Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

PACO 630
GERONTOLOGY AND COUNSELING

COURSE DESCRIPTION
This course introduces students with the issues and problems unique to the elderly in American society. Topics such as grief and loss, suffering, societal attitude, and family structure are examined.

RATIONALE
The increasing percentage of elderly in the population of the United States will require an increasing provision for their counseling needs. To offer effective counseling for the elderly, those working with them in many life areas must know the physiological, psychological, social, and spiritual factors that are significant in aging.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. RECOMMENDED RESOURCES


IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

V. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:

A. Relate the AAPC (American Association of Pastoral Counselors) and AACC (American Association of Christian Counselors) Codes of Ethics to practice with elderly populations.
B. Appraise research in gerontology in order to provide a foundation for understanding the physical processes, cognition, and personality factors that characterize the elderly.
C. Interpret the uniqueness of death, dying, and bereavement for each individual in terms of relationship, manner of death, complicating emotions, age, circumstances, etc.
D. Evaluate cultural and historical changes and attitudes toward dying through selected readings, films, and discussions.
E. Predict factors of social relationships associated with the aging process.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes
B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Discussion Board Forums (2)
   Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 300–400 words, demonstrate course-related knowledge, and reference at least 2 sources in current APA format. In addition to the thread, the student is required to reply to 1 other classmates’ thread. Each reply must be 200–250 words.
D. Elder Connection Selection
   The student will write a 450–500-word explanation on the elder he or she plans to observe for the Elder Connection Analysis.
E. Movie Critique Assignment
   The student will view 3 death or loss-related movies and complete a 2–3-page critique for each. While no title page or abstract is necessary, the student must include a reference page that contains the movie information as well as any other cited references.
F. Loss/Death Paper
   The student will develop a 2000-word or less (4–5-page) current APA style paper that will review all personal experiences with loss and death during childhood, adolescence, and adulthood.
G. Lossography/Deathography Graph
Using the information from his or her Loss/Death Paper, the student will construct a loss-history graph (similar to a genogram) that represents the loss events in his or her life.

H. PowerPoint

The student will construct a PowerPoint presentation with a minimum of 40 slides on one of the major aging, death, or loss aspects covered in this course.

I. Elder Connection Analysis

The student will spend at least 10 hours with the elderly (over 75 years of age) either in a one-on-one relationship (family or acquaintance) or by attending a local support group for the same age group. The student will write out his or her experience, including a breakdown of the hours spent, in a 2–3-page report. The report must emphasize what he or she has learned about the elderly and their social interaction, as well as the general content of their average daily routine.

J. End-of-Life Planning Project

The student will complete a cost estimate for a funeral or memorial service, write a will, and write a eulogy or poem to be read at the service. The project must include at least 2 references in current APA format, including the textbook, the Bible, and scholarly articles.

K. Code of Ethics Exam

The student will complete an exam which covers the Code of Ethics of the AAPC and AACC. The exam will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 45-minute time limit.

L. Content Exams (3)

The student will complete 3 exams that cover the Reading & Study material for the assigned modules/weeks. The exams will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 1-hour time limit.

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 50 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Elder Connection Selection</td>
<td>25</td>
</tr>
<tr>
<td>Movie Critique Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Loss/Death Paper</td>
<td>100</td>
</tr>
<tr>
<td>Lossography/Deathography Graph</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>150</td>
</tr>
<tr>
<td>Elder Connection Analysis</td>
<td>75</td>
</tr>
<tr>
<td>End-of-Life Planning Project</td>
<td>150</td>
</tr>
<tr>
<td>Code of Ethics Exam</td>
<td>50</td>
</tr>
<tr>
<td>Content Exams (3 at 50 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale
D- = 680–699   F = 0–679

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality
In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOONDAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**PACO 630**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Robnett &amp; Chop: chs. 1–2 1 presentation 1 video</td>
<td>Course Requirements Checklist Class Introductions DB Forum 1</td>
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<tr>
<td>2</td>
<td>Robnett &amp; Chop: chs. 3–4 2 presentations 2 websites</td>
<td>Elder Connection Selection Code of Ethics Exam</td>
<td>25 50</td>
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<tr>
<td>3</td>
<td>Robnett &amp; Chop: chs. 5–6 1 presentation 1 video</td>
<td>Movie Critique Assignment Exam 1</td>
<td>100 50</td>
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<tr>
<td>4</td>
<td>Robnett &amp; Chop: chs. 7–8 1 presentation 1 video</td>
<td>Loss/Death Paper</td>
<td>100</td>
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<tr>
<td>5</td>
<td>Robnett &amp; Chop: chs. 9–11 1 presentation</td>
<td>Lossography/Deathography Graph Exam 2</td>
<td>100 50</td>
</tr>
<tr>
<td>6</td>
<td>Wright: chs. 1–4 Bible Readings 1 presentation</td>
<td>DB Forum 2 PowerPoint</td>
<td>50 150</td>
</tr>
<tr>
<td>7</td>
<td>Wright: chs. 5–8 1 presentation</td>
<td>Elder Connection Analysis</td>
<td>75</td>
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<tr>
<td>8</td>
<td>Wright: chs. 9–11 1 presentation</td>
<td>End of Life Planning Project Exam 3</td>
<td>150 50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Points</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.