

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

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Gerontology - Interprofessional Practice

2016

FANS 04009 Gerontology - Interprofessional Practice - CVS Application (Non-Funded)

Fanshawe College

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APPLICATION FORM FOR PROGRAM PROPOSAL

A. Funding Request: This proposal will be sent to the MTCU for Approval for Funding. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No								
B. College Name: Fanshawe College								
C. College Contact(s): Person responsible for this proposal. <table> <tr> <td>Name: Tracy Gedies</td> <td>Name: Click here to enter text.</td> </tr> <tr> <td>Title: Director, Centre for Academic Excellence</td> <td>Title:</td> </tr> <tr> <td>Telephone: 519-4534-4430 Ext. 4733</td> <td>Telephone:</td> </tr> <tr> <td>E-mail: TGedies@fanshawec.ca</td> <td>E-mail:</td> </tr> </table>	Name: Tracy Gedies	Name: Click here to enter text.	Title: Director, Centre for Academic Excellence	Title:	Telephone: 519-4534-4430 Ext. 4733	Telephone:	E-mail: TGedies@fanshawec.ca	E-mail:
Name: Tracy Gedies	Name: Click here to enter text.							
Title: Director, Centre for Academic Excellence	Title:							
Telephone: 519-4534-4430 Ext. 4733	Telephone:							
E-mail: TGedies@fanshawec.ca	E-mail:							
D. Proposed Program Title: GERONTOLOGY – INTERPROFESSIONAL PRACTICE								
E. Proposed Credential: Please select one (1). <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input checked="" type="checkbox"/> Ontario College Graduate Certificate								
F. Program Maps (Appendix A): Please complete and attach the two (2) Program Maps. <u>Form 1</u> - Vocational Program Learning Outcomes <u>Form 2</u> - Essential Employability Skills Outcomes								
G. Program Description (Appendix B): Please complete and attach the Program Description Form.								
H. Program Curriculum (Appendix C): Please complete and attach the Program Curriculum Form.								
I. Regulatory Status Form (Appendix D): Please complete and attach the Regulatory Status Form.								
J. Date of Submission to CVS: February 19, 2016								
FOR CVS USE ONLY								
K. Date of CVS Response: February 23, 2016								
L. CVS Validation Decision: <input checked="" type="checkbox"/> Proposal Validated. APS Number: FANS 04009 Reason: Well-developed program; aligned to two MTCU codes in the same field and credential. <input type="checkbox"/> Proposal not Validated. Reason:								
M. CVS Signature: Karen Belfer								

Send the completed form and required appendices to: belfer@ocqas.org. For detailed information on how to complete the Application Form for Program Proposal, please refer to the Instructions for Submission of Program Proposal document at www.ocqas.org.



INTRODUCTION

The process established by the Credentials Validation Service (CVS) is designed to be a streamlined, seamless, effective, and efficient process that will allow colleges to submit and receive validation requests and decisions in a timely manner. The document with the instructions to complete this form (*CVS Instructions for Submission of Program Proposal*) is available to all colleges on the OCQAS website (www.ocqas.org).



F. PROGRAM MAPS (APPENDIX A): Form 1 - Vocational Program Learning Outcomes

<p>Provincial Vocational Program Outcomes</p> <p><input type="checkbox"/> Provincial Program Standard, or <input checked="" type="checkbox"/> Provincial Program Description</p> <p>MTCU code: 71496</p> <p>Activation Coordination in Gerontology</p>	<p>Provincial Vocational Program Outcomes</p> <p><input type="checkbox"/> Provincial Program Standard, <input checked="" type="checkbox"/> Provincial Program Description</p> <p>MTCU code: 71470</p> <p>Gerontology-Multidiscipline</p>	<p>Fanshawe Proposed Program Vocational Learning Outcomes</p>	<p>Fanshawe proposed Course Title / Course Code</p>
	<p>1. Determine how the legislation and ethics of senior care in Canada affects current practices in senior care.</p>	<p>1. Comply with legislation and regulations governing professional practice within the Canadian health care system.</p>	<p>GERI XXYX - Mental Health in Gerontology GERI XYYY - Interprofessional Practice in Gerontology GERI YYYY - Inclusive Practice in Gerontology GERI YYXX - Field Seminar –Aging Population HLTH YYYY - Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project</p>
<p>6. Apply a holistic activation approach in planning activities that can maintain a level of wellness in the aging adult.</p>	<p>2. Apply research in current issues and trends in gerontology using a multidisciplinary approach to advance current and future senior care.</p>	<p>2. Apply research in current issues and trends in gerontology to inform senior care plans and services.</p>	<p>GERI XXXX - The Aging Population RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population GERI YXYX - Thanatology FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project</p>
<p>10. Identify and develop an action plan towards the use of a variety of community resources to augment the delivery of care and services for older adults.</p>	<p>3. Assess the availability and effectiveness of community resources and referrals to plan and advocate for improved senior care.</p>	<p>3. Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care.</p>	<p>RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX -Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology GERI YYYY - Inclusive Practice in Gerontology -</p>



