The University of Southern California's gerontology faculty development program sought to enhance gerontology programs by preparing two to three faculty members from each of several college campuses in Southern California to become core committees that would facilitate an organized sequence of gerontology instruction within their institutions. All the objectives pursued by the project were achieved. Faculty members developed their expertise in gerontology, created or modified courses with gerontology content, identified and developed community resources, and developed ongoing inter-institutional relationships with peers. The 12 participants who completed the program became able to influence policy within their communities, to provide local and state government officials with authoritative information about general aging issues and about ethnic and health issues specific to Southern California elderly, and to shape the type of personnel and delivery systems that can meet the particular needs of the community's elderly, through establishment of formal education programs. The model is transferable to other regions of the country. This final report outlines the project's objectives, rationale, and results and presents the model of gerontology faculty development. Appendices include course outlines, syllabi, schedules, reading lists, and assessment instruments used for the program. Two references. (LPT)
FACULTY DEVELOPMENT
FOR
GERONTOLOGY PROGRAM DEVELOPMENT

A Final Report Prepared by the
University of Southern California

March, 1991

David A. Peterson
Pamela F. Wendt
Ethel Percy Andrus Gerontology Center
The University of Southern California

This project was supported in part by Award #90-AT-042701 from the Administration on Aging, Office of Human Development Services, Department of Health and Human Services, Washington, DC 20201. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official Administration on Aging policy.

BEST COPY AVAILABLE
The primary objective of this Faculty Development project was to prepare two to three faculty members on several campuses to become a core committee to facilitate an organized sequence of gerontology instruction within their institution. The subordinate objectives were:

1. that each faculty member further develop her/his expertise in gerontology beyond the introductory level through the study of specific applications of subject matter within each of three core areas;

2. that each faculty member create a new course or modify an existing one so that substantial gerontology content will be provided at either the introductory or intermediate-professional level;

3. that faculty members from each campus identify and develop community resources within the aging network to support mutually beneficial ends;

4. that faculty members from each campus gain the knowledge and skills necessary for the development, initiation, and administration of an instructional program supporting a career in the field of aging;

5. that faculty members develop ongoing inter-institutional relationships with peers to provide a supportive regional network of gerontological experts for consultation and collaboration; and

6. that USC develop and implement a Faculty Development model transferable to other regions of the country to greatly expand the availability and quality of liberal arts and preprofessional gerontological instruction.

These objectives were pursued throughout the period of the project, and all were achieved.
I. FACULTY DEVELOPMENT MODELS

In the broadest sense, faculty development is a comprehensive term covering a wide range of activities for faculty, instructional, and organizational change, ultimately designed to improve student learning. In the more narrow sense, it describes a purposeful attempt to help faculty members improve their competence as teachers focusing on learning, teaching and instruction, and to improve their competence as scholars. (Eble and McKeachie, 1985). In the field of aging, faculty development is even more specific in that it refers to curriculum development, with individual professional growth as one element and institutional development as another (Figure 1).

In gerontology, professional development has been primarily concentrated on retraining in related fields; that is, knowledge and skills enhancement in sociology, psychology, and biology of aging. Historically, spanning a few hours to a few weeks of formal instruction, the retraining includes exposure to terminology, and basic concepts, issues, and trends in the core areas. Faculty are then teach introductory or survey courses in aging, infuse aging concepts in non-aging courses, and frequently develop a program in aging on their campus consisting of a collection of introductory courses from various departments across the campus. Less often, the retraining has been at an intermediate level, which is simultaneously broader and more specific, in that the integrative bio/psycho/social perspective is applied to the investigation of specific issues, problems, and concerns in aging. Faculty emerge from this experience with a sense of developing expertise, of having acquired specialized knowledge, and being more capable of providing leadership roles on their campus and in their community.

At the other end of this spectrum of curriculum development are efforts in program development. Faculty development with this emphasis concentrates on knowledge and skills to access and utilize the multidisciplinary concepts, sources and materials within an educational framework (Peterson and Wendt, 1990) to develop an organized sequence of study in aging consisting of required core material as well as electives.

It is a basic contention of the USC project that more faculty development programs need to move beyond the introductory stages, to facilitate the development of significant levels of gerontological expertise and program development. Knowledge of basic core areas in gerontology is a necessary, but not sufficient condition for quality, permanent gerontology programs. Not withstanding the numerous fine faculty development courses available during the 70s and 80s, the area of faculty development in gerontology can be characterized as piecemeal, lacking a concerted effort to systematically move faculty through the introductory level to the intermediate level, and finally to an advanced level of gerontology content and procedures.
Figure 1. Model of Faculty Development in Gerontology

- * Individual Professional Growth: 
  - introductory → broad overview
  - intermediate → developing expertise
  - advanced → recognized expertise

- ** Institutional Development: 
  - cafeteria-style selection of unrelated courses in aging
  - organized sequence of study in aging (core + electives)

* training in related fields
** program development
II. FACULTY DEVELOPMENT FOR PROGRAM ENHANCEMENT

A. Rationale and Structure

This Faculty Development project can be characterized in three ways. First, the emphasis was on facilitating the development of a program of studies in gerontology on a minimum of five college and university campuses in Southern California. Using the expertise of the faculty and administrators at the Leonard Davis School of Gerontology at USC, campuses that had isolated, individual courses dealing with the field of aging developed plans for a gerontology program on their campus.

Second, this Project used the "critical mass concept" in program development. Successful program development in a multidisciplinary field requires the cooperation of numerous persons across departments. Two or three participants from six campuses were identified by their deans as members of a core committee to facilitate gerontology program development. Having two or three faculty from a single campus working as a core committee formed the critical mass necessary to plan the move from fragmentation to a program of studies.

Third, this Project differed from others in its approach to content. Rather than beginning with another introductory series, this project concentrated on enhancing the expertise of those who already had a fundamental knowledge of the core areas of aging. The purpose of this approach was to build on the core foundation to develop faculty expertise. Although one year of formal study did not create experts, it did develop competence in a unique body of knowledge, and confidence in the appropriate skills to allow these faculty to become academic leaders in gerontology on their campuses and in their communities.

This Faculty Development project consisted of three graduate courses, four credits each, held in the spring, summer and fall of 1990. The spring and fall courses were held one weekend per month for four months on the University of Southern California campus.

The weekend format had several benefits:
(a) the participating campuses had no costs for faculty released time to attend;
(b) the faculty members were able to continue their normal campus routine;
(c) it facilitated the attendance of faculty whose campuses were not in the metropolitan Los Angeles area by limiting travel time to once a month; and
(d) the monthly intensives permitted time for in-depth discussion of content by minimizing interruptions.

