

Fanshawe College

## FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

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Documentation (Approvals etc...)

Gerontology - Interprofessional Practice

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2018

### GIP1 Curriculum Modification for 2019-20 (1)

Fanshawe College

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# CURRICULUM MODIFICATION REQUEST FORM

## COURSE OR PROGRAM CURRICULUM "RATIONALE FOR CHANGE"

### Program Requiring Changes

Program Title: Gerontology Interprofessional Practice		
Program Number: GIP2	Date Submitted: 11/12/2018	
Dean responsible for program: Pam McLaughlin	Chair: Sandra Fieber	
Credential Provided: <input type="checkbox"/> Declaration of Academic Achievement <input type="checkbox"/> Local Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma <input checked="" type="checkbox"/> Grad Certificate <input type="checkbox"/> Degree <input type="checkbox"/> Apprenticeship		
Program Intakes: <input checked="" type="checkbox"/> F <input type="checkbox"/> W <input type="checkbox"/> S    Other:	Catalogue Year(s) Impacted: 2019/2020	
Residency Requirement: <input checked="" type="checkbox"/> Met or <input type="checkbox"/> Not Met	Date of Last Program Review: Click here to enter a date.	
<i>I have read the reasons for the change and...</i>		<i>Signature and date</i>
Dean of Faculty (Lead program):	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	<i>P. McLaughlin</i>
Dean of Faculty (Affiliate program-impacted by change):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Dean of Faculty (Affiliate program-impacted by change):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Senior Vice President Academic (required for major changes and late DAs):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Director, Centre for Academic Excellence:	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	<i>Judy Gledits</i> Dec 17/18
Office of the Registrar:	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	<i>Amyl Harwood</i> Dec. 3/18
Notes:		

*Please answer each of the questions below, if applicable. Missing or incomplete information may delay review of the proposed changes.*

The Gerontology InterProfessional Practice (GIP) Program team pride ourselves in providing exceptional learning opportunities for student. This includes the completion of a Capstone Project (GERI 6022) offered in Level 2 of this 1- year post graduate degree certificate. The Project is developed in partnership with the Field Placement Organization to address an area requiring further exploration or identify gaps in service. Given students entering the Program present with different levels of practical and research experience, a scaffolded approach to research competencies earlier in the Program would improve both student experience and Capstone Project results.

Although several theoretical concepts and skills introduced in Level 1 provide the foundation for practical application for Level 2 requirements, greater preparation for the Capstone Project in particular, would prove beneficial. Based on feedback from students, Program Advisory Council (PAC) and Faculty, it is proposed that an introduction to GERI 6022 - Capstone Project Course provided in the fall semester be considered. Currently GERI 6022 is offered as a blended- delivery, 6 hour course in the winter semester (3 hours face to face class, 3 hours online); the proposed curriculum modification includes offering a 2 hour online or blended component in the Fall while jointly reducing the hours of Capstone course in the winter to 4 hours. The proposed change does not affect the total number of hours for the course, nor change the course or Program deliverables in any way; rather strategically positions the hours for learning and development to optimize time and effort for a successful Capstone experience in level 2.

For example, several activities to help support the final Capstone Project (i.e. Library research lab, completion of Tri-Council Policy Statement: Course on Research Ethics (TCPS 2: CORE), journal article summary and critique) could be introduced in the fall segment of GERI 6022, thereby improving the efficiency of research preparation and projected student outcomes related to the Capstone Project.

In addition to the aforementioned academic content, a Level 1 introduction to GERI 6022 would also include a pre-placement interview between the student and prospective Field Placement Organization. The interview process affords several advantages for preparation for Field Placement, but most importantly allows for a preliminary discussion around Capstone Project possibilities. In doing so, the students can begin applying concepts related to research ethics, development of a research question, and searching and reviewing the literature earlier in the Capstone journey.

Providing a level 1 introduction to the GERI 6022 Capstone Project Course not only provides efficiencies within the GIP Program, but better meets the needs of a diverse student population.