			HLTH YYYY - Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project
3. Conduct a needs assessment and execute an implementation and evaluation plan for diverse programs of activity with aging adults. 9. Develop a plan for multi-disciplinary health assessments and provision of care. 4. Plan, implement and evaluate individualized and group leisure activities for older adults in order to enrich their quality of life.	4. Assess the needs of seniors independently or with a multidisciplinary team to plan and advocate for improved senior care.	4. Analyze the strengths and needs of seniors independently or with an interprofessional team to plan, implement and evaluate programs.	GERI XXYX - Mental Health in Gerontology GERI XXYY - Interprofessional Practice in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population GERI YXYX - Thanatology GERI YYYY - Inclusive Practice in Gerontology HLTH YYYY - Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project
7. Design and facilitate a problem solving process to assist the aging adult in maintaining a level of wellness.	5. Develop strategies to advocate for improved senior care and senior friendly communities while working within current legislation and ethics of senior care in Canada.	<i>See FC proposed program vocation learning outcomes VLO1, VLO3 and VLO4 above.</i>	
5. Plan programming of care and services for aging adults incorporating knowledge of the various physical, mental and social effects of the normal aging process. 1. Develop and administer program plans for aging adults that promote a sense of independence and self-worth.	6. Analyze the influences of mental, physical, emotional, and spiritual health on the wellness of seniors to effectively utilize appropriate resources to promote healthy aging in seniors.	5. Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging.	GERI XXXX - The Aging Population GERI XXYX - Mental Health in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology GERI YYYY - Inclusive Practice in Gerontology HLTH YYYY - Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project
2. Plan for and use effective	7. Collaborate with a	6. Communicate effectively	GERI XXYY - Interprofessional Practice in Gerontology



<p>communication skills for aging adults in a variety of situations including for those individuals who are experiencing sensory loss and/or emotional and behavioural disturbances.</p> <p>11. Utilize effective communication skills and professional ethics in manoeuvring through the organizational structure and dynamics of personal interrelationships in facilities providing care to the aged.</p> <p>8. Participate in teaching and promoting maximum independence in order to enhance the quality of life.</p>	<p>multidisciplinary team to develop and manage the delivery of care and services based on current gerontology concepts to seniors in a restorative and supportive manner.</p>	<p>to promote person and family centered care and strengthen interprofessional collaborative practice.</p>	<p>HTLH XXXX - Person, Family & Community Centered Practice in Gerontology</p> <p>GERI YYXX - Field Seminar –Aging Population</p> <p>FLDP XXXX - Interprofessional Gerontology Field Placement</p> <p>GERI ZYZZ - Interprofessional Pedagogy & Practice: Capstone Project</p>
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Add additional rows as required to complete the mapping exercise.



F. PROGRAM MAPS (APPENDIX A): Form 2 – Essential Employability Skills Outcomes

Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
Communication	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual Literacy 	<ul style="list-style-type: none"> • communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience 	GERI XXXX - The Aging Population GERI XXYX - Mental Health in Gerontology GERI XYYX - Interprofessional Practice in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology GERI YYYX - Inclusive Practice in Gerontology GERI YYXX - Field Seminar –Aging Population HLTH YYYX -Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZX - Interprofessional Pedagogy & Practice: Capstone Project
		<ul style="list-style-type: none"> • respond to written, spoken, or visual messages in a manner that ensures effective communication 	GERI XXYX - Mental Health in Gerontology GERI XYYX - Interprofessional Practice in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology GERI YYYX - Inclusive Practice in Gerontology GERI YYXX - Field Seminar –Aging Population HLTH YYYX -Observation, Documentation and



