

WEST HILLS COLLEGE LEMOORE
COURSE OUTLINE OF RECORD (COR)

FACULTY ORIGINATOR: Marleen Smart & Leslie Catron

DATE: 11/12/2012

NEW COURSE PROPOSAL COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education (DE) Addendum
- Adopted Textbook Form
- Form A Prerequisite
- Form B Prerequisite
- Form C Limitations on Enrollment

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)
Credit Status: [Choose an item.](#)
Basic Skills Status: [Choose an item.](#)
SAM Code: [Choose an item.](#)
Prior to College Level: [Choose an item.](#)
Noncredit Category:
Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: Marleen Smart
Comments: [Click here to enter text.](#)

Date: 3/19/2012

Curriculum Representative: Leslie Catron
Comments: [Click here to enter text.](#)

Date: 11/30/2012

Technical Review: [Click here to enter text.](#)
Comments: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Chief Instructional Officer: [Click here to enter text.](#)
Comments: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transferability
- Prerequisite(s)
- Course Objectives

OTHER CHANGES – check all that apply

- | | |
|--|---|
| <input checked="" type="checkbox"/> Five Year Review | <input checked="" type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite/Corequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education Addendum |
| <input type="checkbox"/> Course Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Methods of Assessment |

LEARNING AREA APPROVAL

- Changes or revisions to the curriculum have been discussed with learning area faculty.
- Supporting evidence attached at the end of the document (i.e., emails with header information, learning area minutes with attendees, etc.)

NEW COURSE PROPOSAL (use for new courses only)

Total Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	

COURSE PREFIX and NUMBER: NURS 11
COURSE TITLE: Gerontology Community Nursing
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

Room Space Requirements: Standard classroom
Staff Requirements: BRN approved Master's prepared Registered Nurse
Equipment Requirements: Projector and white board

COURSE OUTLINE (use for all courses)

UNITS: 1 Semester Lecture Hrs: 18 Semester Lab Hrs:

Grading (check all that apply): Minimum Pass/No Pass
pass 77%

Repeatable for Credit? Yes *Maximum number of times taken for credit:* No

Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

NURS 11 builds on previous medical-surgical knowledge and skills in applying the nursing process focusing on the older adult living in the community. Throughout the course gerontological nursing theory is incorporated. Emphasis will be on lifestyle and physical changes that occur with aging, the process of initiating health referrals for the older adult, and the outcome criteria for evaluating the aging individual's response to teaching and learning. The student will also explore interventions to increase the older adult's functional abilities. This course emphasizes the professional role of the nurse in assisting older adults in locating and utilizing appropriate community resources. Skills will be fostered in the area of management, quality assessment and the nurse as a change agent. Value systems, self-analysis and health care team collaboration related to interacting with the gerontological population will be explored along with personal professional developmental issues.

2. Prerequisites (List course prefix, number, and title) Not applicable

Successful completion of the following :

- BIO 32 (Human Anatomy)
- BIO 35 (Human Physiology)
- BIO 38 (Microbiology)
- NUT 1 (Basic Nutrition)
- PSYCH 1 (General Psychology)
- ENG 1A (Composition and Reading)
- CHEM 2A (Introductory Chemistry)

Choose one:

- SOC 1 (Introduction to Sociology)
- SOC 2 (Critical Thinking Social Problems)
- ANTHRO 2 (Introduction to Cultural Anthropology)

Choose one:

- COM 1 (Elements of Speech)
- COM 4 (Small Group Dynamics and Presentation)

- NURS 1 (Foundations of Nursing)
- NURS 1L (Foundations of Nursing Lab)
- NURS 2 (Medical Surgical Nursing I)
- NURS 2L (Medical Surgical Nursing I Lab)
- NURS 3 (Basic Pharmacology)
- NURS 4 (Medical Surgical Nursing II)

COURSE PREFIX and NUMBER: NURS 11
COURSE TITLE: Gerontology Community Nursing
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

