

**New Course Proposal**

**Nursing Home Administration (HSA 4960)**

**3 Class hours, 3 credits**

**Prerequisites: HSA 3510, HSA 3630 recommended.**

**Proposed by: Josef Bohm & Soyeon Cho, Health and Human Services**

* **Curriculum modification proposal form**
* **New course proposal checklist and supporting documents**
* **Chancellor’s report form (appendix 1)**

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| **Title of Proposal** | Nursing Home Administration (HSA 4960) |
| **Date** | 9/21/15 , revised 11/5/15 |
| **Major or Minor** | Health Services Administration (HSA) |
| **Proposer’s Name** | Drs. Bohm / Cho |
| **Department** | Health and Human Services |
| **Date of Departmental Meeting in which proposal was approved** | Curriculum Committee meeting 9/17/2015 |
| **Department Chair Name** | Josef Bohm, HSA program coordinator |
| **Department Chair Signature and Date** | C:\Users\josef bohm\Desktop\signiture.jpg HSA Program coordinator, 2015-09-30 |
| **Academic Dean Name** | David Smith |
| **Academic Dean Signature and Date** | 2015-09-30 |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Nursing Home Administration:  The proposal is for a new elective course within the HSA degree program that provides students with instruction related to the continuum of long term care services with emphasis on the administration and management of nursing homes within the United States. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | This course enables students to gain an understanding of key issues routinely encountered in the administration of nursing homes within the United States. For those seeking to become certified nursing home administrators, it provides an enriched level of discipline content beyond that already covered in the HSA program’s core teaching. Coursework will familiarize the student with the subject areas found within the discipline’s required licensure examination. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 11-5-2015 This a revision of the proposal originally dated 9/21/2015 |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | **✓** |
| * Rationale for proposal | **✓** |
| * Date of department meeting approving the modification ( appendix 2) | **✓** |
| * Chair’s Signature | **✓** |
| * Dean’s Signature | **✓** |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. Elective to HSA, HUS and BIB | **✓** |
| Documentation of Advisory Commission views (if applicable). | **N/A** |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). ( appendix 1) | **✓** |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

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| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | **N/A** |
| Detailed rationale for each modification (this includes minor modifications) | **N/A** |

New York City College of Technology, CUNY

**NEW COURSE PROPOSAL CHECK LIST - *Josef Bohm***

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed New Course Proposal form:** | **Page Number: 6** |
| Title, Number, Credits, Hours, Catalog course description | **✓** |
| Brief Rationale | **✓** |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) (pages 7&8) | **✓** |
| **Course Outline:**  Include within the outline the following. | **Pages: 9-15** |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | **✓** |
| Prerequisites/Co- requisites | **✓** |
| Detailed Course Description | **✓** |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | **✓**  **✓**  **✓** |
| Example Weekly Course outline | **✓** |
| Grade Policy and Procedure | **✓** |
| Recommended Instructional Materials (Textbooks, lab supplies, etc.) | **✓** |
| Library resources and bibliography | **✓** |
| **Course Need Assessment:**  Describe the need for this course. Include in your statement the following information. | **Pages 16** |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | **✓** |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | **✓** |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | **N/A** |
| Where does this course overlap with other courses, both within and outside of the department? | **✓** |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | **✓** |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | **✓** |
| **Course Design:**  Describe how this course is designed. | **Page 17** |
| Course Context (e.g. required, elective, capstone) | **✓** |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | **✓** |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | **✓** |
| How does this course support Programmatic Learning Outcomes? | **✓** |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | **✓** |
| **Additional Forms for Specific Course Categories:** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | **N/A** |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | **N/A** |
| Writing Intensive Form if course is intended to be a WIC (under development) | **N/A** |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | **N/A** |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | **N/A** |
| Established Timeline for Curricular Experiment | **N/A** |

