

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: _____Nursing/BSN_____
2. Course Information: NURS_____ / __4060__ / __Gerontology_____
- Prefix Number Title
- _____3___ / __NURS 3010, 3030, & 3270___
- Credit Hours Prerequisites
3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

Explores topics pertinent to health care of well older adults and those with chronic health problems. Develops and strengthens the knowledge, skills and attitudes of nurses caring for the older adult. Theories of aging, health promotion and preventive care, mental health issues in older adult as well as palliative and end-of-life care are included.

4. May students repeat this course for credit? If so, are there limits?
May repeat one time if grade below C
5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?
Meets students' need for increased knowledge in caring for the aging population in concert with program outcomes, national standards, and specialty accreditation criteria.
 - b. How does it relate to the overall University curriculum?
Provides for in depth study in a discipline
6. Should this new course be considered for General Education coding? No__XX____
If yes, attach the Application for General Education Coding Form.
7. Staffing requirements:
 - a. Qualifications necessary for instructor; MS in Nursing and relevant experience_____
 - b. What staffing changes, if any, will be necessary to offer this additional course?
None

8. When will this course be initiated? Fall 1, 2009 _____ How often will it be taught? As needed _____ What sites are likely to offer this course? WEBG, KANS, and online

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. _____yes-required course for BSN
If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.
none

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) _____ If not, what additions are necessary?
Will need to increase library holdings related to aging/gerontology and nursing

12. What course(s), if any, will be dropped to make room for this course?

NURS 3420 Group Process

13. What entities (department, college/school) have reviewed and approved this proposal?

Nursing Dept., College of Arts and Sciences

Signatures:

Susan A. Heady / 11/22/09
Department/ Program Chairperson Date

Janice Cayos / 1.22.09
Dean of College/School Date

_____/_____
Chair/Curriculum Committee Date

Rev. 2004

WEBSTER UNIVERSITY ~ NURSING DEPARTMENT
NURS 4060 Gerontology
Term

Instructor:
Class:

Phone:
Email:

COURSE DESCRIPTION:

Explores topics pertinent to health care of well older adults and those with chronic health problems. Develops and strengthens the knowledge, skills and attitudes of nurses caring for the older adult. Theories of aging, health promotion and preventive care, mental health issues in the older adult as well as palliative and end-of-life care are included.

Prerequisites: NURS 3010, 3030, and 3270

LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Examine and clarify personal and professional values, attitudes, and ethics regarding care of the older adult.
2. Describe the process of aging from various theoretical perspectives.
3. Discuss common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.
4. Examine multiple role changes and transitions that are common to the elderly.
5. Examine the complex interaction of acute and chronic co-morbid conditions common to the older adult.
6. Identify the major components of comprehensive assessment of the older adult to include functional, physical, cognitive, psychological, social and spiritual tools.
7. Communicate effectively and respectfully with older adults.
8. Analyze the impact of an aging population on the health care system.
9. Explore evidence-based health education/health promotion activities for the older adult.
10. Discuss quality palliative and end-of-life care for older adults.

TEXTBOOKS:

Albom, M. (1997). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson.*

New York: Doubleday.

Mauk, K. L. (2006). *Gerontological nursing: Competencies for care.* Sudbury, MA: Jones and

Bartlett.

Other assigned readings on E-Reserves.

ESSENTIAL COURSE CONTENT:

Aging theories	Demographics
Attitudes, values	Ageism
Diversity	Role changes
Legal/Ethical issues	Risk factors/risk reduction
Co-morbidities	Changes of aging (functional, physical, etc)
Assessment tools	Communication skills
Health Promotion	Disease Management
Medicare	Aging network
Palliative care	End-of-life care
Core competencies	Standards of care

TEACHING METHODS:

Discussion, Web Activities, videos, discussion board, case studies, reflective exercises, interviews, journaling

ASSIGNMENTS:

Book Reaction Paper:

Read *Tuesdays with Morrie* and write a 1-2 page overview of the book including what you learned about aging

Media Reaction Paper:

Watch 3 hours of television and write a summary of how older persons are presented on television including the ethnic or cultural identity of the characters.

