

# GERONTOLOGY (GRTY)

## **GRTY 200. Disrupting Ageism: An Exploration of Diversity and Aging. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Provides an exploration of issues related to social roles, power, intersectionality and how they impact aging - with an emphasis on gender and sexual minorities. Also focuses on aging within communities of privilege, as well as barriers and opportunities for positive aging among diverse populations.

## **GRTY 300. Human Longevity: An Exploration of Career Opportunities. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. This course provides a survey exploration of the diverse, growing and dynamic availability of careers in gerontology. Topics and assignments in the class focus on the application of gerontological concepts and theoretical frameworks relevant to working with older adults. Through an inclusive, longevity equity lens, students will learn about potential career opportunities in an array of fields that use person-directed gerontological practice, particularly in careers where we are seeing the greatest growth such as health services, care coordination, supportive services industries, commercial services, business and sales, universal design/age-inclusive communities, and age tech. Students will develop essential skills for success in careers that integrate gerontological knowledge and practice such as communication, empathy, critical thinking and interdisciplinary collaboration. Through a combination of lectures, readings, panel discussion, case studies and experiential learning activities, students will learn about the demographic shifts, community identified resources and needs sparking the growth of the field.

## **GRTY 410. Perspectives on Aging. 3 Hours.**

Semester course; 3 lecture hours (delivered online or face-to-face). 3 credits. The class explores gerontological theory and practice through the biological, psychological, social, spiritual, ethical, economic and cultural perspectives of aging. Students will learn about the complex interaction of physical/biological and psychosocial experiences that encompass the aging process. A multidimensional approach to aging frames how economic and cultural forces influence individual outcomes and longevity. Topics and assignments in class focus on evidence-based gerontological concepts and biopsychosocial theoretical frameworks that prepare students to understand aging as a holistic experience throughout the life course. Students will learn about opportunities and challenges throughout the aging process, identify and dispel common myths and misconceptions about aging and learn effective communication strategies about aging and older adults to improve the quality of life for all people.

## **GRTY 501. Physiological Aging. 3 Hours.**

3 credits. This course is taught at an introductory level in contrast to the more substantive background required for GRTY 601. Distinguishes between normal aging and those chronic illnesses often associated with aging in humans. This course would be valuable to those interested in the general processes of human aging.

## **GRTY 510. Aging. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Introduces the student to the biological, psychological, social, ethical, economic and cultural ramifications of aging. Presents an interprofessional approach to the complex issues and realities of aging. Discusses aging concepts and biopsychosocial theoretical frameworks relevant to the field of aging studies.

## **GRTY 601. Biological and Physiological Aging. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Biological theories of aging; cellular, physical, systemic and sensory change; health maintenance.

## **GRTY 602. Psychology of Aging. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment requires permission of instructor. Students must complete social sciences research methods before taking this course. Psychological adjustment in late life; special emphasis on personality, cognitive and emotional development; life crises associated with the aging process. Crosslisted as: PSYC 602.

## **GRTY 603. Social Gerontology. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment requires permission of the instructor. Focuses on the sociopsychological and sociological aspects of aging. Various sociopsychological and social theories of aging will be discussed. The course will provide a broad overview of several general topics such as the demography of aging, politics and economics of aging, and cross-cultural aspects of aging. The course will offer an in-depth analysis of particular role changes that accompany aging (i.e., retirement, widowhood, institutionalization).

## **GRTY 604. Problems, Issues and Trends in Gerontology. 4 Hours.**

Semester course; 4 lecture hours (delivered online, face-to-face or hybrid). 4 credits. Covers a broad range of topics of critical interest to practitioners, policymakers and researchers working with older persons. Explores how societal trends affect the health and social services systems. Recognizes the importance of interdisciplinary approaches to the study of aging issues: Insights from practitioners and the knowledge of researchers will be combined to investigate viable responses to emerging trends. Provides a multifaceted view of these issues based on research expertise and practical experience. Students will experience a visit to the General Assembly and will follow and critically evaluate current aging-related legislation in state government.

