Course Change Proposal
Form A

Academic Group (College): Health & Human Services

Type of Course Proposal: New _X_ Change _X_ Deletion _X_

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes _X_ No _X_

For Catalog Copy: Yes _X_ No _X_

CCE (Extension): Yes _X_ No _X_

Semester Effective: Fall _X_ Spring __, 2010

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): NURS 17

Title: Concepts and Practices of Gerontological Nursing

Units: 2

Change to:

Subject Area (prefix) & Catalog Nbr (course no.): NURS 17

Title: Concepts and Practices of Gerontological Nursing

Units: 2

JUSTIFICATION:

We are asking for a catalog number change to upper division. The course was originally numbered as an upper division course and was changed when the six semester program permitted sophomores to be accepted to the program. As a four semester program, Nurs 17 has been moved to the second semester that is upper division courses only. No other changes are being made to the course.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Designed to explore current theories and practices in gerontological nursing. The primary focus of the course is on the role of the nurse in assessing and managing the aging individual and family adaptation to the aging process. Lecture two hours. Prerequisite: Admission to Clinical Nursing program. Graded: Graded Student. Units: 2.0.

Note:

Prerequisite:

Enforced at Registration: Yes _X_ No _X_

Corequisite:

Enforced at Registration: Yes _X_ No _X_

Graded: Letter _X_ Credit/No Credit _X_

Instructor Approval Required? Yes _X_ No _X_

Course Classification (e.g., lecture, lab, seminar, discussion):

Lecture

Cross Listed? Yes _X_ No _X_

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? __1__

Can the course be taken for Credit more than once during the same term? Yes _X_ No _X_
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at http://www.csus.edu/aca/example.htm

Level I:
Synthesizes theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

1.1 Apply common biological, psychosocial, cultural, spiritual, gender, generational, and environmental (holistic) influences and reactions to the aging process using Nursing Process as a framework.
1.2 Use an evidence-based, holistic approach when formulating nursing interventions for older adults and their families.
1.3 Discuss how current theories from a variety of disciplines may be used to explain responses to the aging process.
1.4 Incorporate understanding of teaching-learning principles when developing plans of care for older adults and their families.
1.5 Discuss the effects of disease processes on adaptation abilities of older adult's and their families. (14, 15)
1.6 Use interpersonal, group, crisis, and coping theories when assisting families to access coping strategies needed when dealing with intergenerational issues in various settings.

Level II:
Utilizes the nursing process to facilitate optimal health, integrating knowledge and skills with individuals and groups across the lifespan and in a variety of settings.

2.1 Demonstrate the use of the nursing process when analyzing the needs of older adults and their families.
2.2 Explain how holistic adaptation to typical age related changes affects the functioning of older adults, their families, and communities at large.
2.3 Synthesize knowledge of the aging process to predict older adults' affinity for at risk situations.
2.4 Adopt the concept of individualized care as the standard of practice with older adults.
2.5 Recognize that sensation and perception in older adults are mediated by functional, physical, cognitive, psychological, and social changes common in old age. (4)
2.6 Incorporate into daily practice, valid and reliable tools to assess the functional, physical, cognitive, psychological, social, and spiritual status of older adults. (5)
2.7 Correctly perform Functional Assessment, Fall Risk Assessment and Mini Mental Exam on a minimum of one (1) elder individual.
2.8 Correctly use supplied assessment screening tools with selected elders.
2.9 Assess older adults' living environments with special awareness of the functional, physical, cognitive, psychological, and social changes common in old age. (6)
2.10 Adapt technical skills to meet the functional, cognitive, psychological, social, and endurance capacities of older adults. (9)
2.11 Recognize and manage geriatric syndromes common to older adults. (14)
2.12 Recognize the complex interaction of acute and chronic co-morbid conditions common to older adults. (15)
2.13 Use various theories and frameworks for analysis of adaptation by older adults and their families.
2.14 Hypothesize ways in which the older adult’s adaptive responses can be used to promote optimal functioning within their total environment.
2.15 Discuss older adult's resources for access to various levels of health and illness care.
2.16 Evaluate and correctly applies evidence based research findings to care of older adult and their families.

Level I:
Describes the unique role of the nurse working within the organizational structure of the health care environment.

3.1 Incorporate decision making theories when using the nursing process to assist older adult and their families in adapting to changes experienced during the aging process.
3.2 Relate roles of various HCT members and how they interact with nursing in promoting optimal level wellness for elders and their families.
3.3 Discuss care management of older adults and their families.
3.4 Compare and contrasts nursing roles in various levels settings in regard to facilitating adaptation of older adults and their families.
3.5 Analyze the effectiveness of community resources in assisting older adults and their families to retain personal goals, maximize function, maintain independence, and live in the least restrictive environment. (7)
3.6 Appreciate the influence of attitudes, roles, language, culture, race, religion, gender, and lifestyle on how families and assistive personnel provide long-term care to older adults. (20)
3.7 Recognize the benefits of interdisciplinary team participation in the care of older adults. (25)
3.8 Involve, educate, and when appropriate, supervise family, friends, and assistive personnel in implementing best practices for older adults. (28)
3.9 Insure quality of care commensurate with older adults’ vulnerability and frequency and intensity of care needs. (29)

**Level II:**

Employs effective inter and intra-professional communication and collaborative strategies to foster an optimal level of health.