The summer course was a one week intensive residential experience. This format provided opportunities for formal and informal inter-institutional networking, exploration of common interests for future collaborative projects, and time for extended, uninterrupted discussions on program development.
The weekend format also had drawbacks:
(a) the project course work was rigorous, and with no released time from already full
schedules, participants expressed frustration over their ability to meet the demands of the
project; and
(b) participating campus administrators were unavailable for involvement in the project.

B. Participants

Campuses in the southern California area were selected that a) have offered isolated
gerontology courses, but have not had a functioning gerontology program; and b) are serving
a substantial percentage of minority students. Minority content ranged from 17% at Chapman
College to 55% at California State University at Los Angeles. Participating campuses served
over 106,000 students with a wide range of ethnic minorities, including Asian/Pacific Islanders
(8%-23%), Blacks (3%-19%), and Hispanics (6%-22%), reflecting the diversity of cultural and
ethnic groups residing in this area.

Sixteen faculty members, who had demonstrated interest in gerontology by having offered
courses in the field, from six campuses (Appendix A) were selected by their deans to participate
in this faculty development project. It was established from the inception that the administration
on each campus was interested in improving its program of gerontology instruction, and that the
faculty participants were commissioned to facilitate that improvement.

C. Project Implementation

Faculty from a variety of academic areas participated in this project. Despite the fact that
all participants had demonstrated their interest in, and basic knowledge of, introductory
gerontology through the courses they have taught, it was assumed that some had an inadequate
background in one or more of the core knowledge areas of gerontology. In order to deal with
the heterogeneity of the group, the first phase of this project involved an individual review of
three core knowledge areas: the psychology, sociology, and physiology of aging. Participants
were sent study guides and introductory reading materials three months prior to beginning formal
class work at the intermediate level (Appendix B).

Since participants had a varied professional backgrounds, this self-paced review period
permittted each to update her/his basic gerontological knowledge and concentrate study on weak
areas, if any. Thorough review of the fundamental knowledge prepared participants for the
more detailed discussions included in the second phase.

In the second phase of this project the participants built on their introductory knowledge
by studying with experts in the mental health, physical health, and ethnicity of aging, and in
community resources. A four credit graduate course, met one weekend each month for four
consecutive months in the spring of 1990, and a second four credit course met for a one week
residential intensive in June. Immediate issues of concern for professional practitioners were the vehicle for moving participants from being knowledgeable to becoming experts in gerontology.

The spring course was a multidisciplinary approach to stability and change at the individual and societal levels taught by three expert faculty members from the Leonard Davis School of Gerontology. One instructor dealt with physical health issues such as prevention, intervention and adaptation; one instructor dealt with mental health issues, interventions and support systems; and the third instructor dealt with cultural and ethnic minority issues (Appendix C). At the conclusion of the formal instruction, participants were asked to complete three written projects demonstrating their grasp of the new material. The majority completed papers on topics applicable to the course content, others completed annotated bibliographies, and others developed research proposals.

The summer course took advantage of the well developed aging network within the Los Angeles community to serve as a model for cultivating similar networks within the communities of the participants. It was built around daily site visits and evening working meetings and discussion groups (Appendix D). At the conclusion of the week, each core committee was asked to design internship experiences appropriate for the students on their campuses, and to document initial contacts with potential placement agencies in their home communities.

The third phase took the participants through the process of program development, from theories of organization and administration to the identification of student support services. Faculty and administrators from the Leonard Davis School of Gerontology assisted participants in dealing with their own campuses' programmatic potential and political realities. Meeting one weekend each month for four consecutive months in the fall 1990, participants developed a plan for gerontological instruction during a third four-credit graduate gerontology course (Appendix E).

During each set of classes, a resource library of current textbooks, audiovisual materials, gerontology associations, and relevant journals were displayed. The purpose of these materials was to broaden participants familiarity with resources in gerontology education.
IV. RESULTS

Participants were given an assessment instrument prior to their involvement in the project and again at the conclusion of the project (Appendix F). The immediate results of the years work can be demonstrated at both the institutional and individual levels. In addition, a model for Faculty Development was produced.

A. Institutional Level

Four of the core committees developed plans for a program of study on their campus:

- a plan for a certificate program at the baccalaureate level on two campuses;
- a degree program of study at the baccalaureate level on one campus; and
- a degree program of study at the masters level on one campus.

A plan to investigate the feasibility of a program for the community college campus was also developed. The long range results of these plans will be the training of hundreds of new health and human service professionals each year to work with the very heterogeneous aging population in Southern California.

The second group of institutional level results were an increase in the number of both introductory and intermediate level gerontology courses taught on participating campuses. Participants used their emerging expertise to develop new courses, particularly for those preprofessionals who plan to work extensively with the aged. These new intermediate level courses on each campus were intended to build on the existing introductory ones, and to fill a need identified in recent research dealing with the gerontological preparation of social workers, occupational therapists, counselors, and recreation leaders (Peterson, Bergstone, and Douglass, 1988). The intended results are that students will have increasing breadth of knowledge of aging issues and implications for practice through the intermediate courses in gerontology.

B. Individual Level

At the individual level significant results were achieved in three major areas:

- increased knowledge and skills in the areas of physical and mental health, in ethnicity and culture, and in community resources for the elderly;

- increased awareness of curriculum guidelines for programs in gerontology; and

- increased leadership on their campuses and in their communities as indicated by the number of organizations in which they served as resources.
The twelve participants who completed this year-long Faculty Development project (Appendix A) are in positions to influence policy within their communities by virtue of their ability to fill expert advisory board positions in local organizations. They are able to provide local and state government officials with authoritative information about aging issues in general, and about ethnic, and health issues specific to the Southern California elderly. They are in a position to shape the type of personnel and delivery systems available to meet the particular needs of the community's elderly through the formal education programs they establish at their institutions.

C. Model for Faculty Development

A final result, having potentially far-reaching effects, is the Faculty Development model for advancing expertise within the field of gerontology. Other regions could adopt the model, thereby increasing the pool of academic leadership necessary to avert the potential personnel crisis. The model has four replicatable elements.

First, it relies on the expertise of existing gerontology faculty, and in each region of the country there is at least one prominent gerontology program with faculty expert enough to conduct this type of faculty development for surrounding colleges and universities. The model develops a relationship that can be expected to be continued after the completion of the grant project so that one institution with a well-developed program can assist several developing programs into the future. The model involves the teaching of content that is covered in textbooks and professional journals, with widely available audio-visual resources.

