

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **52-01-54**

REVISED: February/2000

TITLE: **MENTAL FITNESS/MEMORY ENHANCEMENT/RESIDENTIAL AND/OR ASSISTED LIVING FACILITIES**

(Former Title: Mental Fitness/Memory Enhancement)

DEPARTMENT: Programs for Older Adults

CREDITS: 0*

HOURS: 60

APPORTIONMENT NO.: 08.085.502

COURSE DESCRIPTION:

This competency-based course provides insights into the memory process as it relates to aging and techniques to assist older adults with memory retention. Instruction includes: theories of memory and forgetfulness, the effect of aging and lifestyle on memory, in addition to practical strategies for improving memory. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

PREREQUISITES:

None

*This is a non-credit course and may be repeated to learn specific competencies.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org

ACKNOWLEDGMENTS

The contributions of MIRIAM AMSTER, ARLENE TORLUEMKE and THERESA WILLIAMS for the revision of this competency-based course outline is gratefully acknowledged.

Thanks also to TOM CALDERON for editing and preparing this course outline as competency based.

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COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-8

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

Course Outline Components

Location

INSTRUCTIONAL STRATEGIES

p. 19

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

pp. 6-8

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 19

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Mental Fitness/Memory Enhancement/Residential and/or Assisted
Living Facilities Course

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES |
|---|--|
| <p>A. INTRODUCTION</p> <p>Understand course objectives, class procedures and basic information about memory.</p> <p>(4 hours)</p> | <ol style="list-style-type: none"> 1. Define course objectives. 2. Discuss class procedures and policies. 3. Identify feelings regarding forgetfulness. 4. List the three stages of memory. 5. Discuss how memory serves us. 6. Identify role/expectations of course. <p>Competencies Resources: Time Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management</p> |
| <p>B. HOW MEMORY WORKS</p> <p>Understand how registration, retention, and retrieval are achieved.</p> <p>(6 hours)</p> | <ol style="list-style-type: none"> 1. Discuss new research regarding memory and the brain. 2. Describe the effect of attitude and subject interest on memory. 3. Explain how the five senses help to focus attention on the registration of information. 4. Identify the features and functions of short-term memory or retention. 5. Identify the features and functions of long-term memory or retention. 6. Describe how memory is recalled or retrieved. 7. Describe the benefits of mental stimulation to the function of short-term and long-term memory. <p>Competencies Resources: Time/ Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p> |

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|--|---|
| <p>C. THEORIES CONCERNING FORGETFULNESS</p> <p>Understand some reasons for forgetfulness.</p> <p>(4 hours)</p> | <ol style="list-style-type: none"> 1. Describe the possible effects of feelings on memory. 2. Explain why unfamiliar information is harder to remember. 3. Explain why routine actions are easily forgotten 4. Explain why some information doesn't seem to register. 5. Discuss the instability of some long-term memories. <p>Competencies Resources: Time/ Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p> |
| <p>D. THE EFFECT OF THE AGING PROCESS ON MEMORY</p> <p>Understand how the aging process affects memory.</p> <p>(4 hours)</p> | <ol style="list-style-type: none"> 1. Explain effects of aging on memory. 2. Explain the effects of divided attention on memory. 3. Discuss why it seems more difficult to learn new things as we age. 4. Discuss the difficulty in retrieving familiar words/names on demand. 5. Identify conditions for successful learning. <p>Competencies Resources: Time/ Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p> |
| <p>E. THE EFFECT OF LIFE STYLES ON MEMORY</p> <p>Understand how life styles affect memory.</p> | <ol style="list-style-type: none"> 1. Explain the effect of nutrition on memory. 2. Describe the effects of medication on memory. 3. Describe the effects of stress and/or tension on memory. 4. Describe the effects of lack of physical activity on memory. 5. Describe the effects of hearing/vision problems on memory. 6. Describe the effects of fatigue on memory. 7. Describe the effect of lack of sleep (or insomnia) on memory. 8. Describe the effects of lack of organization in your daily life on memory. 9. Describe the effect of a lack of mental stimulation on memory. 10. Describe the effect of negative expectation on memory. 11. Describe the lack of social interaction on memory. 12. Describe the effect of loss and grief on memory. |

