Department of Gerontology, College of Social Sciences and Interdisciplinary Studies
California State University, Sacramento

GERO 122/222: Interprofessional Approaches to Health Care in Older Adults
Spring 2025 Syllabus

Part 1: Course Information

Instructor Information

Tara J. Sharpp, RN, PhD
Office: Folsom Hall 2007
Office Hours: By appointment via email or SignupGenius
Phone: 415/608-3446 (please identify yourself in texts)
Email: tara.sharpp@csus.edu

Section 01 & 02 Faculty
Jenny Stevenson, MS, DHSc
Office: Amador Hall 552D
Office Hours: Drop-in via Zoom Wednesdays 5:30 – 6:15 PM or by appointment
Phone: 916/ 595-5231 (please identify yourself in texts)
Email: j.stevenson@csus.edu

Section 03 Faculty
Terrence Ranjo, RN, MSN
Office: Amador Hall 552D
Office Hours: Drop in via Zoom on Mondays, 5:30-6:30 PM or by appointment
Email: terrence.ranjo@csus.edu

Course Description

GERO 122 (Undergraduate): Offers in-depth study/analysis of prevalent pathophysiological-based diseases and psychological disorders commonly experienced by older adults and frail elder populations. Disease/disorder causes and the effects of chronic illness on individuals' activities of daily living, sexuality, relationships, and coping abilities with changing lifestyles are examined using a life course framework and evidenced-based research. Assessment tools, lab value changes, medication needs, complications/disabilities, traditional/alternative treatments and ethical issues rising from meeting needs are investigated along with implications for caregivers. Units: 3.0

GERO 222 (graduate): 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.

Prerequisite

- None

Gerontology Diversity & Inclusion Statement

As part of our commitment to social justice and the Anti-Racist and Inclusive Campus Plan, the Gerontology Department works to support and uplift all historically underrepresented communities, on an off campus, and condemn any forms of bias on the basis of age, race, ethnicity, caste, nationality, immigration status, gender/transgender, sexual orientation, disability/ability, religion, cultural attire, body size/shape, class, and more. We strive to be an exemplary leader in inclusive learning.

Land Acknowledgment

Sacramento State is proud to recognize the California Native Nations, communities, and peoples throughout the state and acknowledge the diverse Indigenous peoples connected to this territory. Our campus operates on the traditional and ancestral homelands of the Miwok, Wintu, Maidu, Nisenan (Southern Maidu), and Patwin Native peoples.

Course Structure

GERO 122 and GERO 222 are fully online asynchronous courses accessed through Canvas. Students will expect to spend about three hours of course content each week during this 15-week course (to total = 45 hours) plus an additional 6 hours a week in independent study, per the CSU Credit hour policy.

Teaching strategies include online lectures with embedded quizzes, discussions, case studies, small group discussions and learning activities, quizzes, audio-visual aids and on-line learning activities.

You will complete the assignments on your own time frame as long as you meet the due dates for assignments. Course content is structured into weekly Modules. You can access these Modules by clicking on **"Modules"** located on the left side navigation menu in Canvas. You will complete activities each week. Each weekly module will have objectives, activities (readings and videos), and assignments. Some weeks may require more time due to the nature of the assignments. We advise you to review activities for each module at least a week in advance to adequately plan your time.

Required Course Materials

Required Textbook

- No required textbook. Readings will be assigned and available via Canvas. (No Cost Materials Course)

Recommended Texts & Other Readings

- Other instructional materials will be made available in the Canvas (See Modules).

Technological Requirements

- For this course, you are encouraged to have access to a properly functioning personal device, stable high-speed Internet connection, video camera, microphone, and access to Canvas throughout the semester. You will need your devices to download, complete, and upload assigned work on Canvas.

- Access to: Sac State e-mail, and TurnItIn, Microsoft Word, and Adobe Acrobat Reader.

  - If you do not have a computer, information on checking out a laptop (short-and long-term) can be found on the IRT webpage.

- You can download free software from the Sacramento State Information Resources and Technology website.

  - Technical Skills, including how to navigate Canvas.

Technical Assistance

- If you need technical assistance at any time during the course or to report a problem with Canvas, you can:

  - Submit a Ticket to Report a Problem to the Information Resources and Technology Support Team
  - Call the Canvas Support line at Sac State: M–F 8a.m. – 5p.m. (916) 278-2450.
  - Schedule a Consultation to get assistance with Canvas and other Academic technologies.
  - Visit the Canvas Student Video Guides
  - Visit the Canvas Student Web Tutorials

> **Important Note**: This syllabus, along with course assignments and due dates, are subject to change. I highly encourage students to check Canvas for corrections or updates to the syllabus daily. Any changes will be clearly noted in a course announcement or through Canvas messages or Sac State email.

