



**NURS 3133 01B/02B, GERONTOLOGICAL NURSING  
COURSE SYLLABUS: Spring, 2024**

**INSTRUCTOR INFORMATION**

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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.). Quality of Life Publishing.

Eliopoulos, C. (2022). *Gerontological nursing* (10th ed.). Wolters Kluwer.

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 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 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.

## **Student Responsibilities or Tips for Success in the Course**

- Logging into the course website and email regularly for faculty communication (especially the night before class/clinical)
- Updating semester calendar with communicated changes.
- Regular study (recommend a minimum of 2-3 hours study/course credit hour per week). For example, 3-credit course = 6 to 9 hours study time/week.
- Attendance at all class meetings, clinical, seminars and simulations
- Review and remediation of examinations.

## **Advising Statement**

Before being accepted and entering the nursing program, undergraduate students may have been advised by a pre-nursing advisor. However, once admitted into nursing, the nursing faculty become the student's advisor. The nursing department subscribes firmly to the chain of command because, as nurses, that is how most employers will require you to resolve issues. If you have a problem with a course, you should contact your instructor, then the course coordinator, then the department head for nursing. Therefore, any advisement questions or any other concerns you have should first be discussed with your clinical or course instructor. She/he is your advisor for that semester.

## 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>Quizzes (3)</b>	<b>15% (5% each)</b>
<b>Case Studies (5)</b>	<b>25% (5% each)</b>
<b>Nutrition Presentation (group)</b>	<b>15%</b>
<b>Client Interview Paper</b>	<b>25%</b>
<b>Poverty Assignment</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

A minimum grade of 75 is required to pass the course. The average of the exams ( **Quizzes 1, 2, 3**) **MUST** be 75% or greater before **ANY** other course grades are averaged to compose the final grade. If the exam average is below 75%, the student will receive the grade of “D or F” for the course regardless of any other grade(s).

Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

All students with an exam grade of less than 75 should review their exam. It is the student’s responsibility to contact their course faculty or the Student Success Coach to set up an appointment to review the exam. The exam must be reviewed before the next scheduled exam. Only the most current exam may be reviewed. All students are welcome to review their exams by scheduling an appointment with course faculty.

Successful completion of all course 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.

### **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. ATI Video and Swift River Case Studies 5**

There are two (2) ATI case studies and three (3) Swift River case studies to be completed on ATI by 2359 on the date indicated. Minimum Score will be noted. (Learning outcome #1 & #2).

##### **ATI Video Case Studies**

Safety: Polypharmacy

End of Life: Palliative Care and Hospice Care

##### **Swift River Case Studies**

Tim Jones – elder abuse and confusion

Jim Goodman – late-stage steroid dependent COPD

Hannah Knox – end of life care

#### **2. Nutrition Presentation**

The purpose of this group assignment is to provide the students with an opportunity to identify the nutritional needs for older adults with specific dietary restrictions. (Learning outcomes #3 & #5).

#### **3. Patient Interview Paper**

The purpose of this assignment is to conduct a holistic assessment of an older adult who lives in the community 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 with the opportunity to develop skills in the interview and assessment process using a variety of techniques including observation and use of standardized tools.

#### **4. Poverty/Resource Assignment**

The purpose of this assignment is to understand the impact of socioeconomic status on decisions older adults may face when they have limited resources. (Learning outcome #1 & #2).

### **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>

### **Interaction with Instructor Statement**

It is expected that you will check your D2L course and email regularly for communication from the instructor(s). Be sure to check the night before class/clinical. A response to any email or message 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 cellphone. 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.

Faculty will make every effort to return class assignments within two weeks of submission and feedback on clinical work before subsequent work is due.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures/Policies**

### **Nursing Student Guide**

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

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.

#### Syllabus Change Policy

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

#### 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 the 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.

#### 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](#)  
[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 reasonable accommodation for their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 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/>

#### **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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Department or Accrediting Agency Required Content**

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 remain 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: [https://www.bon.texas.gov/licensure\\_eligibility.asp](https://www.bon.texas.gov/licensure_eligibility.asp)



