

# SCHOOL OF NURSING

## NURS 4212.-GERONTOLOGICAL NURSING

### Spring 2019

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The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.



## Welcome Learners!

Welcome to a new semester filled with learning and personal and professional growth. I thoroughly enjoy teaching and interacting with you and engaging you in the learning process. I believe that all students are adult learners, capable of deep learning and achieving remarkable results. I believe that each student brings a wealth of life and educational experiences to the learning environment and each student adds value and meaning to this educational experience. The semester will go by very quickly and there is much to do.

Gerontological Nursing has been developed as an entirely on line course and includes many independent activities. My goal is that you have an outstanding learning experience and your instructor can discern that you have met course objectives. I suggest that you spend some time every day to complete the course in the time allocated. This includes time to complete readings and learning activities such as surveys, discussion boards, journal entries, and the consultant visits. I trust that you will complete all of the activities by the deadlines outlined and meeting the grading rubric elements required. If unexpected circumstances arise that prevent you from meeting deadlines or submitting assignments, you are expected to contact me as soon as possible prior to the deadline to discuss assignment submission arrangements.

I am excited to meet all of you and to share an exciting semester together. Kleanthe Caruso

GERO 4212(WEB) – Gerontological Nursing

CLASS SCHEDULE-FALL 2018

DUE DATE:	MODULE	ASSIGNMENT	% OF TOTAL GRADE	POINTS POSSIBLE
Jan. 21 by 5pm	<b>1</b>	1. Survey: Aging Changes 2. Journal Entry: Age of Champions <b>3. Discussion Board post: Experiment – getting older (1 original post &amp; 1 response)</b>  4. Syllabus Quiz <i>Start on Consultant Chat project!!!! Read ahead to Module-Group Project</i>	1. 1% 2. 4% 3. 10%  4.	1. 2.5 points 2. 10 points 3. 100 points  4. 1 point
Feb.4 by 5pm	<b>2</b>	1. Discussion Board post: Aging Theories (1 original post & 1 response) 2. End of Life Group Presentation, submit topic and	1.10% 2. 1%	1.100 points 2. 2.5
Feb.18 by 5pm	<b>3</b>	1. Discussion Board post: Physio Balance (1 original post & 1 response) 2. Journal Entry: Consultant Chat 1	1.10% 2.4%	1.100 points 2.10
March 4 by 5pm	<b>4</b>	1. Discussion Board post: Health Policy Assignment 2. Journal Entry: Consultant Chat 2	1.10% 2. 4%	1.100 points 2.10
March18 by 5pm	<b>5</b>	1. Adaptation Assignment 2. Journal Entry: Consultant Chat 3	1.10% 2.4%	1.100 points 2.10
April 1 by 5pm	<b>6</b>	1. Survey: End of Life 2. End of Life Group Presentation 3. Journal Entry: Consultant Chat 4	1. 2% 2. 10% 3. 4%	1. 5 points 2. 100 points 3. 10 points
April 15 by 5pm	<b>7</b>	1. Survey: Alzheimer's Disease 2. Discussion Board post: Memory Loss Case Study (1 original post & 1 response)	1. 2% 2.10%	1. 5 points 2. 100 points
April 29 by 5pm	<b>8</b>	1. Survey: Aging Changes 2. Journal Entry: Final Reflections	1. 1% 2. 4%	1. 2.5 points 2. 10 points

## GERO 4212(WEB) – Gerontological Nursing

### TITLE

NURS 4212-Gerontological Nursing

### SEMESTER CREDIT HOURS

2 Hours

### PREREQUISITES

Full admission to the nursing program and completion of Adult Health 1 and Mental Health.

### COURSE DESCRIPTION

Theories, issues and concepts related to gerontological nursing principles are presented within the framework of critical thinking and caring for the Registered Nurse. The focus is on health promotion through nurturing, protective and generative evidence-based practice interventions emphasizing the well and the frail and vulnerable older adult population.