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| (8 hours) | <p>Competencies Resources: Time/ Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p> |
| <p>F. PRACTICAL STRATEGIES FOR IMPROVING MEMORY</p> <p>Demonstrate knowledge of practical strategies for improving memory.</p> | <ol style="list-style-type: none"> 1. Identify preconditions for improving memory. 2. Identify attributes of list making. 3. Describe a procedure for remembering questions for doctors. 4. Describe a procedure for remembering important numbers (i.e., phone numbers, licenses, social security, insurance numbers, etc.) 5. Describe a procedure for remembering birthdays. 6. Describe a procedure for remembering appointments. 7. Describe the advantages of a calendar system. 8. Describe the advantages of disciplined routines. 9. Describe a "safety check" routine for leaving home. 10. Describe a routine for gathering necessary pocket/purse items when leaving home. 11. Identify the advantages of orderliness. 12. Describe "active observation" as a memory aid. 13. Describe "search your memory" as a memory aid. 14. Describe "alphabet search" as a memory aid. <p>Competencies Resources: Time/ Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p> |

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

DEFINITIONS of SCANS COMPETENCIES AND FOUNDATION SKILLS
(continued)

- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
 - Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
 - Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
 - Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

- Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
 - Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
 - Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
 - Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
 - Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

LESSON PLANNING

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

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| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY |
| B. HOW MEMORY WORKS | 7. Describe the benefits of mental stimulation to the function of short-term and long-term memory. |
| SAMPLE SCANS ACTIVITY | |

Stage(s) of Lesson: Warm Up Introduction **Presentation** **Practice** Application

| | |
|---|---|
| <p>Steps for Sample Activity: Approximate Time of Activity: 15 minutes</p> | SCANS FOCUS |
| <p>Purpose: Long- and short-term memory stimulation through student interaction and group focus.</p> <p>Materials Needed: Copies of the attached list of specific vocal exercises.</p> <ol style="list-style-type: none"> 1. Students vocalize sounds listed on worksheet along with the teacher. 2. Exercises are selectively repeated in response to students' needs. | <p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Sociability/ Self-Esteem/ Integrity/Honesty</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team</p> <p>Information- Acquires and Evaluates Information</p> |

SPECIFIC VOCAL EXERCISES

Exercises for Flexible Lips

| | | | |
|-------------|-------------|-------------|-------------|
| OO- EE | OO- EE | OO- EE | OO- EE |
| OO- EE | OO- EE | OO- EE | OO- EE |
| AW- EE | AW- EE | AW- EE | AW- EE |
| AW- AH | AW- AH | AW- AH | AW- AH |
| BO- PEEP | BO- PEEP | BO- PEEP | BO- PEEP |
| BUBBLE- | BABBLE- | PEBBLE | |
| RUB- A- DUB | RUB- A- DUB | RUB- A- DUB | RUB- A- DUB |

BOB CAUSED THE HUB- BUB

A BIG BLACK BEAR

HIP, HOP, PIP, POP, TIP, TOP, POP- CORN

PETER PETER PUMPKIN EATER

O WILD WEST WIND

FIVE- FIFTHS, GIVE GIFTS, THE WHITE FOAM FLEW

Active Tongue

NAH, DAH, TAH (Don't move jaw)

A LONE PINE, A WANDERER MOURNS

THE WIND MOANS, LIVE AND LEARN

TOLL THE BELL, TELL-TILLY, LULLABY LILLY

SILLY MILLY, SULLY, TULLY, LUL, SILLY, TILLY

LILL, GULL, DULL, HULL, GILL, PILL, HILL

THE RIVER ROLLS, A RED RED ROSE, ROLL ON

SPECIFIC VOCAL EXERCISES (continued)

