

FAYETTEVILLE STATE UNIVERSITY
Department of Nursing
NURS 330 GERONTOLOGICAL NURSING
Fall 2009

LOCATOR INFORMATION

Instructor: Shelvy J. Bratcher-Porter Ph.D, RN, PHCNS-BC
Course # and Name: NURSING 330 Gerontological Nursing
Day and Time Class Meets: Online
Semester Credit Hours: 3 Credit hours
Total Contact Hours for Class: 3
Email address: sbratch1@uncfsu.edu
Office Location: Cook Bldg. Room 212
Office hours: Virtual/ and Campus Office Hours Monday 12:00-5:00 Thursday 8:00-10:00,
1-5
Phone: (910) 672-1022

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, Bills, financial aid, and other matters of a confidential nature are required to use their FSU email account. Rules and regulations governing the use of FSU email may be found at: <http://www.uncfsu.edu/PDFs/ERmailPolicyFinal.pdf>

II. COURSE DESCRIPTION: This course examines the process of aging. Physical, psychological, sociocultural and spiritual aspects of aging are examined within the context of the family and society. Advanced theoretical concepts of aging will be examined using the nursing process.

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOKS (REQUIRED):

Stanley, M.; Blair, K.A. & Beare, P.G. (2005). *Gerontological nursing: Promoting Successful Aging with Older Adults*. (3rd Ed.) Philadelphia: F. A. Davis Co.
American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author.

V. STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:

1. Recognize facts from fiction related to aging and the health of older adults.
2. Identify special needs of older adults by describing selected nursing theories utilizing the nursing process.
3. Define aging in terms of social, psychological, biological aspects in addition to political, cultural, and emotional factors that impact on the aging population.
4. Examine current research findings related to health care of the aging population.
5. Facilitate effective health care of the older adult by serving as a resource person.
6. Discuss health care issues related to aging and their implications for professional nursing practice.
7. Describe professional nursing strategies for improving the optimal health potential and quality of life of older adults.
8. Identify external support systems utilized by older adults.
9. Explore personal and professional values and attitudes related to providing nursing care for older adults.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Old for a Day Project (Appendix A)	15%
Interview (Appendix B)	15%
Spotlight On the Elderly Project (Appendix C)	15%
Student Presentation (Appendix D)	15%
Blackboard Discussion (Appendix E)	15%
Final Exam	25%
Total:	100%

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Written assignments become the property of the Department of Nursing at Fayetteville State University after the learner reviews the graded assignments. All papers and written work are due by the assigned date and time. It is highly recommended that students complete papers in a sufficient amount of time that will allow them to utilize Smart - thinking prior to submitting papers for grading. All papers must be typed, double-spaced, and grammatically correct using the most current APA format.

Provide the instructor a copy of required Evaluative Criteria and place a copy on forum so that others can view/comment.

GRADING

Grading Scale for the Department of Nursing

A = 93-100	F = ≤ 69
B = 85-92	I = Incomplete
C = 78-84	W = Withdrawal from a class
D = 70-77	WN = Withdrawal due to non attendance
P = Passing	F = Failure
S = Satisfactory	US = Unsatisfactory

PAPERS AND EXAMINATIONS: Students are expected to submit required work on time. Examinations are to be taken when scheduled. Unexcused absence from a test will result in a zero (0). A make-up test, if given, will be based on the original test objectives, but the items will be different. Late Papers will not be accepted and will be awarded a grade of “0”. Plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: any failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation.

See FSU Student handbook an

<http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf> . Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. See:
<http://www.uncfsu.edu/handbook/index.htm>

Preparation of written work should contribute to clear communication. All work should be typewritten, following guidelines of the Publication Manual of the American Psychological Association (6th edition). A cover page and reference page should be included. References should include journals and books other than the ones listed in nursing course textbooks.

Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance. All work is expected to be turned in on time.

See website: <http://www.uncfsu.edu/handbook/index.htm>

MISSING ASSIGNMENTS: It is the responsibility of each student to complete all work and meet all objectives as required. Five (5) points will be deducted from the overall course grade each week requirements are not met. Students ARE responsible for maintaining a paper copy of

all work submitted. Overall, competencies for this program are outlined in the Student Handbook. Students are asked to relate any comments/concerns to the instructor promptly.

