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## **NURS 3133 01B/02B, GERONTOLOGICAL NURSING**

COURSE SYLLABUS: SPRING 2021

### **INSTRUCTOR INFORMATION**

Instructor: Brandy Estes, MSN, RN, CEN, NREMT (course coordinator)  
Office Location: Nursing Building, Room 2  
Office Hours: as posted  
Office Phone: 903-886-5315  
Office Fax: 903-886-5729  
University Email Address: [brandy.estes@tamuc.edu](mailto:brandy.estes@tamuc.edu)  
Preferred Form of Communication: email  
Communication Response Time: 2 business days

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Beery, T. A., Workman, M. L., & Eggert, J. A. (2018). *Genetic and genomics in nursing and health care* (2nd ed.). F.A. Davis.

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

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

Online resources and articles as directed

Previous and current nursing course textbooks

*The syllabus/schedule are subject to change.*

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

## **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 Domain 9).
2. Assess the living environment as it relates to functional, physical, cognitive, psychological, and social needs of older adults (AACN Domains 1 & 2).
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 Domains 2 & 3).
4. Compare models of care that promote safe, quality physical and mental health care for older adults (AACN Domains 2 & 3).
5. Integrate relevant theories and concepts included in a liberal education into the delivery of patient-centered care for older adults (AACN Domain 1).

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and PowerPoint.

### **Instructional Methods**

This is a blended course requiring students to complete reading assignments, 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 lecture, simulation, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. 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**
- Updating semester calendar with communicated changes
- At least three hours of weekly study
- Attendance at all class meetings, clinicals, seminars and simulations
- Review of examinations.

## 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

<b>Pre-Work (5)</b>	<b>25% (5% each)</b>
<b>ATI Case Studies (2)</b>	<b>5% (2.5% each)</b>
<b>Growth &amp; Development Template</b>	<b>5%</b>
<b>Simulation Participation (2)</b>	<b>10% (5% each)</b>
<b>Simulation EHR (2)</b>	<b>10% (5% each)</b>
<b>Client Interview Paper #1</b>	<b>20%</b>
<b>Client Interview Paper #2</b>	<b>18%</b>
<b>Older Adult Resource Post</b>	<b>7%</b>
<b>Total</b>	<b>100%</b>

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

Successful completion of the examinations and other required assignments will enable the student to meet the student learning outcomes.

### **Late Submissions:**

It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested before the due date/time 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.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

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### **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.

### **Group Work:**

All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

## **Assessments**

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

**1. Pre-Work 25% (5% each) 9/12, 9/26, 10/10, 10/24, 11/21**

There are five pre-work assignments to be completed to assist in learning relevant concepts. The assignments are posted on D2L and must be uploaded on D2L by 2359 on the above dates (Learning outcomes #1-#5).

**2. ATI Case Studies 5% (2.5% each) 10/7, 10/28**

There are two (2) ATI case studies to be completed on ATI by 2359 on the date indicated. If there is a test, you must complete the test for the case study to obtain credit (Learning outcome #1).

Polypharmacy	10/7
Palliative/Hospice Care	10/28

**3. Growth & Development Template 5% 9/30**

The purpose of this assignment is to provide the students an opportunity to identify the growth and development changes and health promotion priorities for an older adult. The form is on page A5 in the ATI Fundamentals Review Module. Complete it **by hand** listing at least three (3) items for each category. Upload it on D2L by 2359 on the due date (Learning outcomes #3 & #5).

**4. Simulation Participation 5% each (10% total) 9/9, 11/4**

The purpose of this assignment is to provide the students an opportunity to work as a member of a team during a simulation. In addition, with Simulation #2, you must view and comment on at least one of the two videos on D2L (Learning outcomes #1, #4 & #5).

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**5. Simulation EHR Assignment 5% each (10% total) 9/9, 11/4**

The purpose of this assignment is to provide the students an opportunity to develop a nursing care plan for the patient in the simulation. Complete the assignment listed in EHR by 2359 the day of your simulation experience (Learning outcomes #1, #4 & #5).

**6. Patient Interview Papers #1 & #2 20%/18% (38% total) 10/21, 11/23**

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 October 21st. To receive credit in the course, you must submit the consent. You must visit your patient at least twice and should visit three times. The papers must include the dates of your visits and the time you spent with the patient on each visit. The life reminiscence questions, and all the tools are in the patient 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. Rubrics are in the patient interview paper document on D2L.