**New Course Proposal Form:**

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| **Course Title** | Nursing Home Administration (HSA4960) |
| **Proposal Date** | 9/29/15, revised 11/04/15 |
| **Proposer’s Name** | Josef Bohm / Soyeon Cho |
| **Course Number** | HSA 4960 |
| **Course Credits, Hours** | 3 |
| **Course Pre / Co-Requisites** | HSA 3510 as prerequisite. HSA 3630 is recommended. |
| **Catalog Course Description** | Provides students with information related to the organization and administration of long term care services with an emphasis on the structure and functions of nursing homes. The course seeks to orient students to the subject areas within the discipline’s certification examination. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course enables students to gain an understanding of key issues routinely encountered in the administration of nursing homes within the United States. For those seeking to become certified nursing home administrators, it provides an enriched level of discipline content beyond that already covered in the HSA program’s core teaching. Coursework will familiarize the student with the subject areas found within the discipline’s required licensure examination. |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | N/A |
| **Intent to Submit as An Interdisciplinary Course** | N/A |
| **Intent to Submit as a Writing Intensive Course** | N/A |

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

**Course proposer:** please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

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| **1** | **Title of proposal**  Nursing Home Administration (HSA4960) | **Department/Program**  HHS / Health Services Administration |
|  | **Proposed by** (include email & phone)  Josef Bohm  [Jbohm@citytech.cuny.edu](mailto:Jbohm@citytech.cuny.edu) x 5957 | **Expected date course(s) will be offered**  Fall 2016  **# of students** no more than 20 |

|  |  |  |
| --- | --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  Library Resources:  Text on reserve,  Database resources for online searches &  Supportive general referencing material in the field of health care and administration.   |  | | --- | | Texts on reserve (below), reference material and databases for online search are appropriate to service the needs of the students. | |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks, journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  Required Text:  Allen, J. (2015). *Nursing Home Administration (3rd ed.).* New York: Springer Publishing.  Supplemental Bibliography:  Buchbinder, S. B., & Thompson, J. M. (2010). *Career Opportunities in Health Management.* Sudbury: Jones and Bartlett Publishers.  Davis, W. E., & Townsend, J. E. (2013). *The Principles of Health Care Administration .* Shreveport: LA BNB Systems.  Kovner, A. R., Fine, D. J., & D'Aguila, D. J. (2009). *Evidence Based Management in Health Care Health Administration Press.* Chicago: Health Administration Press.  National Association of Long Term Care Administrators. (5th edition). *NAB Study Guide-How to prepare for the Nuring Home Administration Examination.* Washington: National Association of Long Term Care Administrators.  Prat, J. R. (2015). *Long Term Care: Managing Across the Curriculum.* Sudbury: MA Jones and Bartlet.  Sing, D. A. (2010). *Effective Management of Long-Term Care Facilities.* Sudbury: MA Jones and Bartlet.  Williams, S. J. (2009). *Essentials of Health Services .* New York: Thompson Delmar Learning.  No additional resources will be needed for the course. |
|  |  |

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| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**  **Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  Not anticipated at this time. Library currently provides sufficient supportive instruction within HSA 3510 as prerequisite to this course. |

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| **5** | **Library Faculty Subject Selector\_\_\_\_\_\_**Nancy Gonzalez**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations:**  Having reviewed library resources on the proposed course, I conclude that the library does own current and sufficient materials on the subject as well as other health related topics. Library holdings include many new editions of the assigned book titles and academic electronic resources.  More copies of the required text will be ordered for the course.  **Date** 9/28/15 |

**Course Outline:**

**Course rational.**

This course enables students to gain an understanding of key issues routinely encountered in the administration of nursing homes within the United States. For those seeking to become a certified nursing home administrator, it provides an enriched level of discipline content beyond that already covered it the program’s core teaching. Coursework will familiarize the student with the subject areas found within the discipline’s required licensure examination.