NURS 4L (Medical Surgical Nursing II Lab)
NURS 5 (Obstetrics-Maternity Nursing)
NURS 5L (Obstetrics-Maternity Nursing Lab)
NURS 6 (Advanced Pharmacology)
NURS 7 (Medical-Surgical Nursing III)
NURS 7L (Medical-Surgical Nursing III Lab)
NURS 8 (Mental Health-Psychiatric Nursing)
NURS 8L (Mental Health-Psychiatric Nursing Lab)
NURS 9 (Pediatric Nursing)
NURS 9L (Pediatric Nursing)
NURS 10(Medical-Surgical Nursing IV)
NURS 10L (Medical-Surgical Nursing IV Lab)
NURS 13 (Leadership)
NURS 14A (Foundations Learning Lab)
NURS 14B (Pharmacology/Obstetrical Learning Lab)
NURS 14C (Specialty Nursing Learning Lab)
LVN to RN Bridge Students: NURS 12 (Role Transition) and NURS 12L (Role Transition Lab), LVN license
Health and Safety Requirements

3. Corequisites (List course prefix, number, and title) Not applicable

Concurrent enrollment in NURS 11L (Gerontology Community Nursing Lab)

4. Advisories (List course prefix, number, and title) Not applicable

5. Enrollment Limitations (Describe health/safety, audition, tryout, or cohort limitation) Not applicable

Enrollment will vary depending on BRN approval and funding sources.

6. Course Objectives (Number each objective; objectives must define the exit skills required of students; use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

Upon completion of the course the student will be able to meet the following objectives:

- A. Describe the current and projected changes in the elderly population.
- B. Compare and contrast the roles and responsibilities of the gerontology nurse.
- C. Compare the major features, advantages and disadvantages of the housing and care options for the elder adult in the community continuum of available resources.
- D. Discuss the advantages and disadvantages of standardized assessment tools in determining functioning, planning of care and documentation for reimbursement.
- E. Examine the significance of psychosocial, economic and gender status that impact positive and negative adjustments to life transitions.
- F. Differentiate between delirium, depression, and cognitive impairment in the elderly with appropriate strategies to optimize functional abilities.
- G. Define and describe interventions to promote personal and environmental safety for the community dwelling older adult.
- H. Evaluate the strategies that promote rest, sleep and activity in the elder adult.

- I. Describe effective measures for supporting connection and sexual health to promote self esteem in the elderly.
- J. Define and describe special strategies to promote health education in the elderly.
- K. Analyze strategies to promote wellness through nutrition and supportive services in the community.
- L. Describe the preventative and supportive services available in the community to promote independence at its highest level.
- M. Identify the range of care giving situations in the community and strategies to support the caregivers with their challenges.
- N. Describe management incontinence to promote independence at its highest level.
- O. Describe effective measures for coping with chronic illness in the community.
- P. Discuss the impact that persistent pain has on the quality of life of elderly adults and strategies to optimize functional abilities.
- Q. Describe the ethical issues facing the elder adult in multiple health care settings in the community.
- R. Describe the legal issues facing the elder adult in multiple health care settings in the community.
- S. Describe the financial issues facing the older adult in multiple health care settings in the community.
- T. Discuss the role of the nurse in multiple health care settings in the community in providing nursing care to assist in quality of life at the end of life.
- U. Explore the cultural considerations of end of life care from your personal perspective and the perspective of your diverse elderly adults in the community.
- V. Discuss the factors present at end of life that influence communication and the appropriate communications techniques used to facilitate end of life decisions.
- W. Describe the nursing care that best supports the elder and their significant others during the stages of loss, grief and bereavement.
- X. Describe the nursing care that best supports the elder and significant others at the end of life and time of death.

7. Course Content Lecture(Use outline format with letters for differentiating major topics and numbers for subtopics ; list major topics or lesson units; differentiate content of each level, when levels are assigned)

- A. Module 1 – Roles of the Gerontology Nurse in the Community
- B. Module 2 – Care of the Cognitively Impaired Elder in the Community
- C. Module 3 – Safety Needs of the Elderly in the Community
- D. Module 4 – Promoting Wellness of the Elderly in the Community
- E. Module 5 – Promoting Independence in the Community
- F. Module 6 – Legal, Ethical and Financial Needs of the Elder Adult in Multiple Health Care Settings in the Community
- G. Module 7 – Promotion of Quality of Life of the Elder Adult in the End of Life

8. Course Content Lab (Use outline format with letters for differentiating major topics and numbers for subtopics ; for courses with lab hours only) Not applicable