ON-LINE NEEDED EQUIPMENT:

1. Your brain in an alert stage.
2. A quiet environment conducive to reading, studying, and comprehension.
3. Undivided attention.
4. Computer head phones.
5. Web cam.
6. 1&1/2 OR 2 INCH BINDER AND DIVIDERS

ON-LINE ACCESS: If problems arise with accessing On-line courses, please contact Internet Technical Services (ITS) at: 910-672-2085.

WEBPAGE:

Students need to make a webpage, the instructions can be found on Blackboard.

ONLINE NETIQUETTE:

1. Never divulge your user name or password to others.
2. Immediately delete email with attachments from senders you do not recognize.
3. It is most likely "spam". Do not click open web links in messages from unknown sources.
4. Never run an executable file (e.g., .exe) from an email. The university has security precautions in place for most of these situations, but computer hackers are getting more sophisticated all the time.
5. Do not forward personal email without the author's knowledge and permission.
6. Do not forward chain letters. Delete them.
7. Keep acronyms to a minimum. They can be confusing to your readers.
8. Delete unwanted messages to conserve space.
9. Never answer "spam". Your response will confirm your email address. Delete the message instead.
10. Please do not forward virus hoaxes. Contact your instructor if you have a question.
11. Do not use all capital text (CAPS LOCK); it is perceived as shouting.
12. Golden Rule: "Do Unto Others As You Would Have Them Do Unto You."

“Netiquette” is important and you are expected to follow the rules. You are entitled to express your opinion. You are entitled to an audience. You are expected to learn. You are expected to teach. You have a right to disagree. You have a right to respond. It is your privilege to change your mind. It is your privilege to remain silent. Responsibility on all sides will ensure that the forums will not be subject to improper censorship. The hosts of the forum will also make sure that coarse language or any form of racist, ageist, sexist or homophobic language is banned from the online discussions.

“Netiquette” adapted from Yale University Library

BLACKBOARD LEARNING SYSTEM:

1. Each student is expected to access the Black-Board Learning System daily (9pm nightly) for announcements, other assignments, and other pertinent communication.
2. Each student is expected to participate in the “Discussion Board” as required by instructor.
3. Grades will be affected if these directions are not implemented and maintain
4. The FSU Blackboard will be used as an important mode of communication between faculty and students in this course. Please enroll using your e-mail.
5. Class grades and other faculty/student feedback will be posted using this medium.

OFFICE HOURS AND INSTRUCTOR AVAILABILITY

Office hours and instructor availability will be arranged according to the student’s needs and as announced, in addition student conferences will be arranged as needed. Faculty is also available by e-mail, fax, and phone voice mail. The student is encouraged to initiate an appointment for instructor/student conferences when issues arise. The instructor will also utilize Blackboard as a communication tool.

The Class is strongly encouraged to meet face-face or by Webcam once at the beginning, once in the middle, and at the end of the class in order to foster student-to-student and student-instructor relationship.

VII. Academic Support Resources

Academic support resources available in this class are Supplemental Instructions/Content Mastery Enhancement, Smart-thinking, and University College Learning Center.

VIII. CONTENT OUTLINE

Section 1: Introduction to Health Promotion and Protection in the Care of Older Adults

Promoting Health through Public Policy and Standards of Care

Theories of Aging

Mental Health Wellness

Cultural Dimensions

Legal Issues Affecting Older Adults

Ethical Issues

Health Teaching and Compliance

Pharmacology and Older Adults

Settings of Care

Section 2: Health Protection from a Body Systems Approach

Normal Aging and Physical Assessment

The Aging Sensory System

The Aging Integumentary System

The Aging Musculoskeletal System

The Aging Neurological System

The Aging Cardiovascular System

The Aging Pulmonary System

The Aging Endocrine System

The Aging Genitourinary System

The Aging Gastrointestinal System and Nutrition

Section 3: Multisystem Alterations

Immobility and Activity Intolerance in Older Adults
Assessment and Prevention of Falls
Pain Management in Older Adults
Cancer in Older Adults
HIV Disease in Older Adults

Section 4: Individual and Family Psychodynamics

Developmental Tasks and Development in Later Years of Life
Family Dynamics
Elder Mistreatment
Depression, Alcoholism and Suicide
Spirituality in Older Adults
Sexuality in Older Adults
End-of –Life and Palliative Care

Section 5: Alterations in Mental Processing

Sleep Disturbances
Acute Confusion
Dementia in Older Adults

Section 6: Epilogue

The Future of Gerontological Nursing

ASSIGNMENT SCHEDULE (Week begins/end on Thursday)

CLASS FORMAT:

Post by 12 midnight Tuesday

Respond by 6:00am Thursday

I will respond by Thursday 8:00pm

Post all assignments, evaluation criteria on B/B for colleagues to view/respond and send me a copy thru digital dropbox or assignment box.