### COURSE STUDENT LEARNING OUTCOMES:

Upon successful completion of the course, students will have demonstrated the ability to:

1. Recognize attitudes, values, ethical issues, and expectations about aging and their impact on care of older adults and their families
2. Analyze aging theories, concepts, and models that guide health care for the aging population.
3. Utilize interpersonal caring, critical thinking, and evidence based practices to reduce risk, maintain, and restore the health of older adults and caregivers across cultures and locations in the healthcare continuum.
4. Identify cultural and ethical issues to consider when providing nursing care to older adults.
5. Recognize the impact of health policy related to access, equity, regulation and affordability of care for older people.
6. Identify cultural beliefs and attitudes about death and dying and methods nurses can employ to ease patient and family transition.

### TEXTS and RESOURCES

Eliopoulos, C. (2018) *Gerontological nursing*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN/ISSN: [9780060000387](#) (Required)

American Psychological Association Publication Manual 6th edition. ISBN: 978-1-4338-0561- 5(Optional)



## **UNIVERSITY POLICIES:**

University policies regarding students' rights and responsibilities, absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state mandated course drop policy, social security and privacy, and emergency evacuation may be found at [www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf](http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf) and University Student Handbook <https://www.uttyler.edu/mopp/>

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Immunization and Documentation Requirements**

Beginning Fall 2017, all students must have all requirements completed in the Castlebranch system before they attend clinical. Failure to produce documentation of met requirements will result in a missed clinical day.

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census

Date)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **Repeating a Course**

Students repeating a course may not use previously submitted assignments in the current course or previous courses nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Judicial Affairs and Scholastic Dishonesty**

UT Tyler Honor Code: I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.

It is the student's responsibility to abide by and be aware of The University of Texas at Tyler's academic dishonesty policies:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

See <http://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf>  
For Chapter 8 Student Conduct and Discipline

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

### **Examinations/Assignments and Grading Policy**

Completion of NURS 4212 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

- a. Course Grade Calculation: Students will have course grades calculated based on the cumulative points earned on required course work related to the points allowed in the course. The weighted calculation must be 75% or above to pass the course.
- b. Assignments: See Canvas for specific information, due dates and requirement for assignments. Assignments must be submitted on time.
- c. Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal of the student from the nursing program. See Scholastic Conduct and Discipline Policy in the current School of Nursing (CON) Guide for Baccalaureate Students.
- d. Final course grades will be assigned according to the following scale: (an average of 74.5 -74.9 will not be rounded to 75). Letter grade will be assigned according to the following scale:

A 90-100

B 80-89

C 75-79

D 60-74

F 59 and below

Approved FO: Fall 1999

## **PAPER/ASSIGNMENT GRADING/RE-GRADING POLICY:**

***Student assignments will not be regraded.*** Instructors will not pre-grade or give opinions on assignments before they are due. Grading rubrics for all assignments are linked in each assignment. Rubrics vary by assignment, so be sure to review the rubric for each assignment to ensure your submission meets expectations.

***All assignments for each Module are due by 5pm on the date indicated.*** If unavoidable situations occur, e.g. work or family emergencies or illness that prevents timely submission of assignments, **contact your instructor BEFORE the assignment is due.** Extensions to assignment deadlines can be negotiated but this needs to be done in advance. For approved extension submissions, 5 points will be deducted for each day after 3 days on a 100-point assignment and 0.5 points will be deducted each day after 3 days for a ten-point assignment.

The last day to withdraw from this course without penalty is April 1, 2019.

## **ASSIGNMENTS:**

### **Surveys**

In some Modules, you will be asked to complete a survey before completing other learning activities. These surveys are meant to raise awareness about certain aspects of aging issues. You will receive credit for completing the survey in the grade book and it is part of your engagement grade. Answers to survey questions are anonymous.

### **Journal Entries**

There are 6 journal entry assignments. The first entry is in response to the video, **Age of Champions**, in Module One. The last is your **Final Reflections** in Module Eight summarizing your reflections about what you learned in the course. The Consultant chat assignment requires 4 journal entries. **Include your critical reflections in each Consultant chat, as outlined in the grading rubric, to receive all available points.**

**Note: When posting a journal entry, type your comments directly into the journal window. Do not type your comments into a document and then upload it.**

### **Individual Discussion Board**

The purpose of the discussion board (DB) in an online course is to take the place of conversations that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and material. To that end, I will expect you to share ideas you have gained from the literature noting the source **USING APA FORMAT** and interpreting into your own words (**DO NOT PLAGIARIZE**). There will be different types of discussion board assignments including individual and reflective activities. The type of assignment is clearly described in each Module.

