

GERO 122: INTERPROFESSIONAL APPROACHES TO HEALTH CARE IN OLDER ADULTS

In Workflow

1. GERO Committee Chair (donna.jensen@csus.edu)
2. GERO Chair (donna.jensen@csus.edu)
3. SSIS College Committee Chair (wickelgr@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 06 Sep 2024 21:32:13 GMT
Donna Jensen (donna.jensen): Approved for GERO Committee Chair
2. Fri, 06 Sep 2024 21:32:46 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
3. Wed, 16 Oct 2024 18:04:56 GMT
Emily Wickelgren (wickelgr): Rollback to GERO Chair for SSIS College Committee Chair
4. Mon, 21 Oct 2024 15:07:46 GMT
Donna Jensen (donna.jensen): Approved for GERO Chair
5. Mon, 21 Oct 2024 17:57:18 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
6. Tue, 22 Oct 2024 17:09:18 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

History

1. Aug 17, 2023 by Donna Jensen (donna.jensen)

Date Submitted: Fri, 06 Sep 2024 21:29:23 GMT

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

Last approved: Thu, 17 Aug 2023 14:01:31 GMT

Last edit: Mon, 21 Oct 2024 17:54:26 GMT

Changes proposed by: Donna Jensen (204323929)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Donna Jensen	donna.jensen@csus.edu	916-278-2561

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 2025 (2025/2026 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 prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

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:

1. The course was updated in 2021 to change objectives and remove a prerequisite requirement, however the listed objectives (ELOs) are not the correct objectives. This is a paired course with a graduate level course (GERO 222), and the graduate level objectives were listed. This proposal has the correct undergraduate level objectives and course description.
2. This updated proposal shows how course activities and assessments are met fully online, asynchronously. The prior approved course is hybrid and 25% of the course had in-person classes. The course was taught successfully asynchronously online as part of the CCE summer online and demand from students is to make this change permanent. Many students who take this class are working in health care fields and offering this course fully online will improve accessibility for working students. The course is being designed to meet Quality Matters standards for online courses with attention to accessible and engaging materials to help students achieve objectives.
3. The update proposal links assessments to demonstrate how the course meets upper division GE Area B5 objectives. The course content meets this area as student completed assignments that "recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern". This change also meets the needs of diverse students, particularly Health Science students, who request online upper division GE courses.
4. The course description edits were not updated from the last review, so we have updated the course description as well.

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.

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	Students will 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 - Video Quizzes - Assessment Analysis Written Assignment - Chronic Conditions Resources Table Assignment - Interprofessional Collaboration Experience and Written Assignment - Chronic Conditions Self-care Presentation and Peer Responses
2	Students will apply strategies of an interprofessional team approach for implementing evidenced-based holistic care of older adults and families with chronic conditions.	- Video Quizzes - Chronic Disease Resources Table Assignment - Interprofessional Collaboration Experience and Written Assignment - Chronic Conditions Self-care Presentation and Peer Responses

3	Students will examine interprofessional theories and best practices used to maintain maximum functioning, optimal wellness, and comfort for older adults and families with chronic conditions.	<ul style="list-style-type: none">- Health Promotion Program Flyer & Assignment- Video Quizzes- Assessment Analysis Written Assignment- Chronic Conditions Resources Table Assignment- Interprofessional Collaboration Experience and Written Assignment- Chronic Conditions Self-care Presentation and Peer Responses
4	Students will differentiate interprofessional evidence-based assessments and recommendations to prevent complications arising from chronic conditions for older adults and families.	<ul style="list-style-type: none">- Health Promotion Program Flyer & Assignment- Video Quizzes- Assessment Analysis Written Assignment- Chronic Conditions Resources Table Assignment- Interprofessional Collaboration Experience and Written Assignment- Chronic Conditions Self-care Presentation and Peer Responses
5	Students will analyze evidence-based health promotion programs that assist older adults and families in maintaining and improving quality of life.	<ul style="list-style-type: none">- Health Promotion Program Flyer & Assignment- Chronic Disease Resources Table Assignment- Chronic Conditions Self-care Presentation and Peer Responses

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

GERO 122 readings and activities.docx

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

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

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?

No

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

GE Course and GE Goal(s)

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

Yes

In which GE area(s) does this apply?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning/Upper Division Area 5 or Area 2

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 Fall 2025 update 10-18-24.pdf

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?

No

General Education - Upper Division Area 5 or Area 2

Section 1.

