psychology

SIMON FRASER UNIVERSITY

PSYCHOLOGY 357 - PSYCHOLOGY OF ADULTHOOD AND AGING
(Revised Course Outline)

Course Description:

Considers human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the effects of aging on sensation, perception, learning, cognition, personality, psychopathology, and social relations.

Textbooks:

Poon, L. (Ed.) Aging in the 1980's: Psychological Issues.
Washington, D. C. American Psychological Association, 1980.

Suggested Resource Book:

Birren, J. E. and Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York: Van Nostrand Reinhold, 1977.

Course Requirements:

Each student will be required to complete a term paper on a selected topic as well as complete two examinations.

WEEK	TOPIC	READING
1	History and Theories of Life-Span Psychology and Gerontology	Prologue

Supplementary Readings:

Reigel, K. F. History of psychological gerontology. In: Birren, J. E. & Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York: Van Nostrand Reinhold, 1977.

Birren, J. E. & Renner, V. J. Research on the psychology of aging: principles and experimentation. Birren, J. E. and Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York: Van Nostrand Reinhold, 1977.

WEEK	TOPIC	READING
2	Developmental Methodology	Chapters 36, 38

Supplementary Readings:

Adams, J. Sequential strategies and the separation of age, cohort and time of measurement contribution to developmental data. Psychological Bulletin, 1978, 85, 1309-1316.

Schaie, K. W. Quasi-experimental research designs in the psychology of aging. In: Birren, J. E. & Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York, Van Nostrand Reinhold, 1977.

Nesselroade, J. R. Issues in studying developmental change in adults from a multivariate perspective. In: Birren, J. E. & Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York, Van Nostrand Reinhold, 1977.

3	Intelligence	Chapter 19
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Supplementary Readings:

Hayslip, B. & Sterns, H. Age differences in relationships between crystallized and fluid intelligence and problem solving. Journal of Gerontology, 1979, 34, 404-414.

Horn, J. Human ability systems. In: Baltes, P. B. (Ed.) Lifespan Development and Behaviour. New York: Academic Press, 1978, 211-256.

Botwinick, J. Intellectual abilities. In: Birren, J. E. & Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York, Van Nostrand Reinhold, 1977.

4, 5	Personality and Socialization	Chapters 32, 33, 34, 35.
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Supplementary Readings:

Hultsch, D. & Plemons, J. Life events and life-span development. In: P. B. Baltes & O. G. Brim, Jr. (Eds.) Lifespan Development and Behaviour (Vol. 2) New York: Academic Press, 1977.

Neugarten, B. Personality and Aging. In: Birren, J. E. & Schaie, K. W. (Eds.) Handbook of the Psychology of Aging. New York, Van Nostrand Reinhold, 1977.

WEEK	TOPIC	READING
(4,5 Cont.)		
	Thomae, H. Personality and adjustment to aging. In: Birren, J.E. and Sloane, R. B. (Eds.) <u>Handbook of Mental Health and Aging</u> . Englewood Cliffs, N. J. Prentice-Hall, 1981.	
6	Sensation, Perception and Motor Performance	Chapters 16, 42.
Supplementary Readings:		
	Fozard, J. L., Wolf, E., Bell, B., McFarland, R. A. and Podolsky, S. Visual perception and communication. In: J. E. Birren and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .	
	Corso, J. F. Auditory perception and communication. In: Birren, J.E. and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .	
	Engen, T. Taste and smell. In: Birren, J. E. and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .	
	Kenshalo, D. R. Age changes in touch, vibration, temperature, kinesthesia and pain sensitivity. In Birren, J. E. and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .	
	Welford, A. T. Sensory, perceptual and motor processes in older adults. In: Birren, J. E. and Sloane, R. B. (Eds.) <u>Handbook of Mental Health and Aging</u> , Englewood Cliffs, N. J. Prentice-Hall, 1981.	
7	Mid-term examination.	
8	Learning and Problem Solving	Chapter 18
Supplementary Readings:		
	Arenberg, D. and Robertson - Tchabo, E. A. Learning and aging. In: Birren, J. E. and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .	
	Sterns, H. L. and Sanders, R. E. Training and education in the elderly. In: Turner, R. R. and Reese, H. W. (Eds.) <u>Life-Span Developmental Psychology: Intervention</u> . New York: Academic Press, 1980.	

