

# *CBE*

## *Competency-Based Education*

### *COURSE OUTLINE*

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COURSE NO.: **52-01-56**

NEW: October/2001

TITLE: **MENTAL FITNESS/MEMORY ENHANCEMENT/ACTIVE SENIORS**

DEPARTMENT: Programs for Older Adults

CREDITS: 0\*

HOURS: 60

APPORTIONMENT NO.: 08.085.502

#### **COURSE DESCRIPTION:**

This competency-based course provides hands-on training in the use of techniques to improve memory skills in the still active senior and facilitates the use of self-surveys to allow the students to rate their memory strengths and weaknesses and to monitor their progress as they continue taking the course. Instruction includes: theories on how memory works, reasons for forgetfulness, the effect of aging and stress on memory, the definitions of Alzheimer's disease, dementia, and age associated memory impairment, and practical strategies for improving memory. The course outline intergrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

#### **PREREQUISITES:**

None

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

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

**CBE**  
**COMPETENCY-BASED EDUCATION**

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. 6-10

*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.*

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.

**CBE**  
**COMPETENCY-BASED EDUCATION (continued)**

**Course Outline Components**

**Location**

**INSTRUCTIONAL STRATEGIES**

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

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

*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.*

pp. 6-10

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**

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*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.*

Instructors 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.

## ***ACKNOWLEDGMENTS***

The contributions of BERNADETTE HADERLEIN for the development 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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**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Mental Fitness/Memory Enhancement/Active Seniors 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"> <li>1. Define course objectives.</li> <li>2. Discuss class procedures and policies.</li> <li>3. Identify role/expectations of course.</li> <li>4. Discuss how memory serves us.</li> <li>5. Describe the two types of memory.</li> <li>6. Identify common memory problems.</li> <li>7. Discuss significance of class lessons in everyday life.</li> <li>8. Complete a teacher-designed Mental Fitness/Memory Enhancement Self-Evaluation Assessment Test.</li> </ol> <p>COMPETENCIES Resources: Allocates 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>	<ol style="list-style-type: none"> <li>1. Discuss the three stages of memory.</li> <li>2. List the four factors that determine how we register: attitude, interest, attention, and organization.</li> <li>3. Describe several reasons why older persons may find it difficult to register information.</li> <li>4. Identify steps of registering process.</li> <li>5. Compare short-term and long-term memory styles of retaining information.</li> <li>6. Discuss ways of retaining general knowledge and personal knowledge.</li> <li>7. Explain how retrieving consists of recall and recognition.</li> <li>8. Answer sample recall and recognition questions.</li> <li>9. Discuss the significance of the five senses in the three stages of memory.</li> <li>10. Explain the "Tip-of-the-Tongue" phenomenon.</li> <li>11. Describe the benefits of mental stimulation to the function of short-term and long-term memory.</li> </ol> <p>COMPETENCIES Resources: Allocates Time/ Allocates 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>

(6 hours)	<p>FOUNDATION SKILLS  Basic Skills: Listening/Speaking  Thinking Skills: Decision Making  Personal Qualities: Sociability/ Self-Management/Self-Esteem</p>
<p>C. THEORIES CONCERNING FORGETFULNESS</p> <p>Understand some reasons for forgetfulness.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss myths about memory loss and forgetfulness.</li> <li>2. Discuss the five reasons forgetfulness occurs: <ol style="list-style-type: none"> <li>a. decay</li> <li>b. repression</li> <li>c. distortion</li> <li>d. interference</li> <li>e. cue dependency</li> </ol> </li> <li>3. Define absentmindedness.</li> <li>4. Identify factors in forgetting: <ol style="list-style-type: none"> <li>a. habit</li> <li>b. automatic gestures</li> <li>c. stress</li> <li>d. fatigue</li> <li>e. distractions</li> <li>f. false assumptions</li> <li>g. familiar environment</li> </ol> </li> <li>5. Discuss emotional causes for memory lapses (i.e., anxiety, depression, elation).</li> <li>6. Discuss physical causes for memory lapses (i.e., malnutrition, dehydration, social isolation).</li> <li>7. Identify the effect of certain medications on memory.</li> <li>8. Identify the problems of overmedication and medication interactions.</li> <li>9. List drugs commonly associated with mental impairment.</li> <li>10. Identify the effects of alcohol on memory.</li> </ol> <p>COMPETENCIES  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>	<ol style="list-style-type: none"> <li>1. Discuss the physiological changes in normal aging (i.e., tiring easily, reduced perception, shorter attention span, greater sensitivity to interference, lack of spontaneous organization, reduced ability to do several things at once, slightly reduced memory capacity).</li> <li>2. Discuss the psychosocial and emotional changes common to aging (i.e., midlife changes, retirement, living alone, losses, depression, mental attitudes).</li> <li>3. Explain the effects of divided attention on memory.</li> <li>4. Discuss why it seems more difficult to learn new things as we age.</li> <li>5. Discuss the difficulty in retrieving familiar words/names on demand.</li> <li>6. Identify conditions for successful learning.</li> </ol> <p>COMPETENCIES  Information: Acquires and Evaluates Information/ Interprets and Communicates Information  Systems: Understands Systems/ Monitors and Corrects Performance</p>

