

4-22-2013

Proposal for adding a 2 credit course - NUR 360 Nursing Care of the Older Adult Across the Care Continuum.

The College at Brockport, College Senate

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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

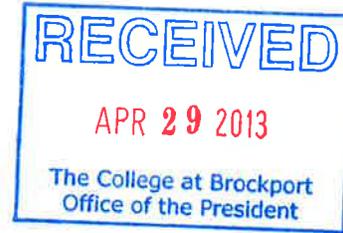
Resolution # **15 2012-2013**
College Senate

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **4/22/2013**

RE: I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
→ III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: **NUR 360 Nursing Care of the Older Adult** (#40_12-13UC)

Signed:  Date: 4 / 24 / 13
(Mark Chadsey, 2012-13 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Mark Chadsey, College Senate President

FROM: John R. Halstead, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)

a. Accepted - **Implementation Effective Date****: Spring 2014
****Implementation of resolution requires final approval from SUNY- State Education Department.** YES

b. Deferred for discussion with the Faculty Senate on ____/____/____

c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ____/____/____

Signed:  Date: 4/24/13
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:

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**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2012-2013</i>	#40_12-13UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Proposal for adding a 2 credit course - NUR 360 Nursing Care of the Older Adult Across the Care Continuum.

2. BRIEF DESCRIPTION OF PROPOSAL:

A 2 credit required course focusing on the nursing care of the older adult will be added to the undergraduate nursing programs and the credits for 2 clinical courses will be decreased by 1 credit each.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? X NO ___ YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:

Same as non-transfer students

6. ANTICIPATED EFFECTIVE DATE:

Spring 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
02/28/2013			

8. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Susan Glose	Nursing	395-5316	sglose@brockport.edu

9. COMMITTEES: (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/4/2013
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

2. Side by side comparison of the old and the new program.

CURRENT PROGRAM**NEWPROGRAM**

Semester #1		Semester #1	
NUR 328 Med. Admin	1	NUR 328 Med. Admin	1
NUR 342 Foundations for Professional Practice	3	NUR 342 Foundations for Professional Practice	3
NUR 343 Foundations/Clinical	1	NUR 343 Foundations/Clinical	1
NUR 344 Health Assessment	1	NUR 344 Health Assessment	1
NUR 345 Health Assessment/Clinical	1	NUR 345 Health Assessment/Clinical	1
NUR 346 Adult Response to Health Stressors I	3	NUR 346 Adult Response to Health Stressors I	3
NUR 347 Adult Response to Health Stressors/Clinical I	2	NUR 347 Adult Response to Health Stressors/Clinical I	2
PRO 310 Research Process	3	PRO 310 Research Process	3
TOTAL 15		TOTAL 15	
Semester #2		Semester #2	
NUR 321 Pharmacology	3	NUR 321 Pharmacology	3
NUR 348 Childbearing Family & Women's Health	3	NUR 348 Childbearing Family & Women's Health	3
NUR 349 Childbearing Family/Clinical	3	NUR 349 Childbearing Family/Clinical	2
NUR 350 Adult Response to Health Stressors II	3	NUR 350 Adult Response to Health Stressors II	3
NUR 351 Adult Response to Health Stressors II/Clinical	3	NUR 351 Adult Response to Health Stressors II/Clinical	3
		NUR 360 Nursing Care of the Older Adult Across the Care Continuum	2
TOTAL 15		TOTAL 16	
Semester #3		Semester #3	
NUR 440 Psychiatric-Mental Health Nursing	3	NUR 440 Psychiatric-Mental Health Nursing	3
NUR 441 Psychiatric-Mental Health Nursing/Clinical	3	NUR 441 Psychiatric-Mental Health Nursing/Clinical	2
NUR 442 Critical Care Nursing	3	NUR 442 Critical Care Nursing	3
NUR 443 Critical Care Nursing/Clinical	3	NUR 443 Critical Care Nursing/Clinical	3
NUR 478 Problem Solving in Nursing	1	NUR 478 Problem Solving in Nursing	1
TOTAL 13		TOTAL 12	
Semester #4		Semester #4	
NUR 444 Community Health Nursing	2	NUR 444 Community Health Nursing	2
NUR 445 Community Health Nursing/Clinical	2	NUR 445 Community Health Nursing/Clinical	2
NUR 446 Child & Adolescent Responses	3	NUR 446 Child & Adolescent Responses	3
NUR 447 Child & Adolescent Responses/Clinical	2	NUR 447 Child & Adolescent Responses/Clinical	2
NUR 495 Senior Nursing Seminar	3	NUR 495 Senior Nursing Seminar	3
NUR 451 Issues in Leadership & Management	3	NUR 451 Issues in Leadership & Management	3
NUR 479 Problem Solving in Nursing	1	NUR 479 Problem Solving in Nursing	1
TOTAL 16		TOTAL 16	