WEEK	TOPIC	READING
9	Memory	Chapters 17, 20
Supplementary Reading:		
Hines, T. M. and Fozard, J. L. Memory and aging: relevance of recent developments for research and application. <u>Annual Review of Gerontology and Geriatrics</u> . 1980, 1, 97-120.		
10	Environment and Aging	Chapters 29, 30, 31.
Supplementary Reading:		
Lawton, M. P. The impact of the environment on aging and behaviour. In: Birren, J. E. and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .		
11	Stress and Coping	Chapters 25, 26.
Supplementary Readings:		
Eisdorfer, C. and Wilkie, F. Stress, disease, aging and behaviour. In: Birren, J. E. and Schaie, K. W. (Eds.) <u>Handbook of the Psychology of Aging</u> .		
12	Assessment and Treatment of Behavioral Problems	Chapters 1, 2, 3, 5, 9.
Supplementary Readings:		
Eisdorfer, C. and Cohen, D. The cognitively impaired elderly: differential diagnosis. In: Storandt, M., Siegler, C. C. and Elias, M. F. (Eds.) <u>The Clinical Psychology of Aging</u> . New York: Plenum, 1978.		
13	Final Exam Period	

*** Papers should be turned in during the final week of the Semester.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Mr. H. Evans.....
..... Registrar.....
Overlap: GERO 300 & 400-3
Subject..... G.S. 315-3 & 415-3.....

From..... Sheila Roberts, Secretary.....
Faculty of Arts.....
..... Curriculum Committee.....
Date..... September 28, 1981.....

The Faculty of Arts Curriculum Committee considered the courses GERO 300-3, and GERO 400-3 in terms of overlap. The Psychology Department expressed concerns about the overlap of these courses with PSYC 456-5 which is currently in the calendar. They have requested more time to discuss the issues involved. I will let you know as soon as they contact me.



S. Roberts

SR/md

c.c. W. Turnbull, Psychology

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SEP 29 1981

REGISTRARS OFFICE
MAIL DESK

194

SIMON FRASER UNIVERSITY

MEMORANDUM

(SCAP 81-22)
SCUS 81-51

To: Mr. H.M. Evans, Registrar, Office of the Registrar.	From: J. Blanchet, Secretary to Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee.
Subject: NEW COURSE PROPOSALS	Date: September 10, 1981

Re: New Course Proposals.
 G.S. 315-3, Introduction to Gerontology.
 G.S. 415-3, Seminar in Applied Gerontology.
 I.S.C. 81-13

The above-named courses were considered and approved at a meeting of the Faculty of Interdisciplinary Studies which was held on September 1, 1981. It was the understanding of the committee that these courses, while they were approved for separate offering in the interim period, will be part of the Diploma Program in Gerontology if and when that program is approved. Within the Diploma Program in Gerontology these courses are designated as follows:

GERO 300-3, Introduction to Gerontology.
 GERO 400-3, Seminar in Applied Gerontology.

These course proposals are forwarded to you for appropriate direction.

J. P. Blanchet

JB/pgm

attachments

SENATE COMMITTEE ON UNDERGRADUATE STUDIESNEW COURSE PROPOSAL FORM

Interdisciplinary

Department: Studies1. Calendar InformationAbbreviation Code: G.S. Course Number: 315 Credit Hours: 3 Vector: 2-1-0Title of Course: Introduction to Gerontology.

Calendar Description of Course: Examination of the aging process from a multi-disciplinary perspective. The course will deal with physical and health factors in aging, psychological aspects of behaviour in later life, economic and vocational factors in aging, family and community relations of older people, social policy and politics of aging. Throughout the course emphasis will be placed on normal aging.

Nature of Course Lectures/seminar.