1.0 Describe proposed change(s). Complete Appendix A (if necessary) and amend SDAR (Refer to Appendix C).

2.0 Reason/Rationale for Changes

2.1 The reason for the change is based on:

- A recent program review
- Program Advisory Committee feedback
- Student feedback
- KPI results
- Accreditation or other regulatory requirements
- Shared curriculum
- Trends in the field/industry
- Other (please describe): Faculty feels it is better preparation for students.

2.2 Does the change support the College's Strategic Framework (mission, vision, values)?

- Yes
- No (If no, please explain)

2.3 What strategic goal(s) does the proposed change support?

- Goal 1 - Enhance innovative practices for exceptional student learning
- Goal 2 - Manage enrolment growth
- Goal 3 - Optimize use of resources
- Goal 4 - Build sustainable sources of alternative revenue

3.0 Students

3.1 Will the change affect the cost of the program for students?

- Yes
- No

3.2 If yes, there will be an additional cost for:

- Materials (Include details):
- Equipment (Include details):
- Other (Please describe):

4.0 Program Learning Outcomes

4.1 Will the proposed change meet the Program Vocational Learning Outcomes? (Complete Appendix B and mark the changes in the mapping [e.g. red font])

- Yes

No

4.2 Are there any implications related to progression because of pre-requisite courses (and/or co-requisite courses)?

No

Yes (If yes, please explain)

## 5.0 Relationships with Other Programs

5.1 Are any of the courses impacted by the change provided by another School (e.g., SLLS, LKSB) and/or delivered at another campus?

No

Yes

5.2 What Schools/Campuses will be impacted by the proposed change?

- Lawrence Kinlin School of Business
- School of Information Technology
- School of Tourism, Hospitality and Culinary Arts
- School of Community Studies
- School of Health Sciences
- School of Nursing
- School of Public Safety
- School of Contemporary Media
- School of Design
- School of Language and Liberal Studies
- Donald J. Smith School of Building Technology
- Norton Wolf School of Aviation Technology
- School of Applied Sciences and Technology
- School of Transportation Technology and Apprenticeship
- Continuing Education
- Simcoe/Norfolk Regional Campus
- St Thomas/Elgin Regional Campus
- Woodstock/Oxford Regional Campus
- Huron/Bruce Regional Sites

5.3 Will the change affect pathway agreements (e.g., bridging, articulations, laddering, advanced standing) with other Fanshawe program(s) and/or other institution(s)? (Refer to the pathway agreements listed here: <http://transferagreements.fanshawec.ca/>)

No

Yes (If yes, indicate when you will notify the other Fanshawe program(s) and/or other institution(s) and the Pathways Coordinator in the Centre for Academic Excellence of the change)

5.4 If this program is a Co-Operative Education program, will the proposed change impact Co-op?

- No
- Yes (If yes, consult with the Co-op office prior to submission)

**6.0 Resource Implications of Proposed Changes**

6.1 Will the proposed change have staffing implications?

- No
- Yes (If yes, please explain)

6.2 Will the proposed change impact any of the Enabling areas?

- No
- Yes (If yes, please explain)

6.3 Will the proposed change affect space and/or technology requirements?

- No
- Yes (If yes, please explain)

**7.0 General College Requirements**

7.1 Are changes consistent with Colleges policies?

- Yes
- No (If no, please explain)

7.2 Will the program meet the General Education requirements (Policy 2-B-02) as listed below?

- No
- Yes

<b>Local Certificate, Ontario College Certificate and Graduate Certificate</b> - none required)	<b>Diploma</b> - 3 required (minimum of 1 must be an elective)	<b>Advanced Diploma</b> - 4 required (minimum of 2 must be electives)
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7.3 Will the program have 25% distinct curriculum to meet the Residency Requirement of 25% credit units? Consider all pathway agreements (e.g., bridging, internal articulations, laddering, advanced standing) with other Fanshawe programs and/or other institutions.

- No
- Yes

**Note:** In accordance with POLICY NUMBER: 2-B-17 Graduation from Approved College Programs

...to be eligible for any College Credential a student must be enrolled and complete at least 25% of that program's credit units at Fanshawe College, unless stipulated differently by other approving bodies such as the Postsecondary Education Quality Assessment Board (PEQAB).