(4 hours)	<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"> <li>1. Explain the effect of nutrition on memory.</li> <li>2. Describe the effects of medication on memory.</li> <li>3. Describe the effects of stress and/or tension on memory.</li> <li>4. Identify personal stressors.</li> <li>5. Discuss how relaxation can aid memory.</li> <li>6. Describe the effects of lack of physical activity on memory.</li> <li>7. Describe the effects of hearing/vision problems on memory.</li> <li>8. Describe the effects of fatigue on memory.</li> <li>9. Describe the effect of lack of sleep (or insomnia) on memory.</li> <li>10. Describe the effects of lack of organization in your daily life on memory.</li> <li>11. Describe the effect of a lack of mental stimulation on memory.</li> <li>12. Describe the effect of negative expectation on memory.</li> <li>13. Describe the lack of social interaction on memory.</li> <li>14. Describe the effect of loss and grief on memory.</li> <li>15. Assess personal diet and make modifications to improve overall nutrition.</li> <li>16. Assess personal stress level and suggest lifestyle modifications to lessen stress.</li> <li>17. Demonstrate relaxation techniques (i.e., deep breathing, visualization, music listening, progressive relaxation, etc.)</li> <li>18. Assess personal level of physical activity and make modifications to increase level of activity.</li> <li>19. Assess level of mental stimulation and make behavioral changes to increase level of mental stimulation.</li> </ol> <p>COMPETENCIES  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>
(8 hours)	<p>F. DEMENTIA AND OTHER MEDICAL CONDITIONS WHICH EFFECT MEMORY</p> <p>Understand medical conditions which effect memory.</p> <ol style="list-style-type: none"> <li>1. Define dementia.</li> <li>2. Differentiate between dementia and pre-senile dementia.</li> <li>3. Define Age Associated Memory Impairment (A.A.M.I.).</li> <li>4. Discuss common causes of dementia: <ol style="list-style-type: none"> <li>a. Alzheimer's disease</li> <li>b. Vascular dementia</li> <li>c. Parkinson's disease</li> <li>d. Lewy Body disease</li> <li>e. Huntington's disease</li> <li>f. Creutzfeldt-Jakob disease</li> <li>g. Pick's disease or Frontotemporal dementia (FTD)</li> </ol> </li> </ol>

3. Discuss conditions which may cause or mimic dementia:
  - a. brain tumors, head injuries, metabolic changes, thyroid problems, nutritional deficiencies
  - b. toxins, including chronic alcohol abuse, drugs or medication
  - c. normal-pressure hydrocephalus
  - d. depression
  - e. delirium
4. Identify signs and symptoms of Alzheimer's disease:
  - a. increasing and persistent forgetfulness
  - b. difficulties with abstract thinking
  - c. difficulty finding the right word
  - d. disorientation
  - e. loss of judgement
  - f. difficulty performing familiar tasks
  - g. personality changes
5. Identify the three stages of Alzheimer's disease.
6. Discuss theories of the causes of Alzheimer's disease (i.e., plaques, tangles, genetics, possible viral infection, etc.)
7. Discuss the following risk factors that may increase the likelihood of developing Alzheimer's disease:
  - a. age
  - b. heredity
  - c. environment
8. Discuss methods doctors use to rule out other diseases and conditions that can cause memory loss and to diagnose Alzheimer's disease.
9. Identify complications of Alzheimer's disease:
  - a. pneumonia
  - b. infections
  - c. falls and their complications
10. Discuss medications commonly recommended for people with Alzheimer's disease (i.e., Tacrine (cognex), Donepezil (Aricept), Rivastigame (Exelon, etc.) and their side effects.
11. Discuss caregiving as the primary treatment for Alzheimer's disease.
12. Discuss the benefits of the following caregiving techniques:
  - a. Use memory aids.
  - b. Provide structure.
  - c. Monitor wandering.
  - d. Establish a nighttime ritual.
  - e. Enhance communication.
  - f. Create a safe environment.
  - g. Encourage exercise.
13. Discuss the value of discussing personal, legal and financial issues involved in caring for an individual with Alzheimer's disease early on in the disease.
14. Discuss the following preliminary research in the prevention of Alzheimer's disease:
  - a. nonsteroidal anti-inflammatory drugs (NSAIDs)
  - b. vitamin E and selegiline hydrochloride (Eldepryl)
  - c. estrogen
  - d. mental fitness

