CoSM Class Syllabus / Policy

Fall 2019
NUR 354 – Section: 602-1

Healthy Aging
Course Instructor: Mrs. Regina L. Brown

Faculty Contact Information:
Name: Mrs. Regina L. Brown
Department: Nursing Office 180
Email: brownrl7@sfasu.edu
Cell Phone: (936) 615-9515
Office: (936) 468-7724
Office Hours: Wednesday: 12-4 PM, Friday: 8-12 AM & Thursday: by appointment.

Class meeting time and place: This is an online/distance learning course. No face-to-face meetings will be required.
NOTE: Instructor will make every effort to respond to emails/discussion questions within 72 hours of posting. Students are expected to check on-line course at least three times a week for announcements, email, and postings.

Text and Materials

Optional:

Course Requirements
This is a two hour class requiring participation in writing essays using APA format, quizzes, a PowerPoint presentation, and discussion posts.

Course Description
Two hour didactic content related to issues concerning aging and the elderly. Emphasis will be placed on physical, emotional, and spiritual changes and factors influencing healthy aging, such as nutrition, medications, activity and community resources available to families with an aging member, death and dying, medical power of attorney, living wills and insurance benefits.

Time requirement for Online Course
NUR 354 Healthy Aging is two semester didactic hours spanning 15 weeks.
The course contains extensive online discussion requiring students to engage in online module material for at least two hours per week. Required readings are woven into the content to support key concepts and provide a nursing perspective. In addition, students are required to participate in developing a final PowerPoint presentation on a healthy aging topic. For every hour spent on course content the student will need to spend a minimum of 2 hours completing course activities.

**D2L Information**

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at [d2l@sfasu.edu](mailto:d2l@sfasu.edu) or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at [helpdesk@sfasu.edu](mailto:helpdesk@sfasu.edu).

To learn more about using D2L, visit SFA ONLINE at [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu), where you’ll find written instructions and video tutorials.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class begins</td>
<td>On-line</td>
<td>Introduction and Textbook purchase and survey</td>
</tr>
<tr>
<td>8/26/19 Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 9/2/19</td>
<td>On-line</td>
<td>Review Syllabus and Course requirements</td>
</tr>
<tr>
<td>9/2/19</td>
<td></td>
<td>Module 1: Foundations of Healthy Aging (BIO thread post &amp; Discussion post with peer responses due by 9/8/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 9/9/19</td>
<td>On-line</td>
<td>Cont. (Introduction Quiz &amp; Discussion post with peer responses due by 9/15/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 9/16/19</td>
<td>On-line</td>
<td>Module 2: Foundations of Caring (Discussion post with peer responses due by 9/22/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 9/23/19</td>
<td>On-line</td>
<td>Cont. (Essay Outline &amp; Discussion post with peer responses due by 9/29/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 9/30/19</td>
<td>On-line</td>
<td>Module 3: Wellness and Function (Discussion post with peer responses due by 10/6/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 10/7/19</td>
<td>Online</td>
<td>Cont. (Discussion post with peer responses due by 10/13/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 10/14/19</td>
<td>On-line</td>
<td>Cont. (Essay &amp; Discussion post with peer responses due by 10/20/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 10/21/19</td>
<td>On-line</td>
<td>Module 4: Wellness and Chronic Illness (Discussion post with peer responses due by 10/27/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 10/28/19</td>
<td>On-line</td>
<td>Cont. (PowerPoint Outline &amp; Discussion post with peer responses due by 11/3/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 11/4/19</td>
<td>On-line</td>
<td>Cont. (Discussion post with peer responses due by 11/10/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 11/11/19</td>
<td>On-line</td>
<td>Module 5: Healthy Aging for Elders and their Families (Discussion post with peer responses due by 11/17/19 @ 23:59)</td>
</tr>
<tr>
<td>Week of 11/18/19</td>
<td>On-line</td>
<td>Cont. (PowerPoint presentation &amp; Discussion post with peer responses due by 11/24/19 @ 23:59)</td>
</tr>
<tr>
<td>11/25-11/29</td>
<td></td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Week of 12/2/19</td>
<td>On-line</td>
<td>Course Evaluations</td>
</tr>
</tbody>
</table>
The online instruction will incorporate a combination of learning methods, such as web links to articles, document files, discussion boards, and power point slides. All discussions/assignments are due during the week of the assigned material. To be successful in this course you are expected to have some computer skills. You will need to know how to browse the web (Steen Library website is the best resource) for research articles. You should have:
- Internet access
- Titan e-mail account
- Be organized
- Good reading, writing, and studying skills
- Time management skills
- Keep a class calendar
- Meet assignment deadlines
- Stay on schedule