Second, the model uses the existence of the federally funded Aging Network for field work and job placement, a network that now covers all of this nation. Thus, faculty in almost any community can become aware of the local service delivery system and the way that gerontology students can participate in it.

Third, the model uses a weekend format that allows both the instructional faculty and the participants to continue their regular duties while undertaking this project. Thus, it is not necessary for participants to take a sabbatical or leave of absence in order to upgrade their gerontological knowledge and skills.

Fourth, it includes a commitment from the developing institution as well as the individual faculty members to expand and improve their gerontological instructional program, so it enhances the likelihood that the program will lead to the long-term developments that are desired. Because no set requirements for this commitment are made, it is possible for each institution to set its own priorities and goals.
REFERENCES


APPENDIX A

<table>
<thead>
<tr>
<th>Campus</th>
<th>Faculty Participants</th>
<th>Academic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calif. State U., Bakersfield</td>
<td>Sumiko Fujiki</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Julia Robinson</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Philip Silverman</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Calif. State U., Los Angeles</td>
<td>Roger Delgado</td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td>Kim Miller</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Chick Fai Tam</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Calif. State U., Long Beach</td>
<td>Bonnie Kellogg</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Barbara White</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Kay Zimka</td>
<td>Housing</td>
</tr>
<tr>
<td>Calif. State U., Northridge</td>
<td>Judith Trost-Cardemone</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td></td>
<td>Miriam Cotler</td>
<td>Health Science</td>
</tr>
<tr>
<td></td>
<td>Steven Loy</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Chapman College</td>
<td>Myrna Hant</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>Harry Schuler</td>
<td>Health Administ.</td>
</tr>
<tr>
<td>El Camino College</td>
<td>Edward McCrary</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Richard Jolliff</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

* Participants completing the Faculty Development Project
APPENDIX B

Readings and study guides for phase 1.
Texts


Additional Readings

Current journal articles were also included in the assigned reading list.

Study Guides

1. Topical guides with assigned readings appropriate for the introductory level were distributed for the core areas of physiology, psychology and sociology of aging.

2. Study questions for each area were also included in the packet.
APPENDIX C

Course outline for spring.
FACULTY DEVELOPMENT FOR GERONTOLOGY PROGRAM ENHANCEMENT

SPRING 1990

Primary Project Objective: to prepare two or three faculty members on a minimum of five campuses to become a core committee to facilitate an organized sequence of gerontology instruction within their institutions.

Spring 1990 Objectives:

1. Each faculty member will further develop her/his expertise in gerontology beyond the introductory level through the study of specific applications of subject matter within each of three core areas:
   a) the study of the older adult learner and mental health issues as an extension of the basic knowledge of the psychology of aging;
   b) the study of health and lifestyle implications as an extension of the basic knowledge of the physiology of aging;
   c) the study of cultural, ethnic and minority needs as an extension of the basic knowledge of the sociology of aging.

(See assignments on attached course syllabi.)

2. Each faculty member will create a new course or modify an existing one so that substantial gerontology content will be provided at either the introductory or intermediate-professional level.

(The course you select to create/modify should be one that you will teach next year on your campus.)

3. Each faculty member will become a consultant to or become a member of an advisory board of a community organization active in the field of aging.

(See attached list of possibilities.)
ADVISORY BOARD POSSIBILITIES

1. Long Term Care Committee of the County AAA has several subcommittees that may need members.
   Contact Rocelle Williams  213-857-6411

2. Alternative Living/Shared Housing for the Aging
   Fairfax Ave/ W. Hollywood
   Contact Janet Witkin  213-650-7988

3. Foothill Area Community Services ...multi-service agency
   825 Orange Grove Blvd/ Pasadena
   Contact Dr. Emmel J. Beach 818-794-3141

4. Senior Health and Peer Counseling Model Program
   2125 Arizona Ave./ Santa Monica
   Contact Bernice Brader  213-828-1243

5. WISE West Side Independent Services to the Elderly
   ...multiple services
   1329 3rd St. Promenade/ Santa Monica
   Contact Maria Arechaederra  213-394-9871

6. Watts Labor Community Action Committee ...housing, multi-
   service
   Los Angeles
   Contact Ted Watkins
FACULTY DEVELOPMENT FOR GERONTOLOGY: PSYCHOLOGY OF AGING

Bob Knight, Ph.D.

Spring, 1990

January 26
Class Overview
Gerontology Background for Counseling
Discussion of Intellectual Changes, Memory Changes, Personality Change, Emotionality, & Life Satisfaction across adulthood & late life
Knight (T) 1,2; Zarit 1,2; assumes knowledge of Botwinick (entire) or similar text

February 16
Dementia, Depression, and Delirium in Elderly
Exercise: Introduction to Assessment of Dementia
Reading: Knight 3,4,5; Zarit 5 - 9
Katzman (reserve); Reisberg (reserve)

Other Disorders: Anxiety, Paranoia, Schizophrenia, Character Disorders
Outline of Initial Assessment Interview
Exercise: Assessment Interviewing

March 23
Topics in Counseling the Elderly: Chronic Illness and Disability
Discussion: Application of Therapy Themes to Chronic Illness for Patient and Family
Readings: Knight 6, 8; Zarit 2, 3, 7
Rolland: Carter & McGoldrick 18

Topics in Counseling the Elderly: Death and Dying
Discussion: Therapy Systems and Issues of Death and Dying, Dying Person and Family
Readings: Knight 6; Stoebe & Stroebe (on reserve); Herz Brown C & G: 19
Freud: Mourning and Melancholia (on reserve)

April 27
Family Systems Viewpoints and Counseling the Elderly
Exercise: Role Play Family Interaction
Readings: Knight 9; Bumagin & Hirn, 3, 5;
Carter & McGoldrick 1-8, 14 (on reserve)

Services for Families of the Demented Elderly
Zarit et al (entire)
Video: Interview with a Caregiver
TEXTS:

Knight, Psychotherapy with the Older Adult.  
Zarit, Aging and Mental Disorders  
Zarit, Orr & Zarit, Hidden Victims  
Carter & McGoldrick Changing Family Life Cycle

REQUIREMENTS:

Credit: Attendance  
Participation  
On related topic, complete a detailed outline for a paper  
or an annotated bibliography