3. Brief rationale for changes.

The older adult population (65 years of age and over) is the fastest growing demographic. The majority of older adults has at least one chronic health condition, and many have two or more (CDC, 2010). Rates

of hospitalization for older adults continue to increase, while rates are decreasing for all other age groups. Likewise, the rates of utilization of other healthcare services, including office visits, pharmacy, home care, and nursing home care continue to rise. Health promotion and chronic disease management are also major concerns for the older adult. It is critical that nurses are prepared to address the complex healthcare needs of the older adult. Therefore, a new course focusing on the healthcare needs and nursing care of the older adult is proposed.

The faculty of the department of nursing believe that the clinical objectives of the two clinical courses (Psychiatric-Mental Health Nursing and Childbearing Family & Women's Health) that are being decreased by one credit can still be met in the decreased credit allotment of 2 credits. The addition of a full time laboratory coordinator and high definition simulation will provide much needed simulation for both of these clinical courses, with standardized patients and birthing simulators, and justifies the credit allotment of the two clinical courses are being decreased. Simulation has become a recognized and widely accepted pedagogical method in nursing education.

4. Description of the new course. (see attached proposed course syllabus)

Course overview:

Adults over the age of 65 are the fastest growing demographic. Older adults commonly receive healthcare services across the healthcare continuum, including the community, hospital, and long-term care settings. They will continue to be the largest users of healthcare resources. This course will provide nursing students with the theoretical background and knowledge to address the complex healthcare needs of this population throughout the care continuum.

5. Staffing issues.

There will be no staffing issues with the addition of this course.

6. Academic administration commentary.

a) Letter of recommendation from the chair. (see attached page 11)

b) Letter of recommendation from the dean. (see attached page 13)

7. Resources, facilities that may be needed to implement the program.

There are no resources or facilities that may be needed to implement this new course within the nursing program.

8. If appropriate, other letters of support.

**Department of Nursing
The College at Brockport
NUR360 2 credits
Nursing Care of Older Adults Across the Care Continuum
Course syllabus (proposed)**

Course Instructor: Susan Gose, PhD Candidate, MS, ANP

Office: Tuttle North B370
Office phone: 585-395-5316
E-mail: sglose@brockport.edu
Office hours:

Class meeting: Mondays, 12:20 – 2:15 pm

Course overview:

Adults over the age of 65 are the fastest growing demographic. Older adults commonly receive healthcare services across the healthcare continuum, including the community, hospital, and long-term care settings. They will continue to be the largest users of healthcare resources. This course will provide nursing students with the theoretical background and knowledge to address the complex healthcare needs of this population throughout the care continuum.

Student Learning Objectives:

At the end of the course students will be able to:

- 1. integrate nursing concepts and theories of aging to promote optimal stability in older adults,**
- 2. describe and apply appropriate evidence based nursing care for the older adult,**
- 3. identify and utilize valid and reliable measurement tools to facilitate the nursing process,**
- 4. develop and utilize critical thinking skills to prioritize nursing care of older adults based on their status and setting,**
- 5. demonstrate effective communication skills and empathy when interacting with an older adult,**
- 6. identify and utilize on-line learning resources to facilitate the nursing process in the care of the older adult.**

Required text:

Eliopoulos, C (2014). Gerontological Nursing. (8th edition). Philadelphia: Wolter Kluwer Health.

Other resources:

AACN (2010). Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults.

www.consultgeriRN.org/resources

www.aoa.gov

www.americangeriatrics.org

<http://hartfordign.org>

Course Evaluation:

1. Exams

There will be two, 50 question multiple choice exams – one at midterm, and one at the end of the course.

2. Written assignments

1. 3-2-1 Research paper - Students will search the literature for a research article related to improving the care of the older adult population and write a two page paper describing:

- 3 main concepts
- 2 insights
- 1 application of the information to clinical practice

2. Students will interview an older adult living in a community setting and interview an older adult living in an institutional setting and write a three page paper comparing and contrasting the older adult's responses to specific questions.

3. Students will be assigned to a small group. Each group will be assigned a geriatric assessment tool. Groups will prepare a 5 minute class presentation describing the assessment tool, its development, its use, implications, experience in practice, and a demonstration of its correct use.

Evaluation summary:

Exam 1	25%
Exam 2	25%
3-2-1 paper	10%
Interview paper	30%
Group presentation	<u>10%</u>
	100%

Final course letter grades correspond to the following percentages:

A = 94-100	C+ = 77-79	D = 60-63	
A- = 90-93	C = 75-76		E = < 59
B+ = 87-89	C- = 70-74		
B = 84-86	D+ = 67-69		
B- = 80-83	D = 64-66		

College Attendance Policy/Updated Spring 2007

The student is responsible for all assigned course work and cannot be absolved of this responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility. Regulations more restrictive than College policy, but not in conflict with it, may be established by the instructor for any course.