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project
Numeracy	<ul style="list-style-type: none"> Understanding and applying mathematical concepts and reasoning Analysing and using numerical data Conceptualizing 	<ul style="list-style-type: none"> execute mathematical operations accurately 	HLTH YYYY -Observation, Documentation and Assessment
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> Analysing Synthesizing Evaluating Decision-making Creative and innovative thinking 	<ul style="list-style-type: none"> apply a systematic approach to solve problems 	GERI XYXY - Mental Health in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YYYY - Inclusive Practice in Gerontology GERI YYXX - Field Seminar –Aging Population HLTH YYYY -Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI YZYZ - Interprofessional Pedagogy & Practice: Capstone Project
		<ul style="list-style-type: none"> use a variety of thinking skills to anticipate and solve problems 	GERI XXXX - The Aging Population GERI XYXY - Mental Health in Gerontology GERI XYXY - Interprofessional Practice in Gerontology



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes <i>(As indicated in Appendix A)</i>
			RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology HLTH YYYY - Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project
Information Management	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ul style="list-style-type: none"> • locate, select, organize, and document information using appropriate technology and information systems 	GERI XXXX - The Aging Population GERI XYXY - Mental Health in Gerontology HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology HLTH YYYY - Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project
		<ul style="list-style-type: none"> • analyse, evaluate, and apply relevant information from a variety of sources 	GERI XXXX - The Aging Population GERI XXXX - The Aging Population GERI XYXY - Mental Health in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			GERI YYYY - Inclusive Practice in Gerontology GERI YYXX - Field Seminar –Aging Population HLTH YYYY -Observation, Documentation and Assessment GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project
Inter-personal	<ul style="list-style-type: none"> • Team work • Relationship management • Conflict resolution • Leadership • Networking 	<ul style="list-style-type: none"> • show respect for the diverse opinions, values, belief systems, and contributions of others 	GERI XXXX - The Aging Population GERI XYXY - Mental Health in Gerontology GERI XYYY - Interprofessional Practice in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology GERI YYYY - Inclusive Practice in Gerontology GERI YYXX - Field Seminar –Aging Population HLTH YYYY -Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project
		<ul style="list-style-type: none"> • interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals 	GERI XXXX - The Aging Population GERI XYYY - Interprofessional Practice in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population GERI YXYX - Thanatology GERI YYYY - Inclusive Practice in Gerontology



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			GERI YXXX - Field Seminar –Aging Population HLTH YYYY -Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project
Personal	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practice • Demonstrating personal responsibility 	<ul style="list-style-type: none"> • manage the use of time and other resources to complete projects 	RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YXYX - Thanatology GERI YYYY - Inclusive Practice in Gerontology GERI YXXX - Field Seminar –Aging Population HLTH YYYY -Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project
		<ul style="list-style-type: none"> • take responsibility for one’s own actions, decisions, and consequences 	GERI XXXX - The Aging Population GERI XYYY - Interprofessional Practice in Gerontology RECN XXXX - Recreation, Leisure & Therapeutic Intervention for the Older Population HTLH XXXX - Person, Family & Community Centered Practice in Gerontology GERI YYYY - Inclusive Practice in Gerontology



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes <i>(As indicated in Appendix A)</i>
			GERI YYXX - Field Seminar –Aging Population HLTH YYYY -Observation, Documentation and Assessment FLDP XXXX - Interprofessional Gerontology Field Placement GERI ZYZ - Interprofessional Pedagogy & Practice: Capstone Project



G. PROGRAM DESCRIPTION (APPENDIX B)

Program Description

Provide a brief description of the program, similar to what might be used as, or found in, advertising or a calendar description.

This graduate certificate program is designed to offer students the relevant knowledge and skills needed to enhance their professional practice in the care of the specialized population of aging adults. Students will have the opportunity to develop skills in recreation and leadership, developmental disabilities and social interventions that support quality of life and person-centered care. Participation in an interprofessional field placement with community organizations will further prepare graduates for employment in settings such as retirement, long term care, group homes and home support services.

Laddering Opportunities

Provide a brief description of known laddering into and from the proposed program, e.g. certificate to diploma, diploma to degree, apprenticeship to college, diploma to apprenticeship, college to college, diploma to college degree, etc.

Graduates with a diploma or degree in a variety of disciplines may be eligible to enrol in the proposed program. The interprofessional focus will enrich the student experience while working with older adults.