Active Tongue (continued)

SAIL ON, SAFE AND SOUND, NAME THE PRICE
A ZEBRA IN THE ZOO, THE BEES ARE BUZZING
THE WISE HAVE EYES, SHE SEIZED THE PRIZE
THUD, THUD, THUD, DULL, DARK DOCK
DO AND DARE, DULL AND DEAD

Exercises for Freeing Palate

| | | | |
|-------|------|------|-----|
| SNACK | SNAG | MACK | MAG |
| SLACK | SLAG | RACK | RAG |
| CRACK | CRAG | SACK | SAG |

THE COLD COAST
THE GOLD COAST
THE COLD COAST
DUST WILL CLOG THE CLOCK
WHAT DOES THE LEAGUE LACK?
WITH LUCK HE COULD LUG THE CHEST
TACK THE TAGS ON THE TRUNK
HE PUT THE BAG ON THE RACK

RIVER, REVERSE, FORWARD, VERY

SAMPLE LESSON PLAN
for the Mental Fitness/Memory Enhancement/Residential and/or Assisted
Living Facilities Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY |
|---------------------------|--|
| B. HOW MEMORY WORKS | 7. Describe the benefits of mental stimulation to the function of short-term and long-term memory. |
| SAMPLE LESSON PLAN: | |

LESSON OBJECTIVE: Students will participate in mental stimulation exercises which will assist in promoting short- and long-term memory use.

Materials Needed: Chalkboard/Whiteboard, chalk/pens, paper (8 1/2 x 11), pencils, erasers

Approximate time: 2 hours

| STAGE OF LESSON | LESSON PLAN | SCANS FOCUS |
|--|--|--|
| WARM-UP/ INTRODUCTION (15 minutes) | 3. Students will review previous lesson. 4. Discuss the focus of today's class, which will include current events, the function of long- and short-term memory, and "fond flashbacks". | Competencies Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Foundation Skills Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind's Eye Personal Qualities: Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty |
| PRESENTATION | 1. Current Events: "L.A. Times", "Senior Life", and local community newspaper will be resources used for relevant news items to be discussed. Articles are read and discussed, followed by a question and answer period. 2. Mini-lecture which focuses on long- and short-term memory (what are they; how do they work; how are they affected by age; how do we access them) 3. Short-term memory exercises: Pass out a paper with 7 unrelated objects on it. Allow 5 minutes for student observation. Collect papers. Have students write down the items they recall seeing on a separate piece of paper (with teacher assistance, if necessary). Teacher gives correct answers and students score their results. Teacher explains that "7" is the optimal number of items for short-term memory retention. | (Continued from previous row) |

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| <p>(75 minutes)</p> | <ol style="list-style-type: none"> 4. Chalkboard Exercise: Teacher lists several short-term and long-term memory examples. Students identify which are examples of each. 5. "Fond Flashbacks": Students will look at a specific year from the past, recalling the people, places and events that made news. Students will use their long-term memory to recall where they were at that time. Students will discuss sports figures, names in the news, the year in review, music, radio, movies, best selling fiction, political climate, etc. |
| <p>COMPREHENSION CHECK</p> <p>(30 minutes)</p> | <ol style="list-style-type: none"> 1. Teacher will pull out key vocabulary words used in each of the learning modules. Students will be asked to define words. 2. "Question of the Day": The instructor will ask the students 2 or 3 questions that pertain to topics covered. (e.g., What is an example of short-term memory? What was one of the current event topics discussed? Who were some of the names discussed during "Fond Flashbacks"?) |
| <p>EVALUATION</p> <p>(15 minutes)</p> | <ol style="list-style-type: none"> 1. Students will review key elements of today's class session. 2. Students will interact and discuss their personal experiences as they relate to the topics of the session. |

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEACHER RESOURCE MATERIALS

Bolles, Edmund Blair. Remembering and Forgetting. New York, NY: Walker and Company, 1988.

