

**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***

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### **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. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. 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.

**V. 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/Turabian 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 AACCC. 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.

**VI. COURSE GRADING AND POLICIES**

A. Points

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

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. 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.

D. 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.

E. 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.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **PACO 630**

Textbooks: Robnett & Chop, *Gerontology for the Health Care Professional* (2018).  
Wright, *Recovering from Losses in Life* (2006).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Robnett & Chop: chs. 1–2 1 presentation 1 video	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
<b>2</b>	Robnett & Chop: chs. 3–4 2 presentations 2 websites	Elder Connection Selection Code of Ethics Exam	25 50
<b>3</b>	Robnett & Chop: chs. 5–6 1 presentation 1 video	Movie Critique Assignment Exam 1	100 50
<b>4</b>	Robnett & Chop: chs. 7–8 1 presentation 1 video	Loss/Death Paper	100
<b>5</b>	Robnett & Chop: chs. 9–11 1 presentation	Lossography/Deathography Graph Exam 2	100 50
<b>6</b>	Wright: chs. 1–4 Bible Readings 1 presentation	DB Forum 2 PowerPoint	50 150
<b>7</b>	Wright: chs. 5–8 1 presentation	Elder Connection Analysis End of Life Planning Project	75 150
<b>8</b>	Wright: chs. 9–11 1 presentation	Exam 3	50
<b>TOTAL</b>			<b>1010</b>

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**.