**Course outcomes.**

Upon completion of the course, students will be able to address the following key discipline issues:

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| --- | --- |
| **Course Specific Objectives:** | **Learning Outcomes:** |
| Have an understanding of the organization, planning and quality assurance needs necessary for the provision of services within the nursing home environment. | Students will develop an information literacy relating to the key issues inherent to long term care. |
| Be knowledgeable regarding industry standard financial resources and mechanisms used in the delivery of long term care services. | Students will employ quantitative methods in the assessment of the financial services and will communicate their findings using appropriate financial vocabulary. |
| Understand how the populations of long term care patients interact with the resources available within the long-term care system. | Students will become familiar with the physical and psychological processes that are associated with aging and frequently encountered within the nursing home setting. |
| Be aware of the professional / ethical considerations within long-term care | Students will explore the ethical issues and conflicts encountered by professionals within long term care. |
| Orientate students to the topics associated with the discipline’s certification examination. | Students will develop an appropriate depth of knowledge through a focused and sustained program of discipline related studies. |

**General education outcomes.**

In order to achieve the expressed learning outcomes, students are encouraged to further develop and apply general education skills:

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| --- | --- |
| **General Education Objectives:** | **Learning outcomes:** |
| Gather, interpret and evaluate information from a variety of sources. | Students will integrate material from classroom lectures with information derived from government reports and peer reviewed literature to gain an understanding of key issues in the administration of long term care. |
| Apply knowledge to analyze social and economic issues. | Students will be exposed to complex issues in long term care from a variety of perspectives and domains. Students will gain an appreciation of the overlap and divergence of issues relating to quality versus cost of health care from institutional and patient based perspectives. |
| Acquire tools for lifelong learning. | Students will acquire knowledge of discipline specific resources in order to facilitate career based learning. |

**Assessment methods.**

Instruction will provide students with specific information and knowledge associated with key concepts related to long term health care. Selected case studies and readings will make available to the student specific examples that illustrate their application. The course will use a portfolio of assignments in conjunction with three examinations to assess the student’s breadth and depth of knowledge:

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| --- | --- | --- |
| **Assignment** | **Course Specific Objectives:** | **General Education Objectives:** |
| Assignment #1 (sessions 2 through 4): Students will individually communicate and interact with peers via Blackboard online discussions, in order that they may adequately demonstrate an understanding of the material presented within each session. | Develop an understanding and information literacy relating to of the organization, planning and quality assurance issues encountered within the nursing home environment. | Apply knowledge to analyze social and economic issues and communicate in diverse settings. |
| Assignment #2: Students will demonstrate competence in the use of Excel in the development and interpretation of financial benchmarks encountered in long term care. | Students will employ quantitative methods in the assessment of the financial services and will communicate their findings using appropriate financial vocabulary. | Apply knowledge to analyze social and economic issues and communicate in diverse settings. |
| Assignment #3: For sessions 9 through14, students will be given a weekly homework assignment that reinforces a key issue presented within each lecture. | To understand how the population of long term care patients interact with the resources available within the long-term care system. | Gather, interpret and evaluate information from a variety of sources. |
| Assignment #4: Students will write a short policy analysis paper on a topic commonly found in a nursing home setting. | To understand the professional ethical considerations and challenges associated with working in long term care. | Gather, interpret and evaluate information from a variety of sources. |
| Examinations: The course will include three examinations wherein students demonstrate their understanding of topics found within the certification examination. | The course seeks to orientate students to the subject areas associated with the discipline’s certification examination. | Students will acquire knowledge of discipline specific resources in order to facilitate career based learning. |

**Teaching and learning.**

Indicative Contents and their sequencing: (course will meet 1 session per week for three hours).

Session/week:

1. Managerial oversight in health care (part 1):

Explores the responsibility of administrators in the planning and organization of health care services. Emphasis is placed on managerial functions, decision making and planning requirements found at various levels of health care management.

* Line- staff relations
* Steps involved in planning
* Input /outputs and regulatory feedback.

2. Managerial oversight in health care (part 2):

Presents an introduction to policy, quality assurance and outreach as they relate to long term care facilities. Topics include organizational norms and values within nursing homes, managerial quality and improvement, innovation and marketing.

