



**Portland
Community
College**

Gerontology Program Review

January 2009 to December 2014

Presentation: December 5, 2014

**I'm a
GERONAUT**

**PCC School of
Geronautical
Engineering**

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Preface

While many Gerontology Programs around the country have been reduced in size, folded into other departments, suspended, or eliminated outright (Anft¹), PCC's Gerontology Program is growing and thriving by multiple measures.

The Educational Activities Board (EAB) reports that: "According to a study presented to the Gerontological Society of America, 83 gerontology programs, including 12 associate degrees, closed between 2000 and 2009. (...) This trend has puzzled college administrators: With demographic trends so favorable, why are traditional gerontology programs struggling to attract new students?" (www.eab.com²).

So how/why is PCC's Gerontology Program bucking the trend? It is a combination of many factors. As we said at our May 2014 introduction to Jeremy Brown, rather than focusing energy on only the traditional career paths, our Program stays ahead of the aging population curve by incorporating new ideas that propel our cutting edge curricula. We are recognized as a national leader in the field and are helping to shape tomorrow's Gerontology programs and courses. Gerontology has already entered, and will continue this entry, into the unexplored, new frontier of unprecedented longevity.

Our Secret? **We are GERONAUTS.**

In 2013, our Department began the planning of what some call Gerontology 2.0. With the help of logistics, we are completing the construction of the Platform and GeroShip to provide a 2015 liftoff into the uncharted GeroSphere of Aging. We are proud and energized to offer with this Review charting our Program's course for our next five-year "Mission" to the year 2019. Welcome to PCC's GeroSphere ...

¹ Anft, Michael. "Gerontologists in Demand, but Degree Programs Languish." *The Chronicle of Higher Education*. The Chronicle of Higher Education Inc., May 5, 2014. Web. http://chronicle.com/article/Gerontologists-in-Demand-but/146387/?cid=cc&utm_source=cc&utm_medium=en

² *Aging Services: Repositioning the Traditional Gerontology Portfolio*. Industry Futures Series, Volume 1, Education Advisory Board, Community College Executive Forum (www.eab.com)



Gerontology Program

How We Launch Geronauts

November 2014

The Platform

Driven by Our Program Values

Teach Gerontology
Promote Optimal Aging
Support & Challenge Encore Learners
Create & Nurture Culture Change Agents
Ignite & Engage Entrepreneurial Spirits that Forge New Paths
Encourage & Embrace Creative Innovation
Remain at the Cutting Edge of this Emerging Field
Embrace the PCC Mission both as Ageless and for all Ages

The Logistics

Filtered Through Systems / Mandates of PCC & Oregon Government

Open all General Education & GRN courses to all students
Provide GRN Majors Degree/Certificates with transfer option
Refine Learning Outcomes Assessment, aligned with Gerontology Competencies
Deliver CTE Career Focus with an Applied Mindset
Provide CTE Advising
Understand & Utilize Student Support Services
Operate within PCC Administrative Systems
Aim for Completion + 40/40/20 goal

The GeroShip

Using Proven Methods, Emerging Field & Encore Learners

Collaborate with Community Partners
Utilize the Career Pathway Model: Multiple Degree / Certificates
Evolve Andragogy: <ul style="list-style-type: none"> • Encore Learner Adaptation (ELA) Supports • Encore Learner Mindset Orientation (ELMO) Supports
Develop Career Management Strategies
Reframe & Rebrand Aging

The Geronauts

Focused Outcomes Beyond Graduation & Honorary Geronauts

Employed / Educated / Credentialed Life Long Learners <i>(Note to Alumni: Once a PCC Geronaut, always ...)</i>
Happy / Successful Optimal Agers – Promoting Optimal Aging Across the Life Course
Empowered by Self-Ownership of Passion / Action
Engaged at the Emerging Edge of Culture Change: Promoting & Supporting Age-Friendly Communities
Vested Change Agents

The Platform: *We are driven by our Program Values*

We value the teaching of our discipline – Gerontology.

Changing age demographics create challenging and ever-increasing societal needs, as well as new opportunities resulting from unprecedented longevity. Challenges and opportunities also confront the field of Gerontology, but as noted by the EAB report cited above, many traditional programs, saddled with a “disease, decline, and death” focus, have failed to address either the challenges or the opportunities. A key to PCC Gerontology Program’s recent successes and national recognition is the way it has reframed both the understanding of aging and the role of gerontologists. Teaching Gerontology is socially responsible – doing our part to address the challenges presented by these global issues, and to provide both workforce and change agents. [See Preface Appendices.]

We value the promotion of Optimal Aging.

From its beginning in 1998, the Program has addressed career opportunities in the traditional areas of Aging Services and Care as well as what was then called “successful” or “positive” aging. The current framework of “Optimal Aging” encompasses a new vision for Services and Care, while introducing emerging roles in new career areas like Health and Wellness, Social Engagement, and Creativity.

We value supporting Encore Learners and thereby benefit all learners.

A large majority of our students are over the age of 40. [See Section 4.] We have found ourselves teaching by using the same techniques we preach as best practices for the older persons, the same older persons that we are teaching our students to serve. This creates a nice synergy appreciated by both instructors and students. At the crux of Encore Learner supports is creating person-centered, person-directed, human-friendly policies and environments. [See Section 3 Other Curricular Issues.]

We value the creation of Culture Change Agents.

It is our belief that the role of the Gerontology Program is to provide age-related education to all general students, as well as providing CTE Degree/Certificates and professional training for our majors. The Gerontology Program, compelled by its very subject matter, embraces “age education” and the reframing of aging. We are committed to the Geronaut Pledge:

As a Geronaut, I promise:

*To explore the strange new world of extended longevity
To seek out new lifestyles and new culture change
To boldly go where no Geronaut has gone before . . .*

Culture change, as we see it, is about promoting those “person-centered, person-directed, human-friendly policies and environments” in all arenas that we mentioned above. This includes, but not limited to, Portland Community College itself. Age as a Diversity issue is similar-to-but-different-from other diversity issues. It is part of the human condition – we all age – and we tend to internalize the

“decline narrative.” How *Ageism*³ works and manifests itself and how we are *Aged by Culture*⁴, plays a big part in:

- 1) How we see our own life as a decline or a development
- 2) Whether we see age /old people as a problem or an asset

To bring the thought back to PCC, Ageism influences how we relate to older persons – older students, faculty, staff and administrators. To counter Ageism, we promote a positive culture change. [See Section 8 Recommendations.]

We value and ignite the Entrepreneurial Spirit in students to Forge New Paths and

We value and encourage Creative Innovation.

PCC’s Students and Faculty have a shared passion to explore the possibilities and opportunities that are rapidly emerging in the field of aging. We:

- Explore and pioneer the new Frontiers of Aging
- Create new applications using promising, evidence-based research
- Design and develop new career opportunities
- Envision significant culture change in Care and Living arrangements
- Reimagine Aging where PCC will play a leading role

These values dovetail with our being a CTE program. Many of the job opportunities out there have not yet been named. And, we don’t just teach the academics of Gerontology, we teach students how to apply their knowledge in a dawning field.

We value remaining at the Cutting Edge of this Emerging Field

It is critical that the Gerontology Program faculty remain at the forefront of what’s happening in Gerontology so that our students have the best advantage – doubly important as the field is changing so rapidly. [See Section 5 on Faculty.]

We value the PCC Mission as both Ageless and for all Ages

We embrace the PCC Mission. Will PCC re-engage in its commitment to being an Age Friendly Institution?

³ “Ageism” was coined by Robert Butler in 1971. Butler, the founding director of the National Institute on Aging, also founded the International Longevity Center, which awarded our Program a grant in 2008 to develop a peer mentor program for the Oregon Home Care Commission.

⁴ *Gullette, Margaret Morganroth. Aged by Culture. University of Chicago Press; 2004.*

The Logistics: *We sift through Systems / Mandates of PCC & the Oregon Government*

The Gerontology program has its share of logistical issues – some unique, some the same as any program. Those issues shape our educational goals and daily operation:

- Our core courses are open to all students – they are not restricted by prerequisites. Also, our core Sociology courses are General Education. This means that our program is uniquely impacted by non-gerontology students. Only 20% of the unduplicated students enrolled in our courses are Gerontology majors. We discuss this dual “Student-Major” educational mission in Section 4 and address the challenges of tracking majors in Section 7. [See also Section 8 Recommendations.]
- We would like to have some GRN-prefix courses classified as General Education courses as well. Since aging is everywhere and is becoming one of the top issues of our time, all students should have the opportunity to be exposed, and they would be more likely to take a Gerontology course that also met their General Education requirements. [See Section 8 Recommendations.]
- We provide multiple Gerontology Degree/Certificates and specialized training courses, as well as options for transfer to 4-year colleges. The field of Gerontology is *big* – big like “computer science” and “health & medicine” is big. It would be a disservice to students and society as a whole not to keep growing the possibilities. With variety come administrative issues. [See Section 8 Recommendations.] But, the variety also advances the PCC’s Completion agenda and Oregon’s 40/40/20 goals by providing the right kind of options for the right students. [See Section 4 Student Needs.]
- For the last several years we have been overhauling our Learning Outcomes Assessment methodology by being a vanguard program to adopt the D2L ePortfolio system. At the same time we are aligning with *new* Gerontology Competencies issued by the Association for Gerontology in Higher Education (AGHE). The AGHE Gerontology Competencies were developed and completed this month by its Workgroup on Competencies, of which Jan Abushakrah is a member. We are now working to align those professional competencies with PCC’s Core Outcomes and our Degree/Certificates Outcomes. [See Section 2 Outcomes and Section 8 Recommendations.]
- Since we are a CTE program (Gerontology) nestled in an academic division (Social Sciences), we have unique challenges when it comes to Advising (both career and academic) and being Career driven -- our nest-mates don’t have those same requirements. At the same time, we are a CTE program, which is neither closed nor lockstep like many others at PCC. We want to remain a CTE, open enrollment, and transfer program. However, we think this unique situation requires unique handling by administration. [See Section 8 Recommendations.]
- The plethora of Student Support Services complement our Encore Learner Supports – a relationship that can always be enriched and enhanced. [See Section 8 Recommendations.]
- We struggle to operate within PCC Administrative Systems -- who wouldn’t prefer to have endless funds, boundless person-hours and a surfeit of technology at one’s disposal? At the same time, we believe that the emerging field of Gerontology and this rapidly expanding program deserves unique considerations. [See Section 8 Recommendations.]

The GeroShip:

Using proven methods to teach in an Emerging Field with & for Encore Learners

We provide student supports that enable our predominantly “Encore Learners”⁵ to persevere in meeting both their educational and encore career goals.

We collaborate with Community Partners and Other Programs within PCC.

We have teamed with other PCC programs to create new certificates and career opportunities:

- Fitness Technology’s *Healthy Older Adult Fitness Certificate* (HOAF)
- Interior Design’s *Design for Accessibility and Aging in Place Certificate* (DAAP)⁶

We are connected in many ways to local and national **community partners**, who support the Program and collaborate on joint projects, to the benefit of our students, by:

- Providing Intentional Internship sites that lead directly to career opportunities
- Seeking out our graduates to apply for jobs in their companies and agencies
- Serving on Advisory Teams for new curriculum and certificate development
- Co-sponsoring or including our Program in conferences, workshops, and other events promoting Healthy Aging, Work After 50, caregiver careers, a “Second Wind” and more
- Connecting our Program’s educational objectives with those of professional organizations

We utilize the Career Pathway Model to provide Multiple Degree / Certificates.

The Gerontology Program is built on a **Career Pathway Model**⁷ which prepares its students in multiple ways:

- 1) A **CTE Program** that prepares its graduates for employment for a wide range of emerging career opportunities
- 2) An **Academic Transfer Program** that prepares its graduates for transfer to Bachelors, Masters, and Doctorate programs in diverse academic fields
- 3) A program with an **entrepreneurial** focus on creating jobs and opportunities – putting passion to work

⁵ Encore Learners and Encore Careers are terms coined by Encore.org to indicate adults 40 and older who are seeking training and education to prepare for new career directions defined by purpose, passion, and a paycheck.

⁶ There is a wonderful feature in the EAB report on Aging Services footnoted earlier that features the DAAP Certificate as one of 4 models in their repositioned aging services portfolio.

⁷ For more on Career Pathways, go to: <http://www.pcc.edu/career/pathways/other-pathways.html>

We evolve methods that advance Andragogy.

Some examples of note:

- ELAs (Encore Learner Adaptation) Supports were established gradually through Jan Abushakrah's teaching and role as Faculty Department Chair, and developed further in an Encore.org replication grant in 2011. [See Section 4.]
- ELMO (Encore Learner Mindset Orientation) was developed from material within GRN175 *The Aging Mind* course and proposed as a part of a single-session, campus-wide Returning Older Student Orientation program, currently under vetting and discussion.
- Other Examples: *The Aging Mind* course as a Blended-Applied-Flexible learning model; the Gerontology Program Homeroom; and Gerontology Monday meetings.

We develop multiple Career Management Strategies geared toward the older person.

Our Career Management strategies and Encore Career Development tools help older people rethink what it means to find work in today's world and take ownership of the process. Examples of tools we help students put into their career toolbox are: self-assessments, planning, objective building, learning outcomes & career portfolios, career pathways, job skills workshops, intentional internships, and network building.

We are Reframing & Rebranding Aging & Gerontology.

In the spirit of entrepreneurial thinking that we are asking our students to take on, we are rebranding Gerontology and Aging from Senior Citizens taking Geritol to Geronauts exploring new frontiers!

We are GERONAUTS!

The report on Aging Services by the EAB mentioned earlier, recommends that academic programs rebrand themselves and show that Gerontology is NOT "the study of disease and death."

The Geronauts: *Focused Outcomes, Beyond Graduation, for our Students*

Our desired outcomes are focused on our students at that place of becoming that is beyond graduation. We want our students to be:

- Employed / Educated / Credentialed Life Long Learners
- Happy / Successful Optimal Aged – Promoting Optimal Aging Across the Life Course
- Empowered by Self-Ownership of Passion / Action
- Engaged at the Emerging Edge of Culture Change: Promoting & Supporting Age-Friendly Communities
- Vested Change Agents
- And, once a PCC Geronaut, always . . .

1

Section One – Program Overview

1A

- **Educational Goals/Objectives of Program**
- **Relation to national and professional program trends/guidelines.** [See Preface.]
- **Change in last 5 years – Changes expected in next 5 years**

Program Goals Overall

These position us to meet our remaining goals, those for our Gerontology majors/graduates, for our PCC students and for PCC on a District-Wide/Institutional Level. Our continued success hinges on our ability to remain as relevant as we have in the last 5 years:

- Thrive as a leader in the field of Gerontology
- Engage proactively with emerging trends and challenges of aging (unprecedented longevity and population aging)
- Sustain, grow and innovate curriculum, degrees/certificates, and advising/supports
- Assist students to complete and graduate

Gerontology Program Goals for Graduates (Our “Majors”)

As described in Section 4 our program majors are mostly encore learners (over the age of 40). They comprise 20% of Unduplicated Students taking our Gerontology core courses (approximately 200 students in recent years). Our goals for them beyond graduation are that they be:

- Employed / Educated / Credentialed Lifelong Learners
- Happy / Successful Optimal Aged
- Empowered by Self-Ownership of Passion / Action
- Engaged at the Emerging Edge of Culture Change

Gerontology Student Goals (Our “Students”)

This group is comprised of the remaining 80% of students who take our courses but do not declare a Gerontology Degree/Certificate as their major. For them we wish that they are able to:

- Adopt a life course perspective on the aging process, including their own

- Value age as an asset, not a problem
- See age as a key component of cultural diversity
- Become optimal agers and value optional aging policies/practices as part of PCC's core outcome of community and environmental responsibility
- Enhance their career goals through awareness of how and why age matters

Gerontology and PCC at the District-wide/Institutional Level Goals

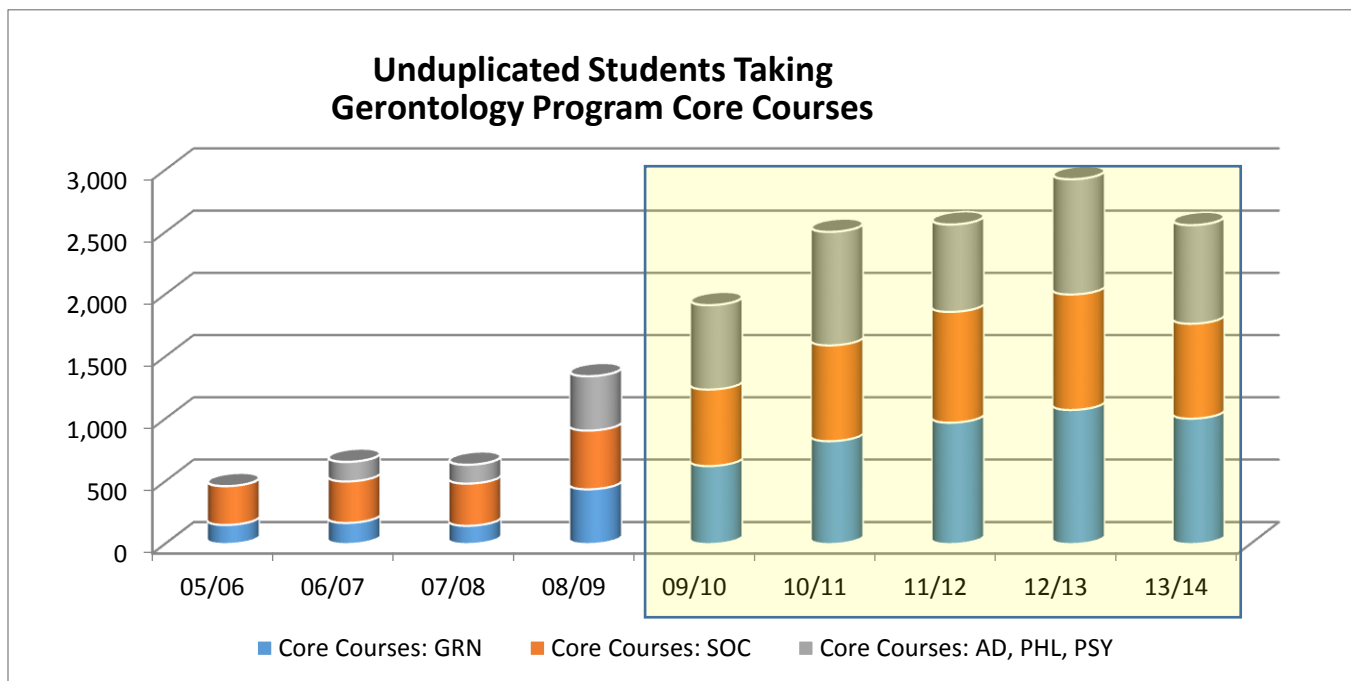
- Implement Age Friendly Policies
- Consider Age a core diversity issue and integrate it in meaningful and effective ways into PCC's diversity and culturally sensitive procedures and practices for faculty, staff and students
- Adopt Andragogy best practices in curriculum and teaching/learning

1B

Summary of Changes since the Last Review

The Population of Our Courses has Increased Tremendously

Since the last review in 2009, the Gerontology Program course participation has doubled, and we are poised to see a comparable increase over the next 5 years. It was not luck, nor just the economic downturn, which brought us these students . . .



We have a good program that is continually adapting to the changing needs of our students:

- ✓ Curricular Changes [See Section 3 – Other Curricular Issues]
- ✓ Additional Certificates and Changes within Certificates [See Section 3 – Other Curricular Issues]
- ✓ Expansion & Changes to Supports for Encore Learners, such as building on ELAs, adapting to changes, and expanding into ELMO [See Section 3 – Other Curricular Issues and Section 4 – Needs of Students & Community]
- ✓ Changes in Distance Learning options and continued efforts to strengthen and enhance online learning to promote student learning [See Section 3 – Other Curricular Issues and Section 4 – Needs of Students & Community]
- ✓ Major Changes/losses in administrative and advising support (See Section 6C and Section 8 - Recommendations)
- ✓ Focus on Completion / Gainful Employment [See Section 7 – CTE]

1C

Changes made as a result of last review – rationale & results

The following is a summary of the most important changes we've made as a result of the 2009 Program Review and our plan forward. They are organized in the same fashion as Section 1B above. [See Section 1 Appendices for details.]

✓ **Curricular Changes [See Section 3]**

- The Gerontology program has been an invested proponent of Age Education since the Taskforce on Aging sponsored by PCC in 2007. During the last 5 years, we have initiated a number of curricular changes that are gaining momentum.

✓ **Additional Certificates and Changes within Certificates [See Section 3]**

We have basically achieved and continued to develop our curriculum and certificates as projected in our 2009 Program Review (PR2009). Ongoing challenges include:

- **Rec 7 a): Specialization courses connecting Credit/CEUs.** We are still pursuing this in collaboration with the CLIMB center, particularly the Health Professionals Institute.
- **Rec15: Credit for Prior Learning.** We are still interested in continuing to explore more CPL options for students, and are encouraged by the current State initiative in that regard.
- **Rec10: General Education for some GRN courses.** We have abandoned this effort, but would resume if other CTE programs wanted to challenge the strict distinction between CTE vs. LDT courses.

- ✓ **Expansion & Changes to Supports for Encore Learners [See Section 3 & 4]**
 - **Rec13: Peer Mentors.** The loss of peer mentor funding has had a serious effect on many encore learners and we are exploring alternatives.

- ✓ **Changes in Distance Learning options and continued efforts to strength and enhance online learning to promote student learning [See Section 3 & 4]**
 - We did not list a particular recommendation, although the distance option was incorporated and taken-for-granted in our Curricular Recommendations. The new challenges and our efforts to enhance online learning are discussed in Sections 3 and 4.

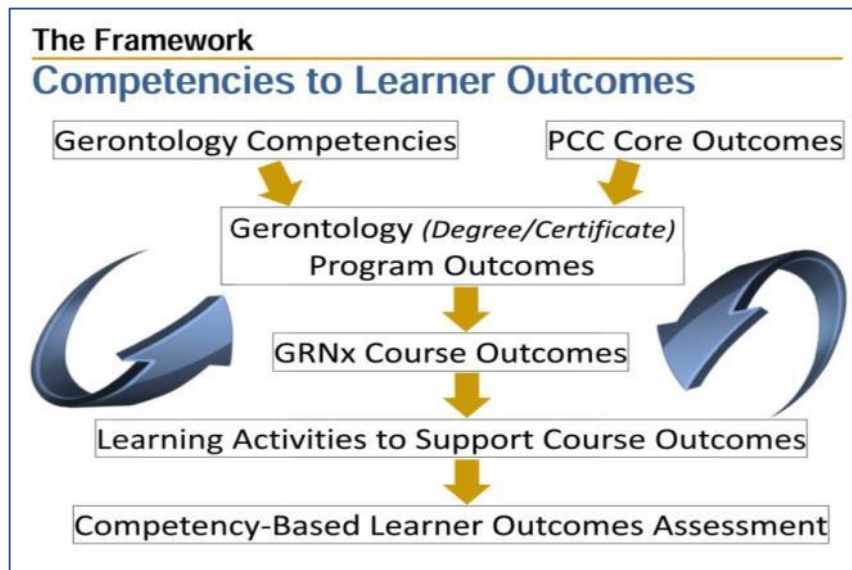
- ✓ **Major Changes/losses in administrative and advising support [See Section 6C & 8]**
 - **Rec2: Sustainability Plan.** As discussed in Section 6C and the focus of our Recommendation, recent changes – including sharp decreases and proposed decreases in administrative and advising support – could seriously jeopardize the continued health of the program and its ability to serve student needs and achieve completions. A concerted focus on reformulating a Sustainability Plan involving the SAC and related Administrators is urgently needed.
 - **Rec13 b): Perkins Advising Support.** While the advising support offered through Perkins funding has been temporarily reversed through a part-time, temporary Advising Assistant, that support is now under challenge and may not be renewed Winter term.

- ✓ **Focus on Completion / Gainful Employment [See Section 7]**
 - **Rec1: AGHE Program of Merit Application.** At the time of the January 2009 Program Review, the Program had drafted a POM application, but delayed submission for various reasons and focused our attention on program changes needed to respond to rising enrollments and degree/certificate seekers. We are again poised to submit a new POM application; this application is especially strengthened by our Learning Outcomes Assessment Plan, which is aligned with the AGHE Gerontology Competencies (See Section 2). **See Section 8 Recommendations.**
 - **Rec14: Entry/Exit Follow-Up Questionnaires.** This recommendation is being transitioned into our comprehensive plan with respect to Completion and General Employment. (See Section 7)
 - **Rec16: Completion Rates.** (See discussion in Section 7)
 - **Rec17: Transfers / Articulations.** As discussed in Section 7, Gerontology Majors who wish to transfer are doing so with no problems. We do, however, believe that the transfer option would be enhanced through formal articulations. **See Sections 7 & 8 Recommendations)**

2

Section Two – Outcomes and Assessment

Introduction: Framework of PCC Gerontology Program Learning Outcomes Assessment



This introduction provides an overview of the Gerontology Program’s comprehensive framework for Learning Outcomes Assessment, which was outlined in our first LOA Report, and has been gradually refined. The most significant development has been the completion of the AGHE Gerontology Competencies⁸, which the PCC Gerontology Program has begun to integrate into that LOA framework [Section 2 Appendices]. This integration will require aligning the AGHE professional competencies with

⁸ The Association for Gerontology in Higher Education adopted Gerontology Competencies, on November 20, 2014. A Workgroup of nine members from universities across the US, Canada and Netherlands, including Jan Abushakrah representing community colleges, worked collaboratively over the past two years to draft, vet, and finalize 18 competences in three categories: Foundational, Interactional, and Contextual.

The document “Gerontology Competencies Recommended by the AGHE Competency Workgroup,” [See Section 2 Appendices] lists:

- 10 Core Competencies, comprised of Foundational and Interactional categories that are expected to be represented in all Gerontology Programs, and
- 8 Selective Competencies capture the most relevant skills for contexts of employment in the variety of sectors and areas that gerontologists may work, only some of which would most likely be represented in a particular program.

A second document, not included in the Appendix, “Organization and Framework for Gerontology Competencies,” expands the 18 competencies into 3 columns, presenting the 18 Domains, Core Competency Statements, and Recommended Competency Content.]

the PCC Learning Outcomes Assessment on six levels – This is our Competency to Learner Outcomes Framework:

- Gerontology Professional Competencies
- PCC Core Outcomes
- Gerontology (Degree/Certificates) Program Outcomes
- GRNx Course Outcomes
- Learning Activities to Support Course Outcomes
- Competency-based Learner Outcomes Assessment

This alignment process will involve breaking the Gerontology Program (Degree/Certificate) and Core Course Outcomes into discrete competencies⁹, mapping the Gerontology professional competencies with PCC Core Outcomes, Gerontology Degree/Certificate and Course Outcomes, and within courses, aligning Course Units (or Learning Modules in D2L), learning outcomes assessment strategies, learning activities, and course content. It will also entail developing rubrics for assessment of major course assignments. Much of this alignment and mapping effort has already been completed.

The Gerontology SAC is in the process of creating matrices and worksheets for each course to demonstrate that alignment, and to make curricular revisions as necessary. Once approved by the SAC, we will create Competency Structures for each core Degree/Certificate course in D2L, so that the Learning Outcomes Assessment (LOA) framework is built into the learning experience for students.

As this framework is being developed, we are also introducing it in the Gerontology Homeroom, accessible to all students who have taken GRN181 Exploring Careers in Aging. (Students who do not Declare as Majors are removed from the GRN Homeroom).

ePortfolios as Learning Outcomes Assessment Tool

Every term, Gerontology Majors are instructed to import their graded assignments to their ePortfolio. Once the Competency Structures are in place, student competency levels will also be imported.

We have been introducing D2L ePortfolios into the Program's Career Management Courses, through ePortfolio Assignments that outline Presentations comprising components of their final LOA Portfolio, which they complete for every Degree/Certificate they are earning.

We are gradually implementing this comprehensive, integrated LOA framework, while also focusing on the specific requirements of annual assessments.

⁹ Gerontology built its Degree/Certificate and Course Outcomes using the Ruth Stiehl learning outcomes model

2A

Course-Level Outcomes Examples:

- Related to changes made in instruction
- To improve students' attainment of course outcomes
- Made as a result of assessment of student learning

The following examples illustrate changes made in instruction to improve students' attainment of course outcomes that were made as a result of assessment of student learning:

1. Career Management Courses (GRN181, 280A & B, 282)

To attune students to the Learning Outcomes Assessment framework, we created a guidebook, *Managing YOUR Career in Aging*, used as a textbook for all 4 courses, providing students with the Gerontology LOA framework, with specific assignments called ePAs. The ePAs outline components of artifacts and reflections that will result in their final LOA Portfolios for each Degree/Certificate they are earning. Eventually, faculty whose specializations correspond to students' Certificates will assess these LOA Portfolios.