### COURSE OUTLINE / CALENDAR

Week/ Date	Content	Reading Assignments Eliopoulos	Activities/Assignments
1 01/10	No Class Holiday	Syllabus	<b>Review and prepare questions re: Syllabus</b>
2 01/16 0800-1000	Orientation Gerontological Nursing The Aging Population Aging Changes Successful Aging	Syllabus Chapters 1, 4, 5, 6 Tips for Aging Well <a href="https://www.nia.nih.gov/health/healthy-aging-tips-older-adults-in-your-life">https://www.nia.nih.gov/health/healthy-aging-tips-older-adults-in-your-life</a> Tkatch, Resilient Aging <a href="https://journals.sagepub.com/doi/10.1177/23337214211002951">https://journals.sagepub.com/doi/10.1177/23337214211002951</a>	<b>Identify older adult for Elder Interview Paper</b>  <b>Complete Growth and Development Outline</b>
3 01/23 0800-1000	Economics Poverty in Older Adults Nutrition & Hydration Elimination & Mobility	Chapters 7, 10, 11, 18, 19, 21 Healthy People 2030 website Texas Benefits Guide (link in D2L) Cubanski article <a href="https://www.kff.org/medicare/issue-brief/how-many-seniors-live-in-poverty/">https://www.kff.org/medicare/issue-brief/how-many-seniors-live-in-poverty/</a> Geriatric 5Ms article Nutrition article	<b>Swift River Case Study</b>  <b>Tim Jones – Elder Abuse and Confusion</b>
4 01/30 0800-1000	Reproductive Health Spirituality, Sexuality & Models of care Settings of care	Chapters 20, 30, 31-35 CAPABLE article Models of care websites	<b>Quiz #1 (Weeks 2-3)</b>  <b>ATI Video Case Study</b>
5 02/06 0800-1000	Legal and Ethical Aspects of Care Mobility & Safety	Chapters 8, 9, 14, 15, & 21 Shade article Beers pocket guide	<b>SR Case Study</b>  <b>ATI Video Case Study</b>
6 02/13 0800-1000	Sleep Mental Health Chronic Care Hard Choices	Chapter 12, 27, 28, 29, & 36 Smagula article <a href="http://dx.doi.org/10.1016/j.smr.2015.01.003">http://dx.doi.org/10.1016/j.smr.2015.01.003</a>	<b>SR Case Study</b>  <b>End of Life: Palliative Care and Hospice Care</b>

		<p>MacLeod article  <a href="https://doi.org/10.1016/j.gerinurse.2018.02.002">https://doi.org/10.1016/j.gerinurse.2018.02.002</a>          Jackson article          AGS article          Dunn book          Dying behind bars article          Radtke article</p>	
7 02/20			<p><b>Nutrition Presentation Videos Due</b></p> <p><b>Safety: Poly Pharmacy</b></p> <p><b>Jim Goodman – late-stage steroid dependent COPD</b></p>
8 02/27			<p><b>Hannah Knox End of Life Care</b></p> <p><b>Elder Interview Paper</b></p> <p><b>Quiz #3 (Week 6 + Nutrition Presentation)</b></p>

## Assignments and Rubrics

### Nutrition Project Presentation

The purpose of this group assignment is to provide the students with an opportunity to identify the nutritional needs for older adults with specific dietary restrictions. The assignment includes identifying the cost associated with dietary restrictions for one month. Each group member will identify two (2) recipes for the assigned dietary needs and determine the cost of preparing the food. (Learning outcomes #3 & #5). For this assignment, there will be 7 groups. All students must participate in the assignment and video recording.

Diabetic  
Low Cholesterol  
Vegetarian/Vegan

Fat Restricted  
Mechanical Soft

High Protein/Low Calorie  
Salt Restricted (DASH)

Category	Criteria	Points Possible	Points Earned	Comments
Diet needs for the older adult.	Identify the types of foods and seasonings used in the selected diet. Discuss how culture could impact food choices (include at least 2 different cultures in your plan).	20%		
Recipes meeting dietary restrictions	Identify 2 recipes for each group member. Discuss the ingredients, time to cook/make, and considerations for obtaining ingredients if transportation is an issue	25%		
Nutritional Needs Diet	Nutritional needs of older adult with the prescribed diet Patient teaching for diet Nursing diagnosis associated with medical conditions for diet.	30%		
Cost of following diet	Present the cost of eating this diet for 1 month. Discuss barriers and challenges to following prescribed diet for older adults in Commerce and Rowlett (especially those who live at or below the poverty level)	25%		
		100%		

## Elder Interview Paper

The purpose of this assignment is to conduct a holistic assessment of an older adult who lives in the community 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, based on the availability of community resources/programs. This assignment will also provide the students with 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 paper. You must visit your patient at least twice. The paper 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.

The paper is a maximum of five (5) pages, not counting the assessment tools, PIE page, the title page or reference page. All the tools, the paper and the consent are to be in **one** document when uploaded on D2L (Learning outcomes #1, #2, #3 & #5).

### Elder Interview Paper Rubric

Criteria	Points Possible	Points Earned	Comments:
Consent Submitted	YES/NO		If missing, grade will be zero.
Life Reminiscence	10		
Medicine Evaluation	5		
Katz ADL	5		
Lawton ADL Scale	5		
Home Safety	5		
PHQ-2	5		
Heinrich Fall Risk	5		
MNA	5		
EAI	5		
Sexuality	5		
ESS	5		
PIE	10		
Evaluation	20		
APA (Title page, font, margins, and reference page)	10		
	100		

## Poverty/ Resource Assignment

SR Tim Jones

### Poverty/ Resource Assignment Rubric

Criteria	Points Possible	Points Earned	Comments
Cost of housing	10		
Cost of Transportation	10		
Menu, Grocery List and Cost	40		
Medication/Health care Costs (2 sources)	25		
Resource Organizations	15		
	100		