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APPENDIX F

CHANGE OF COURSE TITLE REQUESTSA. FROM

0837.284 Problems in Public Health

TO

0837.284 Community and Public Health Programs

This course is designed to assist the student to understand the role of community and public health and human service departments in preventing and solving individual as well as community health problems. Emphasis will be placed on those health agencies which deal in human service activities

## RATIONALE:

The present title has a negative connotation. The proposed title would be more positive with stress on preventive techniques and solutions utilized by public and community health programs

B. FROM

0837.387 Field Experience and Community Health

TO

0837.387 Field Experience in Health Agencies

The experience will enable the student to gain first hand knowledge of the functioning of health agencies, including type of service rendered, methods of reaching clients, administration and budgeting of services. Class discussion will include a familiarity with the services of governmental and voluntary health agencies.

## RATIONALE:

The present title does not reflect the utilization of both private and public health agencies for these experiences.

C. FROM

4903.350 Seminar on Aging

TO

4903.350 Introduction to Gerontology

(catalog description will remain the same as in present Seminar on Aging. Seminar will become new course.

course proposal pg.2

- 8. develop a basic understanding of the knowledge and skills which facilitate effective delivery of human services.
- 9. realize the relationship between and relevance of short-term and long term approaches in solving human service problems.
- 10. become aware of the role of the administrator, the practitioner, the volunteer and the client in human services.

- e. Evaluation Procedures
  - 1. Examinations
  - 2. Group discussion
  - 3. Field assignments
  - 4. Papers and Projects

IV Topical Outline

- a. Overview of the scope of human services
  - 1.U.S.Department of Health and Human Services
  - 2.N.J. Department of Health
  - 3.N.J. Department of Human Services
  - 4.N.J. Department of Community Affairs
  - 5.County and City Human Service Systems
  - 6.Corporative human service programs
- b.Delivery systems in human services
  - 1.Direct assistance such as food stamps, medical care
  - 2.Temporary substinency (shelter, clothing)
  - 3.Supportive advocacy
  - 4.Maintenance (child care, terminally ill)
  - 5.Rehabilitation
  - 6.Information giving
  - 7.counseling (social and psychological)
- c.Influence of community and personal value systems: religious attitudes, health attitudes, life-style attitudes.
- d.Influence on human service program development: political, community needs, funding, policies, social trends.

## CATALOGUE DESCRIPTION

Introduction to Human Services

3 Credits

An orientation to the scope of the human service field. The governmental as well as the private sector role in human services will be explored. Students will investigate the various types of delivery systems as well as the different types of employment possibilities in these fields.

3. develop and monitor programs and actions suggested by their planning efforts
  4. assess the planned and serendipitous results of planning and programs on individuals, groups, community and agencies
  5. describe various constraints on social planning efforts: professional, societal, and legal.
- D. Students will be evaluated by different techniques: examinations, quizzes, research proposals/term papers as well as participation in community and class activities.
  - E. The course has not been offered Short Term.
- IV. Topical Outline:
- I. Introduction
    - Social planning and social policy
    - criteria for policy and planning: values, resources, norms, power, etc.
  - II. Planning and Research
    - purposes of planning and research
    - relationship between planning, research and policy
  - III. Planning Tools
    - models and alternatives
    - assessing needs
    - establishing priorities
  - IV. Program Development
    - population identification
    - monitoring
    - assessment
    - costs: social and economic
  - V. Program Evaluation
    - anticipated and unanticipated outcomes
  - VI. Funding Sources and Planning Organizations
    - public and private
  - VII. Constraints

## VI COURSE DESCRIPTION

2208.450 Human Services:Planning and Evaluation

(Prerequisite: Intro to Sociology plus 3 hours in  
Sociology or Permission of Instructor)

The role of professionals and citizens in the community planning process. Analysis of social welfare policy, planning models, program development and program evaluation are among the areas discussed.

3. Demonstration of beginning level intervention techniques
4. Role playing activities
5. Field research reports

4. Topical Outline:

- a. Psychological problems as a reaction to stress
  1. Reduction of coping mechanisms
  2. Manifestations of stress
  3. Dimensions of personal growth
- b. Nature of behavior change
  1. First and second order
- c. Intervention Techniques
  1. Active listening
  2. Gestalt
  3. Transactional analysis
  4. Encounter
  5. Rational Emotive
- d. Evaluation of intervention techniques
  1. Strengths and weakness of each
  2. Personal effectiveness in selected techniques
- e. Training issues of paraprofessionals
  1. Professional therapy vs. lay counseling
  2. Role of lay counseling in human services
  3. Education of lay counselors

5. Rationale:

This course specifically addresses the role of the lay counselor or paraprofessional in human services. In the past two decades, the use of lay counselors (individuals with less than graduate level training) to promote behavior change has increased dramatically. A consensus exists that the number of professionals currently being trained will be insufficient to meet the needs of individuals experiencing psychological problems or desiring personal growth. Therefore, the role of paraprofessionals in this area will increase for the foreseeable future.