* Long term care policy making
* Administrative leadership
* Quality control / quality of care
* Marketing of health care

3. Organization of nursing homes:

Reviews the departmental structure within nursing homes and includes an overview of the human resource function in the maintenance of facility personnel including staffing, employee retention and service evaluation.

* Administrative coordination
* Principle clinical services – allied health care, nursing, pharmaceutical services
* Introduction to support services – social services, dietary, housekeeping & facilities management
* Medical Records

4. Managing human relations:

Examines theoretical and practical applications used to shape the relationship between the institution and its employees; including employee training and the development of systems / strategies used for employee motivation.

* Human resource functions
* Assessing employment needs
* Job descriptions
* Training and evaluations of staff

5. Financial organization of nursing homes (part 1):

Provides an understanding of the financial administration requirements within nursing homes and explores the customary revenue streams and expenses experienced by nursing homes.

* General accounting principles, cash vs accrual accounting
* General ledger
* Costs - variable & fixed costs; direct & indirect
* Depreciation
* Financial statements, balance sheet, profit & loss, statement of changes in fund balance

6. Examination #1.

7. Financial organization of nursing homes (part2):

Explores the budgets and supporting functions:

* Budget process and preparation
* Revenue, working capital & relevant financial ratios
* Code of Federal Regulations, risk management, legal terminology, insurance & advanced directives

8. Provides an overview of financial law relating to health care

Examines contemporary financial policy with regard to long term care including the differential contribution by Medicare and Medicaid.

* Federal government reimbursements, ‘spend down’ and public assistance
* Current trends, acute care, population demographics, dependency levels amongst the aged
* Occupancy projections, industry trends underpinning facility and bed counts and spending trends

9. Understanding the aging process:

Examining the aging process including the traditional functional limitations associated with aging and the supportive medical specialties frequently consulted for their treatment.

* Routine physiologic changes in geriatric population
* Activities of daily living (ADLs)
* Somatic mutation theory and possible causative agents
* Exercise and fitness needs for nursing home patients.
* Role of general practitioner and specialists in geriatric care
* Pharmacologic management – “5 rights” – medication, dose, frequency & time, route of administration and correct patient

10. Examination #2.

11. Routine illnesses encountered in nursing home populations:

Reviews the common illnesses requiring or resulting from skilled nursing care.

* Chronic vs acute illness
* Cardiovascular illness: MI, CVA, CHF, atherosclerosis
* Respiratory illness: COPD & TB
* Neurologic illness: sensory deterioration, dysphasia, Parkinson’s, dementia & Alzheimer’s
* Digestive illness: GI illness, maintenance of dietary and fluid norms, diabetes & anemia.
* Infections: acquired (nosocomial) infections, decubitus ulcers, musculoskeletal illness including osteoporosis, arthritis and falls
* Cancer
* Behavioral illness: depression, insomnia, psychotropic medications

12. Understanding professional ethics and the social legislative agenda for long term care:

Inspects the history and context of the nursing home industry within the continuum of long term care including the role of important legislative initiative such as Medicare, Medicaid, Workers compensation and the Americans with Disabilities act.

13. Understanding the key nursing home functions:

Looks at the key institutional functions including dietary, rehabilitation, admissions, and social services.

14. Understanding the nursing home policies:

Present issues related to quality assurance within institutional settings including:

* residential rights (informed consent & privacy),
* infection control,
* access to records and
* discharge and bed holding policies.

