

SCHOOL OF NURSING

RNBS 4312.060- GERONTOLOGICAL NURSING

Spring 2018

Kleanthe Caruso, RN, MSN, NEA-BC

Office: BRB 2115

Phone: 903-565-5616

Cell: 903-262-6804

Email: kcaruso@uttyler.edu

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

RNBS 4312(WEB) – Gerontological Nursing

CLASS SCHEDULE-SPRING 2017

DUE DATE:	MODULE	ASSIGNMENT	% OF TOTAL GRADE	POINTS POSSIBLE
Jan. 29 by 5pm	1	1. Survey: Aging Changes 2. Journal Entry: Age of Champions 3. Discussion Board post: Experiment – getting older (<i>1 original post</i>) 4. Syllabus Quiz <i>Start on Consultant Chat project!!!! 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. 12 by 5pm	2	1. Discussion Board post: Aging Theories (<i>1 original post & 1 response</i>)	1.10%	1.100 points
Feb. 26 by 5pm	3	1. Discussion Board post: Physio Balance (<i>1 original post & 1 response</i>) 2. Journal Entry: Consultant Chat 1	1.10% 2.4%	1.100 points 2.10
March 12 by 5pm	4	1. Discussion Board post: Health Policy Assignment 2. Journal Entry: Consultant Chat 2	1.10% 2. 4%	1.100 points 2.10
March 26 by 5pm	5	1. Adaptation Assignment 2. Journal Entry: Consultant Chat 3	1.10% 2.4%	1.100 points 2.10
April 9 by 5pm	6	1. Survey: End of Life 2. End of Life Group Presentation 3. 2. Journal Entry: Consultant Chat 4	1. 2% 2. 10% 3. 4%	1. 5 points 2. 100 points 3. 10 points
April 23 by 5pm	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
April 30 by 5pm	8	1. Survey: Aging Changes 2. Journal Entry: Final Reflections	1. 1% 2. 4%	1. 2.5 points 2. 10 points

RNBS 4312(WEB) – Gerontological Nursing

TITLE

RNBS 4312-Gerontological Nursing

SEMESTER CREDIT HOURS

3 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. 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.

REQUIRED TEXTS and RESOURCES

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

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 www.utt Tyler.edu/academicaffairs/files/syllabuspolicy.pdf and University Student Handbook <https://www.utt Tyler.edu/mopp/>

Examinations/Assignments and Grading Policy

RNBS 4312(WEB) – Gerontological Nursing

Completion of NURS 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 weighted calculation of required course work. 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. The submission window closes after the due date is past.
- c. 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.44-46
- 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 RE-GRADING POLICY: Student assignments will not be regraded.

There are four types of assignments: (a) **surveys**, (b) **journal entries**, (c) **individual discussion board posts**, and (d) **a group presentation assignment**. 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 assignments that are granted an approved extension by the instructor, 5 points will be deducted for each day on a 100-point assignment and 0.5 points will be deducted each day for a ten-point assignment. 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 April 2, 2018.

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.

TO RECEIVE FULL CREDIT YOU MUST INCLUDE AT LEAST 250 WORDS IN EACH JOURNAL.

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. 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 YOU MUST INCLUDE AT LEAST 250 WORDS IN EACH DISCUSSION BOARD. 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. 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, WIKI, GoogleDocs, 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. 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 doctor's office or 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 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.** A participant's comments should add to the discussion. 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. The instructor and/or participants may use asynchronous 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 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, **your Consultant**, using assigned topics pertinent to the course content. For these Consultant Chat interviews, you will create journal entries summarizing your conversations and sharing your critical reflections about what you learned from them. 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 November 6, 2017.

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.
- Identify common dementia compromised behaviors (DCBs).
- Apply the ABC approach to persons with DCBs.

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