



Academic Program Review Gerontology Unit

Fall 2012

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Gerontology Unit Department of Education Academic Review Plan Report

The Education Department contains the Health Education, Physical Education, Gerontology and Teacher Education units. Under the Gerontology unit, students may enroll in an A.A.S in Aging and Health Studies. The purpose of the Associate in Applied Science (.A.A.S.) in Aging and Health Studies at Hostos Community College is to prepare students for careers that involve working with older adults. Qualified professionals can work in such settings as: senior centers, nursing homes, medical and social adult day care programs, assisted living and other health care agencies. Students who would like to further their education may then apply their courses at a four-year institution in a program of gerontology, nursing, social work, health administration, occupational, physical or recreation therapy, etc.

The program is interdisciplinary in nature and draws upon faculty expertise from different departments within the College. Individual courses are therefore listed throughout this catalog under the various disciplines.

The Gerontology Unit clearly conforms to the mission of the College and reflects the priorities of our strategic plan. It also meets the standard of gerontology programs that are stipulated by the national professional organization in the field, The Association for Gerontology in Higher Education (AGHE). Hostos Community College is one of the small number of institutions in the

entire country to have an Associate Degree, specifically in Gerontology. We are officially listed in the eighth edition (2009) of the AGHE Directory of Professional Programs in Geriatrics and Gerontology.

The mission of the department is to prepare students to be qualified and competent in both practice and theory so they can pursue their professional and academic goals in their chosen areas of Teacher Education, Community Health, or Gerontology. Further, within those programs, students become part of a community of learners, which seeks to develop students holistically by improving their skills in communication and critical thinking and through course offerings in physical education and health education.

The goals of the Gerontology Unit are consistent to the departmental goals. Our first departmental goal is “to provide students with opportunities that develop critical thinking, problem-solving, and high-order intellectual skills.” Our unit goal for students is “to demonstrate their critical thinking skills in the context area of each of the health and gerontology courses as it relates to the variety of service agencies they will be employed in. A second departmental goal is “to help students develop effective communication skills (written, reading, spoken and listening).” Our unit goals are for the students “to demonstrate improvement in communication skills through service learning, independent projects and and/or oral presentations and written assignments as well as to demonstrate increased interpersonal relation skills with older adults and administrators in the health care community.

Our third departmental goal is “to provide learning opportunities that focus on workplace skills (knowledge, skills, and attitudes) that are aligned to national standards and employment practices in their chosen fields.” In the Gerontology unit, our goal is to provide students with the theoretical knowledge and practical experience necessary to enter the job market in nursing homes, senior centers, adult day care centers and a variety of community-based agencies providing services to the well, ill and or impaired senior.

Furthermore other unit goals include providing individuals, currently working with the elderly, or those in long term care, the opportunity to upgrade their skills, knowledge and awareness of the changing needs of the long term care patient.

Additional goals include:

- Allow graduates to transfer some of their credits to York College-CUNY (Gerontology) and Lehman College-CUNY (Recreation Education)
- Provide educational opportunities to working adults for career development and advancement. (i.e. 1199 employees)
- Offer Hostos Community College students the opportunity to develop a constructive view of the aging process and its associated problems
- Provide a solid example of a global society. Both in the classroom and at the various field placements, students are exposed to a multi-cultural and multi-ethnic environment.

The Gerontology Unit promotes the enhancement of and the fostering of critical thinking skills for our students. Each gerontology course has at least one capstone project, including Service

Learning, Writing Intensive, Collaborative Assignments, Performance Portfolio, Internships and Diversity/Global Learning.

The Gerontology Unit has a major role in the global context of the liberal arts and science program. Our program is interdisciplinary in nature. The gerontology courses are taught by faculty from the Health Education and the Gerontology Unit. The other liberal arts, humanities and science course are taught by faculty with expertise in those perspective disciplines. For example, Psychology of Aging and Introduction to Social Work are taught by the faculty in the Behavioral and Social Science Unit; Ethnicity, Health and Illness is taught by faculty in the Humanities Department, and Anatomy/Physiology I & II are taught by faculty in the Natural Science Department.

Course Assessment Matrix

Course: GERO 101 Introduction to Gerontology		Semester: Fall 2012		
Objective	Student Learning Outcomes SLOs	Assessment Instruments/Methods	Student Performance	Feedback
What main concepts, skills and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred? Students will be able to:	What strategies (activities, tools, instruments, devices, techniques) will be used to demonstrate the extent to which the teaching /learning was achieved?	To what extent do the measurement results determine that the student learning was achieved? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
Define the study of gerontology; and explain how geriatrics differs from gerontology Distinguish chronological, biological, psychological and social aging;	Demonstrate knowledge of key terms, theories, challenges and interventions related to the study of gerontology	Chapter Quizzes Homework Assignments	80%. satisfactorily completed quizzes, with a passing grade of 80 or higher	Offer encouragement to those who did not complete assignments
To understand, identify and give examples of negative stereotypes about the elderly.	Demonstrate knowledge of stereotypes and ageism in the elderly	Class Discussion Chapter Quizzes Homework Assignments	75% satisfactorily competed quizzes with a passing grade of 80 or higher 85% completed all related homework assignments.	Offer encouragement to those who did not complete assignments.
To understand the cultural diversity and specific needs of this diverse population	Identify and distinguish situations where cultural diversity impacts on services to the elderly.	Class Discussion Chapter Quizzes Internet Search Assignment Class Presentation	90% satisfactorily completed all related homework assignments 90% and satisfactorily completed research assignment and paper.	Required library workshop for additional support material for presentation Use rubric to further shape assignment.
To use interpersonal skills to communicate with the elderly population.	Demonstrate the ability to communicate with the elderly	Class Presentation Need Assessment Homework Assignments	satisfactorily completed	Continue to use service learning opportunities.

Adapted from Nassau Community College, College-Wide Assessment Committee

Course Assessment Matrix

Course: GERO 102 Therapeutic Recreation in Long Term Care		Semester: Fall 2012		
Objective	Student Learning Outcomes SLOs	Assessment Instruments/Methods	Student Performance	Feedback
What main concepts, skills and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred? Students will be able to:	What strategies (activities, tools, instruments, devices, techniques) will be used to demonstrate the extent to which the teaching /learning was achieved?	To what extent do the measurement results determine that the student learning was achieved? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
To learn the conditions that necessitate Long Term Care Placement (LTC)	list diseases and conditions that necessitate Long Term Care Placement (LTC)	Class Participation Quizzes	70% satisfactorily completed with a passing grade of 80 or higher.	Offer additional material. Continue to monitor student participation.
To learn Therapeutic Recreation activities that meets the needs of LTC residents.	Demonstrate knowledge of appropriate activities for residents in LTC.	Field Visit/Presentation Quizzes	97% satisfactorily completed field assignment. 70% satisfactorily completed with a passing grade of 80 or higher	Field activity extremely successful. Additional material offered to improve performance on written assignment.
To learn documentation and evaluation	demonstrate knowledge of documentation and evaluation	Need Assessment Tool Quizzes Therapeutic Recreation Portfolio (customized project)	85% satisfactorily completed with a passing grade of 80 or higher	Provide model assessment tool for review. Provide model portfolio for review.
To learn and the importance of interdisciplinary planning.	demonstrate knowledge of the importance of interdisciplinary planning	Need Assessment Tool Quizzes	87% satisfactorily completed patient initial assessment tool documents.	Provide model interdisciplinary care planning tools for review.

Adapted from Nassau Community College, College-Wide Assessment Committee

Course Assessment Matrix

Course: GERO 103 WI Health and Aging		Semester: Fall 2012		
Objective	Student Learning Outcomes SLOs	Assessment Instruments/Methods	Student Performance	Feedback
What main concepts, skills and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred? Students will be able to:	What strategies (activities, tools, instruments, devices, techniques) will be used to demonstrate the extent to which the teaching /learning was achieved?	To what extent do the measurement results determine that the student learning was achieved? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
To define, list and name key terms, challenges and interventions related to the care of the elderly population	Demonstrate knowledge of key terms, challenges and intervention related to the physical and mental health of the elderly.	Class Participation Chapter Quizzes Homework Assignments	95% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation
Common disorders and the management & treatment in the older population	Apply and discuss concepts of physical and mental health to real-life situations and its impact on an older individual.	Class Participation Chapter Quizzes Homework Assignments	90% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation
To identify local, state and national resources available to meet the needs of the elderly.	Use resources and services to work with older adults to plan for the older adult to age in place.	Class Participation Chapter Quizzes Homework Assignments	94% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation
To understand the complexity and treatment of Alzheimer's disease	Demonstrate knowledge and understanding of the treatment and management of Alzheimer's disease	Poster board presentation Chapter Quizzes Research Assignment	100% satisfactorily completed Poster board assignment 95% satisfactorily completed with a passing grade of 80 or higher.	Require Library workshops for additional guidance
To understand the stages of death and dying.	Explore dying, death, and grief issues through the understanding end of life practices.	Film Critiques Chapter Quizzes Homework Assignments	90% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation

Adapted from Nassau Community College, College-Wide Assessment Committee

Course Assessment Matrix

Course: GERO 199 Fieldwork with an Older Population		Semester: Fall 2012		
Objective	Student Learning Outcomes SLOs	Assessment Instruments/Methods	Student Performance	Feedback
What main concepts, skills and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred? Students will be able to:	What strategies (activities, tools, instruments, devices, techniques) will be used to demonstrate the extent to which the teaching /learning was achieved?	To what extent do the measurement results determine that the student learning was achieved? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
Develop a professional portfolio and use discussed options for their career choices	Develop a resume, cover letter, thank you letter and describe basic job search skills	completion of professional portfolio	100% satisfactorily completed professional portfolio.	Continue to monitor participation.
Develop skills needed to use networks and resources that support their career pathway.	Identify acquired skills needed for job search	Complete self-reflection, self-assessment and supervisory assessment	100% satisfactorily completed professional portfolio.	Continue to monitor participation
Work effectively under supervision and in organizations to achieve person and professional learning outcomes.	Document in journal weekly skills and tasks they have acquired.	complete 90 hours of field work	95% satisfactorily completed field assignment	Offer discussion & support materials to enhance performance at
How to use professional networks and resources for life-long learning opportunities	Identify continuing education alternatives	Complete Internet Search assignment.	97% completion of Career Cruising exercise	Explore requiring Library workshops for additional guidance

Adapted from Nassau Community College, College-Wide Assessment Committee

Student Learning Outcomes - Cont'd

For each of the core courses the students are engaged in, at least one high impact practice activity is directly aligned with the General Education Competencies.

Course Name/Number	High Impact Practice	General Education Competencies
GERO 101 - Introduction to Gerontology	Collaborative/Assignments and Projects	5,11,14,
GERO 102 – Therapeutic Recreation in L.T.C.	Collaborative/Assignments and Projects Service Learning	11,12,18
GERO 103 – Health and Aging	Writing Intensive Diversity/ Global Learning	3,5,11, 12, 14, 17, 16
GERO 199 – Fieldwork with an Older Population	Internship Community – Based Learning	11,19
HLT 103 – Interpersonal Relations	Collaborative/Assignments Projects	2,3,6,11,19
HLT 215 - Nutrition	Writing Intensive Collaborative/Assignments Projects	1,11,13,19

Program Requirements

Students enrolled in our AAS Aging and Health program need to meet the following requirements:

General Education Requirements

ENG 110	Expository Writing	3.0
ENG 111	Literature and Composition	3.0
English elective course above ENG 111		3-4

OR

One course in a Foreign Language

PSY 101	General Psychology	3.0
PSY 180	Psychology of Aging	3.0

Or

PSY 110		
SOC 101	Introduction to Sociology	3.0
SW 101	Introduction to Social Work	3.0

OR

PPA 121	Social Service Administration	3.0
BLS 150	Ethnicity Health and Illness	3.0

OR

LAC 118	Caribbean Society & Culture	3.0
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MAT 100	College Level Mathematics or higher.....	2-3
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BIO 110	Principles of Biology	4.0
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AND

BIO 130	Organismic Biology	4.0
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OR

BIO 230	Anatomy and Physiology I	4.0
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AND

BIO 240	Anatomy and Physiology II	4.0
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PED 100	Physical Fitness.....	1.0
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PED elective.....		1.0
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Major Requirements

GERO 101	Introduction to Gerontology	3.0
GERO 102	Therapeutic Recreation in Long Term Care....	3.0
GERO 103.....	Health and Aging.....	3.0
GERO 199.....	Fieldwork with Older Population	3.0
HLT 103.....	Interpersonal Relations and Teamwork	3.0
HLT 215.....	Nutrition.....	3.0
Free electives.....		4-6 credits
Total Credits.....		60.0

GERONTOLOGY UNIT COURSE DESCRIPTIONS

AGING & HEALTH STUDIES

GERO 101 Introduction to Gerontology

3 credits, 3 hours

Pre-requisite: ENG 91 or ESL 913 credits,

This course is an introduction to the major issues and concepts that deal with the study of the aging process. It will explore the demographic, social, and economic factors in aging as well as the effects of physical change and psychological behavior upon later life.

GERO 102 Therapeutic Recreation in Long Term Care

3 credits, 3 hours

The student will discuss the organization, administration, and recreational programs for the aging. The course will include the principles and practices of therapeutic recreation services in settings serving the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment, and documentation. The course will prepare students for entry level positions in facilities that service elders. Field observations will be required.

GERO 103 Health and Aging

3 credits, 3 hours

Pre-requisite: ENG 91 or ESL 91

The course will focus on the physical changes that occur with age and discuss the health care alternatives that the aging may require. It will also explore other health topics but not be limited to chronic diseases, medication use, exercise, sexuality, elder abuse, long term care and death, dying and grief as they affect the older adult. It will equip future professionals in the field of aging with the knowledge that will provide skills in the service field.

GERO 199 Fieldwork with an Older Population

3 credits, 1.5hrs. Lecture & 1.5 fieldwork

Pre-requisites: ENG 110, HLT 130, GERO 102 (Or approval by Program Coordinator)

This fieldwork course will give students an opportunity to apply the skills they have acquired as well as gain firsthand experience in working with the elderly population in such places as senior citizen centers, nutrition sites, hospitals, recreation centers, nursing homes, and adult day care programs. It will include seminars and weekly journaling to document the field experience, as students increase their knowledge, exchange ideas, and discuss any problem

HLT 103 Interpersonal Relations & Teamwork

3 credits, 3 hours

Pre/Co-requisite: ENG 91 or ESL 91 when offered in English; SPA 121 when offered in Spanish

The student will demonstrate knowledge and use of various interpersonal skills in the area of human relationships by participating in small T-groups, role playing, and lecture- demonstrations. The student will also identify and analyze certain psychological concepts necessary to understand the dynamics of human behavior. Offered in English and Spanish.

HLT 215 Nutrition

3 credits, 3 hours

Pre/Co-requisite: ENG 110

The student will demonstrate knowledge of the meaning of nutrition and its relation to health. The student will analyze and identify the different kinds of nutrients, their chemical nature and main sources. S/he will also demonstrate his/her knowledge of the specific diets for different age groups and various pathological conditions.

GERO 101 -Introduction to Gerontology introduces the student to vital issues surrounding the quickly growing aging population with its myths, misconceptions, realities and ageism. Through community field assignments, students visit assigned community board districts to determine if it is senior-friendly by the services available to seniors including, hospitals, clinics, senior centers, nursing homes, supermarkets etc.

Learning about these community resources

Students in GERO 102 – Therapeutic Recreation in Long Term Care are given transferable skills which they are able to use in community based programs such as senior centers, adult day care, assisted living and in the home care setting. By using the required documents mandated by the New York State Department of Health, the student has the opportunity to practice note-taking, documentation and interviewing skills. This course is being piloted to have a Service Learning component. Presently the students go the community based agencies and work directly with the participants. The structured activity promotes learning through active participation in service experiences. Also it gives the students the opportunity to use the skills and knowledge in real-life situations. The self-reflection exercise is an indicator that the experience of the students has been beneficial. To quote a few of the students “to describe my visit to the Senior Center in one word, it would be heartwarming”. At first I was a bit nervous to encounter a group of miserable seniors, but my judgment was quickly dismissed when I began interacting with the seniors. I enjoyed the company of those five lovely ladies; they were charismatic, fun and humorous”. “Overall my experience was amazing and I want to go back ...” “My visit was one of the most memorable experiences that I have ever had. They made my day”. These comments are strong indicators to the value and benefit of Service Learning.

GERO 199, Internship with an Older Population focuses on experiential learning, and is a high impact practice, as the course title suggests. At Hostos, internships are funded through the Perkins Grant and

administered through Career Services under the direction of the Office of Student Development and Enrollment Management. Monies from this grant were also used to develop a Career Manual for the Gerontology major. (See appendix)

Our students are prepared through meetings with co-op counselors prior to any contact with employers. They are provided with a comprehensive employment readiness program that includes individual counseling, assessment of student goals, resume services, mock interviews, and post-internship follow-up. One key service that is provided by the Career Services Office is access to a “lending wardrobe”, called the “Suited for Success Resource Room”. This enables the student to dress professionally as a result of the appropriate clothing accessories. This assistance is necessary and appreciated since our students come from the poorest congressional district in the nation. The Career Service Office also accepts donations from staff, faculty and employers.

Our partnering with Career Services has resulted in a rewarding experience for not only the student but the employer as well. The conversation is open ended and all parties are involved in the success of the student. The partnership is not only about obtaining a job posting; we are also working to foster better professional and business relationship with our students’ future employers. For the past three years we have incorporated the use of the Learning Agreement and Cooperative Education Contract which is signed by the Student, Site Supervisor, Faculty Member, and Co-op Staff, all stakeholders are aware of their roles in the success of the process. The Learning Agreement lists specific skills, strengths and goals we can expect the student to gain with the assignments and on the job training. On the other hand, the Cooperative Education Contract details what the roles of the participants will have in this internship encounter. We use this document whenever we need to communicate with the Career Services Office and the employer for clarification of specific job duties. This continuous dialogue also allows all participants

to be cognizant of the Student Learning Outcomes. Added to the myriad of services available through Career Service there is an in-house online student tracking system which was developed to monitor student attendance at the internship sites. This system is also used for students to enter their journals online detailing their internship experience on a weekly basis. This is a requirement for all students registered in this course. Added to this, the staff from the Career Service Offices is welcomed to join faculty in the classroom to review a skill. This collaboration with Career Services has been a well invested experience where the students have gained knowledge in their field of interest.

The program collaborates successfully with several divisions including but not limited to Academic Affairs, Student Development & Enrollment, Administration & Finance, Institutional Advancement and Continuing Education and Workforce Development. Senior leadership in these divisions have fostered and encouraged interdisciplinary collaboration resulting in a highly-interactive and engaging learning environment that has strengthened the program. Senior leadership is continuously working with the faculty and staff to keep the focus on the institution's mission.

Following is a sampling of internship sites used by students in the Aging and Health Studies Program.

<u>Name of Organization</u>	<u>Address</u>	<u>Contact Person</u>	<u>Telephone /Email</u>	<u>Responsibilities/Duties /Services Rendered</u>
Jewish Home Life Care	104 West 29th Street, 8th Floor New York, NY 10001 2545 University Avenue Bronx, NY	Laura Radensky LCSW, Community Relations and Legislative Liaison	212-273-2530 / lradensky@jewishhome.org	Day Health Center , Recreational & Home Care
Jewish Home Life Care		Yezmin Pena Brown - Community Services /Volunteer Intern Coordinator	212-273-2500 ybrown@jewishhome.org	<u>Day Health Center ,</u> <u>Recreational & Home Care</u>
Douglas Leon Senior Center	735 E. 152 nd Street Bronx, NY	Ms. Sandra Colon	718-292-7129 douglasleonsc@verizon.net	Recreational, Case assistance & Nutrition
SEBCO Senior Program, Funded by NYC DFTA	887 Southern Blvd. Bronx, NY 10459 Senior Center Areas: (9 buildings),	Pia Scarfo, Senior Program Director	718-617-3465 718-860-9454 (fax) Pscarfo@sebcodevelopment .org	Housing, Recreational, Educational, Nutrition, Arts & Performance, Case Management, Social Work, Wellness
Amsterdam Adult Day Care Program	1070 Amsterdam Ave N Y, NY 10025	Ellen Rice, MSW Program Director	212-316-7735 (fax)212-280-2768 erice@amsterdamnh.com	recreation, medical care, therapeutic services, rehabilitation
Amsterdam Nursing Home	1060 Amsterdam Ave 10025	Jay - Director of Therapeutic Recreation	212-316-7721	Therapeutic Recreation
Mid Bronx Senior Center	900 Grand Concourse Bronx, NY 10452 (2 additional sites)	Nancy Reyes	nreyes@midbronx.org 718-588-8200 718-681-3824 (fax)	Social Services- (direct service, administrative, recreational, assessments, home visits
Regal Heights Rehabilitation and Health Care Center	70-05 35 th Avenue Jackson Heights, NY 11372	Ms. Betsy Lazarus, Volunteer & Recreation Coord.	718-662-5100 ext. 3060	Recreational activities – training, assisting staff with groups, activities, provide 1-1 visit with residents.

The Neighborhood Self Help by Older Persons Project, Inc	953 Southern Boulevard Bronx, NY 10459-3477	Nereida Muniz, VIP Program Director Jasmine Ellis- Carter	718-542-0006	Provide the student with knowledge of and clinical experience with the elderly population and community-based services. Bilingual skills in Spanish are helpful. Basic computer skills needed. Social work, human services /recreation activities offered
Hope of Israel Senior Citizens Center	1068 Gerard Ave Bronx, NY 10452	Jacqueline Henderson, Director	Phone: 718-665-8400 Fax: 718-665-7643 hol@mindspring.com	Outreach by phone to clients, assist with translation
Isabella Geriatric Center	515 Audubon Ave New York, NY 10010	Ramon Rios/ Maribel Aristy Recreation Dept.	212-342-9586 Fax: 212-781-9828 rrios@isabella.org	Adult Day Health Center , Recreation Therapy
Long Island Care Center	144-61 38 th Ave Flushing, NY 11354	Laura J. Kohn, Director of Recreation and Volunteers	Phone: 718-939-7500 ext. 1169 E-mail: recreation@longislandcarecenter.com	Training provided on properly interacting with and transporting residents to programs as well as meaningful interaction on a 1:1 basis with residents.
East River Senior Center	402 East 105th street New York, NY	Eddy Diaz, Office Aide	212-828-6107 E-mail: ediaz@unionsett.org	Training in documentation. Data entry of client info.
Kings brook Jewish Medical Center	585 Schenectady Avenue Brooklyn, NY 11203	Julianna Rich, Assist. Director, Volunteers	718-604-5960	Assist nursing staff with non-clinical tasks, i.e. feed patients and participate in recreation activities
Holliswood Care Center	195-44 Wood hill Avenue Hollis, NY 11423	June Logan, RCC Director	718-740-3500	Assist nursing staff with non-clinical tasks, i.e. feed patients and participate in recreation activities
Mosholu Parkway Nrsg. & Rehab. Ctr.	3356 Perry Avenue Bronx, NY 10467	Enza Lombardo, Director - Recreation/ Volunteer	718-655-3568 ext. 39 elombardo@medcoent.com	Therapeutic Recreation recreational, assessments,
Notre Dame/ Belmont Blvd I & II	660 East 183 rd street Bronx, NY 10458	Eugenia G. Sadler	718-295-2882 ext. 124 (fax)718-220-6802 genia@belmontarthur.com	Assist nursing staff with non-clinical tasks, i.e. recreation activities

Palm Garden Adult Care Center	615 Avenue C Brooklyn, NY 11218	Zorina Goldary, Director of Therap. Recreat.	718-438-5300 Fax: 718-438-5667	Recreation Therapy
Northern Manhattan Rehab. & Nrsng. Ctr.	116 East 125 th Street New York, NY 10035	Susan Rivera, Director therapeutic Recreation	212-426-1284 ext. 141 (Fax) 212-426-1297 swinder- rivera@nmrehab.org	Recreation Therapy
IPRHE- Bronx River Senior Center	1619 East 174 th Street Bronx, NY 10472 *****\ 1839 East 113 th Lexington Avenue, NY NY	Antoinette M. Emers, Director	718-617-6114 Fax: 718-617-6227 Antoinette.Emers@IPRE.org	Outreach by phone to clients, assist with translation
Riverstone Senior Life	99 Fort Washington Ave.	Ms. Leidy Jorge Program Director	212-927-5600	Adult Day Health Center , Recreation Therapy for the Alzheimer patient
New York Presbyterian - Allen Pavilion	5141 Broadway 1 st Floor New York, NY 10034	Mayra A. Garcia, Manager, Volunteer Srvc.	212-932-5319 Fax: 212-9326056 garcmay@nyp.org	Recreation, medical care,
Montefiore Medical Center	11 East 210 Street Bronx, NY 10467	Leslyn Williamson, Director of Nursing	718-920-4450 Fax: 718-798-0303 E-mail: lewillia@montefiore.org	Recreation, medical care, therapeutic services,
Tremont Community Senior Citizen Service Center	2070 Clinton Avenue, Bronx, NY 10457-3640			Therapeutic Recreation
Lott Residence of Assisted Living	1361 5 th Avenue NY, NY 10029	Dianne Etti, Director of Recreation	212-534-6464 ext. 131 E-mail: ettid@lotresidence.org	Social Services- (direct service, administrative, recreational, assessments, home visits
YAI Network	Elmsford Multi- Service Center 33 West Main Street, suite 201 Elmsford, NY 10523	Ms. Donna A.M. Smith	914 592-1452 ext. 106 Fax: 914-592-1409 E-mail: www.yai.org and donna.smith@yai.org	Therapeutic Recreation Social Services- (direct service, administrative, recreational, assessments, home visits

In comparing our entering freshmen to those entering all other programs the following discrepancies shown that very few student enter the college as gerontology majors. As a result it was not possible to document the demographics in terms of gender, ethnicity, and previous school. The majority of our students come from other departments transferring from nursing, radiology, dental hygiene or liberal arts. On more than one occasion students have commented to the faculty, “We did not know that this major existed.”

Table 1: Entering Freshmen Gerontology Students

Fall - Semester Year	Hostos First – Time Freshman	# Entering Freshman Gerontology Major
2008	905	2
2009	1178	1
2010	1073	1
2011	1230	4
2012	928	1

Table 2: Student Enrollment and Course Completion of Gerontology Students

Semester	Passing Rate	Failing Rate	Withdrawal Rate	INC Rate	#Failing Student's	#Passing Student's	#Withdrawal Student's	# INC
Spring 07	91.80%	1.63%	6.57%	0.00%	1	56	4	0
Fall 07	98.03%	0.00%	1.96%	0.00%	0	50	1	0
Spring 08	94.91%	3.39%	1.69%	0.00%	3	56	1	0
Fall 08	96.00%	0.00%	4.0%	0.00%	0	48	2	0
Spring 09	93.65%	0.00%	6.35%	0.00%	0	59	4	0
Fall 09	93.61%	2.12%	4.25%	0.00%	1	44	2	0
Spring 10	91.4%	1.9%	4.8%	1.9%	2	96	5	2
Fall 10	81.54%	9.23%	9.23%	0.00%	6	53	6	0
Spring 11	90.59%	5.89%	3.52%	0.00%	5	77	3	0
Fall 11	95.10%	0.00%	4.90%	0.00%	0	97	5	0

Table 3: Student Enrollment in the Gerontology Program

Enrollment Year	Enrollment
2006-Fall	87
2006-Spring	96
2007-Fall	61
2007-Spring	79
2008-Fall	47
2008-Spring	53
2009-Fall	43
2009-Spring	42
2010-Fall	80
2010-Spring	66
2011-Fall	74
2011-Spring	70
2012-Fall	73
2012-Spring	71

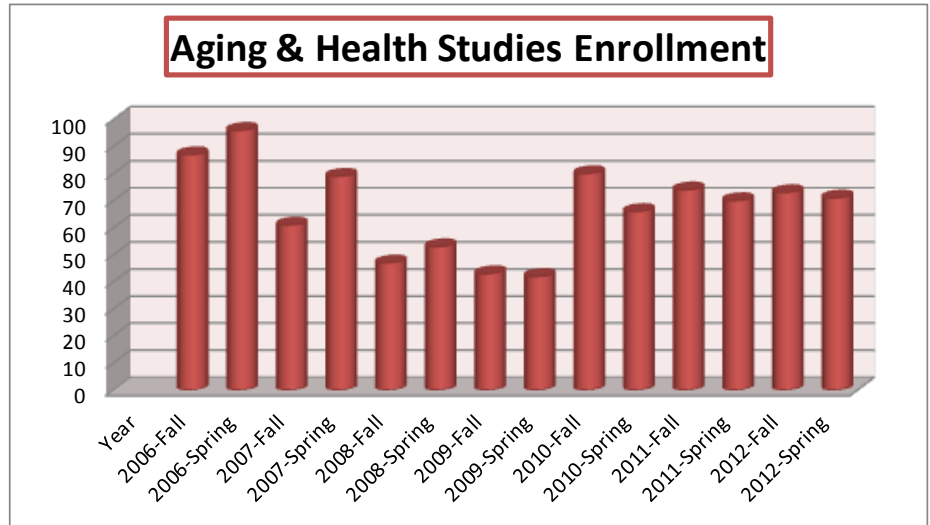
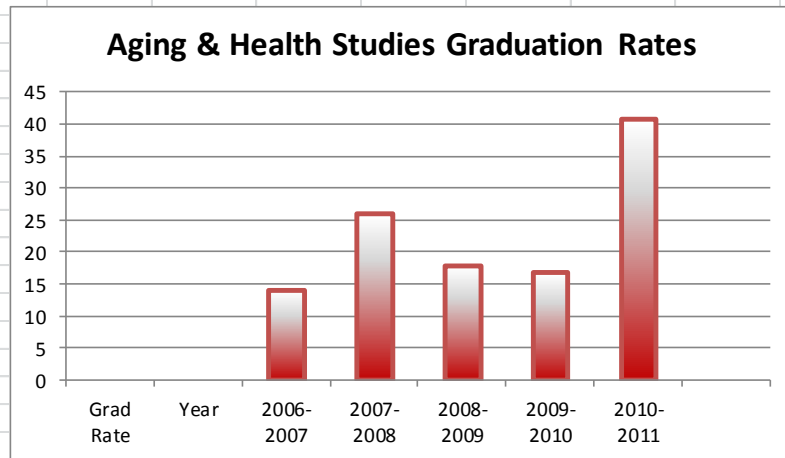


Table 4: Graduation Statistics of Students in the Gerontology Program

2007-2008	26
2008-2009	18
2009-2010	17
2010-2011	41



As indicated by Table 1, in the past 5 years there were over 5300 first-time freshmen entering Hostos Community College, however of that number less than one percent were declared gerontology majors. As Table 2 and Table 3 indicates when students become aware of the Aging and Health Major the completion rate of their courses are over 90% and each year the graduation rate increases. In light of these statistics it is critical for the program to have good marketing and public relations in order to educate the community (off-campus & on campus) of the existence of the program. The benefit of this knowledge is not only beneficial for training workers in gerontology, there is a driving need for trained personnel in this field as indicated by growing elderly population. According to the New York City Department for the Aging, there has been a twelve percent increase in the number of residents over the age of 65. Furthermore, New York City's senior population represents over 40 percent of the New York State senior population¹. Further, the number of minority elderly is increasing at a faster pace than that of non-minorities.²

According to the Occupational Outlook Handbook, "the number of social and human service assistants is projected to grow by nearly 34 percent between 2006 and 2016, which is much faster than the average for all occupations. Demand for social services will expand with the growing elderly population, who are more likely to need adult day care, meal delivery programs, support during medical crises, and other services."³ In addition, a large percent of hospitals, nursing homes and home health agencies reported difficulties in hiring bilingual workers.⁴ The percentage of Hispanics in the 16th Congressional District (the South Bronx) is estimated at 63%⁵, higher than the nationwide percentage of 15.1%. Furthermore,

¹ New York City Department for the Aging, Quick Facts, Nov. 2006. <http://www.nyc.gov/html/dfta/downloads/pdf/quickfact1.pdf>.

² New York City Department for the Aging, The older population in New York City: Changes in race, Hispanic origin and age, 1990 to 2000 on the internet at http://www.nyc.gov/html/dfta/downloads/pdf/trend_olderpop.pdf.

³ Bureau of Labor Statistics, Occupational Outlook Handbook, 2008-2009, <http://www.bls.gov/oco/ocos059.htm>.

⁴ The Health Care Workforce In New York, 2007, Trends in the Supply and Demand for Health Workers, The Center for Health Workforce Studies, School of Public Health, University at Albany, March 2009.

⁵ <http://serrano.house.gov/district.aspx>.

42.70%⁶ of the residents of the South Bronx are below the poverty level compared to 19.2% in New York City and 14.2% in New York State⁷. Finally, Hostos is continuing its college-wide curricular revitalization and renewal to enable its students to more effectively compete in this increasingly competitive workforce. This program strives to provide students with the ability to prepare for and seek employment as gerontologists in a variety of settings, working directly with the elderly and their families, or with organizations that influence the development of programs and policies that affect the elderly. However without the knowledge of this program's existence entering freshmen are not aware of the academic opportunities available and the need for trained staff in the field. It is apparent that there is an untapped pool of potential students who may need additional career options in health care fields. This program is an avenue of opportunity for these students to work as direct caregivers for the elderly or to affect their standard of living through improving housing, referral services, advocacy, transportation, long term care, counseling and social casework.