Prerequisites (or special instructions): Sixty semester hour credits. GERO 300 must be completed first or as a co-requisite to the other required courses for the Diploma in Gerontology.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. SchedulingHow frequently will the course be offered? Once a year.Semester in which the course will first be offered? 1982-3

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

To provide students with a general introduction to gerontology as an academic discipline, and as a profession. This course will provide students with the necessary knowledge and background that will enable them to take more specialized and advanced courses in gerontology.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

The requirements for this course are part of the overall requirements for the Diploma Program in Gerontology.

5. Approval

Date: _____

10 Sept 81196J W Bohert_____
Department Chairman_____
Dean_____
Chairman, SCUS

GERO 300-3 - INTRODUCTION TO GERONTOLOGY

PROPOSED COURSE OUTLINE

PART I: Frames of Reference

1. Perspectives on Aging
 - a) The life-span developmental perspective.
 - b) Decremental models of aging.
 - c) The bio-medical perspective.
 - d) Life stages as a frame of reference.
 - e) Disengagement vs activity theory.
 - f) The person-environment transactional approach.
 - g) Exchange theory as applied to the aged.
2. Age vs Cohort Effects
3. Demography and Aging
 - a) Changing trends in life expectancy.
 - b) Profile of Canada's elderly population.
 - c) Population projections and their implications.
 - d) The concept of the "Dependency Ratio".

PART II: The Aging Individual

1. Physical and Health Factors in Aging
 - a) Acute and chronic disease.
 - b) Functional capacity.
 - c) Sensory changes.
 - d) Environmental stress and coping response.
 - e) Nutrition.
 - f) Exercise.
2. Psychological Aspects of Behaviour in Later Life
 - a) Psychomotor skills.
 - b) Learning and memory.
 - c) Intelligence.
 - d) Personality.
 - e) Mental health.
 - f) Self-esteem.

PART III: Social Institutions

1. Social Processes and the Later Years
 - a) Social stratification and the older person; positions, roles, norms; age-grading; concept of the "generational stake".
 - b) Stereotypes about aging and the aged and their implications.
2. Economic and Vocational Factors in Aging
 - a) Extent of financial problems of older people.
 - b) Income and the work picture.
 - c) Issues of retirement.
 - d) The older person as a consumer.
3. Marriage, Family and Community Relations of Older Persons
 - a) Living arrangements of older people.
 - b) Marital status and adjustment in the later years.
 - c) Family relationships; concept of "intimacy at a distance"; role inversion.
 - d) Sexuality and aging.
 - e) Secondary relationships and institutional supports in the community.
 - f) Issues of independence and dependence in later years.
4. Leisure and Recreation
 - a) Patterns of leisure and recreation.
 - b) Identity crisis as it relates to leisure roles: fact or fantasy?
5. Religion and Aging
 - a) Life cycle religious participation.
 - b) Religiosity and life adjustment.
 - c) Response from the institution of the church.
6. Social Policy and the Politics of Aging
 - a) Older people as the object of governmental programs and policies.
 - b) Political participation of older people.
 - c) Political power of older people.

7. Death, Dying and Grieving

- a) The process of dying.
- b) Supports for the dying person.
- c) Bereavement and grief.

PART IV: Gerontology as a Field of Study and Professional Practice

1. Contributions and Principles

- a) Scientific study of aging.
- b) Multi-disciplinary emphasis.
- c) Attention to "successful" aging.
- d) Consciousness raising.

2. Professional organizations.

3. Major journals and resources.

4. Professional and vocational opportunities.

PROPOSED READING LIST

Textbooks:

Schwartz, A. N. and Peterson, J. A., Introduction to Gerontology, New York, Holt, Rinehart and Winston, 1979.

Stone, L. O. and Fletcher, S., A Profile of Canada's Older Population, Montreal, The Institute for Research on Public Policy, 1980.

Supplementary Reading:

Atchley, R., The Social Forces in Later Life, 3rd Edition, Belmont, California, Wadsworth, 1980.

Atchley, R. C., and Miller, S. J., Older People and Their Families. In: C. Eisdorfer (Ed.) Annual Review of Gerontology and Geriatrics, Vol. 1. New York, Springer 1980.

Baltes, P. and Schaie, K., Aging and I.Q.: The Myth of the Twilight Years. Psychology Today, July, 1974.