2. GRN280A Gerontology Internship

The Student Internship Report and Supervisor Evaluation forms were revised with directions to assess the internship experience, from the student and site supervisor perspective, in terms of clearly defined Learning Objectives that in turn are aligned with Degree/Certificate Outcomes. These forms, and the reflections required by the students in their own report and in the evaluation they request from their supervisor, have resulted in significant improvements in student grasp of what they have learned that is relevant to their knowledge and skill development.

3. The Core Gerontology/Sociology courses (SOC223, 230, 231, 232)

All course instructors have developed capstone project rubrics aligned with the Course Learning Outcomes. These projects are currently assessed only by the Course Instructors (all courses having just one instructor at this time) and by the students themselves. Some attempt has also been made to have students work in groups and assess each other students' projects, but this practice is limited and experimental. While there does seem to be improvement in learning indicated by the quality of the work and student self-assessment, the results so far are strictly qualitative. In the future, we would also like to distinguish between Majors and general Student outcomes.

4. The Advanced Activity Professional courses GRN265-266:

These courses are being revised from 3 to 2 credits each, with Learning Outcomes and Outcomes Assessment linked to revised national certification standards and testing. The offering of these two courses in a sequence within one term, each course 5-6 weeks in length, promises to improve student learning of the Activity Professional competencies both for the national test, and for application in the field. These revisions were made in consultation with internship site supervisors, employers and other professionals.

2B

Addressing College Core Outcomes:

How each of the College Core Outcomes are Addressed in Courses

As described in the Introduction to this Section, PCC Core Outcomes are addressed in all courses and aligned with program (degree/certificate) and course outcomes, and have begun the process of including alignment with the Gerontology Professional Competencies. Students are currently introduced explicitly to this alignment through the Career Management Courses, and the ePortfolio Assignments that they complete within those courses. Once the SAC completes the Mapping and Matrices for all courses, we will build the D2L Competency Structure into all online core courses. The Mapping and Matrices for the Degree/Certificates will be utilized in the GRN282 Professional Seminar for students to grasp how the PCC Core Outcomes and the Gerontology Professional Competencies are aligned, and each student will complete an ePortfolio Presentation, including Reflections on their learning, for each Degree/Certificate they are earning. [See Section 2 Appendices.]

Update of the Core Outcomes Mapping Matrix

The SAC has updated Core Outcomes mapping for all GRNx (GRN-prefix and SOC223, 230, 231, and 232) courses, as well as the three courses of other SACs (AD105, PHL207, and PSY236) that are required by the AAS Degree and some Certificates. All courses that have been intentionally assessed as part of the SAC's annual assessment work have been marked with an asterisk (*): GRN181, 280A & B, 282, SOC223, 230, 231, and 232). The core outcomes of *all* courses are expected to be part of every faculty member's routine student evaluation/grading. [See Section 2 Appendices for Core Outcomes Mapping Matrix 11/22/2014]

2C

Career and Technical Education Programs: Degree and Certificate Outcomes:

Degree and Certificate Student Learning Outcomes

As explained in the introduction to this Section, the core course outcomes of the Degree/Certificates were aligned in their design. Majors complete a final reflection in GRN282, demonstrating how the knowledge and skills they acquired through each core course, including their internships, meet the Degree/Certificate outcomes, and an ePortfolio Presentation is completed for each Degree/Certificate they are earning. These Presentations are currently assessed by the GRN282 instructors, but eventually will be assessed by instructors with the appropriate specializations for Certificates, and in the future, by community partners working in the particular fields.

[See Section 2 Appendices for GRN Degree & Certificate Outcomes Aligned with PCC Core Outcomes]

Annual Assessment Report Links and Report Design and Processes

GRN: 2014-2015 Plan [2014 EOY](#)

GRN: [Multi-Year Plan](#) [\[PDF\]](#)

GRN: (2014 EOY) [\(2014 AP\)](#) [\(2013\)](#) [\[PDF\]](#) [\(2012\)](#) [\[PDF\]](#) [\(2011\)](#) [\[PDF\]](#) none 2010

See Introduction to Section 2 about using the D2L ePortfolios Program for this purpose, with plans to add the D2L Competency Structure to all courses.

Results of the Assessments of These Outcomes

We are only this year beginning to assess Degree/Certificate Outcomes utilizing the D2L ePortfolios/Competency Structure approach in GRN282.

Examples of Changes that have Improved Students' Attainment of Degree/ Certificate Outcomes

The major changes to improve students' attainment of degree and certificate outcomes that are based on results obtained from assessment are the ePortfolio/Competency Structure approach we have described in this Section, including the *Managing YOUR Career in Aging* guidebook. We will know by the end of this year if that approach yields positive results.

[See Section 2 Appendices: The Weaving Together of Courses and the Degree-Certificates *and* Gerontology Degree-Certificates Information Pages]

3

Section Three – Other Curricular Issues

3A

Distance Modality

Gerontology Program and Distance Learning Overview

The Gerontology AAS Degree and Certificate introduced an entirely online option from AY0506. This was as deliberate choice to assist Encore Learners who have too many outside obligations (family care, work, health) to attend class regularly on campus. Recognizing the technology challenges older learners confront, however, we also developed online enhancements including blended courses (online and class-web course sections combined), and over-the-shoulder assistance to complement the Student Helpdesk. As we developed six new Certificates, we strove to keep the online credit percentage high, and offered substitutions for comparable courses or Non-Traditional Credit for alternative training from non-accredited institutions, whenever possible. Today, in addition to the AAS Degree/Certificate, five additional certificates offer 90-100% credits online. Only the Horticultural Therapy Certificate includes just over 50% online credits, with the remainder offered in flexible formats (weekend intensives, class-web).

Challenges and Enhancements to Online Learning

- Encore Learner supports, like peer mentors, blended courses and other in-person learning opportunities, have proven effective in helping most new students weather the many challenges of returning to or starting college for the first time, after often decades outside the formal educational setting. The greatest hurdle, however, is adjusting to online learning, a challenge we try to address through many formal and informal interventions.
- With the loss of peer mentor funding and the elimination of blended courses as an option, we continue to explore other effective ways to support new students, particularly in their first term. For two courses – GRN175 and 181, we have been able to offer two sections – one online and one in class-web (IVC) format. When enrollments preclude offering two sections, we record IVC sessions with students who can attend, and videostream those recordings in the D2L course.
- Other approaches to enhancing the online experience include pre-recording IVC captures, with a live audience when possible; instructor produced YouTube “lectures;” Collaborate for individual student-instructor interactions, and (in development) small group collaborations or discussions with the instructor to be recorded for broader student access; instructor interviews with experts in the field; and “Fog of War”-type interview pieces.

3B

SAC Curricular Changes via Exploring/Adopting Educational Initiatives

Gerontology has been a leader in service-learning or community-based learning (CBL) courses, either as a requirement or as an option. In addition to our internships, which are inherently service-learning / community-based learning, SOC223 and SOC230 require it, and other courses like SOC232, GRN233 and PHL207 provide the option for one or more assignments. Other courses are not formally designated as CBL courses, but do incorporate field experiences that involve a CBL process of observation, participation, and reflection.

One of our faculty members, Catherine Zimmerman, is active in the Internationalization Initiative, and other instructors integrate internationalization into their courses, particularly with the increasing research and evidence-based, age-related programs worldwide.

3C

Courses Offered as Dual Credit at area High Schools

There are no Dual Credit Gerontology courses offered at area High Schools.

We do occasionally speak to high school classes, usually in a health-careers track class about career opportunities in aging. Many students in those classes already volunteer or work in long-term care and community settings. The outreach seems to have positive outcomes in challenging stereotypes about aging and old people, and introducing a more positive mindset.

3D

Plans to Develop Dual Credit Agreements with High Schools

N/A – High schools do not offer Gerontology courses, so we can't introduce dual credit arrangements. We are open to discussing possible courses, but currently it seems easiest to allow/encourage high school students to take our courses in their senior year.

Our field provides more of a pathway for the other end of the human spectrum – older learners. On reading this section, one of our Recommendations has become the suggestion that PCC expand its outreach to older adults and that the “bridges available to Older Adults” be added to Program Review.

3E

Use of Course Evaluations by the SAC / SAC Specific Questions

The SAC uses Course Evaluations to gauge how well our courses are designed to promote student learning. In particular, we have added SAC specific questions related to Gerontology specific content, as well as questions about optional class meetings, which are currently relevant to only a small number of courses. (One Recommendation to the SAC is to revisit the SAC specific questions of Course Evaluations in light of curricular and course format changes).

We are pleased by the introduction of the new Course Evaluation Hold, which we expect will provide us much more useful and candid feedback from students.

Gerontology faculty will continue to integrate course, instructor, and self-evaluations into our courses as we have always done as a way to engage students and faculty in a collaborative assessment of mutual learning.

3F

Other Significant Curricular Changes since the Last Review

Overview of Curricular Changes & Their Rationale

This section presents significant curricular changes – including changes within existing courses, development of new courses, and new or revised certificates. All curricular changes have been made to promote student learning, in response to learning outcomes assessment, both within the individual courses and in terms of how those course outcomes contribute to Degree/Certificate outcomes.

Additional considerations include:

- The development of the AGHE Gerontology Competencies and the alignment of PCC Gerontology's Program with them
- Evolving standards and trends in the specializations represented by the Certificates
- Assessed potential for creating new positions within existing agencies/businesses/organizations, as well as developing entrepreneurial services and resources to meet the evolving needs and desires of an aging and changing population
- Emerging new subfields – like Advocacy and Cognition & Aging – within Gerontology, through collaborations with employers, national professional associations, and our Advisory Teams (addressed in Section 7)

The document “Gerontology Courses & Curricular Changes from AY0809 through AY1516” provides an overview of core Gerontology courses in 10 categories, noting enrollment trends and key curricular changes within each category. The types of changes include

- Revisions of CCOGs to improve learning outcomes and alignment with Gerontology Competencies, as well as the standards of the professional associations that credential (certify, register or license) in specific subfields or specializations
- The development or improvement of Capstone Project guidelines and rubrics, including student reflection and self-assessment
- The integration of Learning Outcomes Assessment (LOA) ePortfolio assignments, particularly within the Career Management Courses in preparation for final ePortfolio Presentations for each Degree/Certificate students are earning
- The development of new age-related courses in other disciplines that are required or elective
- Incorporation of Encore Learner supports addressing the needs of our student demographic

Highlights of Curricular Changes

These are the major changes we have made over the last 5 years:

Certificates added and changes made within the Certificates.

- ✓ We have added two certificates (Horticultural Therapy in 2010 and End of Life Care and Support in 2011).
- ✓ As mentioned earlier, we've also helped Fitness Technology and Interior Design create the age-related certificates: Healthy Older Adult Fitness (HOAF) and Design for Accessibility and Aging in Place (DAAP)
- ✓ Several degree and certificate requirements have been adapted to match best practices in this emerging field and corresponding courses developed.
- ✓ A major change has been the adoption of the Desire2Learn ePortfolio program as the tool to measure learning outcomes.
- ✓ Hand in hand with ePortfolio was the development of the Gerontology Program Homeroom

Expansion & Changes to Supports for Encore Learners (ELAs)

While ELAs are developed outside of courses, elements are incorporated within courses, enhancing both course and certificate learning outcomes

- ✓ The ePortfolios and Homeroom development bolstered our Career Management Courses, resulting in many course level changes, including assessment and reporting forms
- ✓ Integrating Learning Outcomes Assessment ePortfolio Assignments within the 4 courses. [See Section 2 Appendix: The Weaving Together of Courses & Degree/Certificates.]
- ✓ Creation of *Managing YOUR Career in Aging*, as a guidebook for the 4 courses, showing the interconnections of Courses, Degrees/Certificates, the GRN Homeroom, ePortfolios, and the educational and career development process.
- ✓ Introduction of several innovations started in GRN175 The Aging Mind that have been incorporated in other courses, including contextual and applied learning as mini-assignments within each course unit, break breaks, and mindset shifts
- ✓ The Very Healthy Gerontology Burger analogy [See Section 3 Appendices], which illustrates the various Encore Learner Adaptations that have been developed and employed within the Gerontology Program, impacting courses, like:
 - ELA 1 – The Career Management Courses themselves

- ELA 2 – Empowering Advising – and our revision of the advising process
- ELA 3 – Career Pathways Certificates
- ELA 4 – Job Skills Workshops
- ELA 5 – ePortfolios
- ELA 6 – "Ageless Network" Student Club
- ELA 7 – eNewsletters
- ELA 8 – Peer Mentors – temporary suspension of the program AY1314
- ELA 9 – Community Partners and Networks
- ELA 10 – The Aging Mind Course – Revised to Incorporate ELMO (Encore Learner Mindset Orientation)

Recommendations

- To Administration: Add the question of outreach to older adults in Program Review Guidelines
- To Administration: Revisit the suspension of blended courses and the prohibition against cross-listing online and hybrid (class-web, IVC-web) courses
- To Administration: Extend support for the development and implementation of ePortfolios as a vehicle for Learning Outcomes Assessment, including continued support for pilot programs, exploration of grant support, and investigation of the feasibility of adding the D2L analytics program.
- To Administration: Support Gerontology as it explores curricular changes in response to the emerging nature of its field by (1) Approving the SAC recommended revision of enrollment caps for specific courses, and (2) allowing some flexibility in enrollments as courses are introduced or revised.
- To SAC: Revisit the SAC specific questions of Course Evaluations in light of curricular and course format changes

4

Section Four – Needs of Students & Community

Student Needs and Community Overview

Gerontology is all about aging, so it is not surprising that our curriculum is informed by and addressed to a student demographic that is significantly older than the general PCC student population. Beyond curriculum, our Program has addressed the needs of older learners, by implementing best practices for older or encore learners in our teaching and related Program supports we have termed ELAs: Encore Learner Adaptations and ELMO: Encore Learner Mindset Orientation supports.

4A

Instruction Informed by Student Demographics

Gerontology Students¹⁰

The majority of GRNx students are white/non-Hispanic women, degree-seeking, and non-traditional in terms of age. Roughly half of GRNx students attend fulltime, with the other 50% split evenly between half and part time. In other words, the Gerontology student is roughly comparable to the PCC student, with the exception of gender and age.

The gender ratio particularly of the GRN Only students reflects the workforce ratio in the traditional areas of aging services and long-term care, and possibly also reflects societal assumptions or stereotypes toward older persons as in need of “care,” and thus a “woman’s issue.”

Gerontology students stand out most significantly from the general PCC student population – again, perhaps not surprisingly – in terms of age. Gerontology students are older, as reflected in the percentage of older students in each non-traditional age category (from 26 through 60+), particularly when comparing GRN Only students to the general population, especially among students over 40 (44% compared to 15%) and even more so among students over 50 (23% compared to 6%).

¹⁰ The terms “**Gerontology Students**” and “**GRNx Students**” refer to students enrolled in GRN prefix courses plus the four Sociology courses that are part of the Gerontology core: SOC223, SOC230, SOC231, and SOC232. The term “**GRN Only Students**” refers to students enrolled in GRN prefix courses. The term “**Gerontology Majors**” refers to students who have declared the AAS Degree or any of the seven Gerontology Certificates. *Gerontology Majors are estimated to represent about 20% of Gerontology Students, and present a distinct demographic profile, discussed in this section.*

Gerontology Majors

The Gerontology Program's data on the age of students majoring in Gerontology indicate roughly two-thirds of students 40 and older, and 50% fifty and older, since we began gathering that data in 2006. These Gerontology Majors constitute roughly 20% of GRNx students. The other 80% include students falling into these categories:

- Students taking specific courses for certification or employment qualification purposes
- Students taking one of the Gerontology SOC courses to meet General Education and Cultural Literacy requirements
- Students earning the Healthy Older Adult Fitness (HOAF) and Design for Accessibility and Aging in Place (DAAP) certificates which include many GRNx courses
- Students taking any number of courses out of general interest or to enhance their career interests in fields such as healthcare, social services, criminal justice, law and business.

Encore Learner Supports

In response to the Gerontology Student and Major demographic we experienced early in our Program's development, and what we then saw as a trend toward older student enrollments at PCC generally, the Gerontology Program proposed and played a leading role in implementing the 2006-2007 PCC Taskforce on Aging, which held district-wide conferences featuring national experts, conducted research, and issued two publications in 2007 – one on workforce trends (*Oregon Gray Matters: How Will Older Workers Help Fill Oregon's Workforce Demand?*) and the other on the results of a survey of PCC students 40 and older (*Boomers Go to College*). For more information on the taskforce, see <http://www.pcc.edu/programs/gerontology/taskforce-on-aging/>. Unfortunately, for a number of reasons, the recommendations of the Taskforce, particularly those focused on recruitment, work preparedness, and support for retention and completion for older students were not fully implemented, with the failure to establish a district-wide Steering Committee.

The Gerontology Program did, however, introduce several supports for older learners, in part through grants from Encore.org (formerly Civic Ventures) and the AACC Plus 50 Encore Completion Program, implementing where possible the best practices of these and other leading organizations promoting encore learners and encore careers through the ELAs: Encore Learner Adaptations and most recently ELMO: Encore Learner Mindset Orientation supports. (See discussions in other sections of this report, especially 1, 6 and 7).

4B

Notable Changes in Instruction Due to Changes in Demographics since the Last Review

Gerontology Student and Major demographics have not changed since the last Program Review in 2009, nor have their concerns, issues, and need for the ELA and ELMO supports we continue to provide, despite funding and other challenges (See Section 6). What *has* changed is the increase in

research and evidence-based best practices, particularly in the areas of cognition and aging, and the importance of mindset orientation for students of any age toward their ability to succeed. The Program is currently exploring curricular and other approaches to build our ELMO Project, which we would like to make available to all encore learners.

4C

Current and Projected Demand and Enrollment Patterns

There is every reason to believe that the program will grow in the long run, despite the current leveling off and slight downturn in enrollments, because of:

- Growing need for professionals and paraprofessionals in the Gerontology field
 - Growing respect for the PCC Program with local businesses, agencies, and organizations seeking our graduates
 - Growing interest particularly of older persons to find work in Gerontology
 - Upward trend in some courses, particularly in Cognition and Aging
 - Emerging nature of Gerontology, which will continue to grow into new areas
-

4D

Strategies Used to Facilitate Access and Diversity

Flexibility and access are hallmarks of our Encore Learner supports and commitments. Older learners, including those with disabilities, feel at ease and supported by Program faculty and other students. Our connections and projects with direct care workers, our outreach to diverse communities through various collaborative projects with community partners, we see the diversity of our program students expanding socially and economically. We are concerned by our low race/ethnicity diversity (somewhat lower than the general PCC profile, but comparable to Distance Learning students), and plan to continue our outreach through our community partners that serve diverse populations.

4E

Methods Used to Ensure Faculty are Working with Disability Services to Implement Approved Academic Accommodations

- All faculty work with students on accommodation forms and we have consulted with Disability Services when necessary to come up with the best accommodation (in some cases, working with students who coordinate with the PCC Disability Services as well as outside counselors, rehabilitation services).
 - All faculty members are informed about online Accessibility and the majority of our core courses have undergone recent reviews on Quality Matters and the new Accessibility Guidelines.
 - Some instructors have accommodated in class simultaneous transcribers on occasion.
 - We have worked diligently to ensure that all online resources are accessible (particularly on our PDF forms), have utilized captioning services for any videos used more than one term.
 - We strive to provide multiple ways to deliver course content.
-

4F

Feedback from Students, Community Groups, Transfer Institutions, Business, Industry or Government Used to Make Curriculum or Instructional Changes

As a CTE Program, feedback from these constituencies and collaboration with them are built into our program in multiple ways, described throughout this report, with respect to curriculum and certificate development, educational and training opportunities for our students (including transfer agreements), internships and job opportunities.

Our general community partner database includes some 250 people working in a variety of government agencies, private businesses, long-term care communities, non-profits, as well as solopreneurs.

Our internship database is comprised of 36 current and recent internship sites (within the last three years), many of which provide internship experiences for multiple students.

[See Section 7 for examples of Advisory Teams and other partnerships.]

We have a third list of 30 related organizations that occasionally provide internships, but also provide training, workshops, volunteer opportunities and other resources for students.

5

Section Five – Faculty

5A

Faculty Information

Quantity and quality of the faculty needed to meet the needs of the program/discipline

As a CTE and transfer Program, offering both core Gerontology and applied, specialized courses and career pathways certificates, Gerontology needs a strong foundation of faculty with Gerontology Masters or Gerontology concentrations within a related discipline, as well as instructors with extensive applied experience and required education and certifications within specialty areas.

The Program has 32 unique GRNx courses (28 GRN and 4 SOC). They are all taught on a regular basis, 1-4 times annually. This requires a mix of full and part-time instructors to teach the core Degree/Certificate and elective courses. [See Section 5 Appendices for a table of faculty, courses taught, and relationship to the program's degree/certificates.]

Full-Time Faculty

The Program currently has 14 faculty, including one FT faculty with .5FTE as Faculty Department Chair. The Program needs a second FT faculty, and did for 2 years (AY11-12 and 12-13). That instructor resigned to accept a policy analyst position with the Oregon State Unit on Aging. A Block Hire is in process to hire a replacement to start Fall 2015. FT faculty need at least a Master's Degree to teach the core Sociology/Gerontology courses.

Part-Time Faculty

The current 13 PT faculty include one PhD and 8 Masters degrees, with the others having RN, JD and graduate work towards a Masters. Most have additional certifications required for their work, training and instructional roles. Most importantly, they are all working in their specialty areas, providing students with (a) an applied perspective, (b) networks, including internship sites and potential employment opportunities, and (c) a professional role model and potential mentor.

Extent of Faculty Turnover and Changes Anticipated

The resignation of the second FT faculty resulted in the hiring of a number of part-time instructors, with some turnover in the following 2 years. There have been some additional new hires and turnover in the last 5 years, primarily related to changes in curriculum. Seven of the 13 part-time faculty have taught for 4 years or longer. We also occasionally hire a PT instructor to teach a section of GRN237-239.

Depending on the teaching interests of the new FT instructor, there may be a slight decline in the number of PT instructors. At the same time, given the emerging and changing nature of the field, we may need to hire new PT faculty to teach new courses. Given the age of some instructors, there could also be retirements in the next 5 years.

Extent of reliance upon part-time faculty

Part-time faculty currently teach all but two of the GRNx courses, so the current reliance on PT instructors is significant, a pattern that will change somewhat following the hiring of a second FT instructor.

Except for the instructors of a few courses that do not require a Master's Degree, the educational and experiential backgrounds are roughly comparable to the current and anticipated FT instructors.

Diversity of Faculty Composition

The current faculty composition represents diversity in terms of gender (10 women, 3 men), and in terms of age (the majority being 40 and older, thus reflecting the Gerontology student demographic). While all current instructors are white, to a large extent that reflects the qualified hiring pool in the field, a serious issue that is beginning to change, and which the Program is committed to address. Their professional experience and training, however, demonstrate cultural competency, as do their experience and professional development involvements at PCC. (See Appendix 5 Faculty Profiles)

5B

SAC Changes in Instructor Qualifications

The Gerontology Instructor Qualifications are complex, reflecting the diversity of course offerings, required by the 7 certificates and required or elective for the Degree and Gerontology Certificate. There are 14 different IQs for the 32 regularly taught courses (and 4 courses that are taught outside of PCC, which students can earn as Non-Traditional Credits – GRN131, 155, 170-171).

The Instructor Qualifications for the four Sociology/Gerontology courses are part of the Sociology IQs, but are included in the Section 5 Appendices.

Changes in the Instructor Qualifications over the last 5 years occurred for the following reasons:

- SOC223, 230, 231, and 232 were changed in 2010, in collaboration with the SOC SACC, to incorporate the new cultural literacy standards, and SOC223, 230, and 232 were again revised in 2013 to align with Sociology standards on the required credits hours of a concentration within a related degree.
- Instructor Qualifications were added as new courses were introduced, to align with professional and certification standards.
- Some IQs were revised to reflect better the combination of education and experience required to teach the courses.

5C

Professional Development Activities

Gerontology instructors are outstanding in their ongoing and enthusiastic participation in an amazing array of professional development activities, both within PCC and within their specialty areas at local, state, national, and in some cases, international level. Their Resumes and Faculty Profiles in the Section 5 Appendices reflect this.

Here is a brief indication of the ways in which some of these activities have contributed to the strength of the Program, and some examples of how these activities have resulted in instructional and curricular changes:

At PCC, Gerontology faculty members have over the years showed strong participation in the various cultural competency/diversity trainings, the Illumination Project, learning communities, authentic assessment and Learning Outcomes Assessment, the Anderson Conferences, In-Service workshops as participants and presenters, Distance Learning (Quality Matters, Online Consortium, D2L, Collaborate, Camtasia, accessibility, etc.), and many others.

Faculty have received several Professional Development grants over the years to support new course and certificate development, the Susanne Christopher Leadership grant, the Foundation Retention grant, and conference attendance.

These PCC opportunities have resulted in

- The development of the Gerontology Homeroom (in D2L) and ePortfolios, including major course revisions to integrate these two projects into the Career Management Courses. The significance of these ongoing projects is discussed in greater detail in other sections of this report (See Sections 2, 4, and 7)
- Faculty have introduced diversity, online learning, and enhancements to the online experience in several courses.

Outside of PCC, Gerontology instructors have participated in professional association conferences, led or participated in workshops and intensives, and served as Program/Conference Co-Chairs, in Gerontology generally and within their specialties. These include: the Association for Gerontology in Higher Education, the American Society on Aging, the Council on Adult and Experiential Learning, the American Association of Community Colleges, Encore.org, the American Horticultural Therapy Association, the National Association for Professional Geriatric Care Managers, the National Certification Council for Activity Professionals, the Pioneer Network, Making Oregon Vital for Elders (MOVE), the Oregon Gerontological Association, the McGinty Alzheimer's Conference, the Oregon Hospice and Palliative Care Association, the Healthy Aging Alliance, the Oregon Home Care Commission, the Oregon Adult Foster Care Association, and many others too numerous to mention.

These professional involvements have resulted in the ongoing development, currency, and excitement of the Gerontology curriculum.

6

Section Six – Facilities and Support

6A

How Classroom Space, Classroom Technology, and Equipment Impact Student Success

Space - Gerontology Office, SS1:

The Program has occupied the SS1 bunker (which we call our “salon” or “oasis”) since 2007. The office has established an identity as the home base of the Gerontology Program, integrating the following functions vital to student support and success:

- Student Advising & Support Services: Advising; the planning and convening site for Gerontology Mondays; over-the-shoulder online support; drop-ins, internships arrangements, and other planned or spontaneous meetings
- Community Partner Meetings: Establishing collaborations, consulting with Advisory Teams, etc., (with accessible ramp for materials, equipment)
- PT Faculty site: Drop-ins, meetings with students, course planning and collaborations
- FDC/FT Faculty office: Provides private advising and waiting areas, with computer access. Currently used by PT Advising Assistant, and in Fall 2015, will create cubicle space for the new FT Faculty hire.
- Student Accessibility: For regular daytime hours and for weekends/evenings for special events.

Classrooms

As a primarily online Program, our use of classroom space is quite limited, and laboratory and equipment are not concerns. We do, however, rely on course-related facilities in the following ways:

- Gerontology Mondays: Ageless Network (student club) and Job Skills Workshops are offered on alternating meetings every term except summer. These meetings are open to all Gerontology students, providing in-person connection and networking with other students, faculty, and community partners. Events are video-recorded and posted to the Gerontology Site for access to all students.
- IVC Classrooms: We utilize IVC classrooms, primarily TCB107/111, but for some courses, we broadcast to IVC sites on all campus locations. Some courses pre-record sessions or hold occasional live sessions to be recorded and posted to D2L courses.
- Regular Classrooms: Currently, only GRN172 Adult Care Home Training utilizes a classroom all four terms at the Southeast, Cascade, or Rock Creek Campus. GRN247 Interior Plants uses a Southeast Campus classroom in conjunction with Portland Nursery class and lab meetings.
- Special Events: The Program uses Sylvania meeting rooms for its annual Graduation Celebration and Careers in Aging Week Event. We occasionally co-sponsor community events in various locations, with organizations like AARP, SHIBA, and others.

6B

Student Use of the Library or Other Outside-the-Classroom Information Resources

Students primarily use the online PCC library for course research and utilize library staff, but some also use the campus library closest to them for study, reserves, direct library staff and other resource access.

Library staff has created a wonderful Gerontology webpage, which we post to all our D2L courses. The library has always been responsive, and often proactive in obtaining print, journal and video resources. In addition, they collaborated with our SAC to create a video on Peer-Reviewed Research, and are in the process of creating a new video on Misleading Headlines vs. Research/Evidence Based facts. We are also collaborating on open educational resources (OER).

