Applied Gerontology

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The Bachelor of Science in Applied Gerontology will be offered in the School of Health Sciences at Farmingdale State College.

The field of gerontology is expanding as the number of elders in America continues to increase, quickly outpacing other segments of the populations. By 2030, the older population will be more than twice their number in 2000. With over 13 percent of Americans currently over the age of 65 and a projected 19 percent in 2030, our society will be facing crucial issues about aging which will impact the health and welfare of most Americans.

The course work in Applied Gerontology will be multidisciplinary, and will provide students the understanding of the scope of gerontology, the issues that are central to the study of aging, and a perspective from which students may understand the phenomenon of human aging and its implications on society. The program will be designed to prepare students for entry-level occupational positions in the field of aging and to provide the knowledge and skills necessary for graduate and professional schools.

All gerontology students will complete a 7-credit hour internships during their academic work. Students will have the opportunity to work in area agencies on aging, state and federal agencies, residential settings, care management organizations, advocacy organizations and non-profits serving older adults and their families. An expanded internship will be built in the program allowing the necessary clinical hours and skill requirements for those students sitting for New York State licensure as Long-Term Care Administrators.

The structure of the program will center on the traditional 8 semester format with additional options to incorporate approved transfer courses, full and part-time options, and online/hybrid opportunities for adult learners or change of career applicants.

Typical Employment Opportunities:

- Assisted Living Administrations
- Consultant/Advocate
- Estate Preservation
- Federal/State/Local Gov. Agencies
- Geriatric Care Managers
- Health Educators
- Health Insurance Companies
- Home Health Care Administration
- Hospice Facility Administration
- Hotel Facilities Administration
- Long-term care Administrator
- Rehabilitation Facilities
- Research settings
Residential Care Centers
Skilled Nursing Administration

Applied Gerontology (BS) Program Objectives:

- Graduates will demonstrate an appreciation of fundamental interdisciplinary evidence-based awareness of geriatric care. They will apply personal and social responsibility to ethical behavior in all settings dealing with the elderly and the aging process.
- Graduates will employ effective oral and written communication skills needed in a global information society.
- Graduates will evaluate, interpret, and analyze current issues in geriatric science/administration. They will extrapolate theoretically effective answers to solve problems involving the elderly.
- Graduates will demonstrate the knowledge base skills needed to interpret, analyze, and evaluate the gerontology field and to prepare for further professional and graduate education.

Fall 2019 - Subject to Revision

Liberal Arts and Sciences (46 credits)

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EGL 101 Composition I: College Writing (GE)</td>
<td>3</td>
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<tr>
<td>EGL 102 Composition II: Writing About Literature</td>
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<tr>
<td>Arts Elective (GE)</td>
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<tr>
<td>History Elective</td>
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<tr>
<td>Foreign Language I (GE)</td>
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<td>Foreign Language II (GE)</td>
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<td>MTH 110 Statistics (GE)</td>
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<td>PSY 101 Introduction to Psychology (GE)</td>
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<td>BIO 123 Human Body and Health</td>
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<tr>
<td>BUS 111 Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 141 Business Communications</td>
<td>3</td>
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<tr>
<td>NTR 110 Introduction to Nutrition Science / BIO 125 Biology of Nutrition</td>
<td>3</td>
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<tr>
<td>Arts/Science Electives</td>
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Required: (21 credits)

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<tr>
<td>GRO 100 Introduction to Gerontology</td>
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<td>PHI 205 Ethics</td>
<td>3</td>
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<tr>
<td>SOC 228 Society and Health</td>
<td>3</td>
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<tr>
<td>HIS 240 History of Public Health Care &amp; Medicine</td>
<td>3</td>
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<tr>
<td>PSY 230 Gender Psychology</td>
<td>3</td>
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SOC 220 Sociology of Aging 3
SOC 225 Sociology of the Family 3

Required: (55 credits)

HUM 332 Intercultural Communications 3
HST 301 Health Care Organization 3
GRO 300 Biology of Aging 3
GRO 310 Nutrition and Aging 3
GRO 320 Caregiving 3
GRO 330 Public Policy and Aging 3
GRO 340 Gender and Aging 3
MLG 305 Hispanic and Latin American Culture and Civilization 3
PSY 315 Abnormal Psychology 3
PSY 326 Introduction to Behavioral Health Science 3
GRO 410 Health Care Insurance 3
GRO 420 Long-Term Care Administration 3
GRO 430 Communication and Aging 3
GRO 450 Health Care Law 3
GRO 460 Internship in Gerontology 4
Arts/Science Elective (300/400 level) 6

Total Credits 122

Degree Type: BS
Total Required Credits: 122

Please refer to the General Education, Applied Learning, and Writing Intensive requirement sections of the College Catalog and consult with your advisor to ensure that graduation requirements are satisfied.

