



## **NURS 4240.01 OLDER ADULT HEALTH MANAGEMENT**

### **COURSE SYLLABUS: SPRING 2025**

#### **INSTRUCTOR INFORMATION**

Faculty: Rhonda Gatti MSN, RN  
Office Location: online  
Office Hours: contact via email  
Office Phone: 281-224-7780  
University Email Address: Rhonda.gatti@tamuc.edu

Preferred Form of Communication: **Email**  
Communication Response Time: Two (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. (2021). Gerontological nursing (10th ed.). Wolters Kluwer.

Online resources and articles as directed

Software Required: None

Optional Texts and/or Materials: None

*The syllabus/schedule are subject to change.*

## **Course Description**

Focuses on nursing interventions used to promote, maintain, and restore health in older adult clients. Provides opportunities to expand knowledge of the normal aging process; to identify variables that contribute to deviations in health; to discuss how formal and informal resources including evidence-based data contribute to older adults' health status; and to examine the implications of working collaboratively with individuals, families, and communities to meet the health care needs of older adults (1.5 class, 0.5 clinical (22.5 hours).

## **Student Learning Outcomes**

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

1. Discuss the impact of the growing population of older adults upon nursing practice.
2. Identify normal changes in older adults due to the aging process.
3. Discuss biological, psychological and cultural influences on health care needs of older adult population.
4. Identify community resources available to older adults and their families.
5. Describe the impact of economic, legal and ethical issues on healthcare of older adults.
6. Use the nursing process and selected research findings as a framework for planning care that promotes, maintains and restores the health of older adults.
7. Use critical thinking skills to determine appropriate nursing interventions for selected physiologic and cognitive health alterations in older adults.
8. Act as a patient advocate for the older adult.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

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

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## **Instructional Methods**

### **Formative/Summative Assessments:**

This course includes both formative activities and assignments (practice) for the class and summative (graded) assessments for the clinical. The formative activities and assignments are designed to guide your learning and are not included in the course grade. Formative activities and assignments are recommended but not required for course completion. Formative activities and assignments provide practice and the opportunity for instructor feedback prior to completing the graded summative assessments. The summative assessments allow you to demonstrate competency and are required as part of the course grade.

This is an online 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 course 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, 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**
- Updating semester calendar with communicated changes
- At least three hours of weekly study
- Review of examinations.

## **GRADING**

The pacing guide dates for all course (class) assignments are noted on the Course Calendar. Assignments are to be submitted in D2L unless otherwise noted. Calendar dates are a guide to keep the student moving

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through the course and are noted as pacing dates in the modules. All work must be submitted with satisfactory score by the end of course date.

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

A = 90%-100% (Exceeds Expectations)

B = 75%-89% (Meets Expectations)

F = Below 75 (Needs Improvement and will retake the course)

**Note: A minimum grade of 75 in clinical is required to pass the course.**

### Formative Assessments

Module 1	1) Discussion Board-Older Adult Contributions to Society
Module 2	1) Aging Changes Case Study
Module 3	1) Medication Use in Older Adults Case Study
Module 4	1) Parkinson's Disease Quiz
Module 5	None
Module 6	None
Module 7	None

### Summative Assessments-Clinical

Module 1	1) Senior Center Assignment	20%
Modules 2-5	1) Patient Interview Paper Assignment	40%
Module 6	1) Compare & Contrast Nursing Homes Assignment	20%

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Module 7	1) End of Life Care Quiz	20%
	Total	100%

**ALL SUMMATIVE ASSESSMENTS DUE BY 2359, 2/27/25**

**Submissions:**

The course outline/schedule is included to guide the student to complete all tasks during the course. You may submit assignments early. Students who do not complete assignments and do not demonstrate competency will receive a needs improvement grade for the course and be required to retake the course. Competency for all exams is defined as 75%. Competency for written assessments and performance assessments is 80%.

**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.

**Assignments and Assessments:**

The pacing guide dates for all course (class) assignments are noted on the Course Outline. Assignments are to be submitted in D2L unless otherwise noted. Calendar dates are a guide to keep the student moving through the course. All work must be submitted with satisfactory score by the end of course date.

**Assessments**

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

**Formative Assessments**

**1. Module Assignments (various modules)**

Module 1 1) Discussion Board-Older Adult Contributions to Society

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- Module 2 1) Aging Changes Case Study
- Module 3 1) Medication Use in Older Adults Case Study
- Module 4 1) Parkinson's Disease Quiz

The purpose of these assessments is to review and learn information on the basic concepts of various modules and to locate and utilize current research support for various issues. By putting these concepts into your own words, you are more likely to recall and use the information in your future nursing practice.

### **Summative Assessments-Clinical**

***ALL SUMMATIVE ASSESSMENTS DUE BY 2359, 2/27/25***

**For clinical assessments with patients or on-site at facilities, you need to dress professionally and indicate that you are a student in the nursing program at Texas A&M University-Commerce.**

#### **1. Module Assignments (various modules)**

- Module 1 **1) Senior Center Assignment**
- Module 2-5 1) Patient Interview Paper Assignment
- Module 6 **1) Compare & Contrast Nursing Homes Assignment**
- Module 7 1) End of Life Care Quiz

Two (2) of the above assignments (in bold) have set deadlines for submission (see Course Outline). Once these are submitted further course content will be available for you to access.

The purpose of these assessments is for you to obtain required clinical hours for the course and to review and learn information on the concepts of various modules and to locate and utilize current research support for various issues. By putting these concepts into your own words, you are more likely to recall and use the information in your future nursing practice (Learning Outcomes #1-#8).