6C

Clerical, Technical, Administrative and/or Tutoring Support

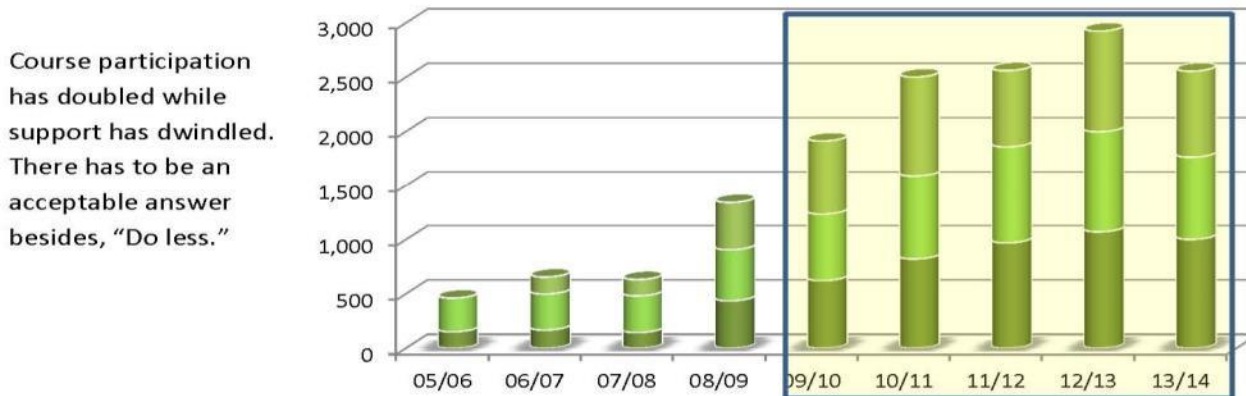
Advising and Administrative Assistant Support

Since the Gerontology Program's creation and especially since AY0708 – with the creation of the GRN SAC, the establishment of a .25FTE Faculty Department Chair position, and move to the SS1 office space – PCC and the Social Science Division have offered consistent support that have underpinned the surge of enrollment growth. Part-time Perkins grant advising support of .20FTE started in AY0809. Peer Mentors, which had been supported through a grant, were supported through margin funds. A part-time administrative assistant position supplemented Program grants starting in AY0910, a position that was gradually increased to .85FTE. A new FT faculty member was hired in AY1112. By that time, outside grants to the Program had ended, but sustained supports through PCC enabled the Program provide adequate support, including advising, for a growing number of Majors and increasing student enrollments.

AY1314 brought significant losses. The new FT faculty hire had resigned, Perkins advising support ended, and funding for Peer Mentors was withdrawn. From April through November 2014, the .85FTE IAA2 position was suspended (through personal leaves), with minor assistance from the Division IAA staff, and a small percentage of "backfill" administrative assistance introduced in September. On the positive side, 10-15 hours/week of casual, part-time Advising Assistance was introduced in May, although that position is temporary and is in danger of not continuing beyond the Fall 2014 term.

A Timeline: As Our Enrollment has increased, Support has faltered

Gerontology 2009-2014 -- Amazing Growth Juxtaposed to Loss of Support



			AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16 projection
Admin & Misc Program Support	Special Projects ¹												
	IAA ²										?	?	?
	ePortfolio Development ³												?
	Peer Mentor ⁴												?
	Advising Assistance ⁵											?	?
Instructors	Jan Abushakrah ⁶	PT Instructor											
		Program Chair											
	Part Time Instructors ⁷												
	Additional Full Time Instructor ⁸												

- Mini-Grants** have been a way of life for the Gerontology Program to support short term, high impact projects. They have become less plentiful lately, not because they aren't available, but because they have not been sought out.
- IAA position** began at PT .5 in AY09/10 and increased to PT .85 in AY11/12. That support has been abruptly unavailable except at the most minimal since Mid-April 2014 to the Present. There remains an uncertain future with this position – it has been a devastating loss of person-power for the Gerontology Program.
- ePortfolio** has been a big project initially funded by both AACC grants & PCC Professional Development grant. We were an early adopter of the program, starting from scratch with its development at PCC district-wide. Now ePortfolios is a major component of the Gerontology Program Learning Outcomes Assessment process. And, although the initial set-up of ePortfolios has occurred, it was hoped that additional funding would be created for ongoing support.
- Peer Mentor** program was adopted by Gerontology when evidence based research showed that Encore Learners achieve greater success at college with one-on-one tutelage from Encore Mentors. In AY06/07 we initially had grant funding to build the program. In AY08/09 when the grant funding ran out, the program was supported by PCC margin funds until dropped at the end of AY12/13. The time mentoring students has been taken on by faculty, as before, but peer mentors are missed by all. We want the program back.

- 5 **Advising Assistance** – 20% Perkins Funding was allocated in AY 07/08 and ceased in AY 12/13 when PCC's allocation of Perkins funds changed. A part-time (10-15 hours per week), temporary, casual Advising Assistant familiar with the Gerontology Program was hired in June 2014. It was hoped, but not promised, that the position would remain in effect until the new FT faculty hire. It now appears that this funding is in jeopardy, along with a reduction in the average of 4 hours/week casual support for production of the Newsletter.
 - 6 **Jan Abushakrah** remains the solid, dependable, irreplaceable heart of the Gerontology Program.
 - 7 The multiple **Part Time Instructors** are also at the heart of the Gerontology Program!
 - 8 Finally! A **second Full Time Gerontology Program Instructor** was hired in AY11/12 and abruptly left after only 2 years. The block hire process was delayed for a year for a Fall 2015 hire. Even when this person is hired (approximately 9 months from now), it will not solve the lack of administrative and advising support that has been an unfortunate problem for the Gerontology Program for the last 15 months. (**See Section 8, Recommendations**)
-

6D

How Advising, Counseling, Disability Services and Other Student Services Impact Students

Student Services for Encore Learners

As discussed throughout this Report, the majority of Gerontology Majors are encore learners who face particular challenges interfacing and integrating with PCC academically and in terms of Student Services. Through many initiatives, including the Taskforce on Aging (2006-2007), the Encore.org grants, the CAEL workshops, consultations with the American Council on Education's Center for Lifelong Learning, and our status as a Champion College for the AACC Plus 50 Encore Completion Project, we have been able to identify encore learner concerns and develop effective practices to address them. And in all our endeavors, we have experienced enthusiastic and supportive partners in PCC's outstanding Student Services staff

Gerontology Majors make extensive use of all Student Services, often through referrals or collaborations between the services and the Program. The Program issues a Student Resources guide every term, as a quick guide on handling issues related to their success. Over the years, the Program has established excellent communications and procedures with Student Services to ensure quality experience for students and access to the resources and support they need. At the same time, some students do experience many difficulties and frustrations and turn to our office for support in addressing those problems.

Advising: As a CTE program, currently with only a part-time, temporary Advising Assistance for the last 7 months, collaboration with Advising has proven to be most critical. Lucinda Eschlemann, our Program Advising Liaison, has been a tremendous support fielding questions and providing AdvisorTrac and other training. We have also received Banner advisor training. Even with all this support and collaboration, particularly with very limited administrative support, we feel under strain to continue to provide the quality, empowering advising support our Majors need and deserve.

6E

Patterns of Scheduling / Pedagogy of the Program/ Needs of Students

Enhanced Online Learning

The majority of GRNx Plus courses – program requirements and most electives – are offered online. Some courses (GRN165, GRN273) are offered as class-web; some with class-web options (GRN181, 175), and others on campus only (GRN172, 237, 239). All on campus offerings are offered on Fridays, weekends, occasional evenings, and in compressed formats, usually 2 to 3 weeks.

The Gerontology Program is committed to a predominantly online learning model that provides students an interactive and engaged learning environment, including a mix of in-person, recorded and virtual connection with other students and instructors, all of which are supplemented by in-person options like the Gerontology Mondays, in-person Advising, networking and other special events. For the first 10 years of our adoption of the online degree option, we used the blended method of cross-listing class-web with online class sections, a practice that is no longer allowed for reasons not based on sound pedagogy/andragogy. Encore learners in particular, but learners of all ages benefit from enhanced online learning approaches, like blended courses, and the Program will continue to explore these approaches and advocate for them to improve the student learning experience. (See Section 1 for more on encore learners; Section 3 on major changes in our Distance Learning Options – the loss of blended courses; and Section 4A Students).

7

Section Two – Career and Technical Education

7A

Impact of the Advisory Committee

In our last Program Review in 2009, we described the Team Model that Gerontology had adopted to serve the purposes of an Advisory Committee¹¹. We have successfully pursued this model in the 5 years since then. The Team Model is the most appropriate one for an emerging and complex field like Gerontology, both to represent specific sectors and subfields, and to enable the Program to respond quickly and effectively to new trends and opportunities. Advisory Teams over the past 5 years have collaborated with the Program in the following ways:

- Helped to develop new Career Pathways Certificates
- Contributed to new curriculum development and revisions
- Advised on emerging trends
- Collaborated on educational and workshop projects
- Gave presentations at Ageless Network meetings and at Careers in Aging Week Events
- Provided special project internships and employment opportunities for program graduates

One example of a current Advisory Team is the CADvisory Team convened by faculty member Roger Anunsen to advise on the developments of two new courses that will first be offered Spring 2015: GRN176: Cognitive Activity Design and GRN177 Arts & Cognitive Activity Design. [See Section 7 Appendices.]

The CADvisory Team is operating within a broader local and national context. Several local organizations – most notably Geezer Gallery, Earthtones, the Marie Smith Day Center, and several innovative Long Term Care Communities and Memory Care Programs – have pioneered evidence-based programs and research projects, with which our Program is collaborating in various ways. These local organizations also provide our current students internship opportunities, and it should also be noted that several key staff including program directors are Gerontology Program graduates.

On the national level, PCC Gerontology has recently become the first community college member of the National Center for Creative Aging (<http://www.creativeaging.org/>), which will open many opportunities we are just beginning to explore.

¹¹ See GRN PR-2009 Appendix 21, for rationale and details of the Team Model. PCC's ASAP Committee is currently reviewing A108: External Advisory Committee Policy and we have provided input on our Team Model through the CTE Program Ad Hoc group. <http://www.pcc.edu/edserv/program-review/documents/GerontologyProgramReviewReport2009.pdf>

Other examples of how Advisory Teams have contributed to our curriculum and the program generally include:

- **Horticultural Therapy:** The Horticultural Therapy Certificate was developed four years ago as a Legacy Health-PCC partnership, and over the years, we have added new community partners, courses and joint projects, including
 - Course Development: GRN273 Interior Plants course, adapted from PCC's horticulture course, and the revision and first offering of GRN166 Nature Activities in Senior Living, and
 - Professional Collaboration: The planned Presentation by Gerontology with community partners at the AHTA Annual Conference to be held in Portland in October 2015
 - Healing Garden: Exploration of the possibility to develop a therapeutic/ healing garden, possibly including a Greenhouse Classroom on the PCC Sylvania Campus
- **Advocacy Concentration or Certificate:** Advocacy is an emerging issue around which we are organizing consultations and will soon form an Advisory Team on potential curricular and/or certificate developments, building on the human services/advocacy courses already in our curriculum: GRN240, 245, 247. [See Section 3 Appendix: Gerontology Courses & Curricular Changes AY0809 to AY1516.]

Partners in this effort include the National Association of Professional Geriatric Care Managers (Gerontology instructors Mary Jo Saavedra and Ruth Cohen are members and their Western Regional Conference will be held in Portland in November 2015), Elders in Action (a Gerontology graduate leads community outreach for the organization and several students intern in their Personal Advocacy program every years), AARP Oregon (with which the Gerontology has had several collaborative projects), the Oregon Home Care Commission (for which we developed a peer mentor program and explored several new positions under the OHCC purview, including community educators and healthcare system navigators), the Aging and Disability Resource Connection (ADRC) of Oregon (Jan Abushakrah is the State Advisory Board Chair), and several other local, state, and national partners.

7B

Program Entry and Prerequisites

Gerontology is an open enrollment and there are no pre-requisites for program entry. Students self-select, and learn about our program from multiple sources within PCC and in the community. As an online Degree/Certificate program, students also learn about our program nationally and internationally as well. About one-third of our students have prior degrees, from Associates through PhD's. The vast majority of our Majors are attracted to the Program through caregiving experience and their own aging process.

7C

Employment of Graduates

Gainful Employment

The Program compiles Gainful Employment data that have been posted on our website for three current certificates requiring reporting, for the last 3 years. Gainful employment figures for those certificates – defined as jobs, self-employment, continued education, or a combination – range from 85% to 100%, with AY1213 at 100% for all 3 certificates. While we do not have exact figures for the Degree and other Certificates, our experience suggests that gainful employment for them is comparable. Once we implement our tracking system that includes 6-month check-ins with Program Graduates, we will be able to provide more accurate information.

Salaries

Similar to other human services and care fields, salaries in Gerontology positions tends to be low, although through collaborations with employers, state agencies and local organizations, as well as our robust curricular and certificate development process, we have begun to see some encouraging advances. Our Advising and Job Skills Workshops emphasize ways in which students can improve their employability, enhance their salaries and adequately value their services, if self-employed. But raising salaries to the minimum of living wages at the low end of this field will remain a significant challenge.

Entrepreneurship

One-third of today's workforce – and a higher percentage of older adults – is "freelance," including contractors, self-employed professionals, small business owners, and what Jackie B. Peterson calls "solopreneurs." Gerontology has been building entrepreneurial skill development into our Program, particularly through the Career Management Courses. We are now exploring development of a one-credit course on Solopreneurship, in partnership with Jackie B. Peterson, based on her *Better, Smarter, Richer* model. We believe our students would benefit from a strengthening of relationships and collaborations with PCC's workforce development, particularly the SBDC. We are thus recommending that PCC explore how all CTE Programs and the SBDC can establish a more effective partnership.

Future Employment Prospects

As indicated throughout this report, population aging and the accompanying challenges and opportunities point to a very bright future in this field. Oregon and the Portland area project a doubling of the 65 and older population by 2030, and PCC's Gerontology Program is poised as a leader in educating and training those professionals and paraprofessionals who will meet the demands, needs, and desires of that growing population in innovative and creative ways. In addition, our graduates will add to the percentage of happily employed older workers!

7D

Number of Students Completing Degrees/Certificates

Completion

Determining the Gerontology Program completion rate is a huge issue that involves many factors we have been trying to address in many ways. Just *some* of the factors that contribute to what we are calling “The Mysterious Case of the Missing Completers” are the following:

- Gerontology is an open enrollment program, so students often consider themselves “Gerontology Majors” without declaring or sometimes not even contacting the Gerontology Program.
- PCC students pursuing other majors often “discover” Gerontology and may take a few courses or possibly want to earn a certificate to enhance their other major, and may in fact be close to completion, but are never awarded the certificate because they never declared it or failed to petition for graduation.
- Until the implementation of Institutional Awards, still an ongoing process, students could declare only one or possibly two majors, so completers or near completers of additional certificates were never awarded, unless they petitioned for graduation.
- Many students who may be seeking a degree or certificate obtain employment, transfer, or otherwise determine they do not “need” to complete – a phenomenon that is particularly likely in a field like Gerontology, where jobs typically do not require a degree, certificate, or specific training.
- Given the complex lives of Encore Learners, some students “stop-out” for caregiving or other responsibilities, and then return, several months or even years later to complete.

To address this mystery and to promote student completion, the Gerontology Program has recently begun to partner with Student Records, who have graciously offered to help us with audit programs and other methods to identify Missing Completers (or near-Completers). We are looking forward in the coming months to develop a clearer estimate of the number of Missing Completers (and near-Completers) and to institute procedures to track and provide advising support to help them complete the Degree/Certificates they want and deserve.

Current Gerontology Award Counts

The following table that includes all Gerontology Awards, from AY200910 through AY201314, certainly indicates a significant increase compared with the previous 5-year period. But a comparison with Gerontology’s files and records indicates that the number of awards each year should be much higher, by as much as 20%.

Gerontology Awards (Banner - Live, as of Oct 26, 2014)							
<i>Award counts exceed student headcount since students completing more than one credential are counted for each award</i>							
Major		AWARD	09/10	10/11	11/12	12/13	13/14
GRAA	GREN: Activity Assistant	ACERT/ACERTP	11	3	4	8	1
GRAB	GREN: ABCC	ACERT/ACERTP	12	7	13	18	8
GREN	Gerontology	AAS	16	10	17	11	12
GREN	Gerontology	ACERT1	4	0	0	0	0
GREN	Gerontology	ACERT/ACERTP	8	9	21	17	20
EOL	GREN: EOLCS	ACERT	0	0	1	0	0
EOL	GREN: EOLCS	ACERTP	0	1	6	6	6
GRAC	GREN: Activity Consultant	ACERT	1	0	3	0	0
GRAC	GREN: Activity Consultant	ACERTP	0	0	1	3	0
GRAD	GREN: Activity Director	ACERT	0	1	0	0	0
GRAD	GREN: Activity Director	ACERTP	0	1	1	5	0
HT	GREN: Horticultural Therapy	ACERT	3	0	1	0	0
HT	GREN: Horticultural Therapy	ACERTP	0	0	0	5	0
Totals			55	32	68	73	47
Source: SWRGR5Y							
PCC Office of Institutional Effectiveness, Oct 2014, GRN_5yrGrads.xlsx							
file: GRN_5yrGrads_Combine_102614.xls							

Looking Forward

We will continue to work with Student Records on Completion issue following this Program Review, as feasible. We expect that a concerted push for Gerontology students to declare multiple majors will result in a decline in the number of Missing Completers (and near-Completers).

In addition to a backward review, we are currently working on the Fall 2014 term expected awards to develop procedures for the future. This Fall, Program data indicate that there are

- 150 active students (who declared or have taken/are taking GRN181 (our entry course)
- 75 additional students are “Graduating, near Graduation, or Partial Graduation (still have AAS or one or more certificates to complete).”
- A quick comparison between the Fall 2014 Student Records list of “ready to graduate” students and estimates based on our student files, indicates a significant disparity:
 - Student Records: 16 students earning 38 Degree/Certificates
 - Gerontology Files: 21 students earning 56 Degree/Certificates

We look forward to continuing this investigation and developing practices and procedures that will support Gerontology student completion – however they define it!

7E

Opportunities that Exist or are in Development for Graduates to Continue their Education

We have great relationships with many programs – especially gerontology, social work, and related fields – so that our students do transfer without loss of credit, but those transfer relationships could benefit from formal articulation agreements.

The Program recommends that the Social Sciences Dean work with the Program to formalize articulation agreements already in process, specifically with PSU's BA/BS in Health Studies with an Aging Services Concentration, WOU's Gerontology BA and BAS, OSU's Human Development and Family Studies Degree with a Gerontology Minor, Marylhurst University's Gerontology Certificate, linked to Human Sciences (and an MAIS Degree), and possibly others.

7F

Additional Changes

There have been no other significant changes that have not been addressed in other Sections of this report.

8

Section Eight – Recommendations

Special Note

Even as we are putting recommendations in Sections 8A and 8B, we realize and acknowledge that most positives moves forward from Program Review commonly require coordinated tandem actions between the program and the administration. And, the recommendations often interlock in obvious yet unexpected ways. We look forward to a **bold**, prosperous and adventurous bike ride to 2019.

8A

Recommendations for the SAC

1. Align the AGHE Gerontology Competencies with PCC Core Outcomes and Degree/Certificate Outcomes, and implement the Competency to Learner Outcomes Framework outlined in Section 2.
2. Revisit the Gerontology SAC specific questions in Course Evaluations in light of curricular and course format changes.
3. Assist PCC to re-engage its commitment to support older learners.
4. Continue to enhance our coordination with Student Support Services for the benefit of Gerontology Majors, particularly encore learners.
5. Do our part to improve tracking of active students and majors, including follow-up post-graduation, in coordination with PCC Student Records, Institutional Effectiveness, and other appropriate administrative units.
6. Collaborate with Student Records to solve “The Mystery of the Missing Completers (and near-Completers)” described in Section 7D.
7. Work with the Social Sciences Dean and the Curriculum Dean to formalize Articulation Agreements described in Section 7E.

8B

Recommendations for Administrative Support

Gerontology Program-Specific Recommendations

1. **Provide a sustainable level of Administrative and Advising Support**, based on an assessment of its Program goals, objectives and commitments, as articulated in Section 1, and elaborated throughout the report.
 - Give particular attention to Section 6C on the juxtaposed contrasting patterns of significant enrollment increases with a dramatic decline with threats of possible further decreases in administrative and advising support.
 - Work with the Program to investigate grants and other ways to support its continuing ability to meet student and community needs, as the aging population continues its pattern of significant and sustained growth.
2. Institutional Effectiveness and Student Records: Support the Gerontology Program in improving the tracking of active students and majors, including follow-up post-graduation.
3. Students Records: Continue its collaboration with the Gerontology Program to solve “The Mystery of the Missing Completers (and near-Completers)” described in Section 7D.
4. Social Sciences and Curriculum Deans: Work with Gerontology to formalize Articulation Agreements described in Section 7E.

Sylvania Campus Specific Recommendation

Work with the Gerontology Program and other stakeholders, including PCC departments and programs and community partners like Legacy Health, to investigate the feasibility of establishing a therapeutic, learning garden, possibly with a greenhouse classroom.

District-Wide Recommendations

1. Implement district-wide Age Friendly policies at PCC.

It is difficult to determine whether this Recommendation is a student-needs issue, a faculty issue or a staff issue (or all of the above), but we urge serious consideration to re-engage PCC’s commitment to support older learners and examination of ways to implement Age Friendly policies on all levels, including the following examples:

- Add outreach to older adults as a Program/Discipline Review question for SACs to consider
- Engage in committed services and programs for Older Learners, supported by evidence-based best practices.

- And specifically for Gerontology (and any other programs who would like to be involved) – provide assistance in finding ways to fund and sustain innovations like peer mentors.
- Revisit the strict distinction between CTE and LDT courses to allow Gerontology (and other CTE Programs) to apply for General Education status for qualified and appropriate courses.
- Consider Age as a diversity issue, and incorporate Ageism into PCC non-discrimination and inclusion policies with respect to older students, faculty, staff and administrators
- Increase Student Support Services' awareness of and sensitivity to older learner needs, and implement staff training to ensure quality service for this student demographic.

2. Support an Enhanced Distance Learning Model (blended courses, IVC-video streaming, and other approaches) through which PCC distinguishes itself from purely “Distance Learning Institutions,” by providing distance learning students an education in line with PCC’s mission as a community college.

3. Invest in ePortfolios for Learning Outcomes Assessment (not Gerontology Program specific)

- Support for D2L Competency/Outcomes Structure.
- Continue with Pilots
- Investigate and test the D2L Analytics program that supports the use of ePortfolios for Learning Outcomes Assessment through data aggregation on a program/discipline and district level
- Secure funding for personnel to help implement student/discipline use

4. Assist in finding ways to fund and sustain innovations that enhance and support student learning (in terms of the Gerontology Program, but for the benefit of other programs as well), such as:

- Peer Mentors
- ePortfolios & the Homeroom
- Innovative Courses and Certificates
- Encore Learner Mindset Orientation (ELMO) for all interested older learners (students, faculty, staff and administration)
- Other encore learner adaptations

CTE-Specific Recommendations

1. Support revision of the External Advisory Committee Policy (A108) to incorporate the Team Model and other best practices, particularly for CTE Programs in complex and/or emerging fields.
2. Facilitate and support ways in which interested CTE Programs and the Small Business Development Center can establish a more effective partnership for the development of entrepreneurial options.

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- APX1 – ELA article, “Adult Education: Significance in a Broad View”

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- APX 2 – 2009 Gerontology Program Review Recommendations
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Section 2 – Outcomes and Assessment

- APX 4 - Gerontology Competencies Recommended by the AGHE Competency Workgroup, November 2014
- APX 5 – GRN Core Outcomes Mapping – 11-21-2014
- APX 6 - Gerontology Degree & Certificate Outcomes Aligned with PCC Course Outcomes
- APX 7 - The Weaving Together of Courses and the Degree-Certificates
- APX 8 - Gerontology Degree-Certificates Information Pages

Section 3 – Other Curricular Issues

- APX 9 - Gerontology Courses & Curricular Changes AY0809 to AY1516
- APX 10 - All-in-One Visual
- APX 11 - The Very Healthy Gerontology Program Burger (rev 10-2-12)
- APX 12 - ELA Site: Encore Learner Adaptations

Section 4 – Needs of Students & Community

- APX 13 – Gerontology Student Characteristics Tables

Section 5 – Faculty

- APX 14 – Course-Faculty-Relationship
- APX 15 – Instructor Qualifications
- APX 16 - Faculty Bios

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- APX 17 - Gerontology Advisory Team – Sample Information

Section 8 – Recommendations

In 2011 the Gerontology Program received grant funds from Encore.org to produce a toolkit for educators about how to develop learning programs that are adapted to the needs of older learners. Here is an excerpt from that toolkit on the significance of adult education:

Adult Education: Significance in the Broad View

Changing Roles as We Age

It is a well-known fact that people are living longer and are healthier as a whole, but our cultural preconceived notions about the roles of older adults have not yet caught up to the new reality. The third stage of life begins in transition - from parents to empty nesters, from workers to retirees, from near the top curve of health to a more sloping decline in fitness. These physical, mental and emotional transitions associated with growing older can be disconcerting to one's self-concept and self-satisfaction. Today's older adults often find that they need more income and even more often want meaningful satisfaction as they imagine their own future. Nearly all report that they are seeking purpose and many of them are turning to Community Colleges for direction.

Better Roles As We Age

The aging population is changing the way of living, working, volunteering, and simply "being" in the later years. We are rapidly moving beyond the geriatric model of aging to embrace a life course perspective and to seriously study and celebrate the diversity of ways in which our world grows old. The focus has shifted from illness and loss to enabling people to stay active and engaged. Answers come with the process of creating satisfaction, of redefining self, of finding purpose while maintaining health and independence. [Encore.org](http://encore.org) calls this: Purpose, Passion and Paycheck. Mary Helen Smith, in her book [*The Retirement Sourcebook*](#), talks about President Jimmy Carter's discovery that retirement can be a time of less external pressure and more internal development, a time "for giving back to society the lessons, resources and experiences accumulated and articulated over a lifetime." Thus, finding the third age is about finding new "ways of being" in both a cultural sense and as an individual imperative. For Encore Learners returning to school is one method for individuals to define their purpose, to find their passion and increasingly to help them grow their paycheck.

ECONOMIC CONTEXT: Employability

The [Center for Law and Social Policy \(CLASP\)](#) recently released a resource regarding the need for adults to complete college:

- [Not Just Kid Stuff Anymore: The Economic Imperative for More Adults to Complete College](#)
<<http://www.clasp.org/admin/site/publications/files/NotKidStuffAnymoreAdultStudentProfile-1.pdf>>

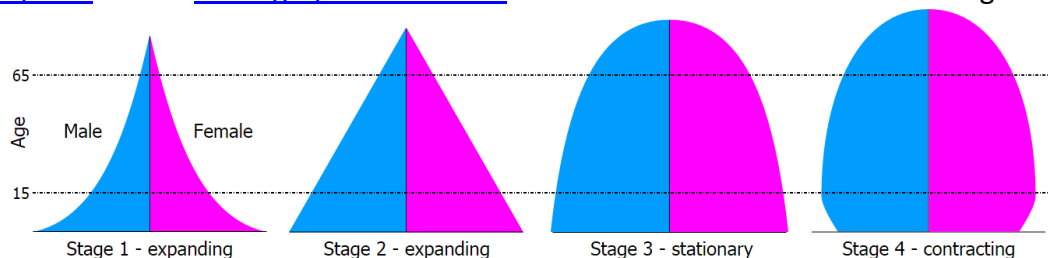
The 2011 brief by CLASP and the National Center for Higher Education Management Systems, finds that just as our economy is demanding more workers that have some post-secondary education or training, our traditional source of such workers – high school graduates – is leveling off. Some states will even see the number of high school graduates decline by as much as 18 to 20 percent, and that includes Oregon. At the same time, nearly two-thirds of jobs in

2018 will require some post-secondary education. The report includes state-by-state projections of the number of high school graduates through 2020, as well as the policy implications of a changing college population and the need for more adults to access post-secondary education.

SOCIAL CONTEXT: Life Expectancy and Life Expectations - The Changing Older Adult Demographic

Looking at the past, according to the [Social Security Administration](#), "life expectancy *at birth* in 1930 was only 58 for men and 62 for women, and the retirement age was 65." By 2011, the life expectancy at birth was 78, while normal retirement age is still considered 65 (or 66 and rising as the full-benefits age rises). If we were to place the same considerations on retirement today that were in place in 1930, retirement age would be at 80 years old. Adults are living longer in retirement than they were when Social Security was first enacted.

