New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [X] Professional credit [□]

1. School/Division SHRS/Dept. of Health Sciences 2. Academic Subject Code SHRS

3. Course Number W350/W531 (must be cleared with University Enrollment Services) 4. Instructor Stephen A. Smith

5. Course Title Survey of Programs for Older Adults

Recommended Abbreviation (Optional) ________________________________ (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall, 2009

7. Credit Hours: Fixed at ______ 3 ______ or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes _____ No [X]

9. Is variable title approval being requested? Yes _____ No [X]

10. Course description (not to exceed 50 words) for Bulletin publication:

An overview of the long-term care industry and the continuum of care, examining various long term care service providers such as nursing facilities, assisted living/retirement centers, adult foster care, and adult day care; critical issues and current trends related to long-term care, quality of life, and life satisfaction in adulthood.

11. Lecture Contact Hours: Fixed at ______ 3.0 ______ or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

13. Estimated enrollment: ______ 30% ______ of which ______ 10% ______ percent are expected to be graduate students.

14. Frequency of scheduling: Once per year ______________ Will this course be required for majors? Yes [X]

15. Justification for new course: Required for new Baccalaureate degree

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. At one of the fall 2008 IUPUI Dean’s Council meetings, all deans were provided with a list of proposed courses for the undergraduate certificates as part of the proposed undergraduate BS in Health Sciences, and were asked to provide feedback.

Submitted by: [Signature] Date 11/11/09

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by: [Signature] Date 1/21/09

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
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Dean of Graduate School (when required) ___ [Signature] ___ Date __________

Approved by: ___ [Signature] ___ Date __________

Chancellor/Vice-President ___ [Signature] ___ Date __________

University Enrollment Services ___ [Signature] ___ Date __________

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Indiana University
School of Health and Rehabilitation Sciences
Department of Health Sciences
Survey of Programs for Older Adults
SHRS W350

Course Description: An overview of the long-term care industry and the continuum of care, examining various long-term care service providers such as nursing facilities, assisted living/retirement centers, adult foster care, and adult day care; critical issues and current trends related to long-term care, quality of life, and life satisfaction in adulthood.

Credit Hours: 3 credit hours, Web-based

Instructor Information: Stephen A. Smith
317.650.1998
indy.steve@yahoo.com
2436 N. New Jersey Street
Indianapolis, IN 46205

References: Pratt, John. Long-Term Care: Managing Across the Continuum. 2nd Ed., 2004; Jones and Bartlett Publishers.


Educational Objectives: Upon completion of this course, the student should be able to:
1. Demonstrate an understanding of the strengths and limitations of current long-term care system.
2. Identify and discuss current issues impacting the long-term care industry.
3. Define and discuss the "continuum of care".
4. Identify and discuss ethical issues that impact the provision of long-term care.
5. Identify and discuss special challenges of long-term care management.
6. Identify and discuss the psychological issues of institutional care of the aged.
7. Compare and contrast a nursing facility with assisted living, sub-acute care and adult day care.
8. Compare and contrast governance in a for-profit facility with that of a non-profit facility.
9. Analyze the financing of long-term care services in the U.S. and compare it with financing of financing of acute care services.
10. Demonstrate an understanding of demographic shifts in population and its impact on demand for long-term care services.
11. Articulate a basic understanding of OBRA regulations.
Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>4.0 (highest passing grade)</td>
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<td>A</td>
<td>4.0</td>
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<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7 (lowest passing grade)</td>
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<tr>
<td>F</td>
<td>0.0 (failing grade)</td>
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<tr>
<td>FN</td>
<td>Given to those students whose lack of attendance is the basis for a failing grade; last date of attendance will be required; will appear on transcript as F.</td>
</tr>
<tr>
<td>FNN</td>
<td>Given to those students who never attended the class; will appear on transcript as F.</td>
</tr>
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</table>

Course policies:
All students are bound by the School of Health and Rehabilitation Science’s Honor Code.

Cheating and plagiarism will not be tolerated and will be grounds for course failure and subsequent dismissal from the health sciences program.
Cheating: Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examination questions shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but to guard against making it possible for others to cheat.
Plagiarism: Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials that are taken from another source is guilty of plagiarism.

All students have the right to expect the course instructor to provide a syllabus with objectives, be fair and impartial in her interactions with students, demonstrate respect for students, return
assignments in a timely manner, be accessible with prior notice, and create an environment conducive to learning.

**Request for accommodations:**
Any student requiring accommodations to meet special needs must contact the course instructor prior to the second week of the fall semester. Accommodations will be based on documented needs.

**HIPAA Compliance:**
Recently enacted HIPAA regulations place stringent requirements on practitioners to protect the privacy of patients. When completing assignments that include patient related information, students must comply with the following guidelines:

1. Maintain confidentiality concerning all patient information.
2. Change the names of patients, referring providers, and facilities to preserve anonymity.
3. Restrict the use and/or disclosure of information, even though permitted, to the minimum necessary to accomplish the intended educational purpose.

NOTE: This course is cross-listed as both an undergraduate and graduate course. Course objectives, readings and assignments reflect differing expectations between undergraduate and graduate students.