GERO 122: INTERPROFESSIONAL APPROACHES TO HEALTH CARE IN OLDER ADULTS

In Workflow

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Approval Path

1. 2026-09-08T23:30:40Z
   Catheryn Koss (koss): Approved for GERO Committee Chair
2. 2026-09-08T23:32:00Z
   Catheryn Koss (koss): Approved for GERO Chair
3. 2026-10-08T16:56:04Z
   Catheryn Koss (koss): Approved for SSIS College Committee Chair
4. 2026-10-08T21:11:34Z
   Shane Nordyke (shane.nordyke): Approved for SSIS Dean

History

1. Aug 17, 2023 by Donna Jensen (donna.jensen)
2. Jun 6, 2026 by Donna Jensen (donna.jensen)

Date Submitted: 2026-09-08T23:30:07Z

Viewing: GERO 122 : Interprofessional Approaches to Health Care in Older Adults

Last approved: 2026-06-06T14:01:28Z

Last edit: 2026-10-08T16:55:28Z

Changes proposed by: Catheryn Koss (219696738)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Catheryn Koss	koss@csus.edu	916-278-4341

Catalog Title:
Interprofessional Approaches to Health Care in Older Adults

Class Schedule Title:
Healthcare in Older Adults

Academic Group: (College)
SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)
Gerontology

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
GERO - Gerontology

Catalog Number: (course number)
122

Course ID: (For administrative use only.)
201087

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring, Summer

Does this course require a room for its final exam?
No, final exam does not require a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
We are submitting this course change to update the GE designation, to fix minor inconsistencies in assignment names, and to indicate that this course is now regularly offered in the summer. During the transition to the new GE system, this course was designated as an Area 2 GE course. However, Area 5B is a better fit for the course content.

We did not make any changes to the non-GE learning objectives. However, there were some inconsistencies between the names of assignments in the Form A and in the syllabus as well as some formatting problems I was not able to fix, so I have reentered these learning objectives and assessment strategies.

We also added Summer term to when this course is typically offered as this course is now being consistently offered in the summer.

We have consulted with Health Science and Kinesiology (consultation provided). The current Peace Corp Prep program representative is the SSIS Associate Dean who attends SSIS Curriculum Committee meetings and is aware of these proposed changes.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
This course examines prevalent health issues commonly experienced by older adults. The course utilizes an interprofessional evidence-based approach to address the impact of chronic illness and related issues on older adults, their families, and caregivers. The focus of this course is on health promotion and includes holistic therapies and ethical issues that arise in late-life care. Paired with GERO 222.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

Is this a paired course?
Yes

Please confirm that it complies with the Paired Courses Policy and enter the course with which it is paired:
GERO 222

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Examine interdisciplinary information related to chronic conditions experienced by older adults, including pathophysiology, risk factors, signs and symptoms, and treatment.	Health Promotion Program Flyer & Assignment Assessment Analysis Written Assignment Interprofessional Collaboration Experience and Written Assignment Chronic Conditions Resources Table Chronic Condition Self Care Presentation and Peer Responses Video quizzes
2	Apply strategies of an interprofessional team approach for implementing evidence-based, holistic care of older adults and families with chronic conditions.	Interprofessional Collaboration Experience and Written Assignment Chronic Conditions Resources Table Chronic Condition Self Care Presentation and Peer Responses Video quizzes
3	Examine interprofessional theories and best practices used to maintain maximum functioning, optimal wellness, and comfort for older adults and families with chronic conditions.	Health Promotion Program Flyer & Assignment Assessment Analysis Written Assignment Interprofessional Collaboration Experience and Written Assignment Chronic Conditions Resources Table Chronic Condition Self Care Presentation and Peer Responses Video quizzes

