

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
NEW COURSE PROPOSAL**

DATE OCTOBER 13, 2006  
PROGRAM AREA PSYCHOLOGY AND NURSING

**1. Catalog Description of the Course.** *[Follow accepted catalog format.]*

Prefix PSY Course# 348 Title HEALTHY AGING Units (3)  
3 hours lecture per week  
\_\_\_\_\_ hours lecture per week

- Prerequisites  
 Corequisites

Description

PSY 348 Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.

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|--|--|---|
| <input checked="" type="checkbox"/> Gen Ed | Graded<br><input type="checkbox"/> CR/NC             | <input type="checkbox"/> Repeatable for up to _____ units     |
| Categories D, E, UDIGE                     | <input checked="" type="checkbox"/> A - F            | Total Completions Allowed                                     |
| <input type="checkbox"/> Lab Fee Required  | <input type="checkbox"/> Optional (Student's choice) | <input type="checkbox"/> Multiple Enrollment in same semester |

**2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	24	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	_____

**3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*  
This is an upper-division stand alone elective course for students majoring in Nursing or Psychology.

Upon completion, the students will be able to:

1. Identify biological, social, cultural and psychological factors related to healthy aging
2. Demonstrate sensitivity to diversity regarding aging as well as the cultural and family influences on those attitudes
3. Apply inductive and deductive reasoning to create solutions for problems related to aging
4. Apply the overview of the stages of the dying to options for end of life care
5. Identify economic and legal issues and local resources that assist elders with aging

**4. Is this a General Education Course** YES  NO   
If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
- B-2 Life Sciences – Biology

- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- I. Course Introduction
- II. Aging Process definitions
- III. Theories of Aging - Life Span theory
- IV. Age Related Changes
  - A. Physiological Changes related to
    - 1. Nutrition
    - 2. Gastrointestinal
    - 3. Rest and Sleep
    - 4. Activity
    - 5. Integumentary system
  - B. Psychological Changes
    - 1. Mental changes
    - 2. Cognitive changes
  - C. Social Changes
    - 1. Sexuality
    - 2. Relationships
    - 3. Isolation
    - 4. Role Changes
    - 5. Communications
    - 6. Safety and Security
- VI. Common Chronic Diseases
  - A. Diabetes Mellitus
  - B. Stroke
  - C. Coronary Artery Disease
  - D. Musculoskeletal Diseases
- V. End of Life Care
  - A. Philosophical and theological attitudes toward death
  - B. Stage of of the dying process
  - C. Resources for end of life care
  - D. History and overview of death rituals
  - E. Transcendence and spirituality
  - F. Advanced Directives
- VI. Economic, Legal and Ethical concerns of the aging
  - A. Politics & Economics of aging
  - B. Feminist perspective of aging
  - C. Anti aging in a global context
  - D. Legal Issues and vulnerability

Does this course overlap a course offered in your academic program? YES  NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES  NO

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. **Cross-listed Courses (Please fill out separate form for each PREFIX)**

List Cross-listed Courses

NRS 348

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Nursing

**7. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

1. Ebersole, Priscilla & Hess, Patricia. *Toward Healthy Aging*. Elsevier Publishers, 2004.
2. Aldwin, Carolyn & Gilmer, Diane *Health, Illness and Optimal Aging; Biological and Psychosocial Perspectives*. , Sage Publication, 2003.
3. Alboom, Mitch. *Tuesdays with Morrie*. Doubleday 1997.
4. Baers, Jan & Demeyer, Dan. *Aging Globalization & Inequality: The new critical Gerontology*. Baywood , 2006.

**8. List Faculty Qualified to Teach This Course.**

Nursing and Psychology Faculty

**9. Frequency.**

- a. Projected semesters to be offered: Fall  Spring  Summer

**10. New Resources Required. YES  NO**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

**11. Will this new course alter any degree, credential, certificate, or minor in your program? YES  NO**

If, YES attach a program modification form for all programs affected.

Karen Jensen

\_\_\_\_\_  
Proposer of Course

10/13/2006

\_\_\_\_\_  
Date

## Request for GE Approval

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Course Title	NRS 348 Healthy Aging
Units	3
Lab	No
New	Yes

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GE Category	D Social Perspectives
Submitter	Jensen, Karen
Submission Date	10-13-2006
Status	Approved

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### Criteria Justifications

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- Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience

This course takes a cross cultural approach to the topic of aging from a psychological, physiological, and social perspective. The course will address the aspect of aging and define how individual livings under different conditions ¿age differently¿. Important understanding of how age stratification is a feature of social and organization theory which is used politically and bureaucratically for social control. Content will also include the fact aging is affected by the culture in which we live.

- Focus on how a social science discipline conceives and studies human existence

The social science view includes the integration of the biological, psychological, social and economic forces which affect the quality of life for the aging population.

- Address issues using the methods commonly employed by a social science discipline

The methods used will be social theory and research to support the content. Issues included in the course will be the role of power in shaping age as property of political and social systems, the impact of globalization on shifting the locus and social systems, the impact of globalization on shifting the locus of power that affects aging, the inequalities attributable to cumulative life courses and the social and political divide between developed and developing nations.

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GE Category      E Human Physiological and Psychological Perspectives

Status            Approved

Criteria Justifications

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- Focus on some aspect of human physiology, psychology, health, or physical activity

The course covers health-related aspects of aging as well as psychological changes in the aging population. Content includes common chronic diseases and the effect of physiological changes on the body systems. Included in the course is the aspect of psychological health include mental, cognitive, as well as social changes affecting the elderly.

- Promote an understanding the humans, as physiological and psychological beings, exist and live in a social and physical environment

The course promotes an integrated approach to physiological aging as well as common chronic diseases affecting the large number of elderly. The end of life experience is covered and includes emphasis on cultural, physiological, social and spiritual dimensions of the environment at the end of life.

Request for GE Approval

Course

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Course Title      NRS 348 Healthy Aging  
Units              3  
Lab                No  
New                Yes

Request

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GE Category      UDIGE Upper Division Interdisciplinary GE  
Submitter        Jensen, Karen  
Submission       10/13/2006

Date

Status            Approved

#### Criteria Justifications

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- Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

Approaches from Biology, Psychology and Sociology will be included in this course:

In this course students will explore how biological, social, psychological and social factors, and their integration, contribute to healthy aging. Content will explore physiological and cognitive changes that occur in aging as well as the social environment of the elder including isolation, role changes, and safety and security. Integrated approaches to psychological and physiological changes involved in end of life care will be covered.

- Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

By writing 2-3 position papers, students will articulate specific issues related to aging by incorporating the fields of anatomy and physiology, psychology and social policy. Based on these papers the students will engage in debates with their peers about the topics. Students will also write a self reflection paper on a book. The final research paper will be based on a current economic, political or socio-cultural issue in the elderly and opportunity for the student to advance a solution to the issue. The final paper will enable the student to synthesize the problem and pose a solution by using a critical thinking approach

# Approval Sheet

Program/Course: PSY NRS 348

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Program Chair(s) Date

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General Education Chair(s) Date

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Curriculum Committee Chair(s) Date

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Dean of Faculty Date