15. Examination #3.

**Grading.**

The following weightings will be applied to grades:

* Assignments ( 4, each as 10%) 40%
* Examination #1 20%
* Examination#2 20%
* Examination#3 20%

Grades will be assigned accordingly:

A 93-100

A- 90-92.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C 70-76.9

D 60-69.9

F 59 and below

**Recommended instructional materials.**

Required text**:**

* Allen, J. (2015). *Nursing Home Administration (3rd ed.).* New York: Springer Publishing.
* Selected readings and handouts reflecting contemporary issues and events will be used throughout

**Library, web resources and bibliography:**

Library Resources:

* Text on reserve
* Data base resources for online searches
* Supportive general referencing material

Web resources:

* National Association of Long Term Care Administrators

http://www.nabweb.org/examinations

* Healthy People 2020, US Department of Health and Human Services http://www.healthypeople.gov/hp2020/
* Centers for Disease Control and Prevention and Morbidity and Mortality Weekly Report
* http://www.cdc.gov/mmwr/
* Vital Statistics for New York State

http://www.health.state.ny.us/nysdoh/vital\_statistics/

* Bureau of Communicable Disease –NYC Department of Health and Mental Hygiene http://www.nyc.gov/html/doh/html/cd/cd.shtml

Supplemental Bibliography:

* Buchbinder, S. B., & Thompson, J. M. (2010). *Career Opportunities in Health Management.* Sudbury: Jones and Bartlett Publishers.
* Davis, W. E., & Townsend, J. E. (2013). *The Principles of Health Care Administration .* Shreveport: LA BNB Systems.
* Kovner, A. R., Fine, D. J., & D'Aguila, D. J. (2009). *Evidence Based Management in Health Care Health Administration Press.* Chicago: Health Administration Press.
* National Association of Long Term Care Administrators. (5th edition). *NAB Study Guide-How to prepare for the Nuring Home Administration Examination.* Washington: National Association of Long Term Care Administrators.
* Prat, J. R. (2015). *Long Term Care: Managing Across the Curriculum.* Sudberry: MA Jones and Bartlet.
* Sing, D. A. (2010). *Effective Management of Long-Term Care Facilities.* Sudbury: MA Jones and Bartlet.
* Williams, S. J. (2009). *Essentials of Health Services .* New York: Thompson Delmar Learning.

Journals:

* Journal of Nursing Home Research <http://www.jnursinghomeresearch.com/> (open access)
* American Journal of Public Health
* Lancet
* Journal of Public Health Medicine
* BMC Public Health Journal

**Course Need Assessment:**

**Target students who will take this course:** The course will be offered as an elective appealing to:

* Current students within the major with interests in long term care.
* Graduates whose occupational circumstance requires further study in long term care administration.

**Projected headcounts.**

Twenty five students per section. Eligible students would arise from students enrolled in Health Administration and Human Services. To date, a survey of students entering the HSA degree program indicates approximately 70% of students are interested in the course. This survey remains ongoing.

**Additional physical resources required.**

None.

**Course overlap with other courses, both within and outside of the department.**

The proposed course seeks to increase the spectrum of discipline specific learning offered by the HSA program. Inclusion of this elective course into the HSA program is undertaken without the need to modify any existing HSA core or elective courses. The course builds upon preexisting knowledge gained in HSA 3510 (Health Services Management 1) and provides a greater breadth and depth of discipline specific instruction on administrative conditions routinely encountered in long term care.

**Full time faculty qualified to teach this course.**

The course will be taught by existing faculty within the Health and Human Services Department.

**Accrediting body documentation.**

The following is an excerpt from the Nursing Home Administrator Licensure Qualifications, New York State Department of Health web site relating to the educational requirements for licensure:

* Required Course Work (15 credit hours):

Course work in the following five areas must be successfully completed (grade of C or better) at an accredited educational institution. Each course must be at least three credit hours in duration and completed within ten years of achieving eligibility to sit for the licensure exam. Subject areas identified with an asterisk [\*] must be completed, at a minimum, at the 300 level within five years of achieving eligibility to sit for the licensure exam. They also may NOT be taken at an introductory or entry level. Individualized contract learning course work is NOT acceptable. The applicant is encouraged to ensure that course work undertaken to meet this licensure qualification will be acceptable to the Board prior to enrollment for the course. To be acceptable, the course outline and syllabus must demonstrate a substantial relationship to issues pertaining to inpatient health care and the nursing home administrator domains of practice.