Barrow, G. M. and Smith, P. A., Aging, Ageism and Society, New York, West Publishing Co., 1979.

Crandall, R. C., Gerontology: A Behavioral Science Approach, Reading, Mass. Addison - Wesley, 1980.

Economic Council of Canada, One in Three: Pensions for Canadians to 2030, Ottawa, The Council, 1979.

Government of Canada, Special Senate Committee on Retirement Age Policies. Retirement Without Tears, Supply and Services, Canada, 1979. Catalogue Number YC-2-304/5-01-1.

Hickey, T., Health and Aging, Monterey, California, Brooks/Cole, 1980.

Huyck, M. H., Growing Older, Englewood Cliffs, N. J., Prentice-Hall, 1974.

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Kalish, R. A., Late Adulthood: Perspectives on Human Development, Monterey, California, Brooks/Cole, 1975.

Lutsky, N. S., Attitudes toward Old Age and Elderly Persons. In: C. Eisdorfer (Ed.) Annual Review of Gerontology and Geriatrics, Vol. 1. New York, Springer, 1980.

Marshall, V. W., Last Chapters: A Sociology of Aging and Dying, Monterey, California, Brooks/Cole, 1980.

Stoddard, S., The Hospice Movement - A Better Way of Caring for the Dying, New York, Vintage, Brooks/Cole, 1978.

Troll, L. E., Miller, S. J., and Atchley, S. J., Families in Later Life, Wadsworth, 1979.

U. S. Department of Health, Education and Welfare. Working With Older People: A Guide to Practice. Volume I. The Knowledge Base. U. S. Government Printing Office, 1978, Catalogue number 726-83511606 1-3.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: Interdisciplinary StudiesAbbreviation Code: G.S. Course Number: 415Credit Hours: 3 Vector: 0-3-0Title of Course: Seminar in Applied Gerontology

Calendar Description of Course: Discussion of current issues in applied gerontology. In line with the interdisciplinary nature of gerontology this course will have an interdisciplinary orientation, drawing upon resource persons from various academic departments within the university and practitioners in the community. Course requirements include a program evaluation or a research paper.

Nature of Course Seminar

Prerequisites (or special instructions):

GERO 300 and at least one of the following:

Psych 357, Kin 461, Soc/Anth 461

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. SchedulingHow frequently will the course be offered? Once a year.Semester in which the course will first be offered? 1983-1

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

To provide a forum for interdisciplinary discussion of current issues in applied gerontology. One purpose of this seminar will be to strengthen the link between academics and practitioners in the field of gerontology in an attempt to find adequate solutions to the problems of aging and the aged through a team approach. Another purpose will be to enable students to apply their knowledge of theory and research in gerontology to a practical problem.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

The requirements for this course are part of the overall requirements for the Diploma in Gerontology.

5. Approval

Date: _____

10 Sept 81_____
Department ChairmanT. Robert
Dean_____
Chairman, SCUS

GERO 400 - SEMINAR IN APPLIED GERONTOLOGY

PROPOSED COURSE OUTLINE

WEEK

TOPIC

1

Introduction

- the relationship between theory, research and practice in gerontology; an overview
- objectives and format of the course
- nature and purpose of student research projects
- discussion of ethical issues related to research involving elderly subjects

2

Issues and Problems in Diagnosis and Assessment

- the importance of considering the "whole" person in the context of his/her social, cultural and physical environment
- invasion of privacy and other legal and human rights issues
- when should proxies be used?
- forms: friend or enemy of the assessor
- the efficacy of formal psychometric tests and clinical scales in evaluating the presence and/or degree of altered brain function
- review and re-assessment: how often, by whom and covering what?
- the terminal drop hypothesis: fact or artifact?
- where does responsibility begin and end?

3,4

Institutionalization and Alternatives

- who should be institutionalized?
- the mix of services
- the mix of people: intergration vs segregation
- the physical environment: design, size and location
- relocation stress: fact or fiction?
- cost/benefits of alternatives to institutionalization

5

Current Treatment Approaches: Who Benefits - the Client, the Staff, Both or Neither?