Indicate in written statements how the course meets the following criteria for Upper Division Area 5 or Area 2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Area 2: Mathematical Concepts and Quantitative Reasoning

For courses in Mathematical Concepts and Quantitative Reasoning:

Develops basic mathematical or logical concepts, quantitative reasoning skills, and has general applicability in solving problems.

Students will develop basic mathematic and logical concepts, quantitative reasoning skills and apply those to solve problems in this course as they will be introduced to statistics and pathophysiological aspects of health conditions related to aging. Students have specific assignments to use their new skills in retrieving evidence-based data on health conditions that affect older adults. In the course syllabus and outline this includes the topics on interprofessional evidence-based practice including assessing and treating age-related diseases and conditions. Assessments that will measure students' ability to identify evidence-based resources and best practices for interprofessional health care for older adults. The syllabus contains description of the topics, materials, activities and assessments.

Develops computational skills or competence in the analysis of arguments.

Students will develop computational skills and competence in the analysis of arguments as they will need to search library databases for research studies related to a chronic condition that affects older adults and they will need to provide data to support their recommendations for interventions in the 'Chronic Conditions Self-Care Presentation' and the Assessment Analysis Assignment.

Please Note: Courses listed in this category:

1) Need not be introductory courses and need not be as broad in scope as courses included in Areas 2 and 5 i.e.; they may deal with a specialized topic.

2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas 2, 5A and 5B. For math courses, there must be an intermediate algebra prerequisite.

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

Students will meet this objective through content of several topics and assignments in the course. The syllabus and course map indicate which assignments meet this objective, which is objective #6 in the course. Students will cite critical observations, underlying assumptions, and apply important ideas related to mathematics (statistics and measurement) and life science (health science) through content of several topics and assignments in the course:

Video PowerPoint lectures with embedded quizzes on age-related changes and chronic conditions in older adults, including pathophysiology, risk factors, signs and symptoms, and treatment, for each human body system.

The Chronic Condition Self-care Presentation assignment is an online presentation analyzing a chronic condition that affects older adults. Students must use at least five peer-reviewed sources for their presentation and must include physiological information such as causes, symptoms, and treatments. This assignment meets objectives 1-7. It meets the B5 GE objectives as they will as they will demonstrate knowledge of statistics and epidemiological data to “cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in ... life science and mathematics” and “recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern”.

The syllabus description of this assignment is: The Chronic Condition Presentation assignment is a voice over PowerPoint video that will be submitted in Canvas. The presentation must have audio and visual components, such as a voice-over PowerPoint presentation. You will select a health condition and create a presentation related to self-care and resources for older adults with the condition. You will look at theoretical foundations of recommendations for self-care of the condition, considering holistic aspects (including race and ethnicity, gender identity, sexuality, socioeconomic status, or ability) affect older adults with the condition. You will then provide feedback on your peers' presentations. Detailed descriptions and the grading criteria# for each are provided in the course site in Canvas.# Students will use a minimum of 5 evidence-based sources.

The Assessment Analysis Written Assignment is a 500-word written analysis of evidence-based assessments for specific chronic condition that affects older adults. Students will search databases to identify assessments and provide an analysis of how research data is used to determine the appropriateness of assessments (measures) used to support interprofessional care for older adults. This assignment meets the B5 GE objectives as students will critique evidence-based assessments and will “cite critical observations and apply important ideas and models in ... life science and mathematics” and “recognize evidence-based conclusions about a public (health-related) concern.”

The syllabus description of this assignment is:

The Assessment Analysis Written Assignment is a 500- word written analysis of evidence-based assessments for specific chronic condition that affect older adults. You will search databases to identify assessments and provide an analysis of how of research data used to determine the appropriateness of assessments to use to support interprofessional care for older adults. You will discuss the appropriateness of assessments for holistic health of older adults and reflect on challenges in identifying appropriate assessments.

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Students will meet this objective through content of several topics and assignments in the course. The syllabus and course map indicate which assignments meet this objective, which is CO#7 in the course. Activities and assignments that meet this objective

Video PowerPoint lectures with embedded quizzes on age-related changes and chronic conditions in older adults, including pathophysiology, risk factors, signs and symptoms, and treatment, for each human body system.

Quizzes throughout the semester will assess students understanding of critiquing evidence-based sources related to health care of older adults. Content of these quizzes include how to search library databases for scholarly sources, how to identify and include 'scholarly' sources in writing, and how to interpret findings of scholarly sources. These quizzes support the course the B5 GE objectives as they will as they will demonstrate knowledge of statistics and epidemiological data to “recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern”.