## **GRTY 605. Social Science Research Methods Applied to Gerontology. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment is restricted to students who have completed a graduate statistics course. Application of social science methods and techniques to study of the aged; data sources; types of problems encountered; data analysis; research reporting; use of research findings.

## **GRTY 606. Aging and Human Values. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Identification and analysis of value systems of the aged, exploration of religious beliefs; death and dying; moral, ethical and legal rights; human values and dignity.

## **GRTY 607. Field Study in Gerontology. 1-4 Hours.**

Semester course; 1-4 field experience hours (delivered online, face-to-face or hybrid). 1-4 credits. May be repeated to the required maximum of four credits. Focuses on identification and systematic exploration and study of a community-identified need, issue or task germane to the student's gerontology concentration with special attention given to funding opportunities and grant writing. Applies specific concepts and approaches to assessment analysis as determined in consultation with the student's program adviser. Implementation and evaluation of a terminal project and dissemination of the results through a portfolio collection, as well as potential professional presentation, grant submission or manuscript submissions. Graded as S/U/F.

**GRTY 608. Grant Writing. 2 Hours.**

Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Provides the skills necessary to research and write a grant. Explores how to find grant funding opportunities through both private and public sources. Describes the process of preparing a proposal including writing the narrative and preparing a budget.

**GRTY 609. Career Planning. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Focuses on the transition from academia to the professional role and workforce. Identifies individual strengths and evaluates career goals. Prepares students to deliver resumé and communication strategy for job seeking in the aging workforce.

**GRTY 610. Gero-pharmacology. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisite: undergraduate course in statistics. Discusses description of medication-related problems that may be experienced by older adults. Identifies strategies to prevent medication-related problems in older adults, defines the role of the pharmacist as a partner in resolving medication-related problems, applies the strategies for preventing medication-related problems to patient cases and evaluates the medication regimen for an older adult residing in assisted living.

**GRTY 611. Death and Dying. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Focuses on questions surrounding death, dying and bereavement, with a special focus on developmental and cultural issues. Explores concepts through research, experiential learning and reflection.

**GRTY 612. Recreation, Leisure and Aging. 3 Hours.**

3 credits. An analysis of the quality and quantity of leisure in maximizing the quality of life for the older person. Focus will be on concepts of leisure; the interrelationship of leisure service delivery systems and other supportive services; the meaning of leisure to the elderly in the community and within institutional settings; and innovative programming.

**GRTY 613. GLBT in Aging. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Explores the biopsychosocial and ecopolitical aspects of the intersection of aging and being a member of the gay, lesbian, bisexual and/or transgender-identified minority populations. Reviews normative aging factors in the context of being a member of the GLBT population. Discusses the intersection of these with such factors as race, socioeconomic status and other confounding factors.

**GRTY 614. Narrative Approaches in Gerontology. 2 Hours.**

Semester course; 2 lecture hours (delivered online or hybrid). 2 credits. The course introduces theoretical and applied premises that underlie narrative gerontology, narrative care and narrative medicine as byways of understanding aging through the experiences of older people. Narrative approaches have become essential, practical tools for providers working in many health care settings, including long-term care. These approaches focus on story at the individual, community and institutional levels. The course will explore narrative as a mechanism for understanding experiences of adversity, discrimination, health, healing, wellness and growth. To hone skills of attention, representation and affiliation, students will practice a narrative medicine approach by engaging with poetry, prose and film that explore care and caring, social connection, health and racial equity, and housing. Students will conduct an oral housing history interview with an older person using oral history methods, the principles of narrative gerontology and the lens of the social determinants of health.

**GRTY 615. Aging and Mental Disorders. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. The course deals with common psychological disorders and problems of late life, their etiology, methods of evaluating psychological status and intervention strategies that have been used successfully with older persons. Topics include epidemiology of psychological disorders and mental health service utilization; late-life stressors and crises; psychology of health, illness and disability; techniques and procedures in the evaluation of the older adult; functional and organic disorders; institutionalization; individual, group and family therapy; behavioral techniques; peer counseling and crisis intervention; and drugs and the elderly. Crosslisted as: PSYC 615.

