

**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: 5/3/2012

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)**

<b>Total Units:</b>	Semester Lecture Hrs:	Semester Lab Hrs:
<b>Transferability (attach evidence):</b>	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
<b>New Major?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major: <a href="#">Click here to enter text.</a></i>		
<b>Intended for Transfer?</b>	<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
<b>Associate Degree?</b>	<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
<b>Certificate Program?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate: <a href="#">Click here to enter text.</a></i>		

**Room Space Requirements:** N/A, occurs in the community

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

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**Staff Requirements:** Masters prepared, Board of Registered Nursing approved RN  
**Equipment Requirements:** N/A

**COURSE OUTLINE (use for all courses)**

UNITS: 1 Semester Lecture Hrs: Semester Lab Hrs: 54

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

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

Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

NURS 11L 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 in a healthcare or community setting. 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)
- NURS 4L (Medical Surgical Nursing II Lab)

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NURS 5 (Obstetrical-Maternity Nursing)  
NURS 5L (Obstetrical-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 11 (Gerontology Community Nursing)

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 upon approval by the Board of Registered Nursing.

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 the major features, advantages and disadvantages of the housing and care options for the elder adult in their community.
- C. Utilize standardized assessment tools in determining functioning, planning of care and documentation for reimbursement.
- D. Assess for the significance of psychosocial, economic and gender status that impact positive and negative adjustments to life transitions.
- E. Differentiate between delirium, depression, and cognitive impairment in the elderly with appropriate strategies to optimize functional abilities.
- F. Intervene to promote personal and environmental safety for the community dwelling older adult.
- G. Plan strategies that promote rest, sleep and activity in the elder adult.
- H. Utilize effective measures for supporting connection and sexual health to promote self esteem in the elderly.

- I. Utilize special strategies to promote health education in the elderly.
- J. Promote wellness through nutrition and supportive services in the community.
- K. List the preventative and supportive services available in their community to promote independence at its highest level.
- L. Implement effective measures for coping with chronic illness in the community.
- M. Implement plans to manage persistent pain that impacts the quality of life of elderly adults.
- N. Describe the ethical issues facing the elder adult in multiple health care settings in the community.
- O. Understand the financial and legal issues facing the elder adult in multiple health care settings in the community.
- P. Implement nursing care that best supports the elder and their significant others during the stages of loss, grief and bereavement and end of life.

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) Not applicable

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

- A. changes in the elderly population
- B. roles and responsibilities of the gerontology nurse
- C. major features, advantages and disadvantages of the housing and care options for the elder adult in the community continuum of available resources
- D. advantages and disadvantages of standardized assessment tools in determining functioning, planning of care and documentation for reimbursement
- E. significance of psychosocial, economic and gender status that impact positive and negative adjustments to life transitions
- F. delirium, depression, and cognitive impairment in the elderly with appropriate strategies to optimize functional abilities
- G. interventions to promote personal and environmental safety for the community dwelling older adult
- H. strategies that promote rest, sleep and activity in the elder adult
- I. measures for supporting connection and sexual health to promote self esteem in the elderly
- J. special strategies to promote health education in the elderly
- K. strategies to promote wellness through nutrition and supportive services in the community
- L. preventative and supportive services available in the community to promote independence at its highest level
- M. care giving situations in the community and strategies to support the caregivers with their challenges
- N. management of incontinence to promote independence at its highest level
- O. measures for coping with chronic illness in the community
- P. persistent pain that impacts the quality of life of elderly adults and strategies to optimize functional abilities

- Q. ethical issues facing the elder adult in multiple health care settings in the community
- R. legal issues facing the elder adult in multiple health care settings in the community
- S. financial issues facing the older adult in multiple health care settings in the community
- T. 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. cultural considerations of end of life care from your personal perspective and the perspective of your diverse elderly adults in the community
- V. factors present at end of life that influence communication and the appropriate communications techniques used to facilitate end of life decisions
- W. nursing care that best supports the elder and their significant others during the stages of loss, grief and bereavement
- X. nursing care that best supports the elder and significant others at the end of life and time of death

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

- A. Demonstration
- B. Skills lab
- C. High fidelity simulation education
- D. Standardized Patient simulation
- E. Clinical practice

B. 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

Student will be required to volunteer 36 hours in a geriatric facility in their community as part of the clinical course hours.

A. 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. Skills lab performance
- B. Simulation participation
- C. Observation of clinical practice
- D. Written assignments

B. 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.

C. 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)

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Appropriate interventions will be required upon abnormal assessment finding. Students will have to learn to organize, delegate, and prioritize when performing their patient care. Scenarios and case studies will require critical thinking. Students will be required to interpret laboratory tests and determine those that require intervention.

**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.](#)

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**TEXTBOOK FORM (use for all courses)**

*All transfer-level courses are required 1) to have a primary text with a 12<sup>th</sup> 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: 5<sup>th</sup> 2011  
Author(s) Last Name, First Name: Wold, G  
Publisher: Mosby  
Readability Level: 13.9

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.