- individualized treatment of excessive disability
- milieu approaches
- reality orientation
- remotivation
- psychotherapy
- behavior modification

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WEEKTOPIC

- | | |
|-------|---|
| 6 | <u>Drugs and the Elderly</u> <ul style="list-style-type: none">-drug abuse/misuse-intervention and prevention |
| 7 | <u>The Team Approach: Does it/can it work?</u> <ul style="list-style-type: none">-role definition and acceptance-communication: a key ingredient-issues of responsibility-the researcher as part of the team-who speaks for the team? |
| 8 | <u>The Family and Services</u> <ul style="list-style-type: none">-proximity, availability and willingness to assume responsibility-quality of care-the burden of providing care-the family and institutionalization-family policy |
| 9 | <u>Elder Abuse</u> <ul style="list-style-type: none">-frequency and nature of abuse-characteristics of the abused and the abuser-causes of abuse-learned helplessness-abuse and public policy-intervention and prevention |
| 10 | <u>Suicide and the Aged</u> <ul style="list-style-type: none">-frequency-means of lethality-precipitating factors and motives-intervention and prevention |
| 11 | <u>Identifying and Meeting the Needs of Special Groups</u> <ul style="list-style-type: none">-the mentally impaired elderly-the elderly alcoholic-the retarded elderly-minority elderly |
| 12,13 | <u>Presentation of Reports of Student Research Projects.</u> |

GERO 400 - SEMINAR IN APPLIED GERONTOLOGY

PROPOSED READING LIST

Introduction: The Relationship Between Theory, Research
and Practice in Gerontology

Bell, B. D., (Ed.) Contemporary Social Gerontology: Significant Developments in the Field of Aging, Springfield, Ill. Charles C. Thomas, 1976. Section II. Theories of Aging: Scientific and Applied.

Birren, J. E. and Renner, V. J., Research on the Psychology of Aging: Principles and Experimentation. In: J. E. Birren and K. W. Schaie, Handbook of the Psychology of Aging, New York, Van Nostrand Reinhold, 1977.

Reich, W. T., Ethical Issues Related to Research Involving Elderly Subjects, Gerontologist, 1978, 18 (4) 326-337.

Sacher, G. A., Theory in Gerontology: Part I. In: Annual Review of Gerontology and Geriatrics, 1978, 1, 3-25.

Diagnosis and Assessment

Jarvik, L. F., Diagnosis of Dementia in the Elderly: A 1980 Perspective. Annual Review of Gerontology and Geriatrics, 1980, 1, 180-203.

Schaie, K. W. and Schaie, J. P., Clinical Assessment and Aging. In: J. E. Birren and K. W. Schaie (Eds.), Handbook of the Psychology of Aging, New York, Van Nostrand Reinhold, 1977.

Siegler, I. C., The Terminal Drop Hypothesis: Fact or Artifact? Experimental Aging Research, 1975, 1 (1) 169-185.

Storandt, M., Siegler, I. C. and Elias, M. P. (Eds.) The Clinical Psychology of Aging, New York, Plenum Press, 1978. Section 1 - Cognitive Assessment.

Institutionalization and Alternatives

Blenkner, M., Bloom, M., and Nielsen, M. A Research and Demonstration Project of Protective Services, Social Casework, 1971, 52, 483-499.

- Borup, J. H. and Gallego, D. T., Mortality as Affected by Institutional Relocation: Update and Assessment. Gerontologist, 1981, 21 (1), 8-16.
- Bourestom, N. and Pastalan, L., The Effects of Relocation on the Elderly: A Reply to Borup, J. H., Gallego, D. T. and Hefferman, P. G., Gerontologist, 1981, 21 (1), 4-7.
- Brody, E. M., Long-Term Care of Older People - A Practical Guide, New York, Human Services Press, 1977. Chapter 16- Issues of Care and Treatment.
- Dunlop, B. D., Expanded Home - Based Care for the Impaired Elderly: Solution or Pipe Dream? American Journal of Public Health, 1980, 70 (No. 5), 514-519.
- Kosberg, J. I. and Tobin, S. S., Variability Among Nursing Homes, Gerontologist, 1972, 12 (3, Part 1), 214-219.
- Lawton, M. P., Environment and Aging, Monterey, Calif., Brooks/Cole, 1980.
- U.S. Department of Health, Education and Welfare, Working With Older People: A Guide to Practice, Vol. 2: Human Services, U.S. Government Printing Office, 1978. Catalogue No. 726-835/1606, 1-3.
- Vincente, L., Wiley, J. A. and Carrington, R. A. The Risk of Institutionalization Before Death, Gerontologist, 1979, (4), 361-367.