With aggressive outreach to High School students it is hoped that incoming freshmen will consider the option of a career in Aging and Health Studies. Students who transfer into Hostos CC from other academic institutions will benefit from marketing at major recruitment functions, peer to peer recruitment, brochures and as a result of information on the Hostos website. Finally, we expect that this program will become more popular among students currently enrolled at Hostos and anticipate a slight shift from other majors to this program.

⁶ <http://www.nyscaaonline.org/PovertyRatesByDistrict.htm>.

⁷ <http://www.nyscaaonline.org/PovReport/2008/ExecutiveSummary.pdf>.

Hostos Graduation Information:

Each of the annual graduation reports includes information on the number of graduates, the programs from which they graduated, and demographic data about the graduates.

Follow-Up of Hostos Graduates:

Every other year, the CUNY Office of Institutional Research and Analysis (OIRA) conducts a follow-up study of all students who have graduated from a CUNY college. The results, in the table below, are based on students who graduated from Hostos Community College (and all other CUNY colleges) during the 2007-08 academic year.

The major points of the follow-up study show that six months after graduation:

- Only 16.5 percent of Hostos Community College graduates are not currently employed, compared to 27.1 percent for all community colleges and 26.0 percent CUNY-wide.
- Just under 60 percent of Hostos graduates are continuing their education or training, a lower percentage than the community colleges as a group or all CUNY colleges.
- Almost all of the graduates have jobs in New York City.
- Almost half (49.0 percent) of the graduates were employed in jobs that required the specific certificate or associates degree they received at Hostos.
- Just over two-thirds of the graduates (67.8 percent) were either “Very satisfied” or “Somewhat satisfied” with their current job.
- Again, just over two-thirds of the graduates (67.7 percent) felt that Hostos Community College prepared them either “Very well” or “Well” for their current job.
- Over three-fourths of the graduates (76.9 percent) said they would choose to go to Hostos Community College again, if they had the choice.
- Over two-thirds of the graduates (70.5 percent) said they would choose the same program again, if they had the choice.

Faculty

Table 1: Full-time Teacher Education Faculty

Name	Rank/Tenure	Length of Service	Courses Taught	Degree
Eunice Flemister	Lecturer - Program Coordinator	14 years	GERO 101/102/103/199	MPH
Juan Preciado	Professor/ Tenured	25 years	HLT 103	PhD. Ed.
Iris Mercado	Assist. Prof. Tenured	2 years	HLT 215	EdD

Table 2: Adjunct Faculty for Gerontology Unit

Name	Rank/Tenure	Length of Service	Courses Taught	Degree
Leah Clendening	Adjunct Lecturer	23 years	GERO 101	M.P.H., R.N
Mwata Nubian	Adjunct Lecturer	3 years	GERO 101	M.PA.

In an effort to teach students to care for the elderly across the continuum of care, multiple practical life experiences are re-created. Since they will inevitably care for their clients in various environments, like long term care, acute care, post-acute care and community/home based setting it is critical for them to have this experience. Needless to say, just as everyone is not suited to teach, so, everyone is not suited to service the elderly. However, everyone should know something about their needs, challenges, and the rewards of growing old, for, one day, if we should survive, we will all take the well traveled road of aging.

It is critical for the student to understand what they are undertaking when they choose a career that services the elderly. This population is often underserved, vulnerable and sad to say sometimes abused. We attempt to create an environment where the student can learn from real life experiences. Writing assignments are thought provoking scenarios which promote a sense of understanding and, intellectual curiosity. Many students find that their own personal experiences with their family members are more clearly understood and it is these cases that are used to enhance their learning experience.

Another effective resource uses in training the student in the skills of Recreation Therapy is the importance of documentation. The coursework requires the tools of the trade to create a plan of care for the client. The Initial Assessment, Progress Note, M.D.S. 3.0 and other documents drive the process and helps to create a real life on the job experience. The students use role reversal to capture what they can expect both as a therapist and then as the resident/registrant. They are expected to meet the needs of their client and create an optimum plan of care.

We strongly support volunteerism in life situations. Students are also required to spend time in a senior serving institution. This allows them to put into practice what they are learning in the classroom and come

to grips with their own feelings about aging and the care of the aging. This experience also enables them to see what happens in these institutions in “real time”. It is most rewarding to the student and instructor, that, after they have completed their internship, the facility has employed them to be on their team.

Since we have representation on the Service Learning Committee we have a voice in the development of the curricula which will eventually be a roadmap for the student. This style of learning has already benefitted our students. This past year the students in GERO 102 – Therapeutic Recreation in Long Term Care went to Riverstone Senior Program in Washington Heights and were responsible for facilitate a recreation program. The site director Ms. Leidy Jorge graduated from Hostos several years ago and along with Ms. Carmen Nunez run the program. They were delighted to have the students take over the program for the afternoon.

The numerous experiences become teaching materials to help develop the content of the courses. The scope of our experiences helps us to give the student a well-rounded experience of what it means to be a caregiver to the geriatric community.

Last year we collaborated with the Acting Director of Career Service, Lisanette Rosario on several projects. We produced a manual geared towards the student in Aging and Health Studies, The Career Club and the Aging and Health Club organized the 1st Annual Careers in Aging Week and we are now in the process finalizing a DVD on the benefits of Careers in Aging which will be used to market the program.

The Coordinator of the Gerontology Unit is responsible for curriculum revision, recruiting, and advising.

This past year we were involved in Career Exploration Day with College NOW and College Start. The presentation was entitled “Finding your Niche in Health Care”. I use this opportunity to encourage incoming students to consider a career in aging. The program developer and the consultant for the Fundamentals in Person-Centered Care which is housed in the Continuing Education and Professional Studies students uses this opportunity to inform students about career options in gerontology. Our unit serves on the General Education (Gen Ed) Committee. This committee was instrumental in developing a Syllabus Template for the college community and taking the Mapping Tool on tour, (a Gen Ed learning outcome tool). We continue to attend the Senate Meetings. The Academic Advisor and Mentor personally sits with each student who has an interest in the program and we both determine if the Aging and Health is indeed the career for them.

All faculty (full-time and adjuncts) are encouraged to attend a series of development activities sponsored by Academic Affairs. These workshops include such topics as advisement, writing across the curriculum, syllabi development, and faculty portfolios. Also, on an ongoing basis there are workshops made available to the faculty by the Office of Educational Technology (EdTech), including Blackboard, Smart Board, EPortfolios and CUNYFirst.

The faculty is encouraged to consider developing online and hybrid courses and is given the needed support. Monthly department meetings are held and each unit is given the opportunity to share with colleagues, disseminate information and to discuss curriculum, teaching strategies, student issues, and faculty research. This also serves an opportunity for faculty to make suggestions and offer guidance to their colleagues. Faculty also use this opportunity to share information about upcoming local workshops and conferences that faculty may want to attend.

Facilities and Resources

We have one College Office Assistant (COA), Ms. Marietta Mena who assists not only the Gerontology Unit but Physical Education and Health Education units as well. Ms. Mena's position includes welcoming visitors to our department and either handling their issues or directing them to the correct person. She answers the phones and answers any questions she can or transfers the person to the correct faculty member. Ms. Mena takes care of collecting faculty syllabi, initiating PARs, keeping track of multiple position forms and attendance rosters, supervising student workers, taking care of photocopying, distributing mail, and numerous other office tasks and helping to facilitate the academic advisement process. Currently, when there is a need Ms. Rufina Amadiz, the COA from the Teacher Education gives us the needed support. We have one College Laboratory Technician (CLT), Ms. Luz Rivera. She was a Hostos graduate and went on for her bachelor's degree in technology. She was originally our COA, but showed so much initiative and knowledge, she was promoted to CLT. In this capacity, she supports faculty with all technology needs in the classroom and training in our department. She also creates our assessments and analyses the data for us. She creates our brochures and flyers, as well as keeps our website up-to-date. Although her primary responsibility is for the Teacher Education Unit, she works with everyone in our department. She supports faculty in with advisement of students. She is knowledgeable in the CUNYFirst system and assists the staff and faculty as needed. Her assistance in the department is beneficial to everyone including the adjuncts and the work-study student which she also oversees. The department has also been able to attain major achievements in the area of online education due to the ongoing professional development, administrative and technical support from the EdTech Department. Our students and our faculty have benefited from many workshops in areas Blackboard, CUNYFirst and any other technology related issues. This Office has also helped to integrate technology across-the-curriculum; acquire equipment, established a Help Desk, live online and in-person technical support and any type of assistance needed to implement the effective use of technology.

Library

There is at least one copy of each textbook on reserve in the Hostos Library. There is not a large section of gerontology books that our students can use for class assignments, however over the past 2 years it has increased. We are always invited to submit book recommendations. The reference librarians are extremely helpful in aiding our students with class research papers and projects.

Furthermore, we have a “Library Liaison”, a library representative (Prof. Jennifer Tang) who works collaboratively with the Program Coordinator to purchase books, disseminate information about additions to the collection, and assess the overall quality of the education collection. This initiative has been most effective in the sense that it encourages faculty participation in the selection of materials, keeps everyone informed of new acquisitions, and most importantly has enabled our department to have access: to a variety of books (for our students, as well as a considerable number of children’s literature); an electronic databases that no single college could probably afford; and an inter-library loan program that gives faculty and students access to CUNY-wide resources. Faculty has access to wonderful resources to use aid in their research. They have an Annual Open House to inform faculty of the services available to them and their students.

Library Workshops for students have also been a great asset to our program. Most instructors, in our department require, recommend or encourage students to take advantage of the different instructional workshops, such as Finding Articles, Citing Your Sources to Avoid Plagiarism, Keys to Database Searching and Surf Smart: Using the Web for Information and Research.

Space

The Coordinator of the Gerontology Unit has an office and there are 2 cubicles available for adjuncts to use. This is a shared space with the adjuncts from all units in the department. Our student files are secured in an office and additional files are in the hallway near our offices. There is seating in the reception area for up to four students, which is fine during most of the year, but it can get very crowded during academic advisement.

The Office of the Registrar assigns classroom for unit. We have a projectors and laptop which are under lock and key in the office of the program coordinator. When we need the TV and DVD player the Audio-Visual Department provides it.

We have \$550 discretionary OTPS funds money to use for the entire department, which means it is divided between 4 four units (Teacher Education, Physical Education, Heath Education, and Gerontology). We are often in need of supplies for our classes and it is necessary especially when you are teaching visual learners. The faculty often uses their own monies to make purchases. In method courses supplies are need to promote learning styles assessments. Although most items are not expensive there is the need for a diversity of supplies from creative arts materials costing ten dollars to a physical limitations simulation suit which costs two thousand dollars. The department is hopeful that this will become a higher priority within the college in order to enhance the quality of our offerings in the near future.

Strengths/Weaknesses, Opportunities and Threats (SWOT)

According to the Administration on Aging (AoA - www.aoa.gov), New York City's senior population (65 and over) for 2008 numbered over one million. Of that, nearly 50% were minorities. The chart below provides a breakdown of senior residents in each of New York City's counties as compared with senior residents in New York State.

New York City and New York State Population Age 65 and Older				
Year: 2008		Minority Information		
County	Total	Minority Population Age 65 and Older	Minority Percent of Population Age 65 and Older	
Bronx	148,116	101,881	68.80%	
Kings	314,368	153,449	48.80%	
New York	210,296	102,495	48.70%	
Queens	305,926	146,844	48.00%	
Richmond	59,168	10,428	17.60%	
Total NYC	1,037,874	515,097	49.63%	
NY State	2,607,672	675,904	25.9%	

Source: Administration on Aging, Aging Integrated DataBase⁸

AoA has also projected that the over 65 population will account for more than 20 percent of the total population in New York State by the year 2030 and the over 85 population will account for 3.2 percent.⁹ Possibly the most striking sign of the growth of the older population is the number of people age 100 and older. In 2000, the Bureau of the Census estimated that there were between 69,000 and 81,000 people in the United States who were 100 years of age and older. The 1990 census identified only 37,306 members of our population who were 100 years of age or older. (Krach & Velkoff, 1999)¹⁰.

⁸ http://www.agidnet.org/PopEst_County.asp?keep=1&tab=9&sort=Minority65_Pct_2&order=asc.

⁹ http://www.aoa.gov/AoARoot/Aging_Statistics/future_growth/future_growth.aspx#state.

¹⁰ Krach, C. & Velkoff, V. (1999). Centarians in the United States 1990. Washington, DC: national Institutes of Health.

New York City’s Department for the Aging (DFTA)¹¹ was created to help improve the quality of life for the city’s aging population. It currently serves only 300,000 of the 1.3 million senior citizens in New York City but is working to meet the increased demand. DFTA works with community partners and “conducts public hearings in all five boroughs. These hearings provide an opportunity for older persons, service providers and advocates to comment on and help shape the City’s aging services system.”¹² As part of its mission, the DFTA intends “To be a catalyst for increased resources to enhance and expand programs and services for older New Yorkers.”¹³

These statistics reveal the increased demand for gerontologists. In view of the rising number of elderly and the fact that the baby boomer generation is beginning to reach the senior ages, the US Department of Labor has indicated that there will be an increase in job demand for individuals with a background in gerontology. Although jobs in the senior care sector are expected to increase, the elderly population is continuing to grow at a quicker pace. Furthermore, the Center for Disease Control and Prevention reported in 2008 that the average life expectancy was 77.7 years, compared to 47.3 years in 1900. To further project the need for additional services for the elderly, the New York State Department of Health’s Hospital Review Planning Council commissioned a study of the long term care needs of aging New Yorkers. The study reviewed the current and projected needs of a variety of care settings. The following chart clearly shows that by 2016, there will be a significant unmet need in New York City as well as in the state for facilities to assist the elderly.

Table 8. 2016 RHCF Bed Need, Resource and Unmet Need
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¹¹ <http://www.nyc.gov/html/dfta/html/home/home.shtml>.

¹² *Promoting Positive Aging*, NYC Department for the Aging, www.nyc.gov/html/dfta/downloads/pdf/final021208.pdf.

¹³ <http://www.nyc.gov/html/dfta/html/about/mission.shtml>.

Residential Health Care Facility (RHCF), Community Based (CB) and Supportive Housing (SH)									
	Migration Adjustment	Out of State	NYS Res.Out of State	2016 Total Need	Current RHCF Beds	Pipe Line RHCF Beds	Future Berger Adjustment	Total RHCF Resource	Un Met Need
County									
New York City	50,159	460	452	51,071	43,646	-619		43,027	8,044
New York State	119,433	1,012	905	121,350	115,718	-811	-1,053	113,854	7,496

Source:
http://www.health.state.ny.us/facilities/state_hospital_review_planning_council/meetings/2009/2009-07-23/docs/2016_residential_health_care_facility_bed_needs.pdf

The United States is on the brink of a “longevity revolution”, as stated by the chair of the gerontology program in University of Rhode Island, one of the oldest gerontology programs in the nation. By 2030, the proportion of the population aged 65 and older will double to about 71 million older adults, or one in every five Americans. The far-reaching implications of the increasing number of older Americans and their growing diversity will include unprecedented demands on public health, aging services, and the nation’s health care system.

The New York State Office of the Aging held a series of *Listening Sessions* during 2006 and 2007, that brought together “people in the community with people from academic, planning and service, local and state government, and advocacy groups to clarify and provide focus to the critical issues we face in workforce training and education for individuals working with older adults,”¹⁴ Among the conclusions reached during these sessions, is the need for innovative ways to prepare students to work with an aging population. The listening groups recommended that “Gerontological curricula need to be further developed, strengthened and made readily available in the disciplines of social work, nursing, medicine, the therapies, and other allied professions to better prepare professionals to work with older adults in health and long-term care- related fields of practice. Cross-disciplinary curricula in gerontology and geriatrics should also be further considered for applicability in various disciplines to meet education

¹⁴ Working with Older Adults: Charting the Future of Workforce Training and Education in New York, <http://www.aging.ny.gov/ReportsAndData/WorkforceEducation/BurgessLetter.cfm>.

requirements to be prepared to work with older adults.”¹⁵ In addition, the listening groups identified a need for all methods of education (college curricula, continuing education, field training, etc) to be reshaped in order to develop a workforce that is prepared to work with older adults now and into the future.

As previously stated there is an overwhelming need for individuals with an academic background in this interdisciplinary field however, there are only a few undergraduate programs in New York City, which is an indicator that program should be continued. One of the program’s weakness is its limited visibility on campus and perhaps CUNY-wide. As mentioned earlier very few students entering Hostos are declared Aging and Health Majors and this may be due to a lack of program branding and outreach. .

Future Direction for the Academic Program

	Short Term Goal	Long Term Goal
Increase student enrollment		X
Continue Annual Careers in Aging Week	X	
Expand articulation with senior institutions in CUNY	X	
Establish a Gerontology Advisory Board (G.A.B.)	X	
Complete membership in Association for Gerontology in Higher Education (AGHE)	X	
Assume an active role as member on Task Force for Community Colleges- AGHE		X
To strengthen pipeline of students through the development of an intergenerational program.		X

¹⁵ <http://www.aging.ny.gov/ReportsAndData/WorkforceEducation/Education.cfm>.

The following recommendations can be made by the unit

- Align Gerontology program goals to college goals ,OAA divisional operations plan and Hostos Strategic plan
- Increase program visibility at conferences
- Continue professional development
- Offer hybrid /online courses
- Better prepare students in all aspects of documentation skills for job placement
- Increase presentation to high schools and college fairs.
- Collaborate with campus liaison from Local 1199 to inform incoming students about the program
- Continue to work closely with CUNY-NOW and CUNY- Start
- Increase field placements
- Establish recruitment plan that includes marketing
- Continue efforts to integrate General Education outcomes across our entire curriculum.
- Prepare a regular semi-annual and annual progress reports to administration
- Request an opportunity to orally report on the program's progress to OAA, Chairs, Coordinators, Director, Leadership Council
- Review the College's strategic plan and be certain that the Gerontology's Program is consistent and supportive of the College's goals.

Recommendations that can be implemented only by the intervention and/or assistance of OAA, the Provost, or the President:

- Access to support services necessary for operations(i.e. printing and graphics services, communication/marketing,
- Financial support for program development to attend at least on conference annually,
- Create a Community Advisory Group that can assist in demonstrating community support, advocacy work and hopefully financial support.
- Build community and departmental partnerships and collaborate on joint projects for funding.
- Create marketing material
- Use of dedicated classroom space and equipment , for simulated activities in long term care



of the City University of New York
500 Grand Concourse
Bronx, New York 10451

EDUCATION DEPARTMENT – Aging and Health/ Gerontology Unit
Room A-107 (718) 518-4167

FALL 2012

Introduction to Gerontology - GERO 101- 316A code 7344

Tuesday/Thursday 11:00 a.m. – 12:15 p.m.

Room –A- 229

Prof. Eunice Flemister, MPH

Gerontology Coordinator A 107-I

Office Hours: Tues 12:30–1:30pm; Wed 4:15-5:15 pm (by appt.) Thurs. 12:30–1:30pm

Phone Office: (718) 518-4167

Email Address: eflemister@hostos.cuny.edu

Course Description:

This course is an introduction to the major issues and concepts that deal with the study of the aging process. It will explore the demographic, social and economic factors in aging as well as the effects of physical change and psychological behavior upon later life.

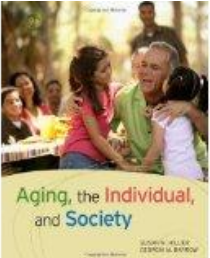
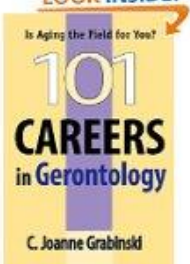
Prerequisites/Co requisites

One must have completed or be enrolled in **ESL/ENG 091** to take this course.

Required Class Text –

Aging the Individual and Society by Georgia M. Barrow and Susan Hiller, West Publishing Co, St. Paul, MN 2011 (9th edition) ISBN – 978-0-495-81166-4

101 Careers in Gerontology by C. Joanne Grabinski) ISBN – 978-0-8261-1506-5

<p>Aging, the Individual & Society 9th edition</p> 	<p>101 Careers in Gerontology LOOK INSIDE! Is Aging the Field for You? 101 CAREERS in Gerontology C. Joanne Grabinski</p> 
0 534 59814 5	97800826115065

Hillier, Barrow	C. Joanne Grabinski
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Additional Selected Readings and Websites to Supplement Class Notes and Chapter Discussions may include:

<http://www.census.gov>

Administration on Aging <http://www.aoa.dhhs.cio.v>

American Association of Retired Persons (AARP) <http://www/aarp.org>

American Society on Aging <http://www.asaging.org>

Gerontological Society of America <http://www.geron.org>

Social Security Administration <http://ssa.gov>

Grading

1. Classroom participation and attendance	10%
2. Homework and other written work	20%
3. Chapter Quizzes & Exams	50%
4. Research Assignment & Presentation	20%

Written assignments - Students will be assigned writing to learn activities throughout the semester. These will include writing such as answers to questions that relate to textbook chapters, as well as, graded summaries and critiques of articles, films etc. Students will also be expected to compare and discuss their written work with other class members to foster critical thinking and analytical skills.

All written assignments are to be typed, using double space, Arial font, size 12 font, 1" margins, with your name, class name & number, name or number of the assignment, and date. Handwritten assignment will not be accepted.

Late assignments, not receiving prior approval from Instructor, will receive a lowered grade. All homework must be typed, list your name, course number and week number the homework is due. If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date.

Research Paper - Students will be expected to hand in a formal five-page research paper on a topic relating to older people. A timetable for the completion of this paper will be distributed that will include dates by which to hand in an outline, drafts, and the final paper.

Exam – Chapter Quizzes will be given in this course. These quizzes not only test student knowledge of the subject matter; but will also include essay questions to assess students' critical thinking regarding the many ethical, philosophical and psychological issues associated with the aging program.

Grading System

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	00-59	0.0

An incomplete will only be given to a student who is successfully completing the course and because of unforeseen circumstances cannot complete a specific assignment in the given time frame. It is the

student's responsibility to see me at the time of the occurrence to sign a contract or an incomplete grade will not be given and the student will fail the course.

Students with Disabilities Policy: If any student has a disability that requires course accommodations, please contact me by phone or email as soon as possible to discuss your situation. I will be pleased to meet with you to discuss the matter as well. If you have not already done so, you should register with the college's office of Services for Students with Disabilities located in the Savoy building in Room D101P; telephone: 718-518-4454. The office will assess your eligibility for services and/or accommodations and will work with you to plan and implement appropriate accommodations to assist you to complete requirements for this and other courses.

Student Integrity Policy: Definitions and Examples of Academic Dishonesty

1. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.
3. **Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and *cutting and pasting* from various sources without proper attribution.

For more detailed information <http://www.hostos.cuny.edu/oaa/policies.html>

COURSE OUTLINE

WEEK	<u>TOPIC AND ASSIGNMENT</u>
1	<p><u>Course introduction and requirements</u></p> <p>Get Aboard the HealthCare Career Train Discussion of career opportunities in health career including Salaries for Health Professions , Occupational Outlook Handbook 2010-2011 Edition</p>
	<p><u>An Overview of Aging in the United States</u></p> <p><u>Write an essay about your prospective older years by using the worksheet entitled Imagining Your Future Self. This essay should be at least one page in length.</u></p> <p><u>In Class Assignment: Review the graph and read the articles about demography and aging that the instructor will distribute to the class</u></p>
2	<p><u>Read Chapter 1- Aging in America</u> Answer these homework questions and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Compare the status of the aged living in colonial times to the status of older people today. 2. What impact will the increase in the aged population have upon our society? Define: gerontology, gerontophilia, gerontophobia, ageism, baby- boom generation
3	<p><u>Read Chapter 2 - Stereotypes and Images</u> Answer these homework questions and be prepared to discuss: List five positive and five negative stereotypes of older people. How can one change the negative attitudes toward the aged?</p> <p>Define: stereotype <i>Complete a collaborative learning exercise relating to stereotypes- of older adults using birthday cards and cartoons as your source material.</i> <i>Fill out the chart "What are elderly people really like?"</i> Write an essay of at least one page in length, about other ways in which our society discriminates against the elderly. Describe how you could change these circumstances. The Instructor will grade this essay.</p>
4	<p><u>Read Chapter 6 - Friends, Family and Community</u> Answer the following homework questions and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. What are some of the typical events that occur to individuals in the later stages of the family life cycle? 2. Discuss your reasons for believing that widowhood is harder for men or women. <p>Imagine that you are a social worker who visits the elderly man in the film. Write up a two-page report about this client. First, describe some suggestions for improving the quality of his life, and then discuss two hypothetical follow-up visits, which describe any progress made in his living conditions. The instructor will grade this report.</p>

5	<p><u>Read Chapters 7 – Intimacy and Sexuality</u> Answer these homework questions and be prepared to discuss Distinguish between social networks and social supports and explain the role of women as keepers of the social networks. Respond to the proposition that sex is better after age 60 Define the following terms: social network, social support,</p> <p><i>In class exercise: The Social Network & The Social Support Worksheet</i></p> <p>Film: Ladies in Lavender – Assignment – refer to handout</p>
6	<p><u>Read Chapter 5- Mental Health</u> Answer the following homework questions and be prepared to discuss: 1. Contrast and compare functional and organic disorders of the aged. 2. Discuss the myth of senility. 3. Explain how the processes of learning and memory are affected by age. 4. Explain the myth of senility and its consequences on mental health care for the elderly.</p> <p>Define the following terms: long term memory, short term memory, Alzheimer’s disease, and dementia.</p>
7/8	<p style="text-align: center;"><u>SPECIAL TOPICS –PART I</u></p> <p><u>Read Chapter 12 – Elderly & its Special Populations-Part 1</u></p> <ul style="list-style-type: none"> ❖ Suicide ❖ Aging Criminals ❖ Crimes against elders ❖ Drug Abuse <p>Define the following terms: attempted suicides, confidence games, double suicides Answer the following homework questions and be prepared to discuss: Describe the extent of suicide among the elderly, racial differences in suicide rates, and gender differences. Describe the different kinds of elder abuse Describe drug abuse and reasons for this abuse among the elderly, including their abuse to prescription drugs, over-the –counter drugs and alcoholism.</p> <p>Handout –Community District Profile assignment</p>
9/10	<p style="text-align: center;"><u>SPECIAL TOPICS –PART II</u> <u>Caring for the Elderly in a Multicultural Environment</u> <u>Read Chapter 13- The Elderly & its Special Populations</u></p> <ul style="list-style-type: none"> ✓ Elderly of African Descent – African Americans, Haitian Americans ✓ Latino Americans – Mexican Americans, Puerto Ricans, Dominican Americans ✓ Asian Americans – Chinese Americans, Japanese Americans, Korean Americans, Vietnamese Americans ✓ Elders of European Origin – Irish Americans, Italian Americans, Polish Americans

	<ul style="list-style-type: none"> ✓ Native Americans – American Indian, Alaska Native Americans ✓ Socio-Religious Groups – Jewish Aged, Amish Elders, Arab American ✓ Rural Elderly <p>Your selection of any of the above populations must be submitted to Instructor. You will be guided in what is expected in the final project in another handout.</p>
11/12	Presentations
	<p>DUE: Type a four (4) page paper, including one (1) page of references on the elderly special population selected and approved. Project will be graded.</p> <p>DUE: Community District Profile Relating to the Elderly paper. See Assignment handout “Community District Profile Relating to the Elderly”</p> <p>PRESENTATION TO CLASS OF COMMUNITY DISTRICT PROFILE of Specific Populations</p>
13	<p>Read Chapter 14- Death and Dying</p> <p>Answer the following homework questions and be prepared to discuss: Describe Dr. Kubler-Ross’s “stages of grief” and indicate in which other life situations one might see the same behaviors. Define the following terms: bereavement, hospice, right to die issue, euthanasia, palliative care, living will, right-to-die.</p> <p>Film:</p>
14	<p>Read Chapter-9 - Finances and Lifestyles</p> <p>Answer the following homework questions and be prepared to discuss: 1. Discuss the issue of age discrimination in the workplace. 2. Describe your idea of a good retirement. 3. Discuss the pros and cons of a "means" test to qualify for senior entitlements and programs. Define the following terms: Age Discrimination in Employment Act, work ethic, early retirement, and mandatory retirement.</p>
15	Review for Final Exam
	Final Exam

of the City University of New York
500 Grand Concourse
Bronx, New York 10451

EDUCATION DEPARTMENT - Gerontology Unit
Room A-107 (718) 518-4167

SPRING 2013

GERO 102 – 41011 Therapeutic Recreation in Long Term Care
WED. (Double Period) 12:30 -3:15
Room A-245

Prof. Eunice Flemister

Gerontology Coordinator A 107-I

Office Hours: Tues 9:45 -10:45 am/Wed 11:00 am- 12:00 pm/Thurs.1:00pm–2:00 pm

Phone Office: (718) 518-4167

Email Address: eflemister@hostos.cuny.edu

Course Description:

Principles and practices of therapeutic services in long term care settings services, but not limited to, the elderly, with emphasis on the role of the therapeutic recreation professional in client assessment and design of appropriate interventions to address healthcare needs. Topics will include but not be limited to documentation forms, quality assurance and NYS regulations.

Students will review and participate in various types of recreation services and be able to demonstrate activity programs as well as write care plans.

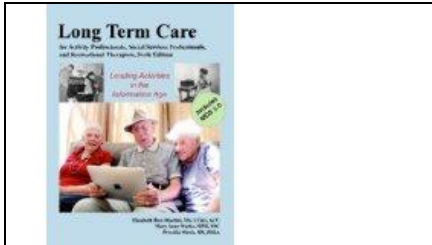
The Student can expect to learn in this course:

- ✓ How to run a senior recreation program
- ✓ How to assess the need of a program participant
- ✓ How to scheduling and advertise activities
- ✓ How to plan, implement and evaluate activities
- ✓ How to plan and evaluate trips
- ✓ How to use the assessment tool and implement into the plan of care
- ✓ How to complete the Interest Indicator, Initial Assessment; Progress Notes, MDS 3.0
- ✓ How to develop calendars utilizing various activity formats

Required Readings:**Textbook:**

Long Term Care for Activity Professionals and Recreational Therapists, 6th edition.

ISBN - 9781882883899



Best-Martini, Weeks, Wirth

Website: NYS Department of Health, **Electronic Dementia Guide for Excellence (EDGE) Project** (<http://www.health.state.ny.us/diseases/conditions/dementia/edge/>)

Course Requirements & Grading

- Each student will be responsible to complete four lesson plans
- Each student will develop a portfolio of calendar of events
- Each student will complete a Care Plan Packet including an Interest Indicator, Initial Assessment, Program Notes, MDS 3.0

- Presentation of Calendar of Events Portfolio 20%
- Documentation & Care Plans Portfolio 30%
- Three Quizzes 15%
- Individual Presentations of Program 25%
- Attendance 10%

Grades: Late assignments will only be accepted in cases of extreme emergencies with documented proof. Failure to complete any assignment will result in a grade of 0% which will be averaged into the finale grade.

Grading System

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	00-59	0.0

An incomplete will only be given to a student who is successfully completing the course and because of unforeseen circumstances cannot complete a specific assignment in the given time frame. It is the student's responsibility to see me at the time of the occurrence to sign a contract or an incomplete grade will not be given and the student will fail the course.

Students with Disabilities Policy: If any student has a disability that requires course accommodations, please contact me by phone or email as soon as possible to discuss your situation. I will be pleased to meet with you to discuss the matter as well. If you have not already done so, you should register with the college's office of Services for Students with Disabilities located in the Savoy building in Room D101P;

telephone: 718-518-4454. The office will assess your eligibility for services and / or accommodations and will work with you to plan and implement appropriate accommodations to assist you to complete requirements for this and other courses.

Student Integrity Policy: Definitions and Examples of Academic Dishonesty

4. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
5. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.
6. **Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and *cutting and pasting* from various sources without proper attribution.