Instructors are responsible for distributing their individual course attendance policy in their syllabi during the first class each term.

Absences will be excused for (a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for official representation of the College must be obtained from the official supervising that activity or event.

Students whose unexcused absences exceed 15 percent of the scheduled classes and laboratories may receive a lowered grade or failure at the instructor's discretion. (See Attendance Policy for further details.)

Disability Statement

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with the official letter. Faculty and staff work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Use of Electronic Devices in the Classroom/Updated August 2008

Technology use in the classroom is intended to enhance the learning environment for all students, and any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities, may be prohibited by the instructor.

Classroom disruptions: Consistent with College policy, it is the course instructor who decides whether student behavior is disruptive or not in her/his classroom. While use of electronic devices will usually be infrequent and a minor annoyance, such uses could become disruptive. Disruptions should be handled with reference to the College policy —“Procedures for Dealing with Students who are Disruptive in Class” which applies to these behaviors and empowers course instructors to warn students and to ask persistently disruptive students to leave the classroom.

Cellular telephones: Students should turn off cell phones when they enter the classroom and refrain from sending and receiving calls and text messages while in the classroom. If a student has a legitimate reason to remain reachable by cell phone (example: a parent who needs to be contacted about a child), the student should ask for the instructor’s permission (in advance) to have the cell phone on during class. It is reasonable that the instructor would agree to such a request. Obviously, people often forget that their cell phones are on and therefore it would be advisable for the instructor to remind students at the beginning of the class period to turn them off or use silent notification.

Laptop computers: Using laptop computers in the classroom to take notes and for any other use authorized by the course instructor should be allowed. However, the instructor may restrict the use of laptops to this (these) purpose(s) and prohibit other uses of laptops such as instant messaging, game playing, and Internet surfing during class time. If the instructor chooses to prohibit such activities, s/he should make this known to the class from the beginning of the semester. In addition, the instructor can establish such a policy later in the semester if misuse of these devices becomes a problem. The instructor can also disallow the use of laptop computers in the classroom.

Electronic devices and academic dishonesty: The course instructor also may evaluate the potential for academic dishonesty with various devices and ban or limit their use on this basis. Incidences of dishonesty should be handled with reference to College policy —“Policy on Student Academic Dishonesty.” Cell phones with text messaging or photo/video capabilities and PDAs, for example, could be used for cheating on examinations and instructors should inform students that having a cell phone in hand during an examination will bring a suspicion of (and possibly charges of) violating College policy. Other electronic devices may also be used for these purposes and similar inappropriate uses may be handled in the same way.

Electronic devices and illegal activities: A course instructor or facility manager may prohibit activities that s/he knows will violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy or sexual harassment. Examples of this might include activities such as using a camera phone to videotape choreography, or taking inappropriate photos without the subject’s permission. These violations should be handled with reference to College Policy — Code of Student Social Conduct (see Campus Regulations and Computing Policies).

Providing notice to students: It is advisable for instructors to anticipate that such issues with wireless communications and electronic devices may arise and publish any restrictions in their course syllabi. See the College policy for sanctions.

Electronic devices in non-classroom facilities. Directors or coordinators in charge of non-classroom facilities such as computer labs, Student Learning Center, Student Health Center, Drake Memorial Library and others may make rules concerning appropriate use of cellular telephones, cameras and other electronic devices, in their facilities. Students who do not adhere to those rules may be asked to leave the facility, or be charged as described previously.

Appeals: Any appeals related to a course instructor’s or facility director’s restrictions on communications and use of electronic devices should be addressed to the department chairperson or staff member’s supervisor.

Communicating with Faculty

Faculty are readily available to meet with/talk with students by scheduling a time in advance. Individual faculty members may be reached by a variety of technologies: phone, voice mail, e-mail, or pager. Please do not text faculty. Faculty are involved in many different academic activities. We will respond as soon as is feasible via voice mail or e-mail, usually within 48 hours. Faculty are not routinely immediately available on weekends or

holidays. Pursuant to public law, faculty cannot speak to parents/spouses, significant others about individual student issues without prior written permission from that student.