Not only are individuals living longer, but *more* individuals are living longer. The [US Census Bureau](#) predicts that by 2030, nearly one fifth of the US population will be over the age of 65. In elementary schools they use to teach the pyramid population demographic - that the greatest age group is young people under 18, and then accidents, disease, and war start decreasing the population so that by the time we reach the oldest age group, we are also looking at the smallest age group. But times have changed and the pyramid demographic image is not the current norm. The Baby Boom, medical advances, and other reasons that the experts can debate have created a more even distribution of the population ages. (Visit the [Wikipedia](#) site on [Demographic Transition](#) for more information about the image below).



In 1930 at age 55, an individual would have 3-7 years left of their original life expectancy and more than likely they would be in the process of winding down. But by 2011, with a full one-third of an individual's life expectancy left, people are beginning to see that retirement is not the time to slow down to a stop. This is a new dynamic for the human race, in terms of individual pathways and cultural expectations. (See *Second Wind*)

The ramifications are many, but we concentrate on what motivates Encore Learners. We contend that colleges, their faculty and staff, can and must be positive change agents for this growing older demographic.

2009 Gerontology Program Review Recommendations

Program

1. Complete the Association for Gerontology in Higher Education Program of Merit Award application. Receiving this award will assure students, employers, the academic community, and the public that PCC's Gerontology Program meets the highest standards in preparing students to earn advanced degrees and qualified workers to serve the aging population. **Timeframe:** February 2009.

2. Develop a sustainability plan for the Program, on academic, administrative, and student support service levels to consolidate and build on Program innovations made possible by grant projects. **Timeframe:** Beginning immediately.

AAS Degree and Certificates

3. Promote the Advanced Behavioral & Cognitive Care Certificate: Now that the State Board of Education (CCWD) has approved this certificate, the Roadmap and Certificate description need to be posted to www.pcc.edu/ger/, and a brochure needs to be created. As requested by the National Certification Board for Alzheimer Care, release a joint press statement on the NCBCA endorsement of this Certificate. **Timeframe:** February 2009

4. Complete Horticultural Therapy Career Pathways Roadmap: The roadmap, including the Notice of Intent and Labor Market Inventory, needs to be completed and submitted to the Oregon State Board of Education (Department of Community Colleges and Workforce Development) for approval. **Timeframe:** Early Spring 2009

5. Develop End of Life Care Certificate: The SAC is working with an Advisory Team and has consulted with direct care workers and employers on the development of this certificate, under the terms of the Jobs to Careers in Community Based Care Project. **Timeframe:** Submit the Certificate to the Certificates & Degrees Committee by late Spring 2009.

6. Develop Older Adult Fitness Certificate: The Gerontology and Fitness Technology Programs, in coordination with the Healthy Aging Coordinating Group and other community partners, are developing this Certificate. The Certificate should be submitted to the Certificates & Degrees Committee – jointly with Fitness Technology, individually, or in support of Fitness Technology's Certificate – after resolving questions about the Certificate's Program designation, training for the evidence-based fitness programs, and other issues. **Timeframe:** Spring 2009.

7. Continue to explore additional specializations or certificates for Guardianships and Conservatorships, Adult Protective Services, and Interior Design for Aging in Place. **Timeframe:** Spring through Fall 2009.

Curriculum

8. Improve Core Curriculum: In order to strengthen the core Degree and Certificate course offerings, replace general courses with age-specific courses, as new courses are developed. Effective Fall term 2009, substitute **AD105** (Aging & Addiction) for AD101 and **PSY236** (Psychology of Adult Development & Aging) for PSY215. **Timeframe:** Current and ongoing.

9. CCOG Revisions and Posting: Revise current CCOGs as appropriate, and ensure that all CCOGs are posted online. **Timeframe:** Winter term 2009.

10. Extend General Education Designation: Several new GRN courses could be eligible for General Education designation. The SAC needs to confer with relevant departments and programs at Oregon universities, including PSU, OSU, EOU, and SOU, and when possible, submit General Education forms to the PCC Curriculum Committee. **Timeframe:** Beginning Spring term 2009.

11. Develop new GRN Courses as Needed for Certificates and Specializations: As the SAC develops new certificates and specializations, additional GRN courses may be needed. **Timeframe:** Ongoing.

Students

12. Develop the PCC Foundation Gerontology Program Fund for Excellence to provide scholarships and other supports, particularly for older and low-income students. At the current funding level, we have only been able to provide scholarships for the Oregon Gerontological Association Annual Conference, as well as flash drives for new students. **Timeframe:** Develop a fund-raising strategy with the PCC Foundation Winter term 2009.

13. Extend and expand the current Peer Mentor Program and Perkins Advisor. **Timeframe:** Immediately.

14. Finalize the Entry, Exit, and Follow-up Questionnaires, and begin distribution and analysis, in coordination with Institutional Advancement and the Web Team. **Timeframe:** Currently in process.

15. Continue development of the Program's Credit for Prior Learning efforts, to recognize student work experience and non-traditional learning that contribute to their career goals, in coordination with Jobs to Careers partners and PCC's Credit for Prior Learning Committee. **Timeframe:** Ongoing.

16. Improve graduation and job placement rates, utilizing current Program strategies in coordination with our community network. **Timeframe:** Ongoing.

17. Facilitate transfers for advanced degrees, by updating and extending articulation agreements. **Timeframe:** Ongoing.

Needs of Community

18. Continue to utilize the Program's Advisory Committee Teams to develop new Certificates and specializations, maintain our responsiveness to community needs, and extend Gerontology education and training where needed. **Timeframe:** Ongoing.

19. Formalize the acknowledgement of the Advisory Committee Teams' contributions, through certificates or letters of appreciation. **Timeframe:** Immediately.

20. Extend the Program's outreach efforts, particularly through adult and older adult networks and in coordination with community partners like Life by Design NW. **Timeframe:** Ongoing.

21. Develop new Program brochures for the AAS Degree and each Certificate, as well as a joint brochure with Fitness Technology on Fitness and Aging. **Timeframe:** Spring term 2009.

22. Formalize relations with professional associations and public agencies for the acknowledgement of continuing education credits (for the Program's credit and non-credit courses) **to meet requirements for professional licensing, certification, or registration.** **Timeframe:** Spring term 2009.

23. Remain open to new needs and developments in the field, particularly as the focus of Gerontology moves beyond care to healthy aging, and research opens up new frontiers, such as the marvels of aging brains. **Timeframe:** Ongoing.

Faculty

24. Revise Instructor Qualifications and get them posted on Academic Services site **Timeframe:** February 2009.

25. Improve SAC Communication and Process. As discussed in **Appendix 19**, most SAC business is conducted on a small group basis, with faculty affected by an issue being involved. While we need to maintain flexibility with respect to meetings and respect the time constraints of part-time faculty and full-time faculty involved in other SACs, the SAC should keep all members informed on a more regular basis, via email, and convene short meetings on In-Service SAC Days whenever possible. **Timeframe:** Institute immediately.

26. Provide SAC faculty professional development opportunities and resources to stay current in the field of aging. While most SAC members are involved in the aging network and professional associations, we need to explore ways of sharing resources and developments in the field to keep the curriculum gerontologically current and sound. **Timeframe:** Start the conversation immediately within the SAC.

Status of 2009 Gerontology Program Review Recommendations

RECOMMENDATIONS	Report Sections	Achieved / Ongoing	Changed / Stalled	Planned / In Process	New
PROGRAM	1, 2, 7				
1. AGHE POM App 2. Sustainability Plan		X	X*	X* 1/15	
DEGREE/CERTIFICATES	1, 3, 7				
3. ABCC Cert 4. HT Cert 5. EOLCS Cert 6. HOAF Cert (w/FT) 7a. Specialties 7b. DAAP Cert (w/ID)		X X X X X	X*		Advocacy Creativity/ Cognition & Aging
CURRICULUM	1, 2, 3,				
8. Core Curriculum 9. CCOG Revisions 10. GRN – Gen Ed 11. New GRN courses		X X X	X*		
STUDENTS	1, 4, 6, 7				
12. GRN Fund for Excellence 13. Peer Mentors – Perkins Advisor 14. Entry-Exit-Follow Up 15. Credit for Prior Learning 16. Completion Rates 17. Transfers / Articulation		X X X X X X	X* X* X* X*		
COMMUNITY	1, 4, 7				
18. Advisory Committee/ Teams 19. Advisory C/Team Acknowledgement 20. Community Outreach 21. Program Brochures 22. CEUs/licensing / certification 23. Open to new developments		X X X X X	X X		
FACULTY	1, 5				
24. Instructor Quals 25. SAC Process 26. Professional Development		X X X			

Notes:

1. (2) Sustainability Plan – was in place, but new circumstances require significant modifications to that plan
2. (7a) Specialties – We were never able to offer CEUs effectively except for 1 year with NASW for GRN245 Introduction to Guardianship. We are in ongoing discussions with the CLIMB Center, particularly the Health Professionals Institute for various CEU/NTC credit arrangements.
3. (10) We investigated how to allow certain GRN courses (like GRN233) to qualify for General Education Status. While there are some existing examples of crossover CTE/LDT courses, we have not pursued a challenge to the Oregon strict distinction between CTE and LDT courses.
4. (13) The loss of funding for peer mentors has a serious effect on many encore learners, and we are exploring alternatives. The loss of the Perkins Advising support was also sprung on the Program, with no opportunity for our input. The stated reason for dropping the Gerontology Program from PCC's Perkins Funding was that we did not have a pathway from high schools (like dual credit – see Section 3B-C).
5. (14) We have been using Entry-Exit-Follow Up questionnaires, which so far have proven ineffective. We are thus exploring the tracking of Entry and Exit data, with 6-month follow-up surveys to graduates.
6. (15) We have continued to offer the very limited options for CPL, including waivers for internship credit, Non-Traditional Credit for some courses, and so on. Jan Abushakrah served as co-Chair of the PCC Taskforce on Credit for Prior Learning (see reports posted on the Academic & Student Affairs website), but internal PCC efforts in this regard have been stalled. Last year, the State of Oregon initiated a statewide effort, which we hope will yield results.
7. (17) A high percentage of Gerontology students do transfer, and we have some limited (and dated) articulation agreements in place. While students have always been able to transfer without loss of credits, formal articulation agreements would be an asset for students. We have been in discussions, including very detailed transfer tables, with the PSU School of Community Health (BA/BS in Health Studies, with an Aging Services Concentration) and WOU (both their BA and BAS Gerontology/Psychology Degrees, but need assistance to formalize these, and also to pursue articulation with OSU's Human Development & Family Studies program (that includes Gerontology). An articulation with the SOU BA in Management in Aging Services minor became mute as that program at the BA and MA level faltered.
8. (22) Oregon does not have much in the way of licensing or certifications with respect to aging/gerontology. However, there are some new national certifications (like those connected to the Activity Professional (NCCAP) and Horticultural Therapy (AHTA) that we may want to investigate. Also see 2 (7a), above.

GERONTOLOGY COMPETENCIES
RECOMMENDED BY THE AGHE COMPETENCY WORKGROUP
Adopted: **November 20, 2014**

RECOMMENDED CORE COMPETENCIES (10 TOTAL)

CATEGORY I - Foundational Competencies to All Fields of Gerontology

FRAMEWORKS FOR UNDERSTANDING HUMAN AGING

I.1 Utilize gerontological frameworks to examine human development and aging.

BIOLOGICAL ASPECTS OF AGING

I.2 Relate biological theory and science to understanding senescence, longevity and variation in aging.

PSYCHOLOGICAL ASPECTS OF AGING

I.3 Relate psychological theories and science to understanding adaptation, stability and change in aging.

SOCIAL ASPECTS OF AGING

I.4 Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.

THE HUMANITIES AND AGING

I.5 Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.

RESEARCH AND CRITICAL THINKING

I.6 Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

CATEGORY II - Interactional Competencies Across Fields of Gerontology

ATTITUDES AND PERSPECTIVES

II.1. Develop a gerontological perspective through knowledge and self-reflection.

ETHICS AND PROFESSIONAL STANDARDS

II.2. Adhere to ethical principles to guide work with and on behalf of older persons.

COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS

II.3. Engage, through effective communication older persons, their families and the community, in personal and public issues of aging.

INTERDISCIPLINARY AND COMMUNITY COLLABORATION

II.4. Engage collaboratively with others to promote integrated approaches to aging.

SELECTIVE COMPETENCIES (8 to Select From)

Programs are recommended to select a minimum of 2 core competencies from this category that best reflect the orientation of their program(s).

CATEGORY III - Contextual Competencies Across Fields of Gerontology**WELL-BEING, HEALTH AND MENTAL HEALTH**

III.1. Promote older persons' strengths and adaptations to maximize well-being, health and mental health.

SOCIAL HEALTH

III.2. Promote quality of life and positive social environment for older persons.

PROGRAM/SERVICE DEVELOPMENT

III.3. Employ and design programmatic and community development with and on behalf of the aging population.

EDUCATION

III.4. Encourage older persons to engage in life- long learning opportunities.

ARTS AND HUMANITIES

III.5. Promote engagement of older people in the arts and humanities.

BUSINESS & FINANCE

III.6 Address the roles of older persons as workers and consumers in business and finance.

POLICY

III.7 Employ and generate policy to equitably address the needs of older persons.

RESEARCH, APPLICATION AND EVALUATION

III.8. Engage in research to advance knowledge and improve interventions for older persons.

AGHE Competency Workgroup Members:

Chair: JoAnn Damron-Rodriguez, PhD, LCSW – University of California, Los Angeles, CA

Co-Chair: Janet C. Frank, DrPH – University of California, Los Angeles, CA

Jan Abushakrah, PhD – Portland Community College, OR

Jan Jukema, PhD – Windesheim University of Applied Sciences, Netherlands

Robert J. Maiden, PhD – Alfred University, NY

Alice E. McDonnell, DrPH – Marywood University, PA

Birgit Pianosi, PhD, CPG – Huntington University, Ontario, Canada

Harvey Sterns, PhD –Northeast Ohio Medical University & University of Akron, OH (Chair of AGHE Accreditation Task Force)

Dan Van Dussen, PhD – Youngstown State University, OH

GRN: Gerontology**Core Outcomes Mapping****SAC GRN: Gerontology**

Mapping Level Indicators:	Core Outcomes:
0. Not Applicable. 1. Limited demonstration or application of knowledge and skills. 2. Basic demonstration and application of knowledge and skills. 3. Demonstrated comprehension and is able to apply essential knowledge and skills. 4. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.	1. Communication 2. Community and Environmental Responsibility 3. Critical Thinking and Problem Solving 4. Cultural Awareness 5. Professional Competence 6. Self-Reflection

*** Courses in which these outcomes have been intentionally assessed as part of the SAC's annual assessment work.**

****Core outcomes of *all* courses are expected to be part of every faculty member's routine student evaluation/grading. [**assumed for all courses]**

Table includes all GRN required & elective courses and additional courses required for the GRN AAS.

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
GRN131	Hospice Basics	3	3	3	3	3	3
GRN155	Home Care Activity Training	3	3	3	3	3	3
GRN165	Basic Activity Director Training	3	3	3	3	3	3
GRN166	Nature Activities in Senior Living	3	3	3	3	3	3
GRN172	Adult Care Home Training	3	3	3	3	3	3
GRN175	The Aging Mind	3	2	4	3	3	4
GRN176	Cognitive Activity Design	3	3	4	3	3	4
GRN177	Arts & Cognitive Activity Design	3	3	4	3	3	4
GRN181*	Exploring the Field of Aging	3	2	3	2	3	4
GRN233	Supporting End of Life	3	3	4	4	4	4
GRN235	Intro to Dementia Care	3	3	3	3	3	3
GRN236	Dementia Care Practice	4	4	4	3	4	4
GRN237	End of Life Therapies	3	3	3	3	3	3
GRN239	End of Life Practices	3	3	3	3	3	3
GRN240	Care and Service Coordination	3	4	4	3	3	3
GRN245	Intro to Guardianship	3	3	3	3	3	3
GRN247	Applied Legal & Policy Issues in Aging	3	3	4	3	3	3
GRN265	Activity Prof Certification Training I	3	4	4	3	4	3
GRN266	Activity Prof Certification Training II	4	4	4	3	4	3
GRN267	Prof Therapeutic Horticulture	3	4	3	3	3	3
GRN268	Therapeutic Hort Strategies	3	4	4	4	4	3
GRN269	Therapeutic Hort Skills I	3	4	4	4	4	3
GRN270	Therapeutic Hort Programming	3	4	4	4	4	3
GRN271	Therapeutic Hort Skills II	3	4	4	4	4	3
GRN272	Therapeutic Gardens	3	4	4	4	4	3

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
GRN273	Interior Plants	3	4	3	3	3	3
GRN280A*	CE: Gerontology Internship	3	4	3	3	4	3
GRN280B*	Gerontology Internship Seminar	3	4	4	3	3	4
GRN282*	Gerontology Professional Seminar	4	3	4	3	4	4
SOC223*	Sociology of Aging	4	4	4	4	3	4
SOC230*	Introduction to Gerontology	4	4	4	4	3	4
SOC231*	Sociology of Health & Aging	4	4	4	4	3	4
SOC232*	Death & Dying: Culture & Issues	4	4	4	4	3	4
PSY236 ¹²	Psych of Adult Development & Aging	2	2	2	1	2	3
PHL207 ¹³	Ethical Issues in Aging	2	4	4	3	3	4
AD105 ¹⁴	Alcohol Use & Addiction	1	2	4	1	4	4

Updated 11/22/14. File: GRNCoreOutcomesMapping.

¹² Based on PSY Course Core Outcome Mapping

¹³ Updated by Instructor 10/14.

¹⁴ Updated by Instructor 10/14.

Gerontology Degree & Certificate Outcomes Aligned with PCC Core Outcomes

AAS: Gerontology and Gerontology Certificate

PCC Core Outcomes	Degree/Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities
<ul style="list-style-type: none"> - Professional Competence 	<p>For Certificate, if desired, pursue the additional 46 credits to earn an AAS Degree in Gerontology, and</p> <p>For AAS Degree, if desired, pursue higher education for a bachelor or master degree, beginning at the third-year level.</p>

Activity Assistant Certificate

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders
<ul style="list-style-type: none"> - Professional Competence 	Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities

Activity Director Certificate

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness 	Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Professional Competence - Self-Reflection 	
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
<ul style="list-style-type: none"> - Professional Competence 	Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities

Activity Consultant Certificate

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
<ul style="list-style-type: none"> - Professional Competence 	Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities

Advanced Behavioral & Cognitive Care Certificate

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	<p>Work effectively as an advanced care provider with diverse individuals or groups of older persons experiencing cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, home and community settings</p> <p>Apply best practices for dealing with challenging cognitive and behavioral issues, following care plans, providing appropriate documentation and working collaboratively with all stakeholders, including multidisciplinary teams, medical and healthcare professionals, family and community members</p> <p>Conduct gerontological research relevant to advanced care issues, and apply the research to practice</p>
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	<p>Apply best practices for dealing with challenging cognitive and behavioral issues, following care plans, providing appropriate documentation and working collaboratively with all stakeholders, including multidisciplinary teams, medical and healthcare professionals, family and community members</p>
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	<p>Conduct gerontological research relevant to advanced care issues, and apply the research to practice</p>
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	<p>Adhere to professional and ethical care standards</p>
<ul style="list-style-type: none"> - Professional Competence 	<p>Continue to develop professional care knowledge and skills through continuing education and training.</p>

End of Life Care & Support Certificate

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Guide family members and dying persons through the end of life process, including social, psychological, medical, financial, legal, and spiritual issues related to care and support.
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Assess and document the care and support needs and assets of the dying person, their family and social support network; communicate and collaborate with all related parties; and facilitate access to appropriate resources, while working with other professionals and with diverse stakeholders in a coordinated care and support plan, in hospice, long term care, and home environments.
<ul style="list-style-type: none"> - Professional Competence 	Apply best practices of person-centered and directed care and support, and adhere to professional and ethical standards in supporting the dying person and working effectively with all stakeholders, including legal, medical, financial, insurance, relevant government programs, and other professionals, as well as family and the dying person's social support network.

Horticultural Therapy Certificate

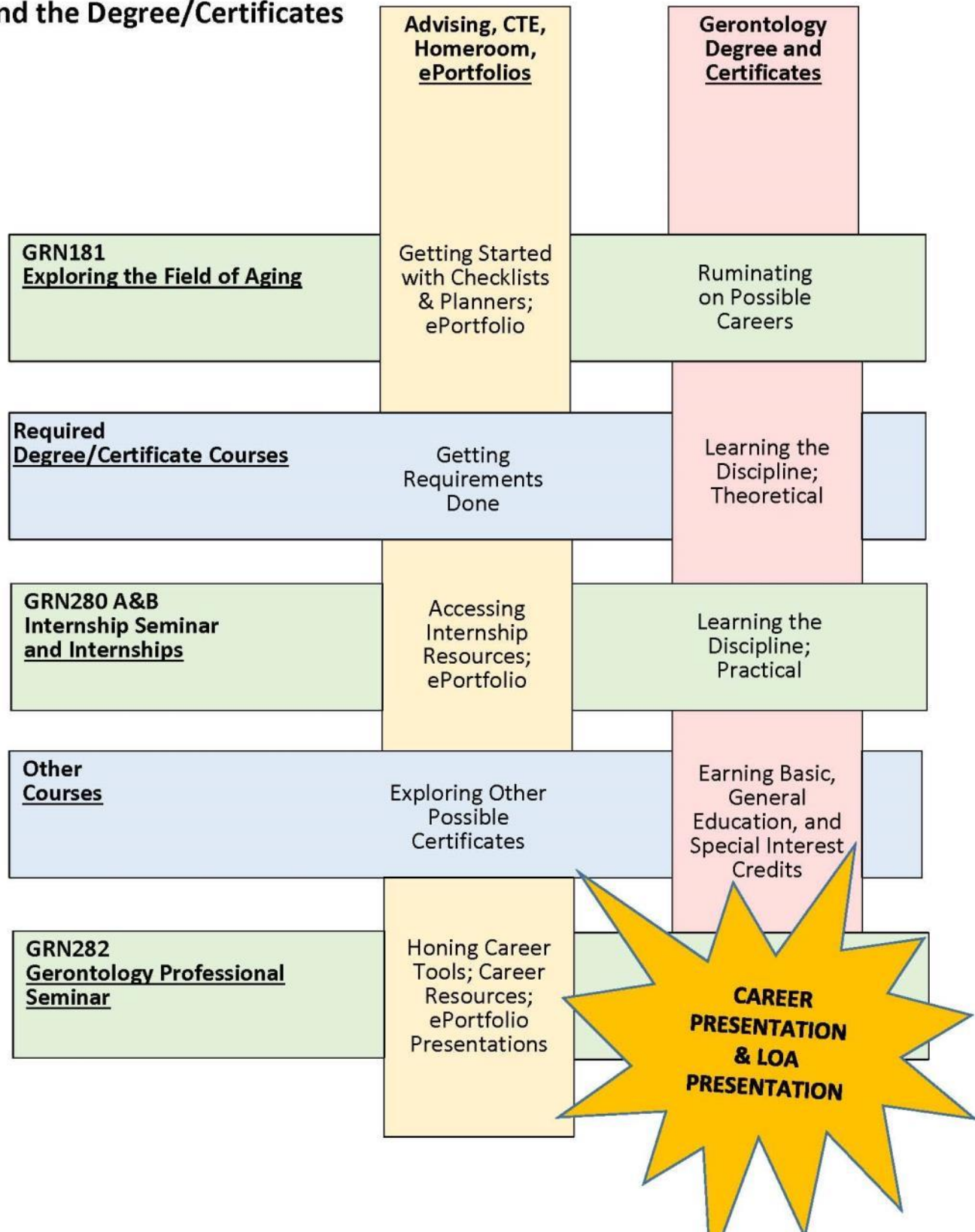
PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving - Cultural Awareness - Professional Competence - Self-Reflection 	Work effectively as a registered horticultural therapist or therapy assistant with diverse populations in therapeutic gardens and horticultural therapy programs within pediatric, geriatric, psychiatric, offender, vocational and medical rehabilitation, and other day or residential treatment facilities.
<ul style="list-style-type: none"> - Communication - Community & Environmental Responsibility - Critical Thinking / Problem Solving 	Design, implement, and evaluate therapeutic garden and horticultural therapy programs meeting the physical, cognitive, and psychosocial needs of special needs clients, and applying professional skills and standards of the field.

PCC Core Outcomes	Certificate Outcomes
<ul style="list-style-type: none">- Cultural Awareness- Professional Competence- Self-Reflection	
<ul style="list-style-type: none">- Professional Competence	Meet educational standards for certification by the American Horticultural Therapy Association as a Horticultural Therapist Registered [HTR], when combined with required educational, continuing education and supervised work experience criteria.

GERONTOLOGY

The Weaving Together of Courses

And the Degree/Certificates





GERONTOLOGY: AAS DEGREE (90 credits)

The Gerontology Associate of Applied Science Degree provides a solid foundation for a variety of career paths in the field of aging. Specialized Certificates, comprised of Required Courses and Program Electives, can be earned in tandem with the Degree so that students can begin work in the field while completing the Degree and continuing with higher education. The Gerontology Degree articulates with many baccalaureate programs.

Students should take GRN 181: Exploring the Field of Aging in their first term in the program. Internship credits (GRN 280A) provide a unique opportunity for the students to work directly with older adults in different settings. Degree candidates who are currently working in the field with older adults and have accumulated work experience hours related to their career path may petition to waive 1, 2 or 3 credits of the required internship credits, with 70 related work hours waiving 1 credit. Students must complete the program with a grade of "C" or better.

The Gerontology Program is an Eligible Training Provider for the Degree and all seven Certificates, qualifying students for state and federal funding programs if they are otherwise eligible.

GERONTOLOGY: CERTIFICATE (44 credits)

The Gerontology Career Pathway Certificate provides a basic age specialization as a stand alone Certificate, an enhancement of a professional credential or focus, or the first stage of the AAS Degree, which in turn articulates with many baccalaureate programs. The Certificate is Financial Aid eligible, and the Gerontology Program is an Eligible Training Provider with the State of Oregon.

Gerontology Degree and Certificate Learning Outcomes

Students who successfully complete the Gerontology AAS Degree or Certificate will be able to:

- Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member
- Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
- Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders
- Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities
- Work as an age specialist in the area of one's prior work experience, credential or degree (if appropriate)
- If desired, pursue the additional 46 credits to earn an AAS Degree in Gerontology, **or** pursue higher education for a bachelor or master degree, beginning at the third-year level

Core Required Courses:

COURSE	DESCRIPTION	DEGREE	CERT.
GRN 181	Exploring the Field of Aging	2 credits	2 credits
GRN 280A	Cooperative Education: Gerontology Internship	10 credits	4 credits
GRN 280B	Gerontology Internship Seminar	1 credit	1 credit
GRN282	Gerontology Professional Seminar	2 credits	2 credits
AD 105	Aging and Addiction	3 credits	(elective)
PHL 207	Ethics and Aging	4 credits	(elective)
PSY 236	Psychology of Adult Development and Aging	4 credits	4 credits
SOC 223	Sociology of Aging	4 credits	4 credits
SOC 230	Introduction to Gerontology	4 credits	4 credits
SOC 231	Sociology of Health and Aging	4 credits	4 credits
SOC 232	Death and Dying: Culture and Issues	4 credits	4 credits
Core Course Total Credits		42 credits	29 credits

Other Course Requirements

COURSE	DESCRIPTION	DEGREE	CERT.
<i>Core Course Total from the left . . .</i>		<i>42 credits</i>	<i>29 credits</i>
WR 121	English Composition	4 credits	4 credits
MTH 65	Introductory Algebra*	pre-req	
One Course of: CAS 111D, CAS 133, CAS 140, CAS 170, CAS 216, CAS 217, CAS 231, or CAS 232		3 credits	3 credits
Program Electives		25 credits	8 credits
PCC General Education		16 credits	
TOTAL CREDITS		90 credits	44 credits

For a list of Gerontology courses from the current PCC Catalog, go to: <http://www.pcc.edu/catalog/default.cfm?fa=dspResults&subjectCode=GRN>

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to: <http://catalog.pcc.edu/programsanddisciplines/gerontology/#text>

For PCC Gerontology Program website, to go: <http://www.pcc.edu/programs/gerontology/>

For a review of Gerontology Program Outcomes, go to: <http://www.pcc.edu/resources/academic/degree-outcome/gero.html>

* Students must also satisfy MTH65 competency.