For more detailed information <http://www.hostos.cuny.edu/oaa/policies.htm>

SCHEDULE OF TOPICS

Week/ Chapter	Chapter Assignment and Topic
Week 1	<p><u>Chapter 1</u> Introduction - To review the goals of the course and discuss the course requirements</p> <ul style="list-style-type: none"> ○ What is Long Term Care ○ To discuss the field of recreation therapy <p><i>Visit a nursing home, a senior center, an adult day care and an assisted living facility in your neighborhood. Request a copy of the activities schedule/calendar. You will need this information for your portfolio presentation. Compare and contrast the different facilities. Write a short summary of your findings.</i></p>
Week 2	<p><u>Chapter 2 - The People we serve in Long Term Care</u></p> <ul style="list-style-type: none"> ○ Theories on Aging ○ Demographics of the People we serve ○ Myths and Realities ○ Reaction to Illness ○ MDS List of Medical Disorders and Interventions ○ The Diagnostic Intervention Grid ○ Saying Goodbye – The way we Grieve, the Way we Die <p><i>Interview an elder and write a brief case history. Include marital status, living arrangements, health status, likes, dislikes and any other pertinent information. Name and describe the client's options with regard to the recreation experience.</i></p> <ul style="list-style-type: none"> ▪ Types of Programs <p><i>Film: Young at heart</i></p>
Week 3	<p><u>Chapter 3 - The Work We Do</u></p> <ul style="list-style-type: none"> ○ An Overview of Therapeutic Recreation ○ Activity Professional ○ Standards of Practice ○ Teamwork <p><i>Film: Kicking High in the Golden Years</i></p>
Week 4	<p><u>Chapter 4 – The Environment</u></p> <ul style="list-style-type: none"> ○ Physical Environment ○ Personal Environment ○ Cultural Environment ○ Working Environment

<p>Week 5</p>	<p><u>Chapter 5 - Person –Centered Care</u></p> <ul style="list-style-type: none"> ○ Physical Activities and Exercise with Older Adults ○ Physical Function with Older Adults ○ Person-Centered Activity Programming <p>What are the values of an exercise program for older adults? List the precautions an exercise leader should take before giving an exercise to seniors? How does a recreation leader implement an exercise program? Physical Activity Program What steps does an exercise instructor follow in teaching exercise to seniors? How is yoga different from western forms of exercise? Why is yoga beneficial for older adults?</p>
<p>Week 6</p>	<p><u>Chapter 6 - Activities</u></p> <ul style="list-style-type: none"> ○ Activity Suggestions ○ Program Resources Inventory ○ Activities to Promote Participation ○ Verbalization Approaches ○ Conversation Starters ○ Reminiscent Programs ○ Theme Events ○ One to One ○ Low functioning ○ Using the Senses ○ Program Resources Inventory <p>What is the purpose of sensory activities? Why do older adults have a greater recall of past events? Name and describe some reminiscence activities. Name and describe several dramatic activities</p> <p>What are the characteristics of a special event as opposed to a regularly scheduled activity? Why are outings so valuable to residents/registrants in long term care facilities? What is needed to ensure a safe and enjoyable trip?</p>
<p>Week 7</p>	<p><u>Chapter 7 - Programming for Resident with Severe Cognitive Impairments</u></p> <p><u>Chapter 8 - Programming for Individuals with Mild to Moderate Cognitive impairments</u></p>
<p>Week 8</p>	<p><u>Chapter 10 – Documentation & Appendix B</u></p> <ul style="list-style-type: none"> ○ Documentation Principles ○ Introduction to Required Documentation ○ Activity Documentation

Week 9	<p>Chapter 11 – Assessments</p> <ul style="list-style-type: none"> ○ Initial Assessments ○ Activity Assessment ○ Recreational Therapy Assessment <p>Why is it important to have an on-going evaluation process for senior recreation programs? What are the four areas of any agency which should be evaluated? Name the documentation tools that can be used for this evaluation?</p>
Week 10	<p>Chapter 11 – Assessments – (continued)</p> <ul style="list-style-type: none"> ○ Initial Assessments ○ Activity Assessment ○ Recreational Therapy Assessment <p>Why is it important to have an on-going evaluation process for senior recreation programs? What are the four areas of any agency which should be evaluated? Name the documentation tools that can be used for this evaluation?</p>
Week 11	<p><u>Chapter 12- Resident Assessment Instrument and Treatment Planning</u></p> <ul style="list-style-type: none"> ○ Purpose and Overview of the RAI ○ Filing out the MDS RAP's – the Resident Assessment Protocols ○ Care Planning ○ The MDS for Reimbursement <p>Bulletin Board Preparation/ Portfolio Preparation</p>
Week 12	<p><u>Chapter 13 – Monitoring the Treatment Plan</u></p> <ul style="list-style-type: none"> ○ Monitoring Tools – Activities ○ Quarterly Review ○ The Care Plan ○ Annual Review ○ Health Insurance Portability and Accountability Act - (HIPPA)
Week 13	<p><u>Chapter 14 - Councils</u></p> <ul style="list-style-type: none"> ○ Resident Council ○ Family Council <p><u>Chapter 15 – Volunteers</u></p> <ul style="list-style-type: none"> ○ Activity Department Volunteers ○ One on One Volunteer Friendship Programs <p>Define the role of volunteers in recreation program for older adults?</p>
Week 14	<p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> ○ Fund Raisers ○ What are the important elements involved in program development?

	<ul style="list-style-type: none">○ Using the site assessment form, visit a restaurant, library, theater, museum, or park and fill out the form determining whether it is appropriate for you to take older adults to this location.○ <i>You have been asked to be a member of a Planning Committee for a new Long Term Care Facility. What suggestions will you make to develop an innovative recreation program?</i>
Week 15	Individual Presentations  An illustration showing a line of stylized human figures in black silhouette, dancing or moving rhythmically. Above each figure are several musical notes, suggesting a music-based activity or performance.

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Bronx, New York 10451

EDUCATION DEPARTMENT - Gerontology Unit
Room A-107 (718) 518-4167

FALL 2012

GERO 103 –516A Health and Aging Code - 7346
T, TH 2:00 – 3:15 PM
Room A-229

Prof. Eunice Flemister, MPH
Gerontology Coordinator A 107-I

Office Hours: Tues 12:30 – 1:30; Wed 4:15 pm – 5:15 pm (by apt.); Thurs. 12:30 pm – 1:30 pm:

Phone Office: (718) 518-4167

Email Address: eflemister@hostos.cuny.edu

Course Description

This course will focus on the physical changes that occur with age and discuss the health change alternatives that the aging may require. It will also explore other health topics such as nutrition, medication, exercise, sexuality, and death and dying as they affect the older adult.

Course Overview

This course will develop and expand the student's knowledge with respect to health and the aging process. The student will learn and understand that health status is an important variable in determining health and quality of life in the later years. Basic principles of physiology will be included to enhance the student's understanding of how public policies and human service systems respond to the healthcare needs of the elderly. This course will emphasize the concepts of health promotion and wellness for the older adult.

Pre-requisites

This course has been designated as a Writing Intensive Course by Hostos Community College. This means that students **will** not only be expected to acquire knowledge of gerontological information, but they will also do assignments that will improve their reading, writing and critical thinking skills. Student work **will** include "low stakes" (non-graded) journal and free writing activities as well as "high stakes" (graded) assignments such as critiques, summaries, and a final research paper.

Written assignments - Students will be assigned Writing-to-Learn activities throughout the semester. These will include low stakes writing such as answers to questions that relate to textbook chapters as well as graded summaries and critiques of articles, films, etc. Students will also be expected to compare and discuss their written work with other class members to foster critical thinking and analytical skills. **All graded work will go through the draft/revision process and at least once during the semester the students will meet with me for individual conferences.**

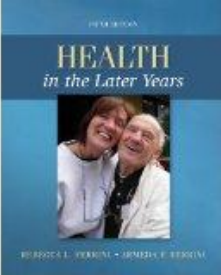
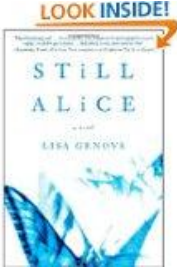
Research Paper - Students will be expected to hand in a formal five-page research paper on a topic relating to older people. **A timetable for the completion of this paper will be distributed that will include dates by which to hand in an outline, drafts, and the final paper**

Exam – A mid-term and final exam will be given in class. These exams will not only test student knowledge of the subject matter but will also include essay questions to assess students'

critical thinking regarding the many ethical, philosophical, and psychological issues associated with the aging program.

Required Textbook

- ✓ **Health in the Later Years** - Ferrini, A.F., Ferrini, R.L., (2013) 5th Ed. New York, McGraw-Hill Higher Education. – ISBN 978-0-07-802849-6
- ✓ **Still Alice** - Lisa Genova - Pocket Books - A Division of Simon and Schuster Inc

<p>Health in the Later Years 5th Edition</p> 	<p>Still Alice</p> 
978 0 07 802849 6	9781439102817
Ferrini & Ferrini	Lisa Genova

Additional Selected Readings and Websites to Supplement Class Notes and Chapter Discussions:

Annual Editions: Aging 2012/13

Harold Cox, Editor Brown, and Benchmark Publishers, 25th Ed. – ISBN-978-0-07-805120-3

- ❖ **Clinical Geriatrics – 2010-2012**
- ❖ **Annals of Long-Term Care 2010-2012**
- ❖ **National Institute on Aging/ Heath(NIA/NIH)– www.nih.gov/health;**
- ❖ **AOA Health Page – www.dhhs.gov/elderpage**
- ❖ **National Aging Information Center – www.ageinfo.org;**
- ❖ **National Council on Aging (NCOA)– www.ncoa.org**

Requirements

- **Midterm Exam: 15%**
- **Final Exam: 15%**
- **Two Formal Papers: 20%**
- **All Informal Papers: 20%**
- **Research Paper: 20%**
- **Class Participation & Attendance: 10%**

Grades: Late assignments will only be accepted in cases of extreme emergencies with documented proof. Failure to complete any assignment will result in a grade of 0% which will be averaged into the final grade.

Grading System

A	93-100	4.0
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Student Integrity Policy: Definitions and Examples of Academic Dishonesty

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 2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.
 3. **Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and *cutting and pasting* from various sources without proper attribution.
- For more detailed information <http://www.hostos.cuny.edu/oaa/policies.htm>

SCHEDULE OF TOPICS

Week	Topic & Assignment	Reading Assignment
1	<p>Introduction How old is old? Why study gerontology?</p> <ul style="list-style-type: none"> ✓ Chapter 1 - Our Nation's Elders ✓ Understand the "Baby Boom" and its effects ✓ Understand the health status of elderly Americans ✓ Understand the impact of the minority population in America ✓ Understand the cultural beliefs of the four largest minority populations ✓ Understand obstacles and opportunities in providing service to minority elders <p>Definition Writing/Terms: ageism, functional aging, chronological aging, psychological aging</p> <p>Getting in the Mood to write: <i>Interview an elderly family member get the basic information from them including; Name, Age, Birthplace. Ask them the following questions What stereotypes and prejudices they have encountered as a result of being a senior. Film: Ms. Evers' Boys</i></p>	Chapter 1
2	<p>Biologic Aging Theories and Longevity</p> <ul style="list-style-type: none"> ✓ Understand the difference between life span and life expectancy ✓ Understand how racial and ethnic difference may effect life expectancy <p>Will you live to be 100? Thomas Perls and Margery Hutter Silver, AARP Modern Maturity, November/December 1999</p>	Chapter 2 In Class

	<p><u>Personal Prediction Paper (Formal Paper 1):</u> <i>If you could step outside your body to see yourself clearly at 70, what would you be like physically, socially, psychologically, and financially? Write a two page paper describing what you will like at 70. Include where you will live and who you will live with.</i></p> <p>⇒ <i>Your answer should include the results from “Will you live to be 100” exercise including what changes are you willing to make in order to have a healthier and more productive life in the later year (be sure to take your family history into account).</i></p>	Assignment
3	<p><u>Changes in the Body with Age</u></p> <ul style="list-style-type: none"> ✓ Define an age change ✓ Understand how a study measures whether changes are related to age ✓ Describe age-associated changes in the major body systems ✓ Describe other factors that are associated with functional decline besides age ✓ Identify behaviors associated with hearing loss ✓ Support and/or debunk age-associated stereotypes ✓ 	Chapter 3- Handout In Class Assignment
4	<p><u>Chronic Illness – The Major Killers</u></p> <ul style="list-style-type: none"> ✓ Define risk factors and describe one risk factor for each major cause of death ✓ List five risk factors for heart disease ✓ Define “morbidity” and “mortality” ✓ Discuss the impact of cigarette smoking on morbidity and mortality ✓ Describe what an elder having a heart attack or stroke might experience 	Chapter 4– Handout In Class Assignment
5	<p><u>Other Chronic Diseases and Conditions</u></p> <ul style="list-style-type: none"> ✓ Describe chronic musculoskeletal disorders common among elders ✓ Describe the difference between chronic and acute illnesses <p><u>Getting in the Mood to write:</u> <i>In groups of 3 discuss which of the chronic conditions you have discussed would be the most difficult for an elder to live with. In a one paged paper explain why you made that selection and how the condition will impact on their living environment and quality of life.</i></p>	Chapter 5 – Handout
6	<p><u>Acute Illnesses and Accidents</u></p> <ul style="list-style-type: none"> ➤ Describe effective interventions to prevent accidental death or injury ➤ Understand how to assess an elder for accident risk ➤ Describe how pressure ulcers occur and how to prevent and treat them ➤ Know the top three types of accidents ➤ Discuss the prevention of motor vehicle accidents among elders <p><u>Getting in the Mood to write:</u> <i>Your elderly relative has decided to spend a month with you. You have to make several changes in your home/apartment in order to accommodate them. List the things you would have to change in order to have them remain safe while they are with you. Include all rooms including the kitchen, bathroom, hallway and living room.</i></p>	Chapter 6 – Handout

7	<p>Mental Health and Mental Disorders</p> <ul style="list-style-type: none"> ✓ Describe mental illnesses that affect elders ✓ Discuss the factors that influence the higher suicide rate among elders ✓ Know at least three major transitions that occur in later life and affect mental health ✓ Describe the age-associated changes in cognition and memory ✓ Define dementia and delirium ✓ Alzheimer’s Disease and other dementia <p>Still Alice – by Lisa Genova Book review - Case Study (Formal Paper 2): Book review <i>In the book “Still Alice” you saw how Alzheimer’s disease impacts family and friends, not just the individual. Refer to your “Age Notes” on Alzheimer’s disease and our class discussion and in a two page paper describe and analyze at least two different responses and changes you see in the people in Alice’s life.</i></p> <p>Film: There were times, dear</p>	Chapter 7 - Handout SPECIAL PROJECT
8	<p>Medication Use Define: Poly-pharmacy, Pharmacokinetics, Over-the –Counter Medication, Adverse Drug Effects, Drug Interaction, Medicare Part D Discuss the causes of non-Compliance among elders Safe Use of Medicine by Older People, National Institute on Aging – Age Page Emergency Preparedness for Older Adults</p>	Chapter 8 Handouts
9	<p>Physical Activity Define: Physical Activity, exercise, physical fitness, aerobic, anaerobic muscle endurance, muscle strength</p> <ul style="list-style-type: none"> ✓ Benefits of Physical Activity ✓ Hazards of Inactivity; ✓ The effects of diet and exercise on physical aging. ✓ How genetics affect physiological aging. 	Chapter 9
10	<p>Sexuality and Aging</p> <ul style="list-style-type: none"> ✓ Myths and Stereotypes of Elder Sexuality; ✓ Factors Influencing Sexual Function ✓ Changes in Men and Women ✓ Factors that affect an older person’s sexuality; Illnesses and medications that affect sexual functioning <p>Compare/Contrast Paper (Formal Paper 3): <i>In a two page paper compare and contrast the two films you viewed.</i> <i>Your paper should include an analysis of the differences you see in the presentation of Aging and Sexuality in a documentary versus a work of fiction. You should also discuss new information you gained from watching the video and how the experiences of the older adults in the video affected your personal view of aging.</i></p>	Chapter 11 – Handout In Class Assignment
11	<p>Death, Dying & Grief</p> <ul style="list-style-type: none"> ✓ Who should decide when, where, and how? ✓ Attitudes Towards Dying and Death ✓ Rights of the Dying ✓ Tasks of the Dying ✓ Caring for the Dying 	Chapter 15 – Handout

	<p>Define: death, DNR, euthanasia, assisted suicide, health care proxy, advance directives, palliative care, and ethics of end of life care.</p> <p>Getting in the Mood to write: Part I You have just completed helping a friend make funeral arrangements their elderly relative. Write a letter to a friend of yours explaining how the process went. Explain the process of getting the remains from the hospital to the funeral home, funeral arrangements, and all the other associated tasks.</p> <p>Film: Tuesdays with Morrie</p>	In Class Assignment
12	<p>Bereavement and Grief</p> <ul style="list-style-type: none"> ✓ The grieving process ✓ Assisting the bereaved <p>Getting in the Mood to write - Part II Purchase a sympathy card and add a short note expressing your thoughts about your friend's loss.</p>	Chapter 15 – Handout
13	<p>Medical Care/Long-Term Care</p> <ul style="list-style-type: none"> ✓ Types of Long Term Care ✓ Nursing Home Care – benefits and limitations ✓ How to select a Nursing Home ✓ Elder Abuse: Categories of Elder Abuse; <p>Physical, Sexual, Emotional, Financial Exploitation, Neglect When do we call Adult Protective Services?</p> <p>Film: The Golden Years?</p> <p>Getting in the Mood to write: <i>Your parent is in the Hostos Nursing Home. On Saturday when you visit you notice a bruise on her left arm and the side of her face. You suspect elder abuse. What is your immediate reaction? Will you have your mother discharged from the facility? What did your mother say happened? What did the roommate say occurred? Will you speak to the social worker, nursing administrator, or the C.N.A? Do you feel guilty? If yes, why? Write a response to this situation.</i></p>	Chapters 13/14 Handout
14	HOT TOPICS in AGING!!!	
15	Class Presentation of Research Paper	
	Final Exams	



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Bronx, New York 10451

EDUCATION DEPARTMENT - Gerontology Unit
Room A-107 (718) 518-4167

Fall 2012

GERO 199 - SEC 717A Fieldwork with an Older Population – Code 7347
W/F 5:30 – 6:45 pm
Room A-129

Prof. Eunice Flemister

Gerontology Coordinator A 107I

Office Hours: Tues 12:30–1:30pm/Wed 4:15–5:15 pm (by apt.)Thurs.12:30–1:30 pm:

Phone Office: (718) 518-4167

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PRE-REQUISITES

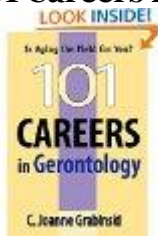
Students must have completed at least one of the following courses, GERO 101, GERO 102, GERO 103, or received permission from Program Coordinator.

COURSE DESCRIPTION

The fieldwork experience will give students an opportunity for firsthand experience in working with the elderly in such places as Senior Centers, Nursing Homes, Hospitals, and Adult Day Care Programs. It will include seminars so that students may increase their knowledge, exchange ideas and discuss problems that may occur.

Required Class Text –

101 Careers in Gerontology by C. Joanne Grabinski - ISBN – 978-0-8261-1506-5



COURSE OUTLINE AND OBJECTIVES:

1. Fieldwork course objectives and competencies:

- To provide students with an opportunity to work with older adults
- To provide students with an understanding of the professional responsibilities of working with older adults.
- To provide students with an understanding of how agencies for older people actually operate and function.
- To **observe** supervised learning experiences, therapy and information and referral sessions

- To **assist in** supervised learning experiences, therapy and information and referral sessions
- **To lead**, with supervised learning experiences, therapy and information and referral sessions.
- To enable students to discover their professional strengths and weaknesses
- To enable students to discover whether they want to work with older adults as a career objective
- To prepare an effective employment portfolio
- To develop effective interviews skills with the assistance from Career Services

2. Assignment to Senior Center, Nursing Home, Adult Day Care Program or Hospital...

3. Review of responsibilities at the placement site

4. On-going assignments and projects as they relate to individual fieldwork assignments.

5. Seminars

6. Course Requirements

- Students must complete a time sheet to indicate hours of work at the field site. Timesheet must be signed by field supervisor
- Students must submit a weekly journal of their activities. These reports should include what skills you learned, your interactions with fellow co-workers and/or supervisors, challenges, and any experience that participated. These notes will assist you as you prepare your résumés.
- Student will do research paper on Job Opportunities for their field of interest
- Student will complete at least 90 hours of field work
- Student will prepare an updated resume, cover letter and thank you for a perspective employer.
- Student will apply for a position in different age related agencies.

7. Optional

Students will have the opportunity to apply for membership in a related organization or affiliation.

Grades: Late assignments will only be accepted in cases of extreme emergencies with documented proof. Failure to complete any assignment will result in a grade of 0% which will be averaged into the final grade.

Grading System

A	93-100	4.0
A	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	00-59	0.0

An incomplete will only be given to a student who is successfully completing the course and because of unforeseen circumstances cannot complete a specific assignment in the given time frame. It is the student's responsibility to see me at the time of the occurrence to sign a contract or an incomplete grade will not be given and the student will fail the course.





Students with Disabilities Policy: **If any student has a disability that requires course accommodations, please contact me by phone or email as soon as possible to discuss your situation. I will be pleased to meet with you to discuss the matter as well. If you have not already done so, you should register with the college's office of Services for Students with Disabilities located in the Savoy building in Room D101P; telephone: 718-518-4454. The office will assess your eligibility for services and / or accommodations and will work with you to plan and**

implement appropriate accommodations to assist you to complete requirements for this and other courses.

Student Integrity Policy: Definitions and Examples of Academic Dishonesty

7. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
8. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.
9. **Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and *cutting and pasting* from various sources without proper attribution.

➤ For more detailed information <http://www.hostos.cuny.edu/oaa/policies.htm>

Week	<u>Seminars</u> <u>Topics for Discussion</u>
1	Introduction & Course Requirements Career Service Intake Review of Class requirements.
2	Orientation to Fieldwork <u>Online Journal Entry</u> You are responsible and required to make a journal entry online every week. These journal entries are part of your final grade. It should include your job duties as well as you interactions with the elders. Please be honest about your experiences.
3	Career Cruising Overview and Workshop <u>Handouts: Where are the jobs in Gerontology?</u> Required Workshop Resume Workshop
4	Dress for Success Workshop Interviewing Skills
5	Selection of Field Sites and Placements. Contract;/Letter of Introductions/ Timesheets DUE Interview someone who has a job that is of interest to you: <ul style="list-style-type: none"> ✓ Nurse ✓ Occupational Therapist/ Occupational Therapist Aide ✓ Physical Therapist / Physical Therapist Aide ✓ Recreational Therapist / Recreational Therapist Aide ✓ Social Worker / Case Manager/ Nursing Home Administrator ✓ Health Information Technology/ Dietetic Technician / Health Educator ... Your interview questions will include, but not be limited to: <ul style="list-style-type: none">  Name of organization...  Position of employee...  Length of time in this career.  Likes and dislikes of job...

	<p>🔥 What recommendation did they make that you found helpful... 🔥 Are you on the right career path? Occupational Therapist; Physical Therapist; Recreation Therapist; Social Worker; Medical Records Coder; Admissions Coordinator, LPN,RN...</p>
6	Career Cruising Workshop
7	Required Workshop
8	Corrected Resumes, Cover Letters, & Thank you Letters due
9	Review of Field Site Experience
10	Required Workshop
11	Required Workshop
12	Research Paper due Review of Field Site Experience
13	Required Workshop (see below)
14	Mock Interviews with Career Service Department
15	Career Service Ceremony
Finals	Presentations of Career Paper
Required Workshops Refer to Career Services Workshop Calendar To register www.hostos.cuny.edu/oaa/calendar	
Required	Facebook Workshop
Required	Job Search
Required	Employment Correspondence
Required	Interviewing
Required	Job Fair Preparation
Optional Workshops Refer to Career Services Workshop Calendar To register www.hostos.cuny.edu/oaa/calendar	
Optional	Negotiation Skill
Optional	Majors and Careers
Optional	Personal Branding Or Be the Star of your Commercial

Orientation to Fieldwork

For the first few days and weeks you will be learning a lot about your placement site. By answering the following questions you will become aware of the factors that make your field site unique. Discuss any concerns with your supervisor.

FACILITIES

- What area or rooms have special functions?
- What rooms house particular staff?
- Where are materials and supplies stored?
- Where are the safety controls, fire extinguisher, alarms, etc.?
- What are the emergency procedures?
- Are there special building features for individuals with physical handicaps?

SENIOR POPULATION

- What is the average age of the seniors
- What is the proportion of men to women?
- What individual physical characteristics are apparent?
- What is the multi-cultural composition of the group?
- **PROGRAM**
- What activities are offered?
- What activities seem to be the most popular?
- Is the program based on client interest?
- How do programs begin and end?
- What other activities could the site provide?

OVERALL FIRST IMPRESSIONS

- What immediate question would you like answered about your field site?
- What emotions have occurred as you observed the site and its participants?
- What were your first impressions, and did they change on subsequent visits.

Select a Health Career listed below, hopefully one that you are interested in. Obtain all facts pertinent to the health career and type a 2-3 page paper. Your paper should include the responsibilities and work of the profession, the environment in which the work takes place, the skills, education and training needed. Evaluate the employment opportunities; include salary potential and opportunities for advancement. Obtain a job description for the selected career. Contact the national organization for information on their benefits for the professional who belongs.

- Art, Dance, or Music Therapist
- Dietetic Technicians or Assistants
- Dietitians,
- Medical Records Personnel
- Occupational Therapists
- Occupational Therapy Assistants or Aides
- Physical Therapists,
- Physical Therapy Assistants or Aides
- Recreational Therapists
- Social Service Assistants
- Social Worker

Be sure to include and outline the name and year of your resources.

After you have gathered your information, your paper should include and answer questions like...

1. How does this profession benefit the elderly population?
2. Is this profession transferable to any geographic area?
3. What organizations or agencies support this profession?
4. What are your personal views on this professional career?



Eugenio María de **Hostos Community College**

Of The City University of New York

HEALTH EDUCATION STUDIES UNIT

Of the Education Department Room A-107

475 Grand Concourse,

Bronx, New York 10451

Telephone (718) 518-4159

Fall 2011

INTERPERSONAL RELATIONS HLT 103 (Formerly HLT 6503)

Section: 51611 Code 1037 T, TH 02:00 to 03:15 PM

Location: Bldg. "C" 356

Professor: Karen Winkler, Ph.D., M.S., R.N.

Office Hours (in Education Department A-107M): Tuesdays and Thursdays 12:15-1:45; other times by appointment with Instructor

Contact Number: (718) 518-4159 (please use as back-up only; communication by e-mail preferred)

Email: kwinkler@hostos.cuny.edu

Welcome to Interpersonal Relations!

This semester we will be working together to become better communicators—learning theories, thinking critically, and practicing skills to strengthen and improve our relationships at home, school, work, and in the community. Our sense of who we are in the world, and our relations to others and our environment, are significantly shaped by how we communicate. INTERPERSONAL RELATIONS requires your active involvement and curiosity. This class is an *experiential workshop*—a kind of communication “laboratory” where we will experiment and ask lots of questions of each other. The assigned readings will provide a strong foundation for critical thinking about the meaning of interpersonal relations and the process of communication, and I expect you to come to class prepared to discuss your thoughts and reactions to what you’ve read. Our “learning community” will also develop through the work we do together, however, not just through reading or studying for tests. Much of what we learn will take place during classroom activities and discussions, so attendance is absolutely mandatory. The experiences we have as individuals and as a group will make us more competent, self-reflective, and effective communicators, more capable of developing strong, positive interpersonal relations with family, friends, classmates, professors, and colleagues.

I hope you enjoy our semester together!

Sincerely,

Professor Karen Winkler

REQUIRED TEXTBOOK AND READINGS

Adler, R.B., Rosenfeld, L.B., & Proctor, R.F. (2010). *Interplay: The Process of Interpersonal Communications*. (11th Ed.). New York: Oxford University Press.

* Other readings may be assigned to supplement the required textbook*

Course Objectives:

1. To increase students' ability to communicate and interact effectively in interpersonal and professional relationships with family, friends, classmates, professors, supervisors, and colleagues.
2. To utilize critical thinking and analysis to understand theories of interpersonal communication and apply theoretical concepts to day-to-day interactions and relationships.
3. To provide opportunities to practice interpersonal communication skills.

Student Learning Outcomes:

After completion of the course, the student will be able to

1. demonstrate increased competence, skill, and sensitivity in active listening, verbal and non-verbal expression
2. explain key concepts in communication and interpersonal theories
3. articulate important elements of her or his own self-concept and identity, and recognize how these affect interpersonal interactions
4. demonstrate appreciation of the influences of cultural, class, gender, and other differences in communication and interpersonal relationships
5. demonstrate understanding of steps in constructive conflict resolution, and recognize the difference between assertiveness and aggression
6. utilize theoretical concepts to analyze dynamics of interpersonal communication in a variety of settings (e.g. classroom, family, job)

REQUIREMENTS

Please immediately purchase a folder with pockets to keep all your in-class writings, homework and papers; you will submit these as a final portfolio.

- 1) Response papers (20%): You will write four (4) papers, each approximately 2 pages long, typed, double-spaced, to express your ideas and feelings in response to concepts explored in class discussions, assignments, and readings. What thoughts and/or observations did the reading spark? Did the conversation in class challenge the way you usually think about your relationships? Did the reading give you insight into a communication pattern in your own life? Did you observe an interaction on the subway or in the supermarket that caught your attention, and were you able to analyze it with concepts from class? The response papers are NOT summaries of the chapter or mere statements of the topics discussed in class. Instead, they are brief essays about what the readings or discussions brought to your own mind. In other words, this is an exercise in observation, self-reflection, and analytic thinking—you will choose a concept from the course to analyze a “real life” experience or relationship. Sometimes I will suggest “prompts” (e.g. questions) to help organize and stimulate your writing, or will give specific homework assignments to write about. Other times, you will be free to choose a concept from the 2 chapters preceding the due dates. You must select a new concept/chapter for each response paper. Your

grade will be based on your effort to reflect thoughtfully on interpersonal relations and communication. (see rubric; see due dates on class schedule, and note that extensions will not be given, except in cases of documented emergency)

- 2) Film Analysis (25%): Based on a film shown in class, each student will write a short paper (approximately 3 pages typed, double spaced) presenting your thoughts on dynamics of interpersonal relations represented in the film, utilizing concepts from the course. Your paper should also include observations on the process of group discussion of the film, and ways the group discussion may have changed your first impressions of the film or characters. (You will receive a handout on this assignment, with questions to address.)
- 3) Non-verbal communication - field observations and field notes (15%): Pairs will visit various locations on campus for observation and collaborative analysis of elements of interpersonal relations, such as non-verbal communication, culture, environment, power dynamics. Each student will write field notes of these observations, and develop their notes into an analytic paper (typed, 2-3 pages double-spaced). A handout with details will be distributed.
- 4) Class participation and “do now” assignments (25%): For everyone to grow during this course, each student needs to participate actively in all class activities, including in-class assignments. Your contributions to discussions and exercises are a valuable part of the learning experience, and will be graded for quality and quantity. (Absences and tardiness will significantly decrease your grade for participation.) At the start of each class, there will be a short assignment or activity you must complete; these assignments will be discussed during class. You must arrive on-time in order to have the opportunity to complete the assignment and participate fully. “Do-now” assignments may not be made up if you arrive late or miss a class.
- 5) Quizzes, midterm, and final exam (15%): Pop-quizzes, a midterm, and final exam will assess your understanding of material covered in the readings and class discussions. There will be no make-ups for quizzes---absolutely no exceptions. No make-ups for midterm or final, except under extraordinary circumstances, with advance notice, and sufficient documentation---and at professor’s discretion.

This serves as a guide to the course requirements. Assignments and their percentage value may be changed or adjusted at the professor’s discretion during the semester.

GRADES

- A = 93-100
- A+ = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 70-76
- D = 60-69
- F = 59 and below

Note: “C” is an average, perfectly decent grade. B grades are for strong, above average work only, and are awarded (along with A’s) only to those whose work has shown consistent effort and high quality. Failure to meet all requirements and submit all work will result in an F. Incompletes will only be given in dire circumstances, with appropriate documentation provided to the professor by the student—in ADVANCE of the final exam date. For an incomplete to be valid, a contract must be agreed upon for the work to be completed by specific deadlines.

Policies

Respect for others: The best kind of learning environment is one in which everyone, students and professor, is treated with regard and respect for his/her presence and participation. To that end, disruptive and disrespectful behavior will NOT be tolerated. Therefore, it is expected that each of us (students and professor) will extend this courtesy to each other at ALL times. *Demonstrating respect for others includes such things as listening carefully and attentively to what others have to say, coming to class on time, being prepared for the day's readings and activities, and NOT talking while others (including your professor) are speaking.* Also, it is important to recognize that others may have differing opinions, learning styles, and knowledge levels. All members of the class are important, as everyone contributes to the total learning experience!

Cell phones, pagers, email, Internet: Please turn phones and pagers off or put them in the "silent" mode. Demonstrating respect and active participation require that you refrain from all text messaging, emailing, and internet use during class. You will be asked to leave class if you violate this policy, and this will count as an absence. I will regard persistent use of electronic devices to be a sign of deliberate disrespect; your grade will go down at my discretion. If you absolutely must be “on-call” for an emergency with your child, for example, you must inform me before the start of class, and leave the classroom if you need to respond to a communication. We are all bombarded with electronic stimuli 24/7; during our class, your job is to settle down and focus on the “interpersonal relations” within our classroom community, and communicate with others through our coursework.

Tardiness: Coming to class late is disruptive to the class environment and should be avoided. Each day, class will start with a “do now” assignment to be completed during the first 5 minutes of class; these assignments will count as part of your grade for participation. You must arrive at class promptly in order to get credit for these daily assignments. Repeated tardiness will affect your grade for class participation, and lower your overall grade for the course.

Absences: Students are required to attend all classes and participate actively in class discussions of the day's readings. Attendance will be monitored according to all applicable College rules and guidelines. Repeated absences will result in a lower grade. Please do not ask the professor to assume responsibility for deciding whether another activity is more important than attending class. It is your responsibility to decide which consequence you are most willing to accept. *****Remember, this is a class about “interpersonal relations” and we will be doing many in-class exercises to improve your interpersonal and communication skills. You must show up and take part!!

CUNY'S POLICY ON ACADEMIC INTEGRITY

Hostos Community College believes that developing student's abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The most common forms of academic dishonesty are cheating, plagiarism, bribery, and obtaining unfair advantage.

Cheating:

In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

Plagiarism:

Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism---including copying and pasting from a website. Students should note that it is extremely easy for an instructor to discover plagiarism from the internet. It is absolutely not worth the risk of failing (and embarrassment) due to plagiarism. If I find that you have plagiarized all or part of your work, you will NOT have the opportunity to re-submit it; you will lose all the points from the assignment; you may fail the course. Therefore, you are STRONGY encouraged to take the workshop on plagiarism offered by the Hostos Library.

Bribery:

In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favors shall also be handled as per the Sexual Harassment procedures of the College.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

YOU MUST REVIEW THESE POLICIES!!!! <http://www.hostos.cuny.edu/oa/policies.htm>

Services For Students With Disabilities

Students who provide the appropriate documentation may receive the accommodations based on individual need (for details check with the SSWD office is located in the Counseling Center in the Savoy Building, Room D10). Please feel free to see me if you would like to discuss your situation. I strive to facilitate an effective learning environment to meet the needs of all students in class, and appreciate feedback.