**TO RECEIVE FULL CREDIT PLEASE READ THE ASSIGNMENT CAREFULLY AND ANSWER ALL THE QUESTIONS. IF YOU ARE ASKED TO RESPOND TO A COLLEAGUE, INDICATE WHO YOU ARE RESPONDING TO, A BRIEF SUMMARY OF WHAT THEY WROTE AND YOUR OPINION OR RECOMMENDATION.**



**Group Presentation Assignment-Module 6-Start right away!**

***In the group presentation assignment in Module 6, ONE document per group is expected be posted to the appropriate DB forum. Select one member of your group to submit this assignment.***

I urge you to connect with your small group colleagues early on in the course and plan on how you will communicate about the assignment (use CANVAS email, Microsoft Office 365(free), WIKI, Googledocs, or via Patriots email). Place all students' names that contributed to the completion of the assignment at the top of the page. All students whose names are listed will receive the same grade. Group work can be fun and often produces better outcomes than individual efforts. You also have the opportunity to explore more issues and problems in the context of group work. Yes, it is difficult to get everyone on the same page. That will ALWAYS be the case whether you work in the hospital, community, a clinic, or teach. It is called "process" or "teamwork" and is a necessary life skill. We hope that you will embrace this opportunity and sincerely look forward to the outcomes produced!

***Individual assignments submitted for this group presentation will not be graded. If for some unknown reason you are unable to connect with your group, notify your instructor before the deadline for advice.***

NOTE: Whether the Discussion Board assignment is individual or group, a few things must be addressed:

- Each student is responsible for participating in the asynchronous discussions. This participation will include posting answers to questions posed by the instructor and / or replying to other participants' postings. APA format is required including grammar, spelling, and punctuation, accurate presentation of reference citations in text and with full references at the bottom of the post. And remember, plagiarism is not tolerated.
- Postings must be timely. Deadlines are in the Course Schedule. Please note that all discussion postings must be completed by 5pm Central Standard Time on the due date. Postings should be completed in advance of the deadline in order to allow other participants the opportunity to read and respond to a colleague.
- Participants should plan to enter the DB forum at least two times in order to read and comment on others' postings.
- Quality of answers is as important as quantity. **Each discussion board assignment must contain at least 250 words. All required questions/information outlined in the assignment should be in the body of the posted discussion board. It is advisable to put the question number, the question and follow with your answer. One line answers will not achieve the highest scores even if your submission is 250 words.**
- Response to a colleague's comments should identify whom you are responding to, a summary of what the colleague wrote, a clearly stated opinion in complete sentences. A participant's comments should add to the discussion. If you disagree with a colleague or the instructor, that is acceptable. Please show respect when you share a different opinion or idea.
- The instructor and/or participants may use asynchronous chats as the need arises.

**Note: When posting assignments to this course, please type in your comments directly into the discussion board or journal entry provided. Do not type your comments into a document and then attach it to the discussion board or journal entry. This method is difficult for some students and instructors to access.** You may type your comments into a Word document, then copy and paste it into the Canvas.

**Consultant Chat Project – Please view the video instructions for this project in the "Start Here" section**

You will select and interview *an older adult in your community or close to your community* as your Consultant. You are required to make home visits to your Consultant. Telephone conversations or email communication in place of home visits is not acceptable for this assignment. For these Consultant Chat interviews, you will create journal entries summarizing your conversations and sharing your critical reflections about what you learned from your consultant.

Critical reflections of your consultant chat are a required component of the journal entries and are included in the grading rubric.

***Note: When posting assignments to this course, please type in your comments directly into the discussion board or journal entry provided. Do not type your comments into a document and then attach it to the discussion board or journal entry-this method is difficult for faculty to access.*** You may type your comments into a Word document, then copy and paste it into CANVAS.

### Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current School of Nursing Guide for Baccalaureate Students and UT Tyler Student Conduct and Discipline Policy. These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See Guide for Baccalaureate Students for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules.