Program Elective Courses:

COURSE	DESCRIPTION	DEGREE
AD 101	Alcohol Use & Addiction	3 credits
AD 102	Drug Use & Addiction	3 credits
AD 154	Case Management & Addiction	3 credits
AD 156	Ethical & Professional Issues	3 credits
BA 101	Introduction to Business	4 credits
COMM 111	Public Speaking	4 credits
FT 102	Injury Prevention & Management	3 credits
FT 106	Analysis of Movement	3 credits
FT 131	Structure & Function of the Human Body	4 credits
FT 202	Fitness and Aging	3 credits
GRN 131	Hospice Basics	1 credit
GRN 155	Home Care Activity Training	1 credit
GRN 165	Basic Activity Director Training	2 credits
GRN 166	Nature Activities in Senior Living	1 credit
GRN 170	Resident Assistant I Training	2 credits
GRN 171	Resident Assistant II Training	1 credit
GRN 172	Adult Care Home Training	2 credits
GRN 175	The Aging Mind	1 credit
GRN 176	Cognitive Activity Design	2 credits
GRN 177	Arts & Cognitive Activity Design	1 credit
GRN 233	Supporting End of Life	4 credits
GRN 235	Introduction to Dementia Care	3 credits
GRN 236	Dementia Care Practice	1 credits
GRN 237	End of Life Therapies	1 credit
GRN239	End of Life Practices	1 credit
GRN 240	Care and Service Coordination	3 credits
GRN 245	Guardianship Introduction	1 credit
GRN 247	Applied Legal & Policy Issues in Aging	2 credits
GRN 265	Activity Professional Certification Training 1	2 credits
GRN 266	Activity Professional Certification Training 2	2 credits
GRN 267	Prof Therapeutic Horticulture	2 credits
GRN 268	Therapeutic Hort Strategies	2 credits
GRN 269	Therapeutic Hort Skills I	2 credits
GRN 270	Therapeutic Hort Programming	2 credits
GRN 271	Therapeutic Hort Skills II	2 credits
GRN 272	Therapeutic Gardens	3 credits
GRN 273	Interior Plants	3 credits

COURSE	DESCRIPTION	DEGREE
HE295 & PE 295	Health & Physical Fitness for Life [and Lab]	3 credits
HE 113	First Aid and Professional CPR	1 credit
HE 212	Women's Health	4 credits
HE 213	Men's Health	4 credits
HE 242	Stress and Human Health	4 credits
HE 250	Personal Health	3 credits
HE 251	Community Health	4 credits
HE 252	First Aid: Basics and Beyond	4 credits
HE 254	Weight Management and Personal Health	3 credits
HE 255	Film and Public Health	4 credits
HE 264	Health, Food Systems, and the Environment	3 credits
HE 278	Human Health and the Environment	3 credits
MP 111	Medical Terminology	4 credits
PSY 101	Psychology and Human Relations	4 credits
PSY 201A	General Psychology	4 credits
PSY 202A	General Psychology	4 credits
PSY 213	Introduction to Behavioral Neuroscience	4 credits
PSY 214	Introduction to Personality	4 credits
PSY 215	Human Development	4 credits
PSY 216	Social Psychology	4 credits
PSY 222	Family & Intimate Relations	4 credits
PSY 231	Human Sexuality	4 credits
PSY 232	Human Sexuality	4 credits
PSY 239	Introduction to Abnormal Psychology	4 credits
SOC 204	Sociology in Everyday Life	4 credits
SOC 205	Social Change & Social Institutions	4 credits
SOC 206	Social Problems	4 credits
SOC 213	Diversity in the United States	4 credits
SOC 218	Sociology of Gender	4 credits
SOC 219	Religion & Culture: Social Dimensions	3 credits
SOC 228	Introduction to Environmental Sociology	4 credits

GERONTOLOGY: (3) ACTIVITY PROFESSIONAL CERTIFICATES



The three certificates in the Gerontology Activity Professional Career Pathway prepare activity directors and life enrichment coordinators to work in various capacities in long term care, adult daycare and community settings. They are designed to meet three certification levels of the National Certification Council of Activity Professionals (NCCAP) and the National Association of Activity Professionals (NAAP). Students can earn any of the three certificates individually, or combine Activity Professional courses with other Certificates or the Associate of Applied Science Degree. These short-term, job-related Certificates include courses required for the AAS degree, so students can pursue immediate employment, while continuing to advance toward the AAS degree, which in turn articulates with a Bachelor level degree. The Gerontology Program is a State of Oregon Eligible Training Provider, and the Activity Director Certificate is Financial Aid eligible. *[Certificate Revisions are effective fall term 2015].*

- 1) **Activity Assistant Certificate** (26 credits)
- 2) **Activity Director Certificate** (38 credits)
- 3) **Activity Consultant Certificate** (23 credits)

Gerontology Activity Professional Learning Outcomes

Students successfully completing these certificates will be able to:

- Work as an activity professional, activity professional manager, or activity professional consultant of a person-centered program designed to enhance the quality of life of diverse elders and disabled persons at all cognitive and physical functioning levels, in long term care facilities, adult daycare and community settings.
- Design and implement comprehensive, person-centered activity plans and/or administer and evaluate all aspects of a comprehensive activity program, including documentation and assessment, community relations and marketing policies, multiple programs, assistants, volunteers and other community resources, fundraising and grant proposals, meeting State and Center for Medicare & Medicaid Services (CMS) standards of practice.
- Meet eligibility standards for certification by the National Certification Council of Activity Professionals (NCCAP) or the National Association of Activity Professionals (NAAP) as an Activity Assistant, Activity Director Certified, or Activity Consultant Certified, when combined with continuing education and work experience criteria.

[Please note that for this leaflet, the Learning Outcomes for these three certificates have merged with each other and an amalgamation has been created. For specific Program Outcomes, please go to: <http://www.pcc.edu/resources/academic/degree-outcome/gero.html>.]

Core Required Courses:

Course #	Course Title	Credits	1) AAC	2) ADC	3) ACC
GRN 181	Exploring the Field of Aging	2	R	R	--
GRN 280A	CE: Gerontology Internship	Varies	R(4)	R(5)	R(4)
GRN 280B	Gerontology Internship Seminar	1	R	R	--
GRN 282	Gerontology Prof. Seminar	2	R	R	R
GRN 165	Basic Activity Director Training	2	R	R	R
GRN 176	Cognitive Activity Design	2	R	R	R
GRN 177	Arts and Cognitive Activity Design	1	--	R	R
GRN 265	Activity Prof. Training I	2	R	R	R
GRN 266	Activity Prof. Training 2	2	--	R	R
SOC 223	Sociology of Aging	4	R	R	R
SOC 230	Intro to Gerontology	4	--	--	R
SOC 231	Sociology of Health & Aging	4	--	R	--
SOC 232	Death & Dying	4	--	R	--
HE 250 or HPE 295	Personal Health or Health and Fitness for Life	3	R	R	--
WR 121	English Composition	4	R	R	--
TOTAL CREDITS			26	38	23

For a list of Gerontology courses from the current PCC Catalog, go to: <http://www.pcc.edu/catalog/default.cfm?fa=dspResults&subject Code=GRN>

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to: <http://catalog.pcc.edu/programsanddisciplines/gerontology/#text>

For PCC Gerontology Program website, to go: <http://www.pcc.edu/programs/gerontology/>

For a review of Gerontology Program Outcomes, go to: <http://www.pcc.edu/resources/academic/degree-outcome/gero.html>

For the National Certification Council of Activity Professionals (NCCAP) requirements and procedures for the three certification levels, go to: <http://www.nccap.org>



GERONTOLOGY:

ADVANCED BEHAVIORAL & COGNITIVE CARE CERTIFICATE (38 credits)

This certificate is designed to enhance the knowledge and develop the skills of direct care providers to work with older persons experiencing cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, home, and community settings. The certificate is also appropriate for any professional working in aging services and community programs, to enhance their ability to work effectively with this population. The courses in this Career Pathway Certificate are wholly contained within the State Board approved Gerontology AAS Degree. This Certificate is Financial Aid eligible.

[Effective F15]

Advanced Behavioral & Cognitive Care Certificate Learning Outcomes

Students successfully completing this certificate will be able to:

- Work effectively as an advanced care provider with diverse individuals or groups of older persons experiencing cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, home and community settings
- Apply best practices for dealing with challenging cognitive and behavioral issues, following care plans, providing appropriate documentation and working collaboratively with all stakeholders, including multidisciplinary teams, medical and healthcare professionals, family and community members
- Conduct gerontological research relevant to advanced care issues, and apply the research to practice
- Adhere to professional and ethical care standards
- Continue to develop professional care knowledge and skills through continuing education and training

Certificate Courses:

Course #	Course Title	Credits
AD 105	Aging and Addiction	3 credits
GRN 181	Exploring the Field of Aging	2 credits
GRN175	The Aging Mind	1 credit
New GRN176	Cognitive Activity Design	2 credits
New GRN177	Arts & Cognitive Activity Design	1 credit
GRN 235	Intro to Dementia Care	3 credits
GRN 236	Dementia Care Practice	1 credits
GRN 240	Care and Service Coordination	3 credits
GRN 245	Intro to Guardianship	1 credit
New GRN247	Applied Legal & Policy Issues in Aging	2 credits
GRN 280A	Internship	4 credits
GRN 280B	Internship Seminar	1 credits
GRN 282	Gerontology Professional Seminar	2 credits
SOC 223	Sociology of Aging	4 credits
SOC 231	Health and Aging	4 credits
SOC 232	Death and Dying	4 credits
TOTAL CREDITS		38 credits

For a list of Gerontology courses from the current PCC Catalog, go to:
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For a catalog overview of the Gerontology program, degree, certificates, and courses, go to:
<http://catalog.pcc.edu/programsanddisciplines/gerontology/#text>

For PCC Gerontology Program website, to go:
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For a review of Gerontology Program Outcomes, go to:
<http://www.pcc.edu/resources/academic/degree-outcome/gero.html>



GERONTOLOGY: END OF LIFE CARE AND SUPPORT CERTIFICATE (37 Credits)

This certificate is designed to advance the knowledge and develop the skills of caregivers, aging services professionals and family members in supporting persons approaching the end of life. The certificate provides a career development pathway for direct care workers and career enhancement for healthcare, social services, fiduciary and financial services, and other professionals. The Gerontology Program is a State of Oregon Eligible Training Provider, and this Certificate is Financial Aid eligible.

End of Life Care and Support Certificate Learning Outcomes

Students successfully completing this certificate will be able to:

- Guide family members and dying persons through the end of life process, including social, psychological, medical, financial, legal, and spiritual issues related to care and support.
- Assess and document the care and support needs and assets of the dying person, their family and social support network; communicate and collaborate with all related parties; and facilitate access to appropriate resources, while working with other professionals and with diverse stakeholders in a coordinated care and support plan, in hospice, long term care, and home environments.
- Apply best practices of person-centered and directed care and support, and adhere to professional and ethical standards in supporting the dying person and working effectively with all stakeholders, including legal, medical, financial, insurance, relevant government programs, and other professionals, as well as family and the dying person's social support network.

Certificate Courses:

Course #	Course Title	Credits
GRN 131	Hospice Basics	1
GRN 181	Exploring the Field of Aging	2
GRN 233	Supporting End of Life	4
GRN 237 <u>or</u> 239	End of Life Therapies or End of Life Practices	1
GRN 240	Care and Service Coordination	3
GRN 245	Introduction to Guardianship	1
GRN 247	Applied Legal & Policy Issues in Aging	2
GRN 280A	Gerontology Internship	4
GRN 280B	Gerontology Internship Seminar	1
GRN 282	Gerontology Professional Seminar	2
PHL 207	Ethical Issues in Aging	4
SOC 223	Sociology of Aging	4
SOC 231	Sociology of Health & Aging	4
SOC 232	Death & Dying: Culture & Issues	4
TOTAL CREDITS		37

For a list of Gerontology courses from the current PCC Catalog, go to:

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<http://catalog.pcc.edu/programsanddisciplines/gerontology/#text>

For PCC Gerontology Program website, to go:

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For a review of Gerontology Program Outcomes, go to:

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GERONTOLOGY: HORTICULTURAL THERAPY CERTIFICATE (37 Credits)



This certificate prepares students to work as a horticultural therapist or therapy assistant with diverse populations in therapeutic gardens and horticultural therapy programs within pediatric, geriatric, psychiatric, offender, vocational and medical rehabilitation, and other day or residential treatment and care facilities and activity programs. Horticultural therapists and assistants design, implement, and evaluate therapeutic garden and horticultural therapy programs, and often work in interdisciplinary teams with occupational, physical, and recreational therapists and other health and human services professionals. This certificate would also enhance the skills of activity, health and human services professionals. The certificate prepares students for designation as a Horticultural Therapist Registered (HTR) by the American Horticultural Therapy Association, when combined with a Bachelor's degree including 18 credits of human science and 18 credits of horticulture on the approved AHTA list (see revised standards below). Students who have not earned a Bachelor's degree would enhance their employability by taking human sciences and horticulture courses on the AHTA list. At 37 credits, this certificate qualifies for Financial Aid.

Horticultural Therapy Certificate Learning Outcomes

Students successfully completing this certificate will be able to:

- Work effectively as a registered horticultural therapist or therapy assistant with diverse populations in therapeutic gardens and horticultural therapy programs within pediatric, geriatric, psychiatric, offender, vocational and medical rehabilitation, and other day or residential treatment facilities.
- Design, implement, and evaluate therapeutic garden and horticultural therapy programs meeting the physical, cognitive, and psychosocial needs of special needs clients, and applying professional skills and standards of the field.
- Meet educational standards for certification by the American Horticultural Therapy Association as a Horticultural Therapist Registered [HTR], when combined with required educational, continuing education and supervised work experience criteria.

Certificate Courses and When Offered:

Course #	Course Title	Credits	Offered
GRN 165	Basic Activity Director Training	2	All Terms
GRN 235	Introduction to Dementia Care	3	F / W / Sp
GRN 236	Dementia Care Practice	1	F / W / Sp
GRN 267	Prof Therapeutic Horticulture	2	W15
GRN 268	Therapeutic Hort Strategies	2	Sp15
GRN 269	Therapeutic Hort Skills I	2	Su15
GRN 270	Therapeutic Hort Programming	2	F15
GRN 271	Therapeutic Hort Skills II	2	W16
GRN 272	Therapeutic Gardens	3	F14/Sp16
GRN 273	Interior Plants	3	F / Sp
GRN 280A	CE: Gerontology Internship	4	All Terms
GRN 280B	Gerontology Internship Seminar	1	F / W / Sp
GRN 282	Gerontology Professional Seminar	2	F / W / Sp
PSY 236	Adult Development & Aging	4	F / W / Sp
SOC 223	Sociology of Aging	4	F / Sp
TOTAL CREDITS		37	

For a list of Gerontology courses from the current PCC Catalog, go to:

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For a catalog overview of the Gerontology program, degree, certificates, and courses, go to:

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GRN 267-272 must be taken in sequence. The therapeutic horticulture courses are all offered onsite at Legacy Good Samaritan or Emanuel Hospitals, by Teresia Hazen, MEd, HTR, QMHP, Registered Horticultural Therapist and Coordinator of the Legacy Therapeutic Gardens & Horticultural Therapy Program. Next sequence begins **Winter 2015**. Contact the Gerontology office (971-722-8254, ger@pcc.edu) for schedule of GRN267-272 class meetings.

HORTICULTURAL THERAPY REGISTRATION through AHTA

The AHTA requires a minimum of 480 hours of field work supervised by a registered horticultural therapist for registration as a HTR. The internship credits in the HT Certificate count toward 120 of those required hours.

Registration as a Horticultural Therapist by the AHTA requires a Bachelor degree including 18 credits in approved human science courses and 18 credits in horticulture approved by the AHTA. PCC offers all of the courses for students to meet the requirements in both categories. Students can also earn a Horticultural BS with a Horticultural Therapy Option at Oregon State University, which includes the core HT courses offered by PCC.

The AHTA has released new standards for the educational requirements for students pursuing professional registration through an equivalent baccalaureate degree, *effective October 1, 2013*. The new standards require students to complete the same three core courses in both the horticulture and human sciences content areas, thus standardizing the educational knowledge among future horticultural therapists. Students will have the opportunity to complete the remaining three credits in each content area through electives selected from a list of course topic areas. The AHTA notes that this change is necessary as AHTA moves in the direction of professional credentialing. In the future, they hope to offer certification through exam-based competency testing and develop exam questions based on the core knowledge based.

See the following tables of course options offered at PCC.

AHTA Human Science Requirements – 18 credits including three core required courses or topic areas:

Area	Course #	PCC Course Title	CR
General Psychology	PSY 201A	Intro to Psychology –1	4
	PSY 202A	Intro to Psychology –2	4
Abnormal Psychology	PSY 239	Abnormal Psychology (PSY201A pre-requisite)	4
Human Lifespan Dev	PSY 215	Human Development	4
Plus One Elective Course From These Topic Areas			
Adult Dev & Aging	PSY 236	Adult Dev & Aging	4
	SOC 223	Soci of Aging	4
Aspects of Disabilities & Illnesses	SOC 231	Soc of Health & Aging	4
	HE 250	Personal Health	4
	HE 251	Community Health	4
Group Dynamics	PSY 101	Psych & Human Relations	4
	PSY 216	Social Psychology	4
	AD 152	Group Counseling	3
Counseling Theories	AD 153	Theories of Counseling	3
Principles of Therapy	AD 150	Basic Couns & Addic	3
	AD151	Basic Couns Skills Mastery	1
	GRN 237	End of Life Therapies	1
	PSY 202A	Intro to Psychology –2	4
Human Anatomy/P hysiology	BI 121	Intro Human Anat/Phys I	4
	BI 231	Human Anat & Physio I	4
	BI 232	Human Anat & Physio II	4
	BI 233	Human Anat & Physio III	4
	FT 131	Struct & Func Human Body	4

AHTA Horticulture & Landscape Areas Requirements – 18 credits to include three core required courses:

Area	Course #	PCC Course Title	CR
Intro to Hort	LAT 106	Basic Horticulture*	4
Plant Propag	LAT 109	Plant Propagation*	3
Pest & Disease Mgmt	LAT 250	Plant Disease, Insect, Weed ID	3
Plus One Elective Course From These Topic Areas			
Plant Materials	HOR 226	Plant – Deciduous*	4
	HOR 227	Plant – Evergreen*	4
	HOR 228	Plant – Flowering*	4
	HOR 255	Spring Annuals & Peren*	3
	HOR 272	Summer Annuals & Peren*	3
	GRN273	Interior Plants	3
General Plant Pathology			N/A
Floriculture or Nursery Plant Production			N/A
Greenhouse Management			N/A
Landscape Design	HOR 290	Intro to Landscape Design*	3
	HOR 291	Landscape Design Process*	3
	LAT 214	Plant Composition*	3
	LAT 217	Landscape Drafting	3
	LAT 219	Landscape Illustration	3
	LAT 271	Computer Aided Landscape Design	3

HOR designated courses will transfer to a college or university with greater ease than those designated LAT courses, which may transfer as elective credit.

**These courses are considered the most valuable toward general knowledge and education in the field.*

Gerontology Courses & Curricular Changes AY0809 to AY1516

This section presents course development and curricular changes primarily since the last Program Review in January 2009, but with the perspective of the last 9 years enrollment trends. All curricular changes have been made to promote student learning, in response to learning outcomes assessment both within the individual courses and in terms of how those course outcomes contribute to Degree/Certificate outcomes.

1. Core Sociology/Gerontology Courses: SOC223, 230, 231, 232

SOC223 Sociology of Aging – SOC230 Introduction to Gerontology –

SOC231 Sociology of Health & Aging – SOC232 Death & Dying: Cultural Issues

These 4 courses are the original core courses required for the Gerontology Degree and Certificate through which students acquire the gerontological frameworks to examine human development and aging – the Lifespan/Lifecourse perspectives and the bio-psycho-social understanding of aging [reference: AGHE Competencies].

Academic Year	SOC 223	SOC 230	SOC 231	SOC 232	AY Totals
05-06	64	97	60	89	310
06-07	120	53	62	97	332
07-08	78	72	91	97	338
08-09	111	83	96	180	470
09-10	114	90	94	315	613
10-11	113	98	184	374	769
11-12	114	87	218	471	890
12-13	109	78	281	460	928
13-14	110	67	204	382	763
Totals	933	725	1,290	2,465	5,413

Enrollment Trends

- The total Sociology/Gerontology Course Headcount AY0506 through AY1314 was 5,413, 41% of the GRNX Headcount and 35% of the GRNX Plus Headcount.
- Gerontology student enrollment averages between 25 and 50% of the total headcount.
- SOC231 and 232 are particularly popular as General Education options for non-Gerontology majors.
- See All-in One – Visual for Certificates that require each of these courses.

Curricular Changes

- The CCOGs for all four courses were revised in November 2010 to meet new cultural literacy standards.
- Capstone Projects in these courses utilize rubrics that assess student course learning outcomes aligned with Degree/Certificate outcomes. [See Section 2]

2. Career Management Courses – GRN181, 280A & B, 282

GRN181 Exploring the Field of Aging – GRN280A Gerontology Internship –

GRN280B Gerontology Internship Seminar – GRN282 Gerontology Professional Seminar

These four courses frame and guide student learning of gerontology and the specific career pathways they are pursuing.

Academic Year	GRN 181	GRN 280B	GRN 280A	GRN 282	AY Totals
05-06	32	24	90	7	153
06-07	55	17	78	19	169
07-08	33	18	62	10	123
08-09	98	36	117	23	274
09-10	136	38	112	17	303
10-11	144	42	88	28	302
11-12	130	34	117	37	318
12-13	154	44	99	27	324
13-14	145	31	71	27	274
Totals	927	284	834	195	2240

Enrollment Trends

- The high headcount in GRN181 relative to GRN280B and 282 indicates that many students take the course either as an exploration without pursuing a GRN Degree and/or Certificates, or that many declared major do not complete a Degree or Certificate [Due to issues related to the declaring of Gerontology majors, discussed elsewhere, it is difficult to determine the precise reasons for this pattern].
- The high headcount in GRN280A reflect multiple enrollments by students earning the required number of credits for the Degree and/or Certificates.
- All four courses are required for the AAS Degree and all Gerontology Certificates, except for the Activity Consultant Certificate, which does not require GRN181 or 280B, and the Horticultural Therapy Certificate, which does not require GRN181.
- The Design for Accessibility and Aging in Place (DAAP) Certificate requires GRN181 and 282.
- Total Academic Year enrollments more than doubled from AY0708 to AY0809, continued to increase through AY1213, with a 15.4% decrease from AY1213 to AY1314.

Curricular Changes

- GRN282 was changed from 1 to 2 credits in May 2012 to reflect the significant change in course requirements with the addition of Learning Outcomes Assessment tasks related to the Degree and/or Certificates the student was pursuing.
- The CCOGs of all Career Management Courses were revised in May 2012, to accommodate the Learning Outcomes Assessment revisions of these courses that are accomplished through ePortfolio assignments and presentations.
- *Managing YOUR Career in Aging*, was developed in 9.2013 as a guidebook for all CMC courses, helping students to connect their learning at all levels to their academic and career goals.
- These official curricular changes, as well as ongoing updates in course content, delivery and outcome assessment strategies were made to improve student learning for each course and for the Degree/Certificates students are pursuing.

3. Age-Related Core Courses in Other Disciplines

PSY236 Psych of Adult Development & Aging – PHL207 Ethical Issues in Aging – AD105 Aging & Addictions

These additions to the core Gerontology Degree courses, replacing more general courses, addressed the need deepen student understanding of the psychological aspects of aging, adherence to ethical principles guiding work with and on behalf of older persons, and experience of an applied area of research and practice in an age-related human services context.

Academic Year	PHL 207	PSY 236	AD 105	AY Totals
05-06	0	0	0	0
06-07	78	0	0	78
07-08	75	0	0	75
08-09	190	0	28	218
09-10	171	94	74	339
10-11	249	97	110	456
11-12	194	96	61	351
12-13	183	193	87	463
13-14	144	201	51	396
Totals	1,284	681	411	2,376

Enrollment Trends

- Enrollments in these three courses gradually increased from AY0910, when their headcount constituted 21% of the GRNX Plus enrollments, showing a dip in AY112, a significant increase in AY1213, followed by a decline in AY1314, now constituting 15.5% of the GRNX Plus enrollments.

Curricular Changes

- The Gerontology SAC collaborated in the original development of these courses and in more recent curricular changes reflecting developments in the three fields with respect to aging.
- PSY236 was developed after the last Program Review, first offered in Fall 2009 term.
- PHL207 was revised in 2013 to improve course outcomes and to include a broader range of age-related ethical issues.

4. Activity Professional Courses

GRN165 Basic Activity Director Training – GRN265-266 Activity Professional Training 1 and 2 –
New Spring 2015: GRN265-266 Activity Professional Certification Training 1 and 2

These are the core courses of the three Activity Professional Certificates – the first Career Pathways Certificates of the Gerontology Program, designed to match evolving national certification standards and meet existing and projected Activity Director/Life Enrichment Coordinator roles in the long term care spectrum.

AcademicYear	GRN165	GRN265/266	AY Totals
05-06	0	0	0
06-07	0	0	0
07-08	23	3/0 - 3	23
08-09	51	4/3 - 7	58
09-10	70	15/1 - 16	86
10-11	80	11/4 - 15	95
11-12	97	14/5 - 19	116
12-13	79	10/6 - 16	95
13-14	66	10/2 - 12	78
Totals	483	68	551

Enrollment Trends

- GRN165 has consistently enrolled at or close to the enrollment cap of 25 most terms it is offered, which reflects the minimum Oregon Administrative Rules (OARs) for activity directors in skilled long term care, corresponding to the CMS (Medicare/Medicaid) minimum reimbursement standards.
- National standards represented by the National Certification Council for Activity Professionals (NCCAP) have evolved to the higher levels taught in GRN265-266, voluntarily adopted by some States, but not Oregon. The anticipated raising of Oregon standards was interrupted by the recession.
- The three activity professional certificates correspond to the three levels of certification by the NCCAP. GRN265 is required for the Activity Assistant Certificate and both GRN265 and GRN266 by the Activity Director and Consultant Certificates.

- Due to the availability of training funds, enrollments increased from AY0910 through AY1213, dropping to a pre-AY0910 level in AY1314.
- We expect that the combination of the GRN265-266 curricular changes, which will make earning both training-level courses easier to take in a shortened timeframe, and recent changes in NCCAP certification prior to completion of work experience and CEU requirements, we will see an increase in students enrollments in the new courses.

Curricular Changes

- In response to continued low enrollments in GRN265-266, continuing difficulties students experience completing both courses, and assessment of learning outcomes in both courses, particularly with regard to the continuity of learning from GRN265 to 266, the SAC restructured the courses. The changes include reducing each course's credits from 3 to 2, offering the courses as an intensive sequence that can be completed within one term, and redesigning the practicum assignments to better meet the progressive learning outcomes between the two courses.
- Informal curricular changes have been implemented in all activity professional courses, in response to learning outcomes assessment as well as from student and employer feedback on work performance in activity and life enrichment positions.
- GRN155 In-Home Activities has been created as a course to certify Adult Care Home Operators and Resident Managers, as well as Home Care Workers to conduct required activities. This course may be offered as a CEU course through the CLIMB Health Professionals Institute, an arrangement currently being explored.

5. Advanced Behavioral & Cognitive Care Courses

GRN235 Introduction to Dementia Care – GRN236 Dementia Care Practice

These are the two core courses of the ABCC Certificate, which exceed the dementia training required for the CNA2-Dementia Care, as well as the even lower training standards set by OARs for Memory Care Units.

Academic Year	GRN235	GRN236	AY Totals
05-06	0	0	0
06-07	0	0	0
07-08	0	0	0
08-09	53	17	70
09-10	84	31	115
10-11	92	36	128
11-12	89	37	126
12-13	89	42	131
13-14	71	21	92
Total	478	184	662

Enrollment Trends

- Enrollments increased from AY0910 through AY1213, followed by a 30% decline in AY1314.
- Two factors seemed to have influenced this enrollment decline: (1) the resignation of the Gerontology FT instructor, whose specialization area was dementia care; and (2) the credit changes from 2 credits for each course to 3 credits for GRN235 and 1 credit for GRN236, which went into effect AY1314.
- GRN235 and 236 are both required for the Horticultural Therapy Certificate.

Curricular Changes

- The above mentioned GRN235-236 credit change may in retrospect have been a mistake, and the SAC will investigate the issue, including a survey of Gerontology students, including students who have taken one or both courses.
- The SAC will also consult with community partners, including memory care units, day centers, and dementia advocacy organizations on the credit issue as well as the overall curriculum of the ABCC Certificate.
- The recent addition of GRN247 Applied Legal & Policy Issues in Aging, as well as the two new Cognitive Activity Design courses (GRN176 and 177) along with GRN175 The Aging Mind, which is already part of the ABCC Certificate, should increase interest in the Certificate through the focus on proactive and creative approaches toward cognitive wellness.
- There are increasing employment opportunities related to memory and cognition, and the Program is engaged with several exciting community partnerships, which could lead to additional curricular changes, with a resultant enrollment increase. (See Sections 4F and 7 for additional discussion).