Week	Topic	Assignment Due (Required Reading/Activities)
1 10/22/09	Get Acquainted. Course overview: Historical Development of Gerontology Nursing Definition of Aging	Introduce yourself briefly on Discussion Board . Stanley, Blair & Beare – Ch. 1, 2, 3. Scan local newspaper or publication for

		current issues regarding the elderly in the media. Post on Discussion Board
I 10/22/09	Characteristics of – Aging: Today’s aging population changes in health care for older adults Re. How has health promotion impact nursing practice	Stanley, Blair & Beare – Ch. 7 & 8 – Page 75 – Learning Activities #1. Page 84 - " " #1 and 4. Post answers on Discussion board .
2 10/29/09	ANA Standard of Practice for Gerontological Nursing	Stanley, Blair & Beare Chapters 5, 6, 11 Review pages 8-9, 61 Learning Activity # 1 and 4. Post on Discussion Board .
2 10/29/09	Aging: The Role of Nursing Theory – Biological and Psychological	Stanley, Blair & Beare Chapters 12, 13, 14 Complete questions 2 and 3, page 15 Post on Discussion Board
3 11/5/09	-Demographics of the Elderly Population in the U.S. -The Elderly use of Health Care Services	Stanley et al, pages 1-4 Share with class demographics of the elderly in your town or country via Discussion Board.
WEEK 3 11/5/09	Gender, Minority and Ethnic Groups among Elderly Clients	Stanley et al -Chapter 4 and chapters 6. Learning activities # 2. -Shellman, J. (2004) article -This assignment will also apply to week 7 assignment, <u>“Interviewing the Elderly”</u>
WEEK 4 11/12/09	Interviewing the Elderly: Communication Barriers – Geriatric Assessment; Assessment Tools	Shellman (2004) Assessment tool TBA for review
WEEK 4 11/12/09	-Definition of Aging Changes – Age-related changes; Risk factors; Functional consequences -Normal Aging and Physical Assessment	-Stanley et al page 118 Read Chapters 10-19 (Age related changes as they relate to systems)

WEEK 5 11/19/09	-Health Alteration Association with Aging -Immobility -Falls -Pain -Sleep Distractions	Stanley et al Chapter 20, 21, 22, 32 Age related multi-systems alterations; age related alterations in mental processing Learning activity - p. 234 # 2. Post on
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		Discussion Board.
WEEK 5 11/24	-Affects on family structure -Processes and functions	-Stanley et al chapters 25, 26, 29, 30 Student learning activity page 285 # 1, 2. p. 325 # 1. Post on Discussion Board.
WEEK 6 11/24/09	Nursing Intervention in Specialized Areas -Hospitalization -Common Emergency Conditions -Quality Care Provided for the critically ill older client -Settings of care	-Stanley et al Chapters 9, 31 Student Learning Activities - Visit an elderly service setting. Share the following information with class via Discussion Board , type of facility and your reflections of the visit.
WEEK 6 11/24/09	-Selected Issues and health challenges faced by older Adults -Nursing strategies that promote the health and wellness of older adults -Community Resources available for older Adults	Stanley et al chapters 24, 27 and 28 Student Learning Activity: Chapter 24, p. 261, #2. Chapter 27 (page 294), #3 Post on Discussion Board.
WEEK 7 12/3/09	Student Presentations	
11/26-27/09	<i>Thanksgiving Holiday (No Classes)</i>	
WEEK 8 12/6- 12/11/09	Final Exam	

TEACHING STRATEGIES

A variety of methodologies will be used to support the student's needs in meeting course outcomes. These methodologies include, but are not limited to:

Lecture /Discussion

Guided discussions

Assigned readings

Audio- visual materials

Presentations

Web-based course through Blackboard

Internet explorations,

Individual work as well as group participation on Blackboard

Power point presentation

Bibliography

NOTE: Many of these are old sources, but contain valuable information.

American Nurses' Association, Standards of Geriatric Nursing Practice.
Kansas City, Missouri: American Nurses' Association, 1973.

Barrow, G. M., *Aging, the Individual, and Society* (4th edition), New York:
West, 1996.

Bekker, L. & Taylor, C. Attitudes toward the aged in a multi-generational sample.
Journal of Gerontology, 1966, 21, 115-118.