### **EXPECTATIONS OF STUDENTS IN GERONTOLOGICAL NURSING:**

1. All assignments are located in modules, which will be posted on CANVAS a minimum of two days prior to the date printed on the calendar for that module. Each Module will remain accessible throughout the course.
2. All submitted written material (papers, assignments, journals, etc.) are the property of the School of Nursing. They will be maintained in an archived file in the School of Nursing.
3. All nursing students are required to use their student email accounts (Patriot accounts) for all correspondence. Faculty is not required to open any other emails sent by students. (Approved FO: 2/03)
4. Students will read and prepare assignments according to syllabus and objectives. A textbook is required.
5. All students must have reliable access to Internet. Students must have alternative plans to access Internet in case their primary source is unavailable.
6. Students are responsible for all announcements, course assignments and course materials placed on CANVAS as well as textbook assignments.
7. Assigned project will be turned in on the date assigned unless prior arrangements have been made with faculty. Late work will only be accepted at the discretion of the faculty. Due dates can be negotiated in advance; please talk to your faculty in the case of personal or family emergency.
8. Last date to withdraw from the course is April, 1, 2019.

### **EXPECTATIONS OF FACULTY IN GERONTOLOGICAL NURSING:**

1. Class materials will be posted in a timely manner.
2. Response to student emails will occur in a timely manner. Responses will be sent Mondays through Fridays during work hours, 8:00 a.m. through 5:00 p.m. Faculty will only respond to Patriot email. If a student does not receive a response in 2 working days, the email should be re-sent.

## **STUDENT LEARNING OUTCOMES**

### **Module 1**

Objectives:

- Increase knowledge and understanding of aging
- Increase empathy for older adults
- Reflect on attitudes toward  
older people

Assignments:

- Readings
- Age of Champions Video
- Aging Scenarios practical experience

Evaluation:

Aging Changes

Survey

- Age of Champions Journal Entry
- Aging Scenarios Discussion Board

### **Module 2**

Objectives:

- Describe the major biological theories of aging.
- Describe the major psychosocial theories of aging.
- Identify factors that promote healthy

aging. Assignment:

- Readings
- The Oldest Working Nurse Video
- Age of Champions Video

Evaluation:

- Discussion Board

### **Module 3**

Objectives:

- Identify WEB-BASED assessment tools for evaluating physiological changes in the older

adult from online resources.

- Increase knowledge and understanding of physiological changes in the older adult.
- Share and reflect on the first meeting with

Consultant. Assignment:

- Readings
- Videos
- Physiological scenarios
- Meeting with

Consultant

Evaluation:

- Discussion Board
- Consultant Chat Journal Entry

#### **Module 4**

Objectives:

- Increase understanding of access to health care for older adults.
- Increase knowledge of governmental programs for health care funding for older adults.
- Apply this knowledge of health care funding benefits to individual real life

scenarios. Assignment:

- Readings
- View Health Policy and the Older Adult Presentation
- Policy Scenarios
- Meeting with

Consultant

Evaluation:

- Discussion Board
- Consultant Chat Journal Entry

#### **Module 5**

Objectives:

- Describe the effects of aging on the safety of the older adult.
- Discuss the environment's impact on the older adult's health.
- Identify hazards in the home environment and ways to minimize them.
- Identify factors that contribute to falls in older

adults. Assignment:

- Readings
- Videos
- Safety assessment of Consultant's health
- Environmental assessment of Consultant's home Evaluation
- Adaptation Assignment
- Consultant Chat Journal Entry

## **Module 6**

Objectives:

- Discover one's attitudes, feeling and values about death.
- Explore cultural beliefs and practices at end-of-life.

Assignment:

- Readings
- Video Lecture
- Meeting with Consultant

Evaluation:

- End of Life Survey
- End of Life Group presentation
- Consultant Chat Journal Entry

## **Module 7**

Objectives:

- Recognize the challenges that people with memory loss experience at different stages of the disease.
- Identify caregiver needs and tips to promote caregiver health.

- Readings
- Videos
- Memory Loss Scenarios

Evaluation:

- Alzheimer's Disease Survey
- Discussion Board

### **Module 8**

Objectives:

- Reflect on and share your views and what you learned about aging from this course. Assignment:

- Gerontological Nursing Video
- *To Live in this World*

video Evaluation:

- Aging Changes Survey
- Final Journal Entry