6. Horticultural Therapy Courses

GRN166 Nature Activities in Senior Living (first offered Spring 2014) –

GRN267-272 Six Core Horticultural Therapy Courses – GRN273 Interior Plants (first offered Fall 14)

The six core Horticultural Therapy courses, GRN267-272, have been offered over three 6-term sequences through a contract with Legacy Health. Those six courses are the core requirement of the American Horticultural Therapy Association (AHTA) registration of horticultural therapist (HTR). The Gerontology Program also offers a career pathway certificate, primarily for students who have not yet met the BA or MA requirement for registration, or who wish to include a geriatric or gerontological specialization to their practice.

Academic Year	GRN166, 267-272
05-06	0
06-07	0
07-08	0
08-09	36
09-10	63

Academic Year	GRN166, 267-272
10-11	98
11-12	85
12-13	64
13-14	85*
Total	413

*includes GRN166 Sp14 (headcount: 16)

Enrollment Trends

- Since the 6-course HT sequence takes place over a year and a half, and each course is a pre-requisite for the next, there is an inevitable dropout or stop-out rate. Pre-requisite overrides are offered to students with experience/education in horticulture and human services.
- Both Legacy and the Gerontology Program promote the HT program through our networks, Legacy offers periodic information sessions and the Gerontology Program offers advising to facilitate entry and persistence in the 6-course sequence.
- The Legacy Health-PCC program is the only HT program in the region, so the program does attract students from the contiguous states. Full-day courses held once a month on either Saturday or Monday allows students to plan around their work schedule, with the Monday class meetings providing access to medical and therapeutic staff from the Legacy system, including the Oregon Rehabilitation Institute at Legacy Good Samaritan. Students have access to the 10 Legacy therapeutic gardens that are world-renowned, the program provides research opportunities, and the instructor, Teresia Hazen, supervises internships.
- In addition to our Horticultural Therapy Certificate, Oregon State University's Horticulture Department offers a concentration in Horticultural Therapy that includes the 6 PCC courses.
- Therapeutic horticulture is a growing field and the Legacy Health-PCC program is well positioned as an exemplary program, serving a growing constituency in multiple fields. The AHTA Annual Conference will be held in Portland in October 2015, which provide an additional opportunity to promote the HT courses. Gerontology faculty and graduates are planning a conference presentation.
- Courses in HT enhance the employability of students earning Activity Professional Certificates or the ABCC Certificate.

Curricular Changes

- The 6-course HT sequence curriculum is set by the AHTA, as are the additional elective or required courses in Horticulture and Human Services. The Gerontology Program promotes PCC offerings in LAT, HOR, PSY, and other fields fitting the categories.
- In AY1314, the PCC horticulture/landscape design SAC decided they no longer wished to offer the Interior Plants course, so Gerontology revised the CCOG and now offers GRN273 Interior Plants Fall and Spring terms.
- GRN166, a course that was originally developed as an introduction to therapeutic horticulture and a preview of the 6-course sequence was revised in AY1314 as Nature Activities in Senior Living, to appeal to activity directors/life enrichment coordinators, and was first offered in the Spring 2014 term.

7. End of Life Care & Support Courses

GRN233 Supporting End of Life – GRN237 End of Life Therapies – GRN239 End of Life Practices

GRN131 Hospice Basics offered for Non-Traditional Credit with completion of hospice volunteer training

GRN233, 237 and 239 are the core courses of the End of Life Care & Support Certificate. GRN233 provides an applied complement to SOC230 Death & Dying. GRN237 and 239 are two of only 5 GRN courses offered on campus, and provide a way to introduce students to new developments and issues in the field, while gaining some introductory skills to complement their work in the field.

Academic Year	GRN233	GRN237, 239*	AY Totals
05-06	0	0	0
06-07	0	0	0
07-08	0	0	0
08-09	0	0	0
09-10	32	0	32
10-11	46	28	74
11-12	82	34	116
12-13	98	34	132
13-14	102	40	142
Total	360	136	496

*GRN239 added in 2014 to alternate with GRN237, when PCC's course repeat policy was changed.

Enrollment Trends

- Since these core courses of the EOLCS Certificate were introduced starting with GRN233 in Spring 2010, enrollments have steadily increased, reflecting interest in this developing field.
- With emerging opportunities within the hospice and palliative care movement but also in new areas of resources and services related to end of life, we expect interest in these courses and in the Certificate to continue to grow.

Curricular Changes

- The only substantive curricular change was the addition of GRN239 and revisions to the GRN237 CCOG in responses to the change in the PCC course repeat policy, which no longer allows students to take a course multiple times with different topical foci.

8. Human Services/Advocacy Courses

GRN238 Guardian Conservator Training – Replaced by GRN245 Introduction to Guardianship and GRN246 Guardian Conservator Training, with GRN247 Applied Legal & Policy Issues in Aging replacing

GRN246, starting Fall 2014 – GRN240 Care & Service Coordination

The currently offered guardianship, applied legal and policy issues, and care and service coordination courses play an important role in a Gerontology Program, which includes a focus on human services and advocacy.

Academic Year	GRN238 245/246*	GRN240	AY Totals
05-06	0	0	0
06-07	0	0	0
07-08	0	0	0
08-09	0	0	0
09-10	25	0	25
10-11	38	55	93
11-12	44	74	118
12-13	102	75	177
13-14	65	58	123
Total	274	262	536

* Adding GRN247 AY1415, replacing GRN246

Enrollment Trends

- The 30% decline in enrollments from AY1213 to AY1314, we expect enrollments to increase with the regular offering of all 3 courses, which are now required by two Certificates and reflect issues of high interest by students and employers alike.
- GRN240, 245, and 247 are now required for both the Advanced Behavioral & Cognitive Care (effective AY1516) and End of Life Care & Support (effective AY1415) Certificates.

Curricular Changes

- As indicated above there have been multiple course changes between AY0910 and AY1314 in the guardianship, conservatorship, and legal/policy issues in aging. Community-based services and resources are rapidly developing, and we have tried to be responsive to employer need, changing community needs, and the interests of our students as they attempt to navigate this terrain.
- Advocacy, particularly in human services, healthcare, housing, and protective services, is emerging as a major area of career growth in aging, as well as a great interest of many students. We expect to continue to consider new courses and a possible Career Pathways Certificate in Advocacy, possibly as a replacement to the current Gerontology CPC. The development of new courses or an Elder Advocacy Certificate will be considered through an Advisory Team of community partners, including professionals and employers, as well as students and recent graduates.

9. Cognition and Aging Courses

GRN175 The Aging Mind

GRN176 Cognitive Activity Design and GRN177 Arts & Cognitive Activity Design to be offered Sp 14

These three courses represent what we consider to be major areas of development in Gerontology, along with the creativity and aging.

Academic Year	GRN175* AY Totals
05-06	0
06-07	0
07-08	0
08-09	0
09-10	0
10-11	0
11-12	20
12-13	70
13-14	134
Total	224

* AY1415, adding GRN176-177

Enrollment Trends

- GRN175 has been very popular since it was first offered in AY1112 as an experimental course, both among Gerontology students and among the general PCC student body. Community members, including Senior Auditors, have also responded well to the course.
- Cognitive wellness, arts and creativity are quickly emerging as the most exciting areas in Gerontology, and we expect the new GRN176 and 177 to enroll well.

Curricular Changes

- GRN175 was developed in response to the expressed needs of many of our encore learners who “hit the fourth-week wall,” when returning to an educational program after a 20, 30, 40 or longer period. So the topic was personal and also prepares students for work with older persons facing memory and cognitive challenges.
- GRN176 and 177 were developed through consultation with an Advisory Team of Community Partners, Program Graduates, and current students working in memory care units, day centers, and other community-based contexts.
- We anticipate further developments in this area.

10. Care Training Courses

GRN172 Adult Care Home Training

GRN170 Resident Assistant 1 & GRN171 Resident Assistant 2 are courses created to grant NTC for work-based learning in Assisted Living, but the organization to oversee continued training and certification following the Jobs to Careers in Community Based Care was never formed.

Academic Year	GRN172*AY Totals
05-06	0
06-07	0
07-08	0
08-09	0
09-10	0
10-11	33
11-12	72
12-13	80
13-14	75
Total	260

Enrollment Trends

- Enrollments in this course, offered every term in a three-week intensive format, have been steady for the last three years, a trend we expect to continue
- GRN172 is required for all Adult Care Home Operators and Resident Managers in the State, and currently Developmental Disabilities Residents as well. Our course serves primarily Multnomah, Clackamas, Washington, Columbia and Yamhill Counties.
- Some Gerontology students, who do not plan to work in Adult Care Homes, find the course based on the Ensuring Quality Care curriculum of interest in development of their skillset.
- To a limited extent, students who would otherwise not have heard about the Gerontology Program continue to take additional courses.

Curricular Changes

The curriculum for this course is set by the State and monitored through county DHS programs. We currently do not see a need for additional care training courses, but the program maintains community partners in that field

How the REQUIRED Courses for Gerontology Degree/Certificates Interrelate

Academic Year 14/15

GRN AAS	GRN Cert	ABCC	AAC	ADC	ACC	EOL	HT	DAAP	HOAF
90	44	38	25	37	22	37	37	50	25
CRN	Class Name								
GRN 181	Exploring the Field of Aging	R	R	R	R	R	R	R	
GRN 280B	Gerontology Internship Seminar	R	R	R	R	R	R		
GRN 280A	CE: Gerontology Internship	R	R	R	R	R	R		FT 280
GRN 282	Gerontology Professional Seminar	R	R	R	R	R	R	R	
AD 105	Aging and Addiction	R	E	R					
PHL 207	Ethics and Aging	R	E				R		
PSY 236	Psych of Adult Development and Aging	R	R				R		
SOC 223	Sociology of Aging	R	R	R	R	R	R	R	R
SOC 231	Sociology of Health & Aging	R	R	R	R	R	R	R	1 of 2
SOC 230	Introduction to Gerontology	R	R			R		R	
SOC 232	Death & Dying (OR SOC234)	R	R	R	R	R	R		
GRN 131	Hospice Basics	E	E				R		
GRN 155	Home Care Activity Training	E	E						
GRN 165	Basic Activity Director Training	E	E		R	R	R		R
GRN 172	Adult Care Home Training	E	E						
GRN 175	The Aging Mind	E	E	R					
GRN 176	Cognitive Activity Design	E	E	R	R	R			
GRN 177	Arts & Cognitive Activity Design	E	E	R		R	R		
GRN 233	Supporting End of Life	E	E				R		
GRN 235	Introduction to Dementia Care	E	E	R				R	
GRN 236	Dementia Care Practice	E	E	R				R	
GRN 237	End of Life Therapies	E	E				R		
GRN 239	End of Life Practices	E	E				1 of 2		
GRN 240	Care and Service Coordination	E	E	R					
GRN 245	Introduction to Guardianship	E	E	R			R		
GRN 247	Applied Legal & Policy Issues in Aging	E	E	R			R		
GRN 265	Activity Professional Certification Training I	E	E		R	R	R		
GRN 266	Activity Professional Certification Training II	E	E			R	R		
GRN 267	Professional Therapeutic Hort	E	E					R	
GRN 268	Therapeutic Hort Strategies	E	E					R	
GRN 269	Therapeutic Hort Skills I	E	E					R	
GRN 270	Therapeutic Hort Programming	E	E					R	
GRN 271	Therapeutic Hort Skills II	E	E					R	
GRN 272	Therapeutic Gardens	E	E					R	
GRN 273	Interior Plants	E	E					R	
FT 131	Structure & Function Hum Body	E	E						R
FT 202	Fitness & Aging	E	E						R
HE 295	Health and Fitness for Life	E	E		R	R			R
PE 295	Health and Fitness for Life LAB	E	E		R	R			R

R = Required E = Program Elective

1 - Not included: Other Gerontology Degree & Certificate elective courses that are NOT required by another certificate.

2 - Not included: Basic Competency courses, like: WR121, MTH65, CAS requirements.

3 - Not included: All the little details and exceptions that can happen, like, during a full moon.

4 - There are 12 other courses for the DAAP Certificate that are NOT required by any Gerontology Degree/Certificate

5 - There are 3 other courses for the HOAF Certificate that are NOT required by any Gerontology Degree/Certificate

Associates of Applied Science:

GRN AAS = Gerontology

Certificates:

GRN Cert =

Gerontology; ABCC = Advanced Behavioral & Cognitive Care; AAC = Activity Assistance;

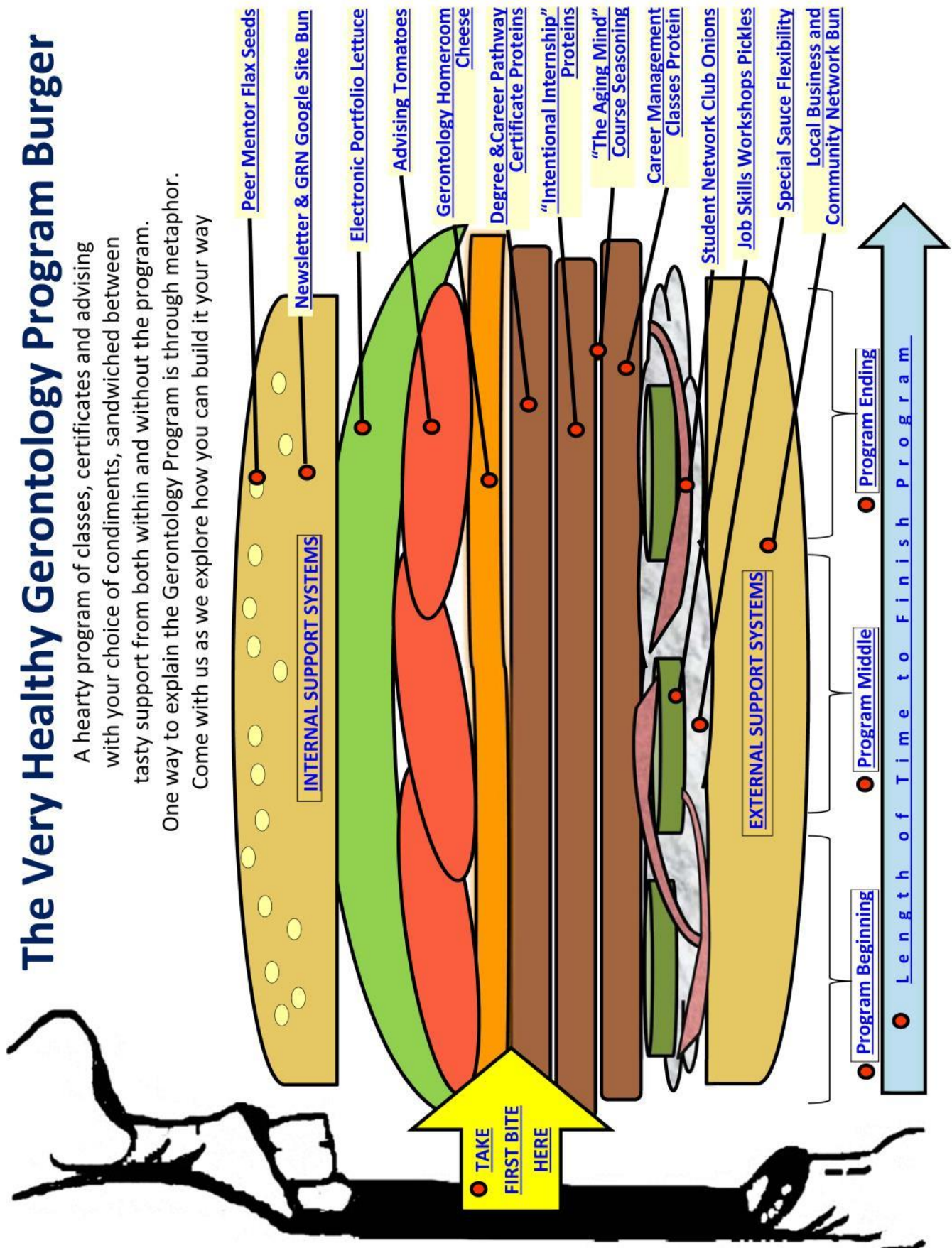
ADC = Activity Director; ACC = Activity Consultant; EOL = End of Life Care and Support; and, HT = Horticulture Therapy

Related Certificates:

DAAP = Design for Accessibility and Aging in Place (Interior Design); HOAF = Healthy Older Adult Fitness (FitTech)

The Very Healthy Gerontology Program Burger

A hearty program of classes, certificates and advising with your choice of condiments, sandwiched between tasty support from both within and without the program. One way to explain the Gerontology Program is through metaphor. Come with us as we explore how you can build it your way



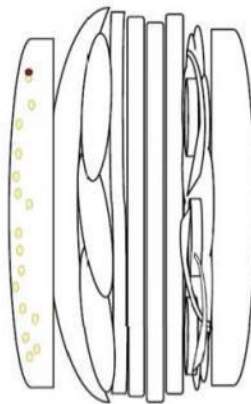
Where to Start the Program



The program starts with the first bite. Often people are referred to Jan Abushakrah, the Department Chair of the Gerontology Program, and they want to talk to her and get a little [advising](#) before committing to any classes. But, signing up for [GRN 181 Exploring the Field of Aging](#) is the best way to start. Anyone interested in exploring the gerontology program should complete the informal Gerontology Program [Application Form](#) found on the PCC Gerontology webpage, which gets you hooked into receiving the weekly Gerontology [Newsletters](#) and there is no obligation. All are excellent ways to start. For more information about the first 1/3 of the program, [click here](#).

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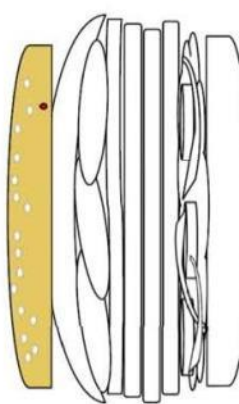
Peer Mentor Program



Peer Mentors are part time employees of the Gerontology Department. They are here to help Gerontology students whenever one of the bites of the burger gets stuck. Often times you will notice a Peer Mentor (also known as a Teacher's Assistant) is part of one of your online Gerontology classes. Or, you see them at the [Job Skills Workshops](#) or [Ageless Network](#). Peer Mentors are either advanced Gerontology students or Gerontology alumni. They are here to assist students. To listen. To suggest. To incite discussion. To aid instructors however they need. They are here as a possible resource for you, having already gone through some of what you are going through now. (On the other hand, they are NOT advisers, instructors or counselors.)

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Gerontology Newsletter(s) and Google Site

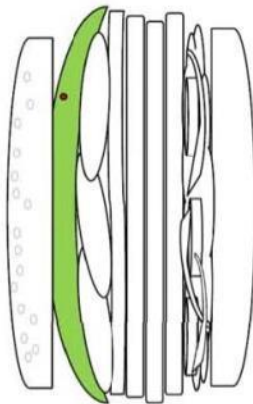


The Gerontology Newsletters follow you throughout your program pathway and even for a year or two later. They are a connection to program announcements and job announcements, from Gerontology events, PCC events and community events that we might be interested in attending. You'll find information about [Job Skills Workshops](#), [Ageless Network meetings](#), [business networking opportunities](#), [graduation deadlines and requirements](#), etc. If you get buried in school work or professional work or family issues or other distractions, the newsletter can pull you back into what's happening.

As of this writing, the Gerontology Google web site is a new and developing feature and very similar to the newsletters, with ongoing and current information about the Gerontology field and our [community partners](#).

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ePortfolios

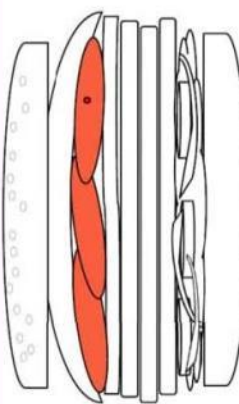


On the vanguard of learning assessment and career development is the use of the ePortfolio. PCC is working on building an electronic portfolio service for all PCC students and, as of this writing, is using the Gerontology Program and its students as test subjects.

A job portfolio, much like an artist's portfolio, is a collection of your work and skills that can demonstrate your abilities to potential employers. The job portfolio is most often utilized during an interview. The cutting edge best practice is to have an electronic portfolio, meaning a portfolio which is accessible online, anytime you need it – much like a website. Learn more about this feature in the [career management classes](#), the [job skills workshops](#) and the [Gerontology Homeroom](#).

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Advising

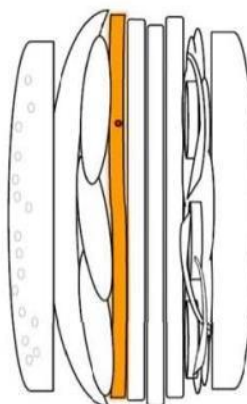


Once you decide that you want to pursue a Gerontology Degree or Certificate, the Gerontology Program becomes your official venue for advising. A Gerontology Advisor can help you assess your prior learning experience, evaluate transcripts from other colleges, help you to meet guidelines for financial aid, scholarships, and other programs to support your education and training, and plan your initial courses. Working with you and your ideas about your future, we can provide you resources and guidance on Gerontology and other Programs, internships, professional credentials, and more. We are here to help you fulfill your goals and realize your dreams!

Advising isn't solely about academic matters. This Very Healthy Gerontology Program Burger provides lots of opportunities to explore your plans, talk with faculty and other students, and connect with professionals in the field who can serve as mentors.

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Gerontology Program Homeroom

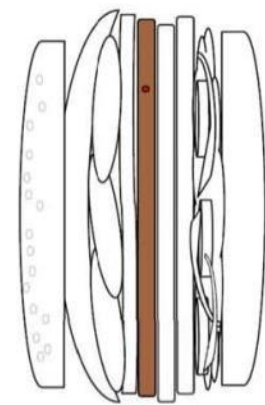


Access is granted to the homeroom to Gerontology students within the first few weeks of participating in GRN181 Exploring Careers in Aging. There are two main purposes of the homeroom:

- One purpose is to be an extension of [advising](#) by providing detailed information, checklists and worksheets to help Gerontology students plan their own academic path.
- A second purpose is to provide a vehicle for managing the [ePortfolio program](#) in D2L, giving detailed tutorials on "academic presentations", and developing ideas for "career presentations".

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Career Pathway Certificates and the AAS Degree

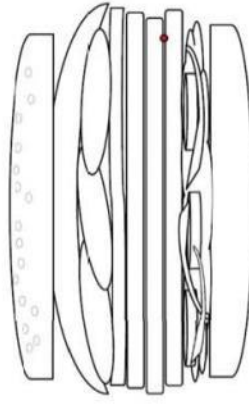


Here is the meat of the Gerontology Program. You really do have the opportunity to build it your way. (And, you can build it in the [Gerontology Homeroom](#).) –Do you want a veggie burger? Chicken burger with a side of fries? A good ol’ juicy hamburger with everything on it? If you need to get a job as soon as possible, if you don’t have time to get an Associates of Applied Science degree, or if you just want to take classes targeted to a particular career path – whatever your agenda – the Career Pathway Certificates were created for your convenience and to fit your needs. We work to make our program [flexible](#), for you.

Maybe you don’t know what you want, yet. Totally understandable, and a common issue in the beginning. We have steps in place to help you grapple with those choices, notably the [Advising](#) and [GRN 181 Exploring the Field of Aging](#) class. Also, the [Ageless Network](#) student club highlights various aspects of the gerontology industry, and in the [Job Skills Workshops](#) we discuss how to tunnel specific interests and skills into a career.

[Click Here For More Information About Your Gerontology Degree and Certificate Options in the PCC Catalog](#) | [Return To Top](#)

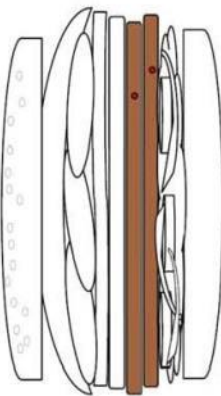
GRN175 “The Aging Mind” Course



Research says that the “mature mind” becomes predominant at about age 50. As we study Gerontology, we often find ourselves in the unique position of being both the learner and the subject of the learning. One thing we all have in common is that we are aging and that includes our Gerontology Department students, faculty and staff – 66% of our students are over the age of 40 and 40% are over the age of 50. The Mature Mind course takes into consideration that not only do we want to *work with* the aging population, but that we *are* the aging population. The course, taught by Roger Anunsen of mindRAMP, is primarily focused on personal development for adult students as we make our way through the transition of going back to school and recareering. But dually, it provides a good foundation for students who want to work with older adults, at any stage of cognitive health. Topics include: the Golden Age of brain science, aging successfully, memory & learning, the power of the Mature Mind, creativity, the brain and our senses, and six cogwheels of brain health. The Mature Mind course is part of the [internal support](#) system that we’ve put in place for students to be successful.

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Career Management Courses and Intentional Internships



The Career Management Classes have been positioned as part of the meat of the burger, because they are required classes in almost all certificates and degrees available in the Gerontology Program. They are deliberately and progressively woven throughout the program to assist you with processing real-life career applications of what you are learning.

GRN 181 Exploring the Field of Aging is the Career Management Class at the [beginning](#). This class is approximately 20% Gerontology and 80% career exploration – exploring your preferences, exploring your needs, exploring your options, and exploring how to explore. You learn how to take some internal abstract issues and come up with more concrete answers. Topics include: A self-assessment of the kinds of career you want to pursue, your work environment preferences, how to conduct information interviews, and tapping into the vast resource called the Gerontology Department.

In the middle of the program is **GRN 280B Gerontology Internship Seminar**. No matter what program / [Career Pathway Certificate](#) / Associates of Applied Science that you pursue, there will be an “internship” component. These internships are called Intentional Internships because you create your own objectives. The GRN 280B class is meant to be taken before your internship to help you prepare for the experience. Topics include: how to find the internship for you, problem solving, communication, company/organizational structures and politics, and network building. While taking GRN 280B Gerontology Internship Seminar, the students look into organizations where they would like to internship and work on developing goals and learning objectives. It is the student’s responsibility to find locations they want and get accepted as an intern, but we support that process the whole way. It is never our intent to have students dangle in the wind! To the contrary, we always want you to succeed and succeed with a happy heart.

In the **GRN 280A Gerontology Internship** course, we take all that is learned and prepared for during the GRN 280B Gerontology Internship Seminar and set it into motion – the course is part Intentional Internship (where students are able to put theory into practice in real life environments) and part virtual seminar/discussion (where students are able to process their experiences). All Gerontology degrees and certificates require internship credit hours; the only difference is the number of hours required. Some students participate in a single internship for all required credit hours and some establish several different internships, mixing and matching to get the credit hours needed. GRN 280B only needs to be taken once, but every time a student is involved in an Intentional Internship for credit hours, they need to be enrolled in GRN 280A.

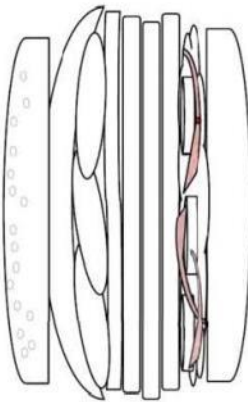
The “Intentional” in **Intentional Internships** is an important focus word. An “Intentional” Internship means that the student takes true ownership of the learning. The student finds the internship location, gets management’s agreement of sponsorship, completes the approval paperwork, and *develops the learning goals and objectives for that internship based on what their interests are and what they want to learn*. (In a way, it’s much like applying for a job, but in a much more supportive environment.) For example of how the goal-setting works, two different students during two different terms interned for Roger Anunsen of mindRAMP – one student had goals focusing on how Roger developed his own business within the Gerontology industry and the other had goals focusing on issues of brain health. Both students gained practical, yet different, experience and professional direction based on their own career goals.

Internships are processed in partnership with [PCC’s Cooperative Education Department \(CE\)](#). The internship approval forms come from the CE site, and both the Gerontology Department and CE need to approve of worksite locations and goals.

At the end of your program you’ll take the **GRN 282 Professional Seminar**, which in many ways is similar to the very first Career Management Class GRN 181. But now, you’ll look again at your career preferences to see if anything has changed. You’ll create a personal mission statement, make a resume with all your transferrable skills, put together a career portfolio and get prepared for the job interviews that are to come. We do it together as a team and help each other succeed.

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Student Club – “The Ageless Network”



The Ageless Network is a student club with meetings that are held on alternate Mondays with the [Job Skills Workshops](#) from 5:00 PM to 7:00 PM on the PCC Sylvania campus. (Together they comprise the infamous “Gerontology Mondays”). The goal of the Ageless Network is:

- ✓ To expose students to a wide variety of [businesses and organizations](#) involved in the local Gerontology field.
- ✓ To give students an opportunity to network.
- ✓ To open up new possibilities for students to pursue.
- ✓ To have an opportunity to connect with fellow students in a casual atmosphere.

The Ageless Network is formally organized under the auspices of the Associated Students of Portland Community College (ASPPC). Topics fluctuate with the winds of opportunity. Visiting guests and topics in the past have included:

- Roger Anunsen from [mindRAMP](#) showing us Taste Aerobics.
- Jim Pfeifer, discussing his [No One Dies Alone/Compassionate Companions Program](#).
- People from [Bridge Meadows](#) giving us a glimpse of innovation in purposeful intergenerational housing for the future.
- Former students and entrepreneurs LauraLou Pape-McCarthy ([I Laugh at a Time](#)) doing Laughter Yoga, and Jim Dalton ([Mindful Balance](#)) doing Tai Chi.

