NURS 3133 Gerontological Nursing
COURSE SYLLABUS: SPRING 2017

Instructor: Monica L. Tenhunen, DNP, RN, GNP-BC, ANP-C
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Preferred Form of Communication: email
Communication Response Time: Two business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required

Dunn, H. (2016). *Hard choices for loving people: CPR, feeding tubes, palliative care, comfort measures, and the patient with a serious illness* (6th ed.). Naples, FL: Quality of Life Publishing.

Lange, J. W. (2012). *The nurse's role in promoting optimal health of older adults: Thriving in the wisdom years.* Philadelphia, PA: Davis.

Previous nursing courses textbooks

Optional   Online resources and articles as directed

Course Description (1 credit hours)

This seminar course is on optimum health care for the aging client within the framework of the nursing process. Emphasis is on understanding the unique needs of the aging population, encouraging health promotion and self-care, identifying variable responses of elderly clients to pathological conditions, and maintaining a level of function that promotes quality of life.

The *syllabus/schedule are subject to change.*

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Incorporate professional attitudes, values, and expectations about physical and mental aging in the provision of patient-centered care for older adults and their families.
2. Assess the living environment as it relates to functional, physical, cognitive, psychological, and social needs of older adults.
3. Intervene to assist diverse older adults and their support network to achieve personal goals, including functional, physical, and mental wellness based on the availability of community resources/programs.
4. Compare models of care that promote safe, quality physical and mental health care for older adults.
5. Integrate relevant theories and concepts included in a liberal education into the delivery of patient-centered care for older adults.

COURSE REQUIREMENTS

Minimal Technical Skills Needed
Using the learning management system, using Microsoft Word and PowerPoint.

Instructional Methods
This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Responsibilities or Tips for Success in the Course
Logging into the course website daily during the week, checking emails at least daily, updated semester calendar, at least six hours of weekly study, attendance at all class meetings, and review of examinations.

GRADING

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Final grades in this course will be based on the following scale:

A = 90-100
B = 80-89
C = 75-79
D = 60-74
F = Below 60

A minimum grade of 75 is required to pass the course.

Quizzes 5 (1%)	5%
Simulation Pre-Work	7.5%
Simulation Participation & Evaluation	7.5%
Media Assignment	10%
Client Interview Paper #1	30%
Client Interview Paper #2	30%
Living Facility Visit Paper	10%
Total	100%

Successful completion of the examinations and paper will enable the student to meet the student learning outcomes.

Late Submissions
It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Paper submissions
All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred

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- o Broadband connection required courses are heavily video intensive
- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

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myLeo Support
Your myLeo email address is required to send and receive all student correspondence.
Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about
setting up your myLeo email account. You may also access information at myLeo.
https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as
possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve
academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

It is expected that you will check your eCollege course and email at least **DAILY** for
communication from the instructor. A response will occur within two (2) business days.

Communication between faculty and students is primary and taken seriously. Preferred
communication methods are individualized office hours, email, or via office phone. If a
phone call is not answered, please leave a message and send an e-mail using the
direct e-mail link on the course home page. You will be treated with collegial respect
and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

CLASS
1. Class Cancellation: In the event that a class is canceled, the student is expected
    to do the readings and complete the objectives for that day. The content will still
    be included on examinations. The material in this syllabus and dates identified in
    the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in
    advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be
    present for exams. In the event that the student will be absent, the course
    instructor must be notified in advance. Failure to do so may result in the student
    receiving a zero for the missed exam or quiz. Review the university catalog for
    excused absence criteria.
4. As an adult learner and responsible professional, the student is responsible for
    reading and completing assignments prior to class and for being prepared to

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participate in discussions over the assigned material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.

5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

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http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

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Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week/ Monday Date	Content	Reading Assignments- Lange Textbook	Activities/Assignments
1 1/16	Orientation Attitudes on Older Adults	Chapters 1 & 7	Class 1/18 15-1700
2 1/23	Gerontological Nursing	Chapter 5	
3 1/30	Successful Aging	Chapters 2 & 3 Arnold & Boggs Chapter 19	Quiz #1 due by 2359, 2/3
4 2/6	Global Priorities Models of Care	Chapter 25	Media Assignment due 1000, 2/7 Class 2/7 10-1200
5 2/13	Aging Changes	Chapter 9	
6 2/20	Chronic Care	Chapter 4	Living Facility Visit due 2359, 2/24 Quiz #2 due by 2359, 2/24
7 2/27	Collaboration	Chapter 11	
8 3/6	Hard Choices for Loving People	Chapter 24 Dunn-Hard Choices	Class 3/7 10-1200
9 3/20	Physical Health 1	Chapters 8 & 10	Quiz #3 due by 2359, 3/24
10 3/27	Safety	Chapters 6, 15 & 17 13, 14 & 19	Class 3/28 10-1200 Client Interview Paper #1 due 2359, 3/31
11 4/3	Physical Health 2	Chapter 13, 14 & 19	
12 4/10	Culture	Chapter 20 & 21	Quiz #4 due by 2359, 4/14
13 4/17			Sim Pre-Work due start of your simulation on 4/17 Sim Evaluation due 2359, 4/17
14 4/24	Mental Health	Chapters 12, 22 & 23	Class 4/25 10-1200
15 5/1	Economics	Chapters 16 & 18 12, 22 & 23	Client Interview Paper #2 due 2359, 5/5 Quiz #5 due by 2359, 5/5
16 5/8	Finals Week		

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Assignments

Types of Assignments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles.