Gose, Kathleen, and Gloria Levi. Dealing With Memory Changes As You Grow Older. Vancouver, British Columbia: K-G-L Publishers, 1988.

Gose, Kathleen, and Gloria Levi. Instructor's Manual For A Course In Memory Skills - Dealing With Memory Changes As You Grow Older. Vancouver, British Columbia: K-G-L Publishers, 1988.

Fogler, Janet, and Lynn Stern. Memory Improvement Programs for Older Adults: A Training Manual. Ann Arbor, MI: University of Michigan's Turner Geriatric Services, 1988.

Bayles, Kathryn A., and Alfred W. Kaszniak. Communication and Cognition in Normal Aging and Dementia. Boston, MA: College-Hill Publication, 1987.

Kra, Siegfried J. Aging Myths: Reversible Causes of Mind and Memory Loss. New York, NY: McGraw-Hill, 1985.

Mark, Vernon H. Reversing Memory Loss. Boston, MA: Houghton Mifflin, 1992.

Schafer, Edith Nalle. Our Remarkable Memory: Understanding It, Improving It, Losing It? 1st edition. Washington, D.C.: Starhill Press, 1988.

RESOURCE PERSONS

Subject area specialist

Mentor teachers

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Student demonstration and participation
- C. Multimedia presentations
- D. Role playing
- E. Guest speakers

EVALUATION

- A. Oral/written assignments
- B. Teacher observation
- C. Self assessment
- D. Group assessment
- E. Teacher-made pre- and post-tests can be developed based on the competencies in this course outline.

PROGRAMS for OLDER ADULTS MODEL STANDARDS

Program Standards for Programs for Older Adults

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

Program Standard 1

The focus of the program is for older adults.

Program Standard 2

Program meets the needs of the sub populations within the older adult category.

Program 3

There is a collaboration and coordination of program offerings among all providers of older adult programs.

Program Standard 4

Student enrollment and participation are voluntary in older adult classes.

Program Standard 5

Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

Program Standard 6

Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

Program Standard 7

Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

Program Standard 8

Courses are advertised and marketed specifically for older adults.

Program Standard 9

Classes are attended primarily by older adults.

Program Standard 10

There is a long term planning process for older adult programs that is a component of program evaluation.

Program Standard 11

Program includes standards for curriculum, instruction and student assessment.

Curricular Standards for Programs for Older Adults

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addressed as well as measures of successful implementation.

Curricular Standard 1

Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor's Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

PROGRAMS for OLDER ADULTS MODEL STANDARDS (continued)

Curricular Standard 2

Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

Curricular Standard 3

Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees, and long term planning.

Curricular Standard 4

Curriculum has a logical scope and sequence to target the developmental stages of older adults.

Curricular Standard 5

Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

Curricular Standard 6

Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

Curricular Standard 7

Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course, and repetition policy.

Curricular Standard 8

Course outlines are updated as part of an ongoing process.

Instructional Standards for Programs for Older Adults

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.

Instructional Standard 1

Instructional activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.

Instructional Standard 2

Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

Instructional Standard 3

Instruction provides older adults with opportunities to enhance their individual growth.

Instructional Standard 4

Incorporate educational technologies to improve quality of classroom instruction.

Instructional Standard 5

Communication tasks in the classroom encourage cooperative learning to enhance competence.

Instructional Standard 6

The learning environment is conducive to facilitating instruction for older adults.

PROGRAMS for OLDER ADULTS MODEL STANDARDS (continued)

Student Assessment Standards for Programs for Older Adults

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

Student Assessment Standard 1

Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self assessment. Ultimately, enrollment in classes is voluntary.

Student Assessment Standard 2

Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

Student Assessment Standard 3

Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