COURSE OUTLINE

Week

- | | |
|-----------|---|
| 1 | Introduction, Chapter 1 Interpersonal Communication |
| 2 | Chapter 2 Culture and Communication |
| 3 | Chapter 3 Communication and the Self (Response paper #1 due) |
| 4 | Chapter 4 Perceiving Others |
| 5 | Chapter 5 Language |
| 6 | Chapter 6 Nonverbal Communication (Response paper #2 due) |
| 7 | Chapter 7 Listening |
| 8 | Chapter 8 Emotions (Non-verbal field observation paper due) |
| 9 | Chapter 8 Emotions (continued) (Response paper #3 due) |
| 10 | Chapter 9 Dynamics of Interpersonal Relationships |
| 11 | Chapter 10 Communication Climate |
| 12 | Chapter 10 Communication Climate (cont'd) guest speakers! |
| 13 | Chapter 11 Managing Conflict (Response paper #4 due) |
| 14 | Film showing |
| 15 | Review (Film paper due) |

FINAL EXAM

This syllabus is subject to revision at Professor's discretion!

Professor Karen Winkler Fall 2011

PLEASE NOTE: This self-evaluation will be completed at the end of the semester. Please use it as a guide throughout the semester to help you “be your best self” as a student, by monitoring your own progress, effort, and accomplishments.

Student self-evaluation

This evaluation is for your own use, to assist you in thinking about your efforts and accomplishments in this class. Please use this opportunity to honestly reflect upon the ways you approached this semester.

Please use the following scale to rate yourself

N/A	1 never	2 rarely	3 occasionally	4 most of time	5 always
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1. Challenged myself to work hard

N/A	1	2	3	4	5
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2. Demonstrated creative and critical thinking on my papers, and edited carefully

N/A	1	2	3	4	5
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3. Kept up with the reading

N/A	1	2	3	4	5
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4. Participated thoughtfully and actively in class discussions and group activities

N/A	1	2	3	4	5
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5. Demonstrated respect for my classmates and professor

N/A	1	2	3	4	5
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6. Utilized extra-credit opportunities

N/A	1	2	3	4	5
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7. Completed assignments and handed-in my work on-time

N/A	1	2	3	4	5
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8. Challenged myself to practice new skills in order to improve my capacity to communicate effectively and engage fully in my interpersonal relationships

N/A	1	2	3	4	5
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9. Engaged in thoughtful self-reflection and used class concepts to deepen my understanding of myself and others

N/A	1	2	3	4	5
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10. Practiced good study habits

N/A	1	2	3	4	5
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11. Devoted sufficient time and energy to study the course material

N/A	1	2	3	4	5
-----	---	---	---	---	---

12. Devoted sufficient time and effort to prepare for quizzes and tests

N/A	1	2	3	4	5
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 Telephone (718) 518-4156

Nutrition -HLT 215 WI
 416WI/1010
 Tuesdays and Thursdays 12:30 – 1:45
 Fall 2011

Professor: Dr. Iris Mercado, EdD, CDN
 Office: A-107K
 Office Hours: 3 hours/week: Wednesdays 12:30-1:30; Tuesdays and Thursdays 2:00-3:00
 E-mail: imercado@hostos.cuny.edu
 Phone: (718) 518-4159

COURSE OVERVIEW

The students will demonstrate knowledge of the meaning of nutrition and its relation to health. The student will analyze and identify the different kinds of nutrients, their chemical nature and main sources. S/he will also demonstrate his/her knowledge of the specific diets for different age groups and various pathological conditions.

WRITING INTENSIVE

This course has been designated as a “Writing Intensive” (WI) course by Hostos Community College. This means that students are expected to acquire knowledge of nutritional sciences in a way which incorporates both non-graded (informal writing) assignments as well as graded (formal writing) assignments. Writing will account for well over 50% of a student’s final grade. Informal writing assignments will be assigned at least once a week; these may be completed at home or in class. Formal writing assignments will be completed in segments so that students may receive suggestions and ideas for revision before the final submissions of the writing assignments are due. Students will be able to formulate the topics for their formal writing assignments early in the semester by completing their informal assignments and paying attention in class. The formal writing will include a Dietary Assessment Journal, a Dietary Controversy paper, and Data Interpretation and Claims support or Rejection paper.

This course will prepare students to apply current nutritional sciences to the modern movement in health promotion and health prevention. Particular emphasis will be on identifying nutrition risk conditions and life style practices which could lead to chronic disease in old age. Students will be expected to

demonstrate knowledge and understanding in the areas of the role of nutrition in health prevention and maintenance in the health care reform.

REQUIRED TEXTBOOK AND READINGS

- Seizer, F., & Whitney, E. (2010). Nutrition: Concepts and Controversies 12th Ed. Belmont, CA: Thomson Learning.
- Supplement Required Readings:
 - U.S. Department of Agriculture and U.S. Department of Health and Human Services, Nutrition and your Health: Dietary Guidelines for Americans, 2010, USDA. Available online at: www.usda.gov/cnpp
- Essential Web Sites for References
 - www.choosemyplate.gov
 - www.eatright.org
 - www.healthfinder.gov
 - www.niddk.nih.gov
 - www.nal.usda.gov/fnic
 - www.obesity.org
 - www.consumer.gov/weightloss/

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Upon completion of this course, students will have a basic knowledge and understanding of:

1. The expanded role of nutrition in promoting health and preventing disease.
2. Macro- and micro-nutrients with respect to their value in foods.
3. Discussion on food choices and patterns in relation with human health
4. The Dietary Guidelines for Americans, 2010 and Food Guide Pyramid.
5. Weight management and increased physical activity in reducing health risk in the individual, as well as the community.
6. Medical nutrition intervention in selected disease states such as diabetes, hypertension, heart disease, gastrointestinal problems, cancer and HIV/AIDS.
7. Early nutrition risks identification and life style practices in the general population which could lead to chronic diseases in the old age.

Upon completion of this course:

1. Students can identify the changes in health care system and the expanded role of nutrition in promoting health and preventing diseases.
2. Students can distinguish between all nutrients, their main functions in the human body and their best food sources.
3. Student can demonstrate knowledge and understanding of weight management, good food choices, and increase physical activity in reducing health risk factors.
4. Students can identify medical nutrition intervention in selected chronic diseases.
5. Students can relate nutrition with physical and physiological well being.
6. Students can identify how nutrition relates with the development of chronic diseases, health promotion, and health prevention.
7. Students correlate the role of society's food supply with food patterns in a multi-ethnic world

REQUIREMENTS

1. Exams: There will be 3 partial exams during the course of the semester. Exams will cover material from reading and class lectures, and will contain multiple-choice, true/false and short-answer and essay questions. **Make-up exams will NOT be given except in EXTREME emergencies.**
2. Quizzes: pretest Quizzes for extra points will be given the first 10 minutes of the session before the day of each exam. These quizzes are optional and make up will **NOT** be given. Students late for the quiz will loss the opportunity of taking it.
3. Class Participation: class participation will be grade based on the quantity and quality of contributions to class discussions and activities. Evidence of having read and thought critically about the material is required to receive the full amount of the points.
4. Informal Writing Assignments: various assignments will be given during the semester
 1. Course Expectation- write about your expectations of this course. Include any concern or question regarding nutrition that you will like this course to answer (in class-half a page).
 2. Myplate.gov website description- go the <http://www.choosemyplate.gov/> website and navigate through it and write a one page description of all the resources that the website provide. In this website, go to “[get a personalized plan](#)” and submit your personal information to obtain your personalized plan of the Dietary Recommendations for Americans 2010. Please print the page and submit it as part of your homework.
 3. Reading Labels- select a label of a product that you are familiar with. Write a letter to persuade a person that you care for to either eat or not eat that food based on the “Nutrition Fact” information on the label that can indicate good or bad quality of the product in question.
 4. Responses to Newspaper Article Clippings- (minimum of 4) report on interesting stories related to nutrition that you read in the news papers, magazines or scientific journals. Write a short summary –one page- of the main point and conclusion of the story.
 5. 1st Draft of the Journal –Baseline- conduct a baseline assessment of your eating and physical activity habits and devise a plan of action based on the result of your actual eating assessment when compare it with the Dietary Recommendations that you obtain previously from “[get a personalized plan](#)”.
 6. Lipid Profile Data Analysis: actual and real Lipid Profile laboratory data from two different persons will be presented. Based on this data you most answer some short questions regarding their risk of Cardiovascular Diseases.
 7. Answer short questions from study guide before the exams you need to answer open questions regarding the chapters discussed in class.
 8. BMI Calculation and Explanation- measure your height and weight with the scale provided in the classroom and calculate you Body Mass Index. Write a short (half page) explanation of the findings and the health implication of it.

5. Formal Writing Assignments:

- a. Diet Analysis Journal (full grade): students will keep a journal of their eating and exercise habits over the semester. At the beginning of the semester, students will conduct a baseline assessment of their eating and physical activity habits and will devise a plan of action based on this baseline assessment and will turn it in for review (part of the informal assignment). Finally, students will conduct a post-assessment to determine whether their plans helped them to lead healthier lives. Students will write a short paper (5 pages minimum) on their experience. Detailed information about this assignment will be given to students during the semester. Revision will be made before final paper is due.

- b. Data Analysis and Claims Support or Rejection Paper (half grade): using the information discussed in the lecture and in chapter 9 from our text book, carefully examines the data presented in the two graphs and maps. Then, in a well-organized essay State the major claims made in the lecture **and** explain how data in the two graphs support and/or challenge some claims. (3 pages typed-double space). Revision will be made.

- c. Controversy Paper (half grade): The controversy essays appear at the end of each chapter and provide scientific evidence regarding a current topic and emerging controversies in nutrition. Choose one of the controversies available in chapters 2 to 11. Read it and give a complete summary of the controversy, put emphasis in the scientific evidence that support or reject the issue in question. Develop your own opinion on this topic and your provide reasons and arguments for it. (3 pages typed-double space after revision).

ATTENDANCE/ TIMELINESS

Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the time indicated in the official schedule of classes, unless otherwise indicated. Arrival in class after the scheduled starting time constitutes lateness. Attendance is monitored from the first official day of class. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings. Absences due to late registration change in programs, or extenuating circumstances will be considered on an individual basis.

The following attendance regulations will apply for this class:

- **Two late equals' one absence. 10 minutes after the assigned time will be marked late.**
- **Regarding classroom sessions**
 - If you miss three (3) classes, you can not receive a grade higher than a B.
 - If you miss five (5) classes, you can not receive a grade higher than a C.
 - If you miss seven (7) classes, you can not receive a grade higher than a D.
 - Any more than eight (8) classes, you will FAIL the course.

Note:

Any work missed during any period of absence must be made up by the student. To meet financial aid criteria, students must attend classes at least once in the first three weeks and once in either the fourth or fifth week of class.

I will start class on time and will follow the syllabus. I am here to help you, but you must take your responsibility. If anyone needs help, I am in my office during my office hours and will make accommodations to meet with you at other times if needed. You also may email me or call me, any question you have is important!

STUDENT INTEGRITY

Academic Integrity

Hostos Community College believes that developing student's abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

Cheating:

In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

Plagiarism:

Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

Bribery:

In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor shall also be handled as per the Sexual Harassment procedures of the College.

GRADES

- Exam grades are NOT curved.
- The following number-letter grade conversion table is used for final grades:

A	100-93 %
A-	92-90 %

B+	89-87 %
B	86-83 %
B-	82-80 %

C+	79-77 %
C	76 -65 %

* F	≤64 %
-----	-------

- **No D or INC** grades will be given

Note:

An average perfectly decent grade is a C. I will not assign B grades simply because you “need” them. B grades are for above average work.

Summary of all assignments

Assignment 1

Class expectation Questions and Questions chapter 1

Assignment 2

Video report

Assignment 3

choosemyplate.gov web description

Assignment 4

Questions chapter 2

Assignment 5

Questions chapter 3

Assignment 6

First Draft Journal entry (5-7 days)

Assignment 7

Lipid profile data analysis

Assignment 8

Questions chapter 4, 5 & 6

Take Home Exam 2

Questions Chapter 7 and 8

Assignment 9

BMI calculation and interpretation Draft (will be part of Formal writing 3)

Assignment 10

Questions chapter 9, 10 & 11

Assignment 11

Current Event- Responses to Newspaper Article Clippings (4x)

Formal writing 1

Controversy Discussion

Formal writing 2

Data Analysis- support or reject a Claim

Formal Writing 3-

Final Diet Analysis Journal

**Student Learning Outcome Assessment for
HLT 215 Nutrition**

Class Participation

Directions

This scoring guide will be used to assess your participation in the class. You may participate in class forum. Your instructor will evaluate your participation every time during the semester.

Scoring Standard

You must achieve a rating of at least "3" on each criterion to demonstrate competence.

Rating Scale

1 Almost never 2 Seldom 3 Occasionally 4 Frequently 5 Almost
always

Scoring Guide

Criteria	Ratings				
<input type="checkbox"/> you enter into class discussions	1	2	3	4	5
<input type="checkbox"/> you offer questions or comments during class	1	2	3	4	5
<input type="checkbox"/> you listen attentively during class	1	2	3	4	5
<input type="checkbox"/> you attend class regularly	1	2	3	4	5
<input type="checkbox"/> you arrive for class on time	1	2	3	4	5
<input type="checkbox"/> you bring information to class from outside sources on current events related to nutrition and health	1	2	3	4	5
<input type="checkbox"/> you enter in discussion about the book chapters discussed in class	1	2	3	4	5

Total Points _____

Grade _____

Name _____ **Date** _____

Evaluator's Signature _____ **Date** _____

Comments:

Student Learning Outcome Assessment for **HLT 215 Nutrition** **Journal**

I Course Goals

6. Prepare students to apply current nutritional science to health promotion and prevention
7. Identify early nutrition risk conditions and life style practices in the general population, which could lead to chronic diseases in the old age
8. Recognize the Dietary Guidelines for Americans

II Student Learning Outcome

Upon completion of this course, students will be able to:

- Identify the changes in health care system and the expanded role of nutrition in promoting health and preventing diseases.
- Demonstrate knowledge and understanding of weight management and increased physical activity in reducing health risk in the individual as well as the community.
- Identify the medical nutrition intervention in selected disease states such as diabetes, hypertension, heart disease, gastrointestinal problems, cancer and HIV/AIDS.
- Relate nutrition with physiological and psychological well being.
- Correlate the role of community food supply with the food patterns in a multi-ethical society.
- Recognize what are the Dietary Guidelines for Americans.

Student Learning Outcome Assessment for HLT 215 Nutrition Journal

Scoring Standard

You must achieve a rating of at least "3" on each criterion to demonstrate competence.

Rating Scale

1 Almost never 2 Occasionally 3 Frequently 4 Almost always

Scoring Guide

Criteria	Ratings				
➤ keep a diet analysis journal by keeping track of your food intake at baseline and post-assessment for a week each time	0	1	2	3	4
➤ compare personal outcomes at baseline and post assessment with the Dietary Guidelines for Americans 2006	0	1	2	3	4
➤ includes written records of personal food choices and food amount ingested	0	1	2	3	4
➤ includes explorations of new and current concepts discussed in class related to health promotion and prevention	0	1	2	3	4
➤ interprets, analyzes and describes personal food choices and relate them to					
▪ health promotion and prevention,	0	1	2	3	4
▪ macro/micro nutrients values in food,	0	1	2	3	4
▪ nutrition risk conditions and lifestyle practices that may lead to chronic diseases	0	1	2	3	4
➤ includes BMI	0	1	2	3	4
➤ journal connects insights/thoughts to their personal lifestyle and food choices	0	1	2	3	4
➤ journal is well presented	0	1	2	3	4
➤ journal evidences original and critical thinking	0	1	2	3	4
➤ journal evidences correct grammar, punctuation, and spelling	0	1	2	3	4
➤ includes choosemyplate.gov	0	1	2	3	4

Grade _____

Total Points _____

Evaluator's Signature _____ Date _____

Comments:

Formal Assignment 1: Diet Analysis Journal

Guidelines for Diet Analysis Journal

I- Baseline Assessment

What do I have to do?

For this assignment, you are to keep a journal of your eating and exercise habits over the semester. First conduct a baseline assessment of your habits using the following format:

I Baseline Assessment

- Track your daily food intake for 3 days using the Food Intake Record Form (minimum of 2-3 days).
- Score your baseline daily food intake using the USDA Food Guide, 2010 from the class text book (page 40-42). Visit <http://www.choosemyplate.gov/> website and get your personal eating plan with the foods and amounts that are on the right side called: “get a personalized plan”. Please include a print-out of your personalized eating plan.



- Compare your actual food intake score with the score from your personalized plan from My Plate.gov website and write the difference between them in the designated space in the Food Intake Record Form.
- Keep track of your exercise/physical activity (intensity and duration) that you normally perform over that same week period.

Develop Plans

- Develop a plan on how can you improve your eating habits and follow the dietary guidelines for Americans
- Develop a plan on how can you increase your level of exercise/physical activity to at least the minimum of 30 minutes of cardiovascular activity per day recommended.

- Optional- You might create a menu for the next week, describe how you will introduce nutritious foods into your routine, discuss how you will address the reasons that interfered with you being able to consume the minimum number of servings in each group, etc.

DUE DATE for 1st draft of baseline journal: _____

I- Post-Assessment

- Implement the plans that you developed previously.
- Track your daily food intake again for 2-3 days using the Food Intake Record Form (minimum 2 days).
- Score your post assessment daily food intake using the USDA Food Guide, 2010 from the class text book (page 40-42) and <http://www.choosemyplate.gov/>.
- Compare your actual food intake score with the score from your personalized plan and write the difference between them in the designated space in the Food Intake Record Form. Please include a print-out of your personalized eating plan.
- Keep track of the amount and type of physical activity you do over that same one-week period.

Final Evaluation/Write-up

- In a **MINIMUM OF 5** full pages **font 12 Times New Roman, double space, standard margins** describe your experience completing this assignment.
 - Compare your baseline assessment completed at the beginning of the semester with your post assessment and discussed the difference in your food intake and exercise/physical activity, also discussed if you were able to follow the plan that you prepared at baseline.
 - What improvements, if any did you notice between your baseline assessment and the post-assessment? (compare them)
 - What did you learn about yourself?
 - How easy or difficult was it for you to stick to your plan?
 - Measure your height and weight, calculate BMI, and explain what it means

Most important! MAKE THE CONNECTION BETWEEN YOUR DIET, PHYSICAL ACTIVITY LEVEL, THE DIETARY RECOMMENDATIONS, POSSIBLE NUTRIENTS EXCESS OR DEFICIENCIES, HEALTH STATUS AND YOUR ACTUAL WEIGHT.

How can I receive maximum credit?

- Complete all components of the assignment
- Be honest! It is O.K. if you are not able to change your eating habits over the course of a few weeks.
- Turn your journal in on time.
- Check your work with the Scoring Standard for Journal Evaluation form, given with the syllabus the first day of class, to assure that your work is complete!

Do I need to purchase a journal or special notebook?

No. You do not need to purchase a separate journal. Only the Food Intake Record Form will be accepted for the baseline and post assessment. If you choose to complete the assignment on the computer or on notebook paper, you must transfer all the information to the appropriate form given to you by the professor.

Did I cover everything? (Checklist)

- Did I track my eating and exercise habits over a total of two weeks (one week for the baseline assessment and one week for the post-assessment) and made the comparison between them?
- Did I develop plans to improve my eating and exercise habits?
- Did I include the page with the recommendations from Myplate.gov?
- Did I type the final evaluation write-up?
- Did I date the pages in the journal and correct any error from the baseline assessment as suggested by the professor?
- Did I proofread and spell check the whole document?
- Did I included BMI evaluation and discussed the results?

DUE DATE for Final Paper: _____

Name: _____ Course section _____ Date: _____

Formal Assignment 2: Data Analysis and Claims Support or Rejection Paper

(Final Paper- half grade)

Claims made in the lecture about Overweight/Obesity

There are some figures, graphs and maps for your review.

Listen to the lecture and watch the PP presentation carefully and examine the data presented in the graphs and maps.

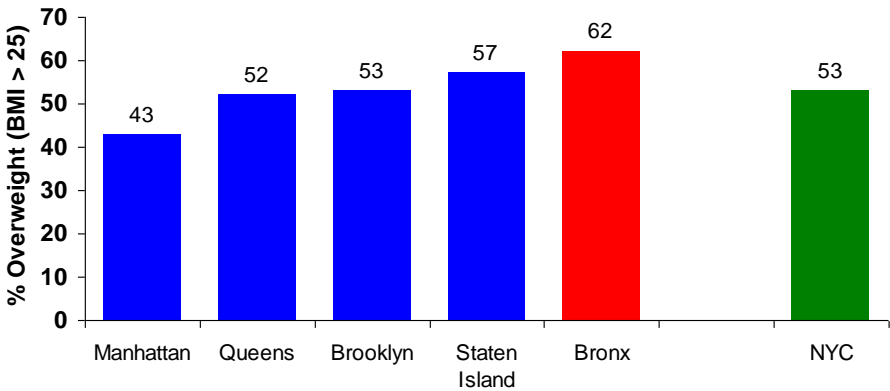
State how the data presented in class, in your textbook and in the graphs and maps provided support and/or challenge all the claims that follow. Provide substantial argumentation and explanation for each of them.

- Claim 1: The state of California has the lowest rate of obesity in U.S.
- Claim 2: The Borough of Manhattan has the highest rates of obesity in NYC.
- Claim 3: Half of the population in New York City is obese.
- Claim 4: There are more obese adults in East Harlem than in New York City as a whole.
- Claim 5: During the last 10 years, the Obesity rate is declining.

Be specific. Your essay will be evaluated for accuracy, completeness, and clarity. Write a short essay (3 pages minimum, standard margins, font 12- Times New Roman, double space). Use the data presented in class, information from the nutrition textbook and outside data to support or reject each of the claims stated previously. Please provide the reference for any external information.

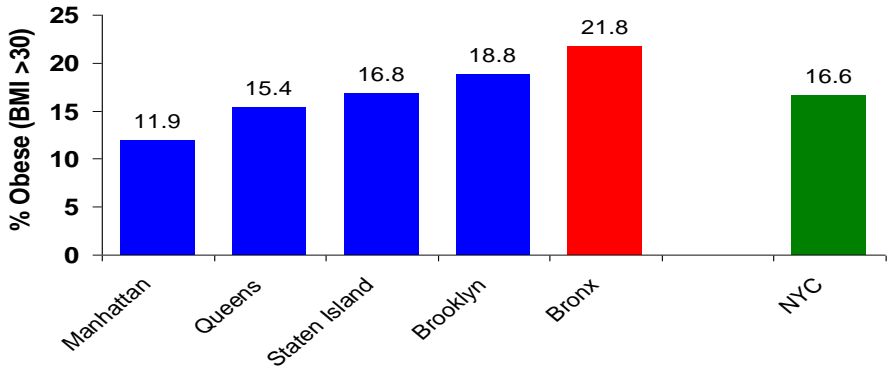
DUE DATE:

Percent of Overweight NYC Residents (BMI > 25), by Borough



A woman 5'4" tall is considered overweight at 146 lbs.
A man 5'10" tall is considered overweight at 174 lbs.

Percent of Obese NYC Residents (BMI > 30), by Borough



A woman 5'4" tall is considered obese at 175 lbs.
A man 5'10" tall is considered obese at 209 lbs.

Obesity Trends in New York City

- 53% of adult population is overweight or obese (2.8 million)
- NYC 1 in every 6 adults is obese
- In East Harlem 1 in every 4 adults is obese

2003 NYC Vital Signs.
nyc.gov/health

Name: _____ Course section _____ Date: _____

Formal Assignment 3: Controversy Paper

(Final Paper - half grade)

The controversy essays appear at the end of each chapter and provide scientific evidence regarding a current topic and emerging controversies in nutrition. Choose one of the controversies available in chapters 2 to 11. Read it and give a complete summary of the controversy, put emphasis in the scientific evidence that support or reject the issue in question. Search for additional reference (at least 2) about the same topic. Develop your own opinion on this topic and your provide reasons and arguments for it. (3 pages minimum, typed-double space, font size 12 Times New Roman)

Due: Before

(MM)McsftWrd/C:My Documents/HLT Syllabi Fall 2011 Folder

ADDENDUM

Note: All data are from the 2007-08 "Survey of Graduates" conducted by the CUNY Office of Institutional Research and Assessment. All questions are based on the graduate's status six months following receipt of degree

<i>Responses to Selected Questions from the "Survey of 2007-08 Certificate and Associate Graduates"</i>			
Selected Questions	Hostos Community College	CUNY Community Colleges	All CUNY Colleges
Employment status six months after completing certificate or associate degree:			
Employed in job directly related to my program of study	32.2	25.0	26.8
Employed in job slightly related to my program of study	20.9	16.6	16.3
Employed in job not related to my program of study	29.6	31.0	30.8
Entered the military	0.9	0.2	0.2
Unemployed but not seeking employment	3.5	12.4	11.5
Unemployed and seeking employment	13.0	14.7	14.5
Employed full or part time:			
Employed full time (35 or more hours per week)	52.5	64.2	63.7
Employed part time (less than 35 hours per week)	47.5	35.8	36.3
Pursued additional education or training after graduation:			
Yes	58.6	70.0	69.3
No	41.4	30.0	30.7
Looked for a job related to my program of study:			
No	8.7	10.2	9.7
Both responses allowed:			
Yes, before graduation	8.5	9.4	9.8
No, after graduation	14.0	12.4	12.4
Began working at job:			
Before enrolling at CUNY	27.0	25.8	25.5
While enrolled at CUNY	44.0	41.4	40.5
After graduating from CUNY	29.0	32.8	34.0
Annual Salary:			
Less than \$20,000	47.4	37.4	36.5
Less than \$30,000	69.1	59.6	57.3

Less than \$40,000	79.4	74.4	72.2
Less than \$50,000	90.7	83.1	80.7
Type of organization:			
Private business, company, or organization	55.0	57.7	55.6
Public-sector organization	32.0	27.0	29.4
Private non-profit organization	13.0	13.4	13.3
Self-employed	0.0	1.8	1.7
Location of Job:			
In one of NYC's five boroughs	95.0	91.1	92.0
Outside of NYC	5.0	8.9	8.0
Educational requirements of my job:			
Certificate in specific program or major	16.7	8.6	8.1
Certificate, no specific program or major	4.2	3.4	3.4
Associate degree in specific program or major	32.3	29.3	30.3
Associate degree, no specific program or major	11.5	9.1	8.5
Baccalaureate degree in specific program or major	2.1	6.0	7.0
Baccalaureate degree, no specific program or major	0.0	2.1	2.7
No degree or certificate was required	33.3	41.5	40.1
Satisfaction with current job:			
Very satisfied	36.5	30.8	30.4
Somewhat satisfied	31.3	35.2	35.0
Neither satisfied nor dissatisfied	19.8	20.6	20.6
Somewhat dissatisfied	7.3	6.8	7.3
Very dissatisfied	5.2	6.7	6.7
How well did your CUNY education prepare you for this job?			
Very well	39.4	28.3	28.1
Well	28.3	30.9	31.0
Adequately	26.3	32.2	32.4
Poorly	1.0	4.1	4.0
Very poorly	5.1	4.6	4.5
I would choose to go to this college again			
Strongly agree	30.6	32.8	31.7
Agree	46.3	46.2	46.4
Disagree	18.2	15.9	16.4
Strongly disagree	5.0	5.0	5.5

I would choose the program from which I graduated			
Strongly agree	38.5	33.6	34.6
Agree	32.0	39.0	38.1
Disagree	24.6	21.3	21.1
Strongly disagree	4.9	6.1	6.3

United States Department of Labor

Bureau of Labor Statistics

Occupational Outlook Handbook, 2010-11 Edition

Social and human service assistants help social workers, healthcare workers, and other professionals to provide services to people. Social and human service assistant is a generic term for workers with a wide array of job titles, including *human service worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life skills counselor, social services aide, youth worker, psychological aide, client advocate, or gerontology aide*. They usually work under the direction of workers from a variety of fields, such as nursing, psychiatry, psychology, or social work. The amount of responsibility and supervision they are given varies a great deal. Some have little direct supervision. For example, they may run a group home. Others work under close direction.

Education and training. Many employers prefer to hire people with some education beyond high school. **Certificates or associate degrees in subjects such as human services, gerontology or** one of the social or behavioral sciences meet many employers' requirements. Some jobs may require a bachelor's or master's degree in human services or a related field, such as counseling, rehabilitation, or social work.



December 15, 2010

Hostos Community College
 Education Department
 Eunice Flemister
 Aging and Health Studies-Program Coordinator
 500 Grand Concourse
 Bronx, New York 10451

Dear Professor Flemister,

I am pleased to have this opportunity to write a letter of support for the A. S. in Gerontological Studies Program of Hostos Community College of the City University of New York.

The Amsterdam Adult Day Health Care Program is a community based program located on the grounds of Amsterdam Nursing Home. It is a medical model adult day health care program which provides all services of a nursing home to the community participants. We have 40 participants on a daily basis. The program enables the students of Hostos to engage with the registrants of the program to enhance what they are learning in the classroom. Courses such as Health & Aging, Nutrition and Wellness & Aging are extremely helpful for the students in understanding what the registrants are experiencing. The students are able to focus their attention either in recreation or social work depending on their interest. The core courses of the program will enable the students to interface with the fast passed and fast growing aging population.

Amsterdam Adult Day Health Care Program as well as the Amsterdam Nursing Home has hired several students from this program and we expect to continue this practice. They have done well with this organization.

Amsterdam Adult Day Health Care Program is happy to support your A. S. Gerontological Studies.

Sincerely yours,

Ellen Rice, LMSW/MBA
 Program Director

Gerontology

Student Career Guide



This publication is made possible with funds from the New York State Education Department Carl D. Perkins IV Vocational and Technical Education Program.



Student Development and
Enrollment Management



CAREER
SERVICES

OFFICE OF ACADEMIC AFFAIRS (OAA)

RESOURCES FROM THE CAREER SERVICES OFFICE
AND THE GERONTOLOGY DEPARTMENT

A collaborative project by Student Development and Enrollment Management (SDEM)
and the Office of Academic Affairs (OAA)

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CHAPTER 1 • EXPLORING YOUR CAREER

Tips for Exploring Majors and Careers

Career exploration is integral to an individual's life planning. Whether selecting courses for a semester, choosing a major, or deciding a career path, self-awareness is critical. The services, resources, programs and activities provided by HCC Career Services can be helpful in reaching your ultimate goals: graduating and finding a job that you are satisfied with. Individual counseling is available to assist you in developing career goals, identifying methods of obtaining those goals and implementing a viable job search.

KEYS TO EXPLORING YOUR CAREER IN GERONTOLOGY

1. Self-Assessment

With the guidance of the Career Counselor, inventory your Values, Interests, Skills, Achievements, Accomplishments, Strengths, and Weaknesses. (See chart "Is this career for you?" page 3)

2. Explore & Identify

Research, Network, Attend employer and school presentations. Use the Internet to explore company web pages. Cross-reference specific employer information with industry information. Talk to alumni. Arrange informational interviews. Take introductory or general education classes to meet college requirements and to explore your interests and aptitude in various areas. Meet and talk with instructors and department chairs. Find out which classes relate to certain majors and careers.

3. Decide

Assessment and exploration will help you to identify which path(s) you wish to pursue. With the right information, you can decide what course of action you want to take.

4. Set Goals and Deadlines

Make a decision and work to make it successful. Choose a major that best fits your needs and realize that you can change your mind later. Don't drop out of college because you're indecisive. You can complete a general degree then gain job experience. Sit down with a career counselor and formulate a career plan. Prior to graduation meet with an advisor at the Transfer Center to explore senior colleges with programs matching your career goals.

Use the following guide as you set goals and monitor results:

- a. Gather information through observation and research about the criteria for excellence in the field for which you have a goal. It could be public speaking, writing, test taking, handling stress or managing time.
- b. Observe confident people who seem to do well in this field.
- c. Continually assess your own skills and attitudes and decide upon the ones you need to improve.
- d. List the barriers to improvement—fear, resistance, and negative self-talk.
- e. Establish measurable performance targets.
- f. Record accurate feedback.
- g. Develop strategies to help create the results you want. For example, for improved public speaking, tape yourself on video and practice confident tone, body stance, and eye contact.
- h. Monitor results and vary and adjust strategies.

5. Action Plan

Now that you've decided what you want to do, design a plan to get there. Know what you need to do and start the application process early. Sharpen your resume and polish your interviewing skills. Go for it!

Goals

WHY STUDY AGING AND OLDER PERSONS?

Expanding Career Opportunities:

Populations are aging worldwide. This means that people are living longer, and the number of older persons is increasing. These trends are evident in American society, as well as in many countries around the world. In the U.S., of those born in 1900 nearly half died before they were 50 years old. People born today can expect to live beyond their 75th year. In 1900 about one in 25 Americans was over 65; today one in eight is over 65. And the age group growing fastest in our society and in many other countries is the "very old," people aged 85 and over.

The growth of the elderly population will continue into the future. By the middle of the 21st century, one in five Americans will be over 65, and there will be 15 to 18 million persons over the age of 85.

These growth trends will result in a demand for professionals with knowledge and expertise in aging. Expanded career opportunities in gerontology and geriatrics are forecast in many disciplines and professions.