Occupational Areas

Provide a brief description of where it is anticipated graduates will find employment.

This program will provide a broad range of community service and health care professionals with the knowledge and skills necessary to work with older adults. Graduates will find employment opportunities in settings such as retirement, long term care, group homes and home support services.

Proposed Program Vocational Learning Outcomes

Provide the list of the proposed program vocational learning outcomes. These outcomes should be listed, verbatim as they appear in Appendix A- Form 1.

The graduate has reliably demonstrated the ability to:

- 1. Comply with legislation and regulations governing professional practice within the Canadian health care system.**
- 2. Apply research in current issues and trends in gerontology to inform senior care plans and services.**
- 3. Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care.**
- 4. Analyze the strengths and needs of seniors independently or with an interprofessional team to plan, implement and evaluate programs.**
- 5. Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging.**
- 6. Communicate effectively to promote person and family centered care and strengthen interprofessional collaborative practice.**

Admission Requirements

Identify the Admission Requirements for the program.

One of:

A Two- or Three-Year College Diploma, or a Degree - OR - Acceptable combination of related work experience and post-secondary education as judged by the College* - OR - Five years of work experience in the health or human services industry as judged by the College to be equivalent*

NOTE: *Applicants may be required to submit a résumé and cover letter that includes details of work experience.



English Language Requirements

- Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:
- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent, depending on the program's Admission Requirements
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 550 for the paper-based test (PBT), or 79 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.0 with no score less than 5.5 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with an overall score of 60 with no score less than 50 in any of the four bands, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 70% in all sections of the test, with test results within the last two years

Post-Admission Requirements

Medical Requirements (Evidence of Good Health) - Mandatory

- MMR
- Tuberculosis Screening – initial two-step and annual one-step
- Varicella
- Tetanus/Diphtheria
- Pertussis
- Polio
- Hepatitis B
- Influenza

Non-Medical Requirements

- CPR Level C
- Standard First Aid
- PVSC – police vulnerable sector check
- Placement Agreement
- Privacy and Confidentiality Agreement
- Travel to practicum placement or site visits will be required

**H. PROGRAM CURRICULUM (APPENDIX C)**

Seme ster	Course Code/ Course Title <i>(As indicated in Appendix A)</i>	Gen Ed Course <i>(indicate with an X)</i>	Total Course Hours	Course Description
1	The Aging Population GERI XXXX		45	This course reviews the natural process of aging including typical patterns and trends associated with the geriatric population. Students will explore the physical, mental and social aspects of the aging process within the social and health care systems. From an interprofessional approach, students will examine pharmacological and naturalistic approaches to common disease treatment and prevention strategies using current research findings.
1	Mental Health in Gerontology GERI YXXY		45	This course provides an overview of mental health issues in gerontology with a focus on initiatives and prevention strategies that help to improve quality of life and remove barriers to community mental health services. Students will investigate common psychiatric and cognitive disorders, such as Alzheimer's, dementia and depression through the lens of professional practice. Students will explore ethical and legal issues associated with a variety of mental health issues, including elder abuse.
1	Interprofessional Practice in Gerontology GERI XXYY		45	This course will introduce students to key concepts of interprofessional collaboration, with a focus in gerontology. Learners will gain an understanding of various health and social service professions in terms of roles, responsibilities and competencies. Through self-reflection, students will develop an awareness of professional cultural diversity and principles of effective team functioning as key components for interprofessional and ethical behaviour. Students will participate in activities that incorporate principles of collaborative leadership and conflict resolution that foster a coordinated approach to shared decision making.
1	Recreation, Leisure & Therapeutic Intervention for the Older Population RECN XXXX		45	This course explores the history, philosophies and emerging trends in the provision of recreation and leisure services for the aging population. Students will review a range of issues related to integrated and inclusionary community based recreation. The nature and scope of leisure, leisure behaviour and recreation activities will be examined through a variety of therapeutic strategies and common treatment modalities that ensure health, safety, wellness and quality of life.
1	Person, Family & Community Centered Practice in Gerontology HTLH XXXX		45	With a focus on person, family and community centered care, students will examine their role as practitioners in delivering care that is tailored to meet the strengths and needs of seniors and their support network. Communication skills that foster respect and client autonomy will be enhanced through the study of interviewing skills, communication styles, relationship building and cultural sensitivity. An understanding of the service system delivery and the value of community connections will allow students to explore community resources and initiatives that empower and advocate for the older adult.
1	Thanatology GERI YXXY		45	This course provides an overview of palliative care in terms of philosophy, concepts of death and grief and protocols associated with dying. Students will examine their role in therapeutic relationships within the context of death, dying, and diversity. Chronic illness, palliative care and effective strategies to support clients and families will be investigated using current research and trends. Practitioner self-care will be central to the content explored in this course.
2	Inclusive Practice in Gerontology GERI YYYY		45	In this course students will investigate a variety of developmental disabilities and their impact on geriatric care and intervention. An inclusive approach and best practice advocacy strategies to support those with a developmental disability, will be emphasized. Typical care of seniors with developmental disabilities and current legislation regarding the rights of vulnerable adults will be examined.



