

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** FCS 5200
3. **Short title:** Immersion in Long Term Care
4. **Long title:** Immersion in Long Term Care
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2016
8. **Catalog course description:** This course will review and critique current trends in person-centered care for older adults with a focus on professional development. Central to the course is an experiential learning requirement where students live in a nursing home *as a resident* for 48 hours. The extended time in the long-term care facility allows students to synthesize and apply knowledge gained from courses completed throughout the interdisciplinary Master's degree program.

9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. **Instructional delivery**

**Type of Course:**

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research

☐ Internship ☐ Performance ☐ Practicum/clinical ☒ Other, specify: immersive learning

**Mode(s) of Delivery:**

☒ Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

Course(s) to be deleted from the catalog once this course is approved. N/A

11. **Equivalent course(s):** None

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☒ No

12. **Prerequisite(s):** N/A

a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? N/A

c. Use Banner coding to enforce prerequisite course(s)? \_\_\_ Yes X No

d. Who may waive prerequisite(s)?

\_\_\_ No one \_\_\_ Chair \_\_\_ Instructor \_\_\_ Advisor \_\_\_ Other (specify)

13. Co-requisite(s): N/A

**14. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: Graduate students who are enrolled in the Aging Studies (Gerontology) MA program. Students enrolled in the MS in Family and Consumer Sciences program may register with permission of the instructor.

b. Degrees, colleges, majors, levels, classes which may not take the course: Any not meeting the criteria above

15. Repeat status: X May not be repeated \_\_\_ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: 3

17. Grading methods: X Standard \_\_\_ CR/NC \_\_\_ Audit \_\_\_ ABC/NC

**18. Special grading provisions:**

\_\_\_ Grade for course will not count in a student's grade point average.

\_\_\_ Grade for course will not count in hours toward graduation.

\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**19. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee X No \_\_\_ Yes, Explain if yes \_\_\_\_\_

**20. Community college transfer:**

\_\_\_ A community college course may be judged equivalent.

\_\_\_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Instruction:** Students will be able to view class video recorded lectures at their convenience and submit assignments electronically. As part of the course, the graduate students will each take on a health related disability and live in a long-term care facility as a resident for 48 hours. Online discussions will be held both before and after the nursing home stay. Other methods of content dissemination will include student presentations, journal articles, websites and webinars. Feedback on written assignments will be provided through email, online course management system and online discussion sessions. Office hours for the online students will be provided. Instructors teaching online offerings will be trained/qualified as per university guidelines (e.g., OCDI).

Integrity: The instructor will correspond with each student on a regular basis. Each posting on the discussion board will reflect the student's name and will be monitored carefully. The discussions will be structured in a manner that will allow for the integration of the materials on a deeper level. Turnitin plagiarism software will be used to help ensure original and authentic written work.

Interaction: For the online course delivery, students will be required to listen to pre-recorded lectures posted in the online course management system, submit documents electronically, and post/discuss class content using the online course management system and a web conferencing program.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: **FCS 5200: Immersion in Long Term Care**
2. Catalog description: This course will review and critique current trends in person-centered care for older adults with a focus on professional development. Central to the course is an experiential learning requirement where students live in a nursing home *as a resident* for 48 hours. The extended time in the long-term care facility allows the student to synthesize and apply knowledge gained from courses completed throughout the interdisciplinary Master's degree program.

3. Learning objectives:

Upon completion of the course, students will be able to:

1. Evaluate the interplay of elder rights and policy in long-term care settings (A, B, D)
2. Formulate ethical practice plans for use with geriatric individuals (B, C, D)
3. Assess the challenges and resiliency of long term care residents (A, B, D)
4. Synthesize current literature on the continuum of care practices and long-term-care policies that will impact the professional development of future gerontologists. (A, C, D)
5. Analyze skills in self-advocacy through their immersive experience in a long-term care facility (B, D)
  - **Depth of content knowledge (A)**
  - **Effective critical thinking and problem solving (B)**
  - **Effective oral and written communication (C)**
  - **Advanced scholarship through research or creative activity (D)**

4. Course materials. (Required Texts)

Collins, J.H. (2010). *The Person-centered way: Revolutionizing quality of life in long-term care*. Charleston: BookSurge Publishers.

Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. London: Profile Books Ltd.

Lustbader, W. (1991). *Counting on kindness: The dilemmas of dependency*. New York, NY: Free Press.

+ Additional peer-reviewed journal articles assigned throughout the course

5. Weekly outline of content. The course will be divided into eight learning modules. In addition to the contact hours, the experiential learning requirement of 48 hours are counted outside of the contact hours.

Module	Topic	Contact Hours
1	History of Long-term care and recent changes	3.5
2	Person-centered care; Resident Rights	7
3	Eden Alternative and Culture Change	2
4	Quality of life in long-term care; advocacy issues	8
5	Long Term Care administration and professional challenges	4.5
6	Disability in Long-term care	4.5
7	Cross-cultural comparisons of long-term care	3
8	The future of the continuum of care	5
	Final Project/Presentation	2
	Total Hours 37.5 + 2 hour final project	39.5

6. Assignments and evaluation, including weights for final course grade.

Critical analysis essays - 4 Papers @ 25 pts ea	100
Book Integration paper -	50
Resident Reflections (during nursing home stay) 10x5	50
Elder Care online issue discussion forum	50
Professional Impact analysis final project/presentation	50
Integrative Post-nursing home paper	<u>200</u>
	500 pts

7. Grading scale.

450 points and above	= A
400-449	= B
350-399	= C
300-349	= D
299↓	= F

**8. Correlation of learning objectives to assignments and evaluation.**

	Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4	Learning Objective 5
Critical analysis essays		x			x
Book integration paper		x		x	
Resident Reflections	x		x		x
Elder Care online issues discussion forum	x		x	x	
Professional Impact Analysis presentation		x	x	x	
Integrative Post-nursing home stay paper	x	x	x	x	x

**Date approved by the department or school:** February 17, 2015

**Date approved by the college curriculum committee:** March 11, 2015

**Date approved by the Honors Council** (*if this is an honors course*):

**Date approved by CAA:**      **CGS:**