Course Descriptions

**EGL 101 Composition I: College Writing (GE)**
This is the first part of a required sequence in college essay writing. Students learn to view writing as a process that involves generating ideas, formulating and developing a thesis, structuring paragraphs and essays, as well as revising and editing drafts. The focus is on the development of critical and analytical thinking. Students also learn the correct and ethical use of print and electronic sources. At least one research paper is required. A grade of C or higher is a graduation requirement. Note: Students passing a departmental diagnostic exam given on the first day of class will remain in EGL 101; all others will be placed in EGL 097. Prerequisite is any of the following: successful completion of EGL 097; an SAT essay score (taken...
prior to March 1, 2016) of 7 or higher; an SAT essay score (taken after March 1, 2016) of 5 or higher; on-campus placement testing.

EGL 102 Composition II: Writing About Literature
This is the second part of the required introductory English composition sequence. This course builds on writing skills developed in EGL 101, specifically the ability to write analytical and persuasive essays and to use research materials correctly and effectively. Students read selections from different literary genres (poetry, drama, and narrative fiction). Selections from the literature provide the basis for analytical and critical essays that explore the ways writers use works of the imagination to explore human experience. Grade of C or higher is a graduation requirement. Prerequisite(s): EGL 101

BIO 123 Human Body and Health
This course is an inquiry into the mechanism of diseases that plague human beings. A systemic approach is taken in which all the major systems of the human body and the significant diseases that affect those systems are studied. Emphasis is on failures of homeostasis as the basic mechanisms of disease. Included are discussions on available treatments and therapies, the impact of new technological developments, and maintaining health and avoiding disease. The laboratory component contains both traditional and computer-generated exercises, which illustrate the onset and development of a variety of diseases and pathological states. Note: BIO 123 is approved in the Natural Sciences General Education Competency Area and can serve as a lower-level laboratory science elective within the Liberal Arts. However it does not satisfy Bioscience Core requirements and cannot be used as a substitute for either BIO 130 or BIO 131. Note: The laboratory course, BIO 123L is a part of your grade for this course. Corequisite(s): BIO 123L

BUS 111 Introduction to Business
This course introduces the student to the fundamentals of American Business and its contemporary environment. It provides an overview of organizational, national, and international trends and their impact on enterprises both large and small. The course develops an understanding of important business concepts, principles, and practices that explain how businesses are formed, how they operate to accomplish their goals, and why/how their success depends on effective management, production, marketing and finance/accounting.

BUS 141 Business Communications
An introduction to the role and importance of effective communications in business. Key topics include the familiarization and practice in preparing common types of internal and external business communications; contemporary issues in business communication relating to technology, ethics, and nondiscriminatory language; memo and report writing with proper mechanics, style, and appropriate tone/attitude; and business presentations. Prerequisite(s): EGL 101 and BCS 102

NTR 110  Introduction to Nutrition Science / BIO 125 Biology of Nutrition
This course stresses the practical application of nutritional science throughout life. It discusses nutritional changes that occur during various life stages such as pregnancy, infancy, adolescence, adulthood, and old age. Students explore the biological aspect of all major nutrients and relate them to chronic diseases. Basic chemistry principles are applied to major nutrient groups. Recommendations for adequate nutrient intake are presented and related to food consumption habits. This course evaluates nutritional supplement claims and discusses changes in athlete nutrient requirements in training and during competition. Note: Students who receive credit for NTR 110 may not receive credit for BIO 125.

PHI 205 Ethics
An examination of ethical theories including relativism, determinism, and the concept of duty, and the application of these theories to contemporary problems. The place of ethics in relation to other branches of philosophy and the role of religion in shaping ethical theory are also discussed. Prerequisite(s): EGL 102 with a grade of C or higher

SOC 228 Society and Health
This course examines the meanings and experiences of health and illness and the ways in which social factors like age, gender, class and ethnicity affect health. We explore the historical development of health professions, including alternative health professions. Significant time is also devoted to understanding the workings of the contemporary American healthcare system.