1.   **Simulation Day Pre-Work**   4/17

     The purpose of this assignment is to provide the student an opportunity to integrate relevant theories and concepts into the care of an older adult. Complete the simulation pre-work posted on eCollege and submit to instructor for entry into the simulation.

2.   **Simulation Participation & Reflection Journal**   4/17

     The purpose of this assignment is to provide the students an opportunity to work as a member of a team and reflect on their experiences during the simulation day. Complete the simulation effectiveness tool (posted on eCollege along with the grading rubric) and in the comment area reflect on your experience. It is due by 2359 the day of your simulation experience and is to be submitted on eCollege.

3.   **Media Assignment**   2/7

     The purpose of this assignment is to allow the student to reflect on their own and the society's attitudes and expectations of aging. Each student is required to find two representations in the media-newspaper, magazine, and/or online-one that reflects a positive viewpoint of aging in the United States and one that reflects a negative viewpoint of aging in the United States. Students are to bring a hard copy of both media representations with them for admission into the simulation on 6/21. Put your name at the top of both pages. You can take a snapshot and print a website, etc. Make sure that each page you turn in indicates where you got the information.

4.   **Client Interview Papers #1 & #2**   3/31 & 5/5

     The purpose of this assignment is to conduct a holistic assessment of an older adult who lives alone, and/or with significant others, and who is basically independent in their activities of daily living; and to intervene to assist diverse older adults and their support network to achieve personal goals, including functional, physical and mental wellness based on the availability of community resources/programs. This assignment will also provide the students the opportunity to develop skills in the interview and assessment process using a variety of techniques including observation, and use of standardized tools. A signed consent for this assignment is due with the first paper on 3/31. To receive

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credit in the course, you must submit the consent. You must visit your client at least twice and should visit three times. The papers must include the dates of your visits and the time you spent with the client on each visit. The life reminiscence questions and all the tools are in the client interview paper document on eCollege.

Each paper is a maximum of five (5) pages each, not counting the assessment tools, nursing diagnosis page, the title page or reference page. Each paper is worth 60 points.

Paper #1

Life Reminiscence	15 points
Medication Evaluation	5
ADL/IADL	5
Home Safety	5
Urinary Incontinence	5
Nursing Diagnosis/Goal/Interventions	10
Evaluation	10
APA Format, Grammar, etc.	5

Paper #2

Fall Risk/Fear of Falling	5 points
Geriatric Depression Scale	5
Nutrition Assessment	5
Elder Abuse Assessment	5
Sexuality Assessment	5
Pittsburg Sleep Quality Index	5
Spirituality Assessment	5
Nursing Diagnosis/Goal/Interventions	10
Evaluation	10
APA Format, Grammar, etc.	5

5.   **Living Facility Visit**   **2/24**

The purpose of this assignment is to give the student an opportunity to assess the living environment of older adults and reflect on the ability of the facility to meet the needs of older adults. It will also (along with the other facility visit assignment) give the student the opportunity to compare various models of care for older adults. Visit an assisted living, board & care, group home in the city you live in or a city near your hometown. Each student must visit a different facility, so if you live in the same city as another student, make sure you collaborate to ensure you do not duplicate locations. Prior to the visit, look up on their website and determine the types of residents they have in the facility-age, medical diagnosis, couples, pets, etc.

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When you go to the facility, tell them you are a nursing student (wear your name badge) and you would like a tour of the facility. If you are not told on the tour, ask them what two things about the facility they are the proudest of. Ask what the cost of a month's stay in the facility would be if a resident was paying privately. Also, evaluate if the facility is using any specific model of care for the residents.

In a one-page double-spaced narrative paper, not counting the reference page (you don't need a title page), you will provide information on the facility you visited: name/address of facility, types of resident that have in facility, the cost, the two things they were proudest of and if they use a specific model of care. Reflect on your visit. Use these questions to guide your reflection: What did you think about the facility? Do you agree with them about their two items? Why or why not? What would you have liked to know that you were not told and did not see?

It is due by 2359 in the Dropbox on eCollege.

6. **Quizzes**   **(5 total, 1% each)**   **varies**

There will be five online quizzes throughout the semester as indicated in the course schedule and on eCollege. The quizzes will review information from classes and reading materials.