7.4 Indicate:

- i) Total program hours before proposed change: \_\_\_\_\_ 695 \_\_\_\_\_
- ii) Total program hours after proposed change: \_\_\_\_\_ 695 \_\_\_\_\_
- iii) Level(s) in which the proposed change(s) occurs: \_\_\_\_\_ 1 & 2 \_\_\_\_\_

7.4.1 Are the total program hours consistent with the requirements as listed below?

- Yes
- No (If no, please explain)

<b>Local Certificate</b> - 300 hours	<b>Ontario College Certificate</b> - 600 hours
<b>Diploma</b> - 1200 to 1400 hours	<b>Advanced Diploma</b> - 1800 to 2100 hours
<b>Graduate Certificate</b> - 600 hours	





**APPENDIX A: PROPOSED CURRICULUM MODIFICATION**

GERI 6022	Pedagogy and Practice - Capstone Project	90	6	Revised Capstone Project Research Course	RSCH 6009	In this course, students will work in interprofessional teams to identify and investigate a community need or gap within the aging sector. Working collaboratively, students will examine current research to determine the most appropriate solution based on exemplary and ethical practices in gerontology. This capstone project will allow the team to create a solution suitable for implementation within the community. Students will present the results of their analysis including the solution to peers and		
	<b>TOTAL</b>	90	6			<b>TOTAL</b>	60	4
	<b>TOTAL</b>	90	6			<b>TOTAL</b>	90	6

**PROGRAM TOTAL** 90 6

**PROGRAM TOTAL** 90 6

COMMS - Essential Employability Skills by Program, Level and Course

Program Name: Gerontology - Interprofessional Practice  
 Program Code: GIP2 (GIP2-HUM-20189)  
 Academic Year: 2018-2019  
 Date Generated: 11/26/2018 12:31:50 PM

Level 1

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
GERI-6016	The Aging Population	X			X	X	X	X	X	X	X	
GERI-6017	Mental Health in Gerontology	X		X	X	X	X	X	X	X	X	
GERI-6018	Interprofessional Practice	X		X	X	X	X	X	X	X	X	
GERI-6019	Thanatology	X		X	X	X	X	X	X	X	X	
HLTH-6044	Person/Family/Community Pract.	X		X	X	X	X	X	X	X	X	
REC-6003	Therapeutic Rec. Intervention	X		X	X	X	X	X	X	X	X	
RSCH-6008	Intro to Research Literacy	x		x	x	x	x	x	x	x	x	

Level 2

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
FLDP-6017	Field Placement	X		X	X	X	X	X	X	X	X	
GERI-6020	Inclusive Practice	X		X	X	X	X	X	X	X	X	
GERI-6021	Field Seminar Aging Population	X		X	X	X	X	X	X	X	X	
GERI-6022	Pedagogy & Practice Project	X		X	X	X	X	X	X	X	X	
HLTH-6045	Observe/Document/Assess	X		X	X	X	X	X	X	X	X	
RSCH-6009	Research Literacy Capstone Project	x		x	x	x	x	x	x	x	x	

Essential Employability Skills

- 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience
- 2 Respond to written, spoken or visual messages in a manner that ensures effective communication.
- 3 Execute mathematical operations accurately.
- 4 Apply a systematic approach to solve problems.
- 5 Use a variety of thinking skills to anticipate and solve problems.
- 6 Locate, select, organize and document information using appropriate technology and information systems.
- 7 Analyze, evaluate and apply relevant information from a variety of sources.
- 8 Show respect for diverse opinions, values, belief systems and contributions of others.
- 9 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- 10 Manage the use of time and other resources to complete projects.
  - 1.1 Take responsibility for one's own actions, decisions and consequences.

