Stephen F. Austin State University  
DeWitt School of Nursing  
Healthy Aging  
Course Number: NURS 3254  
Section Number(s): 601  
Spring 2024  

Course Instructor  
Crystal Talavera, MSN, APRN, WHNP

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information

Name: Crystal Talavera, MSN, APRN, WHNP
Department: Nursing
Email: talaveraca@sfasu.edu
Phone: (936) 468-7722
Office: Room 112
Office Hours: Monday- 0900-1200
Sunday- 0900-1100
Please call in advance as times may vary due to committee
obligations, lecture time, and clinical.

Class meeting time and place
See Course Calendar for course assignments. This is an online course – no face-to-face meetings
are required.

Required Textbooks and Materials
Nursing Response (10th ed.). St. Louis: Elsevier

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing
purposes. Please find the complete list of technology requirements here:
https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at
https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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.

Credit Hour Justification
NURS 3254 Healthy Aging (2 credits; fully online undergraduate course) spans 15 weeks. This
nursing elective course is taught online for an average of 2 hours per week over a 15 week
period. The course contains written content requiring students to engage in online learning
modules. Required readings are woven into the content to support key concepts and provide
gerontological nursing perspectives. In addition, students participate in weekly online
discussions, quizzes, and research assignments.
End of Program Student Learning Outcomes
Graduates of the program 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. Assure 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. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Course Student Learning Outcomes
The student will:
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.
8. Describe strategies to promote quality “end of life” care for the aging client.

Differentiated Essential Competencies (DECs)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DECs serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.
Please refer to the Texas BON website for additional information
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf
Unit Objectives

UNIT I: Foundations of Healthy Aging

1. Research and discuss current evidence in healthcare literature related to Gerontological nursing and healthy aging.
2. Analyze and describe the impact of an aging society on the healthcare system.
3. Discuss strategies to prepare an adequate and competent eldercare workforce to meet the growing numbers of older people across the globe.
4. Discuss interventions to improve outcomes for older adults during transitions between healthcare settings.
5. Compare and contrast the major biological and psychological theories of aging.
6. Explain cognitive changes with age and strategies to enhance cognitive health.
7. Identify nursing responses to assist older adults to maintain or improve cognitive abilities.
8. Describe the importance of communication to the lives of older adults.
   Discuss how ageist attitudes affect communication with older adults.

UNIT II: Foundations of Caring

1. Describe the importance of communication to the lives of older adults.
2. Discuss how ageist attitudes affect communication with older adults.
3. Identify the findings of the physical assessment of older adults that differ in meaning from those of younger adults.
4. List the essential components of a comprehensive health assessment of an older adult.
5. Understand the implications of deviations in key abnormal diagnostic laboratory values that can occur in the older adult.
6. Define precautions the nurse should take when interpreting laboratory values for the older adult.
7. Describe the pharmacokinetic and pharmacodynamic changes that occur as a normal result of normal changes with aging.
8. Discuss barriers to medication adherence in older adults.
9. Develop a nursing plan to promote safe medication practices and prevent medication toxicity.
10. Discuss the information that older adults should know about the use of select herbs and supplements.
UNIT III: Wellness and Function

1. Identify age-related changes in the eye that affect vision and discuss recommendations to promote eye health throughout life.
2. Discuss changes in hearing with age and describe their impact on quality of life and function.
3. Identify preventive, maintenance, risk factors, and restorative measures for skin health.
4. Describe special considerations in ensuring adequate nutrition for individuals experiencing hospitalization and institutionalization.
5. Discuss common oral problems that can occur with aging and appropriate assessment and interventions.
6. Identify age-related changes and other contributing factors affecting bowel and bladder elimination.
7. Identify age-related changes that affect sleep.
8. Identify risk factors for impaired mobility and the interventions to reduce fall risks.

UNIT IV: Wellness and Chronic Illness

1. Identify the most common chronic disorders of late-life.
2. Describe the normal changes and disorders in the aging cardiovascular system.
3. Describe the normal changes and disorders in the aging neurological system.
4. Describe the normal changes and disorders in the aging respiratory system.
5. Describe the normal changes and disorders in the aging musculoskeletal system.
6. Discuss pharmacological and nonpharmacological pain management therapies.
7. Discuss common concerns in care of persons with mild and major neurocognitive disorders (communication, behavior, personal care, safety, nutrition) and nursing interventions.

UNIT IV: Healthy Aging for Older Adults and Their Families

1. Describe the nurse’s responsibility to respect decision-making for those with limited capacity and the responsibility of their protection.
2. Describe cultural differences in the perception and response to abuse.
3. Define the nurse’s role in the prevention of elder mistreatment.
4. Discuss the physiological, social, and psychological factors that affect sexual function as people age.
5. Explain the issues involved in adapting to transitions and role changes in later life.
6. Discuss nursing responses with older adults experiencing caregiver roles or other transitions.
7. Differentiate a living will from DNR orders and explain the roles and responsibilities of the nurse as they relate to each of them.
8. Understand the meaning of self-actualization, transcendence, and spirituality in the lives of the aging population.
COURSE REQUIREMENTS

Grading Policy
EVALUATION and GRADING CRITERIA
It is necessary to obtain a class average of 75 to pass this course. A class average below 75 constitutes failure and will result in a grade of “F" on the transcript.

Policy 1.7:
1. 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

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Failure of this course counts as a nursing course failure and applies to the retention and progression policy of the DeWitt School of Nursing.

Course Attendance
This is an online course and all assignments are due according to the course calendar. Students are expected to communicate with faculty if any difficulties are encountered with meeting course requirements. Late submissions will only be accepted when the student has communicated with instructor prior to the due date AND received an extension from the instructor.
**Course Assignments**
The final grade is comprised of success on discussion posts, quizzes, PowerPoint presentation, and other activities (Elderly Questionnaire, Polypharmacy Activity, Concept Map Activity).

**Discussion Board Assignments**
Students are expected to post on the discussion board in Brightspace by the dates and times listed in the course calendar and on Brightspace. Postings should be thoughtful and evidence-based. See the discussion grading rubric available on Brightspace.

**Quizzes**
Students will complete quizzes in Brightspace. These quizzes will be timed, so students should study prior to the quiz. The quiz must be completed by the posted due date, no late submissions will be accepted.

**PowerPoint Presentation**
Students will create a PowerPoint presentation on a topic related to aging. Further instructions and the grading rubric can be found in Brightspace.

**Other Assignments**
Students will complete other learning activities and assignments throughout the semester (Elderly Questionnaire, Polypharmacy Activity, Concept Map Activity). Further instructions and the grading rubric can be found in Brightspace.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct ([https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of
materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Artificial Intelligence**

Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

**Evaluations**

At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**

Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.
Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password

http://d2l.sfasu.edu

What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

How do I get technical help?
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
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- **Memorial Day**
- **Pinning**
- **Graduation**