**Level II:**

Demonstrates effective inter and intra-professional communication techniques with individuals, families, and groups as a collaborative member of the healthcare team to strengthen positive working relationships and patient-centered care.

4.1 Recognize one’s own and others’ attitudes, values, stereotypes and expectations about aging and their impact on care of older adults and their families. (1)
4.2 Communicate effectively, respectively, and compassionately with older adults and their families. (3)
4.3 Communicate awareness of own interdependent and collaborative roles when working with older adults, their families, and staff within various practice settings.
4.4 Communicate effectively, respectively, and knowledgeably with agency staff and community members.
4.5 Complete Elder interview and any agency visit in a knowledgeable, respectful, professional manner.

**Level II:**

Exemplifies the values and beliefs of professional nursing and articulates the importance of lifelong learning.

**Level II:**

Exhibits and promotes professional and academic attitudes and behaviors consistent with the ANA Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

5.1 Actively participate in own learning by thoroughly completing assignments on time.
5.2 Discover elements of compassion when relating to older adults and their families.
5.3 Demonstrate sensitivity for human dignity when facilitating older adults’ and their families’ adaptation to typical age related changes.
5.4 Articulate own ethical decision making process in common situations faced by older adults and their families.
5.5 Discuss nurses’ legal roles as they relate to facilitating adaptation for older adults and their families.
5.6 Establish and follow standards of care to recognize and report elder mistreatment. (13)
5.7 Apply ethical and legal principles to the complex issues that arise in care of older adults. (19)
5.8 Promote the desirability of quality end-of-life care for older adults, including pain and symptom management, as essential, desirable, and integral components of nursing practice. (30)

**Level II:**

Synthesizes knowledge and skills in the utilization of patient care technologies and information management systems to support ethical nursing practice and promote safe, quality care delivery.

**Level I:**

Demonstrates the ability to responsibly access, utilize, and evaluate patient care technologies and information management systems in the delivery of safe, quality care.

6.1 Use technology to enhance older adults’ function, independence, and safety. (16)
6.2 Facilitate communication as older adults transition across and between home, hospital, and nursing home, with a particular focus on the use of technology. (17)

**Level II:**

Integrates and disseminates theory and research to inform and improve patient outcomes through evidence-based practice.

**Level II:**

Applies the basic elements of research in order to critique and appraise evidence related to practice outcomes.

7.1 Critically appraise validity and applicability of evidence based research when developing plans of care for older adults and their families.
7.2 Critically appraise validity and applicability of evidence-based research when creating theory to Practice Fact Sheet for older adults and their families.

**Level II:**

Integrates knowledge of healthcare policy, finance, and regulation to inform and influence professional nursing practice as an advocate and leader promoting equity and quality in healthcare delivery.

**Level I:**

Demonstrates basic knowledge of concepts related to health care policy, finance, and regulation.

8.1 Evaluate differing international models of geriatric care. (21)
8.2 Analyze the impact of an aging society on the health care system. (22)
8.3 Evaluate the influence of payer systems on access, availability, and affordability of health care for older adults. (23)
8.4 Contrast the opportunities and constraints of supportive living arrangements on the function and independence of older adults and their families. (24)
8.5 Facilitate older adults’ active participation in all aspects of their own health care. (27)
8.6 Discuss profession’s efforts to become involved in policy issues related to older adults.

**Level I:**

Utilizes principles of health promotion and disease prevention to improve population health across the lifespan in individuals, families, groups, and communities.

**Level I:**

Identifies protective and predictive factors including cultural, psychosocial, and spiritual influences on the health of individuals and families.
9.1 Discuss strategies for evidence-based health promotion and maintenance in relation to expected life experiences for older adults and their families.

9.2 Explore global health care models that address needs of older adults and their families.

9.3 Explore available community resources for older adults and their families.

9.4 Assess family knowledge of skills necessary to deliver care to older adults. (8)

9.5 Individualize care and prevent morbidity and mortality associated with the use of physical and chemical restraints in older adults. (10)

9.6 Prevent or reduce common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults. (11)

9.7 Apply evidence-based standards to screen, immunize, and promote healthy activities in older adults. (13)

9.8 Assist older adults, families, and caregivers to understand and balance "everyday" autonomy and safety decisions. (18)

9.9 Evaluate utility of complementary and integrative health care practices on health promotion and symptom management for older adults. (26)

**Demonstrates information competence relevant to nursing practice**

**Level II:**

Determines the extent of information needed and appropriately accesses, critically evaluates, and efficiently utilizes and communicates information relevant to nursing practice.

10.1 Explore aging websites to determine valid ones for older adults and their families.

10.2 Access and correctly use information from a variety of sources when assisting older adults and their families in determining care needs and interventions. (7, 12)

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

The following assignments will be evaluated by established objectives and based on identified rubrics and will determine the student's final grade. The individual assignment percentages are shown to the right of the assignments.

- Personal Reflections (10 + Lessons Learned, + any turned-in Class Worksheets & Virtual Assignment #3) 20%
- Fact Sheet & Theory to Practice Analysis Paper 40%
- Exams (2) 40%

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**
For whom is this course being developed?
Majors in the Dept. X  Majors of other Depts. ___  Minors in the Dept. ___  General Education ___  Other ___
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X  No ___
If yes, identify program(s): Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___  No X ___
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None ____________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
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<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td></td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>2-16-2010</td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>2-16-2010</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008