#### 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

(10 hours)	<p>FOUNDATION SKILLS  Basic Skills: Listening/Speaking  Thinking Skills: Decision Making  Personal Qualities: Sociability/ Self-Management/Self-Esteem</p>
<p>G. PRACTICAL STRATEGIES FOR IMPROVING MEMORY</p> <p>Demonstrate knowledge of practical strategies for improving memory.</p>	<ol style="list-style-type: none"> <li>1. Identify preconditions for improving memory.</li> <li>2. Identify the four general strategies for improving memory: association, visualization, active observation, and elaboration.</li> <li>3. Discuss three external techniques: written reminders, auditory reminders, environmental change.</li> <li>4. Demonstrate the technique of self instruction: "Did I do that?".</li> <li>5. Discuss the methods for remembering several items:</li> <li>6. Identify attributes of list making.</li> <li>7. Describe a procedure for remembering questions for doctors.</li> <li>8. Describe a procedure for remembering important numbers (i.e., phone numbers, licenses, social security, insurance numbers, etc.)</li> <li>9. Describe a procedure for remembering birthdays.</li> <li>10. Describe a procedure for remembering appointments.</li> <li>11. Describe the advantages of a calendar system.</li> <li>12. Describe the advantages of disciplined routines.</li> <li>13. Describe a "safety check" routine for leaving home.</li> <li>14. Describe a routine for gathering necessary pocket/purse items when leaving home.</li> <li>15. Identify the advantages of orderliness.</li> <li>16. Describe "active observation" as a memory aid.</li> <li>17. Describe "search your memory" as a memory aid.</li> <li>18. Describe "alphabet search" as a memory aid.</li> </ol> <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>
(24 hours)	

## ***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.





## **Elaboration Fact Sheet**

Elaboration: Focus on the details of an interesting or controversial thought or idea.

Comment on the occurrence and try to understand what happened, relate to what we know about it and ask ourselves how we feel about it.

This technique can help you remember:

- The instructions for using new vacuum attachments
- The platforms of two mayoral candidates
- The courses a grandson is taking in college
- The directions to the new recreation building

Elaboration Exercise:

Every state has a nickname. Here are the nicknames of three states.

MINNESOTA: The Gopher State

MISSOURI: The Show Me State

MONTANA: The Treasure State

Use elaboration to remember these states and their nicknames.

Write about your home state, using elaboration.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY
G. PRACTICAL STRATEGIES FOR IMPROVING MEMORY	2. Identify the four general strategies for improving memory: association, visualization, active observation, and elaboration.
<b>SAMPLE SCANS ACTIVITY</b>	

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

Steps for Sample Activity:                      Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: To discuss and demonstrate the technique of active observation that allows the student to focus on the details of what he/she wants to see, hear, or read in order to remember it and to stimulate short-term memory.</p> <p>Materials Needed: Attached Fact sheet on Active Observation and attached copy of the Active Observation Exercise: 1 sheet of a picture, 1 question sheet, 1 answer sheet.</p> <ol style="list-style-type: none"> <li>1. Instructor will distribute Active Observation Fact Sheet and assign students to read it out loud to the group.</li> <li>2. The instructor will reemphasize the main points on the fact sheet and explain the instructions for completing the exercise.</li> <li>3. Students will have 5-10 minutes to look over the details on the picture sheet.</li> <li>4. Once time is up, students will fill in the answers on the questions sheet.</li> <li>5. The instructor will then hand out the answer sheet and go over the possible answers.</li> <li>6. Students will demonstrate their understanding of the technique when completing the Active Observation Exercise.</li> <li>7. Once the students are finished checking their answers, students who wish will share their ideas with the group.</li> </ol>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Problem Solving</p> <p>Competencies: Interpersonal: Participates as Member of a Team</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

## Active Observation Fact Sheet

Active Observation: Pay attention to the details of what you see, hear, and read.

Think about the meaning of the subject, how it affects you, and whether you want to remember it.

One key to remembering is being interested.

This technique can be used to remember:

- The design of a quilt you saw in a store
- How to play a new game that your grandchild is teaching you
- The faces of people you see in the hallway of your apartment complex
- The difference between a fir tree and a juniper

Active Observation Exercise:

Now cover the picture and see if you can answer the following questions.

