New Course Request Form

1. Date: November 4, 2013  Department: Health Sciences/Nursing

2. Purpose and Nature of Course (include relevant assessment data to support this proposal):
   According to the U.S. Census Bureau (2010), the older adult population in the United States is growing. Currently 13% of the nation’s population is over 65 years of age; by 2050 it is estimated 19% of individuals will be 65 and older with approximately 21% of the 65-and-over population older than 85 years of age. The field of geriatrics now has an extensive, recognized body of literature related to the care of the older adult. The American Association of the College of Nursing and the Hartford Institute for Geriatric Nursing at NYU (2010) have jointly developed Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults. The Association for Gerontology in Higher Education (AGHE), the National League for Nursing (NLN, 2010), and the Geropsychiatric Nursing Collaborative have identified principles, core curriculum, and objectives for entry-level professional nurses in the area of geriatrics. The American Nurses Association supports geriatric nursing education evidenced by standards, policies, and position statements related to the care of the older adult. The Institute of Medicine (2010) recommends pre-licensure nursing education include concepts such as assessment and expectations of function, health promotion and self-care, chronic disease management, and enhancement of individual productivity in spite of infirmity and functional loss of abilities. The purpose of this course is to teach these concepts using an online format to prelicensure and practicing registered nurses seeking a baccalaureate nursing degree. The course content is derived from the standards, positions, competencies, and recommendations of the previously listed professional nursing and healthcare organizations for nursing education.

3. Prefix: _____NUR_________ Number: ___4456_____________ CIP:____________________

4. Course Title: Geriatric Syndromes
   Abbreviated Title (for Master Schedule), Maximum 20 spaces: Geriatric Syndromes

5. Credits (Place number of credits beside appropriate types)
   Credit(s) ____3__ Undergraduate
   Credit(s) ______ Graduate
   For variable credits, list Minimum Credit N/A; Maximum Credits N/A

6. Clock Hours: Lecture __3___ Recitation __NA___ Lab __NA___
   Contract Hours: Lecture __3___ Recitation __NA___ Lab __NA___

7. To repeat for additional credit (not repeat of previously earned grade), list maximum
   Hours of credit that may be earned over multiple Semesters__NA__semester hours

8. Course Description for Catalog (limit to four sentences):
This course focuses on understanding the physiological aging process and complex health issues impacting older adults. Students will utilize established geriatric care standards to promote best practices and patient-centered care for the aging individual.

9. Prerequisites: (Courses which MUST be completed prior to taking this course) 3270, 3271, or equivalent

10. Co-requisites: (Courses which must be taken prior to or simultaneously with) NA

11. If taught dual-level or cross-listed with another department, list: NA

Prefix _____ Number ____ Support Signature ______________________________

If dual-level, attach a document that indicates content, assignments and assessments for graduate and undergraduate courses.

12 List Student Learning Outcomes and describe evaluation techniques for this course in an attached syllabus:

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Program Student Learning Outcomes</th>
<th>ANA (2010). Nursing: Scope and Standards of Practice (2nd ed.)</th>
<th>Evaluation Methods</th>
</tr>
</thead>
</table>
| 1. Identify the physiological changes attributed to normal aging. | Demonstrate clinical judgment through the application of theories, concepts and research from the scientific, humanistic, and nursing disciplines. | • Standard 1: Assessment  
• Standard 2: Diagnosis | • Discussion Board Assignments  
• Learning Activities  
• Health Fair Assignment  
• Case Study Assignment  
• Multiple Choice Exam |
| 2. Evaluate strategies and guidelines to identify, prevent, and manage geriatric syndromes. | Implement therapeutic nursing interventions in the care of individuals, families and communities utilizing the nursing process in compliance with the ANA’s Nursing: Scope and Standards of Practice (2010). | • Standard 4: Planning  
• Standard 5: Implementation  
• Standard 6: Evaluation  
• Standard 9: Evidence-based Practice and Research  
• Standard 14: Professional Practice Evaluation  
• Standard 15: Resource Utilization | • Discussion Board Assignments  
• Learning Activities  
• Case Study Assignment  
• Multiple Choice Exam |
| 3. Demonstrate use of evidence-based tools to guide | Demonstrate clinical judgment through the application of theories, concepts and research from the scientific, | • Standard 1: Assessment  
• Standard 3: Outcomes Identification  
• Standard 9: Evidence-based Practice and Research | • Discussion Board Assignments  
• Learning Activities |

| nursing assessments of the older adult. | humanistic, and nursing disciplines. | • Case Study Assignment  
• Multiple Choice Exam |
|---|---|---|
| 4. Analyze barriers to the functional, physical, psychological, cognitive, and social needs of the older adult. | Integrate communication skills required for the role of a generalist professional nurse as a practitioner, educator, collaborator, leader and advocate in providing health care for individuals, families and communities. | • Standard 1: Assessment  
• Standard 10: Communication  
• Discussion Board Assignments  
• Learning Activities  
• Case Study Assignment  
• Multiple Choice Exam |
| 5. Discuss strategies to reduce risk and promote quality and safety in the care of the older adult. | Demonstrate legal, ethical, and professional behaviors and accountability in all nursing roles. | • Standard 3: Outcomes Identification  
• Standard 4: Planning  
• Standard 5: Implementation  
• Standard 6: Evaluation  
• Standard 9: Evidence-based practice and research  
• Standard 10: Quality of Practice  
• Standard 14: Professional Practice Evaluation  
• Standard 15: Resource utilization  
• Discussion Board Assignments  
• Learning Activities  
• Case Study Assignment  
• Multiple Choice Exam |