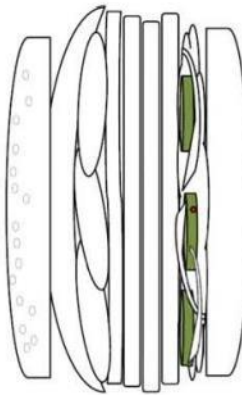
THE AGELESS NETWORK IS OPEN TO ALL PCC STUDENTS. It is not attached to any specific course. Meetings are free and optional. You can come to the club meetings every term. Don't wait for a personal invitation!

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Job Skills Workshops

Every term, there are four Job Skills Workshops that happen on Mondays from 5:00 PM to 7:00 PM. (On alternate Mondays, the [Ageless Network](#) meets, and together they comprise the “Gerontology Mondays”) The four workshops are:

- 1) Searching for work and internships;
- 2) Creating professional portfolios;
- 3) Finding Transferrable Skills and writing resumes; and
- 4) Getting ready for job interviews.

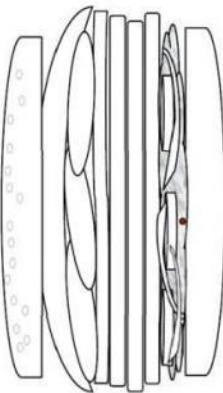


There is a fifth event, but we can't really call it a workshop. It's the Capstone Presentation, where the students of the [GRN 282 Professional Seminar](#) present their portfolios and their journey to this point – they are wonderful to listen to, and anyone is welcome to be part of the informal audience.

THESE WORKSHOPS (and the Capstone Presentation) ARE OPEN TO ANYONE IN THE GERONTOLOGY PROGRAM. [Flexibility](#) is the name of the game. Technically, they are set up as “optional” class meetings for students in [GRN 280B Gerontology Internship Seminar](#) and [GRN 282 Professional Seminar](#). They are free. They are an optional activity. You can come to the workshops every term. Don't wait for a personal invitation!

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Flexibility



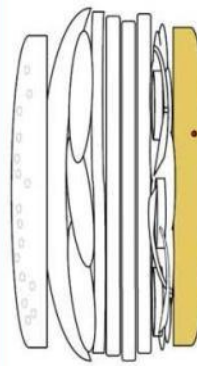
The Gerontology Program oozes flexibility just like a burger's special sauce. It's been deliberately set up to fit into the nooks left from of your other busy and less-bendable life responsibilities:

- The [Length of Time](#) to complete your chosen academic path is open-ended. You can pursue your schooling either full time or part time.
- We have available [one degree and seven Career Pathway Certificates](#), and although there are specific requirements for each degree or certificate, there is still a very wide variety to choose from depending on your career needs.
- Classes are available online or in a blending of online and on-campus. All classes have an online distance learning component that allows you to correspond with fellow students and the instructor at your leisure – whether that be in the mornings with the sun shining through the windows or in the middle of the night while in your jammies. There are also regular class meetings (often optional) for in-person contact and discussion with the instructor and the other students in the class. We also videotream many class meetings and special presentations, and some course meetings can be accessed through interactive TV. But, don't worry. If you feel insecure in your computer savvy and the online component of the classes -- know that there is assistance available through both the college Student Help Desk and the Gerontology Program's [Peer Mentors](#). Bottom line: it is possible to earn the AAS Degree in Gerontology entirely online, with the exception of the internships, which need to be conducted on site with local supervision.

Mention your specific needs during your [advising](#) meetings to be best directed to our flexible answers.

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Local Business and Community Network



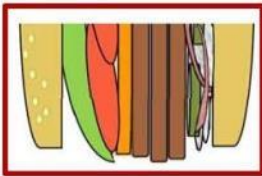
The faculty and staff, as well as the students and alumni, of PCC's Gerontology Program work hard (and play hard) at maintaining excellent contacts with local businesses and organizations in the aging industry. This network is built by participating in activities such as being members of local associations, going to conferences and asking for their support. As a huge part of our [external support system](#), this community networking has multiple purposes and benefits:

- They help us remain on the cutting edge of careers in aging, making sure that our classes and [Career Pathway Certificates](#) provide what is needed by potential employers out there in the economy.
- They become career resources for students doing information interviews, looking for internships and searching for jobs, as part of the [Career Management Classes](#).
- They provide actual internships and seek out our students and graduates for employment opportunities.
- They participate in the [Ageless Network](#) events to make them much richer experiences.

Some of our local partnership organizations include: AARP Oregon (American Association of Retired Persons of Oregon), OGA (Oregon Gerontological Association), Elders in Action, and SPIN (Senior Provider Information Network). There are numerous other associations, local businesses and organizations focusing on aging all over the United States, of which we are part, that are eager to share with one another.

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● Program Beginning



The first bite of the program can begin at a couple different places, but ultimately you will receive advising that includes an analysis of your skills, interests and past schooling. If you haven't already done so, we recommend that you take any prerequisite reading, writing and math classes as soon as possible. These basic skills classes will ensure your academic success and enhance your ability to gain the knowledge and skills you need in your career. And, focusing on gerontology, you will take the class GRN 181 Exploring the Field of Aging.

Those first steps will help you shape and plan your upcoming classes, choose the Career Pathway Certificate(s) that you can pursue, and understand what it will take to get there. It's about you and what you want. At this time when you are beginning your path, you will find that you would probably like contact with fellow gerontology students, which can be found within our internal support structure of Peer Mentors, Job Skills Workshops, Ageless Network and the Newsletter. This collaborative support will follow you throughout the program.

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● Program Middle



In the middle of the program, you will find yourself focusing on your classes and internships that you already have in place or that you are in the process of developing. (If you haven't already begun any internships, you will want to try something at this point.) Advising will focus on making sure that you are on the right track as far as what you want and what you need to graduate. And, the career management class GRN 280B Gerontology Internship Seminar will help you focus your learning in relationship to your internships.

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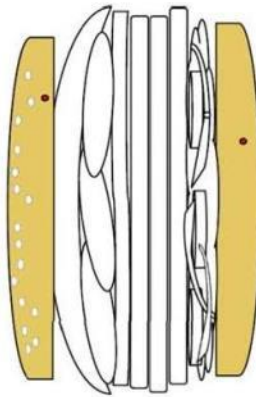
● Program Ending



The final leg of the program is about pushing you out of the nest. (Can we mix hamburger and bird metaphors for the moment?) We've fed you and taught you and held your hand while you explored so that when you graduate, we want you to fly. The career management class GRN 282 Professional Seminar prepares you for the job hunt. It shows you how to take the knowledge you've gained and the skills you already possess and transfer them to potential jobs. And, advising now will focus on making sure that you have all your ducks in a row for graduation, on guiding you in transferring to another institution for a higher degree, or on finding the job that is right for you at this point in your career path.

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Internal and External Support



The meat of your program (the courses / degrees / certificates) is surrounded by a supportive toasty bun and condiments. Internal supports include: [peer mentors](#), [newsletters](#) and [Google site](#), [job skills workshops](#), [advising](#) and the [Mature Mind](#) course. External supports include: the [Ageless Network](#) guest speakers and our local network of [community businesses](#) and associations.

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Length of Program

The length of your program depends on your needs and preferences. An Associates of Applied Science in Gerontology generally takes two years (or 90 credits hours), but a [Career Pathway Certificate](#) as an Activity Assistant is only 24 credits and one in Advanced Behavioral & Cognitive Care is only 30. Any of the last two options can be completed in 2 terms at full time, especially if you have previous education / experience. The point is that the program is flexible -- This is your Gerontology Program Burger (no calories!) and you get to do it your way.

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In 2011 the Gerontology Program received grant funds from Encore.org to produce a toolkit for educators about how to develop learning programs that are adapted to the needs of older learners. Here is an excerpt from that toolkit on the ELAs (Encore Learner Adaptations) that were developed:

ELA 1 – Career Management Courses

Career Management Courses are a series of classes that bridge the academic world and the “real world” of employment. In addition to the basic career building tools (issues like: skills assessment, resume writing, and networking), there is also a strong groundwork on work opportunities in the discipline of study, which in our case is the Gerontology field. Underlying the courses are questions asked each individual student: What do you want to do? How are you going to get it? How can the work you are doing in school help you get there? This supports the Encore Learner’s need to see immediate value of school, to be in control of their own learning and career path, and to learn cutting edge skills in career building.

ELA 2 – Empowering Advising

Advising in this context broadens the scope of typical academic advising to include advice about the specific college discipline, program, field/industry, and career opportunities, which in our case is Gerontology. For the Encore Learner, this approach helps build connections between where students have been, paths they are traveling now, and the directions they want to go, at the same time creating a sense of confidence in those choices.

ELA 3 – Career Pathways Certificates

[From the original ELA description]

Career Pathway Certificates are a product of the Oregon Pathways Statewide Initiative, which means your department/program can create significant, meaty, valuable certificates that target specific career goals more acute than the scope of standard 2-year and 4-year degrees. The trick is taking advantage of the opportunity the Initiative provides by developing, and going through the process of finalizing, these Career Pathway Certificates within your discipline. Career Pathway Certificates help Encore Learners (who have many responsibilities to juggle already) by providing multiple career-building options, which are also flexible when it comes to the amount of time they take to complete.

ELA 4 - Job Skills Workshops

Job Skills Workshops focus specifically on learning skills that help with finding work and building a career in their chosen field, in our case Gerontology. These skills include: networking, decision making, resume writing, portfolio building and interviewing. Working through these processes step-by-step helps demystify “job hunting” and build the confidence of the Encore Learner, reinforcing that the steps they are taking are the right ones for them.

ELA 5: ePortfolios (and the Gerontology Homeroom)

These tools focus on the students’ career and academic development, as well as a reflective way for students to engage in learning outcomes assessment and for the Program to track that.

[From the original ELA5 description]:

ePortfolios are a cutting edge concept, which allow job portfolios to be available online at the touch of a button. It is a program being adopted by PCC of which the Gerontology Program has the opportunity to be on the ground floor. Encore Learners, who are often seen as being behind the times, will have the

advantage of this newer technologically-heavy, job-hunting application. The ELA illustrates how a college department can take advantage of opportunities to the benefit of Encore Learners.

ELA 6 - "Ageless Network" Student Club

Student Clubs are a great way for students to network and to see other career options. It also helps build a sense of an in-person community among students and to interact in other ways besides classes. These sessions are often recorded for viewing by those who are unable to attend. The security of a supportive educational community helps Encore Learners thrive.

ELA 7 - eNewsletters

The eNewsletters have proven successful in keeping everyone in the program connected and moving forward together as a virtual community: News is shared. Information relayed. Opportunities listed. Deadlines delivered. Greetings given. Continuity maintained. Encore Learners flourish in this open environment.

ELA 8 - Peer Mentors

Peer Mentors are essentially Encore Learners helping Encore Learners (actually, any student requesting assistance). Faculty and staff can get so entrenched in the status quo or so busy teaching the many, that they don't see or don't have time to help the ones who have more questions. Peer Mentors are graduating students or alumni who have already taken the classes they are mentoring in. The results have been that Encore Learners on both sides of the student/mentor relationship have found more confidence and success.

REVIEW NOTE: MAJOR CHANGE SINCE LAST REVIEW Temporary Suspension of this program in AY1314. This program was originally supported by a grant from Encore.org and other external funding. In what we hoped would be a sustainable move, the program became supported by margin funding in AY0910, which continued through AY1314, when the funding was decreased and then eliminated altogether. Given its importance for encore learner success, primarily in their first term, Gerontology is exploring alternative ways to reintroduce a modified version of this critical support.

ELA 9 - Community Partners and Networks

Community Partners and Networks are an integral part of any college program, especially programs seeking to educate students to secure a job or advance in a demand industry or occupation. Given that one of the main motivators of Encore Learners is of economic necessity, then having a really robust group of community partners and networks that you can call on is essential.

ELA 10 Expanded – The Aging Mind Course (and ELMO: Encore Learner Mindset Orientation)

The Aging Mind Course is for all Gerontology students but is purposefully tailored to Encore Learners from any PCC department. The knowledge gained in this single course is designed to help each student better understand how older brains function and how they change over the years. Further, they learn about this relatively new area of brain research that focuses on the assets available to mature minds, some of which are not to them when they had younger, immature minds. A course like this is less about an individual department or program and more available for the whole college: students, faculty and staff.

REVIEW NOTE: HIGHLIGHT AS MAJOR CHANGE SINCE LAST REVIEW

Gerontology Student Characteristics Tables – Selected Highlights

Sources:

Office of Institutional Effectiveness: GRNx and GRN Only Profiles

- GRNx – GRN courses and SOC223, 230, 231, 232 (A40913)
- GRN Only – only courses with the GRN prefix

Office of Institutional Effectiveness: SWRFSCR, Banner, 4th Week Extracts

- PCC Credit Students Data from F13 term
- Distance Learning Credit Students Data from F13 term

1. Gender

Academic Year	GRNx		GRN Only		PCC Students		Distance Students	
	% F	% M	% F	% M	% F	% M	% F	% M
11-12	77.5	22.5	86.3	13.7				
12-13	72.5	27.5	83.6	16.2				
13-14	78.5	21.5	83.1	16.9	53.4	46.6	62.7	37.3

GRNx and especially GRN Only students have significantly higher percentage of female students than either the general PCC student population or Distance Learning students.

The GRN Only female to male ratio of 83:17 reflects the workforce ratio, particularly in the traditional areas of aging services and long-term care.

2. Race/Ethnicity Percentages (AY2013-14)

Race/Ethnicity	GRNx	GRN Only	PCC Students	DL Students
White/Non-Hispanic	74.1	72.9	66.6	76.1
African Amer / Black	6.0	8.1	6.1	4.7
Asian	4.5	4.4	6.9	4.9
Hispanic	7.9	7.3	11.2	8.1

White/Non-Hispanics are 74% (73%) of Gerontology students, higher than the general PCC student body (66.6%), but lower than DL students (76%). The highest rates of non-Whites are African American/Black at 6% (8%), Hispanic at 7.9% (7.3%), and Asian at 4.5% (4.4%).

3. Age

GRNx Students by Academic Year

AY	GRNx Number	% 14-17	% 18-20	% 21-25	% 26-30	% 31-40	% 41-50	% 51-60	% 60+
11-12	1113	0.5	10.6	21.4	20.2	19.3	14.9	10.6	2.4
12-13	1147	0.3	9.4	18.9	19.8	21.3	15.4	11.3	3.6
13-14	1019	0.7	8.5	20.7	20.7	23.6	13.7	9.7	2.4

GRNx “Traditional” (25 and younger) and “Non-Traditional Students” (26 and older)

AY	GRNx Number	% 14-17	% 18-20	% 21-25	% 26-30	% 31-40	% 41-50	% 51-60	% 60+
11-12	1113	0.5	10.6	21.4	20.2	19.3	14.9	10.6	2.4
12-13	1147	0.3	9.4	18.9	19.8	21.3	15.4	11.3	3.6
13-14	1019	0.7	8.5	20.7	20.7	23.6	13.7	9.7	2.4

Non-Traditional Students: GRNx, GRN only, PCC, DL (percentages)

AY	GRNX	GRN Only	PCC*	DL*
11-12	67.4	84.7		
12-13	71.4	87.1		
13-14*	70.1	85.0	55.1	74.5

*PCC & DL figures based on F13, with Age categories slightly different from the GRNX and GRN Only categories: under 20, 20-24, 25-29, 30-39, 40-49, 50+

GRNx students (70%), especially GRN Only (85%) have a significantly higher percentage of Non-Traditional students, compared with the general PCC student population (55%), but are comparable to Distance Learning students (74.5%)

Students Over 30: GRNx, GRN only, PCC, DL (percentages)

AY	GRNx	GRN Only	PCC*	DL*
11-12	47.2	71.1		
12-13	51.6	73.3		
13-14*	49.4	66.8	35.9	51.6

*PCC & DL figures based on F13, with Age categories slightly different from the GRNx and GRN Only categories: under 20, 20-24, 25-29, 30-39, 40-49, 50+

Students Over 40: GRNx, GRN only, PCC, DL (percentages)

AY	GRNX	GRN Only	PCC*	DL*
11-12	27.9	49.9		
12-13	30.3	52.3		
13-14*	25.8	44.1	15.1	21.0

*PCC & DL figures based on F13, with Age categories slightly different from the GRNx and GRN Only categories: under 20, 20-24, 25-29, 30-39, 40-49, 50+

Students Over 50: GRNx, GRN only, PCC, DL (percentages)

AY	GRNX	GRN Only	PCC*	DL*
11-12	13.0	26.4		
12-13	14.9	28.3		
13-14*	12.1	23.2	6.2	8.2

*PCC & DL figures based on F13, with Age categories slightly different from the GRNx and GRN Only categories: under 20, 20-24, 25-29, 30-39, 40-49, 50+

4. Credit Courseload (in this or other subject areas, Fall Term Only, percentages)

Academic Year	Full Time Courseload		Half Time Courseload		Part Time Courseload	
	GRNx	PCC	GRNx	PCC	GRNx	PCC
11-12	46.8		30.7		22.5	
12-13	51.4		27.4		21.2	
13-14	47.9	41.8	34.7	37.7	17.4	20.4

Note: The full-time courseload for GRNx students is over 6% higher than the PCC general student population.

5. Degree Seeking Students (percentages)

Academic Year	GRNx Degree Seeking	GRNx Non-Degree Seeking
11-12	89.8	10.2
12-13	89.8	10.2
13-14	94.0	6.0

Note: Ninety percent (94 percent in AY1314) of GRNx students are degree seeking. Institutional Effectiveness indicates that our numbers are comparable to the PCC average.

It is not known what degrees the students are seeking. [See discussion of Declaring Majors, in Section 7]

Notes on Older Student Trends

- a) The percentage of older students in each category is significantly higher at each level, particularly when comparing GRN Only students to the general PCC population.
- b) There has been a decline in the percentage of older GRNx and GRN Only students from the high point of AY1213 to AY1314.
- c) AY1112 and AY1213 older student enrollment figures most likely represent students who went back to school in and after the recession, when WorkSource and other funds were more available. (Other influencing factors could include experience of older students at PCC, supports available to them to encourage retention and completion, lack of targeted recruitment, perceptions of older students about their prospects for employment upon graduation)
- d) The Gerontology Program's data on the age of students who are majoring in Gerontology (Degree and/or one or more Certificates) have indicated roughly two-thirds of students 40 and older, and 50% 50 and older, since we began gathering that data in 2006. Gerontology Majors are estimated represent only about 20% of the unduplicated GRNx course enrollments.
- e) There has been a District-wide decline in all age categories 25 and older, and especially 40 and older. (See Section 4A for discussion of this phenomenon and the Gerontology Program's response and recommendation).

Gerontology Faculty, Courses, Degree/Certificates

	Instructor	Courses Taught	Degree/Certificates
1.	Jan Abushakrah	GRN282, GRN280a SOC223 SOC230	All – CMC All AAS, CPC, DAAP
2.	Annette Lansing	GRN181, 280b, 282	All – CMC
3.	Roger Anunsen	GRN175, 176, 177, 245, 247, 280a	ABC, EOL
4.	Mary Jo Saavedra	SOC231	AAS, CPC, ABC, ADC, EOL, HOAF, DAAP
5.	Catherine Zimmerman	SOC232	AAS, CPC, EOL, ABC
6.	Molly Trauten	SOC232	AAS, CPC, EOL, ABC
7.	Nancy Heckler	GRN235	ABC, HT
8.	Matt Gannon	GRN236	ABC, HT
9.	Connie Ratti	GRN165, 265 266	165 only: HT, HOAF 165, 265: AAC 165, 265, 266: ADC, ACC
10.	Cathy Hutchison	GRN172	PE
11.	Melissa Bierman	GRN166 GRN273	PE HT
12.	Teresia Hazen	GRN267-272	HT
13.	Larry Hansen	GRN233, 237, 239, 280a	EOL
14.	Bethany Chamberlin	GRN240, PSY236*	ABC, EOL AAS, CPC, HT
15.	Chris Cayton#	PHL207*	AAS, CPC, EOL
16.	John Holmes#	PHL207*	AAS, CPC, EOL
17.	Austin Gray#	AD105*	AAS, ABC

CMC – Career Management Courses

AAS – Required for AAS in Gerontology

CPC – Required for Gerontology Career Pathways Certificate

PE – Program Elective for AAS/CPC (includes all courses; used only if course not connected to a Degree or Certificate)

AAC – Activity Assistant Certificate

ADC – Activity Director Certificate

ACC – Activity Consultant Certificate

ABC – Advanced Behavioral & Cognitive Care Certificate

EOL – End of Life Care & Support Certificate

HT – Horticultural Therapy Certificate

HOAF – Healthy Older Adult Fitness Certificate

DAAP – Design for Accessibility & Aging in Place Certificate

***** – Course required for AAS and some certificates, but the FTE does not go to Gerontology

– Instructor teaches a core, required course for the Gerontology AAS Degree and some Certificates, but is member of a different SAC

Current Gerontology and SOC223, 230, 231, and 232 Instructor Qualifications

[Updated 11.2014 – awaiting final approval and posting]

GRN 131 Hospice Basics

- Completion of Hospice Volunteer Training through a training program certified by the National Hospice and Palliative Care Organization

GRN 233 Supporting End of Life

- Master's degree in gerontology, social sciences, human services, or related field; and 3 years recent experience in end of life care and support services or programs;

OR

- Bachelor's degree in gerontology, social sciences or related field; and 4 years recent experience in end of life care and support services or programs

GRN 240 Care and Service Coordination

- Master's degree in gerontology, social work, social sciences, human services, or related field; AND 3 years experience in case management, care management, or care and service coordination in the field of aging;

OR

- Bachelor's degree in gerontology, social work, social sciences, human services, or related field; and 4 years experience in case or care management, or care and service coordination, in the field of aging.

GRN 165 Basic Activity Director Training

GRN 265 Activity Professional Training I

GRN 266 Activity Professional Training II

- Bachelor's degree and Activity Consultant Certified status with the National Certification Council for Activity Professionals; and NCCAP Instructor Pre-Approval to teach the Modular Education Program for Activity Professionals Parts I and II

GRN 172 Adult Home Care Training

- Master’s degree in gerontology, nursing, social work, or human services, and 3 years recent, full-time, non-teaching experience in long term care or care management;

OR

- Bachelor’s degree in gerontology, nursing, social work, or human services and 4 years recent, full-time, non-teaching work experience in long term care or care management;

OR

- AAS Degree in gerontology, nursing, or human services field and 5 years recent full-time, non-teaching work experience in long term care or care management;

OR

- Demonstrated competency and qualifications in adult care home operations and levels of care, AND Oregon Division of Seniors & People with Disabilities, Office of Licensing & Quality of Care Approval to teach the Ensuring Quality Care Curriculum. [EQC Instructor Approval must be attached to PCC Instructor Approval documentation]

GRN 235 Advanced Care Issues**GRN 236 Advanced Care Practice**

- Master’s degree in gerontology, social sciences, or health field, with at least 3 years recent experience in dementia services or programs

OR

- Bachelor’s degree in gerontology, social science, or health field, with at least 4 years recent experience in dementia services or programs

GRN175 The Aging Mind**GRN176 Cognitive Activity Design****GRN177 Arts & Cognitive Activity Design**

- Bachelor's / Master's degree in any field, AND 4 years of part-time experience (within the last 10 years) relevant to the field of cognition and aging

GRN 237 End of Life Therapies**GRN 239 End of Life Practices**

- Master’s degree or Bachelor’s degree in gerontology or the field featured in the course offering;

OR

- Three years full-time experience working with end of life therapies and practices (such as art, music, horticulture or pet therapy; mind-body practices, expressive arts, legacy development, home funerals, and rituals)

AND

- Required qualifications or certification in the therapeutic field or practice featured in the course offering (such as certification by the Certification Board for Music Therapists (CBMT), the Art Therapy Credentials Board (ATCB), or the American Horticultural Therapy Association (AHTA); or certification in end of life practices, such as home funerals, legacies, rituals, and thanatology)

GRN 181 Exploring the Field of Aging**GRN 280B Gerontology Internship Seminar****GRN 282 Gerontology Professional Seminar**

- Master's degree in gerontology, social sciences, counseling, education, social work, or related field; and 3 years recent experience in the field of aging

OR

- Bachelor's degree in gerontology, social sciences, counseling, education, social work, or related field; and 4 years recent experience in the field of aging

Preferred: Experience in workforce or career development and advising

GRN 280A CE: Gerontology Internship

- Master's degree in gerontology, social sciences, workforce or career development, or certification in the field related to the internship specialization area; and 3 years recent experience in the field;

OR

- Bachelor's degree in gerontology, social sciences, workforce or career development, gerontology, or certification in the field related to the internship specialization area; and 4 years recent experience in the field.

GRN 245 Introduction to Guardianship**GRN 247 Applied Legal & Policy Issues in Aging**

- JD Degree or Master's degree in gerontology, social work, public policy, or related field; and 3 years' experience or professional practice in the field

Preferred for GRN245: For non-attorneys, national certification as a Guardian and experience assessing cognitive incapacity or practicing in a guardianship-related context.

GRN 166 Therapeutic Horticulture in Health and Human Services**GRN 267 Introduction to Professional Therapeutic Horticulture****GRN 268 Techniques and Adaptive Strategies in Therapeutic Horticulture****GRN 269 Therapeutic Horticulture Skills I****GRN 270 Therapeutic Horticulture Programming for Adults & Children****GRN 271 Therapeutic Horticulture Skills II****GRN 272 Therapeutic Garden Design, Maintenance & Programming****GRN273 Interior Plants**

- Bachelor's degree including 18 credits in social sciences and 18 credits in horticulture, according to AHTA standard; and 3 years' experience with a Master's degree and four years experience with a Bachelor's degree in horticultural therapy and healing gardens; and Registered Horticultural Therapist with the American Horticultural Therapy Association

SOC 223: Sociology of Aging**SOC 230: Introduction to Gerontology****SOC 232: Death and Dying**

- Master's degree in sociology or gerontology; or Master's degree in related area with at least 30 credit hours of graduate level credit in sociology or gerontology; and 3 years recent work or teaching experience in the field of aging.

SOC 231 Sociology of Health and Aging

- Master's degree in sociology, gerontology, public health, or nursing; or Master's degree in related area with at least 30 credit hours upper division or graduate credit in health and aging; and 3 years recent work or teaching experience in the field

OR

- Bachelor's degree in sociology, gerontology, public health, or nursing; or Bachelor's degree in a related field with at least 30 credit hours upper division course work in health and aging; and 4 years recent work experience in the field.

Jan Abushakrah, Gerontology



Courses Taught:

- SOC230 – Introduction to Gerontology
- SOC223 – Sociology of Aging
- GRN280A – Gerontology Internship
- GRN282 – GRN Prof Seminar (with Annette Lansing)

Work outside PCC

I am Co-Chair of the AGHE Community College Committee and member of the Competencies Development Working Group of the AGHE Accreditation Taskforce. As the Working Group has developed the competency

framework, PCC has taken the lead in exploring how that framework aligns with its Program and Course Outcomes and guides its Learning Outcomes Assessment Plan, discussed in detail in Section 2. I also Chair the State Advisory Board for the Aging & Disabilities Resource Connection (ADRC) of Oregon – a position that keeps me deeply engaged in major shifts in aging/disabilities service delivery.

How I Became Interested in the Field of Aging

In my previous lives, I worked in the Old Age Assistance Program for the County of San Mateo, California, and taught sociology and directed the Women Studies Department at the University of Colorado at Boulder, where I also received my PhD in Sociology. In the fall of 1980, I traveled around the world while teaching on Semester at Sea - a transformative process that turned me into a "citizen of the world." Seizing an opportunity to work on an Education for Peace Project bringing together Israelis and Palestinians, I packed my bags for what I thought would be a year or two working on the project. 15 years later, with my mother's health failing – my family and I returned to my birthplace in Oregon. Soon thereafter, I was hired by PCC, where I am beginning my 20th year. I taught sociology about 12 years, before moving full-time into Gerontology about 8 years ago.

My Experience and Education Related to the Field of Aging

- Gerontology Faculty Dept Chair, Advisor & Instructor
- PhD in Sociology with some coursework related to aging
- Case Worker, Old Age Assistance
- ADRC of Oregon Advisory Board

What I Like Most about Teaching

I'm honored to witness and help facilitate the empowerment ignited when passion, knowledge, and engagement connect!

Areas of Aging that Interest Me the Most I love everything about aging! I'm a Geronaut!