Bratcher-Porter, S. J. Attitudes of Care Aides Toward Old People in a Long Term Care Facility. Unpublished Master's Thesis. University of North Carolina, School of Public Health, Chapel Hill, North, Carolina, 1984.

Cohen, C. A study of attitudes toward aging and the aged of nursing assistants in a nursing home. Unpublished Master's Thesis, University of Arizona, Tempe, Arizona, 1983.

Frias, C. R. A study of attitudes toward the geriatric patient. Unpublished Master's Thesis. Texas Women University, Denton, Texas, 1973.

Gamble, G. A study of the attitudes of nurses and their interactions with older patients. Unpublished Master's Thesis. The University of Washington, 1966.

Gibbons, M.S. Development of a tool to determine the attitudes of nurses toward older Patients. Unpublished Master's Thesis. The University of Washington, 1963.

Hulthen, L.L. A study of the attitudes of nursing students toward old people. Unpublished Master's Thesis. The University of Washington, 1966.

Pearson, D.A. & Wette, T.T. Long-term Care. In S. Jonas (Ed.), Health Care Delivery in the United States (2nd ed.) New York: Springer Publishing Company, 1980.

Pratt, J.R. Long Term Care (3rd ed.) Boston: Jones & Barlett, 2010.

Seeling, A. Promoting changes of attitudes. Nursing Mirror. January 27, 1982, 28-30.

APPENDICES

Appendix A Old for a Day Project

Each student will participate in the Old for a Day Project for a minimum of four (4) hours. The student shall portray an older person. Write-up must include pictures of dress, explanation of behavior situations or environment where the portrayal takes place, persons involved, or assistive devices used. A full description of the portrayal event must be described. A personal reflection must be included also. A reference page of 5 references must be included. The 3-5 page paper must be in APA format.

Appendix B Elderly Interview

Each student will interview an older adult 70 years of age or older who presently resides in the community. A five (5) page paper is to be written summarizing the interview, comparing the older adult's lifestyle with the literature, and discussing the influence on the student's nursing practice with older adults. Paper must be in APA format and a Reference Page with a minimum of five references

Appendix C: Spotlight on Elderly Health Project

Each student shall make two Posters. Each Poster shall consist of: Ten (10) historical people that have championed the cause of Elderly Health and Ten (10) 20th century authors beginning with 1950, who have championed the cause of Elderly Health. The posters shall contain a brief summary of who they are/where they live/at what age the author did it or is still doing what he/she is known for. A picture would be nice if available. For the paper, above information can be done in Narrative Form with a minimum of five (5) References (may use 1st person). A personal reflection is also required. For project evaluation, see evaluation rubric which will be attached

Appendix D Paper/Poster/Power Point Presentation

It should provide background information that sets the stage for discussion of the power point presentation. Clarifies unfamiliar terms. It should introduce information from relevant nursing research and a variety of current professional resources. Describes nursing considerations and/or interventions specific to the topic. Use guidelines and/or selected references in order to encourage participation. It should state relevance of topic for registered nurses in varied practice areas.

Establishes an environment conducive to learning. Encourages discussion by utilizing thought provoking comments and questions. Facilitates discussions. Allows free discussion of ideas by others that may be opposing in nature. Presents material in a well-organized manner providing structure for learning. Summarizes main points of the presentation. Meets planned behavioral objectives.

The paper/poster session is a vehicle for developing student skills in communication of ideas and in planning presentations for audiences. For students enrolled in Nursing 330, the power point

presentation provides the opportunity for them to contribute to the advancement of theory-based elderly health nursing practice. Students will share via blackboard, with colleagues from diverse health care setting, how **Elderly health concepts and related principles can be used to provide competent and responsible care.**

Select one (1) area of concentration for the power point presentation.

Topic must be approved by faculty

Complete a power point presentation for display on Blackboard and presented as a POSTER.

Present the power point presentation to the class and colleagues via Blackboard.

Appendix E

Discussion Board

Students are expected to prepare for and actively participate in discussion board/ Virtual Classroom activities, online chats, or group assignments, etc. If students fail to log on and participate in course activities as noted above, discussion board grade may be reduced to 0%.

Evaluation:

All assignments are to be completed in a timely manner. ALL work and documentation is to be handed in for midterm and final grading. Each weekly assignment is worth four (4) points as follows:

Articulate with references attached: 4

Thoughtful from a personal perspective, without professional resources: 3

Addressed issue without much thought, detail or logic: 2

Less than one-half page, no supporting data, illogical, ill prepared: 1

No entry, or submitted after grading period is over: 0