

Online Program Transformation: Empowering Learners in Discussing the Challenges and Opportunities of an Aging Population

Dalia Hanna, PhD (Candidate), PMP, Program Director, Community Services Programs, CE

Anthony Lombardo, PhD, Academic Coordinator, Aging and Gerontology

Amy Clements-Cortes, PhD, RP, MT-BC, MTA, FAMI, NMT-Fellow, Academic Coordinator, Interdisciplinary Studies

**Ryerson
University**

**The Chang School
of Continuing
Education**



World Conference
on Online Learning
DUBLIN Ireland 2019

28th ICDE
World Conference
on Online Learning
3-7 November 2019
Convention Centre Dublin, Ireland

ICDE
INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

DCU
National Institute
for Digital Learning

NIDL
National Institute
for Digital Learning

Agenda

- About The Chang
- Certificate Structure
- Global Context of the Certificate
- The Review Process:
 - Certificate Governance
 - SWOT Analysis
- Moving to Degree Level Credits and Enrollments
- Connecting with Student Experience
- Questions

Enhance your workplace skills
to best serve Canada's aging
population



The G. Raymond Chang School of Continuing Education, Toronto, Canada

Mission: To be a leader in **innovative, quality, lifelong learning** that empowers adults to reach their life and career goals

Canada's **largest, most successful continuing education program**, with approximately 70,000 enrolments per year

- **81** career-related certificate programs
- **65** course series
- **1,500** courses, seminars and workshops
- Courses towards accreditation by **9** professional institutes and associations



Certificate in Aging & Gerontology

Required Courses

Code	Title
CINT 901	Gerontology: Critical Issues & Future Trends
CINT 930	Aging: From Cells to Society
CINT 935	Legal/Ethical Frameworks in Aging
CINT 940	Mobilizing Research for Change

New Elective Courses

- CINT 945 **Gerontology:** Aging and Technology
- CINT 950 **Gerontology:** Practicum/Project Course

New for *Fall 2019!*

- CVGE courses have become degree credit CINT courses

Global Context

By 2050

1 in 4 people living in Europe and Northern America could be aged 65 or over

1 in 6 people in the world will be over age 65 (16%), up from 1 in 11 in 2019 (9%)

The # of people aged 80 years or over is projected to triple from 143 million in 2019 to 426 million

The Review Process: Certificate Governance

- Program Advisory Council: Experts in the field
- Curriculum Steering Committee: Faculty from Psychology, Social Work, Nursing and instructors of the Certificate



The Review Process: SWOT Analysis

Strengths

- Comprehensive and practical goals/objectives
- Moving beyond knowledge to skill-building
- Goals/objectives reflect accredited competencies

Weaknesses

- Student technology/skill levels may be an issue with online courses
- Trends change quickly

Opportunities

- Most sectors are impacted by demographic changes
- Promotion of the Certificate as crucial professional development

Threats

- Competing programs
- Student retention

Connecting with Student Experience

Redesigned Goals:

- Empowerment
- Capacity-Building
- Mobilization



Courses reflect interdisciplinary nature of Gerontology:

- Content, students and instructors

Student Learning through Field Experiential Learning



“...the project-based experiential learning opportunity, allowed me to apply the knowledge gained in previous courses to real-life practical experiences. I worked directly with the elderly and helped various aging cohorts manage their fears and challenges about growing older.”

109 new registrations
in the Certificate
since Fall 2017

Anita, Certificate in Aging and Gerontology

Project: Using Technology to Connect with Loved Ones (Georgetown, Guyana, 2018)

Photo provided by Anita

Degree-Level Credits



Unique opportunity to infuse gerontological content into undergraduate learning.

	Fall 2019	Fall 2018
	CINT930	CVGE142
CE	(15+7) 23	14
Undergrad	11	3
	CINT945	CVGE144
CE	(12+6) 18	9
Undergrad	14	1