**Evaluation (refer to Desire2Learn for assignment details and rubrics)**

**Final Course Grades will be based on:**

**Class Participation/Discussion Board: Individual assignment (200 points)**
Assists student in meeting course SLO #1, 2, 3, 4, & 5
- Discussion questions will be posted for class topics. One main message must be posted for each question and two postings in response to two other classmates are expected. Responses to classmates must expand on or question the original posting thus enhancing the discussion. Postings such as “sweet”, “you rock”, “I agree”, “great post”, or “atta boy/girl” do not contribute to the discussion. Citation of sources for your comments, opinions, and responses are expected.
- Refer to the Discussion Board Assignment and Rubric posted on D2L for further criteria.

**Learning Activities: Individual assignment (100 points)**
Assists students in meeting SLO #1, 2, 3, 4, & 5
• A learning activity will be designed for each module. These activities will be in the form of quizzes, word clouds, games, internet scavenger hunts, etc.
• A total of five learning activities will be required.
• A rubric is not available for these assignments. These activities will be further explained on D2L within each module.
• Each learning activity has a value of 20 points.

Case Study: Individual assignment (250 points)
Assists students in meeting SLO #1, 2, 3, 4, 5
• Students will review a case study related to the older adult client.
• A reflective, three- to four-page paper using APA format will be required. The paper will include evidence based and authoritative information about the care of the older adult.
• Topics for and responses to the case study will be guided by reflective questions from the instructor.
• Refer to the Case Study Assignment and Rubric posted on D2L for further criteria.

Health Fair: Group assignment (250 points)
Assists students in meeting SLO #1, 2, 3, 4, 5
• This is a group assignment. The class will plan a health fair for the older population.
• The class will be divided into groups. Each group will submit a Power Point Presentation explaining a plan for managing a geriatric syndrome.
• Each presentation must demonstrate use of the nursing process and evidence-based practices.
• Refer to the Health Fair Assignment and Rubric posted on D2L for further criteria.

Final Exam: Individual Assignment (200 points)
Assists students in meeting SLO #1, 2, 3, 4, & 5
• 50 multiple choice questions.
• Each question has a value of four points.
• The exam will be available on D2L by ___. You must complete the exam on D2L. A test blueprint will be posted on D2L prior to making the exam available. Instructions to access and complete the exam will also be posted on D2L.

Courses to be eliminated: (Course deletion form must be completed): NA
Prefix _____  Number _____
If none: How will increased offerings be staffed? This course will be taught on a rotational basis with other nursing electives for BSN students. Additional faculty are not required to teach this course.

New faculty resources needed? ___Yes  __X__ No
Requested initial date of offering (Must meet new catalog deadline of March 1):  July 2014
Estimated Frequency of Offering: Every second or third summer
New Library Resources Needed? ___Yes  __X__ No  If yes:
Signature of appropriate librarian indicating needs can be met:
__________________________________________NA________________________________________
17. New Technology Resources Needed?  ____Yes   __X__ No, if yes:
Signature of Director of Information Technology indicating needs can be met:
________________________________________________________________________

18. New Equipment resources needed?  ____Yes   __X__ No, if yes:
Describe Equipment:  ______________________________________________________
Source of funding:  ______________________________________________________

19. List 1 – 3 sample textbooks for this course:
     Association ISBN 13:9781433805615

20. Describe any student enrollment restrictions (limited to majors in program XXX, restricted from
    majors in program XXX, etc.) Limited to nursing majors

21. Request that Course be considered for General Education Credit. Please check
    applicable boxes. NA
   a. _____ Satisfy Foundation of Knowledge Requirement
      i. _____Written Communication
      ii. _____Oral Communication
   b. _____ Satisfy Approaches of Knowledge Requirement
      i. _____Humanities
      ii. _____Mathematics
      iii. _____Natural Sciences
      iv. _____Social and Behavioral Sciences
   c. _____ Satisfy Unity and Diversity of Humanity
      i. ______Language other than English
      ii. ______Western and Non Western Global Cultures
      iii. ______ Strand 1 Ethics and Civic Responsibility
      iv. ______ Strand 2 Environmental, Economic, Social, and Personal
          Sustainability
      v. ______ Strand 3 Arts and Human Experience

You must submit a separate application for General Education Credit.

22. Does this course impact any Education Programs?  ____Yes   __X__ No
If Yes: Signature of Chair of TEC must appear below.
23. Special Needs, if any: **NA**

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<thead>
<tr>
<th>Recommendation Dates and Signatures:</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Department:</td>
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<td>TEC (if any education program):</td>
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<td>Gen’l Education Subcomm. (If necessary):</td>
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<td>Graduate Council (If necessary):</td>
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<td>Academic Affairs Committee:</td>
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<td>University Senate:</td>
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MU Form A41N – Effective 4/1/01