Reflective Journal:

Provides a tool for *reflecting* and *integrating* class information, discussions, assigned readings, and interviews. Length is not prescribed but it is suggested that about one page be written per week.

Entries will include:

- Concepts learned read or discussed regarding aging
- Reactions to material covered & experiences with your clients
- Questions you have or observations made
- New insights into aging or yourself
- New ideas, emotional reactions and professional growth
- Ideas for integrating information/experience into professional practice

Interviews:

The purpose of the interviews is to understand from each individual's perspective what aging has been like for him/her. In other words, what are some of the good points and bad points about aging from the individual's perspective? What are some tips the older individual can share with you for successfully moving towards old age?

Interview two older adults from different living environments: One, a resident living in a structured living environment and the other, an individual living in the community

Briefly summarize each interview, including YOUR reactions. Discuss each individual and conclude with a comparison of the two in relation to the 5 dimensions of high-level wellness as described by Ebersole and Hess (E-Reserves).

1. Self Responsibility-placing wellness in one's own hands
2. Nutritional Awareness
3. Physical Fitness
4. Stress Management
5. Environmental Sensitivity-physical and social

This paper is to be typed using APA format. References are to be included as appropriate.

Issues Paper

Choose a Geriatric nursing issue that interests you. Conduct a review of literature and report on 3-5 articles that discuss the issue. The articles may be research based or review articles from nursing, medicine and other health disciplines. Summarize the issue and discuss the direction you hope or envision it going in the future.

Section I: Introduction-should begin with a 1-2 paragraph of introduction of your topic area and the context and significance of the topic to geriatric nursing practice.(20)

Section II: Reviews-review each of your research articles/reviews in 2-3 paragraphs beginning with the context of the article, a summary of the main points and a brief discussion of how the article impacts knowledge in this area. Do not quote from the article but integrate information into readable format (50)

Section III: Summary& Conclusions-conclude paper with a summary of the knowledge available (from your articles) on your topic and your ideas for future exploration in this area (20)

References-Strict APA format is required and readability of the entire paper is essential (proofread, proofread, proofread-use the writing center!) (10)

EVALUATION:

Reaction Paper	10 points
Media assignment	10 points
Reflective Journal	25 points
Interviews	25 points
Issue Paper	30 points

GRADING SCALE:

Grading Scale

A	95-100	A-	93-94
B+	91-92	B	87-90
B-	85-86	C+	83-84
C	77-82	D	70-76
F	69 and below		

COURSE CALENDAR

WEEK	CONTENT	ACTIVITIES
One	Overview of course & gerontology: Demographics, Cultural differences Theories of Aging	Profile of Older Americans Life Expectancy Quiz Mauk, Chs. 1, 2, 3
Two	Normal Changes of Aging Assessing Older Adults	Mauk, Chs. 6, 7, Selected "Try-This" Videos Media Reaction Paper Due
Three	Assessing Older Adults (cont) Illness and Disease Management	Mauk, Chs. 11, 12 Selected "Try-This" Videos
Four	Health Promotion, Risk Reduction and Disease Prevention	Mauk, Ch. 10 Selected "Try-This" Videos Book Reaction Paper Due
Five	Communication Cognition & Psychological Function	Mauk, Chs. 4, 5 Selected "Try-This" Videos Reflective Journal submitted
Six	Role Changes (social isolation, retirement, grandparenting) Caregiving	<i>Mauk, Ch. 9</i> <i>Assessment Tools</i> <i>Issues paper Dues</i>
Seven	Promoting Quality of Life <i>Environments of Care</i>	<i>Mauk, Chs. 13, 19</i> Selected "Try-This" Videos Interview paper Due
Eight	Palliative Care Ethical and Legal Issues End of Life	<i>Mauk, Chs. 14, 22</i> Reflective Journal Due