Netiquette Guidelines

1. Respect the privacy of your classmates and what they share in class.
2. Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
3. Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources.
4. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience.
5. Be respectful of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
6. Keep in mind that everything you write, indeed every click of your mouse is recorded on the network server. On the Internet there are no take backs.
7. Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

Online Communication

1. Be aware that typing in all capital letters indicates shouting.
2. Be careful with humor and sarcasm. Both can easily be misunderstood!
3. Review all discussion postings before posting your own to prevent redundancy.
4. Check your writing for errors by reviewing what you’ve written before submitting it.
5. Acronyms (LOL, etc.) and emoticons (smilies) are commonly used online, but are not acceptable for course work.
6. Many communications with your instructor or fellow students are best handled through email. Only post on the classroom discussion board if the conversation is relevant to others in the class.

Grading Policy
Points will be accumulated throughout the course based on completion of online assignments and discussion threads. The points for assignments will contribute to the final grade based on the point distribution listed below. The short bio will be graded on participation; the syllabus quiz will be graded on correctly answered questions; the essays, PowerPoint presentation, and discussion posts and responses will be graded by the rubrics provided on the course website located under the tab of “Other Resources” then “Rubrics”.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Bio</td>
<td>5%</td>
</tr>
<tr>
<td>Introduction Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Outline: 2000 Word Essay</td>
<td>10%</td>
</tr>
<tr>
<td>2000 Word Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Outline: PowerPoint Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Posts &amp; Responses</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

The letter grade earned for this course is based on the following grading scale.

Grading Scale:
A = 90 - 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 and below

SON Rounding Policy
Policy 66 (effective June 1, 2017) for all courses:
1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

Attendance Policy
Attendance and participation grade will be based upon weekly class participation provided by the weekly discussion threads, as this is a 100% online course.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
http://www.fp.sfasu.edu/nursing/studentpolicies.htm

Withheld Grades Semester Grades Policy
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a
course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**MISSION OF THE SCHOOL OF NURSING**
Our mission is to provide students a foundation for success as graduate nurses in the evolving world who are ethical, competent critical thinkers and life-long learners by providing an educational environment that promotes holistic health care in a community dedicated to teaching, research, creativity and service.

**Program Learning Outcomes**
The student will:
1. Apply knowledge of the physical, social and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth and development in the profession.

**N 354: Student Learning Outcomes**
1. Examine current evidence in health care literature related to Gerontological nursing and healthy aging.
2. Analyze the impact of an aging society on the healthcare system.
3. Explain the physical, spiritual, emotional, and psychological assessment parameters specific to the aging population.
4. Discuss issues relating to culture, gender, and ethics of the aging population.
5. Discuss the role of the nurse and other healthcare providers in caring for the aging client and family caregivers.
6. Prevent or reduce common risk factors that contribute to functional decline, impaired quality of life, and excess disability.
7. Facilitate the older adults’ active participation in all aspects of their care.
7. Describe strategies to promote quality “end of life” care for the aging client.

