

THE UNIVERSITY OF TEXAS AT TYLER
SCHOOL OF NURSING

NURSING 4212.064
GERONTOLOGICAL NURSING
SPRING 2016

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NURS 4212 (WEB) – Gerontological Nursing
CLASS SCHEDULE-Spring 2016

DUE DATE:	MODULE	ASSIGNMENT	% OF TOTAL GRADE	POINTS POSSIBLE
Jan. 31 by midnight	1	1. Survey: Aging Changes 2. Journal Entry: Age of Champions 3. Discussion Board post: Experiment – getting older <i>(1 original post & 1 post)</i> <i>Start on Consultant Chat project!!!!</i> <i>Read ahead to Module 6 about Group Presentation...takes longer than you think!</i>	1. 1% 2. 4% 3. 10%	1. 2.5 points 2. 10 points 3. 100 points
Feb. 14 by midnight	2	1. Discussion Board post: Theory <i>(1 original post & 1 response)</i>	10%	1. 100 points
Feb. 28 by midnight	3	1. Discussion Board post: Physio Question <i>(1 original post & 1 response)</i> 2. Journal Entry: Consultant Chat 1	10% 4%	1. 100 points 2. 10
March 13 by midnight	4	1. Policy Assignment 2. Journal Entry: Consultant Chat 2	10% 4%	1. 100 points 2. 10
March 27 by midnight	5	1. Adaptation Assignment 2. Journal Entry: Consultant Chat 3	10% 4%	100 points 19
April 10 by midnight	6	1. Survey: End of Life 2. Advanced Directives 3. Group Presentation 4. Journal Entry: Consultant Chat 4	1. 1% 2. 1% 3. 10% 4. 4%	1. 2.5 points 2. 2.5 points 3. 100 points 4. 10 points
April 24 by midnight	7	1. Survey: Alzheimer's Disease 2. Discussion Board post: Memory Loss Case Study <i>(1 original post & 1 response)</i>	1. 2% 2. 10%	1. 5 points 2. 100 points
May 1 by midnight	8	1. Survey: Aging Changes 2. Journal Entry: Final Reflections	1. 1% 2. 4%	1. 2.5 points 2. 10 points

SEMESTER CREDIT HOURS:

2 Hours Online Course

PREREQUISITES:

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

COURSE DESCRIPTION:

Theories and concepts related to gerontology and nursing principles are presented within the framework of critical thinking and caring. The focus is on health promotion through nurturing, protective, and generative, evidence based practice interventions emphasizing the well and the 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, and expectations about aging and their impact on care of older adults and their families.
2. Analyze aging theories, concepts, and models that guide healthcare for the aging population.
3. Use interpersonal caring, critical thinking, and evidence based practice to reduce risk, maintain, and restore health of older adults and caregivers.
4. Identify cultural and ethical issues to consider when providing nursing care for older adults.
5. Analyze the impact of health policy related to access, equity, and affordability of care for older people.
6. Identify beliefs and attitudes about death and dying and methods nurses can employ to ease patient and family's transition.

REQUIRED TEXTS and RESOURCES:

Eliopoulos, C. (2014). *Gerontological nursing*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN/ISSN: 9781451172775

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

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 <http://www.utt Tyler.edu/academicaffairs/syllabuspolicies.pdf> and University Student Handbook: <http://www2.utt Tyler.edu/mopp/>

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.

1. Course Grade Calculation: Students will have course grades calculated based on the weighted calculation of required course work. The weighted calculation must be 75% or above to pass the course.

2. Assignments: See Blackboard for specific information, due dates and requirement for assignments. Assignments must be submitted on time to avoid late points taken off of grade.

There are four types of assignments: (a) surveys, (b) journal entries, (c) individual discussion board posts, and (d) a group assignment. All assignments for each Module are due at midnight on the date indicated. The module will be closed at midnight of the date assigned. 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. **Five points will be deducted for each day a 100 point assignment is late and 0.5 points will be deducted each day for all other assignments that are late.** Retrospective extensions will not be awarded. 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. The last day to withdraw from a course without penalty is **March 21, 2016.**

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 two 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. **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. Include your critical reflections as outlined in the grading rubric to receive all available points.

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 your ability to supplement those readings with expanded exposure to related information. To that end, I will expect you to share ideas you have gained from the literature noting the source and interpreting into your own words (read: do NOT plagiarize). I am eager to read your thoughtful insights into the questions and statements. There will be different types of discussion board assignments including individual and reflective activities. The type of assignment is clearly described in the Module.

Group Assignment

In the group assignment in Module 6, **ONE** document per group should be posted to the appropriate DB forum. **We 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 Blackboard, WIKI, or via 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. Why? Because there are multiple brains working on the same problem. 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. Do you know what? That will ALWAYS be the case whether you work in the hospital, community, a doctor's office or clinic, or teach. It is called "process" or "teamwork" and a necessary life skill. We hope that you will embrace this opportunity and sincerely look forward to the outcomes produced! **You are expected to do this assignment with other members of your class and not individually.**

Whether the Discussion Board assignment is individual or group, there are a few things that 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 (read: you may respond twice to colleagues, twice to the instructor's questions, or once to the instructor and once to a colleague). APA format is expected 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 listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date. Postings should be done in advance of the deadline in order to allow other participants the opportunity to read and comment.
- Participants should plan on entering the DB forum at least two times in order to read and comment on others' postings.
- Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should identify who they are responding to, a summary of what the colleague wrote, a clearly stated opinion in complete sentences and it must be supported with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises. **All required points outlined in the assignment should be in the body of the posted comments.**
- If you disagree with a colleague or the instructor, that is OK. PLEASE show respect when you share a different opinion or idea.

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 Blackboard. You must use the "clipboard icon" on the top of the discussion board frame into which you are typing in order to paste in Blackboard.

Consultant Chat Project

You will interview an older adult, your Consultant, using assigned topics pertinent to the course content. For these four Consultant Chat interviews, you will create short papers summarizing your conversations and sharing your critical thoughts about what you learned. **Critical reflections of**

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

3. **Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal from the nursing program.** See Scholastic Conduct and Discipline Policy in the current School of Nursing (CON) [Guide for Baccalaureate Students, pp.44](#)

4. 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 RE-GRADING POLICY

Student assignments will not be regraded.

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 College 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 Blackboard 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 College of Nursing. They will be maintained in an archived file in the College 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.
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 Blackboard 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 March 21, 2016.

EXPECTATIONS OF FACULTY IN GERONTOLOGICAL NURSING:

1. Class materials will be posted in a timely manner.
2. Response to student emails will be done in a timely manner. Responses will be given Mondays through Fridays during work hours, 8:00 a.m. through 5:00p.m. Faculty will only respond to Patriot email. If a response is not received by student in 2 working days, email should be re-sent.
3. Faculty will grade and respond to each student assignment within one week from the due date assigned.

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
- Aging Changes Survey
- Age of Champions Video
- Aging Scenarios lab

Evaluation:

- 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

Video

Evaluation:

Discussion Board posts

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

End of Life Survey

Advanced Directive

Lecture

Meeting with Consultant

Evaluation:

Signed Advanced Directive

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.

Identify common dementia compromised behaviors (DCBs).

Apply the ABC approach to persons with DCBs.

Assignment:

Readings

Alzheimer's Disease Survey

Caregiving Challenges lecture

Video

Evaluation:

Discussion Board

Module 8

Objectives:

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

Assignment:

Aging Changes Survey

Video

Lecture

Evaluation:

Final Journal Entry