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
## CLASS SCHEDULE - SPRING 2019

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>MODULE</th>
<th>ASSIGNMENT</th>
<th>% OF TOTAL GRADE</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 10 by midnight</td>
<td>1</td>
<td>1. Survey: Aging Changes&lt;br&gt;2. Journal Entry: Age of Champions&lt;br&gt;3. Discussion Board post: Experiment – getting older <em>(1 original post &amp; 1 response to a colleague)</em>&lt;br&gt;4. Syllabus Quiz</td>
<td>1. 1%&lt;br&gt;2. 4%&lt;br&gt;3. 10%</td>
<td>1. 2.5 points&lt;br&gt;2. 10 points&lt;br&gt;3. 100 points</td>
</tr>
<tr>
<td>June 10 by midnight</td>
<td>2</td>
<td>1. Discussion Board post: Aging Theories <em>(1 original post &amp; 1 response)</em>&lt;br&gt;2. End of Life Group Presentation – submit topic and acknowledgement that all group has been contacted.</td>
<td>1.10%</td>
<td>1.100 points&lt;br&gt;2. 1</td>
</tr>
<tr>
<td>June 17 by midnight</td>
<td>3</td>
<td>1. Discussion Board post: Physio Balance <em>(1 original post &amp; 1 response)</em>&lt;br&gt;2. Journal Entry: Consultant Chat 1</td>
<td>1.10%&lt;br&gt;2.4%</td>
<td>1.100 points&lt;br&gt;2.10</td>
</tr>
<tr>
<td>June 17 by midnight</td>
<td>4</td>
<td>Discussion Board post: Health Policy Assignment <em>(1 original post &amp; 1 response)</em>&lt;br&gt;1. 2. Journal Entry: Consultant Chat 2</td>
<td>1.10%&lt;br&gt;2.4%</td>
<td>1.100 points&lt;br&gt;2.10</td>
</tr>
<tr>
<td>June 24 by midnight</td>
<td>5</td>
<td>1. Adaptation Assignment&lt;br&gt;2. Journal Entry: Consultant Chat 3</td>
<td>1.10%&lt;br&gt;2.4%</td>
<td>1.100 points&lt;br&gt;2.10</td>
</tr>
<tr>
<td>June 24 by midnight</td>
<td>6</td>
<td>1. Survey: End of Life&lt;br&gt;2. End of Life Group Presentation – submit final project&lt;br&gt;3. 2. Journal Entry: Consultant Chat 4</td>
<td>1. 2%&lt;br&gt;2. 10%&lt;br&gt;3. 4%</td>
<td>1. 5 points&lt;br&gt;2. 100 points&lt;br&gt;3. 10 points</td>
</tr>
<tr>
<td>July 1 by midnight</td>
<td>7</td>
<td>1. Survey: Alzheimer’s Disease&lt;br&gt;2. Discussion Board post: Memory Loss Case Study <em>(1 original post &amp; 1 response)</em></td>
<td>1. 2%&lt;br&gt;2. 10%</td>
<td>1. 5 points&lt;br&gt;2. 100 points</td>
</tr>
<tr>
<td>July 1 by midnight</td>
<td>8</td>
<td>1. Survey: Aging Changes&lt;br&gt;2. Journal Entry: Final Reflections</td>
<td>1. 1%&lt;br&gt;2. 4%</td>
<td>1. 2.5 points&lt;br&gt;2. 10 points</td>
</tr>
</tbody>
</table>
GERO RNBS 4312(WEB) – Gerontological

TITLE
RNBS 4312-Gerontological Nursing

SEMESTER CREDIT HOURS
3 Hours

PREREQUISITES
Full admission to the nursing program and completion of RNBS 3415

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. Comprehend attitudes, values, ethical issues, and expectations about aging and their impact on care of older adults and their families
2. Synthesize theoretical approaches and relevant nursing research to support the delivery of evidence-based practice to the older adult population.
3. Combine interpersonal caring, critical thinking, and evidence based practice to reduce risk, maintain, and restore health of older adults and caregivers across cultures and locations in the healthcare continuum.
4. Translate cultural and ethical issues into considerations for providing nursing care for older adults.
5. Evaluate the impact of health policy related to access, equity, regulation and affordability of care for older people.
6. Explain beliefs and attitudes about death and dying and methods nurses can employ to ease patient and family’s transition.

TEXTS and RESOURCES

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.utttyler.edu/academicaffairs/files/syallbuspolicy.pdf and University Student Handbook https://www.utttyler.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.utttyler.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.utttyler.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.utttyler.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.utttyler.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
GERO RNBS4312(WEB) – Gerontological

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.
**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, homework 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:


For Chapter 8 Student Conduct and Discipline
Examinations/Assignments and Grading Policy

Completion of RNBS 4312 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>D</td>
<td>60-74</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

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 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 June 24, 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._

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” of “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. 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 June 24, 2019.

EXPECTATIONS OF FACULTY IN GERONTOLOGICAL NURSING:

1. Class materials will be posted at the beginning of the course.

2. Grading will be done in a timely fashion.

3. 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:
- Synthesize the major biological theories of aging.
- Synthesize the major psychosocial theories of aging.
- Evaluate factors that promote healthy aging. Assignment:

Assignments:
- 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.
- Improve 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:

Module 4

Objectives:

- Evaluate access to health care for older adults.
- Evaluate 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:

Module 5

Objectives:

- Interpret the effects of aging on the safety of the older adult.
- Assess the environmental impact on health and well-being of the older adult’s health.
Evaluate hazards in the home environment and ways to minimize them.

Appraise 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:

- Evaluate one’s own attitudes, feeling and values about end of life and 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.

Assignment:

- 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