Efficacy of Current Treatment Approaches

- Blum J. E. and Tross, S., Psychodynamic Treatment of the Elderly: A Review of Issues in Theory and Practice, Annual Review of Gerontology and Geriatrics, 1980, 1, 204-234.
- Brody, E. M., Long-Term Care of Older People - A Practical Guide, New York, Human Services Press, 1977, Chapter 17 - Experimental Treatment Programs.
- Burnside, I. M., Working With the Elderly: Group Processes and Techniques. North Scituate, Mass. Duxbury Press, 1978, Chapters 9, 10, 13-18.

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Drugs and the Elderly

Fann, W. E. and Maddox, G. L., Drug Issues in Geropsychiatry, Baltimore, Williams and Wilkins, 1974.

Davis, R. H. and Smith, W. K., Drugs and the Elderly, Los Angeles, University of Southern California, Ethel Percy Andrus Gerontology Centre, 1973.

The Team Approach

Carp, F., The Realities of Interdisciplinary Approaches: Can the Disciplines Work Together to Help the Aged? In: A. N. Schwartz and I. N. Mensh (Eds.), Professional Obligations and Approaches to the Aged, Springfield, Ill., Charles C. Thomas, 1974.

Jarvik, L. F. and Cohen, D., Relevance of Research to Work With the Aged, In: A. W. Schwartz and I. N. Mensh (Eds.), Professional Obligations and Approaches to the Aged, Springfield, Ill., Charles C. Thomas, 1974.

Elder Abuse

Block, M. R. and Sinnott, J. D. (Eds.), The Battered Elder Syndrome: An Exploratory Study. University of Maryland, Center on Aging, November 1979.

O'Malley, H., Segars, H., Perez, R., Mitchell, V. and Knuepfel G. M. Elder Abuse in Massachusetts: A Survey of Professionals and Paraprofessionals, Commonwealth of Massachusetts, Department of Elder Affairs. June 1979, (mimeo).

The Family and Services

Archbold, P., Impact of Caring for an Ill Elderly Parent on the Middle-Aged Elderly Offspring Care-Giver. Paper presented at the 31st Scientific Meeting of the Gerontological Society, Dallas, Tx., November, 1978.

Cath, S. G., The Institutionalization of a Parent - A Nadir Of Life, Journal of Geriatric Psychiatry, 1972, 5 (1), 25-46.

Danis, B., Stress in Individuals Caring for Ill Elderly Relatives. Paper Presented at the 31st Scientific Meeting of the Gerontological Society, Dallas, Tx., November, 1978.

Shanas, S. E., Social Myth as Hypotheses: The Case of the Family Relations of Old People. Gerontologist, 1979, 19, 3-9.

Soyer, D., Helping the Family to Live with Itself. Journal of Geriatric Psychiatry, 1972, 5 (1), 52-65.

Tobin, S. S. and Kulys, R., The Family and Services. In: Review of Gerontology and Geriatrics, 1980, 1, 370-399.

Suicide and The Aged

Miller, M., Suicide After Sixty - The Final Alternative, New York, Springer, 1971.

Special Groups

Di Giovanni, L., The Elderly Retarded: A Little Known Group. Gerontologist, 1977, 17, 297-302.

Frankfather, D., The Aged in the Community - Managing Senility and Deviance, New York, Praeger, 1977.

Gelfard, D. E., and Kutzik, A. J., Ethnicity and Aging: Theory, Research and Policy, New York, Springer, 1970.

Zinberg, S., The Elderly Alcoholic. Gerontologist, 1974, 14 (3), 221-224.