Serious gaps exist, however, in the training and education of these lay counselors. The topics covered in the course would be aimed at filling some of those gaps. In addition, the course can serve as an elective for all psychology majors as well as a public service course for lay counselors already employed.

I TITLE OF COURSE - HEALTH ASPECTS OF AGING  
 SPONSER - Dr. Shirley A. O'Day  
 DEPARTMENT - Health and Physical Education

II ESSENCE

- a. Undergraduate upper level course - 3 credits
- b. Prerequisites: Introduction to Gerontology OR Foundations of Health
- c. This course will be an elective for all students and a required course for the Health Studies Specialization and the Gerontology Specialization in the Human Services Program. The course will also be a public service course for persons who are employed in programs for the older persons and want to increase or upgrade knowledge.
- d. Time of Implementation - Fall, 1981

III DETAILS

- A. There are faculty within the Health and Physical Education Department and the Life Science Department with the expertise and background to teach this course. This course will be team taught by faculty from both departments. A regular classroom will be utilized as the teaching area. A few holdings will be needed for the library.
- B. Objectives: the student will be able to:
  1. Discuss the basic physical changes which occur in humans, with the elderly.
  2. Compare the differences in human versus animal in the study of biological aging.
  3. Compare the historical, geographic and cultural differences in life expectancy.
  4. Discuss the intrinsic and extrinsic theories of aging as related to recent research in the field.
  5. Relate the sensory changes in relation to psychomotor functions and the implications of safety and emotional adjustment to these changes.
  6. Trace the progressive aging process in all body systems, especially skin, bone, muscular, nervous system, cardiovascular, respiratory, digestive and endocrine changes involved with aging and relate these changes to physical limitations and emotional adjustment.
  7. Discuss the changes in sexual competency in relation to psychological and emotional implications.
  8. Compare preventive health program research and suggestions for slowing biological aging such as dietary measure, physical fitness activities, recreational activities and hobbies and drugs.
  9. Describe and assess the obstacles which hinder preventive health programs: pre-elderly life style, economics, cultural attitudes and individual attitudes.
  10. Plan preventive programs for reducing the emotional and physical effects of various aspects of biological aging.
  11. Apply knowledge and understanding of the health aspects of aging to individual, community and institutional services for the aged.

## Catalogue Description

HEALTH ASPECTS OF AGING

3 S.H.

The physical changes which affect the health of the older person, both biological and mental, will be analyzed in relation to economic situations, program planning, support services, and personalized adjustments. Emphasis will be placed on value of preventive measures for health problems.

4. TOPICAL OUTLINE: Continued

4. Life enhancing activities, involvements for elderly
  5. Legislative policies and community responsibilities, etc.
- b. Review of research studies on the aging in a variety of areas such as:
1. Program effectiveness
  2. Physiology of aging
  3. Services for the aging
  4. Retardation of aging process
  5. Social aspects of aging
  6. Ethnic and cultural approaches to aging
- c. Personalized Research Project
1. Develop purpose of study
  2. Review and analyze the literature
  3. Design the method of obtaining data
  4. Gather data and analyze findings
  5. Compare findings with published research in related area

5. RATIONALE:

This course serves the specific purpose of engaging students in research in gerontology as well as providing a synthesis of the field of gerontology. The student will complete an individualized project.