Letter grade: 15 page paper on topic of interest in psychology of  
aging: must reflect knowledge of methodology, discuss continuity  
versus change in development as well as possible difference between  
old and young, and suggest application of theory to an important  
problem facing older adults or their families.
January 27  The relationship between aging and disease.
Problems in teaching the physiology of aging
Common problems in older adults
Iatrogenic disease
[Refer to Kane: Essentials of Clinical Geriatrics Ch.1,2,13,14]

February 17  Iatrogenic disease (continued)
Medication management
Cerebrovascular and cardiovascular disease
Appropriate medical technology
Educational resources in aging and health

March 24  Impaired cognition: potentially reversible causes
Excess disability
Institutionalization
Incontinence
Assessing the ability to live independently

April 28  Instability and Immobility; Osteoporosis and Osteoarthritis
Nutritional issues in aging
Health promotion and disease prevention/ wellness programs
Geriatric assessment/ geriatric screening programs
Bridging the gap between theory and practice

Textbooks:  Kane, Ouslander & Abrass: Essentials of Clinical Geriatrics, 2nd ed. 1989
Timiras: Physiological Basis of Geriatrics, 1988 (as a reference)
Course Evaluation

1. Briefly describe the existing program in aging studies at your institution -- courses currently offered with a primary or secondary emphasis on aging, faculty commitment, relationship between gerontology and other disciplines, characteristics of students taking courses in aging.

2. What criteria would you use in selecting topics in geriatric physiology and health care for inclusion: (1) within an introductory or primary-level course currently offered at your institution; (2) in the context of an intermediate-level health related course in gerontology (which may or may not be offered currently) at your institution?

   How would you go about establishing those guidelines? Elaborate on the basis for each of the criteria selected.

3. Taking into consideration your answers to 1 and 2 above, select from 5 to 10 topics that you would consider as essential content in an intermediate-level course in Geriatric Physiology and Health Care at your institution. Discuss the reasons for your selection.

The purpose of this course evaluation is to enable the participants to articulate the context in which geriatric physiology and health care fit in the programs at their institution. Participants are encouraged to identify those topics that may be particularly relevant to their academic setting.

Please have your papers prepared by April 28, 1990 so that we can incorporate your answers in our discussion.
Suggested Course Readings

January 27

HA Johnson (1985) Is aging physiological or pathological? [in packet]
RA Kenney (1989) Physiology of Aging Ch. 1 [in packet]
PS Timiras (1988) Physiological Basis (Textbook) Ch. 1-3

February 17

PS Timiras (1988) Ch. 24, 17
RL Kane (1989) Ch. 9, 18
C. Patterson (1986) Iatrogenic disease in late life. [in packet]

March 24

RL Kane (1989) Ch. 6, 3, 4
PS Timiras (1988) Ch 10

April 28

RL Kane (1989) Ch 7, 8, 10
PS Timiras (1988) Ch. 27

Please continue to refer back to RA Kenney and the packet of readings throughout the course.
Development for Gerontology Program Enhancement  
University of Southern California  
Spring, 1990

ETHNICITY AND AGING  
Professor: Dr. Fernando Torres-Gil

INTRODUCTION

America is becoming a cultural diverse population—composed of a mixture of racial, ethnic and linguistic groups. This cultural pluralism is reflected in the aging population and is becoming evident in the increasing numbers of older Blacks, Hispanics, Native Americans, Asian/Pacific Elderly as well as white ethnics (e.g. Jews, Armenians, Germans). Aging among ethnic groups influences attitudes, use of services, intergenerational and family relations, social and political behavior, and a host of other factors. This course will examine the implications of the growing population of cultural diverse older persons to the elderly population, the society, and, in particular, the State of California. The course will also examine the aging of those populations, particularly the aging of younger minorities and their status in a multigenerational and multiracial society.

PURPOSE

The purpose of this class is to:

A. Provide an introduction into the concept of "Ethnicity and Aging" including an examination of concepts and theories useful for understanding aging in a highly pluralistic society.

B. Examine the knowledge base in ethnicity and aging.

C. Provide an in-depth examination of five groups: Hispanic, Asian, American Indian, Black, and Jewish Elderly.

D. Examine the cultural and traditional patterns of selected ethnic groups as they relate to service delivery, practice and working with older minority persons.

E. Analyze the social and political issues which affect minority aging in the United States and its implications for funding, political advocacy, and program development.
F. Examine contemporary social and political issues such as Medicare, the Older Americans Act, and California aging policies as they affect service delivery to older minorities.

G. Examine the aging of young minority populations and its implications for aging policy and politics.

OUTCOMES

A. An understanding of cultural diversity in the United States and its effect on values, intergroup relations, and the aging process.

B. An ability to apply theory to ethnic and minority issues.

C. An awareness of the effects of current policies and politics on older ethnic and minority individuals.

D. An ability to incorporate minority and ethnicity in gerontology courses.

E. An ability to objectively critique existing aging policies and issues which affect older ethnic and minority individuals.

F. A knowledge of community based resources serving minority elderly.

READINGS


Additional Readings on Reserve in the Gerontology Library. Packets of Assigned Readings can also be purchased at the copy center in the basement of the Andrus Gerontology Center.
Session I is an introduction to the contemporary developments in minority aging and the theoretical constructs useful for analyzing the social, cultural, and economic status of ethnic and minority elders. The session examines the social and demographic profile of five selected groups.

A. Introduction to the Course.
B. Contemporary developments in Minority Aging.
   1. Importance of the topic.
   2. The National Resource Center on Minority Aging Populations-Mr. Jeff Hyde, Project Coordinator.
C. The Minority Elderly: Demographic and Social Profiles.
   1. Blacks.
   2. Hispanics.
   3. Asians and Pacific Islanders.
   4. Native Americans.
   5. Jewish Elderly.
D. Minority and Ethnic Gerontology.
   2. Status of the Literature.
E. Theories of Ethnicity, Race, and Aging.
   1. Ethnicity, Culture, Race, and Minority Status.
   2. Assimilation and Acculturation.

READINGS: Gelfand, Introduction, Chapter 2
           Gelfand & Barresi, Chapters 2 and 3
           Holzberg, "Ethnicity and Aging"
Session II, Saturday, February 17, 1990 (2-6pm):

Session II looks at the historical experiences of the five selected groups in order to understand the needs and attitudes of today's cohort of minority elders. The particular social and cultural issues affecting minority elders and their families are examined.

