



NURS 3133 01B/02B, GERONTOLOGICAL NURSING

COURSE SYLLABUS: SPRING 2019

INSTRUCTOR INFORMATION

Instructor: Monica L. Tenhunen, DNP, RN, GNP-BC
Office Location: Nursing Building 102
Office Hours: as posted
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Preferred Form of Communication: email
Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) 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.

Eliopoulos, C. (2018). *Gerontological nursing* (9th ed.). Philadelphia, PA: Wolters Kluwer.

Online resources and articles as directed

Previous and current nursing course textbooks

Optional Texts and/or Materials: Online resources and articles as directed

The syllabus/schedule are subject to change.

Course Description

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.

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 (AACN Essential VIII).
2. Assess the living environment as it relates to functional, physical, cognitive, psychological, and social needs of older adults (AACN Essential IX).
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 (AACN Essential VII).
4. Compare models of care that promote safe, quality physical and mental health care for older adults (AACN Essential II).
5. Integrate relevant theories and concepts included in a liberal education into the delivery of patient-centered care for older adults (AACN Essential I).

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, simulation, 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.

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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 three hours of weekly study, attendance at all class meetings and simulations.

GRADING

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.

Final Examination	20%
Evolve Case Studies (4)	8% (2% each)
Simulation Participation & Evaluation (2)	15% (7.5% each)
Parkinson's Module Pre-Test	2%
Parkinson's Module Post-Test	8%
Client Interview Paper #1	20%
Client Interview Paper #2	22%
Older Adult Resource Post	5%
Total	100%

The examinations in this course do NOT have to have a 75% minimum average in order to pass.

Successful completion of the assignments 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

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one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Assessments

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

- 1. Final Examination** **20%** **5/3**

There is a final online examination in this class on the date identified. It will cover **all** the topics covered in class as of the date of the exam (Learning outcomes #1, #3, #4 & #5).

- 2. Evolve Case Studies** **8% (2% each)** **various**

There are four (4) Evolve case studies to be completed and submitted on Evolve by 2359 on the date indicated. You must receive at least 75% on the case studies to receive credit for the assignment (Learning outcome #1).

Age Related Risks	2/15
Risk-falls	3/1
Older Adult-CVA	4/5
Alzheimer's	4/19

- 3. Sim Participation & Journal** **7.5% each (15% total)** **2/7 or 2/8 & 4/4 or 4/5**

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 D2L 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 D2L (Learning outcomes #1, #4 & #5).

- 4. Parkinson's Module Pre- & Post-Test** **2%/8%** **1/14 & 4/23**

There will be a pre-test given on the first day of class. You will receive full credit (2%) if you take the test and it will apply to your grade in the course. The post-test will be given on 4/23. It will be graded, and your score will apply to your grade in the course (Learning outcomes #1, #4 & #5).

- 5. Client Interview Papers #1 & #2** **20%/22% (42% total)** **3/8 & 4/19**

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

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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 March 8th. To receive 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 D2L (Learning outcomes #1, #2, #3 & #5).

Each paper is a maximum of five (5) pages each, not counting the assessment tools, PIE page, the title page or reference page. All of the tools, the paper and the consent are to be in **one** document when uploaded on D2L.

Paper #1

Life Reminiscence	15 points
Medication Evaluation	5
ADL/IADL	5
Home Safety	5
Urinary Incontinence	5
Nutrition Assessment	5
PIE (2)	6
Evaluation	14
APA Format, Grammar, etc. (all or none)	5
Total	65

Paper #2

Fall Risk/Fear of Falling	5 points
Geriatric Depression Scale	5
Elder Abuse Assessment	5
Sexuality Assessment	5
Pittsburg Sleep Quality Index	5
Spirituality Assessment	5
PIE (2)	6
Evaluation	18
APA Format, Grammar, etc. (all or none)	5
Total	59

6. Older Adult Resource Post 5% 3/15

The purpose of this assignment is to give the student an opportunity to explore older adult resources in the community. You are to locate one resource in your hometown focused on older adults. Each student must have a different resource. Investigate their website, social media, etc. to determine the services they offer, their funding sources, and any professionals involved in the resource (Learning outcome #3).

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In the discussion board on D2L, post the following information on the resource: name/address of facility, types of participants they focus on and the services they offer and information on any professionals involved. It is due by 2359 on March 15th.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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

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 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.

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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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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](#)

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

Students with Disabilities-- ADA Statement

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:

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@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.

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 Eliopoulos	Activities/Assignments
1 1/14	Orientation Gerontological Nursing Aging Populations	Syllabus Chapters 1 & 6 Lewis Chapter 5 Fulmer article	Class 1/14 15-1700 Parkinson's Pre-Test
2 1/21	Theories of Aging Attitudes	Chapter 2	
3 1/28	Life Transitions Successful Aging	Chapter 4 10 Tips for Aging Well Thatch article	
4 2/4	Aging Changes	Chapter 5 Healthy People 2020 document	Class 2/5 10-1200 2/7 or 2/8 Simulation #1 (your assigned time)
5 2/11	Economics Poverty in Older Adults	Chapter 10	Evolve Age Related Risks Case Study due by 2359, 2/15
6 2/18	Nutrition; Urinary Elimination; Mobility & Rehab	Lewis 1055-1059; 1532-1534 Chapters 11, 21, 23 & 32 Geriatric 5Ms article Nutrition article	
7 2/25	Safety	Chapter 14 & 17 Shade article Beers pocket guide	Evolve Risk for Falls, Hip Fracture Case Study due by 2359, 3/1
8 3/4	Models of care Settings of care	Chapters 32, 33 & 34	Client Interview Paper #1 due by 2359, 3/8
9 3/11	Spirituality, Sexuality & Reproductive Health	Chapters 15, 16, & 22	Older Adult Resource Post due by 2359, 3/15
10 3/18	SPRING BREAK		
11 3/25	Hard Choices	Dunn book Chapter 36 Lewis 135-142 Dying behind bars article Radtke article	Class 3/28 09-1100 THURSDAY

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12 4/1	Parkinson's	Lewis 1387-1393 Chapter 24	4/4 or 4/5 Simulation #2 (your assigned time) Evolve Older Adult CVA Case Study due by 2359, 4/5
13 4/8	Chronic Care	Chapters 31 & 35 Lewis Chapter 5	
14 4/15	Mental Health Sleep	Chapters 12, 29 & 30 Smagula article	Client Interview Paper #2 due by 2359, 4/19 Evolve Alzheimer's Case Study due by 2359, 4/19
15 4/22	Diversity	Chapter 3	Class 4/23 10-1200 Parkinson's Post-Test
16 4/29			Final Examination Online 5/3-start between 1600 and 1800
17 5/6	Finals Week		

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