**GRTY 616. Geriatric Rehabilitation. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Provides an overview of the process in geriatric rehabilitation with an assessment, psychosocial aspects and rural issues in rehabilitation. Considers major disabling conditions in late life, and emphasizes the nature of the interdisciplinary rehabilitation process with aging clients.

**GRTY 618. The Business of Geriatric Care Management. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Evaluates information and materials needed for a basic understanding of the fundamentals of geriatric care management. Distinguishes and critically evaluates the tasks required of a geriatric care manager and the knowledge and skills needed to perform those tasks. Compares and contrasts multiple geriatric care management business models.

**GRTY 619. Geriatric Care Management Practicum. 1-3 Hours.**

Semester course; 1-3 lecture hours (delivered online, face-to-face or hybrid). 1-3 credits. Prerequisites: GRTY 601, GRTY/PSYC 602 and GRTY 603. Pairs a student with a geriatric care manager practicing in the field. Applies information learned in gerontology core classes to hands-on clinical experience with a geriatric care manager. Supervises field experience with clients, providing advocacy and supervision, and coordinating needs to ensure independence and safety.

**GRTY 620. Geriatric Interdisciplinary Team Training. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Emphasizes interdisciplinary teamwork with a focus on geriatrics. Increases the awareness of the importance of interdisciplinary teamwork when working with older adults. Uses a case-focused approach to discuss care for older adults in a variety of settings, including acute care, long-term care, rehabilitation, PACE and home health care.

**GRTY 621. Professional Writing. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Provides instruction on APA guidelines for writing and referencing articles in scholarly papers. Emphasizes critical thinking and awareness skills for reviewing journal articles.

**GRTY 625. Aging and the Minority Community. 3 Hours.**

3 credits. An analysis of the relationship between the aging process and American minority communities. In addition to the sociological factors, the course will examine demographic, physiological and psychological aspects of minority aging. Attention also will focus on dominant social problems and federal policies toward the aged.

**GRTY 626. Geriatric Care Management. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. The course provides a comprehensive exploration of the principles and practices essential to managing the care of older adults and delves into critical topics such as patient and care partner engagement, community resources, advance care planning, effective care transitions, care monitoring, and the ethical, legal, and financial issues in geriatric care management. Students will develop skills in identifying high-risk populations, creating comprehensive care plans and navigating the complexities of eldercare law and healthcare facility administration. By the end of the course, students will be well-prepared to take the Certified Geriatric Care Manager™ (CGCM™) exam, equipped with a deep understanding of patient assessment, care planning, and the ethical and legal considerations pertinent to geriatric care management. The course also emphasizes the application of gerontological theory to real-world challenges, fostering critical thinking, problem-solving skills, and a strong foundation in professional and ethical standards within the field of aging services.

**GRTY 627. Psychology of Health and Health Care for the Elderly. 3 Hours.**

Focuses on factors in the etiology, course and treatment of illness; patient/practitioner relationship; patient compliance and psychosocial issues in terminal care.

**GRTY 629. Spirituality and Aging. 2-3 Hours.**

Semester course; 2 or 3 lecture hours. 2 or 3 credits. Explores the spiritual, psychological and social dynamics associated with aging. Provides special attention to the spiritual and emotional impact on caregivers who work with aging patients. Crosslisted as: PATC 629.

**GRTY 638. Long-term Care Administration. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Explores the history and development of the long-term care continuum in the United States. Emphasizes assisted living and the knowledge and skills required to be a successful assisted living administrator. Utilizes the five domains of assisted living administration as the framework. Facilitates learning on leadership and management, with a focus on providing optimal, person-centered care and services to older adults living in a licensed and regulated environment.

**GRTY 639. Human Resource Management and Leadership for Gerontologists. 1 Hour.**

Semester course; 1 lecture hour (delivered online, face-to-face or hybrid). 1 credit. Provides an introduction and foundation to human resources in aging services geared toward administrative and entrepreneurial gerontologists. Emphasizes leadership theory and utilizes the human resource management domain of practice as a guide for structure. Emphasizes developing the culture of an organization to facilitate effective practices in managing a safe and healthy work environment. Reviews state and federal laws, rules and regulations. Allows students to apply skills through cases and exercises relevant to their intended career path.

