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| List the film you are doing your assessment over. |  |  | |
| Write a critical thinking paragraph reviewing the film and include the demographics and history of the older character in the film |  | 5 point | |
| Identify and explain in detail the central themes in the film… (multiple) (transition, end of life issues, dependency, quality of life). Explain how these relate to what we talked about in the classroom or from the textbook. |  | 6 point | |
| Identify an assessment tool that would be useful in helping you further assess the character in the film. Explain the tool and why you picked this tool and how it relates. |  | 5 point | |
| Explain the impact of family dynamics in the multifaceted care of older adults as it relates to the older character. Assess how this relates to normal aging as explained in the textbook. |  | 5 point | |
| Identify and explain any judgement/stereotypes given in the film about the older population or what does the film tell you about aging in contemporary society? |  | 3 point | |
| Explain ways the film encouraged/supported Actively Aging. Explain ways the film did not support/discouraged Actively Aging. |  | 2 point | |
| Identify 3 of the 9 categories of determinants from the textbook. Write an assessment of the older film character for this determinant. Assess status and strengths for the older individual in these areas. Describe in detail how he/she fits normal and abnormal aging in this determinant according to the textbook. | |  |  |
| Determinant #1 |  | 8 point | |
| Determinant #2 |  | 8 point | |
| Determinant #3 |  | 8 point | |