The chronic condition self-care presentation assignment is an online presentation analyzing a chronic condition that affects older adults. Students must use at least five peer-reviewed sources for their presentation and must include physiological information such as causes, symptoms, and treatments. This assignment meets objectives 1-7. It meets course the B5 GE objectives as they will as they will demonstrate knowledge of statistics and epidemiological data to “cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in ... life science and mathematics” and “recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern”. This assignment also meets the first B5 GE objective, and the syllabus description is provided in that section.

The Assessment Analysis Written Assignment is a 500-word written analysis of evidence-based assessments for specific chronic condition that affects older adults. Students will search databases to identify assessments and provide an analysis of how research data is used to determine the appropriateness of assessments (measures) is used to support interprofessional care for older adults. This assignment meets the B5 GE objectives as students will critique evidence-based assessments and will “cite critical observations and apply important ideas and models in life science and mathematics” and “recognize evidence-based conclusions about a public (health-related) concern.” This assignment also meets the first B5 GE objective, and the syllabus description is provided in that section.

The Health Promotion Program Assignment and Flyer students will create a hypothetical program that is targeted toward older adults with a specific health issue. Students will create a flyer advertising the program and submit a 500-word assignment describing the evidence-based program design with a minimum of 3 evidence-based references. It meets course the B5 GE objectives as they will as they will critically evaluate evidence-based resources related to promote health for older adults, which will require them to “recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.”

The syllabus description states: In the Health Promotion Program Assignment and Flyer students will create a hypothetical program that is targeted toward older adults with a specific health issue. Students will create a flyer advertising the program and submit a 500-word discussion board post describing the evidence-based program design. Students will include a minimum of three evidence-based references. Detailed descriptions and the grading criteria#for each specific assignment are provided in the course site in Canvas.

The Interprofessional Collaboration Experience is a required assignment where students will work with students from different health profession courses to complete a case study regarding assessment and care of an older adult. They will then write a 500-word written reflection on your experience. It meets course the B5 GE objectives as they will critically analyze evidence-based reasons to defend their chosen role on the interprofessional team and reflect on the value of the interprofessional team in providing healthcare for older adults, which will allow them to “recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern”.

The syllabus description states: The Interprofessional Collaboration Experience is a required assignment where you will work with students from different health profession courses to complete a case study regarding assessment and care of an older adult. You will then write a 500-word written reflection on your experience. You will need to complete assignments and modules before the experience. Instructions for participation will be provided in Canvas. Students will use a minimum of 3 evidence-based sources.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

This objective is not included in the course, as students do not need to meet all objectives to meet GE B5. While this objective is not included, students will examine philosophical perspectives pertaining to the practice of science when they discuss theories related to aging.

Includes a writing component described on course syllabus

1) 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.]

The course syllabus contains this information about the standards for written work: All writing in the course is expected to be at the bachelor’s degree level for college writing. Standards for grading are according to the standards listed in the Sacramento State writing program. Unless otherwise noted, all papers must adhere to the APA 7th Edition formatting and writing standards. I am committed to your success and recommend using the Reading & Writing Center to build your skills for writing and editing your work.

As this course is an upper division GE course, students must submit assignments with a minimum of 1500 words of formal, graded writing. Students meet this requirement with the three written assignments of 500 words each. In addition, there will be formal writing in discussion boards and an online presentation.

The first written assignment is due week five and the discussion board assignment is due earlier in the semester, allowing for time for students to receive feedback on their writing to improve. Faculty will use a detailed grading rubric and comments on their writing to deliver feedback.

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.

We paid careful attention in this course proposal to design assignments that will meet the measurable course objectives, including the B5 GE course objectives that relate to this course. We designed the assignments that will assess the B5 GE objectives based on approved courses on other topics, and created the focus on this unique topic on interprofessional health care for older adults. Approving this course as a fully online B5 GE will fulfill the need for many students in regards to graduation requirements, and will increase the number of students who have knowledge regarding how to critically analyze evidence regarding health care of older adults in our community.

Please attach any additional files not requested above:

GERO 122 changes email 10-21-2024.docx

Reviewer Comments:

Emily Wickelgren (wickelgr) (Wed, 16 Oct 2024 18:04:56 GMT): Rollback: See email on 10/16/24

Key: 2438