   4. Hispanic Immigration and Migration.
   5. Black Immigration and Migration.

B. Lifestyles of Minority Older Persons.
   1. Culture and Traditions.

C. Multiple Jeopardies.
   1. Discrimination.
   2. Racism.
   3. Nativism.
   4. Socio-economic status.

D. Support Systems.
   1. Family.
   2. Natural Supportive Networks.

E. Cohort Analysis.
   1. Generational Changes in Minority Communities.

READINGS: Gelfand and Barresi, Chapters 7,9,10,11
Gelfand, Chapter 1
Markides and Mindel, Chapters 1,2,3,5
Kirk, "What Golden Years"
Ayendez, "Puerto Rican Elderly Women"
Session III, Saturday, March 24, 1990 (2-6PM): 

Session III provides an opportunity to analyze the affect of specific public policies on older minority persons. Political activities in relation to advocacy and government programs are also examined.

A. Services and Programs.
   1. Federal and State response to race, ethnicity, and age.

B. Health and Long Term Care
   3. Long Term Care and Minority Families.
   4. Nursing Home Use and Community based services.
   5. The Changing role of the family and caretakers.

C. Employment Patterns and Income Security.
   1. Employment and the Older Worker.
   2. Pension and Retirement.
   4. Pre-Retirement Planning.

D. Politics of Minority Aging.
   1. Political Participation.
   2. Minority Elders as Community leaders.
   3. Advocacy and Political Organizations.

E. Policy Developments for Minority Aging.
   1. Policy Issues.
   2. Coalition Politics.
   3. Legislative Developments.

READINGS: Gelfand, Chapter 4
          Gelfand and Barresi, Chapters 14, 16, and 17
          Torres-Gil and Fielder, "Long Term Care Policy & the Hispanic Population"
          Chee and Kane, "Cultural Factors Affecting Nursing Home Care for Minorities"
          Torres-Gil, "Pre-Retirement Issues that Affect Minorities"
Session IV, Saturday, April 28, 1990 (2-6pm):

Session IV looks at those issues that will affect aging of minority populations. Some of those issues affect the ability of minority elders to access existing services while other issues provide clues about the problems and experiences facing future cohorts of minority and ethnic elders.

A. Targeting and Interstate Funding Formulas.

B. Aging of young minority populations.
   1. Age and race stratification.
   2. Multi-generational and Multi-racial issues.

C. Critical Developments in Ethnicity and Aging.
   1. Bilingualism and Biculturalism.
   2. The Changing American Profile.
   3. Immigration and Migration.
   4. The Immigration Reform Bill.

D. Aging in Other Countries.
   1. Applicability to the U.S. Experience.
   2. Multi-culturalism in Australia.
   3. Third World and the Age Boom.
   4. Turkey and the Phillipines.

E. Discussion of Class Projects.

READINGS: Applewhite, Chapter 8
Hayes-Bautista, "Hispanics in an Aging Society"
Gelfand, "Immigration, Aging and Intergenerational Relationships"
McCallum & Shadbolt, "Ethnicity and Stress Among Older Aussies"
Research Paper

These are the guidelines for developing the final paper. The paper is expected to be between 15 and 20 pages, typed and double-spaced. Citations, references and footnotes are to be used.

The purpose of the paper is to:

A. Allow you to examine an ethnic group of interest to you.
B. Analyze the situation of older persons in that group.
C. Undertake an experiential field project.

You will select a national minority group or ethnic group of your choice. In making the selection, you need to determine the availability of information and the feasibility of doing the research by the due date.

You may use whatever outline or format you wish. Your paper should address (at the minimum) the following areas:

Section I: Descriptive

A. Select and describe the group you have chosen.
B. Provide a concise history of the immigration/migration of the group to the United States and identify the historical events that affected the elderly of the group.
C. Describe the group's current social and political status in this country.
D. Describe the cultural characteristics of this group as they are generally perceived.

Section II: Field Visit

This section requires a field visit to a site where you can view the provision of services to your particular minority or ethnic group and that allows you to interview and/or talk to elders. You should incorporate your observations and information gathered at the field visit in your paper by addressing the following issues:

A. How does the field visit reflect the needs and concerns of minority elders in your selected group.
B. To what extent do assimilation and acculturation help us understand the cultural status of this group.
C. Is this site characteristic of what you expect other elders face or is it atypical.
Section III: Analytical

A. Describe the changes/trends you expect are occurring in the ethnic group and discuss these implications for the next generation of older persons.

B. Discuss the implications of these changes for delivering services to elderly members of this group (and upcoming generation).

C. Discuss the implications for political advocacy, coalition building, and political participation of the elderly members of this group.
APPENDIX D

Course outline for summer.
FACULTY DEVELOPMENT IN GERONTOLOGY

SUMMER INTENSIVE

The summer session will take advantage of the well developed aging network within the Los Angeles community to serve as a model for cultivating similar networks within the communities of the participants. Through lecture, site visits and discussion,

1. participants will become familiar with the breadth of the aging network and the types of services spanning the continuum of care from independent living to skilled care; and

2. the procedures for planning, implementing, and monitoring field/community experiences for gerontology students will be explored.

The products of this summer session will include:

a) the core committee from each campus will identify the need, purpose, outcomes, and structure for field/community experiences for students in the gerontology program on their campus;

b) each committee will begin identification of potential sites within their community to provide the appropriate experiences; and

c) each faculty member will make 3-5 initial contacts with potential sites to investigate mutual interests and benefits, and to ascertain the willingness of sites to participate with the campus.
# Tentative Summer Schedule

### Monday
- **8:30**/ Residence Check-in
- **9:30**/ AGC 305
  - Overview of Aging Network
- **11:10**/ Site visit & lunch
  - Cathay House in China Town

### Tuesday
- **8:00**/ AGC 305
  - Internship Issues
- **11:00**/ Garden Rm.
  - Panel discussion
- **12:00**/ Garden Rm.
  - Lunch w/stud. & internsh. dir.
- **1:00**/ AGC 224
  - Internship Issues

### Wednesday
- **8:00**/ Lounge
  - Campus Committee Mtg. to determine need & purpose for field/commun. experience.
- **9:15**/ Site visits
  - A. SM Hospital
  - B. SMHPC
- **11:30**/ Community Lunch
- **1:00**/ Site visits
  - A. Didi Hirsch Emeritus Coll. (late return)
  - B. Motion Pict. Hospital (late return)

### Thursday
- **8:00**/ AGC 305
  - What is an applied gerontologist? Spect/ Peterson
- **9:00**/ Site visits
  - A. LARRC
    - Gardena D.C. Clearview
  - B. Human Rel. Cnt.
    - Angeles Plaza
- **11:15**/ Site visit & lunch
  - Kingsley Manor