Module Objectives:

Module 1:
Foundations of Healthy Aging
1. Compare and contrast the historical events influencing the health and wellness of those age 60 and older.
2. Discuss the implications of the wide range of life expectancies of older adults in different parts of the world.
3. Describe the role of the nurse in promoting health in later life.
4. Discuss strategies to prepare an adequate and competent eldercare workforce to meet the needs of the growing numbers of older people across the globe.
5. Discuss interventions to improve outcomes for older adults during transitions between health care settings.
6. Compare and contrast the major theories of aging.
7. Describe global changes in the aging population and formulate a plan of care incorporating culturally sensitive interventions.
8. Explain cognitive changes with age and strategies to enhance cognitive health.
9. Identify nursing responses to assist older adults to maintain or improve cognitive abilities.
10. Discuss factors influencing learning in late life, including health literacy, and appropriate teaching and learning strategies.

Module 2:
Foundations of Caring
1. Discuss how ageist attitudes affect communication with older adults.
2. Identify effective methods to facilitate communication with older adults individually and in groups.
3. Identify the findings of the physical assessment of older adults that differ in meaning from younger adults.
4. Describe the purpose of the functional assessment when caring for an older adult.
5. Understand the implications of deviations in key abnormal diagnostic laboratory values that can occur with the older adult.
6. Describe the pharmacokinetic and pharmacodynamics changes that occur as a result of normal changes with aging.
7. Describe potential problems associated with medication therapy late in life.
8. Discuss barriers to medication adherence in older adults.
9. Develop a nursing plan to promote safe medication practices and prevent medication toxicity in the older adult.
10. Describe the effects of selected commonly used herbs and supplements on the older adult.

Module 3:
Wellness and Function
1. Identify age-related changes in the human body system which affect the senses of vision, hearing, and touch involving the eye, ears, and skin.
2. Identify effective strategies for older adults with impairments of vision, hearing, and integumentary system.
3. Discuss requirements of and factors negatively affecting: nutrition, hydration, oral care, elimination, sleep, physical activity, exercise, falls and risk reduction, safety and security of the older adult.
4. Identify preventive, maintenance, and restorative strategies for nutrition, hydration, oral care, elimination, sleep, physical activity, exercise, falls and risk reduction, safety and security of the older adult.
5. Gain awareness of assistive devices and resources available for the older adult with sensory impairments.

Module 4: Wellness and Chronic Illness
1. Identify the most common chronic disorders of late life.
2. Describe the normal changes in the aging: cardiovascular, neurological, endocrine, immune, respiratory, musculoskeletal, and neurocognitive systems.
3. Identify barriers that interfere with pain assessment and treatment.
4. Discuss pharmacological and non-pharmacological pain management therapies of the older adult.
5. Discuss factors contributing to mental health and wellness in late life.
6. List symptoms of anxiety and depression in older adults, and discuss assessment, treatment, and nursing interventions.
7. Identify the characteristics of delirium and differentiate between delirium and mild and major neurocognitive disorders (dementia) and depression.
8. Discuss prevention, treatment, and nursing interventions for individuals with delirium
9. Discuss strategies to enhance well-being and quality of life for both individuals with mild and major neurocognitive disorders and their caregivers.

Module 5: Healthy Aging for Elders and Their Families
2. Describe the role of the nurse-advocate in relation to health and economic issues of concern to the older adults.
3. Discuss common legal and ethical issues involved in the care of the older adult.
4. Differentiate a living will from DNR orders and explain the roles and responsibilities of the nurse as they relate to each of them.
5. Define the nurse’s role in the prevention of elder mistreatment.
6. Discuss interventions to improve care for older adults in skilled nursing facilities including quality improvement, culture change, and transitional care.
7. Discuss nursing responses with older adults experiencing caregiver roles or other transitions.
8. Compare and contrast the needs of elders in response to varying types of losses.
9. Understand the meaning of spirituality in the lives of older people and discuss nursing interventions to facilitate spiritual well-being.