1. TITLE: Contribution of Older Persons  
 Interdisciplinary (Administered by Psychology Department)  
 Birger Myksvoll, Shirley O'Day, Ted Tannenbaum, Ethel Pickett,  
 Betty Duff
2. ESSENCE:
  - a. Undergraduate course
  - b. 3 semester hours credit
  - c. Junior-Senior level
  - d. Prerequisites: Introduction to Gerontology
  - e. This is a required course in the gerontology specialization and an elective course for all other students.
  - f. Implementation: 1981-82, one section
3. DETAILS:
  - a. The present staff is adequate. This course would lend itself as an interdisciplinary offering. Needs: A few film rentals and some library books, \$300.00.
  - b. Since this course intends to identify positive aspects of aging by using aging persons themselves as a resource for the course, there will be no direct overlapping with other courses in gerontology. The direct contact with aging persons in the course will help provide a foundation for the remainder of the gerontology courses.
  - c. Objectives: The student will be able to:
    1. Relate the contributions of older people in society.
    2. Describe the value of the resourcefulness and expertise of older people.
    3. Identify and stimulate development of the unused talents in later life.
    4. Discuss the roles of older persons in history in areas of politics, arts and other cultural aspects, etc.
    5. Describe the great fond of human experience accumulated in the older generation.
    6. Identify and make use of older people as resource persons for a younger generation.
    7. Enhance older persons' self-concepts and identify by drawing upon their expertise and their skills from years past.
    8. Identify and make use of older persons who find new meaning in life through the development of new activities and interests.
  - d. Evaluation and grading procedures will be based on reaction papers, research reports, tests, organization and presentation of projects, including individualized work with elderly persons.
4. TOPICAL OUTLINE:
  - a. Roles played by older persons in history
  - b. Roles played by older persons today in such areas as politics, theatre, literature, and business.
  - c. Life-time new experiences which older persons have experienced such as:
    1. Radio-television
    2. Motorized vehicles
    3. Air Travel
    4. Space
    5. World Wars
    6. Medical Advances

6. CATALOGUE DESCRIPTION: Contributions of Older Persons - 3 Semester Hours

The focus of this course is the identification of positive aspects of the aged and on the human potentials which might still be developed during the later years of life. Included in the course is a study of contributions of older people as well as the unique fund of resources available to the younger generation. The students will work with individuals in the community in order to find new avenues for development in aged persons.

- a. Culture and Aging (Con't)
  - 3. The dimensions of social problems as illustrated by aging in the U.S.
  - 4. The aged as a minority in American society
- b. Socialization to Old Age as a Special Problem in the U.S.
  - 1. Aging in the context of the Life Cycle
  - 2. Differences between earlier role transitions and the movement into old age
- c. Aging and Discontinuities in Life Style
  - 1. Compulsory retirement and alternatives to work
  - 2. Retirement as a traumatic experience of growing old
  - 3. Loss of status and the matter of downward social mobility
  - 4. Social management of loss, grief and mourning
  - 5. Aging and religion
- d. Aged Poor
  - 1. Accommodation to poverty in old age
  - 2. Aged poor as a welfare category
  - 3. Subgroup variations among aged: impact of sex, ethnicity, class and religion upon socio-economic status of aged
- e. Social Relations of Older Americans
  - 1. Family interaction patterns of aged
  - 2. Structural constraints on friendships in old age
  - 3. Intergenerational relationships
  - 4. Orientations to leisure roles
  - 5. Adaptations to aging - disengagement, innovation, political militancy, group consciousness, etc.
- f. Older Americans in the Urban Community
  - 1. Principles governing location of elderly in city
  - 2. Relocation stress
  - 3. Fearfulness of aged and need for protective services
- g. Efforts to Help the Aged: Action Programs to Ameliorate the Problems of Older Americans
  - 1. Self-help
  - 2. Use of social clubs by aged
  - 3. Institutional Arrangements
  - 4. Economic provisions: private pensions, social security, etc.
  - 5. Medicare and community health services
  - 6. Special transportation services (e.g. reduced fares)
  - 7. Programs under the aegis of the Federal Older American Act (e.g. Foster Grandparents and Retired Senior Volunteers programs, homemaker services, hot meals, etc.)

6. CATALOG DESCRIPTION: 2208.460 Sociological Problems of Aging

This course provides a problem-oriented introduction to social gerontology. Included are discussions about the status of the older person in the U.S., a survey of current and major problems of the elderly, and an assessment of social policies and human services relative to improving the quality of life as one grows old.

- E. Evaluation and Grading Procedures: The following criteria will be used for grading:
1. Two written examinations, mid-term and final
  2. Weekly log of learned activities suitable for work with aged persons
  3. Research of the literature to discover what others know and understand about the need for physical activity in aging persons, reporting findings to class.
  4. Supervise physical exercise with two or more institutionalized elderly persons for a semester.
  5. Design a series of exercises stating which specific body parts are affected by each exercise in the series.
- E. Rationale: This course enables the student leader to observe first-hand, in a field setting, the effects of motivation, expectation and aging in a physical activity program. The course provides a service to the institution which a student seeks to improve the quality of life for elderly persons. Safety and assessment are necessary considerations in this course.