**GRTY 640. Financial Management for Gerontological Leaders. 1 Hour.**

Semester course; 1 lecture hour (delivered online, face-to-face or hybrid). 1 credit. Provides an introduction and foundation to financial management in aging services geared toward administrative and entrepreneurial gerontologists. Utilizes the financial management domain of practice as structure for this course. Emphasizes creating and managing organizational finances and multiple payment systems. Reviews state and federal laws, rules and regulations. Allows students to apply skills through cases and exercises relevant to their intended career path.

**GRTY 641. Survey of Psychological Assessment and Treatment of the Older Adult. 3 Hours.**

3 lecture hours. 3 credits. A combination didactic and skills training course; review of major treatment strategies and techniques for utilization with the older adult client with emphasis on group, individual and paraprofessional delivery systems; evaluation of crisis intervention and consultation team approaches; lectures, demonstration and classroom practice of actual treatment techniques. Crosslisted as: PSYC 641.

**GRTY 642. Practicum in Clinical Geropsychology. 3 Hours.**

3 practicum hours. 3 credits. An initial practicum geared as an entry to the team practicum experience; focus on familiarizing the student with mental health service delivery systems for the elderly in the Richmond community; rotation through a limited number of facilities such as nursing homes, retirement centers, nutrition sites, emergency hotline services for the elderly and various agencies involved in deinstitutionalization; possible extended placement in a particular facility. Crosslisted as: PSYC 642.

**GRTY 643. Business Plan Writing. 2 Hours.**

Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Prerequisites: GRTY 638 or GRTY 639, and GRTY 640. Over the course of the semester, students will follow a series of steps that will result in the production of a comprehensive and realistic business plan for an assisted living facility. Students can also choose whether the assisted living business for which they are producing the business plan is real or fictitious or a mixture of both, and also if it is a current concern or a new start up. The purpose of the business plan will be to create a strategic roadmap for the assisted living business to follow and to attract either continued or start-up funding for the business.

**GRTY 644. Administrator Residency. 1-4 Hours.**

Semester course; 1-4 field experience hours (delivered online, face-to-face or hybrid). 1-4 credits. May be repeated for a maximum of four credits. Enrollment is restricted to students in the M.S. in Gerontology with a concentration in assisted living administration program, who have completed a comprehensive examination. Focuses on the application of gerontology theory and practice combined with the structure of the NAB Administrator Residency program. Graded as satisfactory/unsatisfactory.

**GRTY 691. Topical Seminar. 1-3 Hours.**

Semester course; 1-3 lecture hours (delivered online, face-to-face or hybrid). 1-3 credits. May be repeated for a maximum of five credits. Seminars on specialized areas of gerontological interest. Examples of special topic courses taught in previous years: nutrition and aging; living with dementia; wellness and aging; and spirituality and aging.

**GRTY 692. Independent Studies. 1-3 Hours.**

Semester course; 1-3 independent study hours (delivered online, face-to-face or hybrid). 1-3 credits. Directed in-depth independent study of a particular problem or topic in gerontology about which an interest or talent has been demonstrated.

**GRTY 792. Independent Studies for Master's-/Ph.D.-level Students. 3 Hours.**

Semester course; 3 credits. Independent study in selected area under supervision of gerontology faculty. Focuses on in-depth research and analysis of a major focus area of gerontology, leading to a comprehensive, publishable quality review paper. Emphasizes integrating previous graduate training into aging topical area.

**GRTY 798. Thesis. 3-6 Hours.**

3-6 credits. A research study of a topic or problem approved by the thesis committee and completed in accordance with the acceptable standards for thesis writing.

**GRTY 799. Thesis. 3-6 Hours.**

3-6 credits. A research study of a topic or problem approved by the thesis committee and completed in accordance with the acceptable standards for thesis writing.