Part 2: Student Resources

Inform Your Instructor of Any Accommodations Needed

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disability Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@csus.edu. For a complete listing of services and current business hours visit the Disability Access Center website.

Sac State's Commitment to Basic Foundational Needs:

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The Crisis Assistance and Resource Education Support (CARES) office provides case management support for any enrolled student.

Wellness: Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Title IX

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience

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related to sexual misconduct which includes, but is not limited to rape, relationship violence, or stalking, all faculty and staff members are obligated to report this disclosure to the university's Title IX Coordinator. Contact Sac State's Title IX Coordinator, Skip Bishop, at (916) 278-5770 or email at william.bishop@csus.edu. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

> Student Health & Counseling Services at The WELL
>> On Campus Phone Number: 916-278-6461
>> Website: www.csus.edu/shcs
> Campus Confidential Advocate
>> Email: weave@csus.edu
>> On Campus Phone Number: 916-278-5850 (during business hours)
>> WEAVE 24/7 Hotline: 916-920-2952

Building Relationships & Communication

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Understand When You May Drop This Course

The University has specific deadlines for a student to drop and withdrawal from a course. According to the University's Drop and Withdrawal Policy, it is the student's responsibility to understand when they need to consider disenrolling from a course. Academic counselors can help you make the right decision for your circumstances and academic progress. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family. Communicate any conflicts or challenges early so I can support your success.

Respectful Use of Technology in the Classroom

Students who utilize computers during class should use them for class

activities and be considerate and respectful of classmates around them. Students may be asked to shut down computers if such use becomes a distraction to other learners.

No recording of any kind (e.g., digital, photograph, audio, video) is permitted during any GERO 122 activities. For asynchronous zoom classes, students must have access to a working speaker and microphone. Webcam use is preferred but optional.

Part 3: Course Objectives

You must meet all course objectives in order to pass the course. Upon completion of this course, you will be able to:

1. Analyze basic interdisciplinary information related to principle chronic diseases experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.
2. Analyze representative psychological disorders experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.
3. Apply interdisciplinary evidence-based data when analyzing older adults' and families' holistic responses to chronic diseases and psychological disorders.
4. Analyze and use interdisciplinary theories and strategies that have been used successfully to maintain maximum functioning, optimal wellness, and comfort in older adults and families with chronic diseases and psychological disorders.
5. use interdisciplinary evidence-based theories and models to develop alternative solutions to situations arising from chronic diseases and psychological disorders for older adults and families.
6. analyze evidence-based health promotion programs that assist older adults and families in maintaining and improving quality of life.
7. exhibit personal and social responsibility by adhering to university, course and agency policies and standards.
8. complete course assignments according to syllabus using effective basic written and oral communication skills.

Objectives in this course will be met through written assignments, discussion boards, and participation (F2F, synchronous and asynchronous online). Keeping up with the scheduled due dates will support your successful completion of this course. If you are struggling to keep up with the schedule, please reach out to me as soon as possible. Together we can strategize solutions.

Assignments

Required assignments for GERO 122 are described briefly below, please see Canvas for more detailed assignment information and grading rubrics.

Discussion board postings

Two required discussion board postings will be assigned throughout the course (plus the Chronic Disease Health Promotion Assignment). Specific instructions and resources needed to support your success will be provided with each discussion board. Read the directions for each

discussion board thoroughly. Complete a thoughtful and well-written response to the prompt and to classmates' postings when required (see rubric for further information on what is considered "thoughtful" and "well-written responses).

Chronic Disease Health Promotion Program Flyer & Assignment

In the Chronic Disease Health Promotion Program Assignment and Flyer students will create a hypothetical program that is targeted toward older adults with a specific health issue. GERO 122 Students will include a minimum of 3 evidence-based references and GERO 222 will include 5 evidence-based references. Detailed descriptions and the grading criteria for each specific assignment is provided in the course site in Canvas.

Video Quizzes

There are required online videos with embedded quizzes on various health conditions that affect older adults. You will watch the videos and answer the embedded quizzes to receive credit for the activities.

Resources Table Assignment

The Chronic Condition Resources Table is a compilation of resources that you will gather throughout the semester. Detailed descriptions and the grading criteria for each are provided in the course site in Canvas.
GERO 122 students will use a minimum of 1 resource for each condition
GERO 222 students will use a minimum of 2 resources for each condition

Interprofessional Collaboration Experience and Assignment

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 written reflection on your experience. You will need to complete assignments and modules before the experience. Instructions for participation will be provided in Canvas.

Chronic Condition Presentation and Peer Responses

The Chronic Condition Presentation assignment is a voice over PowerPoint video that will be submitted in Canvas. You will select a health condition and create a presentation related to self-care and resources for older adults with the condition. You will then provide feedback on your peers' presentations. Detailed descriptions and the grading criteria for each is provided in the course site in Canvas.
GERO 122 students will use a minimum of 5 evidence-based sources
GERO 222 students will use a minimum of 9 evidence-based sources

Part 4: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding module. Calendar and activities are subject to change with advanced notice in Canvas. If you have any questions, please contact your instructor.