A Stimulating, Challenging Field:

The field of aging is very diverse, offering many different employment opportunities. This diversity exists, in part, because older persons are very different from each other in many ways. As we age, our experiences, needs, resources, and abilities vary according to such factors as gender, race, ethnicity, and economic status.

For example, many older persons are very healthy and active. Persons working with these older people might be providing educational opportunities, recreation and leisure programs, and volunteer activities.

Some older persons are frail and less active. Jobs which relate to these more vulnerable elders might be in long-term care or other health care settings or in certain agencies that deliver services to older persons.

The relative newness of the field means that there are opportunities for innovative ideas and new programs and products. Many people have started their own businesses, such as coordinating home health care or consulting with businesses and corporations about how to develop services or design products that would attract older consumers.

Multidisciplinary Opportunities:

The varied needs of older persons lead to exciting opportunities for working side by side with professionals from other disciplines.

As a service provider, you may be coordinating information from housing agencies, lawyers, transportation providers, nurses, and family counselors. As a health professional, you might serve on a health care team providing hospital care, day care, or home care to older persons. As an educator, you might teach a course on work and retirement to students from several university departments. As a researcher, you might study the relationships between the maintenance of friendship networks and the mental and physical health of older persons.

Potential to Make a Difference:

People working in aging report great satisfaction in addressing the challenges of those who are growing older, helping to maintain the quality of their lives, and enjoying the wit, wisdom, and creativity of the older persons with whom they come in contact.

Even as a student you can make a difference; your community can benefit from volunteer work you do with older persons. Later, as a professional in the field, you can continue to serve the community as a volunteer, for example, by speaking about various aspects of aging to civic and community groups or teaching in pre-retirement programs.

Working in the field of aging provides an opportunity to influence positively the agencies and organizations serving older persons and the legislation and policies that affect their lives.

Studying aging also gives you a perspective on your own aging and insight into the aging of your family members.

Why study aging and older persons?. (<http://www.aghc.org>)

IS A GERONTOLOGY CAREER FOR YOU?

Common qualities and traits of individuals who pursue Gerontology-related careers.

Can You?	Do You Like To?	Are You?	My Hobbies Are...
<ul style="list-style-type: none"> ▪ Teach /train others ▪ Express yourself clearly ▪ Lead a group discussion ▪ Mediate disputes ▪ Plan and supervise an activity ▪ Cooperate well with others 	<ul style="list-style-type: none"> ▪ Work in groups ▪ Help people with problems ▪ Participate in meetings ▪ Do volunteer work ▪ Work with young people ▪ Play team sports ▪ Serve others 	<ul style="list-style-type: none"> ▪ Friendly ▪ Helpful ▪ Idealistic ▪ Insightful ▪ Outgoing ▪ Understanding ▪ Cooperative ▪ Generous ▪ Responsible ▪ Forgiving ▪ Patient ▪ Empathic ▪ Kind ▪ Persuasive 	<ul style="list-style-type: none"> ▪ Volunteering with social action ▪ Writing letters ▪ Joining campus or community organizations ▪ Helping others with personal concerns ▪ Meeting new friends ▪ Attending sporting events ▪ Caring for children ▪ Religious activities ▪ Going to parties ▪ Playing team sports

If you answered YES to many of these statements...
then this career may be of interest to you.

GERONTOLOGY PROGRAM AT HOSTOS

The following resources in this chapter are designed to provide you with information about the Gerontology Program at HCC and help you decide if this major is a good fit for you.

The purpose of the Gerontology Program at Hostos Community College is to prepare students for careers that involve working with older adults. Qualified professionals can work in such settings as: senior citizen centers, health related and skilled nursing facilities, and home health care agencies.

The Gerontology Program awards the Associate in Applied Science (AAS) in Gerontology, the Associate in Applied Science (AAS) in Aging and Health Studies and the Associate in Science (AS) in Gerontological Studies. Students who would like to further their education may then apply their courses at a four-year institution in a program of Gerontology, Nursing, Social Work, Physical, Occupational or Recreation therapy, etc.

Students who are interested in planning a concentration in the field of gerontology should consult the Gerontology Coordinator for further information.

DEGREE

GENERAL EDUCATION REQUIREMENTS FOR A.S. IN GERONTOLOGICAL STUDIES		
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
PSY 101	General Psychology	3
PSY 180	Psychology of Aging	3
SOC 101	Introduction to Sociology	3
SOC 1200	Introduction to Social Work OR	3
ADM 2532	Social Services Administration	3
BLS 150	Ethnicity Health and Illness OR	3
LAC 118	Caribbean Society & Culture	3
MAT 020	Elementary Algebra or higher level mathematics	2-3
BIO 110	Principles of Biology AND	4
BIO 130	Organismic Biology OR	4
BIO 230	Anatomy and Physiology I AND	4
BIO 240	Anatomy and Physiology II	4
PED 100	Physical Fitness	1
PED elective		1
Major Requirements		
HLT 103	Interpersonal Relations and Teamwork	3
HLT 130	Introduction to Gerontology	3
HLT 131	Health Perspectives for the Aging	3
HLT 132	Fieldwork with Older Population	3
HLT 215	Nutrition	3
PED 180	Physical Education & Recreation for the Aging	3
Free electives		4-6 credits
Total Credits		60

GENERAL EDUCATION REQUIREMENTS FOR A.A.S. IN AGING AND HEALTH STUDIES		
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
PSY 101	General Psychology	3
PSY 180 or Psy 110 or	Psychology of Aging Life Span Development of Behavior Death & Dying	3
SOC 101	Introduction to Sociology	3
BIO 110 or BIO 130	Principles of Biology OR	4
MATH	Choose one of the following 020 or higher	3
Phys. Ed. 150	Wellness & Aging	3
HLT 118	CPR	1
Major Requirements		
GERO 101	Intro to Gerontology	3
GERO 102	Intro to Therapeutic Recreation	3
GERO 103	Health & Aging	3
GERO 104	Race Ethnicity and Aging	3
GERO 199	Field Experience in Gerontology I – Community Based Programs	3
GERO 299	Field Experience in Gerontology II – Nursing Homes	3
HLT 103	Interpersonal Relations	3
HLT 215	Nutrition	3
FREE ELECTIVES (10 CREDITS) Suggested Electives (Choose 3)		
EDU 107	Creative Arts	3
EDU 109	Music & Motion	3
GERO 105	Ethnicity & Aging	3
HLT 124	Medical Terminology	3
VPA 131	Photography	3
VPA 121	Painting & Drawing	3
VPA 3536	Arts & Crafts	3
		10 Credits
	Total Credits	60

REQUIREMENTS AT HOSTOS

<http://www.hostos.cuny.edu>

GENERAL EDUCATION REQUIREMENTS FOR THE A.A.S. IN GERONTOLOGY		
ENG 110	Expository Writing	3
ENG 111	Literature and Composition	3
English elective course above ENG 111 OR		3-4
One course in a Foreign Language		
PSY 101	General Psychology	3
PSY 180	Psychology of Aging	3
SOC 101	Introduction to Sociology	3
SOC 1200	Introduction to Social Work OR	3
ADM 2532	Social Services Administration	3
BLS 150	Ethnicity Health and Illness OR	3
LAC 118	Caribbean Society & Culture	3
MAT 020	Elementary Algebra or higher level mathematics	2-3
BIO 110	Principles of Biology AND	4
BIO 130	Organismic Biology OR	4
BIO 230	Anatomy and Physiology I AND	4
BIO 240	Anatomy and Physiology II	4
PED 100	Physical Fitness	1
PED elective		1
Major Requirements		
HLT 103	Interpersonal Relations and Teamwork	3
HLT 130	Introduction to Gerontology	3
HLT 131	Health Perspectives for the Aging	3
HLT 132	Fieldwork with Older Population	3
HLT 215	Nutrition	3
PED 180	Physical Education & Recreation for the Aging	3
Free electives		4-6 credits
Total Credits		60

EMPLOYMENT OUTLOOK

Occupational Outlook Handbook - Social & Human Service Assistants
<http://www.bls.gov/oco/ocos059.htm>

Employment of Social and Human Service Assistants is expected to grow by nearly 34 percent through 2016. Job prospects are expected to be excellent, particularly for applicants with appropriate postsecondary education.

Employment change. The number of social and human service assistants is projected to grow by nearly 34 percent between 2006 and 2016, which is much faster than the average for all occupations. This occupation will have a very large number of new jobs arise, about 114,000 over the projections decade. Faced with rapid growth in the demand for social and human services, many employers increasingly rely on social and human service assistants.

Demand for social services will expand with the growing elderly population, who are more likely to need adult day care, meal delivery programs, support during medical crises, and other services. In addition, more social and human service assistants will be needed to provide services to pregnant teenagers, people who are homeless, people who are mentally disabled or developmentally challenged, and people who are substance abusers.

Residential care establishments should face increased pressures to respond to the needs of the mentally and physically disabled. The number of people who are disabled is increasing, and many need help to care for themselves. More community-based programs and supportive independent-living sites are expected to be established to house and assist the homeless and the mentally and physically disabled. Furthermore, as substance abusers are increasingly being sent to treatment programs instead of prison, employment of social and human service assistants in substance abuse treatment programs also will grow.

Opportunities are expected to be good in private social service agencies. Employment in private agencies will grow as State and local governments continue to contract out services to the private sector in an effort to cut costs. Also, some private agencies have been employing more social and human service assistants in place of social workers, who are more educated and more highly paid.

The number of jobs for social and human service assistants in local governments will grow but not as fast as employment for social and human service assistants in other industries. Employment in the public sector may fluctuate with the level of funding provided by State and local governments and with the number of services contracted out to private organizations.

WHAT JOBS CAN I QUALIFY FOR AFTER I RECEIVE AN AN ASSOCIATE DEGREE?

The following section will detail job descriptions as well as the skills and knowledge needed along with an Associate Degree. Please refer to the Marketability Chapter to increase your chances of getting the ideal position for you.

Recreation Aides

Assists in conducting recreation activities in community centers or other voluntary recreation facility. Arranges chairs, tables, and sporting or exercise equipment in designated rooms or other areas for scheduled group activities. Participates with the elderly and encourages involvement.

Social and Human Service Assistants

Assist social workers, health care workers, and other professionals to provide services to people. Social and human service assistant is a generic term for workers with a wide array of job titles, including human service worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life skills counselor, or gerontology aide. Others work under close direction with assisting in locating housing for displaced individuals.

Gerontology Majors Work at:

Nursing Homes, Senior Centers, Assisted Living Facilities, Homebound Programs, Respite Care Facilities, Adult Day Care Programs, Hospitals, Community Clinics, Hospices, Government Agencies, Retirement Communities
Department of Social Service, Government Agencies, Planning or Transportation Agencies

General Skills:

Speaking- Talking to others to convey information effectively.

Social Perceptiveness-Being aware of others’ reactions and understanding why they react as they do.

Active Listening- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Service Orientation- Actively looking for ways to help people.

Learning Strategies- Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Writing- Communicating effectively in writing as appropriate for the needs of the audience.

General Knowledge:

Customer and Personal Service- Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services and evaluation of customer satisfaction.

Psychology- Knowledge of human behavior and performance; individual differences in ability, personality and interests.

Clerical-Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms and other office procedures and terminology.

EDUCATIONAL LEVELS & CAREERS

(Sample list of Possible Careers)

**EDUCATIONAL LEVELS & CAREERS
(Sample list of Possible Careers)**

ASSOCIATE

Recreation Aide
Social and Health Services Assistants
Geriatric Aides

BACHELOR

Practitioners
Health Care Professionals

MASTERS

Social Worker
Sociologist
Skilled Administrators, Planners, and Practitioners
Medical and Health Services Managers

DOCTORAL

Careers in research, teaching, administration, or clinical practice

CAREER PATHS

You can choose to map a career path in an entry-level capacity or an assistant in:

- *Private homes- Caregiving-* Assist caregivers in providing a range of supportive services, including information, counseling and emotional support and physical needs.
- *Government-* Determine and formulate policies, regulations and provide overall direction of Federal, State, Local or international government activities.
- *Private Senior or Community Services Agencies-*Coordinate the eldercare activities, information in private companies.
- *Nursing Homes-* Direct, coordinate nursing care activities for the elderly residents.
- *Medical and Health Services-* Coordinate medicine and health services for seniors in hospitals, clinics, managed care organizations, public health agencies or similar healthcare organizations.

Upon Completion of a Bachelor Degree and/or Masters Degree consider the general options below:

Program Planning and Evaluation: Establishing the interests and needs of older persons at the community level, designing programs to meet these needs, and determining the effectiveness of such programs.

Management and Administration: Overseeing the daily operation of facilities, agencies or programs addressing the needs of the aged and their families.

Marketing and Product Development: Identifying the unmet product and service needs of older persons and informing the aged of new products or services in an effective and acceptable manner.

Advocacy: Articulating the need of older people and urging the adoption of public or private programs designed to meet these needs.

Education and Training: Developing and delivering educational programming responsive to the needs of older persons or those who serve them.

Research: Carrying out research on the nature of the aging process and on the effectiveness of intervention programs and policies.

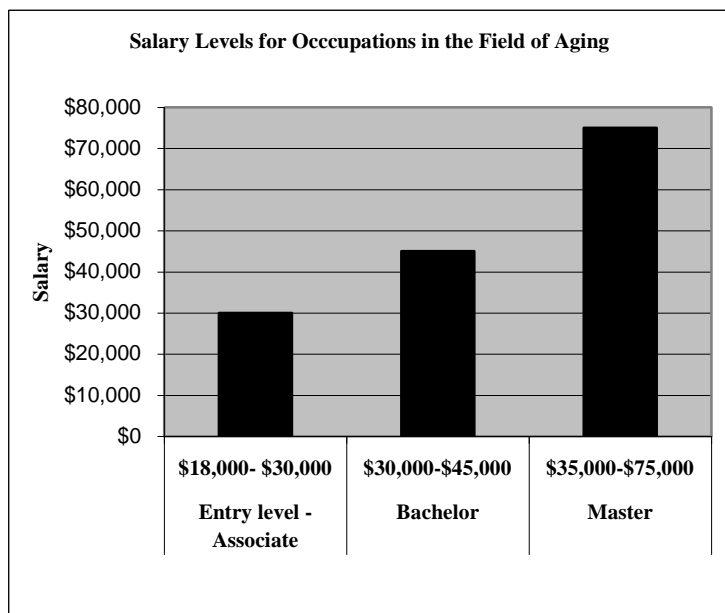
SALARY INFORMATION

Median annual earnings of social and human service assistants were \$25,580 in May 2006. The middle 50 percent earned between \$20,350 and \$32,440. The top 10 percent earned more than \$40,780, while the lowest 10 percent earned less than \$16,180.

Median annual earnings in the industries employing the largest numbers of social and human service assistants with an Associate degree in May 2006 were:

Local government	\$30,510
State government	29,810
Individual and family services	24,490
Vocational rehabilitation services	22,530
Residential mental retardation, mental health and substance abuse facilities	22,380

SALARY LEVELS FOR OCCUPATIONS IN THE FIELD OF AGING



RELATED JOBS

The following are additional jobs that you may also pursue. In some instances additional credentials or education may be required.

Residential Advisors

Coordinate activities for residents of boarding schools, college fraternities or sororities, college dormitories, or similar establishments. Order supplies and determine need for maintenance, repairs, and furnishings. May maintain household records and assign rooms. May refer residents to counseling resources if needed.

Child, Family, and School Social Workers

Provide social services and assistance to improve the social

and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. May assist single parents, arrange adoptions, and find foster homes for abandoned or abused children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy. May also advise teachers on how to deal with problem children.

Psychiatric Technicians

Care for mentally impaired or emotionally disturbed individuals, following physician instructions and hospital procedures. Monitor patients' physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral medications and hypodermic injections.

Licensed Practical and Licensed Vocational Nurses

Care for ill, injured, convalescent, or disabled persons in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

Home Health Aides

Provide routine, personal healthcare, such as bathing, dressing, or grooming, to elderly, convalescent, or disabled persons in the home of patients or in a residential care facility.

Nursing Aides, Orderlies, and Attendants

Provide basic patient care under direction of nursing staff. Perform duties, such as feed, bathe, dress, groom, or move patients, or change linens.

CHAPTER 3 • PRE-JOB SEARCH

RESUMES

1. What is a resume anyway?

A resume is a self-promotional document that presents you in the best possible light, for the purpose of getting invited to a job interview. It's not an official personnel document. It's not a job application. It's not a "career obituary"! And it's not a confessional.

2. What should the resume content be about?

It's not just about past jobs! It's about YOU, and how you performed and what you accomplished in those past jobs especially those accomplishments that are most relevant to the work you want to do next. A good resume predicts how you might perform in that desired future job.

3. How can I make sure that my resume gets noticed?

Getting noticed in the professional world does not mean flashy and fancy. Chances are this will actually count against you. Keeping your documents clean, simple and error free is your best bet!

Include your volunteer experience. Many employers appreciate volunteerism as a sign of commitment to causes that you value. Since volunteers are not paid, this also demonstrates your willingness to participate, and your efforts are not simply for payment. Many volunteer positions provide you with skills that are directly transferable to the workplace. Often, there is an additional sense of fulfillment because you have made a difference in the community.

Your resume should:

- a. Printed on white or crème bond paper. (see local paper store details on page 50).
- b. Use Arial or Times New Roman font with point size 10-12.
- d. Be on 1 page!
- e. Should be error free and without inconsistencies. If you have mistakes on a document representing YOU, you will look sloppy. You should have it reviewed by others and have it proofread at least five times.

SAMPLE RESUME

Name
Address
City, State Zip
Phone
Email

EXPERIENCE:

- 02/07-05/07 **Amsterdam Nursing Home**, Bronx, NY Recreational Aide (Internship)
- Organized recreational activities for elderly patients.
 - Conducted assessments and assisted with completing questionnaires.
 - Hosted recreational activities and aided residents with mobility and transportation.
 - Provided emotional support to residents as needed.
- 01/04-01/05 **National Institute for People with Disabilities**, New York, NY Project Assistant
- Educated children, adolescents, and adults with developmental disabilities.
 - Trained in daily living skills and behavior management.
 - Encouraged clients to achieve their optimal level of potential.
 - Assisted in developing written rehabilitation programs for each client.
- 03/02-04/02 **Episcopal Social Services**, New York, NY Direct Care Worker
- Organized and supervised recreational activities for patients.
 - Scheduled appointments and updated files.
 - Maintained record of daily activities and progress.

EDUCATION:

Hostos Community College/CUNY, Bronx, NY
Pursuing an A.A.S. in Gerontology
Expected date of graduation: June 2011

SKILLS:

- Computer knowledge of Microsoft Word, Excel, and PowerPoint.
- Skilled at Internet research and navigation.
- Knowledge of documentation skills.
- Bilingual in English and Spanish.

References available upon request.

1. What is a Cover Letter?

A cover letter does more than complement your resume, it helps you achieve your goals and expand your potential. A cover letter in one page will tell an employer, who you are, what position you are applying for and the specific skills you have for that job it will prompt him or her to contact you and most importantly, show the employer that you are the person for that position. Your cover letter should enhance your resume, not emulate it. It should broadly highlight your skills while the resume defines those skills.

Unless an advertisement specifically tells you not to send a cover letter, in most instances you should always send one anyway. The cover letter should be tailored to the job you are applying for. Job applicants should specifically talk about their experiences and education that relates to the qualities or skills the employees is looking for. If your work experience is limited, you can talk about volunteer work, internships, and your coursework as it relates to your major or anything else relevant to the job you are applying for.

Keep in mind that an employer will look at your cover letter before your resume. If an employer's interest or curiosity is piqued with your cover letter, he/she will want to read your resume. Most importantly, like resumes, cover letters should be concise and crafted with good grammar. This is your opportunity to impress the employer with your good writing skills. Like your resume, make sure you have someone proofread your cover letter to proofread it for mistakes.

It is also important that you show the employer your sincere interest in the job. Research the company before you write your cover letter. Try to make a connection with what's happening in the company (their mission statement, goals, ideology, etc.) with your experience or knowledge.

2. What is a Thank You Letter?

Make sure to follow up with a thank you letter soon after the interview. Not only is this job search etiquette, this is a good way to remind the interviewer of who you are. Most importantly the employer will know you are still interested in the position. Very often, this letter will put you a step ahead of other applicants who fail to send one.

SAMPLE COVER LETTER

Marcia L. Brady
500 South Hall
Bronx, NY 10441
September 18, 2007

Ms. Mary Jones
Assistant Program Director
Lutheran Youth and Family Services
521 Green Street
New York, NY 10034

Dear Ms. Jones:

Please consider this letter and enclosed resume as an indicator of my interest in a Therapeutic Support Staff position with your agency. I am currently a student at Hostos Community College and will graduate in June with an Associate Degree in Gerontology.

Through my work and internship experiences, I have developed skills that are necessary to succeed in the Human Services Field. As an intern at Lincoln Hospital, I worked with mentally ill children and adolescents. In working with these difficult populations, I have acquired patience and perseverance in my attempts to assess and communicate with these individuals.

As a Community Assistant and Peer Assistant at Jewish Home & Hospital, I have developed the interpersonal skills necessary to work with culturally, educationally, economically, and socially unique individuals. Working under the supervision of a Residence Coordinator and with other Community Assistants required strong skills in cooperation, communication, and teamwork. My participation in athletics has strengthened these skills.

Juggling my education and work has made me dependable, self-motivated, and responsible. I am confident I possess the qualities necessary to effectively fulfill this position. I am willing to work hard and use my skills to the advantage of your establishment.

I can be reached at (718) 555-4444 for an interview at your convenience. If I am not available, please leave a message and I will contact you as soon as possible. I look forward to speaking with you about this position. Thank you for your attention.

Sincerely,

Marcia L. Brady

SAMPLE THANK YOU LETTER

Your Name
Address
City, State Zip
Date

Employer Name
Title
Company/Organization
Address
City, State Zip

Dear Mr. Thomas:

Thank you for taking the time to interview me on <Date> for the Recreational Aide position. It was a pleasure meeting you and your colleagues. <Add personal line>. You may contact me at (718) 555-5555.

Examples of personal lines:

- I enjoyed learning about...
- I am even more confident about how my skills match...
- I am enthusiastic about the opportunity to participate in...

Sincerely,

Your Name

REFERENCE LETTERS

1. Why do I need references?

Reference letters are an important part of presenting yourself favorably and should be included in your portfolio. References are also referred to as recommendation letters.

2. Who should you ask to be a reference?

You should request a reference letter from your past supervisors or professors who know you best.

3. How should I go about requesting a reference letter?

It is critical that you ask your prospective reference if they are willing to give you a FAVORABLE reference. In some instances, you may think someone thought you were an excellent employee and later be disappointed when they expressed something to the contrary. Generally speaking, if someone tells you they will give you a positive reference, they will do so.

It is best to request reference letters shortly after you have left the position or have completed the class. This will ensure that your reference will remember specifics and be able to detail your strengths. If it has been a long period of time since you have spoken with your reference, you may want to provide them with examples of projects you worked on to refresh their memory.



SAMPLE REFERENCE LIST

References

Timothy Smith, MSW

Program Director

Health Force Senior Center

3678 Grant Avenue, New York, NY 16675

(718) 555-5555

John James, M.S

Recreation Director

Jewish Home & Hospital

37 Anywhere Place, Bronx, NY 10567

(718) 555-5555

Cindy Jolly, M.S

Associate Professor

Hostos Community College, Gerontology Unit

450 Grand Concourse, Bronx, NY 10451

(718) 555-5555

SAMPLE REFERENCE LETTER

The following sample is written by the reference of your choice. This is provided only to illustrate the importance of choosing a reference and understand the importance of making a positive impression on the job.

Bronx Hospital
444 Kidde Way
New York, NY 10034
May 11, 2007

Name
Human Resources
400 Job Expressway
Bronx, NY 10451

Dear Ms. Last Name:

It is my pleasure to recommend Ms. <your name> as a candidate for the Recreational Aide position at Nursing home. As her direct supervisor for over 3 years, I have been able to closely observe her during professional practice.

Her knowledge of working with the aging population is exceptional. She consistently provided residents with the emotional support needed. More importantly, she is extremely responsible with a strong sense of professional work ethic.

Although I consider it as a great loss, I highly recommend Ms. <your name> for the Recreational Aide position. I can assure you that you will not only be pleased with her performance and quality of work, but will see that her inherent skills are well suited for this position. If you have any further questions please feel free to contact me at (718) 123-4567.

Sincerely,

Signature

Print Name

Finding a job:

There are six important steps to finding a job related to your major.

1. **Know What Employers Want** - Prepare smarter and make the cut! Be efficient and plan ahead. Use time management strategies and stay organized.
2. **Present yourself professionally**—you never get a second chance for a first impression.
 - a. Provide a resume and a portfolio on resume paper
 - b. Prepare for an interview (See chapter 5)
 - c. Improve communication and phone etiquette skills
3. **Access Hostos' College Placement Resources-Ask for help!**

HCC Career Services Office (CSO)

These services are available for all registered Hostos students and graduates. The placement staff of the CSO will assist you with: your resume and cover letters, utilizing the career resource lab, online applications, job search advice, mock interviews, referrals to employers and on-campus recruitment opportunities. Hostos has a “Suited for Success” clothes closet where students in need will get a free business suit. Metro cards are also provided for travel to interviews. Career Services, Savoy Building, 210 (718) 518-4471 or 4468. www.hostos.cuny.edu/cso

College Opportunity to Prepare for Employment Program (COPE)

These services are available for all registered Hostos single parents and/or students receiving public assistance. The COPE office assists students with resume preparation, mock interviews, job search advice and provides referrals to jobs and Dress for Success NY. Metrocards are provided to those who qualify. A-Building 016, (718) 518-4363

4. Attend job fairs and recruitment events diversify your job search!

Job fairs are an excellent venue to find employment because you are able to meet many employers on one day. This is also a good opportunity for you to hone your networking and interviewing skills.

- Attend Hostos' spring job fair and check the recruitment calendar in the CSO web site
- Attend the annual CUNY Big Apple Job Fair
- Check newspaper listings for upcoming local recruitment events

5. **Utilize reliable internet job search banks.** To know what job banks were created for Hostos and CUNY students, contact the Employment Counselor. Log on to; www.hostos.cuny.edu/cso click students and “sign up”.

6. **Network!** Let everyone know that you are looking for work.

WHAT DO EMPLOYERS LOOK FOR?

Employers rank the importance of skills/qualities:

- a. Communication skills
- b. Strong work ethic
- c. Teamwork skills (works well with others)
- d. Initiative
- e. Analytical skills
- f. Computer skills
- g. Flexibility/adaptability
- h. Interpersonal skills (relates well to others)
- i. Problem-solving skills
- j. Technical skills

(Copyright © National Association of Colleges and Employers)

Employers seek candidates with:

Career-related work experiences in their field of study

This includes things such as part-time jobs, summer employment, practicum, and internships. College students must learn by doing and being involved in hands-on, practical experiences.

An understanding of the people and aspects of the work situation

Well-developed logic and reasoning skills. Other related competencies included good judgment and decision-making skills; technical expertise; exposure to high-tech, state-of-the-art equipment; independent goal setting; and time management skills.

A broad knowledge beyond their field

Employers want employees to have a broad perspective and broaden their knowledge base. Also, many employers advised becoming conversant in a second language.

Leadership experiences

Employers look for membership and leadership in extra-curricular activities and development of strong social skills. Training on resume preparation, interviewing skills, career planning, job search skills, and other job campaigning topics.

GAINING RELATED EXPERIENCE**Why intern or volunteer?**

An internship is an out-of-classroom work experience that is related to your career field of interest. This field experience provides an opportunity for you to apply your knowledge and skills in a professional environment, gain in-depth exposure in a particular field, and increase your marketability for full-time employment upon graduation. An internship experience can share a space under "Relevant Experience" on your resume, if it has played a role in your professional development.

Volunteering can also provide you with a valuable way to experience different work environments and fields, and can be considered just another word for internship. The volunteer experience can be considered as having a dual purpose: Not only are you helping an organization, or group of people, but you are also gaining valuable skills and experiences while you do it.

Do I need to complete an internship/field experience or volunteer?

YES! Today's job market is extremely competitive. In order to compete successfully, you must have relevant experience. It does not matter if it is paid or unpaid. What does matter are the skills and maturity that you have gained while being exposed to professional environments, or different experiences. With an internship or volunteer experience, you will develop the skills that will put you ahead of the competition! In addition to enhancing your employment qualifications, an internship or volunteer role can also help you in a number of other ways.

Benefits

Focus your career objective. An internship/volunteer experience allows you to "test the water" by sampling your interests in a real work setting without committing to it full-time.

Strengthen your resume. Relevant work experience is the number one qualification employers look for on a resume. Without internship experience you may get screened out and never get a chance to interview for the position you seek.

May lead to direct employment. Since many employers use internships as pre-recruitment devices for potential future employees, it is possible that the company with which you intern will offer you a permanent position!

Improve your interviewing skills. In an interview, employers look for candidates with relevant experience who know what they want to do. Doing an internship allows you to give potential employers specific examples to demonstrate your qualifications and knowledge of the field. It will also give you the confidence to tell the employer that you know what you want to do because you have already done it!

NETWORKING

Networking has become more than a buzz word in today's corporate job market. It is now essential for job applicants to get their "net" working in every way possible, in the hope of discovering a job vacancy or making contact with someone who has hiring authority.

For example, by the time you've completed your field experience; you will already have a network full of influential contacts: professors, nursing home administrators, mentors, and other professionals with whom you have worked with.

It's a statistical fact that more people find jobs through networking than they do through conventional job search methods. It's true when they say, "It's who you know that matters."



Networking Tips:

- People feel flattered when you show an interest in them and their work/organization. People enjoy talking about themselves. Ask them questions to get them started.
- Take the initiative to approach others, introduce yourself, and share a piece of information that could reveal the common thread you share with them.
- Don't forget how important it is for you to physically move around and about when you're at a networking event. You can't work a room when you're sitting down! So get in there and show them what you've got.
- When given a business card, don't just take it and place it in your pocket. Make the person feel important by looking at their card for a few seconds.

A WINNING JOB SEARCH ATTITUDE

A successful job search is a matter of attitude. While maintaining a positive attitude is vital to a successful job search, there will be times when you get discouraged. The following tips may be helpful to keeping a bright perspective:

Take charge! It is not up to anyone else to find you a job. Although your network can be a definite help, YOU are responsible for the success of your job search.

Let go of regrets about the past. Instead of blaming yourself and constantly rehashing past mistakes, take the opportunity to learn from the past. Build on past experiences to improve yourself and your abilities.

Talk positively about yourself and your abilities. What you believe about yourself is portrayed in all your future actions.

Flatter yourself. The job search is no time to be humble. Read every complimentary thing about yourself that you can find. Letters of praise, past awards, performance appraisals, or any other positive recognitions you have are good ways to remind yourself of your worth and talents. Paste these things on a wall or a bulletin board in your work area to boost your spirits whenever you feel a little down.

Start each day on a positive, upbeat note. The start of your day will set the tempo for everything that follows. Do something every morning that will put you in a good mood, whether that is taking a walk, listening to some upbeat music, doing a crossword, or just relaxing with a good cup of coffee.

Attitude is contagious. Surround yourself with positive people.

Get physical! You've heard the saying, "healthy body, healthy mind." Keeping yourself healthy and in good physical shape will boost your energy level and make it easier to maintain a positive mental attitude. Exercise regularly. Eat a well-balanced diet. Get enough sleep.

Procrastination is a sure way to lower your self-esteem. Doing something every day will make you feel like you are putting in a real effort and you will feel good about yourself.

Reward yourself. Make sure you take time out to relax after a day of job hunting.

Don't take rejections personally. Very few people land the very first job they apply to or are interviewed for. Your attitude really depends on how you look at things. You can see a job rejection as a personal attack on your abilities or character, or you can see it as an opportunity to grow and learn more about yourself.

Talk to someone. You might feel really burned out, angry or frustrated after a long, unsuccessful job search. At this point it might be a good idea to talk to a trained professional, such as a counselor, or a professor to help you sort out your feelings.

Don't take rejections personally



BUSINESS COMMUNICATION & TELEPHONE ETIQUETTE

Greeting the Other Person

First Names: Do not use first names when communicating with an employer unless specifically requested to do so.

Use of Ms.: When introducing a woman and are unsure of marital status, use the title Ms., not Miss or Mrs.

Call Waiting: Never pick up on another call when you are in a conversation with an employer. You don't want to interrupt an important conversation or take the chance of disconnecting the line.

Leaving a Message

Leave a Time Stamp: Many answering machines and some voice mail systems do not have a time stamp feature. Stating when you called can often help expedite a reply. Very important with time sensitive issues.

Say Why You Called: Recipients appreciate a simple explanation on why you called. "Hello. This is Mr. X . I was hoping to talk to you. Please call me." Although he said please, the simple lack of information in the message is frustrating and makes one not want to return a message.

Request a Reply: Specifically request a reply by phone or email. We're all busy... would you return the calls you didn't have to? Exactly.

Primary and Alternate Contact: It is a good idea to leave a name and number both at the beginning and end of each message. This assures that the employers have time to write your information, and saves them time of looking up your contact information. Include alternate forms of contact, such as email, cell, etc.

**Good
morning
my
name
is...**



SAMPLE SCRIPTS

Phone Calls to Employers - Making a Cold Call

Good morning, my name is _____ and I was wondering if I could please speak with Mr. _____? (response)

Hello, I am inquiring about the _____ position within your office. Is it still available? (response).....etc.

Thank you very much for your time. As you requested, I will be forwarding a copy of my resume to you shortly. Have a nice day.

