



NURS 3133 Gerontological Nursing COURSE SYLLABUS: SUMMER 2016

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

Other Resources: Online resources and articles as directed

Course Description (1 credit hour)

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:

At the end of this 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

Instructional / Methods / Activities Assessments

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 simulation. 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.

GRADING

Grades will be determined as follows:

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

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

The Course grade will be earned as follows:

Simulation and Evaluation	10%
Media Assignment	10%
Client Interview Paper #1	25%
Client Interview Paper #2	25%
Mid-Term Examination	10%
Living Facility Visit	10%
Final Examination	10%
TOTAL	100%

Specifics on course assignments are in the assignments listed below.

Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

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

- This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to <http://leo.tamuc.edu/login.aspx>.
- You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- 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
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like Voicethread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- 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: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

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.

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.

<http://www.albion.com/netiquette/corerules.html>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

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 participate in discussions over the assigned material. It should not be expected that all material will 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. (See current Student Guidebook).

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)
<http://www.albion.com/netiquette/corerules.html>

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/)
<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.

COURSE OUTLINE / CALENDAR

Week/ Monday Date	Content	Reading Assignments-Lange Textbook	Activities/Assignments
June 6	Attitudes on Older Adults Gerontological Nursing	Chapters 1 & 7	Class 6/7 1000-1200
June 13	Successful Aging Global Priorities	Chapters 2, 3, & 25	NO CLASS
June 20	Chronic Care Aging Changes	Chapters 4 & 9	Media Assignment due 6/21 Simulation 6/21 1200-1700 assigned time (no class)
June 27	Physical Health	Chapters 8, 10, 13, & 14	NO CLASS Interview #1 due 7/1
July 4	Safety	Chapters 6, 15, & 17	NO CLASS Living Facility Visit due 7/8
July 11	Culture	Chapters 20 & 21	Class 7/12 1200-1400 Mid-term examination 7/15 (through Physical Health)
July 18	Models of Care Economics	Chapters 16 & 18	NO CLASS
July 25	Mental Health	Chapters 12, 22, & 23	Class 7/26 1200-1400 Interview #2 due 7/29
August 1	Collaboration	Chapters 5 & 11	NO CLASS Final examination 8/5 (entire course)
August 8	Last week of summer session		NO CLASS

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 Participation & Reflection Journal 6/21

The purpose of this assignment is to provide the students an opportunity to integrate relevant theories and concepts into the care of an older adult and to 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.

2. Media Assignment 6/21

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.

3. Client Interview Papers #1 & #2 7/1 & 7/29

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 7/1. 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 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
Geriatric Depression Scale	5
Nursing Diagnosis/Goal/Interventions	10
Evaluation	10
APA Format, Grammar, etc.	5

Paper #2

Fall Risk/Fear of Falling	5 points
Nutrition Assessment	5
Urinary Incontinence	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

4. Living Facility Visit

7/8

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.

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.

5. Mid-term and Final examinations 7/15 & 8/5

There are two online examinations in this class on the dates identified. They will be available on eCollege only during the set times as indicated on eCollege. They will cover the topics as indicated in the syllabus and on eCollege. The examinations may include terminology from the applicable chapters in the textbook. The questions will be in multiple formats: multiple choice, multiple answers, matching, etc.