**HIS 240 History of Public Health Care & Medicine**
An examination of the historical development of health and medical care in societies, both Western and non-Western, from ancient times to contemporary America. An emphasis on scientific and technological advancement, care of the ill, treatment of disease, and training of health care practitioners. Discussion of the values of each historical period and the relationships between social values, ethics, and prescribed health care.

**PSY 230 Gender Psychology**
This course will examine sex role stereotypes and their effects, research on psychological sex differences, theories of male and female development, sex roles and social institutions - how perceptions of males and females are influenced by schools, religion, and the media; and male and female approaches to sexuality, marriage, and parenthood. Readings and class discussions will be used to help students achieve a greater understanding of the female and the male experience. Prerequisite(s): PSY 101.

**SOC 220 Sociology of Aging**
The course examines the social phenomenon of aging. We look at different theories of aging and discuss the ways that different cultures approach the process of aging. Similarly, we consider class as well as racial/ethnic differences in the social meanings and consequences of aging. Lastly, we devote considerable time to looking at various political, economic, and social issues associated with aging and the elderly.

**SOC 225 Sociology of the Family**
This course examines the family in the United States as a core social institution. We consider theoretical, historical, and cross-cultural aspects of such topics as mate selection, marital dynamics, the changing roles of men and women, parenting and child-rearing, divorce, aging, conflict and violence, alternative lifestyles and family policy. Prerequisite(s): SOC 122

**HUM 332 Intercultural Communications**
This course is designed to develop an understanding of how specific interpersonal techniques can facilitate effective intercultural communication encounters. Students will be exposed to the ways in which cultural differences affect intercultural communications. Obstacles to effective intercultural communication will be examined and techniques to overcome these will be explored and practiced.

**HST 301 Health Care Organization**
This is a survey course introducing the student to the concepts related to the organization of health care in the United States. Health care will be studied from a historical, political, economic and consumer perspective. Focus will include exploring the commonly used models of health care delivery and organization in the United States and selected other countries. Health Care in this country has undergone tremendous change and expansion since the turn of the last century. As we begin the next century many health care issues remain controversial and a top priority in the minds of many Americans. Access to adequate preventive and episodic health care, organ transplantation and gene therapy are just a few of the interesting topics that will be touched upon. NOTE: Students who take NUR300 cannot receive credit for HST301. NOTE: Students who take HST301 cannot receive credit for NUR300. Prerequisite(s): HST 101 or Permission of the Nursing Department.

**MLG 305 Hispanic and Latin American Culture and Civilization**
Civilization course: Provides a general perspective on the formation of the Latin American Culture through the centuries, with special emphasis on Spanish America. In parallel form, historical and cultural evolution of the New World and the
Iberian Peninsula will be studied, from their beginnings up to the present. Among other aspects, the course will give special attention to the rich multicultural heritage which has been maintained in Latin America through the centuries, as well as its achievements in Art and Literature. Prerequisite(s): EGL 102

**PSY 315 Abnormal Psychology**

In this course the student will learn about concepts, theories, and issues in psychopathology (the study of mental illness and behavioral disorders). Topics may include historical background, mental health professionals, legal issues, normality/abnormality, etiology/assessment/diagnosis/therapy, anxiety/stress/depression, personality disorders, sexual deviance, schizophrenia, neurological dysfunction, substance abuse, and psychophysiological disorders. The applications of psychology to personal problem solving will also be explored. Prerequisite(s): PSY 101

**PSY 326 Introduction to Behavioral Health Science**

Behavioral Health Science is the scientific study of the ways that human behavior can affect health/mental health status and health/mental health outcomes. Introduction to Behavioral Health Science will explore how human actions, cognitions, relationships, interactions and systems affect health, well-being, and quality of life. This course will examine the integration of mental health care and health care from a historical, practical, and policy perspective. Students completing the course will understand the significance of health care policy changes as they relate to psychology, and the dramatic shift in thinking about how and where health/mental health care can be integrated and administered. Prerequisite(s): PSY 315

Admission to Farmingdale State College - State University of New York is based on the qualifications of the applicant without regard to age, sex, marital or military status, race, color, creed, religion, national origin, disability or sexual orientation.