Returning a Phone Call

Hello, my name is _____, May I please speak with Ms.____? (response)

Good afternoon, Ms. _____I am returning your call about the __ position available within your office...



BEFORE THE INTERVIEW, DO A THOROUGH SELF-ASSESSMENT

Review your education, experience, interests, likes, dislikes, strengths, weaknesses and values.

1. Review your resume.

Be able to support everything on your resume with specific examples. Know how your experience, education and interests relate to the position and anticipate possible questions. Prepare five or more success stories based on past jobs experiences.

2. Research the organization and industry.

Learn as much as you can about the size, location, products/services, competitors, culture, history, and benefits by reading company literature. Visit company websites, and don't hesitate to request information directly from the company. Talk with employees of the company and people in the same profession when possible.

3. Practice Interviewing.

Arrange a mock interview with a Career Services staff member to discuss interviewing techniques and practice one on one or panel interviewing. Rehearse with individuals in the field, friends, and by yourself in front of a mirror.

Prepare interview materials. Extra copies of your resume and a list of 3 or 4 references including names, addresses, and phone numbers. Be sure references expect phone calls or other inquiries about your job search. Prepare a list of questions to ask.

4. Prepare a portfolio.

Include documents and materials that demonstrate your knowledge and accomplishments. For example, writing samples, portions of a successful project, letters of merit and appreciation.

5. Verify the specifics of the interview.

Confirm the date, time, place, and interviewer.



TIME MANAGEMENT AND ORGANIZATIONAL SKILLS

As you approach new horizons in your career, it becomes increasingly difficult to juggle your job, family life and school. When you plan ahead and keep organized, many obstacles can be avoided. In addition, there can be a significant reduction in stress and you can feel more in control of your circumstances.

The following is a list of tips for those of you who are especially busy:

- a. Keep "to do" lists of tasks to be completed on a daily, weekly and monthly basis. Cross off items after they have been complete.
- b. Ask family for extra support and assistance. Let loved ones know ahead of time what you will need from them so they are not caught off guard.

- c. Keep an updated calendar and day planner so you can remember appointments and schedule items on your “to do” list in advance.
- d. Use time waiting in line and for appointments to organize your day (with “a” and “c”).
- e. Make sure to schedule in some recreation and /or relaxation time. You are much more productive when you can approach your tasks with a refreshed perspective.

CHAPTER 5 • THE SUCCESSFUL INTERVIEW

Preparing For The Interview: Guidelines for successful interview attire

Men and women

- a. and plaids are the next best. Wear a conservative color two-piece business suit, such as solid navy, black or gray. Subtle pin stripes
- b. Conservative long sleeved shirt/blouse, preferably white or pastel is acceptable.
- c. Clean, polished conservative shoes with no scuffmarks and run-down heels.
- d. Well-groomed conservative hairstyle. Clean, trimmed fingernails.
- e. Minimal use of cologne or perfume.
- f. No visible body piercing such as tongue, nose or eyebrow rings.
- g. Small, light briefcase or portfolio case (no back packs or shopping bags).
- h. Empty pockets of large or noisy items such as coins or keys.
- i. Do not use cigarettes, gum or candy before or during the interview.
- j. No cell phones, two-way pagers, cd players or other electrical devices.

Men

- a. Silk conservative pattern necktie.
- b. Dark socks, preferably black. Never wear white socks.
- c. Dark black lace-ups shoes are best.
- d. A leather belt that matches the color of your shoes and has a small buckle is acceptable.
- e. Get a haircut. If you must have long hair keep it as neat as possible.
- f. Clean shaved face. Remove beards and mustaches, but if you must they should be neat and trimmed.
- g. Do not wear rings other than a wedding or college ring. Remove all earrings.

Women

- a. A conservative business suit with a jacket is best. No dresses.
- b. Acceptable skirt length is generally 2 inches below the knees.
- c. No revealing, ruffles, frills or see-through blouses.
- d. No high heels, open-toe shoes or sling backs.
- e. Heels should be 2 inches or less but not flats.
- f. Wear conservative hosiery close to skin color. Bring an extra pair for an emergency.
- g. Carry a briefcase, no small or large purses.
- h. Use minimal makeup; it should not be too visible.
- i. Wear no more than one ring on each hand.
- j. Wear one set of small earrings only, such as small hoops or pearls.

*Keep your interview attire conservative so that the focus is on you and not your clothing. If you need assistance refer to page 47 for discount shopping resources. The Career Services Office also has a “Suited for Success Resource Room.” where you can get a free suit!

THE NIGHT BEFORE

Preparing the night before prevents last minute panic:

1. Make sure your interview suit is clean and pressed.
2. Check the weather forecast
 - a. See if you’ll need an umbrella or coat.
3. Organize your briefcase/portfolio case

- a. Include several copies of your resume
- b. A list of professional references
- c. Career portfolio: (letters of merit/appreciation, samples of projects etc.)
- d. Bring a list of questions to ask the employer, address of the interview site, directions to the interview, name of the interviewer(s), note pad, pen and other relevant items.

4. Get to bed early.

- a. Make sure your nails are clean and manicured.
- b. Ensure you have adequate transportation fare.
- c. Fill your vehicle with gas, or re-confirm transportation plans.

5. Confirm childcare plans.

- a. Make alternative arrangements in case you need it.

6. Women

Check that you have at least 2 pairs of new hosiery at or close to skin color. Put an extra pair of hosiery at or close to skin color in your briefcase or portfolio case. Plan how you will wear your hair and make up. Minimal make-up and conservative hairstyle. Make sure your nails are conservative in length and color.

8. Men

Clean shave your face; remove beards and mustaches or trim neatly. Shoes should be polished.

The Career Services Office provides free metrocards to registered students to minimize transportation expenses for job interviews.

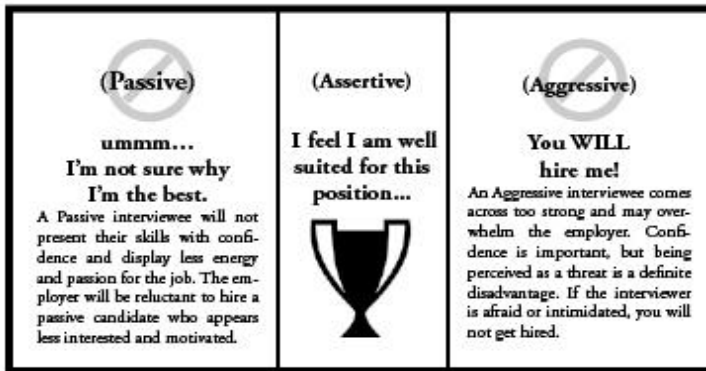
ASSERTIVENESS: The Winning Attitude on an Interview

Assertiveness is the ability to communicate with others in a clear and direct manner. It can be applied to many situations, but can be an important factor in performing well at interviews. In interviews, assertive behavior will help you to come across as a confident candidate who is likely to be able to get things done. Assertiveness can be demonstrated with: a firm clear voice, eye contact with the interviewer, being relaxed rather than nervous, an open body posture (e.g. don't have your arms and legs folded tightly) saying what you want to say using simple, clear language a direct open manner.

1) If you are assertive, you:

- a. Say "No" to the requests of others in a firm but polite way when you don't want to do as they say.
- b. Avoid being manipulated or put off by others.
- c. Listen better to what others are saying.
- d. Stand up for your rights.
- e. Ask for what you want.
- f. Achieve "win-win" situations where both parties are happy with the outcome of the situation.

Being assertive helps you to exercise more control over your life and relationships, and thus may help to increase your self-confidence. It helps you to reduce the stress in your life as you are less bothered about the opinions of others. Non-assertive behavior can lead to loss of respect from others and loss of self-respect in the long term. On an attitude continuum, assertive behavior falls in between passivity and aggressiveness.



INTERVIEW QUESTIONS

Questions the employer may ask.

Tell me about yourself?

Keep your response related to the job. Prepare a script of five strengths that are relevant to the job (experience, skills, traits etc.) Talk about past job experiences and proven successes. Practice with the script until you feel confident but do not memorize.

What are your weaknesses?

Minimize your weaknesses and emphasize your strengths. Concentrate on professional traits and stay away from personal qualities: "I am sometimes nervous when presenting to a large audience. I recently joined toastmasters and have gained more confidence in my presentations."

Why are you interested in working for this company?

This is your opportunity to show the interviewer you have done your research. For example, "I have selected this company because its mission fits closely with my values. I know I will be excited about what the company does."

What are your goals?

Focus on short term and intermediate goals rather than long-term goals. For example, "my immediate goal is to work in a customer service-oriented company. My long-term goal will depend on the direction the company is going. Eventually, I hope to grow into a position with more responsibility."

Why did you leave/are leaving your job?

If you are unemployed, state your reason for leaving on a positive note: "I was part of several rounds of corporate downsizing."

Why should we hire you?

Summarize your experiences: "I have six years of experience working in sales and have a proven record of generating sales in excess of 20 thousand. I am very confident I would be a great addition to your team."

What salary are you seeking?

It is very advantageous if the employer tells you the range first. But, prepare by researching the market rate in your geographical location, and the lowest salary you will accept. One example would be: "I am sure we can agree on a reasonable amount at a later date. Based on my background and experience in what range do you usually pay?"

Do you have any questions?

This question you should always expect. As a result, of your research and preparation you should have several good questions about the job or company.

When were you most satisfied in your job?

Relate an example of a job or project when you were motivated. "I was very satisfied in my last job because I worked directly with detailed projects, which was a part of the job that most interested me."

What are three positive things your last boss would say about you?

Think about your performance appraisals and supervisor's statements and what positive things were said: "My boss has told me that I am one of the best sales associates he has ever had. He said he was very impressed with my organizational and problem solving skills."

TYPICAL INTERVIEW QUESTIONS

- What skills and experience will you bring to this role?
- Would you consider yourself a sensitive person?
- Are you an active listener?
- Are you able to engage clients? Please provide some examples.
- Think of a client you have liked/disliked and tell me how you handled the situation.
- What is your most memorable experience working with a resident?
- What characteristics do you possess that would make you a good candidate for this position?

QUESTIONS TO ASK THE EMPLOYER

- What is a typical day at this job?
- What types of projects will I be working on?
- How is an employee in this position evaluated?
- Is professional development/training encouraged in this organization?
- When can I expect to hear from you? What characteristics best describe individuals who are successful in this position?
- What characteristics best describe individuals who are successful in this position?
- What challenges face this department in the next year?
- How does this department fit into the overall organization?
- How does the company promote personal and professional growth?

3. Do not:

- Show up for your interview unprepared.
- Arrive late for your interview, explaining you "got lost trying to find the office."
- Fail to ask questions.
 - Fume about your previous boss ("My previous boss was a jerk").
 - This is a big red flag that indicates that you may have difficulties getting along with management and others.
 - Eat during the interview.
 - Answer your cell phone or listen to your iPod.

4. Do not ask these questions:

- What does this company do? (Do your research ahead of time!)
- If I get the job when can I take time off for vacation? (Wait until the offer is made prior to discussing commitments)
- How much will I get paid? (wait until the employer discusses the salary)
- What are the benefits?
- Can I change my schedule if I get the job? (If you need to figure out the logistics of getting to work don't mention it now.)
- Did I get the job? (Don't be impatient. They'll let you know.)

CLOSING THE INTERVIEW AND FOLLOW UP

1. Closing the interview:

- a. Thank the interviewer for his/her time with a firm hand shake and restate your interest in the job.
- b. Ask the interviewer about the next step in the process. When you can expect to hear from him/her.
- c. Get business cards from the interviewer (s) or the correct spelling of the first and last names.

2. Follow up after the interview:

- a. Keep an interview journal. Immediately write notes to remember important details when you write your thank you letters. Record any follow up action you should take and put dates on your calendar. Review your performance and keep a journal of how you answered questions and what needs improvement.
- b. Write thank you letters within 24 hours to each person who interviewed you.

- c. Thank the interviewer (s), summarize what you learned from the interview, and reaffirm your interest in the job. This should be mailed, e-mailed or faxed the same day or next day. Make sure you know the most appropriate method of reaching the employer, whether by mail, email, or fax.
- d. Wait the allotted period of time mentioned during the interview for the company to contact you. This may be a few days or a few weeks.
- e. If you haven't heard from the company within the time period specified. Contact the interviewer or the Human Resources office. Mention your name, the date and time of the interview, the position you are applying for and inquire about the status of your application.



**follow
UP**

1. Alcoholics Anonymous (AA)

Address: A.A. World Services, Inc., New York NY 10163
Telephone: 212-870-3400
Web: <http://www.aa.org>

Alcoholics Anonymous is a nonprofit organization serving men and women who focus their efforts on helping themselves recover from alcoholism. AA's primary purpose is to help members stay sober and help other alcoholics to achieve sobriety.

2. Alzheimer's Foundation of America (AFA)

Address: 322 Eighth Avenue, 7th Floor, New York NY 10001
Telephone: 866-AFA-8484 (232-8484) (toll-free)
Fax: 646-638-1546
Web: <http://www.alzfdn.org>

The AFA is a non-profit foundation comprised of member and associate member organizations across the United States dedicated to providing care to individuals affected by Alzheimer's disease and related illnesses. The Foundation's goal is to meet the educational, social, practical and emotional needs of individuals with the disease and their families and caregivers through its nationwide hotline, support groups, conferences and other hands-on services. Contact AFA's toll-free number to receive a referral to an appropriate community medical and/or support service.

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American Federation for Aging Research (AFAR)

Address: 50 West 39th Street, 16th Floor, New York NY 10018
Telephone: 212-703-9977; 1-888-582-2327 (toll-free)
Fax: 212-997-0330
Web: <http://www.afar.org>
<http://www.infoaging.org/>

AFAR is a nonprofit organization dedicated to supporting basic aging research. AFAR funds a wide variety of cutting-edge research on the aging process and age-related diseases. Visit the website for a list of free publications.

4. American Geriatric Society Foundation for Health in Aging

Address: The Empire State Building, New York NY 10118
Telephone: 1-800-563-4916 (toll-free) or 212-755-6810
Fax: 212-832-8646
Web: <http://www.healthinaging.org>

The AGS Foundation for Health in Aging (FHA) is a national nonprofit organization established in 1999 by The American Geriatrics Society. The AGS aims to build a bridge between the research and practice of geriatrics and the public, and to help older adults with health care needs.

5. American Menopause Foundation (AMF)

Address: 350 Fifth Avenue, Suite 2822, New York NY 10118
Telephone: 212-714-2398
Web: <http://www.americanmenopause.org/>

The Foundation is a nonprofit health organization providing support and assistance on all issues concerning menopause. AMF has information on scientific research and coordinates a network of volunteer support groups for women.

6. (APDA)

Address: 135 Parkinson Ave.
Staten Island NY 10305
Telephone: 1-800-223-2732 (toll-free) 718-981-8001
Fax: 718-981-4399
Web: <http://www.apdaparkinson.org/>

A nonprofit organization, APDA funds research to find a cure for Parkinson's disease. APDA's toll-free line refers callers to local chapters for information on community services, specialists, and treatments. Publications and educational materials are available on Parkinson's disease, speech therapy, exercise, diet, and aids for daily living.

7. Center on Aging (BCOA) of Hunter College

Address: 425 East 25th St., 13th Floor North, New York NY 10010
Telephone: 212-481-3780
Fax: 212-481-3791
Web: <http://www.brookdale.org/>

BCOA sponsors a variety of programs including the Institute on Law and Rights of Older Adults which fights for grandparent rights. Other programs focus on elder care services, guardianship, caregiving, Medicare, intergenerational activities, and Alzheimer's disease. Contact BCOA about publications (some available in Spanish) including *Senior Rights Reporter*, *Benefits Checklist for Seniors*, *Help for Seniors*, and *Help for Grandparent Caregivers*, which are for sale.

8. Center for the Study of Aging/International Association of Physical Activity, Aging and Sports (IAAS)

Address: 706 Madison Avenue, Albany NY 12208
Telephone: 518-465-6927
Fax: 518-462-1339
Web: <http://www.centerforthestudyofaging.org>

The Center is a free-standing, nonprofit organization promoting research, education, and training in the field of aging. IAPAAS is the Center's membership division. It organizes programs on health, fitness, prevention, and aging. Contact the Center for a list of publications and information about the quarterly newsletter, *Lifelong Health and Fitness*.

9. Elder Care Online

Address: Prism Innovations, Inc., 50 Amuxen Court, Islip NY 11751
Web: <http://www.ec-online.net>

Elder Care Online offers information, education, and support for caregivers, safety advice, and links to additional caregiver resources on their website.

10. Legal Services for the Elderly (LSE)

Address: 130 West 42nd Street, 17th Floor, New York NY 10036
Telephone: 212-391-0120
Fax: 212-719-1939
Web: <http://www.lawhelp.org>

LSE is an advisory center for lawyers specializing in legal problems of older people. While LSE does not provide direct services to clients, staff lawyers offer advice and write memoranda and briefs to lawyers who serve older clients on issues including Medicaid, Medicare, Social Security, disability, voluntary and involuntary commitment, age discrimination, pensions, rent-increase exemptions for older people, and nursing home care. A list of publications is available.

11. Medicare Rights Center (MRC)

Address: 1460 Broadway, 17th Floor, New York NY 10036
Telephone: 212-869-3850
Fax: 212-869-3532
Web: <http://www.medicarerights.org>

MRC is a national, nonprofit service helping older adults and people with disabilities get good, affordable health care. Available educational materials include a train-the-trainer manual, booklets on Medicare basics, and Medicare home health.

<http://www.nia.nih.gov/nia.nih.gov/templates/common/printdisplay.aspx>

New York State Office for the Aging Volunteer Opportunities

<http://www.aging.ny.gov/GetInvolved/Volunteer.cfm>

online

ONLINE CAREER EXPLORATION TRACKS

Career Services	www.hostos.cuny.edu/cso
Career Cruising	careercruising.com
Brooklyn Public Library	www.brooklynpubliclibrary.org/index.jsp
NY Career zone	www.careerzone.org
Counseling Corner	www.careercc.com
Black Collegian-Career Related	www.black-collegian.com/career
Career Infonet	www.acinet.org/acinet
Idealist.org	www.idealist.com
NYC Government Portal	home.nyc.gov/portal
Career Journal – Wall Street	www.careerjournal.com/index.html
Salary.com	www.outofservice.com/bigfive
Uni. of Tennessee-Career Services	career.utk.edu
Career infonet	www.acinet.org/acinet
Vault.com	www.hostos.cuny.edu/cso/StuLogin.asp

Resources in Spanish

Career Cruising	Careercruising.com
Career Videos En Español	http://wnjpin1.dol.state.nj.us/cgi-bin/cv_sp.pl
Selección de la Carrera	www1.cfnc.org/Espanol/Como_prepararse_para_la_universidad/Seleccion_de_la_carrera.aspx

JOB SEARCH FOR EMPLOYMENT OPPORTUNITIES

ASRT JobBank:	www.healthcareers.com
IntraVision:	www.intravsn.com/job.shtml
Medical/Health Care Job Listings:	www.nationjob.com/medical
MedSearch America:	www.medsearch.com
www.nyc.gov/html/dfta/html/volunteering/volunteering.shtml	
www.asaging.org	www.aiamsh.org/jobseekers/
www.stvincentsdepaulresidence.org/employment.html	
www.hebrewhome.org/employment.asp	
www.jewishhome.org/jewishHome	
www.vcnny.org/careers/	
www.sunriseseniorliving.com/about/careers/Careers.do	
www.kateriresidenceny.org/volunteer.html	

CAREER PLANNING PUBLICATIONS

Connecting Between Spirit and Work in Career Development, Bloch, Deborah P. and Richmond, Lee, J., Davies-Black Publishing, Palo Alto, California, 1997

Soul Work: Finding the Work You Love, Loving the Work You Have, Bloch, Deborah P. and Richmond, Lee, J., Davies-Black Publishing, Palo Alto, California, 1998

What Color Is Your Parachute? Bolles, Richard Nelson, Ten Speed Press, Berkeley California, 1992

Data Fusion A Guide to Labor Market Resources, Bonham, Charlene and Duckett, Jasmin, published by the Maryland Occupational Information Coordinating Council (MOICC), updated 1998.

Improved Career Decision Making in a Changing World, Ettinger, Judith M., 2nd Edition, Garrett Park Press, 1996.

Integrative Life Planning, Hansen, L.S., Jossey Bass, 1997

Try! A Survival Guide to Unemployment. Okulicz, Karen, K-Slaw Inc., Belmar, New Jersey, 1995 Tiedeman, Anna Miller,

How Not to Make It...and Succeed, Life Career Foundation, Vista, California, 1989. Woods, James F., Harvey Ollis and Roberta Kaplan

To Spin a Web, Job, Career, and Labor Market Information on the Internet
NOICC Occasional Paper 8, National Occupational Information Coordinating Committee, 1996.

Delaware Career Compass: Finding Your Future", Delaware Department of Labor, Delaware Occupational Information Coordinating Committee, 1996.

The Future At Work, An Assessment of Changing Work place Trends
Interstate Conference of Employment Security Agencies (ICESA).

VISIONS PLUS Career Assessment Directory, Maryland Occupational Information Coordinating Council, 1998.

What Work Requires of Schools; A SCANS Report for America 2000. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991.v

Careers in Aging: Consider the Possibilities . Gloria D. Heinemann, Elizabeth B. Douglass, and Joy Lobenstine Whittington. 2003.

ARTICLES

Gray and Green Together: Older Adults Can Play Role in Creating Healthier Environment

Volunteering for environmental protection activities can be physically and mentally sustaining for older people, according to the latest issue of Public Policy & Aging Report (PPAR). In fact, this demographic group is in a unique position to have a noticeable impact on its surroundings. For those looking to fill meaningful roles in the community after retirement, volunteerism provides opportunities for social integration. The programs of environmental organizations routinely bring together people of different generations. Many of these involve healthy physical activity, such as the testing of rivers

or clean up of natural areas, for example. "Citizen involvement on a large scale is needed to address pressing issues of environmental conservation and sustainability," state authors Karl Pillemer, PhD, and Linda P. Wagenet, PhD, of Cornell University. In one of this PPAR's four articles, they examine the prospects and promise for what the two call "environmental volunteerism and civic engagement" (EVCE) among older persons and point to some directions for encouraging this movement.

The ongoing increase in the number of older U.S. citizens, coupled with a senior population seeking meaningful participation in society, can greatly serve environmental protection efforts. Even the U.S. government has begun to tap this resource. For over five years, the Environmental Protection Agency's Aging Initiative has provided opportunities for older adults to become environmental stewards in their own communities. Additionally, older people are beginning to develop a more complex relationship with their surroundings. Public health research suggests there are a number of environmental problems that disproportionately compromise the health of the older population. This group is particularly vulnerable to the adverse effects of air pollution, temperature extremes, and major weather events. America's elder citizens are also beginning to have a greater effect on the environment through greater recreational travel, an increase in pharmaceutical waste, and the growth of independent and assisted living facilities.

http://www.agework.com/newsletter/September_2008

Long-Term Care Workers Struggle with Elderly Population Boom

As America's aging population increases, so does its need for long-term care. And the workers who provide these services often lack the support they need — particularly in the area of pay and work relationships, according to "Better Jobs Better Care: New Research on the Long-Term Care Workforce," the latest special issue of *The Gerontologist* (Volume 48, Special Issue 1). Those aged 65 and older are

projected to represent at least 20 percent of the total U.S. population by 2030, with the number of those 85-and-older increasing the most. The growth of this demographic will have a major effect on the demand for and supply of long-term care services.

Better Jobs Better Care (BJBC) was the nation's largest single initiative created to reduce the high vacancy and turnover rates of direct care workers and improve workforce quality through both policy and practice changes. With funding from the Robert Wood Johnson Foundation and The Atlantic Philanthropies, this four-year program was directed and managed by the Institute for the Future of Aging Services at the American Association of Homes and Services for the Aging, with technical assistance from PHI (formerly the Paraprofessional Healthcare Institute). "The effort was to see what ideas are out there for improving direct care work — to make sure people have what they need to stay in their homes and communities," said special issue editor Susan C. Reinhard, RN, PhD, FAAN. Through two-types of grants — state-based demonstration projects and applied research projects — BJBC tested new approaches to providing a more stable and qualified long-term care staff and systematically evaluating what works best to achieve this objective. The special issue, which contains 12 articles, represents the findings of the BJBC program. In addition to a need for better pay and improved work relationships, the studies found that recruitment and retention is an industry-wide problem, not just limited to nursing homes; greater job satisfaction translates to a better quality of life for patients; and older people themselves have roles to play in the long-term care workforce.

http://www.agework.com/newsletter/September_2008

DISCOUNT SHOPPING

Do not make a habit of dressing sloppy and unprofessional under the guise of "not having enough money." How you dress makes a difference in your image. You can find great bargains (suits, shoes, pantyhose, and dress shirt) at discount prices at the following stores:

1. Filene's Basement: 620 Avenue of the Americas at 18th Street or 2222 Broadway at 79th Street.
2. TJ Max: 620 Avenue of the Americas at 18th Street, located right above Filenes Basement.
3. Century 21: 12 Cortland Street in Manhattan or 472 86th Street in Brooklyn.
4. Daffys: 111 Fifth Avenue at 18th Street or Madison Avenue at 44th Street or 1311 Broadway & 35th Street.
5. Target: Visit website www.target.com for nearest store location.
6. K & G Superstore: 122 East 42nd Street at Lexington or 8th Avenue (between 124th & 125th Streets).

WHERE TO BUY A GOOD SUIT?

You don't need to spend a lot of money. You can get a nice, inexpensive new suit at the following stores:

1. Bolton's: 57th Street between 5th and 6th Avenues.
2. Burlington Coat Factory: on 23rd Street and 6th Avenue (212) 229-1300.
3. Daffy's: 5th Ave/18th Street, 212 529-4477.
4. Filene's Basement: 620 Sixth Avenue between 18th and 19th Streets (212) 620-3100.
5. Forman's: (Orchard Street on the Lower East Side; 42nd St. between Lexington and Third Avenues; and John and Gold Street in the financial district).
7. Loehmann's: 7th Avenue between 16th and 17th street 212-352-0856.
8. Melrose Fashions: (Lexington between 24/25 Streets).
9. Strawberry: (345 Park Avenue South at 25th Street 212-725-5970 or 38 East 14th Street between University and Broadway (212) 353-2700).
10. Syms: (starting at around \$60) 400 Park Avenue at 54th Street 212-317-8200.

If you have a Car:

Woodbury Common Factory Outlets: take the New York State Thruway (Interstate 87) and get off at Exit 16. Almost immediately after going through the toll booth you will see the mall to your right. There's free parking. You can also take a Gray Line bus at 54th Street and Eighth Avenue in Manhattan. There is one morning bus and two return buses each day, all riders get a discount coupon booklet. The cost is about \$30 per person. Call Gray Line at 1-800 699-0051 or 212 397-2620. There are more than 100 outlets in the village including Burberry, Brooks Brothers, J. Crew, Giorgio Armani A/X, etc.

For Shoes: try Nine West and DSW during sales or Century 21.

WHERE TO BUY RESUME PAPER?

Tannen's

Hours: Mon-Sat 10-6 Local: 718-292-4646 / Toll Free: 866-768-4646 <http://www.tannens149.com/>

Located at 363 East 149th Street (Between 3rd Ave. & Courtlandt)

Staples (To find your nearest location visit www.staples.com)

SAMPLE JOB DESCRIPTIONS

**NEW YORK CITY DEPARTMENT FOR THE AGING
2 LAFAYETTE STREET
NEW YORK, NY 10007
JOB VACANCY NOTICE**

JVN 125-08-41-CW

Position: Community Liaison Worker	Salary: \$32,338* - \$37,189**
Bureau: Long Term Care & Active Aging	C.S. Title: Community Liaison Worker
Unit: Foster Grandparent Program	Supervisor: Lynna Scott Carnegie
<p>Job Description:</p> <ul style="list-style-type: none"> ❖ Interview and place senior volunteers (Foster Grandparents) in community-based agencies throughout the five boroughs. ❖ Coordinate monthly in-service training given to potential FGP volunteers. ❖ Maintain liaison/supervisory role with volunteer stations and senior volunteers. ❖ Monitor all volunteer programs and activities. Assist in developing new worksites as FGP program needs are identified. ❖ Coordinate and provide training and technical assistance to community partners where Foster Grandparents are placed to insure suitable volunteer assignment. Monitor and document appropriate performance management to document volunteer impact on community needs. ❖ Provide assistance to volunteer station supervisors to effect receipt of all programmatic documents to comply with program guidelines, i.e. outcome goals, performance, measurements, job descriptions, Memorandum of Understanding, quarterly progress reports, time and expense sheets, etc. ❖ Develop and maintain cooperative relationships with staff in assigned volunteer stations. ❖ Prepare monthly and quarterly reports. <p>*Non-City rate. **City incumbent rate.</p>	
<p>Minimum Qualifications:</p> <p>Three years of experience in counseling, community work or community health activities in a government agency or community organization engaged in providing community services to the public or assisting members of the community in obtaining services; or the equivalent in education and/or experience. College (anthropology, sociology, social work, psychology, and other behavioral sciences) may be substituted for experience on a year for year basis. However, all persons must have had at least one year cumulative full-time work experience. This position requires extensive travel city-wide.</p>	
<p>Preferred Skills:</p> <ul style="list-style-type: none"> ❖ 3 – 4 years of professional experience in counseling, social work, gerontology or volunteerism. ❖ Bi-lingual ability preferred (Chinese, Russian, Spanish, and French/English). 	
<p>NOTE: NEW YORK CITY RESIDENCY IS REQUIRED WITHIN 90 DAYS OF APPOINTMENT.</p>	
<p>TO APPLY, PLEASE SUBMIT RESUME INDICATING JVN# TO: Department for the Aging (DFTA) Jeanmarie Weber Employment Manager, Human Resources 2 Lafayette Street, 9th Floor, New York, NY 10007 -OR- E-mail to DFTArecruit@aging.nyc.gov (indicate JVN# in subject line) In addition to submitting a resume, Department for the Aging employees must also submit a bid form. Be sure to indicate the position for which you are applying.</p>	
Dated: June 4, 2008	Post Until: Until Filled

EQUAL OPPORTUNITY EMPLOYER

BECOME A GERIATRIC COUNSELOR AND OBTAIN A GERIATRIC & DEVELOPMENTAL DISABILITIES CERTIFICATE AT YAI/NIPD!

ENTRY LEVEL COUNSELOR POSITIONS AVAILABLE

YAI/NIPD, an award winning health and social services agency, is hiring entry level counselors to work in group homes with geriatric and developmentally disabled adults in the NYC metropolitan area, Westchester and Long Island.

- Work full time
- Receive paid training leading to a Geriatric & Developmental Disabilities Certificate
- Fast-track your career in this growing field



REQUIREMENTS

- Associates or Bachelors preferred
- Gerontology or Human Services courses preferred
- Strong interest in working with seniors, elderly, geriatrics
- NYS Drivers License

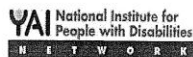
OPENINGS/SHIFTS

- Morning Counselors
7:00 a.m.–3:00 p.m.
- Evening Counselors
3:00 p.m.–11:00 p.m.
or 2:00 p.m.–10:00 p.m.
- Weekend Counselors
Friday–Monday, flexible hours



TO APPLY

Please submit your resume and cover letter to us online at www.yaidreamcareers.org.
Or fax them to 212-563-4836.



CAREER PLAN

DATE: _____ NAME: _____
MAJOR: _____

CAREER GOALS:

- (2 year) _____
- (4 year) _____
- (10 year) _____

REQUIREMENTS:

- _____
- _____
- _____
- _____
- _____

CURRENT SKILLS AND INTERESTS:

- _____
- _____
- _____
- _____
- _____

PLAN TO REACH CAREER GOAL:

- _____
- _____
- _____
- _____

ADDITIONAL EXPLORATION:

- _____
- _____

RESUME TEMPLATE

Name _____
Address _____
City, State, Zip _____
Phone Number/Cell: _____
Email: _____

EDUCATION:

Dates _____
College/University, City, State _____
Major: _____

Other Education: _____

INTERNSHIP:

Start – End Dates _____
Employer, City, State _____
Job Title _____
Description of job duties, assignments, achievements

WORK EXPERIENCE:

Start – End Dates _____
Employer, City, State _____
Job Title _____
Description of job duties, assignments, achievements

Start – End Dates _____
Employer, City, State _____
Job Title _____
Description of job duties, assignments, achievements

SKILLS:

Computer Skills: _____
Languages: _____
Typing: _____
Other: _____

References available upon request

LEAH COLETTE CLENDENING

EDUCATION

LONG ISLAND UNIVERSITY <i>MPS -1979</i> Health Care Administration Health Education-Mental Health Administration	New York, NY
PACE UNIVERSITY <i>BPS -1976</i> Health Science -Psychology	New York, NY
CITY UNIVERSITY OF NEW YORK BRONX COMMUNITY COLLEGE <i>AAS -1970</i> Nursing Science -RN	New York, NY
CENTRAL SCHOOL FOR PRACTICAL NURSES DEPARTMENT OF HOSPITALS <i>Diploma -1967</i> Practical Nursing -LPN	New York, NY
NATIONAL PUBLIC HEALTH & HOSPITAL INSTITUTE NATIONAL ASSOCIATION OF PUBLIC HOSPITALS <i>Fellow -1994</i> Management Fellows Program	New York, NY
COMMUNITY HEALTH EDUCATION JESSE SMITH NOYES SCHOLARSHIP HUNTER COLLEGE CITY UNIVERSITY OF NY <i>Fellow - 1973</i>	New York, NY

PROFESSIONAL EXPERIENCE - ADMINISTRATIVE/MANAGERIAL

NYC HEALTH & HOSPITALS CORPORATION QUEENS HOSPITAL CENTER Senior Associate Executive Director 1991- 1997 (Retired) Executive Manager reporting to Chief Operating Officer in 500 bed Medical and Mental Health Center. Member of the Senior Hospital Cabinet, with major roles in strategic planning, hospital plant operations and ensuring its mission and goals. Chief Administrator for the Mental Health and Chemical Dependency Division -Department of Psychiatry, Alcohol, Drug and Mental Retardation Programs: Three hundred staff, sixteen million dollar local, state, federal budget and JCAHO Accredited programs operating 140 beds -14 clinics and a Psychiatric Emergency/ Service. Oversight of QA/QI, Regulatory, Legal, Risk Management, Fiscal, Grant Management, Research and Clinical Affairs.	New York, NY
NYC HEALTH & HOSPITALS CORPORATION QUEENS HOSPITAL CENTER <i>Associate Executive Director</i> 1984-1991 Principal Associate to the Executive Director, Administrative authority and management of general hospital Mental Health Services including oversight of operations for Department of Psychiatry, Community Mental Health Center,	New York, NY

Mental Retardation, Alcoholism and Substance Abuse Services. Major functions: quality Assurance, Regulatory Affairs, Fiscal and Clinical Program Planning, development, implementation and evaluation.