### Friday
- **7:30**/ Brkr. at the Pantry
- **8:30**/ AGC 305
  - Sharing of tentative outline with other campuses for feedback
- **11:15**/ Site visit & lunch

---

**Videos available for viewing during unscheduled time. See attached list.**

---
<table>
<thead>
<tr>
<th>Title</th>
<th>Length</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion in Minority Settings (AARP)</td>
<td>45 min.</td>
<td>Mon.</td>
</tr>
<tr>
<td>Number Our Days</td>
<td>30 min.</td>
<td>Tues.</td>
</tr>
<tr>
<td>Elder Abuse: 5 Case Studies</td>
<td>40 min.</td>
<td></td>
</tr>
<tr>
<td>Shared Visions: Dialogue with Older Adults</td>
<td>30 min.</td>
<td></td>
</tr>
<tr>
<td>Reflections on Suffering</td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>(Cancer victim comes to terms with terminal illness.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Street</td>
<td>10 min.</td>
<td></td>
</tr>
<tr>
<td>(Short story of grandmother dying at home.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging in Rural America</td>
<td>23 min.</td>
<td></td>
</tr>
<tr>
<td>(Views of 7 older adults.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making It Work</td>
<td>30 min.</td>
<td></td>
</tr>
<tr>
<td>(Emotional docudrama of first nursing home to admit AIDS patients.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mildred: The First 90 Years</td>
<td>29 min.</td>
<td></td>
</tr>
<tr>
<td>(Dancer and teacher.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging and the Human Spirit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1989 ASA Meeting presentations of Dr. Viktor Frankl.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Doll Maker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MONDAY TRAVEL SCHEDULE

11:00
Go to van; leave for Cathay Manor, Chinatown
600 N. Broadway

11:30
Meet John Chinn
Lunch at Cathay Manor
Meet George Poon, Chinatown Senior Services Center

1:30
Leave for campus
TUESDAY EVENING TRAVEL SCHEDULE

5:00 Go to van; leave for Beverly/Fairfax area for dinner

6:30 Leave for Alternative Living for the Aging
    122-128 N. Hayworth
    1 block west of Fairfax, just south of Beverly

6:45 Meet Janet Witkins  (213-650-7988)

7:15 Go to El Greco....directions from Janet that evening

7:45 Return to campus
WEDNESDAY TRAVEL SCHEDULE  GROUP A

9:30  Leave AGC for Santa Monica Hospital
      1250 16th St.
      Santa Monica
      Santa Monica Freeway West to Lincoln Blvd. exit; Right
      (North) turn on Lincoln; Right turn on 16th St.; Left
      turn on 16th St.; Turn into circular drive to let
      everyone off in front of hospital; Look for parking on
      the street or in a lot.

10:00  Meet Susan Waters, S.W.; Ask volunteer just inside the
       door to page her at extension 4503.

11:30  Leave for lunch either at hospital cafeteria or nearby.

12:15  Go to van

12:30  Leave for Didi Hirsch in Culver City:
      4760 S. Sepulveda Blvd.
      Santa Monica Freeway East to 405 South (Long Beach);
      take the Culver/Washington exit (2nd exit); Left turn
      onto Sawtell; Left turn onto Culver Blvd. which is the
      next light; Right turn onto Sepulveda which is the next
      light; Park in the lot behind the building or on the
      street.

1:00  Meet Amy Gross (390-6612)

2:15  Go to van

2:30  Leave for Santa Monica College, Emeritus College Program
      Santa Monica Freeway West all the way to 4th St. offramp;
      Right turn (north) to Santa Monica Blvd; Left turn (west)
      to Promenade which is 3rd St.; Right turn into parking
      structure #4; walk to the back of the structure to the
      alley exit; bear to the right; look for a peach colored
      building with turquoise.

3:00  Meet Maggie Hall (452-9306) at 1334 Promenade, Suite 205

3:45  Leave to return to campus
WEDNESDAY TRAVEL SCHEDULE  GROUP B

9:30  Leave AGC for Senior Health and Peer Counseling Center  
      2125 Arizona Ave.  
      Santa Monica  
      Santa Monica Freeway West to the Cloverdale/26th St.  
      exit; Right turn onto Cloverdale; Go all the way to Santa  
      Monica Blvd.; Left turn onto Santa Monica Blvd. and go  
      the 23rd St.; Right turn onto 23rd; Left turn onto  
      Arizona Ave.; Park on the street.

10:00  Meet Harriet Aronow (828-1243/ 829-1801)

11:30  Leave for lunch in the community

12:30  Leave for Motion Picture and Television Hospital  
      23388 Mulholland Dr.  
      Woodland Hills  
      101 West to Valley Circle/Mullholland Dr. exit; Go  
      straight through the first stop light, just follow the  
      curving road to the next stop light; Left turn onto  
      Mullholland Dr.; Cross the first stop light and the  
      hospital is on the right hand corner; Park in the  
      parking lot.

1:30  Meet Barbara Kupperman (818-347-1591 x 1103)

3:30  Leave for campus
THURSDAY TRAVEL SCHEDULE GROUP A

9:00 Meet Wayne Friedlander at the LARRC on first floor AGC
9:45 Go to van
10:00 Leave for Gardena Senior Citizens Day Care Center
     14517 Crenshaw Blvd. Gardena
     Harbor Fwy. South to the 91 Fwy. West which becomes Artesia; Stay on Artesia to Crenshaw; Right turn (North) onto Crenshaw; Immediately after 147th St. turn Left into a very narrow driveway on the North side of the Loving Shepard Lutheran Church; Park in the lot in the back of the church. The Day Care Center in right there in back of the church.
10:30 Meet Pat Rubaum (217-9550)
11:15 Go to van; leave for Clearview
     15823 So. Western Ave.
     Gardena
     Crenshaw Blvd. North to Redondo Beach Blvd.; Right turn onto Redondo Beach Blvd.; Right turn onto Western Ave.; Immediately on the right is Clearview; Park in the lot in the front of the building.
11:30 Meet Ron Wong
12:00 Lunch at Clearview
12:30 Go to van; leave for Rancho Family Resource Center
     Adult Day Care
     12838 Erikson Ave.
     Downey
     405 Freeway South to Long Beach Freeway (710) North to Imperial Highway exit; Right turn onto Imperial Hwy., go 2-3 miles, pass Old River School Road; Right turn onto Rieves St., follow curving road; Left turn onto Dahlia St.; Look for signs to the Family Resource Center; Park in the lot; Walk up an allyway to Bldg. 301.
1:00 Meet Betty Hanner (940-8127)
2:00 Go to van; leave for St. John of God
     2015 W. Adams Blvd.
     L.A.
     Santa Monica Freeway West to Western Ave. exit; Left (South) turn onto Western; Right turn onto Adams, 1st main street off freeway; Go 1 block to St. Andrews Place, turn right; Right turn into a driveway about 1/2 block north of Adams; Park in the lot; Go to the Grande Apts. on the East side of the lot.
2:30 Meet Ellen Moore (730-4100)
3:45 Leave for campus
THURSDAY TRAVEL SCHEDULE