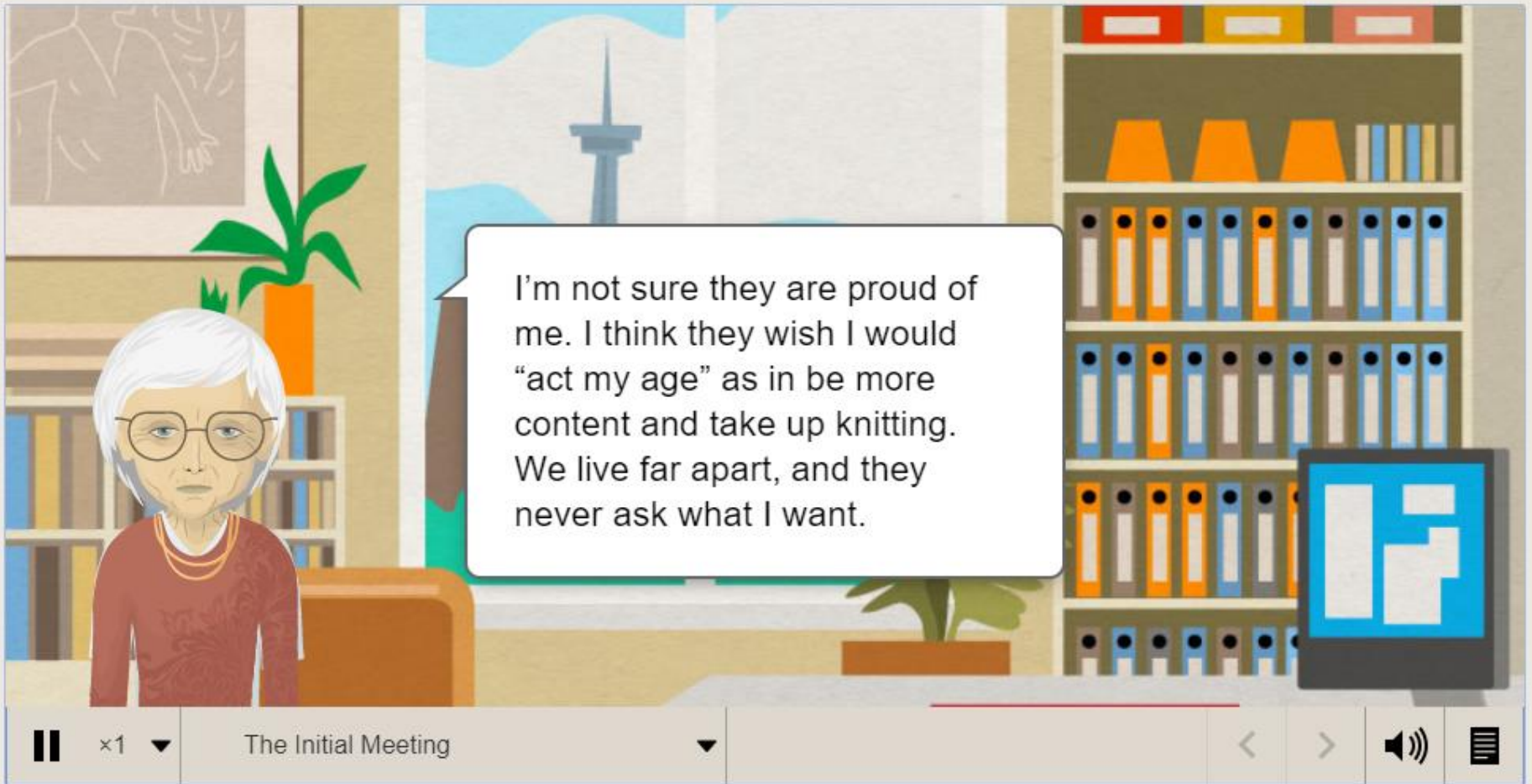
Student Learning through Interactive Activities

- Case Studies in teams
- Role play: Lake Devo simulations
- Case studies embedded throughout for students to apply skills to real-life scenarios
- Research for change
- Practicum/Project based course
- Discussion boards: debates



AGING IN PLACE VS AGING IN A RESIDENCE

<https://lakedevo.ryerson.ca/Movie.aspx?pi=0&s=aging&mid=c858302e-a3af-4b56-8984-3e57e22af656>



Description

DJOT Team 4 Sandra is having difficulty making decisions about her next steps: Aging in Place Vs. Aging in Residence. She has reached out to Julia, a social worker, to talk about some of her and her family's concerns. Sandra's wish is to age independently at home, but her family is concerned for her overall well-being and is pushing Sandra to live in a senior's residence. Julia decides it would be best to compile a team of experts from different interdisciplinary fields to discuss all of her possible options. Conflict arises with a difference in opinions on what is best for Sandra. The conflict escalates within the team, which prohibits Sandra from having a voice in being able to express her own desires.

Assignments

Case Study

Case Study #2

Watch the **case study video, “A Home for Henry”** and answer the following questions in 500 words total. Please be sure to answer using class content and resources. Please submit your assignment via the Assignments section of your D2L course shell by end of day Friday (11:59 p.m. EST) of this week:

1. What are some of the housing options that you have read through during this module that you feel would be of interest to Henry and his family?
2. Considering the housing options, what are some of the supports you feel that Henry will require for him to remain active in his community?



Ryecast Video:
A Home for Henry

Reminder

Your Lake Devo simulation movie should be complete by Friday (11:59 p.m. EST) of Week 10.

A home for Henry



0:52 / 3:04



Ryerson
University

The Chang School
of Continuing
Education

Thank You!

dhanna@ryerson.ca

Twitter: @daliahanna

Questions?