NYC HEALTH & HOSPITALS CORPORATION
QUEENS HOSPITAL CENTER

New York, NY

Associate Director

1980-1984

Responsible for the fiscal and program planning, operations review, development, implementation and evaluation of on-site and off-site Mental Health, Retardation, Alcoholism, Drug Related and Community Mental Health Program.

NYC HEALTH & HOSPITALS CORPORATION
CENTRAL OFFICE OF MENTAL HEALTH

New York, NY

Program Planner

1978- 1980

Analyst for Brooklyn and Queens Hospitals.

PROFESSIONAL EXPERIENCE - CLINICAL

**BAYCARE HEALTH
SYSTEMS Faith Community
Nursing Parish Nurse –Health
Ministry
2002 - Present**

St. Petersburg, FL

NYC HEALTH & HOSPITALS CORPORATION
DEPARTMENT OF PSYCHIATRY
RN Consultant Coler & Goldwater
1976- 1978

New York, NY

Supervisor. Psychiatric Nurse Clinician, In-Service Education, Consultation and Liaison Service in Psycho Geriatrics - Individual and Group Psychotherapy for SNF and Chronically Ill Rehabilitation population.

NYC PRIVATE GROUP PRACTICE
Therapist Psychiatric RN
1975 - 1978

New York, NY

NYC HEALTH & HOSPITALS CORPORATION
MORRISANIA HOSPITAL (MONTEFIORE
AFFILIATION) DEPARTMENT OF
PSYCHIATRY

New York, NY

Head Nurse/Supervisor

1975 -1976

Crisis Intervention, In-Service Education.

NYC DEPARTMENT OF HEALTH
PRISON AND CORRECTIONAL HEALTH SERVICES
NEW YORK CITY HOUSES OF DETENTION

New York, NY

Assistant Director, Nursing

1972- 1975

Adult and Adolescent Forensic Programs, Nurse Supervisor and Administrator of Medical and Mental Health Programs, In-Service Education.

PROFESSIONAL EXPERIENCE - ACADEMIC

ST. PETERSBURG COLLEGE

*Instructor ** SPC*

Health and Human Services Department
2000 – 2006

St. Petersburg, FL

CITY UNIVERSITY of NEW YORK HOSTOS COMMUNITY COLLEGE BRONX COMMUNITY COLLEGE

*Lecturer * CUNY*

Health Education and Human Services – (Urban Health Studies) Education and
Biology Departments 1987 - 2000
2008 - Present

New York, NY

CITY UNIVERSITY OF NEW YORK JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Instructor

1984-1986

Entry Level Hospital Police Training Program

New York, NY

PROFESSIONAL EXPERIENCE - CONSULTATIVE

AREA AGENCY ON AGING OF PASCO- PINELLAS *Intergenerational Specialist - Program*

Manager-DOEA

2001 - Present

St. Petersburg,
FL

PINELLAS COUNTY URBAN LEAGUE

Mobile Health Service

2000 - 2001

St. Petersburg, FL

GOVERNOR JUAN F. LUIS HOSPITAL

Consultant

1994

Mental Health Program development and
JCAHO survey preparation.

St. Croix, US Virgin Islands

NYC DEPARTMENT OF HEALTH & HHC

PRISON HEALTH

Nurse Consultant

1986-1994

Group and Individual Therapy, Patient Health Education and Treatment; Staff Education and Training.

New York, NY

PUBLICATIONS

Panel Writer

MANAGED CARE AND PUBLIC HOSPITALS

"Safety Net Hospitals as Primary Care Provider"

NATIONAL PUBLIC HEALTH & HOSPITAL INSTITUTE

1994

Panel Writer and Field Reviewer

"Screening and Assessment for Alcohol and Other Drug Abuse Among Adults in the Criminal Justice System"

LEAH COLETTE CLENDENING

TREATMENT IMPROVEMENT PROTOCOLS E~ES7
U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES – AMHSA/CSAT DHHS
PUBLICATION No. (SMA) 94-2076 - ROCKVILLE, MD
1994

LECTURES/PRESENTATIONS/PANELS/COURSES*

- **Florida Prostate Cancer Network - Women's Program**
- Suicide Watch: Prison Inmate Training Program
- **Health and the Young Child ***
- **The Language of Medicine/Medical Terminology ***
- **Interpersonal Relations for Health Professionals ***
- **Contemporary Issues in Health ***
- Mental Health -Empowering the Consumer
- Affirmative Action in the Health Care Arena
- The Role of Security/Hospital Police in Psychiatric Setting *
- Queens Hospital Center Network Speakers Bureau
- o Career Day (public Schools)
- o Alzheimer's Disease
- o Substance Abuse
- Legal, Cultural and Ethical Concern about Advanced Directives
- **Mental Health ***
- Empowering Women Offenders
- **Anatomy & Physiology ***
- Survey of Developmental Disabilities **
- Principles of Substance Abuse **
- **Health Perspectives for the Aging ***
- **Nutrition ***

* CUNY ** SPC

ORGANIZATIONS/COMMUNITY AFFILIATIONS

- Present - Board of Trustees, Hospice Institute of the Florida Suncoast, FL
- Present - Board of Directors, Resource Center for Women, FL
- Present - American Public Health Association
- Present - National Black Caucus of Health Workers II
- Present - American Federation of Teachers
- Present – FL & NY Nurses Association & FL Parish Nurse Association
- Present - American Nurses Association
- Present- N.Y.S. Federation of Teachers
- Present- N. Y. S. United Teachers
- 1997 - National Association of Public Health Policy
- 1997 - Association of Mental Health Administrators
- 1997 - National Association of Health Service Executives
- 1996 - Executive Board -West-Side Infant Day Care Center, NJ
- 1995 - Homeless Shelter Task Force -Community Unitarian Church. NY
- 1994 - National Commission on Correctional Health Care
- 1994 - Executive Board -Mafata Dance Company, NY

HONORS/RECOGNITION

- 1999 - Commencement Platform Marshall Hostos Community College, City University of NY
- 1998 - Who's Who Among America's Teachers
- 1995 - President William J. Clinton Healthcare Reform Task Force

FL
799 Pinellas Point Drive South
St. Petersburg, Florida 33705
Rioflora@gmail.com

Leah Colette Clending RN MPS
H (727)864-2415 C (727)259-8444
Daybird@tampabay.rr.com

NY
30-81 54th Street Apt 2B
Woodside, New York 11377
(718) 721-1073
lclending@hostos.cuny.edu

**Eugenio Maria de HOSTOS COMMUNITY COLLEGE
Of The City University of New York**

CURRICULUM VITAE

NAME EUNICE FLEMISTER COLLEGE HOSTOS COMMUNITY COLLEGE

RECOMMENDATION FOR

APPOINTMENT _____ PROMOTION _____

REAPPOINTMENT X REAPPOINTMENT WITH TENURE _____

OTHER (Designation as Vice President, Dean, etc.) _____

TITLE Lecturer Department Education / Gerontology Unit

EFFECTIVE DATE May 2013 SALARY RATE _____
(Subject to Financial ability)

HIGHER EDUCATION

A. **Degree**

Institution	Dates Attended	Degree and Major	Date Conferred
City College –CUNY	1974-1978	B.S - Health, Medicine & Society	6/79
Hunter College-CUNY	1987-1990	M.P.H. (Gerontology)	1/90
Brookdale Center on Aging	1993-2000	Post Graduate /Gerontology Program	
Brookdale Center on Aging	1997-1998	Certificate/ Aging & The Internet	

B. **Additional Higher Education and/or Education in Progress**

Institution	Dates Attended	Degree and Major	Courses, Etc.

CONFERENCES

Alzheimer’s Association-New York Chapter Meeting – “Male Caregivers”	2/2013
CAEL International Conference – “Open Doors – Unlock Opportunities”	11/2012
Hostos Assessment Training Seminars	2013
Learning Styles Conference - Hostos CC	7/2012
Association for Gerontology in Higher Education – AGHE – Workforce Development for an Aging Society: Cultivating Champions at Community Colleges Re-Engaging Aging in Higher Education: Challenges and Opportunities	2/ 2012

Film Screening – Age of Champions	
Engaging Aging in the Community	
Gerontology Student and Faculty Serving Older Adults and Infusing Gerontological Education into the Community	
Terra Nova Video Viewing	
Alzheimer’s Association-New York Chapter Meeting –	2/2012
Council of Senior Centers and Services - Annual Conference on Aging	1/ 2012
The Power of Aging – Creating a Future for Older New Yorkers-	
Bronx Forum	
Senior Health Care in 2012	1/2012
Alzheimer’s Association – New York Chapter	2011
Understanding Dementia – What you Need to Know and where to go	
NY State Society on Aging Conference	10/2010
Engaging Student in Home Visits with Older Adults to Influence Knowledge and Attitudes towards Aging	
Art Therapy for Older Adults and their Partners	
Gerontologizing Academia	
Helping Caregivers Thrive	
Staying Independent through the Use of Technology	
Hidden Dangers in Dementia: Driving Assessment and Home Safety	
Mental Health Consequences of “Giving up the Keys” Driving Cessation among Older Adults	
Supporting Aging in Place across NYS: Programs, Services, and Challenges	
Increasing Minority Participation: What can we do?	
Baby Boomers as AmeriCorps Members: A Pioneering Civic Engagement Project	
The Value of a Power of Attorney and What to Know About it	
American Society on Aging Conference	9/2009
Brain Health: An Update of a New Frontier	
Caregivers: What Every Professional Needs to Know	
Mental Health Issues in Diverse Communities	
New Trends in Healthy Aging	
Technologies to Support Aging In Place	
The Baby Boomer from A to Z	
Civic Engagement through Intergenerational Arts Programs	
Alzheimer’s Association –NYC Chapter	5/2009
Taking Control – Knowing How, Knowing When	

EXPERIENCE

A. Teaching

Institution	Dates Attended	Rank	Department
Continuing Education and Professional Studies	Elder Care	Fundamental Consultant	
Hostos C. College	2008-2012	Lecturer – Program Coordinator	
Amsterdam Adult Day Health Care	2004-2007	Health Educator	
Lehman College	2005-2010	Guest Lecturer	MSW
Hostos C. College	2004-2006	Assistant Professor Adj.	Urban Health
Hostos C. College	1993-1998	Instructor	Gerontology Unit-Reach Grant

B.

C. Other

Institution	Dates	Rank
<u>Department</u> Cornell Institute for Translational Research on Aging	2005	Grants Reviewer
Amsterdam Adult Day Health Care Program	2008-2010	Consultant
Amsterdam Adult Day Health Care Program	2000-2007	Associate Director
Amsterdam Nursing Home	1988-1993	Director Recreation Therapy
New York Hospital–C.U.M.C.	1994-1998	Patient Accounts Supervisor
Blue Cross/ Blue Shield	1981-1984	Executive Services Task Force

ACADEMIC AND PROFESSIONAL HONORS

“Making a Difference”-Continuing Ed/Profess. Studies	2012	Instructor Appreciation
NYS Innovation of the Year Award Recipient	2007	Sexuality and Aging
Women’s History Month – Echo Apts.	2007	Recognition Award

SERVICE TO THE INSTITUTION

Departmental P & B Committee	2013
Departmental Curriculum Committee	2013
Search Committee Health Education.	Spring 2013
Black History Month Event –	
Alzheimer Disease Issues in the African American and Hispanic Community	2013
Day of Community Service	2013
2 nd Annual Careers in Aging Week (CIAW)-	
Association for Gerontology in Higher Education	2013
2 nd Annual Older Americans Month Celebration –	2013
College-Wide Curriculum Committee Education Department	2013

Collaborative Project with Natural Science and Humanities – The Brain	2012
Advisor to the Person-Centered Care Pipeline Program	2012-present
Service Learning Grant Committee	
2012-present	
Global Academic Program Committees	2012-present
Shirley Hinds Scholarship Committee	2012-present
Department Curriculum Committee	2012 -present
Department P & B	2012–present
Faculty Diversity Strategic Planning Committee	2012-present
Club Advisor – Aging and Health Club	2010-present
Recognition Ceremony – Allied Health Career Pipeline Program	2012
College Open House with Admissions Department	12/ 2012
General Education Committee Member	2011-present
College Senate	2007 - present
CUNY Collaborative Service Learning Advisory Board	2011 - present
WAC Task Force	2011-present
Coordinator of Gerontology Unit	2008- present
Grand Marshall of Winter Commencement	2009
Faculty Marshall	2010

WORKSHOPS/PRESENTATIONS

CUNY Start Program – Career Exploration Day	2011 -present
CLIP – Career Exploration	2012
CUNY NOW - Career Exploration -	2012
Allied Health Career Pipeline Program	2012
Orientation to Vendors	2012
Presentation of Fundamentals of Person-Centered Care	
Finding your Niche in Health Care	
Hostos-Lutheran Satellite Program	
Lehman College -CUNY -Social Work Program	
Sexuality and Aging Presentation	2007 -present
Youth Mission of Life – Community Based Seniors in White Plains	2011
Continuing Education Professional Studies Open House –Careers in Health	2012
Continuing Education - Get on Board the Health Career Train	2011
Continuing Education – DC 37 Elder Care Fundamentals	
CUNY wide Faculty Development – WAC Panelist	2009
Fellow Faculty Collaborations Making it Work	
Dress for Success Presenter	2009

Adult Day Health Care Council	2007	Spring Conference
Yeshiva University – Social Work	2007	Panelist-(Disparities in Health Care)
Adult Day Health Care Council	2006	Spring Conference
1199 League Training-	2006	Customer Service and Gerontology
NYS Dept of Health	2005	Infection Control Practices
Adult Day Health Care Council	2005	Spring Conference
National Institute on Health	2001	Spring Conference
American Society on Aging	1997	Summer Series on Aging

PUBLICATIONS (Last five years only)

See Annual Evaluation

MEMBERSHIP IN PROFESSIONAL SOCIETIES (Last five years only)

Association for Gerontology in Higher Education – AGHE

American Society on Aging – East Coast

Bronx Regional Interagency Council on Aging

The Gerontological Society of America

State Society on Aging

National Council on Aging

American Geriatric Society

National Council and & Caucus on Black Aged - Member

National Institute on Aging – Committee Member

East Harlem InterAgency Council on Aging - Committee Member

Senior Coalition or Senior Services – Committee Member

REFERENCES (List name, title and affiliation only, Excerpts from letters may be attached as a separate document.)

CHAIRPERSON’S REPORT (For reappointment, promotion or reappointment with tenure.)

None

STUDENT EVALUATION (For reappointment, promotion or reappointment with tenure.)

See Personnel file.

RECORD AT COLLEGE

Dates	Rank	Salary Rate
2008-2013	Lecturer	
2007	Substitute Instructor	
2000-2007	Assistant Professor Adj. Urban Health	
1993-2000	Instructor – R.E.A.C.H. Grant – Retraining & Educating for Access to Careers in Health Co-Director – H.U.D. Grant Hispanic Serving Institution Work Study Program	

PERSONAL DATA

Date Submitted to BHE: _____

CURRICULUM VITAE

HOSTOS COMMUNITY COLLEGE COVER SHEET

PART I

NAME OF CANDIDATE Juan Preciado, Ph.D. Rank Professor Current

Being Recommended for _____

DATE OF: Receipt of Doctorate 12/ 1984 1st Appt. 9/1/1988

Promotion to Current Rank 9/1/95 to Tenure 9/1/93

The materials in this document have been assembled under my direction and are complete to my knowledge as of the date: 09.25.09.

Department Chairperson: Christine Mangino, Ph.D. _____
(Name typed) (signature)

PART II

I have reviewed the contents of this curriculum vitae, including all appended materials but not including the Chairperson's report and letters of reference and (**check one**)

(X) I find the materials in it to be complete and true.

() I find the materials in it to be complete and true, with the exception of the following:

Candidate's Signature  _____

Date 09.25.09

PART III (CONFIDENTIAL - For Administrative Use Only)

A. Previous Personnel Actions

B. Current Personnel Actions

For Committee Date Vote For

For Committee Date Vote

Eugenio Maria de HOSTOS COMMUNITY COLLEGE
of The City University of New York

CURRICULUM VITAE

NAME Juan Preciado, Ph.D. COLLEGE Hostos Community College

RECOMMENDATION FOR
APPOINTMENT _____ PROMOTION _____ REAPPOINTMENT _____

REAPPOINTMENT WITH TENURE _____ OTHER _____
(Designation as Vice President, Dean, etc.)

TITLE Professor DEPARTMENT Education

EFFECTIVE DATE _____ SALARY RATE _____
(subject to financial ability)

HIGHER EDUCATION

A. DEGREES

<u>INSTITUTION</u>	<u>DATES</u> <u>ATTENDED</u>	<u>DEGREE & MAJOR</u>	<u>DATE</u> <u>CONFERRED</u>
Seton Hall University South Orange, NJ	1985-1987	ED.S. Bilingualism	12/87
Southern Illinois University Carbondale, IL	1982-1984	Ph.D. Community Health Education	5/85
Southern Illinois University Carbondale, IL	1979-1981	M.A. Behavior Analysis & Therapy	05/82
Universidad Autónoma de San Luis Potosí, México	1973-1978	Licentiate in Psychology/Educational Psychology	03/78

B. ADDITIONAL HIGHER EDUCATION AND/OR EDUCATION IN PROGRESS

<u>INSTITUTION</u>	<u>DATES</u> <u>ATTENDED</u>	<u>DATE</u> <u>CONFERRED</u>
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DEGREE & MAJOR

EXPERIENCE

A. TEACHING

<u>INSTITUTION</u>	<u>DATES</u>	<u>RANK</u>	<u>DEPARTMENT</u>
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Hostos Community College, Bronx, NY	1988-To Present	Professor	Education
Seton Hall University, South Orange, NJ	1998-2002 Summer	Adjunct	Graduate School of Education
Essex County College, Newark,NJ	1985-1987	<u>Adjunct</u>	<u>Behavioral & Soc. Studies</u>

B. OTHER
INSTITUTION

DATES

TITLE

ACADEMIC AND PROFESSIONAL HONORS

World Congress Adviser, V World Congress of Behavioral and Cognitive Therapies, Barcelona, 2007.

International Review Panel, UTEC San Salvador, Central America, 2007.

Excellence Award Recipient NISOD. Austin, Texas. 2005.

President of the Health Psychology Congress Series, 1999-Present.

Member of the Consiglio dei Latini Dies for Latin America. Milan, Italy 2001-Present.

Chairman of the World Congress Committee, 1998-2001.

Medal for Contributions to Ibero-American Health psychology. Cartagena, Colombia., 2000.

The City University of New York Excellence Performance Award. New York, 1999.

Chairman of the World Congress Committee, 1998-2001.

Diploma awarded by the Executive Committee of the X ALAMOC Congress in recognition for contributions to the organization of the event. Caracas, Venezuela, 1999.

Diploma awarded by the ALAMOC Board of Directors for an outstanding job as US representative of ALAMOC. Caracas, Venezuela, 1999.

Silver Medal Given by The National Autonomous University of Mexico for contributions to the World Congress of Behavioral & Cognitive Therapies. 1998.

The City University of New York (CUNY) Distinguished Faculty Award.1997.

ALAMOC Award for invaluable contributions to the development of the sciences of behavior in Latin America, October 1996, Viña de Mar, Chile.

Seton Hall University Award. College of Education-Bilingual Education 1989.

U.S. Department of Education-Bilingual Fellow. Seton Hall University. South Orange, NJ, 1985-1987.

Graduate Dean's Fellowship. Southern Illinois University. Carbondale, IL 1980

PUBLICATIONS (Last five years only if over more than 5 prior to start date)

Bermúdez, M.P., Teva, I., Preciado, J. and Buela-Casal, G. (2006). Psychological Treatment In People With HIV/AIDS. Nova Press, New York.

Olivares, R. J., Montesinos, L, & Preciado, J. .(2005). [a 19th century predecessor of the token economy](#). *Journal of Applied Behavior Analysis*, 38, 427-427.

Preciado, J. (2002). Desafíos de la Globalización y problemas de la salud: Reflexiones desde la Psicología Conductual. *Revista Chilena de Psicología*, 21-1.

Preciado, J. (1999). Aplicaciones de Internet a la Psicología de la Salud. *Revista Suma Psicologica*, 6, 2.

Preciado, J. (1999). Behavior Therapy's commitment to cultural diversity: The case of Hispanics. *The behavior Therapist*, 22, 199-200.

Preciado, J. Henry, M. (1997). Linguistic Barriers in Health Services. In J. Garcia (Ed.) *Latino Psychology*. New York, Plenum.

Preciado, J. (1996). Aspectos conductuales del síndrome de inmunodeficiencia adquirida [Behavioral aspects of the acquired immune deficiency syndrome]. In V. Caballo, G. Buela Casal, J.A. Carrobes (dirs.) *Manual de psicopatología y Trastornos Psiquiátricos*, Vol. 2. Editorial Siglo XXI, (pp. 481-503) Madrid, España.

Preciado, J. (1995). Prevention of HIV infection: Intervention factors. In J. Rodriguez-Marin (Ed.) *Proceedings of the 8th Conference of the European Health Psychology Society* Vol. 1. Alicante, Spain.

Henry, M., Morera, A. Preciado, J. Frugoni, A., Morales, C. R. (1994). La reactividad al estrés como factor modulador de la psicopatología. *Actas Luso-Españolas de Neurología y Psiquiatría*, 22, 203-206.

Preciado, J. (1994). The case of the Hispanic Issues in Behavior Therapy Special Interest Group: Are we doing enough? Abstract Published in the Convention Proceedings of the AABT Convention in San Diego, CA.

Henry, M., Morera, A. Preciado, J. Frugoni, A., Gracia, R., Morales, C. R. (1994). Validez concurrente de la escala de depresión del SCL-90-R y la S.D.S. de Zung. *Anales de Psiquiatría*, 10, 235-237.

Preciado, J. (1994). The empirical basis of behavioral applications with Hispanics. *The Behavior Therapist*, 17, 1994.

Preciado, J. (1993). AIDS and behavioral medicine. Abstract published in the Proceedings of the III Latini Dies Conference in France.

Montesinos, L., & Preciado, J. (1999). Puerto Rico. An invited chapter on human sexuality in Puerto Rico. To be published in the book entitled, "Handbook of International Human sexuality".

Preciado, J. (1992). El SIDA en Mexico (AIDS in Mexico). *ECLECTA*, 2, (3), 31-36.

Preciado, J. (1992). Challenges to psychology: AIDS. *Revista Latinoamericana de Psicología*,

Preciado, J. Language Policy Implications for Latino Health. Abstract. Published in Proceedings of the APHA Conference in Atlanta. APHA Publications Washington ,DC.

Guzman, P., & Preciado, J . Design, Implementation, and evaluation of a training program for Illiterate Hispanic Child caregivers. Abstract. Published in Proceedings of the APHA Conference in Atlanta. APHA Publications Washington, DC.

Montesinos, L., & Preciado, J. (1990). Health psychology: applications and Speculations. *Revista Chilena de Psicología*, 11, (1), 21-26.

Preciado, J. (1990). A call to reject English Only legislation. *The Nation's Health*, 20, (8), 17.

Guzman, P., Preciado, J., & Montesinos, L. (1990). Theoretical models in health education. *EPAS*, 3, (2), 7-12.

Preciado, J. (1989). The Sapir-Whorf Hypothesis revised: the relationship between language and lateralization. In P. Felix-Gutierrez (Ed.) *Ten years later: A decade of experiences in Psychology*. Editorial Universitaria Potosina.

Preciado, J., Greene, B. F., & Montesinos, L. (1984). A multi-element design of language facilitation games with Mexican migrant farmworkers. *Journal of Community Psychology*, 12, 140-148.

Montesinos, L. , Cuvo, A. J., & Preciado, J. (1983). Aspectos etico-legales de la modificacion de la comportamiento en latinoamerica [Some legal and ethical issues of behavior therapy in Latin America]. *Revista Latinoamericana de Psicología*, 15, 295-309.

Montesinos, L., Greene, B. F., & Preciado, J. (1985). Reducing plate waste at a migrant day care center. *Education and Treatment of Children*, 8, 179-187.

OTHER PUBLICATIONS

Preciado, J. (2005). ALAMOC and the analysis and modification of behavior in the World context. Electronic Bulletin of ALAMOC. Volume 2.

Preciado, J. (2001). Foreword. HIV/AIDS Prevention: a Handbook for educators. Published by Editorial Piramide, Spain.

Preciado, J. (2001). Cognitive behavioral applications in US Hispanic populations: Issues and recommendations. . Abstract published in the Proceedings of the VII Latini Dies Congress, Granada, Spain.

Preciado, J. (2000). Globalization and Internet: Impact on health psychology. . Abstract published in the Proceedings of the V Congress of Iberoamerican Health Psychology. Cartagena, Colombia.

Preciado, J. (1999). Aplicaciones de Internet a la psicología de la salud. Abstract published in the Proceedings of the Fourth Iberoamerican Congress on Health Psychology, Granada, Spain.

Preciado, J. (1998). The impact of the Internet on the present and future practice of psychology. Abstract published in the Proceedings of the IV Congreso Iberico de Terapia Cognitivo-Conductual. Salamanca, Spain.

Preciado, J. (1998). Trends in health psychology in the XXI century. Abstract published in the Proceedings of the Third Iberoamerican Congress in Health & Behavior. Malaga, Spain.

Preciado, J. (1996). HIV prevention strategies. Abstract published in the Proceedings of the II Ibero-American Conference on Health and behavior, Granada Spain.

Editor, The International HIBT-Newsletter (1985-1993). An international publication of the Hispanic Issues in Behavior Therapy Special Interest Group of the Association for Advancement of Behavior Therapy. New York.

CONFERENCE PAPERS, PRESENTATIONS OR EXHIBITS

Preciado, J. (2009). Mental Health issues in preschool children. Seminar presented at Educare Educational Center. San Luis Potosi, Mexico.

Preciado, J. (2009). Health prevention the young child. Seminar presented at Educare Educational Center. San Luis Potosi, Mexico.

Preciado, J. (2008). Critical Review of the Health Psychology Research. Seminar presented at the Department of Psychology at the Universidad de Sevilla, July 3-4, 2008. Seville, Spain.

Preciado, J. (2008). Issues in online learning. Seminar Presented at the Spanish Association of Behavioral Psychology (AEPC). Granada, Spain.

Preciado, J. (2008). Health Psychology in the USA. Seminar presentation at the Clinical and Health Psychology Department at Universidad Miguel Hernandez, Elche Spain.

Preciado, J (2007). The Hispanic Cultural Myth. Keynote presentation at the Graduate school of Long Island University.

Preciado, J (2006). What do researchers of the North miss when they ignore the south? Invited address at the I South American Symposium of Health psychology. Asunción, Paraguay.

Preciado, J (2006). Presider and discussant at the Health psychology Issues Symposium. I South American Symposium of Health psychology. Asunción, Paraguay.

Preciado, J. (2006). Discussant at the Panel on Alliances and Proposals for Mercosur Cooperation. I South American Symposium of Health psychology. Asunción, Paraguay

Preciado, J (2006). Colloquium on doing research at the doctoral level. Doctoral program in Psychology at the Universidad Católica de Asunción. Asunción, Paraguay.

Preciado, J (2006). Colloquium on National Science and Technology: Issues. Universidad Católica de Asunción. Asunción, Paraguay.

Preciado, J. (2005). The Latino Cultural Myth. Conference presented at the school of psychology of the University of Granada, Granada Spain.

Preciado, J. (2005) Cognitive-behavioral applications with US Latinos: Some reflections. Invited address presented at the XIII CLAMOC Congress of Latin American Congress of Analysis and Behavior Change. Montevideo, Uruguay.

Preciado, J. (2005) ALAMOC in the context of International professional organizations. Invited Symposium on the XXX years of ALAMOC. Presented at the XIII CLAMOC Congress of Latin American Congress of Analysis and Behavior Change. Montevideo, Uruguay.

Preciado, J. (2005) Mental health issues in preschool children. Conference presented at Educare day care center. San Luis Potosi, Mexico.

Preciado, J. (2005) Health prevention s in preschool children. Conference presented at Educare day care center. San Luis Potosi, Mexico.

Preciado, J. (2,004). Workshop on Internet for health psychologist at the AEPC Master of Clinical and Health Psychology. Granada, Spain.

Preciado, J. (2004). Workshop on Internet for Educators at the AEPC's Master of Child Psychology: Clinical, developmental and educational aspects. Granada, Spain

Preciado, J. (2,003). Workshop on Internet for psychologist at the AEPC Master of Clinical and Health Psychology. Granada, Spain.

Preciado, J. (2003). Workshop on Internet for Educators at the AEPC's Master of Child Psychology: Clinical, developmental and educational aspects. Granada, Spain.

Preciado, J. (2,002). Finding a needle in a haystack: Issues and Challenges of Health information in the Internet. Keynote address at the VII Iberoamerican Congress of Health

psychology. Santiago, Chile South America.

Preciado, J. (2,002). Potential of the Internet for health psychologists. Workshop given at the VII Iberoamerican Congress of Health psychology. Santiago, Chile South America.

Preciado, J. (2,002). Workshop on Internet for psychologist at the AEPC Master of Clinical and Health Psychology. Granada, Spain.

Preciado, J. (2002). Workshop on Internet for Educators at the AEPC's Master of Child Psychology: Clinical, developmental and educational aspects. Granada, Spain

Preciado, J. (2,001). The applicability of behavioral and cognitive behavioral therapies with ethnic minority populations; strategies for improving dissemination and access. Presented at the 35th Annual AABT Convention in Philadelphia, USA.

Preciado, J. (2,001). Invited address on cognitive behavioral applications in US Hispanic populations: Issues and recommendations. Presented at the VII Latini Dies Congress. Granada, Spain.

Preciado, J. (2,001). Presider at the Invited address on Formacao do terapeuta comportamental by Roberto Banaco. Closing ceremonies. Presented at the VII Latini Dies Congress. Granada, Spain.

Preciado, J. (2,001). Keynote address on the effects of globalization on health Psychology. Given at the School of psychology at the University of La Laguna, Canary Islands, Spain.

Preciado, J. (2,001). Research seminar for faculty. Given at the School of psychology at the University of La Laguna, Canary Islands, Spain.

Preciado, J. (2,000). Discussant at the keynote speech of Charles Spielberger on Stress, emotions and health. Presented at the XXX Congress of the European Association for Behavioral and Cognitive Therapies. Granada, Spain.

Preciado, J. (2,000). Welcoming remarks at opening ceremonies. Presented the XXX European Association for Behavioral and Cognitive Therapies. Granada, Spain.

Preciado, J. (2,000). Chair and discussant of the symposium on psychological aspects of VIH/AIDS. Presented at the XXX Congress of the European Association for Behavioral and Cognitive Therapies. Granada, Spain.

Preciado, J. & Wolff, E. (2,000). Co-Chair and discussant of the symposium on behavioral interventions in women's health: a stress-focused small group approach in South Africa. Presented at the XXX Congress of the European Association for Behavioral and Cognitive Therapies. Granada, Spain.

Preciado, J. (2,000). Discussant at the keynote of Richard Suinn on psychological interventions for heart disease, cancer and pain. A review of outcomes and methods. Presented at the XXX Congress of the European Association for Behavioral and Cognitive Therapies. Granada, Spain.

Preciado, J. (2,000). Concluding remarks at the closing ceremonies. Presented at the XXX European Association for Behavioral and Cognitive Therapies. Granada, Spain.

Preciado, J (2,000). Globalization and Internet: Impact on health psychology. Opening plenary address at the Panelist at the V Congress of Iberoamerican Health Psychology. Cartagena, Colombia.

Preciado, J (2,000). Moderator of the free papers session on health psychology. V Congress of Iberoamerican Health Psychology. Cartagena, Colombia.

Preciado, J (2,000). Panelist at the Roundtable discussion on Health psychology training. V Congress of Iberoamerican Health Psychology. Cartagena, Colombia.

Preciado, J. (2,000). Chronic diseases and health: Applications and resources in the Internet. Workshop presented at the Universidad Nacional de Educacion a Distancia, Mellilla, Spain.

Preciado, J. (2,000). Workshop on HIV/AIDS prevention presented at the AEPC Masters of Clinical and Health Psychology. Granada, Spain.

Preciado, J (2,000). Internet Revolution?: Challenges to Education. Conference presented at the School of Education of the Universidad de Granada, Granada, Spain.