2	Field Seminar –Aging Population GERI YYYY		45	This course allows students to assess their learning and growth as a practitioner within the context of their field practicum and professional core competencies. Successes, strengths, barriers and challenges, including personal and professional areas requiring strengthening will be reviewed through reflective practice and portfolio development.
2	Observation, Documentation and Assessment HLTH YYYY		45	Students will examine the importance of ethical and objective observation and documentation in geriatric environments. Commonly utilized observation, documentation and assessment techniques will be explored using a variety of assessment frameworks and tools. Students will have opportunities to use documentation and assessment findings to develop prevention and intervention plans. Ethical approaches to documentation, confidentiality and safe storage will be emphasized.
2	Interprofessional Gerontology Field Placement FLDP XXXX		200	During this field placement, students will have the opportunity to integrate their vocational knowledge and skills while working collaboratively with various professionals in a community setting that services the aging population. Interprofessional experiences that allow for exploration and practice in mental health, recreation and leisure, therapeutic modalities, community-based practice, thanatology, inclusive practice and other gerontology focused concepts will be fostered. Opportunities to demonstrate competent leadership abilities in a work place setting will be a core outcome of the gerontology field placement.
2	Interprofessional Pedagogy & Practice: Capstone Project GERI ZYZZ		90	In this course, students will work in interprofessional teams to identify and investigate a community need or gap within the aging sector. Working collaboratively, students will examine current research to determine the most appropriate solution based on exemplary and ethical practices in gerontology. This capstone project will allow the team to create a solution suitable for implementation within the community. Students will present the results of their analysis including the solution to peers and affiliated agency(s). A final report will be submitted summarizing all facets of the project, as well as limitations encountered within one's scope of practice.

Add additional rows as required to complete the curriculum chart.



I. REGULATORY STATUS FORM (APPENDIX D)

Please complete the following:

There IS a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation

- Mandatory recognition of a regulatory authority exists and is being sought.**
(Please refer to Section A below- *Mandatory Regulatory Requirements*)

There IS or IS NOT a voluntary (i.e., not required by legislation) licensing or certification for entry to practice in the profession or trade.

- YES
 NO

- Voluntary recognition of a regulatory authority IS being sought.**
(Please refer to Section B below- *Recognition by Voluntary Association*)

- Voluntary recognition is NOT being sought* .**
Please explain why: [Click here to enter text.](#)

**Note: There may be titling implications for programs that are not seeking recognition in an area where existing programs have secured recognition.*



A. MANDATORY REGULATORY REQUIREMENTS

Where licensing or certification is **required by legislation** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Name of regulatory authority:

Status (please select ALL that apply)

Accreditation or approval by the regulatory authority / designated third party received.

Date of recognition:

The college is working toward accreditation with the regulatory authority/ designated third party.

Describe current status of application:

Expected date of recognition:

The regulatory authority does not accredit educational programs directly or through designated third party. Formal acknowledgement (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

Please submit an acknowledgement and/or evidence from the regulatory authority regarding the status of the recognition.



B. RECOGNITION BY VOLUNTARY ASSOCIATION

Colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is **a recommendation and not a requirement** for program funding approval by the Ministry of Training, Colleges and Universities.

Name of voluntary association:

Status (please select ALL that apply)

The college is working toward recognition.

Describe current status of application:

Expected date of recognition:

Recognition has been received.

Date of recognition:

Type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.):

The association does not recognize educational programs directly or through designated third party. Formal recognition (e.g. in its published requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

Please submit an acknowledgement and/or evidence from the regulatory authority or voluntary association regarding the status of the recognition.