Class schedule

Week	Topic	Student preparation	Assignments due
1	Overview of the older adult population - Demographics and trends - Financial implications of health care for older adults - Attitudes toward aging and ageism - Holistic Nursing Care	Chapter 1 Chapter 7	
2	Theories of Aging Diversity	Chapter 2 Chapter 3	
3	Changes/adaptations associated with aging - physical - functional - cognitive - social/psychological - relationships, loss, intimacy - spiritual	Chapter 5 Chapter 4, 12 Chapter 13	
4	Changes/adaptations associated with aging continued		Assessment tool presentations
5	Health Promotion Chronic Disease Management Health issues across the continuum - polypharmacy - quality of life - family caregiver involvement - mental health - addictions, suicide	Chapter 10 Chapter 34 Chapter 18 Chapter 38 Chapter 32	3-2-1 research paper
6	Health promotion & disease prevention continued		Assessment tool presentations
7	Care priorities in the community setting - safety - falls, elder abuse	Chapter 35 Chapter 17	Exam 1
8	Spring Break		
9	Care priorities in the community setting continued		Assessment tool presentations
10	Care priorities in the acute care	Chapter 36	

	setting - geriatric syndromes - comfort and pain management - transitions	Chapter 16	
11	Care priorities in the acute care setting continued		Assessment tool presentations
12	Care priorities in the long-term care setting - assisted living - skilled nursing care - dementia care	Chapter 37 Chapter 33	
13	Care priorities in the long-term care setting continued		Assessment tool presentations
14	Care priorities at the end of life - Hospice - Palliative care	Chapter 39	Assessment tool presentations
15	Ethical Issues	Chapter 9	
16	Final Exam		Exam 2



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Nursing

February 25, 2012

My Esteemed Colleagues,

Please consider this a letter of support for the proposed minor change in the nursing program. The addition of the two credit course: *Nursing Care of the Older Adult across the Care Continuum* is an important addition to the nursing curriculum. The following facts from the Administration on Aging: A Profile of Older Americans (2011) demonstrates the need for this course:

- The older population (65+) numbered 40.4 million in 2010, an increase of 5.4 million or 15.3% since 2000.
- The number of Americans aged 45-64 – who will reach 65 over the next two decades – increased by 31% during this decade.
- Over one in every eight, or 13.1%, of the population is an older American.
- Persons reaching age 65 have an average life expectancy of an additional 18.8 years (20.0 years for females and 17.3 years for males).

Our nursing curriculum has always incorporated the care of the older adult into individual courses, but the changing picture of our older adult population suggests that a separate course is needed to insure that we educate our nursing students adequately to care for our older adult population. The faculty within the department of nursing all support the addition of this course and also support the change in the number of credits for two clinical courses to allow this course to be part of the curriculum. Clinical credit will decrease from three credits to two credits for the following two courses: NUR 349 Maternity and Women's Health Clinical and NUR 441 Psychiatric/Mental Health Clinical. Evaluation of past student clinical experiences have demonstrated that decreasing this clinical credit and subsequent clinical time will not jeopardize our students meeting the objectives of these clinical courses.

Professor Susan Glose is an excellent candidate to teach this course. As a Adult Nurse Practitioner who has specialized in the care of the older adult, she is well versed in the health care needs of this growing population in our nation. She has designed an excellent syllabus that includes high impact learning activities. Nursing students will be able to apply the theory learned in this course in their adult health, psychiatric mental health and critical care clinical courses.

In summary, the proposed course *Nursing Care of the Older Adult across the Care Continuum* is an important addition to our nursing curriculum to insure that our students are well prepared to care for the increasing numbers of older adult who are being cared for within our health care system. Adding this course to the nursing curriculum will require no additional faculty needs, nor any additional cost to the college.

Sincerely,



Kathleen Peterson, PhD, RN, PNP-BC
Chair and Professor



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Health and Human Performance

February 26, 2013

Dear College Senate Curriculum Committee:

I wholeheartedly support the current proposal of the Department of Nursing to add a two credit course focusing on the care of older adults. As noted by Dr. Peterson, the number of older persons in the United States is increasing exponentially. The American Association of Colleges of Nursing has strongly recommended that nursing schools include more direct content on care of the elderly patient into their curriculums. The addition of this course will strengthen nursing's re accreditation visit scheduled in Fall 2014.

Occasionally a nursing student will verbalize the fact that they "do not want to care for old people." The most effective way to change this unfortunate attitude is to include more content in the nursing curriculum specific to care of the elderly. The literature shows that as students become more familiar with caring for older patients, previous stereotypes about older persons begin to fade. Since the vast majority of our nursing graduates will be working with older persons, it is essential to eliminate common stereotypes about the elderly.

I do not see any significant negative changes in decreasing one clinical credit in maternity and one in mental health clinical. The department is fortunate to have an expert in geriatric health, Susan Glöse, to develop and teach this course. Making this change will not result in any additional faculty needs or costs to the college.

Sincerely,

Francis X. Short, P.E.D.
Dean, School of Health and Human Performance

The College at Brockport
State University of New York
350 New Campus Drive
Brockport, NY 14420