**8. Older Adult Resource Post 7% 12/13**

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). 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. In addition, you must comment on one of your classmates' posts regarding how you could specifically use that resource in your nursing practice. Both are due by 2359 on the due date (Learning outcomes #2 & #4).

# 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](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](mailto: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.

### 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>

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## **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.

It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

Email is preferred as the standard form of communication in this class. Please keep phone calls to a minimum. I expect your emails to be professionally prepared. For example:

Dear Professor/Dr. Lancaster,

Hello, Greetings, Good Morning/Afternoon, etc.

Your message

Sincerely, Thank you, Regards, etc

Your full name

Remember to professionally compose your e-mail proper grammar, spelling, and a professional tone. Properly addressed and signed e-mails will be replied to within 48 hours during business hours. If a face-to-face conference is required between the student and the instructor in the instructor's office, an appointment must be made several days in advance by the student.

## **Nursing Student Guide**

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found in the BSN Student Guide located here: <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/BSNstudentguidebook/default.aspx>

**The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you are still in compliance. Keep in mind that your fingerprints are on file with the BON so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows: <http://www.bon.texas.gov>>licensure eligibility**

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**It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.**

## **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 coordinator 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 coordinator 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 BSN Student Guide for the exam absence process.
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.

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<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>

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## **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](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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

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### **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

<b>Week/ Monday Date</b>	<b>Content</b>	<b>Reading Assignments Eliopoulos</b>	<b>Activities/Assignments</b>
1 8/29	Orientation Gerontological Nursing Aging Populations	Syllabus Chapters 1 & 6 Lewis Chapter 5	<b>Class 8/30 15-1700</b>
2 9/5	Theories of Aging Attitudes	Chapter 2	9/9 Simulation #1 your assigned time
3 9/12	Life Transitions  Successful Aging	Chapter 4 10 Tips for Aging Well Tkatch article	Pre-Work #1 due 2359, 9/12  <b>Class 9/13 15-1700</b>
4 9/19	Aging Changes	Chapter 5  Healthy People 2030 website	
5 9/26	Safety	Chapter 14 & 15 Shade article Beers pocket guide	Pre-Work #2 due 2359, 9/26  <b>Class 9/27 15-1700</b>  Growth & Development Template due 2359, 9/30
6 10/3	Nutrition; Urinary Elimination; Mobility & Rehab	Lewis 1055-1059; 1532-1534 Chapters 11, 19, 21, & 32 Mangels article	ATI Video Case Study Polypharmacy due by 2359, 10/7
7 10/10	Hard Choices	Dunn book Chapter 36 Lewis Chapter 9 Puente-Fernandez article	Pre-Work #3 due 2359, 10/10  <b>Class 10/11 15-1700</b>
8 10/17	Models of care Settings of care	Chapters 33, 34, & 35 CAPABLE article Models of care websites	Patient Interview Paper #1 due by 2359, 10/21
9 10/24	Spirituality, Sexuality & Reproductive Health	Chapters 20, 30, & 31	Pre-Work #4 due 2359, 10/24  <b>Class 10/25 15-1700</b>  ATI Video Case Study Palliative/Hospice Care due by 2359, 10/28

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10 10/31	Economics Poverty in Older Adults	Chapter 10  Texas Benefits Guide  Cubanski article	11/4 Simulation #2 your assigned time
11 11/7	Parkinson's	Lewis 1387-1393 Chapter 22	<b>Class 11/8 15-1700</b>
12 11/14	Chronic Care	Chapters 29 Lewis Chapter 5	
13 11/21	Mental Health  Common Adult- Onset Genetic Disorders	Chapters 27 & 28  Berry Chapter 12	Pre-Work #5 due 2359, 11/21  <b>Class 11/22 15-1700</b>  Patient Interview Paper #2 due by 2359, <b>11/23 Wednesday</b>
14 11/28	Diversity	Chapter 3 Wardecker article	
15 12/5	Sleep	Chapter 12 MacLeod article	<b>NO CLASS THIS WEEK</b>
16 12/12	Finals Week		Older Adult Resource Post due by 2359, <b>12/13 Tuesday</b>

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