Week	Topic	Activities	Assignments
1	Overview of course, Introduction to healthcare for older adults, Evidence-based scholarly writing	- Complete Course Welcome Module - Review Syllabus - Introduction to healthcare for older adults - Evidence-based Scholarly writing module	- Course Orientation Assignments & Syllabus Quiz - Overview of Age-related changes and Health Conditions Video Assignment Quiz - Evidence-based scholarly writing quiz
2	Cardiovascular System Conditions, Respiratory System Conditions	- Readings on Canvas - ConsultGeri Cardiovascular and Respiratory resources - American Heart Association Website - Videos on Canvas	- Cardiovascular & Respiratory rows of resources table - Cardiovascular & Respiratory Video assignments quiz
3	Endocrine System Conditions, Immune System Conditions, & Musculoskeletal systems	- Readings on Canvas - ConsultGeri Resources on Canvas - Videos on Canvas	- Endocrine, Immune, & musculoskeletal systems rows for resources table - Endocrine, Immune, & musculoskeletal systems video assignments
4	Holistic Assessment, Aging Theories,	- Holistic Assessment online module Video lecture and *Nursing Times* Assessment of Older Adults series - Theories of Aging online module - Evaluating GenAI Activity and Discussion	- Assessment module and video assignment - Aging Theories Resource Module - Choose topic and theory for final assignment - Evaluating Resources and Assessments discussion activity
5	Assessment of	- Readings on Canvas - ConsultGeri Resources on Canvas	Rows of resource table for pain, falls, sleep, and

	age-related concerns (pain, falls, sleep, medications)	● Videos on Canvas ●	medications ● Evaluation of GenAI resources for health conditions of older adults discussion board
6	Gastrointestinal System Conditions, urinary/ Renal Systems Conditions, & Reproductive System Conditions	● Readings on Canvas ● ConsultGeri Chronic Disease resources ● Explore NIH websites ● Videos on Canvas	● Gastrointestinal, Urinary/Renal, and Reproductive Systems rows of Resources table ● Gastrointestinal, Urinary/ Renal, and Reproductive Systems Video Assignments
7	Chronic Diseases of the Nervous System & Normal Cognitive changes	● Readings on Canvas ● Readings and videos on Canvas ● Self-selected articles related to Presentation Topic	● Nervous System and Cognitive Aging Video Assignment ● Neurocognitive Disorder/Dementia rows for Resource Table
8	Interprofessional Collaboration Part I	● ConsultGeri website linked in Canvas ● Readings on Canvas ● Interprofessional collaboration materials and Case Study Group Activity in Canvas	● Interprofessional collaboration experience (Canvas Modules and case study)
9	Interprofessional Collaboration Part II	● Readings and materials in Canvas ● Completion of Interprofessional collaboration materials and Case Study Group Activity in Canvas	● Interprofessional collaboration written assignment
10	Person-centered dementia care	● Readings on Canvas ● Websites & videos on Canvas ● Self-selected articles related to Presentation Topic ●	● Caregiving reflection discussion board ● Levels of Care/ Housing and Caregiving rows for Resource Table
11	Mental Health Issues in Older Adults	● Readings on Canvas ● Videos in canvas ● Websites linked in Canvas ● Self-selected articles related to Presentation Topic	● Mental Health Video Assignment ● Mental Health rows of resource table

12	Self management, Health Promotion Programs, & Exercise/ Mobility	• Readings on Canvas • Assigned articles in Canvas • NCOA EBHP Module • Self-selected articles related to Presentation Topic	• Health Promotion Program Assignment and Flyer
13	Aging with a Disability, Sensory changes, & conditions	• Readings on Canvas • Videos in Canvas • Class discussion • ConsultGeri resources on oral health • Work time for final presentations and Q&A •	• Sensory, Disability, Skin, and oral health rows on resources table • Disabilities class assignment
14	Quality at EoL: Hospice & Palliative Care	• Readings on Canvas • Websites & videos on Canvas • Self-selected articles related to Presentation Topic	• EoL Care row in resources table • EoL Care Video Assignments
15-16	Presentations and Peer Review	• Self-selected articles related to Presentation Topic • Completion of final assignment • Review of peers' presentations	• Chronic Disease Resource Table due • Presentations due • Peer responses due

Important Note: Please see Canvas for the detailed schedule, module and assignment instructions, and due dates.

Part 5: Grading Policy

You must complete all work to receive credit for this course and meet course objectives.

Assignment Completion & Late Work

Assignment due dates are planned to help me check your learning and support your learning success. Completing all assignments by the due dates will help you plan and pace your semester.