1. How many people are in the picture?
2. What is the boy doing?
3. What is the woman doing?
4. What is leaning against the house?
5. What is on the steps?
6. Name the items in the yard.
7. What is the number on the house?
8. What is the boy wearing?
9. What is the man doing?

***SAMPLE LESSON PLAN***  
***for the***  
***Mental Fitness/Memory Enhancement/Active Seniors Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY
B. HOW MEMORY WORKS	11. Describe the benefits of mental stimulation to the function of short-term and long-term memory.

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

Materials Needed: Paper (8 1/2 x 11), pencils with erasers

Approximate time: 1 hour

STAGE OF LESSON	LESSON PLAN	SCANS FOCUS
WARM-UP/ INTRODUCTION       (15 minutes)	<ol style="list-style-type: none"> <li>1. Each student will say his/her name out loud in order for all the other students to hear him/her.</li> <li>2. Students will volunteer to repeat as many names of other students as they can remember.</li> <li>3. When a student's name is missed, he/she will repeat it for the group.</li> <li>4. Instructor will briefly review previous lesson.</li> <li>5. Instructor will discuss the focus of today's class.</li> </ol>	Competencies Resources: Allocates Materials and Facilities  Interpersonal: Participates as Member of a Team  Information: Acquires and Evaluates Information/ Interprets and Communicates Information  Foundation Skills

<p>PRESENTATION</p> <p>(20 minutes)</p>	<ol style="list-style-type: none"> <li>1. Teacher will explain tools needed for keeping short-term memory sharp: becoming aware, staying organized, being orderly, and using routine.</li> <li>2. Instructor will guide the students through the 4 concepts of short-term memory: short-term memory serves as a "temporary scratch pad", it is a rapid fire of ideas; short-term memory helps us maintain a current picture of the world around us; short-term memory holds our goals and plans of the moment; short-term memory keeps track of the topics recently mentioned in conversation.</li> </ol>	<p>Basic Skills: Reading/ Writing/ Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Self- Management</p>
<p>COMPREHENSION CHECK</p> <p>(10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Short-term memory exercise: Pass out a paper with 7 unrelated objects on it. Allow 5 minutes for student observation. Collect papers. Have the students write down the items they recall seeing on a separate piece of paper. The teacher gives the correct answers and students score themselves. The instructor explains that "7" is the optimal number of items for short-term memory retention.</li> </ol>	
<p>EVALUATION</p> <p>(10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Students will interact with the teacher and each other in a voluntary discussion about their personal experiences as they relate to the short-term memory exercise.</li> <li>2. Teacher will answer any questions about the lecture and/or exercise.</li> </ol>	
<p>WRAP-UP</p> <p>(5 minutes)</p>	<ol style="list-style-type: none"> <li>1. Instructor will preview what is ahead for the next class session and make any announcements regarding schedule changes, classroom procedure, or handouts.</li> </ol>	

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEACHER RESOURCE MATERIALS**

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

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

Cohen M.S., Ph.D., Gene D. The Creative Age: Awakening Human Potential in the Second Half of Life. Bantam Books, 1999.

Engleman, Marge. Aerobics of the Mind: Keeping the Mind Active in Aging. Venture Publishing, 1966.

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Higbee, Kenneth L., Ph.D. Your Memory: How It Works & How To Improve It, Second Edition. New York: New York: Marlowe & Company, 1996.

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

Parlett, Snowdon. The Brain Workout Book. M. Evans and Company, 1997.

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEACHER RESOURCE MATERIALS (continued)**

Perls M.D., Thomas T. and Margery Hutter Silver, Ed.D. Living to 100: Lessons in Living to Your Maximum Potential at Any Age. Basic Books, 1999.

Robbins, Jim. A Symphony in the Brain. Atlantic Monthly Press, 2000.

Rowe M.D., John W. and Robert L. Kahn, Ph.D. Successful Aging: Older People Can Increase Their Mental Abilities. Pantheon Books, 1998.

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

### **WEB SITES**

[www.asaging.org/mindalert](http://www.asaging.org/mindalert) (American Society on Aging- MindAlert)

[www.agenet.com](http://www.agenet.com) (Aerobics of the Mind, Engelman)

[www.neurobics.com](http://www.neurobics.com) (Keep Your Brain Alive, Katz)

[www.coa.uky.edu/nunnet](http://www.coa.uky.edu/nunnet) (Nuns Study)

[www.dana.org](http://www.dana.org) (Dana Alliance)

### **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 addresses 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.

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### Statement for Civil Rights

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

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