Bermúdez, M.P., Sánchez, A.I., Buela-Casal, G. y Preciado, J. (1999). Assessment of anger/hostility in HIV individuals. Presented at the 33nd Annual AABT Convention in Toronto, Canada.

Sánchez, A.I., Bermúdez, M.P., Buela-Casal, G. y Preciado, J (1999). Impact of HIV seropositive status on state of mind. Presented at the 33nd Annual AABT Convention in Toronto, Canada.

Buela-Casal, G., Bermúdez, M.P., Sánchez, A.I., y Preciado, J. (1999). The effects of HIV diagnosis on personality variables. ? Presented at the 33nd Annual AABT Convention in Toronto, Canada.

Preciado, J (1999). Invited address on “Health psychology in the XXI century: some challenges.” X Latin American Congress of Analysis and Behavior Change, Caracas, Venezuela.

Preciado, J (1999). Symposium presentation on Internet and behavior therapy. X Latin American Congress of Analysis and behavior Change, Caracas, Venezuela.

Preciado, J (1999). Moderator at the keynote address presented by Gualberto Buela Casal on a behavioral model. X Latin American Congress of Analysis and Behavior Change, Caracas, Venezuela.

Preciado, J (1999). Aplicaciones de Internet a la psicología de la salud. Keynote address presented at The Fourth Iberoamerican Congress on Health Psychology, Granada, Spain.

Preciado, J (1999). Moderator at the keynote address presented by Ruben Ardila. The Fourth Iberoamerican Congress on Health & Behavior, Granada, Spain.

Preciado, J (1999). Chair of a symposium on Behavioral Medicine. X Latin American Congress of Analysis and Behavior Change, Caracas, Venezuela.

Preciado, J (1998). The impact of the internet on the present and future practice of psychology. IV Congreso Iberico de Terapia Cognitivo/Conductual. Salamanca, Spain.

Preciado, J (1998). Panelist in G. Iwamasa (chair) Behavior Therapy and cultural diversity: is there a commitment? Presented at the 32nd Annual AABT Convention in Washington, D.C.

Rivera, I., Sánchez, A., Buela-Casal, G., & Vera-Villarroel, P., & Preciado, J.(1998). Assessment of Psychophysiological Measures in Subjects with Different. Presented at the 32nd Annual AABT Convention in Washington, D.C.

Sánchez, A., Rivera, I., Vera-Villarroel, P., Buela-Casal, G., & Preciado, J. (1998). Assessment of Anxiety and Depression Levels in Chronic Snorers and Obtrusive Sleep Apnea Patients. Presented at the 32nd Annual AABT Convention in Washington, D.C.

Preciado, J. (1998). Trends in health psychology in the XXI century. Invited address presented at the Third Iberoamerican Congress in Health & Behavior. Malaga, Spain.

Preciado, J. (1998). A critical look at the Stages of Change theory. A roundtable discussion presented at the Third Iberoamerican Congress in Health & Behavior. Malaga, Spain.

Preciado, J. (1998). Discussant. Symposium on Child abuse presented at the Third Iberoamerican Congress in Health & Behavior. Malaga, Spain.

Preciado, J. (1998). Health & Behavior research in developing countries. Remarks given at the opening ceremonies at the Third Iberoamerican Congress in Health & Behavior. Malaga, Spain.

Preciado, J. (1998). Discussant. Symposium on behavioral and clinical work, research training & international perspectives. Presented at the World Congress of Behavioral and Cognitive Therapies, Acapulco, Mexico.

Preciado, J. (1998).Moderator at the keynote address presented by Kim Halford on prevention and treatment of couples relationship problems. Presented at the World Congress of Behavioral and Cognitive Therapies, Acapulco, Mexico.

Preciado, J. (1998). Moderator at the keynote address presented by Alan Marlatt on harm reduction reducing the risks of addictive behaviors. Presented at the World Congress of Behavioral and Cognitive Therapies, Acapulco, Mexico.

Preciado, J. (1998). Moderator at the keynote address presented by Christine Padesky on protocols and personalities: the therapists in cognitive therapy. Presented at the World Congress of Behavioral and Cognitive Therapies, Acapulco, Mexico.

Preciado, J. (1998). Internet Applications for Faculty. Mini-workshop offered to the graduate faculty of the National Autonomous University of Mexico (UNAM).

Preciado, J. (1998). Health psychology in the third Millennium. Invited Address at the opening ceremonies of the Recent Advances in the Sciences of Behavior Series of Conferences at the Autonomous University of San Luis Potosi, Mexico.

Preciado, J. (1997). Discussant. Compliance in Health psychology: some issues. Presented at the XXV Meeting of the AFTCC [French Association of Behavior and Cognitive Therapy]. Paris, France.

Preciado, J. (1997). AIDS & HIV: behavioral and cognitive therapies. An invited symposium presented at the XXVII Congress of the European Association for Behavioural and Cognitive Therapies, Venice, Italy.

Preciado, J. (1997). Mini-Workshop on Behavioral techniques to reduce HIV/AIDS. An invited mini-workshop presented at the XXVII Congress of the European Association for Behavioural and Cognitive Therapies, Venice, Italy.

Preciado, J. (1997). Behavior applications with Hispanics. An invited symposium Presented at the 31st Annual AABT Convention in Miami, Florida.

Preciado, J. (1997). Presider. Meeting of the Hispanic Issues SIG held at the 31st Annual AABT Convention in Miami, Florida.

Preciado, J., & Cantos, A.(1997). Hispanics: Issues and recommendations in the treatment of Hispanic clients. Presented at the Graduate School Applied and professional Psychology. Rutgers University, Piscataway, NJ.

Preciado, J. (1996). Perspectives in HIV/AIDS prevention research. An invited address presented at the IX ALAMOC Congress, Valparaiso, Chile.

Preciado, J. (1996). Chair & discussant, Symposium on cognitive and behavioral techniques in health. IX ALAMOC Congress, Valparaiso, Chile.

Preciado, J. (1996).Health psychology models: Perspectives for the XXI Century. Paper presented at the symposium on cognitive behavioral techniques in health. IX ALAMOC Congress, Valparaiso, Chile.

Preciado, J. (1996). Recent developments in the sciences of behavior in the United States. Roundtable discussion. IX ALAMOC Congress. Valparaiso, Chile.

Preciado, J. (1996). HIV prevention strategies. Invited address at the II Ibero-American Conference on Health and behavior. Granada Spain.

Preciado, J. (1996). Psychological intervention on HIV/AIDS. Workshop presented at the II Ibero-American Conference on Health and behavior. Granada Spain.

Preciado, J. (1996). Presider. Meeting of the Hispanic Issues SIG held at the 30th Annual

AABT Convention in New York City.

Preciado, J. (1995). *Psicologia i SIDA*. Invited Address at the University of Isle Balears.

Preciado, J. (1995). Workshop on HIV prevention. Universidad de Granada , Spain.

Preciado, J. (1995). Inaugural Address presented at the UCEM University in Mexico, San Luis Potosi, Mexico.

Preciado, J. (1995) Workshop on behavioral strategies for AIDS prevention. Presented at the 1994-1996 Masters Clinical Health psychology sponsored by the Association of Behavioral psychology of Spain, Malaga, Spain.

Caballo, V. E., Buena-Casal, G., Miro, E. & Preciado, J. (1995). Variations in self-reported measures as a function of sleep deprivation. Poster presented at the 29th Annual AABT Convention in Washington, DC.

Preciado, J. (1995). Presider. Meeting of the Hispanic Issues SIG held at the 29th Annual AABT Convention in Washington, DC..

M Henry, A Morera, A Garcia, J Preciado, ML Henry (1995). Behavioral variables in Chronic Schizophrenic patients. Poster presented at the 29th Annual AABT Convention in Washington, DC..

M. Henry, A. Morera, C. Casariego, R Vizan, J. Preciado. (1995). Psychiatric and behavioral profile in women undergoing an assisted reproduction program. Poster presented at the 29th Annual AABT Convention in Washington, DC..

Preciado, J. (1994). Prevention of HIV infection: Intervention factors. Paper presented at the 8th Conference of the European Health Psychology Society . Universitat D' Alacant.

Henry, M. Morera, A., Valenciano, R., Preciado, J. & J. Cuesta (1994). "Psychological and psychiatric symptoms in severe asthmatics". Poster presented at the 28th Annual AABT Convention in San Diego, CA.

Preciado, J. (1994). The case of Hispanic Issues in behavior therapy: Are we doing enough?". Paper presented at the 28th Annual AABT Convention in San Diego, CA.

Henry, M. Morera, A., Valenciano, R., Preciado, J., Rodríguez, N. (1994). "Does psychological treatment improve psychopathology and compliance in women undergoing a fertility program? Poster presented at the 28th Annual AABT Convention in San Diego, CA.

Preciado, J (1994). "language Implication for the delivery of Health education and services". Conference presented at the Graduate school of Human Services, The George Washington University, Washington, DC.

Preciado, J. (1993) AIDS and Behavioral Medicine . Keynote speech at the II Latini Dies in Toulouse, France.

Preciado, J. (1993). Workshop on AIDS prevention. II Latini Dies. in Toulouse, France.

Preciado, J. (1993). Discussant at the symposium entitled : Hispanic Issues in Behavior Analysis and Therapy at the 27th Annual Convention of the Association for the Advancement of Behavior Therapy, Atlanta, Georgia.

Preciado, J (1993). "Language and Health". Conference presented at the Graduate school of Human Services. George Washington University, Washington, DC.

Henry, M., Bello, A., Morera, A., Preciado, J. Garcia-Bustinduy, M., Frugoni, A., Gracia, R., & Noda, A. (1993). Psychopathology and dermatological patients. Presented at the 27th Annual Convention of the Association for Advancement of Behavior Therapy, Atlanta.

Morera, A., Casariego, C., Henry, M., Valenciano, R., Bello, G., Preciado, J., Fernández, L., Arteaga, J. (1993). Stress reactivity and psychopathology in alcoholics. Presented at the 27th Annual Convention of the Association for Advancement of Behavior Therapy held in Atlanta.

Preciado, J. (1992). Ethnic Issues in the behavioral literature: the case of Hispanics. Paper presented at the 26th Annual Convention of the Association for Advancement of Behavior Therapy, Boston.

Preciado, J. (1991). Language policy implications for Latino health. Paper presented at the 119th Annual Meeting of the American Public Health Association, Atlanta.

Guzman, P., & Preciado, J. (1991). Design, Implementation, and evaluation of a training program for illiterate Hispanic caregivers. Paper presented at the 119th Annual Meeting of the American Public Health Association, Atlanta.

Preciado, J. (1991). Mental health Professionals in Mexico. Paper presented at the Iberoamerican Developments Conference. Montclair State College, Montclair, NJ.

Preciado, J. (1991). Chair and Discussant. Behavior Therapy in the Spanish speaking countries. Symposium presented at the 24th Annual Convention of the Association for Advancement of Behavior Therapy, New York.

Preciado, J. (1990). The effects of English Only legislation on Hispanic mental health. Paper presented at the 24th Annual Convention of the Association for Advancement of Behavior Therapy, San Francisco, CA.

Preciado, J. (1989). A Survey of emotional distress conditions among a sample of Hispanic migrant farm workers. Paper presented at the 117th Annual Meeting of the American Public Health Association, Chicago, IL.

Preciado, J. (1989). An environmental health survey of migrant farmworkers living conditions. Paper presented at the 117th Annual Meeting of the American Public Health Association, Chicago, IL.

Preciado, J. (1988). A culturally relevant ecobehavioral approach to child abuse and neglect in a Hispanic migrant population. Paper presented at the 116th Annual Meeting of the American

Public Health Association, Boston, MA.

Preciado, J. (1988). The status of behavior therapy in Latin America. Paper presented at the 22nd Annual Convention of the Association for Advancement of Behavior Therapy, New York City.

Rios, J., Preciado, J. (1987). Behavior Therapy with Hispanics. Poster presented at the 21st Annual Convention of the Association for Advancement of Behavior Therapy, Boston, MA

Preciado, J., Barahona, X., Diltz, M., & Rios, J. (1986). Prestame una Comadre pilot project: Child abuse and neglect prevention in Hispanic migrant farmworker families. Poster presented at the 20th Annual Convention of the Association for Advancement of Behavior Therapy, Chicago, IL.

Rios, J., & Preciado, J. (1986). Decreasing Children's self-injurious behavior in Spanish speaking families: preliminary case studies. Poster presented at the 20th Annual Convention of the Association for Advancement of Behavior Therapy, Chicago, IL.

Rios, J. & Preciado, J. (1986). The identification of Children's self-injurious behavior utilizing a Spanish language inventory. Poster presented at the 20th Annual Convention of the Association for Advancement of Behavior Therapy, Chicago, IL.

Preciado, J. & McDermott, R. J. (1986). Self reported health status in a sample of Mexican migrant farmworkers. Poster presented at the 114th Annual Meeting of the American Public Health Association, Las Vegas, Nevada.

Preciado, J. (1985). Bilingualism and clinical psychology. Invited address presented at the Spanish speaking group session of the 19th Annual Convention of the Association for Advancement of Behavior Therapy. Houston, Texas.

Rios, J., & Preciado, J. (1985) Generalization of behavioral parent training across three developmentally disabled siblings. Poster presented at the 19th Annual Convention of the Association for Advancement of Behavior Therapy, Houston, Texas.

Preciado, J. (1984). Mental health and the farmworker. Keynote address presented at the Annual Illinois Migrant Head Start Conference, Springfield, Illinois.

Preciado, J., Greene, B.F., & Montesinos, L. (1982). Una evaluación de juegos educacionales para enseñar ingles como segundo idioma. Paper presented at the Fifth International Congress of Psychology, Mexico City.

Montesinos, L., Greene, B.F., & Preciado, J. (1982). Reducing plate waste in a migrant day care center. Poster presented at the Association of Behavior Analysis Convention, Milwaukee, Wisconsin.

Montesinos, L., Greene, B.F., & Preciado, J. (1982). Reducción del desperdicio en una guardería para trabajadores migratorios. Paper presented at the Fifth International Congress of Psychology, Mexico City.

ORGANIZATIONAL ROLES AT NATIONAL AND INTERNATIONAL CONFERENCES

World Congress Committee, Latin America representative, one of seven members. Denmark, 1995- 2006.

Member of the International Scientific Committee of the XIII ALAMOC Congress. Uruguay, 2005.

Member Scientific Committee of the World Congress of Behavioral and Cognitive Therapies. Kyoto, Japan, 2004.

Member of the International Advisory Board of the XXXIII Congress of the European Association of Behavioural and Cognitive Therapies. Prague, Check Republic, 2003.

Member of the Scientific Committee of the XI ALAMOC Congress. Lima, Peru, 2001.

Member of the Scientific Committee of the VII Latini Dies Congress, Granada, Spain, 2001.

President of the Organizing Committee of the V Ibero-American Congress on Health and Psychology. Cartagena, Colombia, 2000.

Reviewer of proposals for presentation. Planning Committee of the 34th AABT Annual Convention. New Orleans, 2000.

Member of the Scientific Committee of the IV Ibero-American Conference on Health and Behavior. Granada, Spain, 1999.

Chair of the Elections Committee. Chair the elections for the new ALAMOC Board of Directors. Caracas, Venezuela, 1999.

President, International Liaison Committee of the XXX Conference of the European Association of Behavioural and Cognitive Therapies, Granada, Spain, 1998-2,000..

Member of the Scientific Committee of the III Ibero-American Conference on Health and Behavior. Malaga, Spain, 1998.

Member of the Organizing Committee of the II World Congress of Behavioral and Cognitive Therapies. UNAM, Mexico, 1997.

Member of the Local Executive Committee in charge of keynotes and state of the art speakers of the II World Congress of Behavioral and Cognitive Therapies. UNAM, Mexico, 1997

World Congress Committee, Latin America representative, one of seven members. Denmark, 1995- 2006.

Member, International Scientific Committee -Member. IX ALAMOC Congress. Valparaiso,

Chile, 1996.

Co-sponsor of the II Ibero-American Conference on Health and Behavior. Granada, Spain, 1996.

I Ibero-American Conference on Health and Behavior. Bronx, NY, 1994.

Organizing Committee. II Latini Dies. Toulouse, France, 1993.

Co-Organizer of the Ibero-American Developments. Montclair State University. Montclair, NJ, 1991.

International Liaison, Hispanic Issues in Behavior Therapy-SIG. New York, 1996.

GRANTS

SERVICE TO THE INSTITUTION

Honors Committee. 2009-Present

Coordinator of Health Education. 1994- Present

Paula Zajan Scholarship Committee. 2007-Present

Outcomes Assessment Education Department. 2005-Present

Curriculum Committee Education Department. 1991-Present

Department Curriculum Committee. 1991-Present

Department P & B. 1991-Present

Reviewer for CUNY Community College Collaborative Incentive Research Grant Program.
2009

Executive Committee of the College Senate. 2004-2007

Chairperson of Education. 1993- 2007

Executive Committee of the College Senate. 2004-2007

Academic Computing Committee. 2005-2007

COBI Reviewer. 2006-2007

Search Committee Early Childhood. 2/07

Search Committee Urban Health. Spring 2006

Mexican CUNY Task Force. 2004-2005

Search Committee Urban Health. 2004-2005

Search Committee Early Childhood. Spring 2006

Search Committee Early Childhood. Fall 2006

Grand Marshall of Winter Commencement. 2005

Liberal Arts Implementation Committee. 2003-2004

Math & Summer Institute. 2003-2005.

Serrano Scholars Mentor. 2004

Faculty mentor UN Model. 2004.

Chair Search Committee of Urban Health. 2004.

Search Committee/Early Childhood. 2004.

New York State Visit Faculty Representative. 2002.

Search Committee Vice-President of Academic Affairs. 2002

Middle States Committee. 1999-2002

Search Committee Vice-president of Academic Affairs. 2002

Ad-Hoc Committee on the Liberal Arts Core Curriculum. 2002-2003

Academic Program Planning Committee/Reorganization Taskforce. 2000

Middle States Committee. 1999-2002

Committee on International Agreements. 1999-2000

Subcommittee on International agreements with Spain. 1999-2000

Sexual Harassment Panel Committee. 1997-2000.

External Academic Review/Health & Human Services. 1999-2000

Liberal Arts Faculty Advisory Core. 1988 to 1994

Acting Coordinator of Early Childhood. 1995

Bilingual Implementation Sub-committee- Office of Academic Affairs. 1992-1995

Committee on Committees of the College Senate. 1993-1995

Elections Committee of the College Senate. 1993-1995

Finance Committee of the Hostos Action Committee. 1995

Hostos Honor Convocation 1994

Search Committee of Director of Student Activities. 1992

Elections Committee of the College Senate of the College Senate. 1993-1995

Search Committee of Director of Institutional Research. 1992

Hostos Health fair Assessment Sub-Committee. 1992

Language Integration Task Force. 1991-1993

Assessment Sub-committee of the Language Integration Task Force. 1991-1993

Content Assessment Sub-committee of the Language Integration Task Force. 1991-1993

Committee on Committees of the College Senate. 1991-1993

Honors and Awards Committee of the College Senate. 1991-1993

Hostos Legislative Team. 1991

Institutional Research Committee of the College Senate. 1991-1993

Grants Committee Liaison of the College Senate. 1991-1993

Phi Theta Kappa Induction Ceremony. 1992

Dean's List and Phi Theta Kappa Induction Ceremony. 1991

Presidential Review Committee. 1991

Kamau Brathwaite and the Caribbean World Conference Committee. 1991

AIDS Task Force. 1989-1994

Ad-Hoc Elections Committee. 1991

Honors Convocation. 1992

Commencement Planning Committee. 1992

Faculty Marshall. 1991

Student Government Organization Elections. 1991

Substance Abuse Task Force. 1990-1991

Sexual Harassment and Security Task Force. 1989-1991

Middle States Committee on Student Services and Life. 1988-1989

Middle States Committee on Student Life 1988-1989

Middle States Committee on Student Services Editorial Committee. 1988-1989

Middle States Committee on Goal # 11. 1988-1990

Commencement Planning Committee. 1991

Validation and Attire Committee. 1990

Disabled Interview Schedule. 1989

Faculty Marshall 1989.

2nd Annual Hostos Fun 10 K Run. 1989

Assistant Dean of Students Search. 1989

PACE Coordinator Search Committee. 1989

PACE Substitute Counselor Search Committee. 1989

B.O.O.T. Branches of One Faculty Advisor. 1989

Early Childhood Club Faculty Advisor. 1989

Jogging Club Faculty Advisor. 1988-1989

Movimiento Popular de la Salud. 1988-1989

PROFESSIONAL DEVELOPMENT AND REPUTATION

DOCTORAL DISSERTATION COMMITTEES

An evaluation psychosocial risk factors in HIV infection in Colombian adolescences. University of Granada, Spain. 2005

A study of social Phobia: a new sub classification in adolescence populations. University of Murcia, Spain. 2005

HIV in adolescence: a comparison of prevalence and attitudes among three subpopulations in Andalusia, Spain. University of Granada, Spain. 2002

Immunology and behavior: A experimental study. University of Granada, Spain. 1999

MASTER THESIS COMMITTEES' MEMBERSHIP

La importancia de la psicología forense dentro del ámbito judicial de El salvador, University of Granada, Spain. 2007

Análisis de la producción científica del grupo de investigación CTS 464 del Área de Enfermería de la Universidad de Jaén, University of Granada, Spain. 2007

La carga laboral y su relación con el estrés y la ansiedad en docentes universitarios en el salvador, University of Granada, Spain. 2007

Autoconcepto de las amas de casa y su percepción del trato del personal médico en el salvador, University of Granada, Spain. 2007

Factores de expulsión-atracción y redes familiares como motivadores de emigración en adolescentes salvadoreños, University of Granada, Spain. 2007

Autoconcepto de las amas de casa y su percepción del trato del personal médico en el salvador, University of Granada, Spain. 2007

Análisis de la culpabilidad sexual en adolescentes salvadoreños, University of Granada, Spain. 2007

El sesgo hacia lo negativo en adolescentes salvadoreños, University of Granada, Spain. 2007

Programa de intervención para reducir la violencia en un municipio de el salvador, University of Granada, Spain. 2007

Carga de trabajo del personal de enfermería y sus efectos en el estrés laboral, University of Granada, Spain. 2007

Entrenamiento al usuario sobre el manejo de las incubadoras de infantes, la confiabilidad, seguridad, lo mismo que la disminución de las fallas y el aprovechamiento de la vida útil de éstos, University of Granada, Spain. 2007

Opinión de la profesión de psicología en profesionales de la salud en el salvador, University of Granada, Spain. 2007

Depresión, ansiedad, asertividad, ptimismo e inteligencia en niños y adolescentes epilépticos de el salvador, University of Granada, Spain. 2007

Malestar psicológico en víctimas y testigos de violencia social en el salvador, University of Granada, Spain. 2007

Aplicación de la IRT a mujeres víctimas de violencia doméstica con trastorno de estrés postraumático, University of Granada, Spain. 2007

Diagnostico de hábitos de estudio en estudiantes universitarios, University of Granada, Spain. 2007

Los mecanismos atencionales de adultos mayores que se encuentran en situaciones de Aprendizaje, University of Granada, Spain. 2007

INVITED PROFESSORSHIPS

Doctoral Program of the University of Granada, Granada, Spain. Summer 2007-2009

Master Program Universidad Miguel Hernández, Elche, Spain Summer 2008

Doctoral Program of the Universidad de Sevilla, Seville, Spain Summer 2008

Doctoral Program Universidad de La Laguna, Tenerife, Spain

Masters Program University of the Isle Balears, Spain

EDITORIAL BOARDS- SCHOLARLY JOURNALS

Health & Addictions

International Journal of Clinical and Health Psychology

International Journal of Psychological Research

Revista Chilena de Psicología

Universities Psychologica

GUEST REVIEWER-SCHOLARLY JOURNALS

Journal of Psychology and Counseling

Mexican Journal of Psychology

MEMBERSHIP IN PROFESSIONAL SOCIETIES

President and founder of the Health Psychology Congress series.

Hispanic Issues in Behavior Therapy Special Interest Group Association for Advancement of Behavior Therapy.

Spanish Association of Behavioral Psychology. Executive Board member.

International Affiliates of AABT.

CHAIRPERSON'S REPORT (For reappointment, promotion, or reappointment with tenure.)

See Personnel file.

STUDENT EVALUATION (For reappointment, promotion, or reappointment with tenure.)

See Personnel file

REFERENCES (List name, title, and affiliation only. Excerpts from letters may be attached as a separate document.)

Available upon request.

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RECORD AT COLLEGE

DATES

February 1988
September 1, 1991
September 1, 1995

RANK

Assistant Professor
Associate Professor
Professor

SALARY RATE

PERSONAL DATA

ADDRESS _____

TELEPHONE NO. _____

MILITARY STATUS N/A _____

DATE OF BIRTH _____

Date of Submission to BHE: _____

CURRICULUM VITAE

HOSTOS COMMUNITY COLLEGE COVER SHEET

PART I

NAME OF CANDIDATE Iris Mercado Current Rank Assistant Professor

Being Recommended for Tenure

DATE OF: Receipt of May 2003 1st Appt. _____
Doctorate _____

Promotion to Current Rank _____ to _____ Tenure May 2009

The materials in this document have been assembled under my direction and are complete to my knowledge as of the date: September 2009.

Department Chairperson: Dr. Mangino _____
(Name typed) (signature)

PART II

I have reviewed the contents of this curriculum vitae, including all appended materials but not including the Chairperson's report and letters of reference and (**check one**)

(X) I find the materials in it to be complete and true.

() I find the materials in it to be complete and true, with the exception of the following:

Candidate's Signature Iris Mercado Date _____

PART III (CONFIDENTIAL For Administrative Use Only)

A. Previous Personnel Actions

B. Current Personnel Actions

For Committee Date Vote For For Committee Date Vote For

Eugenio Maria de HOSTOS COMMUNITY COLLEGE

of The City University of New York

CURRICULUM VITAE

NAME Iris Mercado COLLEGE Hostos Community College

RECOMMENDATION FOR

APPOINTMENT _____ PROMOTION _____ REAPPOINTMENT _____

REAPPOINTMENT WITH TENURE X OTHER _____
(Designation as Vice President, Dean, etc.)

TITLE Assistant Professor DEPARTMENT: Education/ Health Education Unit

EFFECTIVE DATE 9/2004 SALARY RATE _____
(subject to financial ability)

HIGHER EDUCATION

A. DEGREES

<u>INSTITUTION</u>	<u>DATES ATTENDED</u>	<u>DEGREE & MAJOR</u>	<u>DATE CONFERRED</u>
Teacher College, Columbia University, New York	1995- 2003	Ed. D. Health Education	2003
School of Public Health, University of Puerto Rico, PR	1985 - 1987	M. S. Public Health and Nutrition	1987
School of Home Economics, University of Puerto Rico, PR	1980 - 1985	B. S. Nutrition and Dietetics	1985

B. ADDITIONAL HIGHER EDUCATION AND/OR EDUCATION IN PROGRESS

<u>INSTITUTION</u>	<u>DATES ATTENDED</u>	<u>DEGREE & MAJOR</u>	<u>DATE CONFERRED</u>
American Dietetic Association	2002	Weight Control Specialist	2002

EXPERIENCE

A. TEACHING

<u>INSTITUTION</u>	<u>DATES</u>	<u>RANK</u>	<u>DEPARTMENT</u>
Hostos Community College	9/2004	Assistant Professor	Education

<u>B.</u>	<u>OTHER INSTITUTION</u>	<u>DATES</u>	<u>TITLE</u>
	Boriken Health Center, NYC	2002-2004	Nutritionist/Dietitian Consultant
	Settlement Health, NYC	1999-2004	Nutritionist/Dietitian Consultant
	Family Day Care, EHCHHS,	1995-2004	Nutritionist/Dietitian Training Services
	Family Day Care, Union Settlement	2002-2004	Consultant
	Senior Nutrition Programs in NYC	1998-2004	Nutritionist/Dietitian Training Services
			Consultant
	Musica Against Drugs, NYC	1998-2004	Nutritionist/Dietitian Training Services
			Consultant
	Boriken Health Center, NYC	1995-1998	Director of Nutrition Department
	Spellman Center, St. Clare's Hospital	1992-1995	Nutritionist/Dietitian

ACADEMIC AND PROFESSIONAL HONORS

2009 Faculty Fellowship Publication Program CUNY, 2006
2007 & 2008 Teaching Excellence Award, Education Department; Hostos Community College

GRANTS AWARDS

2009: CUNY Community College Collaborative Incentive Research Grant Program
2006: The Sloan Foundation Grant (account: 70356-00 02)
2005: The CUNY-PSC Grant (account # 60055-35 36)

ACADEMIC AND PROFESSIONAL PRESENTATIONS

PAPERS PRESENTED AT CONFERENCES:

Improve Eating Habits by Making Minor Changes in your Menu, Oral presentation offered as part of the "Best Practices" series of the New York State Head Start Association's annual Professional Conference in October 2007.

Weight Practices used by Young Hispanic Female, Poster presented at: The New York State Dietetic Association annual meeting. Saratoga Spring, New York 2005

Malnutrition and HIV, Poster presented at the Third National AIDS Education and Training Center Workshop, San Juan, Puerto Rico, 1994;

Nutrition and HIV, Poster presented at the 76th Annual Meeting of the American Dietetic Association, Anaheim, California, 1993.

Factors Associated with Malnutrition among HIV/AIDS. Poster presented at: IX International Conference on AIDS, Berlin, Germany 1993

PROFESSIONAL PREENTATIONS:

Annual Training on “Food Safety” as part of the required trainings for all NYC Care Providers of the Child and Adult Care Food Program of the Administration of Children Services, NYC March, 2009.

Staff Training on “Food Safety” for Child and Adult Care Food Program staff of the Administration of Children Services, NYC July, 2009.

Annual Training on “Menus and Meal Planning” as part of the required trainings for all NYC Care Providers of the Child and Adult Care Food Program of the Administration of Children Services, NYC June, 2008.

Staff Training on “Menu Planning” for Child and Adult Care Food Program staff of the Administration of Children Services, NYC July, 2008.

Oral Presentation on “Implications of Appropriate Nutritional Habits for the Family” Presented at Hostos/Telemundo Community Workshops 2005.

Health and Nutrition Trainings on many required topics for NYC Department for the Aging Senior Centers in Manhattan, Queens and the Bronx, 1995 to present.

Trainings on Health and Nutrition topics for Staff, Parents and Children from the Bilingual Head Start Program, NYC 2000 to 2008.

Oral Presentations on “Obesity Trends and Weight Management Treatment” for Hostos Community College Faculty, Staff and Students 2005- 2007.

Oral Presentations on “Clinical Assessment in Weight Management” for Medical Staff at Various medical Health Centers in NYC; Settlement Health, 2003, 2005, 2008; Boriken Health Center, 2003, 2005, 2007; Heritage Health Clinic 2005

Oral Presentation on “Medical Nutrition Therapy for HIV/AIDS” Presented to: medical staff at Settlement Health, 2006, 2007.

PUBLICATIONS (Last five years only.)

Mercado, I. (2008) *Healthy and unhealthy weight loss practices of Latino women at a college in USA*. *Terapia Psicologica*, Vol. 26, N°2, 199-205

SERVICE FOR THE INSTITUTION

Senator for the College Senate as a Representative of the Health Education Unit since 9/2004

Member of the College Senate Executive Committee

Co-Chair of the Grants Committee of the Senate

Member of the CUNY Campaign Against Diabetes since 2007

Member of the CUNY Campaign for Food and Housing Security since 6/2009

Member of the CUNY Community Collaborative Incentive Research Grants Program evaluators committee

Advisor professor for the students “Health Club” 2005-2006
Community Health program student advisor
Member of the College Wellness Committee, 2007-2008
Member of the Bilingual Education Summit planning committee 2005, 2006, 2007 and 2008

SERVICE TO THE STUDENTS

Speaker and Facilitator in oral presentations and activities at Hostos College that promote healthy lifestyle and nutrition:

“Water vs. Soda” presentation

“Bananarama” presentation

“Strawberry Fever” presentation

“My Pyramid.Gov and Food Portions” presentation

“Lets get Nuts” presentation

“Nutrition Jeopardy” Game

“Diabetes Alert Day” display and risk assessment survey

“Let’s Walk” and the walking group’s campaign

“Use the stairs” campaign

MEMBERSHIP IN PROFESSIONAL SOCIETIES (Last five years only.)

American Dietetic Association

The Greater New York Dietetic Association

Nutritionist in AIDS Care

American Obesity Association.

REFERENCES (List name, title, and affiliation only. Excerpts from letters may be attached as a separate document.)

Dr. Chuck Basch, Chair
Dept. of Health and Behavioral Studies
Teacher College, Columbia University
Ceb35@columbia.edu (212) 678-3964

Jaime Lopez, MD
Settlement Health
New York, NY 10029
jlopez@settlementhealth.org (212) 360-2654

Elizabeth Sanchez, CEO
Boriken Health Center
2253 Third Ave.
New York, NY 10035
esanchez@boriken.org (212) 289-6650

CHAIRPERSON’S REPORT (For reappointment, promotion, or reappointment with tenure.)

STUDENT EVALUATION (For reappointment, promotion, or reappointment with tenure.)

RECORD AT COLLEGE

DATES

RANK

SALARY RATE

PERSONAL DATA

ADDRESS _____

TELEPHONE NO. _____

MILITARY STATUS N/A _____

SOCIAL SECURITY NO. _____

DATE OF BIRTH _____

Date of Submission to BHE: _____