Roger Anunsen, Gerontology



Courses Taught:

GRN175 – The Aging Mind
GRN245 – Introduction to Guardianship
GRN247 – Applied Legal & Policy Issues in Aging
GRN176 – Cognitive Activity Design (*begins Spring 2015*)
GRN177 – Arts & Cognitive Activity Design (*begins Spring 2015*)

Work outside PCC

MindRAMP Consulting (<http://www.mindramp.org/>)

How I Became Interested in the Field of Aging

After burning out and losing my passion for the practice of law, I took an hourly job as a part-time van driver at an ALF, was promoted to full-time Activity Director and treated each resident like my grandmother, Nana. From the first activity on that very first day, I was "all in" and ready to start plowing and planting in this new field of aging.

My Experience and Education Related to the Field of Aging

Two of my most valuable experiences were (1) my four years of on-the-job training as an Activity Director which included clinical trials and (2) my work as a national brain health program consultant with AARP where I began to understand the power and potential of educating others about the emerging science of the mature mind.

What I Like Most about Teaching

Easy: Witnessing the excitement of "AHA! Moments" that are so often followed by new ideas generated by curious students. This becomes E^2 (*excitement squared*) when it involves an Encore Learners who quickly and confidently shift their Mature Minds into high gear with their view shifting from the rear view mirror to the what's new twists and turns lie ahead.

Areas of Aging that Interest Me the Most

I continue to be most interested in how to swiftly apply brain science breakthroughs to overcome both large and small challenges in aging.



Melissa Bierman, Gerontology

Courses Taught:

GRN166 – Therapeutic Horticulture

GRN273 – Interior Plants

Work outside PCC

Melissa Bierman, BS, HTR is a Registered Horticultural Therapist at Legacy Health in the adult inpatient psychiatric program in Portland, Oregon. Melissa is one of the therapeutic contract gardeners for all of the Legacy Health Therapeutic Gardens. She also is an instructor for therapeutic horticulture and houseplants at Portland Community College. She has owned and operated her own consulting business, Goodness Grows LLC since 2005. (<http://goodnessgrowspdx.com/>)



How I Became Interested in the Field of Aging

Growing up in Rapid City, South Dakota I was always taught to respect my elders in school and at home. My parents made sure I was always a part of my grandparents' lives so I could learn many valuable lessons from them.

My Experience and Education Related to the Field of Aging

I have a BS in horticulture from Montana State. I conducted my internship in Cheyenne, Wyoming, where I worked with seniors and public gardening at a botanic garden there. I have attended PSU's graduate certificate in Gerontology and many classes dealing with gero-psych. Issues. I have worked as a consultant and was a life enrichment coordinator at Providence Elderplace for three years prior to starting a family. I served on the Board of Directors for the Portland Memory Garden for 5 years.

What I Like Most about Teaching

I love learning from my students and creating interesting lesson plans that engage them in real life experiences in the field.

Areas of Aging that Interest Me the Most

I enjoy being a Registered Horticultural Therapist in Behavioral Health at Legacy Health in Portland, Oregon, as well as providing services in Horticultural Therapy Programming in a wide variety of clinical settings. I have a special interest in working with psychiatric services, and trauma/rehab services.

I'm currently attending Oregon Health and Sciences University to obtain MS in Healthcare Management in 2015. My specialty area of interest is Patient Experience and Operations Management.



Specialties: Therapeutic garden design training and programming, site analysis, post occupancy evaluation, sales and marketing, fundraising, conference and event planning, and conducting horticultural therapy in clinical settings

Bethany Chamberlin, Gerontology / Psychology

Courses Taught:

GRN240 – Care and Service Coordination

PSY236 – Psychology of Adult Development and Aging

Work outside PCC

I work for Multnomah County Aging, Disability and Veterans Services as a Clinical Coordinator for a Medicare Contracted program called Care Transitions. I oversee clinical operations and also serve as our liaison with our Medicare Partners. The program serves Four counties and seven hospitals, and our focus is on helping recently discharged Medicare clients avoid readmission into the hospital. I also worked as the Alzheimer's Grant Program Coordinator with Multnomah County, which helped deliver evidence-based support programming for dementia caregivers. I'm passionate about serving our elders and have also spent a lot of time working with persons who have Alzheimer's and/or other forms of dementia over the last several years.



How I Became Interested in the Field of Aging

I never realized that I loved older adults so much until I started working with them when I was 15 years old. My first job was as a dining room server and I cherished my interactions. It occurred to me that my Mother's occupation as a Director of Nursing in a large Washington Nursing Home probably also influenced my comfort level and desire to be around older adults. I grew up spending many hours 'hanging out' with her residents and learning about the Nursing Home culture at a very young age. When I was in school working towards my Master's degree in Human Development, it seemed natural to switch from Adolescent studies to Gerontology when my Grandfather was diagnosed with Alzheimer's disease.

My Experience and Education Related to the Field of Aging

I have worked in a variety of settings that serve older adults. I have worked in assisted living facilities, nursing facilities, dementia units, Independent living communities, older adult mental health, adult day programs and for an Area Agency on Aging. My graduate degrees are in human development and family sciences with an emphasis in gerontology. I am very interested in how families navigate the aging process and what supports are most useful to them and their ability to maintain quality of life.

What I Like Most about Teaching

I find a lot of joy in being a part of the learning process for my students. I also love to help them discover how wonderful it is to work with the aging population. There are many opportunities to get jobs out there and I enjoy helping my students find the right placement in the field.

Areas of Aging that Interest Me the Most

I am very interested in working with older adults directly and also teaching *about* working with older adults. My specific areas of interest include care coordination, Alzheimer's and related dementias, aging processes, family dynamics in aging, patient activation, healthcare and systems navigation, and careers in aging.

Chris Cayton, Philosophy

Course Taught:

PHL207 – Ethical Issues in Aging

Also, I have taught philosophy at PCC for the past 25 years. During that time I have taught a variety of philosophy courses including: Critical Thinking, History of Philosophy, Philosophy of Religion, Political Philosophy, and a variety of Ethics courses including Biomedical Ethics and Ethical Issues in Aging.



My Experience and Education Related to the Field of Aging

My interest in caring for the elderly goes back to the moment I became the principal caregiver for my parents in 2006. I was fortunate enough to live in the apartment above them in a two-story ranch-style home, so for the past eight years I have followed closely their gradual decline into death. It has been one of the most valuable experiences of my life.

I have a Master's Degree in Philosophy with a specialization in Moral and Political Philosophy. That background, in addition to the above experience, has made teaching Ethical Issues in Aging interesting and fun.

What I Like Most about Teaching

I am a life-long learner and the best way to learn is to teach. I also enjoy the contact with the people, old and young, who are in my classes. Working with those students has been and continues to be challenging and enjoyable.

Areas of Aging that Interest Me the Most

I find all aspects of the aging process are interesting. However, as I watched my parents go through various degrees of dementia, I found myself asking: to what degree are they conscious? Indeed, what is consciousness? As a philosopher I have done a certain amount of research in the area of consciousness studies. That field of interest has greatly expanded in recent years with advances in the area of neurobiology. I find that research to be fascinating as medical science advances in its knowledge of the human brain.

Matt Gannon, Gerontology

Course Taught:

GRN236 – Dementia Care Practice

Work outside PCC

Community Resource Director, The Springs Living
April 2013 – Present

How I Became Interested in the Field of Aging

The mysteries of dementia, and the CARE involved has been my central focus for over a decade. In 2003 I finished my four year Navy service and began working in community based care here in Portland. For the first year, I performed activities for assisted living, skilled nursing and memory care; and I also worked in the dietary department.



I then decided I wanted to become a certified nursing assistant to work exclusively in dementia care. As I began my journey as a dementia caregiver, I also began college courses at Marylhurst University. I wanted to have the working experience while I studied Human Science and Gerontology to gain a full-comprehension of the human condition and aging process. I had the opportunity to work independently for older adults living with dementia and their families during the process of transitioning from home-life to community-care life. I served many clients throughout the metro-area for nearly four years.

I graduated from Marylhurst University in 2009, earning my degree in Human Science and Gerontology. One year later, I began graduate school at Marylhurst to continue my Gerontology education. Currently, I have completed all graduate credits except the writing of my master's thesis, which I will tackle at some future time. I now work as the Director of Community Relations for the Springs at Wilsonville, which is an assisted living and memory care community.

I work with a great team, where daily I am wrapped up in the lives of over 100 elders and their families. I have been in this capacity since April of 2013. I also lead a 25+ member support group for families who have a loved one living with dementia.

My Experience and Education Related to the Field of Aging

Marylhurst University, Portland, OR

- Graduate Studies - Gerontology (2011 to Present)
- BA Human Studies – Gerontology (2009)
- Oregon State Board of Nursing, Certified Nursing Assistant Certificate, 11/2005

What I Like Most about Teaching

Giving back what I've learned along the way to the people who can benefit.

Areas of Aging that Interest Me the Most

Dementia Care; support groups; and training.

Rev. Larry Hansen, MA, BCC/CHPC, CT

Courses Taught:

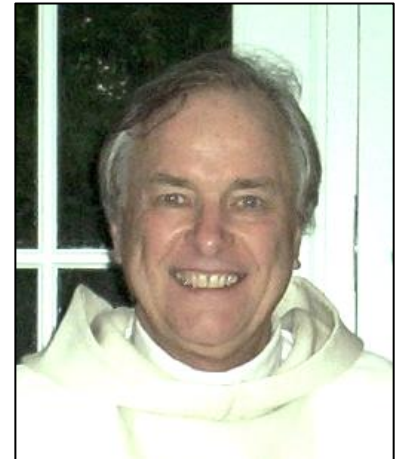
- GRN 233 - Supporting End of Life
- GRN 280 A - Hospice Internship (Instructor)
- GRN237 & 239 - Workshops on: Grief, Spiritual Care of the Dying, and Spiritual Care of the Chronically-Ill at the End of Life

Work outside PCC

Chaplain Associate, Kaiser West Side Medical Center, Hillsboro, Oregon

How I Became Interested in the Field of Aging

I was first attracted to gerontological studies through my hospice work. 80%+ of hospice patients are Medicare beneficiaries, so the tie-in to working with Seniors was natural.



My Experience and Education Related to the Field of Aging

Beginning as a volunteer with what is now Providence Hospice/West, I have been involved in hospice work since 1987. Prior to ordination in 2000, I volunteered at Providence Hospice/West, doing respite care, lay bereavement support and program development. I served as a Volunteer Chaplain at Legacy Hopewell House from 2002-2003. From March, 2003 to February, 2013, I served as a Chaplain and Volunteer Coordinator at Legacy Hopewell House. For the past 11 years, I have given lectures on grief and spiritual care to numerous groups, including NW Parish Nurses, PCC, PSU and University of Portland students, the Guardian and Conservator Association of Oregon, the Hospice and Palliative Nurses Association and the Community Hospice Training Coalition.

- MA/Theology (Concentration in Liturgy and Spiritual Care)
- Board-Certified Chaplain (BCC) with Endorsement in Hospice & Palliative Care (CHPC)
- Certificate in Thanatology (CT), Association for Death Education and Counseling



What I Like Most about Teaching

I appreciate most the opportunity to know my students personally and to learn from their experiences with death and dying while they learn some of the theoretical and practical aspects of the field through our interaction.

Areas of Aging that Interest Me the Most

I'm most interested in hospice and palliative care, especially in the realm of spirituality and in after-death rituals and grief support work.

Teresa Hazen, Gerontology / Legacy Health

Courses Taught:

GRN267 Professional Therapeutic Horticulture
GRN268 Therapeutic Horticulture Strategies
GRN269 Therapeutic Horticulture Skills I
GRN270 Therapeutic Horticulture Programming
GRN271 Therapeutic Horticulture Skills II
GRN272 Therapeutic Gardens

Work outside PCC

Coordinator of Therapeutic Gardens at Legacy Health



How I Became Interested in the Field of Aging

In my transition from special education and administration in public schools to therapeutic horticulture, I became interested in work with geriatric clients in nursing home, skilled nursing and secured units to serve residents with dementia. That was in 1989, and since 1991, I have worked at Legacy Health as the coordinator of the therapeutic garden program serving all ages across six hospital campuses.

My Experience and Education Related to the Field of Aging

Gerontology certificate (almost, minus micro economics) in early 1990s at CCC. I have training in developmental stages across the life span in my education at the University of Washington and University of Portland. Some of my best training was five years full-time in a LTC facility. Five additional years in SNF was a great background for helping clients meet challenging situations to be able to reach their personal goals. At the Rehabilitation Institute of Oregon, the average patient age in my sessions is about 73 (range 19 - 97). My parents are 86 and 90. Mom transitioned from assisted living to SNF and now LTC services.



What I Like Most about Teaching

I enjoy coaching and helping students gain new skills sets to help them meet their goals. It is especially gratifying when students recognize that they have acquired new tools to help create new solutions in their interdisciplinary work.

Areas of Aging that Interest Me the Most

I am most interested in research around nature and well-being in all four seasons to support client physical, cognitive, social, emotional and spiritual health. Interdisciplinary collaboration and team work are other areas of interest.

Nancy Heckler, Gerontology



Course Taught:

GRN235 Introduction to Dementia Care

Work outside PCC

Director Adult Day Services, Cedar Sinai Park, Portland, OR

How I Became Interested in the Field of Aging

There was never a specific point where I became "interested" in the Field of Aging. I have always been an advocate for being active, being socially connected and continuing to challenge one's self. That has not been specific to any particular age, it's important for all of us. And so when I went from being a teacher in K-12 to an Activity Director with 60-90 year olds ... it felt familiar. The common human needs and desires aren't much different.

My Experience and Education Related to the Field of Aging

I've been working in education since receiving my degree in Health and Physical Education many years ago. During that time I've enjoyed students of all ages (2years-101years!) in a variety of environments (community college, fitness centers and K-12 public schools). For the past 10 years I've been employed by Cedar Sinai Park in Portland, a nonprofit organization which provides residential and community-based continuum care to elders and adults with special care needs. I am currently the Director of their Adult Day Services program.

What I Like Most about Teaching

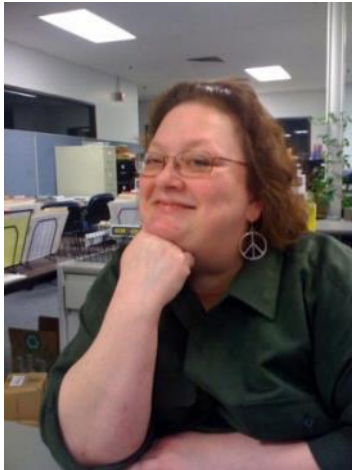
My philosophy of teaching an online course is that I am a facilitator. The responsibility for "getting" the material in this course is yours, though I have done my best to design course activities that will help you learn. The key point is that an online course like this one requires maturity and responsibility on your part. Think of me as a guide: I will be here to map out your journey, but you must be prepared to do the walking. Of course, I will be walking with you and available to answer your questions along the way!

Areas of Aging that Interest Me the Most

I have a deep appreciation for people and families living with dementia, and I teach this course with the hope that it will inspire you to go into the world and improve the quality of care and quality of life of people living with dementia in a variety of settings.



Annette Lansing, MAT



Courses Taught:

Career Management Courses:

- GRN181 – Exploring the Field of Aging
- GRN280B – Internship Seminar, and
- GRN282 – Gerontology Professional Seminar (with Jan Abushakrah)

Work outside PCC

Instructor, Multnomah Arts Center – Clay, Beginning Ages 55+

How I Became Interested in the Field of Aging

When I found myself at a crossroad, a friend suggested Gerontology. I began to explore the possibilities and found the Gerontology Program at PCC. It appealed for number of reasons: 1) This is a field that isn't going away -- serious job security. 2) Not only is it not going away, it is expanding! 3) The possibility that I might really be able to sink my teeth into a growing field really spoke to my creativity. 4) I've always enjoyed people as a whole and have a "customer service" mentality. 5) My parents were reaching their 80's and I was slightly panicked by that unknown -- knowledge is power, so I got involved in answers. 6) I'm an older person myself and I wanted to understand the potentials of what comes next.

My Experience and Education Related to the Field of Aging

Entering the Gerontology Program as a student, I already had received my Masters in Teaching from Lewis & Clark College about 15 years before. I had next to no experience with our aging population except for my parents and their friends -- well, that and a ceramics class at a long term care facility I had taught a couple years before. Luckily the Gerontology Program requires community service, volunteering, and/or practicums with the elderly, not to mention the actual internships. With experiences, courses also require reflections, tying practice to theory, which exponentially increases the value. After graduating, I ended up working for the Gerontology Program for four years before being hired as an instructor. Now, I teach those courses that I found so fulfilling as a student.

What I Like Most about Teaching

My job is to open students' eyes to the possibilities. Walking with them down different paths, I encourage them to explore places that they might not have ventured to on their own. I get to facilitate their discovery process. I love watching students fly.

Areas of Aging that Interest Me Most

Since it is my instruction area, I am interested in the new developments in the fields of aging -- locally, nationally and globally. I also have an interest in enhancing my knowledge of career tools that students can add to their career search toolbox.



Connie Ratti, CTRS

Courses Taught:

GRN165 – Basic Activity Director Training

GRN265 – Activity Professional Training I

GRN266 – Activity Professional Training II

Work outside PCC

Recreational Therapist

How I Became Interested in the Field of Aging

I am an escapee from the Advertising World. I decided I wanted to work in a field where I could spend my day enjoying poetry, music –like, playing the piano and harmonica, listening to music – doing artwork, having discussions about interesting topics, going on country drives or to museums, and enjoying a sunrise or a sunset . . . So, I decided to be an Activity Director because they get to do all these things – sometimes all in one day.

My Experience and Education Related to the Field of Aging

I have a BFA from Bowling Green State University, and post bachelors work in Recreational Therapy from Eastern Washington University. I've been working in the Activity Professional field for 20 years now, I am a CTRS (Certified Therapeutic Recreational Specialist), and I am ACC (Activity Consultant Certified) from NCCAP (the National Certification Council for Activity Professionals). In spite of this great education and training, the most valuable thing I ever learned was said to me by an Alzheimer's resident, "It is a terrible thing to lose your mind, I hope it never happens to you." We were walking in the garden, and by the look in his eyes I knew he was not sorry for himself, but wanted in some way to try and protect me . . . and he did. He made me realize how important my life should and could be – if I would only take the time to walk in the garden every day.

What I Like Most about Teaching

I like making students laugh, because when they are laughing they are listening. The best way to get students to remember important facts is to tell them a human story that touches their core of universal emotions and the story will stick and so will the facts of why they are hearing the story!

Areas of Aging that Interest Me Most

I am interested in promoting what "Activity Director" or "Life Enrichment Director" really means to the lives of the people we serve. As an Activity Director, you will never have an *easy* day, but you will have a lot of *good* days. Every hour you have the chance to make special moments for the people you work with: taking them on a trip to the beach, reading to them a poem or short story, encouraging them to try new experiences, making art, enjoying a cup of hot chocolate. Maybe you will be the one to help them celebrate their last Christmas or birthday. You never know when or how you will help make a memory . . . So, go forward and take everyone with you when you go.



Mary Jo Saavedra, Gerontology

Course Taught:

SOC231 - Sociology of Health and Aging

Work outside PCC

I am the owner and Geriatric Care Manager at Fireside Care Management Group, LLC (www.firesidecmg.com). As Geriatric Care Managers (GCM), the Fireside Group works with older adults and their adult children, guiding them through the challenges of aging.

In addition, I am:

- Spiritual Director and Retreat Leader at the Franciscan Spiritual Center specializing in Spirituality and Aging, Path Finding and Transitions. www.francisspctr.com
- Involved with Pacific University degree program design
- Adjunct professor at Marylhurst University for the Human Science Department Gerontology Capstone

How I Became Interested in the Field of Aging

I was first attracted to working in gerontology through my business focus on the multiple generations in society and corporate work environments. During my thesis studies I became the caregiver for my 92 year old mother with Alzheimer's. This changed everything for me and has sent me down the path of creating systems around aging and End of Life to improve quality of life for elders. As an experienced Geriatric Care Manager I know firsthand what it takes to navigate the eldercare for an aging parent while juggling career and raising a family. Feeling the challenge and responsibility of helping my parents make these tough decisions has called me to help others experiencing a similar journey.

My Experience and Education Related to the Field of Aging

I have been an active volunteer as a relief worker for The American Red Cross, Cardiac Care Unit at Providence Hospital and Hospice Companion for HouseCall Providers. My formal training came through my BA degree in Religious Studies and Philosophy, and a Masters of Arts in Interdisciplinary Studies - Gerontology. In addition I am a Certified Senior Advisor, Certified Aging-in-Place Specialist, and Spiritual Director.

What I Like Most about Teaching

It is an honor to accompany my students as they discover how gerontology is entwined deeply in all they do in life. My greatest joy with them is unlocking the possibility of their own dreams and how that fulfills their life while bringing benefits to the world around them. I do this by challenging them to bring their stories and experiences into the classroom to understand themselves more deeply. This is a gift to everyone who participates.

Areas of Aging that Interest Me the Most

As a Business Gerontologist and Geriatric Care Manager, I get to deal with the systems and structures in society as well as the hands on support of elder's lives. This variety allows me to understand both sides of my chosen specializations to a deeper level.



Cat Zimmerman, MAIS Gerontology



Course Taught:

SOC232 – Death and Dying (an intercultural, multidisciplinary course)

Work outside PCC

I am the founder and CEO of Cognitia Care, a geriatric care management firm serving families in the Greater Portland Metro area. I focus on person-centered long-term care, therapeutic life review and reminiscence, and communication within families.

How I Became Interested in the Field of Aging

As an older woman with grown children and a healthy, engaged Mom, I understand what it's like to have a full life while caring for loved ones in multiple generations. I know how to help integrate the care for your loved ones into your busy life while taking the time to care for yourself. It's about taking care of yourself so you can take care of others.

My Experience and Education Related to the Field of Aging

After completing a master's degree in Gerontology at Marylhurst University while in my fifties, I found that I had a knack and affinity for supporting individuals and their families in coping with the challenges of chronic illness – I became a Geriatric Care Manager and owner of my own business. I am also an active volunteer with Elders in Action and AARP.

What I Like Most about Teaching

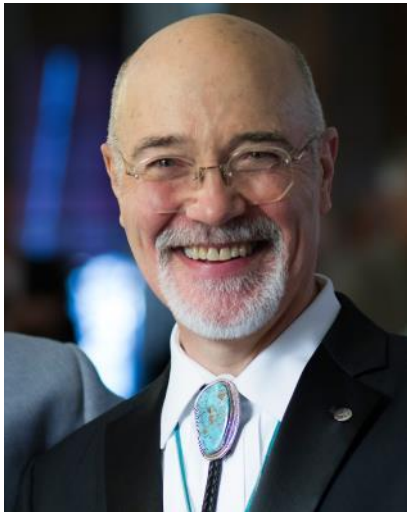
I was originally hired to develop and teach the two dementia care courses GRN 235 and 236. Luckily Bethany Chamberlin came along and with her PhD and far more experience; she boosted the courses and leadership for the ABCC certificate. I teach because I love the energy that students bring each term.

Areas of Aging that Interest Me the Most

I am a life-span developmental gerontologist with a primary focus on cognitive development in middle adulthood and aging. My major interest is on how cognitive functioning changes across the adult lifespan - including both basic cognitive abilities and everyday problem solving. A second passion is learning to communicate with individuals who have chronic dementing illness (and their families), supporting viable options which address the myriad issues associated with the course of their illness.



M.I.A. BIOS



Austin Gray, MS in Counseling, MFA in Creative Writing

Course Taught:

AD105 – Aging and Addiction

John Holmes, Philosophy

Course Taught:

PHL207 – Ethical Issues in Aging

Cathy Hutchison, RN

Course Taught:

GRN172 – Adult Home Care Training

See her website: YouRNurse Consulting – www.youRNurse.net



Molly Trauten, Masters in Gerontology Studies

Courses Taught:

SOC232 – Death and Dying

Gerontology Advisory Team – Example Information

CADvisory Team

Cognitive Activity Design – GRN176

Arts & Cognitive Activity Design – GRN177

Instructor: Roger Anunsen

Kate Bodin, Associate Director – Earthtones Music Therapy Services, Founder & CEO, Earthtones and Blossom LLC.

Melissa Bierman, Legacy Health, OHSU Healthcare Mgt Candidate, and Goodness Grows, LLC

Carrie Birrer, Activity Director, Cornerstone Care Option

Molly Trauten, Program Director, Marie Smith Center

Leia Faulconer, Activity Director, Marysville Memory Care

Ben T. Puggarana, Activity Director, Marie Smith Center

Philip Haines, PCC Gerontology Student, Men's Chorale Group

Laura Lou McCarthy-Pape, PCC Graduate, Founder & CEO, One Laugh at a Time, Certified Laughter Yoga Instructor

Leise Tacang, PCC Gerontology Student, Intergenerational Singing Group

Other Consultants:

Cheryl Rogers-Tadevich, Gerontology Graduate and Program Director of Geezer Gallery's cognition and creativity projects

Paul Perry, Gerontology Graduate and Geezer Gallery's "Geezer on the Move"

Focus Group

Cognitive Activity Design

Arts & Cognitive Activity Design

Minutes of April 2014 Meeting

The following attended the in-person meeting of a focus group in the PCC-Sylvania Library Conference Room.

The concept of two new courses and materials supporting those two courses were distributed to the participants. In attendance was Kate Bodin, Laura Lou McCarthy-Pape, Philip Haines, and Paul Perry.

Roger welcomed the group and discussed the purpose of the meeting was to provide feedback, ideas and suggestions for the development of one or two new courses that would leverage the emerging brain science findings with the need for targeted cognitive activities designed for elders.

Roger reviewed the concept of two courses: A two credit course aimed at designing general Cognitive Activities and a one credit course aimed at the narrower use of the Arts. Roger went into detail about the type of definition that will be needed for the term “Arts.”

Roger explained that this will be an online course using video lectures as well as other multi-media along with a live demonstration of the final designs.

Roger will be presenting these to courses to the PCC Curriculum Committee to be offered in the winter or spring 2015 terms.

Following a discussion on the general timeline for development of the two courses, the meeting was adjourned.

CADvisory Team

Cognitive Activity Design – GRN176

Arts & Cognitive Activity Design - GRN177

Minutes of November 4, 2014 Meeting

The following attended the in-person meeting of the CADvisory Team in the SS Bldg Green Conference Room on Tuesday, November 4th from 1 to 3 p.m.

Course and meeting materials were sent to the entire Team along with a suggested agenda. In attendance was Kate Bodin, Melissa Bierman, Leia Faulconer, Philip Haines, and Leise Tacang. The roster of the Team of advisors was distributed. See attached.

Roger explained that the purpose of the Team was to provide feedback, ideas and suggestions for the initial curriculum for GRN176 and then later to do the same with GRN177. He reiterated that given the full lives and calendars of the members, this would likely be the only in-person meeting and that, as per the email sent earlier, we would rely upon virtual collaborations, feedback and exchanges of ideas from time-to-time through our course construction process.

Video Content: Roger reviewed progress on recording of the initial video lecture content. In September, Roger was joined by guest lecturer Michael C. Patterson for two days in the PCC studio to record videos aimed at capturing some of the science that supports our CAD curriculum. Roger will be sharing some of the rough cuts of the edited teaching points as they become available. Most of these will be placed in the six modules along with other video teaching points that we are planning to capture in the PCC-Sylvania studio.

Roger explained that additional videos may include and that some of Team members might be asked to be involved in a studio session aimed at teaching points in a short interview format.

Draft of CAD – GRN176 Modules

Roger reviewed the draft of the topics for the course curriculum now under development. Each of the six modules was reviewed with the Team offering suggestions. The Team was also invited to email additional suggestions to Roger.

Following a discussion on the general timeline for the two courses, the meeting was adjourned at 3:00 p.m.

GRN176 Cognitive Activity Design – Spring 2015

Course Description	Explores the potential of applying emerging, evidence-based research in memory and aging to address real-life cognitive challenges. Includes design and demonstration of innovative cognitive activities that are supported by recent brain science findings. Two Credits
Pre/Concurrent Courses	GRN175 – The Aging Mind
Rationale for new course:	As the pace of research in the field of aging brains quickens, the field of gerontology struggles to incorporate important findings into existing, traditional activity programs for elders in a variety of settings. This course provides a first-of-its-kind curriculum that invites students to use their creativity to design and demonstrate creative cognitive activities supported by grounded research.

GRN177 Arts & Cognitive Activity Design – Spring 2015

Course Description	Melds the arts and brain health research to create art-related cognitive activities for elders. Includes design and demonstration of creative arts as a sustainable cognitive activity for elders. Explores why a particular art-related activity has a positive impact on an elder's brain and how its design is supported by recent brain science findings. One Credit
Pre/Concurrent Courses	GRN175 – The Aging Mind GRN176 - Cognitive Activity Design
Rationale for new course:	The application of the arts as a cognitive intervention has evolved into a separate sub-field for participants of all ages, especially older adults. This course reviews the research and provides an opportunity for creative students to design and demonstrate art-related cognitive activities supported by current and emerging research.