9. Methods of Instruction (Use outline format with letters for differentiating methods ; list instructor initiated teaching and learning strategies)

- A. Lecture and PowerPoints
- B. Videos
- C. Group interactive encounter experience
- D. Standardized Patient simulation
- E. High fidelity simulation education
- F. Anatomical models

10. Out-of- Class Assignments (Use outline format with letters for differentiating assignments; examples include, but are not limited to, mandatory field trips, applied field work, etc.) Not applicable

11. Methods of Assessment (Use outline format with letters for differentiating major topics and numbers for subtopics ; list measurements of student achievement, writing assignment, and/or proficiency demonstration)

- A. Exams
- B. Classroom quizzes
- C. NCLEX questions
- D. Article assignments

12. Cultural Pluralism Assignments and Methodology (Describe specific instructor initiated examples examining aspects of culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies; examples should be comparative among multiple social groups, and include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience)

Cultural diversity is a thread that runs throughout this program. Students will be assigned patients based on diagnosis, which will include a variety of cultural, ethnic and socioeconomic backgrounds.

13. Critical Thinking Assignments (Use detail and state in cognitive terms reasonable, reflective thinking that focuses on observational skills, self-awareness, reasoning skills, questioning skills, problem-solving skills, and presenting one’s position on an issue or solution)

Appropriate critical thinking and interventions will be required upon abnormal assessment findings in the clinical setting and students will have to learn to organize, delegate and prioritize when performing their patient care. Therefore, scenarios and case studies will be assigned that require critical thinking to accomplish the learning objectives. Medication dosage calculations, drug compatibilities, and therapeutic drug effects will require critical thinking skills.

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are ADA compliant and currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Include an itemized list of materials requested including source, title, ISBN, and/or other purchase information:

[Click here to enter text.](#)

TEXTBOOK FORM (use for all courses)

All transfer-level courses are required 1) to have a primary text with a 12th grade or higher readability and 2) be no more than five years old. Exceptions will be subject to Curriculum Committee approval. Secondary textbooks and other instructional materials are not restricted to specific readability levels or publication dates. All textbooks must have readability statistics attached.

REQUIRED PRIMARY STUDENT TEXTBOOK(S) / MATERIAL(S)

Title: Basic Geriatric Nursing
Edition, Publication Year: **5th 2011**
Author(s) Last Name, First Name: Wold, G
Publisher: Mosby
Readability Level: 15.8

ISBN/Website: 9780323073998

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

Basic Geriatric Nursing

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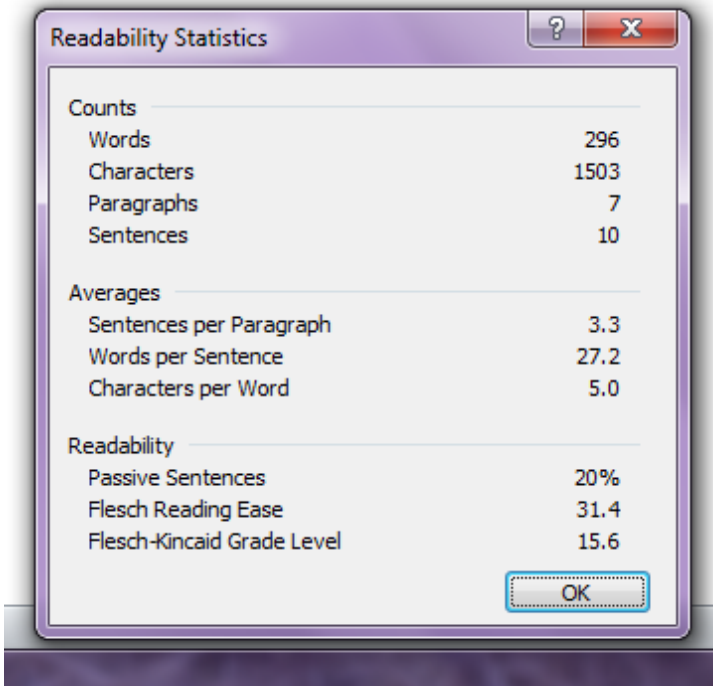
The term gerontics, or gerontic nursing, was coined by Gunter and Estes in 1979 to define the nursing care and service provided to older adults with the aim of gerontic nursing to “safeguard and increase health to the extent possible and to provide comfort and care to the extent necessary. This textbook focuses on gerontic nursing and ways to promote high-level functioning and methods of providing care and comfort for older adults.

