

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

PSYC 295 – Peer Support for Older Adults

CIP Code: 42.2703 Developmental Psychology

For assistance determining CIP Code, please refer to this webpage

<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

or reach out to Sarah Todd at todds@canton.edu

Created by: Barat Wolfe, PhD

School: Business and Liberal Arts
Department: Applied Psychology
Implementation Semester/Year: Spring 2025

A. TITLE: Peer Support for Older Adults

B. COURSE NUMBER: PSYC 295

C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

# Credit Hours per Week	1
# Lecture Hours per Week	
# Lab Hours per Week	
Other per Week	

D. WRITING INTENSIVE COURSE:

Yes	
No	X

E. GER CATEGORY: N/A

Does course satisfy a GER category(ies)? If so, please select all that apply.

[1-2] Communication	
[3] Diversity: Equity, Inclusion & Social Justice	
[4] Mathematics & Quantitative Reasoning	
[5] Natural Science & Scientific Reasoning	
[6] Humanities	
[7] Social Sciences	
[8] Arts	
[9] US History & Civic Engagement	
[10] World History & Global Awareness	
[11] World Languages	

F. SEMESTER(S) OFFERED:

Fall	
Spring	
Fall and Spring	X

G. COURSE DESCRIPTION:

In this course, students will explore the core knowledge and skills needed to provide peer support to older adults, including: promoting health aging, foundations in aging, recognizing ageism, aging experiences, motivational approaches and personal growth, and how to create and join a learning collaborative. This course is designed to develop and support individuals interested in becoming peer staff for support agencies.

H. PRE-REQUISITES: none
CO-REQUISITES:

I. STUDENT LEARNING OUTCOMES:

Course Student Learning Outcome [SLO]	Program Student Learning Outcome [PSLO]	GER	ISLO & Subsets
a. Introduce key elements of an aspirational approach to growing older and establish actionable steps to empower older adults to live well.	1		5
b. Introduce foundational knowledge about aging and older adulthood, and general considerations when working with older adults	1		5
c. Explore attitudes and beliefs about the aging process that can be detrimental to behavioral health	1		5
d. Build understanding of the diversity of older adults, establish a foundation in the ethics of supporting aging communities, and promote autonomy of older people through advocacy	1		5
e. Explore opportunities to motivate older adults with behavioral challenges to acknowledge where they are, while considering current and future possibilities for personal growth	1		5
f. Define, recognize, and identify the steps necessary to create and join a learning collaborative	1		5

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit, /Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT:

Yes	X
No	

If yes, select [X] one or more of the following categories:

Classroom / Lab	X	Community Service	
Internship		Civic Engagement	
Clinical Practicum		Creative Works/Senior Project	
Practicum		Research	
Service Learning		Entrepreneurship [program, class, project]	

K. TEXTS:

Academy of Peer Services. (2024). Learner Manual: Older Adults Specialization Track. Funded by the New York State Office of Mental Health.

L. REFERENCES: academyofpeerservices.org

M. EQUIPMENT:

N. GRADING METHOD: P/F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

APS designed modules

P. DETAILED COURSE OUTLINE:

- A. Promoting healthy aging
- B. Foundations in aging
- C. Attitudes about aging and recognizing ageism
- D. Aging experiences
- E. Motivational approaches and personal growth
- F. Learning collaborative for older adults

Q. LABORATORY OUTLINE: