

Gerontology

Gerontology is a multi-disciplinary program designed to provide students with a background in the liberal arts and a core of general and specialized courses in gerontology. Candidates for the degree receive fundamental knowledge of aging processes, specialized training in a job-related area of gerontological geriatric service and experiential learning. Disciplines participating in the program include sociology, human sciences, social work, physical education and recreation and nursing. The gerontology block is designed to provide the students with three training components.

1. A general core of gerontology courses that incorporates strong rural and minority elements in all course work (15 semester hours).
2. Electives including geriatric casework and counseling; community health services; program administration and management requires eighteen (27) semester hours.
3. Student in-service training at an agency, for which students receive six (6) hours credit.

Objectives

1. To provide a broad-based, multi-disciplinary academic program for students interested in careers in the field of aging.
2. To prepare students for the realities of the job market by providing experiential learning through practicum and the creation of the creation of job forums and career placement counseling.
3. To train persons employed in service-oriented programs for the elderly.
4. To recruit and train students for careers in gerontology, with an emphasis on minority students and those interested in working with the elderly in rural areas.
5. To maintain a link between training and research that focuses on assisting rural and minority elderly.

Requirements

importance of collaboration among housing managers, social service providers, and health care professionals to more effectively and humanely serve the needs of elderly renters including those with special needs.

Upon completion of this course, students should be able to:

1. Identify adequate types of housing for the aged population.
2. Assess the needs of elderly tenants.
3. Develop and design housing units appropriate for elderly population.
4. Identify housing programs for the elderly (section 202, HUD, Section 8).
5. Identify funding resources for maintenance, rehabilitation, and service-support systems.
6. Develop an understanding of housing managers and care managers.
7. Make referrals for information and assistance for elderly.

GRON 3327, Social Policy and Aging:

3. Discuss the specific policies on behalf of the elderly designed to represent the needs and interests of older people.
4. Analyze some of the major public policies that immediately affect the elderly population; Social Security and other income maintenance programs, health policies (including Medicare and Medicaid), employment and retirement policies, and housing and social services.
5. Identify the major components of the aging network. Incorporate critical thinking with policy, to appropriately interpret information and apply it in the planning and management of ongoing programs for the elderly.

GRON 3345, Death and Dying: This course is designed to assist students in developing competent knowledge, skills and abilities to cope with death and dying. This class is also designed to discuss material from a perspective that assumes social change. While providing a historical view, the text examines recent modern developments and identifies issues related to death, dying, and grief that our society will be grappling with in the future. Most importantly this course is designed to address the students won emotional reactions to the subject matter.

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Course Objectives: Upon completion of this course, students should be able to:

1. Demonstrate an understanding and acceptance of death as an imminent reality.
2. Demonstrate an understanding and acceptance of death as an abstraction.
3. Identify death as a family event as it occurs within the context of relationships and deep and attachments..
4. Define death, and dying.
5. Identify Kubler-Ross stages of acceptance of death.
6. Demonstrate an understanding of cultural attitudes and beliefs about death starting at childhood and continuing throughout adulthood.
7. Understand the various theoretical concepts appropriate for analyzing and/or assessing various problems encountered by death.
8. Define and explain various aspects of body changes among the aged.

is critical for individuals, families, communities, and society.

Upon completion of this course, students should be able to:

- 1) Define case management and assessment.
- 2) Understand the role of case manager.
- 3) Develop a descriptive profile of local agencies.
- 4) Identify important factors that influence the quality and quantity of service provision.
5. Develop care plans.
6. Understand the salience of assessment.
7. Understand the methodology of comprehensive assessment.
8. Describe the dimensions of assessment.
9. Connect assessment with case management.

GRON 3309 Housing for the Aged: Consideration of physical aspects of aging facilities; analysis of actual models of existing facilities. New trends in insurance, unionization and licensing. Course concludes with summary of community facilities and services available to prevent premature institutionalization. - - .

Course Objectives

5. Identify funding resources for maintenance, rehabilitation, and service-support systems.
6. Develop an understanding of housing managers and care managers.
7. Make referrals for information and assistance for elderly.

GRON 3347, Work, Leisure, and Retirement: An introduction to the sociological aspects and meaning of work, leisure, and retirement in American society. Examines such issues as how we select work, how our life revolves around work, the evaluation or the meaning of work, the use and misuse of leisure time, and the meaning and consequences of retirement. - -

Course Objectives: The overall objective of this course is to examine the concepts of work, leisure, and retirement among the aging population, including a historical and a gendered perspective. All three topics are especially salient today as the oldest members of the baby boom generation became eligible for early retirement in 2008, and approximately 10,000 boomers retire each day in the United States.

Upon completion of this course, students should be able to:

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6. Develop an understanding of the service delivery systems for the elderly, including senior centers, the growing in-home services, and adult daycare centers and nursing homes.

GRON 4355, Business of Gerontology: The focus of this course is on the business aspects in the field of gerontology. Specifically, this course focuses on general administration in long-term care facilities, including general administration procedures, standards of environmental health and safety, local health and safety, and departmental organization and management.

Course Objectives: Upon completion of this course, students should be able to:

1. Describe the philosophy, organization, relationship, and system in long-term care facilities such as nursing homes, assisted living facilities, and so forth.
2. Identify the roles and functions of the administrator: personnel management, planning, organizing, directing, and controlling.
3. Acquire functional knowledge of business and management.
4. Analyze the federal, state and local laws and regulations governing adult care facilities.
5. Identify the standards affecting the environmental health of the facility.
6. Identify the importance of the physical aspects of the facility.
7. Analyze elements of safety within the facility.
8. Review the local safety regulations and disaster planning.
9. Understand the roles and functions of each department.

GRON 4660, Field Internship: An internship is a professionally-oriented experience in your field. Internships are for approved jobs and must be arranged through the Field Internship Coordinator. Internships provide “a once in a lifetime” opportunity for students to experience the

Course Objectives:

1. Work with the Field Supervisor to plan activities in a selected setting to explore professional goals in Gerontology.
2. Practice selected professional roles in gerontological settings
3. Explore perceptions of aging and society in the context of the placement.
4. Develop an awareness of the linkages among social, educational, and health care institutions in relation to aging and intergenerational relationships and policies.
5. Examine the application of theory to practice in selected settings.
6. Take a leadership role in coordination of activities; implementation of a research or evaluation project; or administration of programs related to Gerontology (Examples: grant proposal writing, case management, patient navigation),
7. Submit a final report on the internship experience during the last week of classes.

Gerontology Faculty**Full-time Faculty Members****LaKisha M. Johnson, ABD, Instructor*****Contact Information:*****Email: johnsonlm@uapb.edu**

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Education:

ABD A G : University of North Texas, Denton, TX

M. A. G (2005): University of Arkansas at Little Rock, Little Rock, AR

B. A. (2002): University of Arkansas at Little Rock, Little Rock, AR

Courses Taught: Health Care and the Older Adult, Gerontology Community Services, Minority Aging, Intro to Gerontology, Death and Dying, Introduction to Social Science, Biology and Psychology of Aging, Case Management and Assessment, The Business of Gerontology, Introduction of Gerontology, Social Policy and Aging, Intro to Sociology, Sex Roles and Field Internship.

Research Interests: Ms. Johnson's research interests are spirituality and health care compliance, Alzheimer disease in minority populations, cultural competency and health care. She is also interested in the correlation to community programs and sustainable living within an older population.