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A major contributing factor to the rapid explosion in the elderly is the aging of the cohort commonly called the Baby Boomers. Age cohort is a term used by demographers to describe a group of people born within a specific time period. The most significant cohort today is the group known as Baby Boomers that consists of people who were born after World War II between 1946 and 1964. Baby Boomers account for approximately one-third of all Americans today and because of this group’s size, this group has had, and will continue to have a significant influence in all areas of society. It remains to be seen if this group will experience aging in the same way as previous generations have experienced changes or whether they reinvent the aging and retirement experience.

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A more formal type of group home call community-based residential facility is available in some communities, offering a monthly fee for services of room and board, help with activities of daily living, assistance with medications, yearly medical examinations, information and referrals, leisure activities, and recreational and therapeutic activities. Fees for this type of housing may be paid by the individual or may be paid by state agencies or county. Most of the facilities provide for private or semiprivate rooms with community areas for dining and socialization.



Health and Wellness Learning Area Meeting

West Hills College Lemoore

September 6, 2011

Room 238

12:00 p.m. – 1:00 p.m.

10) Curriculum Committee Report

L. Catron reported that RN & LVN curriculum is up for review and that new curriculum forms will be available in October. L. Catron also informed the learning area that she is working on the grid for the 5 year review. R. Ragsdale reported that the state has been evaluating various courses in the PE areas and he is working with M. Hendrickson to adjust the pre-requisites for basketball and bad mitten curriculum. He is also trying to finish volleyball curriculum so that the course can be offered in the spring.

Health and Wellness Learning Area Meeting

West Hills College Lemoore

September 27, 2011

Room 238

12:00 p.m. – 1:00 p.m.

7) Curriculum Committee Report – Leslie

L. Catron reported Curriculum had their first meeting and that the committee underwent training. Training is necessary if you are in need of a substitute to fill in for a curriculum meeting. She reported that the training is located on the curriculum portal.

L. Catron also reported that all new forms should be ready in two weeks. J. Preston encouraged the learning area if the deadline has passed you can still submit the forms.

Health and Wellness Learning Area Meeting

West Hills College Lemoore

November 8, 2011

Room 239

12:00 p.m. – 1:00 p.m.

8) Curriculum Committee Report – Leslie:

L. Catron reported that the curriculum forms went through the second reading and should be up later in the week to use. She noted that the curriculum packet forms will have a few changes and that the short form will no longer be used. If writing or revising curriculum; use the new forms.

10.1- Course Deactivations/Deletions- Rodney:

R. Ragsdale asked the faculty to check their e-mails regarding information he sent of deactivating courses such as PE 6 & PE 52 while keeping courses PE 46 & PE 48 active.

10.2- TMC Kinesiology:

R. Ragsdale handed out a Kinesiology Transfer Model Curriculum form and shared with the learning area that the state passed the KINES degree. He will work with M. Hendrickson to help check over courses for a two option degree and pass the report on to Coalinga.

Health and Wellness Learning Area Meeting
West Hills College Lemoore
February 7, 2012
Room 239
12:00 p.m. – 1:00 p.m.

9) Curriculum Committee Report – Leslie:
10.1- Course Revisions for Spring 2012?

L. Catron reminded the learning area to submit any forms they may have for TRC. She noted that Nursing and PE have turned in paperwork using the new curriculum forms.

S. Droker reminded the learning area to visit the WHCL Curriculum Team Site to view the curriculum schedule. L. Catron added that the Curriculum handbook is also available on the portal.

Health and Wellness Learning Area Meeting
West Hills College Lemoore

April 10, 2012
Room 239
12:00 p.m. – 1:00 p.m.

10) Curriculum Committee Report – Leslie:

L. Catron noted that the Paramedic program curriculum has been completed by Marleen Smart and submitted to TRC for review. She requested input as others would seem appropriate.

TRC will review all nursing, PE, and Paramedic courses on April 16, 2012. The final forms with corrections are due to be posted to Curriculum Committee by Monday April 23, 2012 before 1 p.m. ensuring review in this semester.