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## **COURSE SPECIFIC PROCEDURES/POLICIES**

### **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>

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others (Nursing Student Conduct Code--See the BSN Student Guide).

### **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.

### **Interaction with Instructor Statement**

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor. Communication between faculty and students is important and taken seriously. Preferred communication methods are through email through the Texas A&M University-Commerce email system, accessible within the D2L course. All students will be treated with collegial respect and are expected to communicate likewise in a professional manner. Students should check their university email accounts daily for course updates and communication with the instructor. It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

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## Class Attendance

Class attendance for online courses is defined as completing module activities and is expected. As an adult learner and responsible professional, the student is responsible for reading and completing assignments. It should not be expected that all material will be covered by the instructor.

## 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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.

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## **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>

## **University Specific Procedures/Policies**

### **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**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the

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capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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 Students Academic Integrity Policy and Form**

[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 Students Academic Integrity Policy and Form**

[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>

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## **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/>

### **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.

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## NURS 4240 Older Adult Health Management Spring 2025 Course Outline

Module	Course Content	Resources	Assessments (Formative/No Grade)	Assessments (Summative/ Graded)	Pacing Date
<b>Start Here</b>	<ul style="list-style-type: none"> <li>• <b>Welcome video</b></li> <li>• <b>Syllabus</b></li> <li>• <b>Course orientation</b></li> <li>• <b>Competency review</b></li> <li>• <b>Clinical Module</b></li> </ul>	Syllabus Competencies Clinical Module			<b>January 16, 2025</b>
<b>1 Gerontological Nursing, Aging Populations, Life Transitions and Aging Well</b>	<ul style="list-style-type: none"> <li>• Aging Population</li> <li>• Life Transitions</li> <li>• Specialty of Gerontological Nursing</li> </ul>	Chapters 1, 4 & 6 Text and PowerPoint Slides See Me Nurse Video 10 Tips for Aging Well document	<i>1) Discussion Board-Older Adult Contributions to Society</i>	<ul style="list-style-type: none"> <li>• <i>Clinical-Senior Center Assignment- <b>must be submitted by 1/26 for access to further course content</b></i></li> </ul>	<b>January 19, 2025</b>

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<p style="text-align: center;"><b>2</b> <b>Aging Theories, Aging Changes and Diversity in Older Adults</b></p>	<ul style="list-style-type: none"> <li>• Theories of Aging</li> <li>• Diversity</li> <li>• Common Aging Changes</li> </ul>	<p>Chapters 2, 3, &amp; 5 Text and PowerPoint Slides Healthy People 2030 Objectives Patient Interview Document</p>	<p>1) <i>Aging Changes Case Study</i></p>	<ul style="list-style-type: none"> <li>• <i>Clinical-Patient Interview Paper</i></li> </ul>	<p style="text-align: right;"><b>January 26, 2025</b></p>
<p style="text-align: center;"><b>3</b> <b>Safety</b></p>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Safe Medication Use</li> <li>• Elder Abuse</li> </ul>	<p>Chapters 14, 15 &amp; page 117 Text and PowerPoint Slides Gabauer article Beers Criteria Pocket Card Preventing &amp; Addressing Elder Abuse document</p>	<p>1) <i>Medication Use in Older Adults Case Study</i></p>	<ul style="list-style-type: none"> <li>• <i>Clinical-Patient Interview Paper</i></li> </ul>	<p style="text-align: right;"><b>February 2, 2025</b></p>
<p style="text-align: center;"><b>4</b> <b>Chronic Care</b></p>	<ul style="list-style-type: none"> <li>• Living in Harmony with Chronic Conditions</li> </ul>	<p>Chapters 22 (339-341 only) &amp; 29 Text and</p>	<p>1) <i>Parkinson's Disease Quiz</i></p>	<ul style="list-style-type: none"> <li>• <i>Clinical-Patient Interview Paper</i></li> </ul>	<p style="text-align: right;"><b>February 9, 2025</b></p>

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	<ul style="list-style-type: none"> <li>• Parkinson's Disease</li> </ul>	PowerPoint Slides Vice article			
<b>5 Spirituality, Sexuality and Reproductive Health for Older Adults</b>	<ul style="list-style-type: none"> <li>• Reproductive Health</li> <li>• Spirituality</li> <li>• Sexuality &amp; Intimacy</li> </ul>	Chapters 20, 30 & 31 Text and PowerPoint Slides		<ul style="list-style-type: none"> <li>• <i>Clinical-Patient Interview Paper</i></li> </ul>	<b>February 16, 2025</b>
<b>6 Economics and Care Settings</b>	<ul style="list-style-type: none"> <li>• Continuum of Care</li> <li>• Rehabilitation and Restorative Care</li> <li>• Long Term Care</li> </ul>	Chapters 10, 32 & 34 Text and PowerPoint Slides How Many Senior Live in Poverty article		<ul style="list-style-type: none"> <li>• <i>Clinical-Compare &amp; Contrast Nursing Homes- must be submitted by 2/23 for access to further course content</i></li> </ul>	<b>February 23, 2025</b>
<b>7 End of Life</b>	<ul style="list-style-type: none"> <li>• End of Life Care</li> </ul>	Chapter 36 Text and PowerPoint Slides		<ul style="list-style-type: none"> <li>• <i>Clinical-End of Life Care Quiz</i></li> </ul>	<b>February 27, 2025</b>  <b>ALL SUMMATIVE ASSESSMENTS</b>

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		Hard Choices for Loving People book Two videos			<b><i>DUE BY 2359, 2/27/2025</i></b>
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