GROUP B

8:50 Leave for the Human Relations Center, USC
9:00 Ask for Ed Bauman at the receptionist's desk
9:20 Meet Harriet Edwards for discussion of Andrus Older Adult Center
9:40 Go to van; leave for Angeles Plaza
   255 S. Hill St.
   L.A.
10:00 Meet Laura Antonen (623-4352)
11:30 Lunch at Angelus Plaza
12:00 Go to van; leave for Pasadena Senior Center
   85 E. Holly St.
   Pasadena
   Harbor Freeway to Pasadena Freeway to the end; Becomes
   Arroyo Parkway and go the end again; Left turn onto Holly
   St.; Center in on North side; Park on the street wherever
   you can. Watch for restricted parking.
1:00 Meet Patricia Knudsen (818-795-4331)
2:15 Go to van; leave for Huntington Hospital
   837 S. Fair Oaks Ave.
   Pasadena
   West on Holly to Fair Oaks Ave.; Left turn onto Fair
   Oaks; Right turn onto Belle Fontain and right turn into
   parking structure; Senior Care Network is right across
   the street.
2:45 Meet June Simmons (818 397-3110)
3:45 Leave for campus
FRIDAY TRAVEL SCHEDULE

11:00 Go to van; leave for Kinsley Manor
       1055 N. Kingsley
       L.A.

       Hollywood Freeway north to Santa Monica Blvd. offramp; Right turn onto Santa Monica Blvd.; Right turn on first street which is Kingsley. Watch out for restricted parking on one side of the street.

11:30 Meet Bruce Udelf (661-1128) at

12:00 Lunch at Kingley Manor

1:15 Leave for campus
APPENDIX E

Course outline for fall.
TENTATIVE SYLLABUS FOR FALL

FACULTY DEVELOPMENT CLASS: GERONTOLOGY CURRICULUM DEVELOPMENT

Instructors: David A. Peterson
            Pamela F. Wendt

Class Meetings: Fri. Sept. 14, 1990  4:00-8:30
                Sat. Sept. 15      8:30-5:00
                Fri. Oct.  5   3:30-8:00
                Sat. Oct.  6   8:30-5:00
                Fri. Nov.  9   3:30-8:00
                Sat. Nov. 10  8:30-5:00
                Fri. Dec.  7   3:30-8:00
                Sat. Dec.  8   8:30-5:00

Purpose: Through investigation of general principles of organization and curriculum development, and alternatives as applied to gerontology, develop a plan for a program of study in gerontology on your campus.

Readings: Monographs and journal articles as listed on monthly schedule.

Assignments: Complete activities and outcomes as listed on monthly schedule. Computers and word processing programs will be available during working discussions to facilitate recording and integrating each month's work into a coherent final planning document.