Legend

I  
B  
C

Introductory  
Building  
Culminating

COMMS - Vocational Learning Outcomes by Program, Level and Course

Program Name: Gerontology - Interprofessional Practice

Program Code: GIP2 (GIP2-HUM-20189)

Academic Year: 2018-2019

Date Generated 11/26/2018 12:30:10 PM

Only Display Core Courses:

Level 1

Course Number	Course Name	1	2	3	4	5	6
GERI-6016	The Aging Population	I	I	I	I	I	
GERI-6017	Mental Health in Gerontology	I	IB	I	IB	I	
GERI-6018	Interprofessional Practice	IB	I	IB	IB	IB	
GERI-6019	Thanatology	I	B		I	I	
HLTH-6044	Person/Family/Community Pract.	I	IB	IB	IB	IB	
RECN-6003	Therapeutic Rec. Intervention	IB	IB	IB	IB	IB	
RSCH-6008	Intro to Research Literacy	I	I	I			

Level 2

Course Number	Course Name	1	2	3	4	5	6
FLDP-6017	Field Placement	BC	BC	BC	BC	C	
GERI-6020	Inclusive Practice	BC	IB	IB	IB	IB	
GERI-6021	Field Seminar Aging Population		BC	BC	BC	BC	
GERI-6022	Pedagogy & Practice Project	BC	BC	BC	BC	BC	change/delete
HLTH-6045	Observe/Document/Assess	IB	BC	B	BC	BC	
RSCH-6009	Research Literacy Capstone Project	B	B	BC	B	IB	

Vocational Learning Outcomes

- 1 Comply with legislation and regulations governing professional practice within the Canadian health care system.
- 2 Apply research in current issues and trends in gerontology to inform senior care plans and services.
- 3 Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care.

- 4 Analyze the strengths and needs of seniors independently or with an interprofessional team to plan, implement and evaluate programs.
- 5 Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging.
- 6 Communicate effectively to promote person- and family-centred care and strengthen interprofessional collaborative practice.

Legend

- I Introductory
- B Building
- C Culminating

Degree Audit Report

2019/20

Catalog: 2018/2019

**Program:** GIP2  
**Department:** HUM - Community Studies  
**Academic Level:** PS  
**CCD:** 7 - 2AcadSem/600-700 hrs  
**Credential:** Ontario College Graduate Cert

**Name:** Gerontology - Interprofessional Practice

**Grade Scheme:** LG2  
**Major:** GIP2 - Gerontology-Interprof. Pract.  
**Co-Op Indicator:** N/A

**Div:** FHS - Fclty of Hlth, Comm St, Public Sfty

**Academic Program Requirement**

**Total Credits:** 38.20  
**GPA Requirement:** 2.00  
**Minimum Grade:** D  
**Residency Reqmt:** 10.00  
**Residency Reqmt GPA:** 2.00

**Academic Requirement:** GIP2.18 Gerontology - Interprofessional Practice

**Major:** GIP1  
**Grade Scheme:** LG2  
**Minimum GPA:** 2.00  
**Minimum Grade:**

**Subrequirement:** Level 1

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
GERI-6016	The Aging Population	45.00	3.00	
GERI-6017	Mental Health in Gerontology	45.00	3.00	
GERI-6018	Interprofessional Practice	45.00	3.00	
RECN-6003	Therapeutic Recreation Intervention	45.00	3.00	
HLTH-6044	Person, Family & Community Practice	45.00	3.00	
GERI-6019	Thanatology	45.00	3.00	
RSC#-6008	Research Literacy	30.00	2.00	

**Subrequirement:** Level 2

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
GERI-6020	Inclusive Practice	45.00	3.00	
GERI-6021	Field Seminar: Aging Population	45.00	3.00	
HLTH-6045	Observation, Documentation & Assessment	45.00	3.00	
FLDP-6017	Field Placement	200.00	5.20	
GERI-6022	Pedagogy & Practice: Capstone-Project	90.00	6.00	
RSC#-6009	Research Literacy: Capstone Project	60.00	4.00	

**Subrequirement:** Program Residency

Students Must Complete a Minimum of 10 credits in this program at Fanshawe College to meet the Program Residency requirement and graduate from this program

Approved By Chair/Manager:

*P. McLaughlin*

Approved by Dean:

Department and Date:

Com. Studies / HUM Nov. 27, 2018

Date:

Nov 29 / 2018

General Education Approved By(as appropriate):

Date:

TG  
Dec 17 / 18