## Course Proposal

1. Title of Course: Recreational Activities for Aging Persons
  - Department: Interdisciplinary Human Services (Admin.by H & PE Dept.)
  - Sponsors: Carolyn F. Addison  
Daniel P. Stanley
2. Essence:
  - A. Undergraduate Course - lower level
  - B. Three Semester Hours
  - C. Prerequisites - none
  - D. This course is offered as one of the restricted electives for the gerontology specialization and can serve as an elective for other specializations within the Human Services curriculum.
  - E. Suggested time and scale of implementation - Fall 1982
3. A. Details: Staff and Resources - Both Dr.Daniel Stanley and Dr.Carolyn Addison of the Health and Physical Education Department have obtained additional expertise in this area through actual work experiences and clinics, plus workshop participation.
  - B. Uniqueness of the Course: Since the number of aged persons residing in New Jersey continues to climb, it becomes necessary to address this population and its special recreational needs.
  - C. The student will be able to
    1. Discuss the trends in the field of recreation and leisure for all age groups.
    2. Describe various recreational programs for the aged, institutional, community, and private.
    3. Develop recreation programs for non-institutional and institutionalized aged population.
    4. Recognize the attitudes related to problems of the aged which influence the planning of recreational programs.
    5. Plan recreational activities for elderly persons.

## Catalogue Description

Recreational Activities for Aging Persons

3 S.H.

This course provides actual field experience combined with classroom instruction to develop a familiarity with the fields of recreation and leisure education as it applies to the aged. This approach places heavy emphasis upon developing meaningful intergenerational relationships.

## Family Life Aspects of Aging -

### Topical Outline continue

#### C. The Older Couple

1. Post-childrearing years
2. Factors related to retirement
3. Sexuality/affection/companionship
4. Roles and household functions
5. Second marriages

#### D. The single older person

1. Widowed
2. Divorced
3. Cohabiting/communal
4. Never-married

#### E. The Elderly as Grandparents

1. Interactions with grandchildren and great grandchildren
2. Role in family rituals
3. Foster grandparents

### V. Rationale

In old age, as in childhood, the family (and friends) assume primary importance. It will be helpful for family members of all ages to understand the processes and issues of aging. This course would provide such understanding. It will be beneficial for students of all ages to participate together in this course.

The knowledge gained from this course is important for persons working with elderly in order to realize the extreme variations which occur in the family relationships of the elderly.

## COURSE PROPOSAL

I. Title: Death and Dying  
 Department: Interdisciplinary (Administered by Home Economics Department)  
 Sponsor: F. Ethel Pickett

## II. Essence:

- A. An Undergraduate course
- B. 3 semester hours credit
- C. Junior level course
- D. Pre requisites: Upper level standing or permission of professor
- E. Position in curricular pattern: This will be an elective for students in any major program
- F. Can be taught as soon as approved and scheduled.

## III. Details:

- A. Present staff in the Home Economics department, departmental and library holdings, available consultants and guest speakers are available and adequate to present this course.
- B. This course requires only a regular classroom.
- C. There is no other course on campus with this content or focus
- D. Objectives of the course:
  - 1. To examine the genesis and development of our attitudes toward death and bereavement
  - 2. To examine the rituals & customs associated with dying, funerals and mourning.
  - 3. To examine the nature of the crises death creates for family members.
  - 4. To examine the roles and functions of agencies, institutions and services connected with death and bereavement.
- E. Evaluations will include participation in class discussions and activities, individual student projects, and course assignments.

## IV. Topical Outline

- A. Meanings of death
  - 1. Historic, cultural, religious perspectives
  - 2. Portrayals of death in music, art, literature.
  - 3. Current attitudes and ambivalences
- B. Processes and types of death and dying
  - 1. Stages of terminal illness
  - 2. Accidental and unexpected deaths
  - 3. Intentional deaths- suicide, euthanasia, murder
- C. Traditions, rites and rituals
  - 1. genesis of
  - 2. Consequences and affects on family members
- D. Services provided to deal with death and funerals
  - 1. Medical functions
  - 2. Clerical services
  - 3. Funeral director functions
  - 4. Legal requirements and services

Catalogue Description

DEATH AND DYING

3 S.H.

This course will examine the phenomenon of death, and the processes of dying and grieving; the functions and services of clergy, funeral directors, doctors and others during and after death; and the attitudes, rituals, and crises connected with death.