44
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri. evening</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **History of Gerontology**  
Controversy about definition of the field | Lecture and large group discussions | Consensus on definition of terms and criteria for decision making | Achenbaum, 1987  
Peterson, 1987  
Hirshfield/Peterson, 1982 |
| **History of Gero. Instr.**  
Orientation & Outcomes  
- content  
- organization  
- use | Campus comm. disc.:  
Review program description on individual campuses in light of agreed upon criteria. |  | Peterson in Lumsden  
Peterson/Wendt, 1990  
Peterson/Bolton, 1980 (ch 4 & 5) |
| Saturday morning |  |  |  |
| **Personnel Needs & Demands**  
Types of Gerontology students | Lecture |  | NIA Report  
Connally  
McLeran  
Fruit, 1985  
Doka/Smith-Fraser, 1987  
Peterson, 1985  
Kahl, 1988 |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent of Gero. Instr.</td>
<td>Lecture</td>
<td>Consensus on tentative definition of and criteria for credential</td>
<td>Peterson, 1986 Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gilford, CSU Final Report</td>
</tr>
<tr>
<td>Credentialing &amp; Accreditation</td>
<td>Lecture</td>
<td></td>
<td>Atchley, 1988</td>
</tr>
<tr>
<td></td>
<td>Large group discussion</td>
<td></td>
<td>Aldeman, 1988</td>
</tr>
<tr>
<td>Principles of Curriculum Development</td>
<td>Lecture</td>
<td></td>
<td>Peterson, 1987</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker ???</td>
<td></td>
<td>Selected readings from National Center for</td>
</tr>
<tr>
<td>Current Gerontology Curriculum</td>
<td>Lecture</td>
<td></td>
<td>Research to Improve Postsecondary Teaching</td>
</tr>
<tr>
<td></td>
<td>Campus comm. discussion</td>
<td></td>
<td>and Learning</td>
</tr>
<tr>
<td></td>
<td>1. Brainstorm program</td>
<td></td>
<td>AGHE Guidelines</td>
</tr>
<tr>
<td></td>
<td>possibilities for your</td>
<td></td>
<td>Professional Assoc. Guidelines</td>
</tr>
<tr>
<td></td>
<td>campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Evaluate in light of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>philosophy, orientation, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>major goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>OCTOBER TENTATIVE SCHEDULE</td>
<td>ACTIVITIES</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Friday evening</td>
<td>Program Planning</td>
<td>Campus group presentations of tentative description of program for each campus to obtain feedback from other campuses.</td>
<td>Refine concepts &amp; program description.</td>
</tr>
<tr>
<td>General University Organizational Structure</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Organizational Structures of Current Gerontology Programs</td>
<td>Lecture</td>
<td></td>
<td>Guest Speaker ???</td>
</tr>
<tr>
<td>Campus comm. disc.:</td>
<td></td>
<td></td>
<td>Tentative statement of program organizational structure.</td>
</tr>
<tr>
<td>TOPIC</td>
<td>ACTIVITIES</td>
<td>OUTCOMES</td>
<td>READINGS</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Sat. morning</td>
<td>Lecture</td>
<td>Consensus on knowledge, skills &amp; attitudes which form core in gerontology</td>
<td>Hooyman &amp; Kethly, 1980</td>
</tr>
<tr>
<td>General Educational Objectives: Knowledge, Skills, Attitudes</td>
<td>Lecture</td>
<td></td>
<td>Hedl, 1982</td>
</tr>
<tr>
<td>Educational Objectives in Gerontology: Standards &amp; Guidelines</td>
<td>Large group discussion</td>
<td>Tentative statement of educational objectives in terms of knowledge, skills, &amp; attitudes.</td>
<td>Ernst, Ernst, Wilson, 1982</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cox, 1983</td>
</tr>
<tr>
<td>Sat. afternoon</td>
<td>Campus comm. disc.</td>
<td></td>
<td>Peterson, 1984</td>
</tr>
<tr>
<td>1. Develop knowledge, skill, attitude objectives.</td>
<td></td>
<td></td>
<td>McPherson et al, 1984</td>
</tr>
<tr>
<td>2. Identify potential courses that might accomplish objectives. Identify pre-requisite courses or knowledge areas.</td>
<td></td>
<td></td>
<td>VanOrman, 1984</td>
</tr>
<tr>
<td>3. Identify prerequisite courses or knowledge areas.</td>
<td></td>
<td></td>
<td>Romaniuk &amp; Romaniuk, 1984</td>
</tr>
<tr>
<td>Articulation Issues Core Content</td>
<td>Lecture</td>
<td></td>
<td>Bolton, 1985</td>
</tr>
<tr>
<td></td>
<td>Guest speaker</td>
<td></td>
<td>No. Texas State U., 1986</td>
</tr>
<tr>
<td></td>
<td>Large group discussion</td>
<td></td>
<td>Rich, 1986</td>
</tr>
<tr>
<td></td>
<td>Small group discussion by field of interest to identify articulation criteria</td>
<td></td>
<td>Skinner, 1987</td>
</tr>
<tr>
<td></td>
<td>-undergr. lwr. div.</td>
<td>Consensus on definition and criteria for articulation issues.</td>
<td>Sterns &amp; Hubbard, 1988</td>
</tr>
<tr>
<td></td>
<td>-undergr. upp. div.</td>
<td></td>
<td>Euster, 1990</td>
</tr>
<tr>
<td></td>
<td>-grad.</td>
<td>Tentative statements of contents of core appropriate at various levels.</td>
<td>Wilber &amp; Coberly, 1990</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gilford, CSU Final Rpt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Johnson et al, 1980</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hayes, 1986</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AGHE, 1989</td>
</tr>
<tr>
<td>TOPIC</td>
<td>ACTIVITIES</td>
<td>OUTCOMES</td>
<td>READINGS</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Friday evening</td>
<td>Campus presentations of tentative statements of educational objectives for each campus to obtain feedback from other campuses.</td>
<td>Tentative statement of core content of program for October.</td>
<td>Same readings listed for October.</td>
</tr>
<tr>
<td>Program Planning</td>
<td>Campus presentation of tentative sequence of courses to meet educational objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday morning</td>
<td>Large group review of small group work.</td>
<td>Statements leading toward the development of articulation agreements between participating campuses.</td>
<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>ACTIVITIES</td>
<td>OUTCOMES</td>
<td>READINGS</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Saturday afternoon</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>Lecture</td>
<td></td>
<td>Peterson, AGHE pre-conference</td>
</tr>
</tbody>
</table>
| | Campus comm. disc.:  
1. Review current program funding and support for the gerontology program on your campus.  
2. Brainstorm ideas for obtaining adequate funding for the gerontology program.  
3. Evaluate in light of campus pragmatics. | | |
| **Building Support** | Lecture | | |
| -within univ.  
-community | | | |
| **Brief reports from** | | | |
| -CSULA  
-CSULB  
-CSUFullerton | | | |
| **Campus comm. disc:**  
1. Identify potential campus committees that gerontology representatives should be involved on.  
2. Discuss the goals & functions of a multi-disciplinary gerontology committee & what well placed faculty might be invited to participate.  
3. Brainstorm activities of volunteers & advisory committees in your program. | Tentative plan for building support & obtaining funding for the gerontology program on your campus. | |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday evening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Lecture</td>
<td></td>
<td>NIA, 1984, 1987</td>
</tr>
<tr>
<td>- who are they?</td>
<td>Guest speakers</td>
<td></td>
<td>Peterson, 4 Professions</td>
</tr>
<tr>
<td>- recruitment</td>
<td></td>
<td></td>
<td>Kahl, 1988</td>
</tr>
<tr>
<td>- methods of instr.</td>
<td></td>
<td></td>
<td>Remney, 1989</td>
</tr>
<tr>
<td>- support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- AV resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- alumni</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- job placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus comm. disc.:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Brainstorm ways of marketing program to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- recruitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director's role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus comm. disc.:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Brainstorm sources of potential faculty.</td>
<td>Tentative plan for staffing a gerontology program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Brainstorm possible faculty development in gerontology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>ACTIVITIES</td>
<td>OUTCOMES</td>
<td>READINGS</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Saturday morning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Planning</td>
<td><strong>Put it all together.</strong></td>
<td>Tentative plan for a program of studies in gerontology on your campus.</td>
<td></td>
</tr>
<tr>
<td>Saturday afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Planning</td>
<td><strong>Present tentative plan for program of studies in gerontology on your campus to obtain feedback from other campuses.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

Assessment instrument.
1. What knowledge and/or skills in the area of biology/physiology of aging are necessary for the effective job performance of a professional practitioner in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

2. What knowledge and/or skills in the area of sociology of aging are necessary for the effective job performance of a professional practitioner in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.
3. What knowledge and/or skills in the area of psychology of aging are necessary for the effective job performance of a professional practitioner in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

4. What knowledge and/or skills in the area of physical health of the elderly are necessary for the effective job performance of a professional practitioner in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.
5. What knowledge and/or skills in the area of mental health of the elderly are necessary for the effective job performance of a professional practitioner in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

6. What knowledge and/or skills in the area of ethnicity and culture of the elderly are necessary for the effective job performance of a professional practitioner in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.
7. What field experiences are necessary for the students planning to work as professionals in the field of aging? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

8. What resources are available in your community that could be used as field experiences in the field of aging for preprofessional students? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.
9. What curriculum guidelines exist for professional programs in gerontology? Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

10. In what organizations do you currently serve or plan to serve as a resource in the field of aging?

11. What introductory level (no prerequisite) gerontology courses do you currently teach or plan to teach?

12. What intermediate level (prerequisite or instructor's approval) gerontology courses do you currently teach or plan to teach?