4	Differentiate interprofessional evidence-based assessments and recommendations to prevent complications arising from chronic conditions for older adults and families.	Health Promotion Program Flyer & Assignment Assessment Analysis Written Assignment Interprofessional Collaboration Experience and Written Assignment Chronic Conditions Resources Table Chronic Condition Self Care Presentation and Peer Responses Video quizzes
5	Analyze evidence-based health promotion programs that assist older adults and families in maintaining and improving quality of life.	Health Promotion Program Flyer & Assignment Chronic Conditions Resources Table Chronic Condition Self Care Presentation and Peer Responses Video quizzes

Attach a list of the required/recommended course readings and activities:

GERO 122 readings and activities (1).docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:
BS in Gerontology

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Kinesiology
Health & Human Services

Attach evidence of consultation with the affected department

HS consultation GERO 122.pdf
KINS consultation.pdf

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

5B. Biological Science

Which GE objective(s) does this course satisfy?

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

GERO 122 Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections use the same syllabus (except for instructor name, contact information, and office hours) and the same Canvas course, including identical course content, assignments, and rubrics.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Because all sections use the same Canvas course, students in all sections are engaged in the same learning activities and completing the same assignments.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

Each semester, instructors who teach GERO 122 upload the same content into their Canvas courses so any changes or updates are adopted uniformly. The responsibility for this lies with Professor Jenny Stevenson who helped to develop this course and continues to teach multiple sections of the course.

General Education - Area 5B: Biological Science

Section 1.

Indicate in written statements how the course meets the following criteria for Area 5B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

General criteria:

Is an introductory or survey course with no college level prerequisites.

GERO 122 is a survey course that introduces students to common health conditions affecting older adults and interprofessional approaches to their care. It has no college-level prerequisites.

Emphasizes general principles and concepts having a broad range of application and is not restricted to specialized topics.

GERO 122 emphasizes broadly applicable principles and concepts related to older adults' health, health promotion, and interprofessional care rather than focusing on a narrowly specialized topic.

Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of living systems and life forms.

GERO 122 introduces students to health and biological sciences through the study of aging, chronic conditions, and the physiological changes that affect older adults.

Specific criteria:

A student will be able to explain and apply core ideas and models concerning living systems and life forms, citing critical observations, underlying assumptions and limitations.

Students examine biological theories of aging and age-related changes across major body systems, applying them to case studies of chronic disease and atypical presentation. For example, in the Assessment Analysis Assignment, they evaluate clinical observations and consider the assumptions, evidence, and limitations of assessment models, including their applicability to diverse older adults.

A student will be able to describe how scientists create explanations of natural phenomena based on the systematic collection of empirical evidence subjected to rigorous testing and/or experimentation.

Students examine how research evidence is used to explain biological aging, age-related changes, and chronic disease. They find and read empirical studies, evaluate research methods and findings, and determine how well the evidence supports scientific explanations and clinical practices.

A student will be able to access and evaluate scientific information, including interpreting tables, graphs and equations.

Students learn to locate scientific literature and evaluate the quality and relevance of evidence on aging and chronic disease. In several assignments, they interpret research findings presented in text, tables, and graphs and apply them to the care of older adults.

A student will be able to recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Students evaluate evidence on chronic-disease management, health promotion, dementia care, and end-of-life care to distinguish evidence-based conclusions from unsupported claims. They form reasoned opinions about personal and public health decisions and ethical issues affecting older adults.

Includes a writing component described on course syllabus

l) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

GERO 122 requires at least 1,500 words of formal, graded writing across three assignments scheduled throughout the semester: the Assessment Analysis Written Assignment (500 words; 10% of the course grade), the Interprofessional Collaboration Written Assignment (500 words; 15%), and the Health Promotion Program Flyer & Assignment (500 words; 10%). Together, these assignments constitute 35% of the course grade. Writing is evaluated using assignment-specific rubrics based on scientific evidence, analysis, organization, clarity, and APA style. Instructor feedback on earlier assignments helps students improve their subsequent written work.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

NA

Key: 2438