* + — Nursing Home Administration\*
  + — Health Care Financial Management\*
  + — Legal Issues in Health Care\*
  + — Gerontology
  + — Personnel Management

Source: <https://www.health.ny.gov/professionals/nursing_home_administrator/quals.htm>

The Nursing Home Administrator Licensure Examination jointly developed by the Professional Examination Service (PES) and the National Association of Boards of Examiners of Nursing Home Administrators (NAB) has been approved by the NYS Board in October 1982 as the only approved examination for licensure as a nursing home administrator in New York State.

<http://www.nabweb.org/examinations>

**Course Design:**

**Course context.**

The course is an elective for those students in HSA or HUS whose interests in health care is focused upon geriatrics, rehabilitation or skilled nursing home administration.

**Course structure.**

The course will be delivered in lecture format.

**Anticipated pedagogical strategies and instructional design.**

Lectures will be the predominant classroom strategy for delivery of didactic content. In order that the student can develop a deeper appreciation of the content, seminar discussions within the classroom and postings onto Blackboard discussion forums will be used for so that students may further explore and develop an appreciation of the complexities inherent in the discipline.

**How this course supports programmatic learning outcomes.**

The course embodies the principle learning outcomes of the HSA degree.

**Online Status:** N/A, the course is designed using a classroom lecture format. Instruction will be enhanced through the use of Blackboard.

**Appendices:**

**Appendix 1 Chancellor’s Report**

**I. Section AIII: Changes in Degree Programs**

**The following revision is proposed for the BS in Health Services Administration, Department of Health and Human Services**

**Program:** Bachelors of Science in Health Services Administration

Program Code: 1202

**Effective:** Fall 2016

|  |  |
| --- | --- |
| **FROM:** | **TO:** |
| BS Health Services Administration Electives:  HSA 4900 Health Services Internship 3  HSA 4910 Introduction to Public Health  Administration 3 | BS Health Services Administration Electives:  HSA 4900 Health Services Internship 3  HSA 4910 Introduction to Public Health  Administration 3  HSA 4960 Nursing Home Administration 3 |

**Rationale:** To add new course HSA 4960 to the list of allowed electives.

**II. Section AIV: New Courses**

|  |  |
| --- | --- |
| **Department(s)** | Department of Health and Human Services |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | Health Services Administration |
| **Course Prefix** | HSA |
| **Course Number** | 4960 |
| **Course Title** | Nursing Home Administration |
| **Catalog Description** | Provides students with information related to the organization and administration of long term care services with an emphasis on the structure and functions of nursing homes. The course seeks to orient students to the subject areas within the discipline’s certification examination. |
| **Prerequisite** | HSA 3510. HSA3630 is recommended. |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** | 3 |
| **Contact Hours** | 3 hours |
| **Liberal Arts** | **[ ] Yes  [  X ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** |  |
| **Course Applicability** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **[ X ] Major** |  | | | | | **[ ] Gen Ed Required** | **[ ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** | | | **[ ] English Composition** | **[ ] World Cultures** | | **[ ] Speech** | | | **[ ] Mathematics** | **[ ] US Experience in its Diversity** | | **[ ] Interdisciplinary** | | | **[ ] Science** | **[ ] Creative Expression** | | **[ ] Advanced Liberal Arts** | | |  | **[ ] Individual and Society** | |  | | |  | **[ ] Scientific World** | |  | | |
| **Effective Term** | Fall 2016 |

Rational: This course enables students to gain an understanding of key issues routinely encountered in the administration of nursing homes within the United States. For those seeking to become certified nursing home administrators, this course provides and enriched level of discipline content beyond that already covered it the Health Services Administration program’s core teaching and will familiarize the student with the subject areas found within the discipline’s required licensure examination.

**Appendix 2:** Excerpt from Health and Human Services curriculum meeting, 9/17/15:

“Faculty voted ‘Yes’ to Health Services Administration moving forward with the course to meet the 10/1/15 deadline to implement the course in Fall 2016 (provisional of minor language changes being made by Dr. Bohm and Dr. Cho).”