Late Work Policy

A late assignment will be deducted 10% of the total possible points for the first week the assignment is late, and 20% of the total possible points the second week. Assignments more than 14 days late will receive zero points.
Exceptions to the late penalty will only be made according to the University excused absences policy. Please notify me (your assigned faculty grader) if you have an excused absence as soon as possible. We understand that in some cases, such as emergencies or hospitalizations, you may not be able to notify me until after the missed assignment. We also understand that in some cases, it may be difficult to talk about the reason why you are unable to attend class. If it is a personal reason, such as health-related or family, you do not need to provide private information, but you can provide evidence of an appointment made with a health professional without any sensitive details. Please contact me with as much information as you feel comfortable sharing, and I will let you know what type of documentation you should provide to make up for the missing required assignment. The sooner you let me know about your excused absence, the more options for class adjustments we may have for you.

Commit to Academic Integrity & Honesty

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Practicing academic honesty shows your commitment to the Hornet Honor Code and to adhere to all policies within the School of Nursing Student Handbook. Violation of any of these principles, whether during class times or course-related activities, including online activities, may result in one or more of the following: letter of reprimand placed in the student file, notice of jeopardy of failing a course, failure of a course, referral to University Student Affairs, and/or dismissal from the nursing program and/or the University.

All students are expected to be familiar with and adhere to the [Academic Honesty Policy](). If any part of your written or verbal work is suspected of academic dishonesty (whether you benefited from or provided an unfair advantage), the School of Nursing Student Handbook requires notification of the University's Student Affairs office. Violations of the policy will result in disciplinary action and/or academic sanctions. Academic sanctions may include an oral reprimand, reduction in an assigned grade or failing grade, or a referral for administrative/disciplinary sanctions.

Use of Artificial Intelligence or Chatbots

At Sacramento State, academic dishonesty is defined as any act of cheating or plagiarism. This includes the use of artificial intelligence (AI) such as ChatGPT, Grammarly's Paraphrase function or other sources, to generate or complete any assignment. IMPORTANT NOTE: If you use Grammarly or similar programs to review your writing, you must save and provide an unedited draft to demonstrate your own work. You may not use AI to write sentences for any assignment, presentation scripts, discussion boards, essays or quiz questions.

Student work submissions may be screened for AI use. Appropriate uses of AI may be to proofread grammar and mechanics of your own original writing or provide resources to be evaluated. Students are responsible for verifying the accuracy of any utilized materials provided by AI. Please notify faculty if you have any questions regarding the use of AI. If you do use AI for any reason, you should [cite the source in APA format, such as this tutorial for citing ChatGPT]().

TurnItIn

Some writing assignments in GERO 122 are submitted to Turnitin to check for originality in the writing. Instructions will be posted in Canvas and reviewed during class.

Consistent with Sacramento State's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool, per faculty request.

You should submit papers to Turnitin assignments without identifying information included in the paper (e.g., name or student number), the

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system will automatically show this info to faculty in the course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained in the global Turnitin repository beyond the initial comparison.

Graded Course Activities

Visit the Assignments link in Canvas for details about each assignment listed below.

Assignment	
Orientation Assignments	0%
Chronic Disease Health Promotion Program Assignment	15%
Interprofessional Collaboration Experience and Assignment	15%
Resources Table	15%
Chronic Condition Self Care Presentation and Peer Review	25%
Discussion Boards Assignments (2)	5%
Weekly Online/ Class Assignments and Discussions	25%
Total	100%

Viewing Grades in Canvas

Points you receive for graded activities will be posted to the Canvas Grade Book. From a computer or mobile device, select the Grades option from course navigation to view your grades.

Instructors will provide feedback on assignments in a timely matter. You can expect feedback on discussion boards, in-class assignments, and one-page assignments within 1 week and other written assignments such as papers and presentations within 2 weeks. I will notify you if I am unable to provide feedback within that timeframe and provide a new time that students should expect to receive feedback. You will see a visual indication of new grades posted on your Canvas home page under Recent Feedback and/or next to the Grades link on course menu.

Letter Grade Assignment

The letter grade for the course is based upon assignments, written work, and participation. All assignments must be completed to receive a course grade. No credit will be received for partial completion of the required course assignments.

Final grades assigned for this course will be based on the percentage of total points earned rounded to the tenth place, and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70 -72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	0-59.9%

Incompletes

According to the University's Grading Policy, it is the student's responsibility to request a grade of Incomplete. An instructor may or may not grant this request and will consider such factors as student's work to-date and amount of work still to be completed in making a determination. I follow the details of the university's grading policy for incompletes. Please communicate with me as soon as possible so we can discuss strategies to meet your goals.

Grade Appeals

Students who wish to appeal their grade must follow Sacramento State's Grade Appeal Policy and Procedures.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Conduct.

Course policies are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas.

Important note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.