



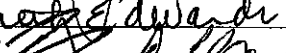

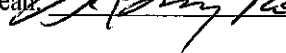
FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6251	CURRENT COURSE TITLE: PERSPECTIVES OF AGING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: THIS COURSE EMPHASES KNOWLEDGE OF THE AGING EXPERIENCE AS A FOUNDATION TO THE ADVANCED NURSING PRACTICE OF ADULT/GERONTOLOGICAL NURSING WITH CULTURALLY, ETHNICALLY, & ECONOMICALLY DIVERSE GROUPS OF OLDER ADULTS, GROUNDED IN CARING SCIENCE. INCLUDED ARE A HISTORY OF GERONTOLOGICAL NURSING, AND AN APPRECIATION OF THE UNIQUENESS AND BEAUTY OF AGING, AND SOCIAL GERONTOLOGY THEORIES.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: PERMISSION OF DEPARTMENT CURRENT CATALOGUE: -- <i>Prerequisites: Priority for NP students; RN students with permission of Department</i> CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u></u> College Curriculum Chair: <u></u> College Dean: <u></u> UGPC Chair: <u></u> Graduate College Dean: <u></u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/9/13</u> <u>10/16/13</u>	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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**Christine E. Lynn College of Nursing
Florida Atlantic University
Course Syllabus
Summer 2013**

<u>COURSE NUMBER:</u>	NGR 6251
<u>COURSE TITLE:</u>	Perspectives of Aging
<u>COURSE FORMAT:</u>	On-line E-College
<u>CREDIT HOURS:</u>	3 credit hours
<u>COURSE SCHEDULE:</u>	On-line
<u>PLACEMENT IN THE</u>	
<u>CURRICULUM:</u>	Required course for AGNP concentration
<u>PREREQUISITE:</u>	Departmental Permission Required
<u>FACULTY:</u>	Lenny Chiang-Hanisko, PhD, RN Associate Professor lchiangh@fau.edu
<u>OFFICE HOURS:</u>	Available Monday 9-12 noon and by appointment online

COURSE DESCRIPTION:

This course emphasizes knowledge of the aging experience as foundation to the advanced nursing practice of adult/gerontological nursing with culturally, ethnically, & economically diverse groups of older adults, grounded in caring science. Included are a history of gerontological nursing, and an appreciation of the uniqueness and beauty of aging, and social gerontology theories.

COURSE OBJECTIVES: Upon completion of NGR 6251, the student will demonstrate evidence of:

Becoming competent:

- 1) Apply foundational knowledge from nursing and related disciplines to understand conditions affecting the older adult population. (Essential I, II, III)
- 2) Analyze and apply theories and concepts from caring, biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of the older adult population. (Essential I, VIII)
- 3) Demonstrate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the older adult population. (Essential VIII)
- 4) Apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of the older adult population. (Essential IV)
- 5) Integrate knowledge essential to healthy lifestyles and treatment of acute and chronic problems of older adults in diverse settings (Essential IV)
- 6) Utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for the older adult population. (Essential V)
- 7) Demonstrate an understanding of the advanced nursing practice role based on reflective practices and continue to develop strategies for lifelong learning and professional development. (Essential IX)

Becoming compassionate:

- 1) Identify appropriate nursing theories and complex patterns of knowing in the design of compassionate care of older adults. (Essential IX)
- 2) Choose caring strategies in advanced nursing situations which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment:

- 1) Identify effective communication strategies to foster interprofessional partnerships to improve health outcomes for the older adult population. (Essential VII)
- 2) Analyze the trends in worldwide aging, and discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable care for diverse populations of older adults. (Essentials I, II)
- 3) Identify strategies that facilitate collaborations with others in monitoring and ensuring the quality of health care. (Essentials III, VII)

Becoming confident:

- 1) Develop a stronger sense of self as a caring person in relation to others within advanced practice. (Essential IX)
- 2) Demonstrate clinical confidence, through critical thinking by applying advanced nursing knowledge. (Essential IX)

Attending to conscience

- 1) Analyse how health policy impacts the care of persons in diverse situations. (Essential VI, IX)
- 2) Demonstrate an understanding of state and federal regulations that impact the health of older adults and their families, and explore measures to improve care through advocacy at state and local levels. (Essential VI, IX)
- 3) Discuss morally sensitive issues affecting the care of the older adult population. (Essential VI, IX)

Affirming commitment:

- 1) Discuss the role and scope of practice for advanced practice nurses in providing safe, ethical, efficient, cost effective, quality care for the older adult population. (Essential II, III, IX)
- 2) Begin to integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Discuss the importance of becoming professionally active in national organizations that support a goal of improving the health of the older adult population. (Essential VI, VIII)

TEACHING LEARNING STRATEGIES: This course will be conducted through FAU E-College and will include PowerPoint, assigned readings, exams, application of gerontological nursing research, discussion participation and letter writing.

GRADING AND EVALUATION METHODS:

Letter to Heirs	100 points
Exams (2)	
Each exam worth 200 points	400 points
Research Report	350 points
Threaded Discussion Questions	150 points (15 points each/10 weeks)
Total Points	1000 points.

GRADING SCALE:

Graduate students must earn a **C or better** in all coursework to continue in the graduate program. Grade below C is NOT passing in the Graduate Program.

Grade below C is not passing in the Graduate Program.

93 -100	A
90 -92	A-

87-89	B+
83-86	B
80-82	B
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

REQUIRED TEXTS:

American Psychological Association (latest edition). *Publication manual of the American Psychological Association*. Washington, American Psychological Association.

Hooyman N., & Kiyak H. (2010). *Social Gerontology* (9th Ed). Boston: Pearson.
ISBN13: 9780205806393
ISBN10: 0205806392

Touhy, T., Jett, K. (2012). *Toward Healthy Aging: Human Needs & Nursing Response* (8th Ed.). St. Louis, MO: Elsevier.
ISBN13: 9780323073165

TOPICAL OUTLINE

UNIT 1: Course introduction and overview

Examine images of aging based on humanistic theory expressed in a personal reflective history
Explore ways artistic expression and derived knowing about aging may be used in personal and professional endeavors
Appreciate the wholeness of aging persons in relationship to self, others, and the environment

UNIT 2: Foundation of healthy aging, historical and cross-cultural influences

Discuss the field of social gerontology with implications for nursing
Examine cross cultural aging worldwide
Study the phenomenon of aging historically
Acquire knowledge of the demographics of aging
Explore the roots and impact of ageism

UNIT 3: Care across the continuum, health and long-term care policies

Impact of the environment on older people's functioning
Examine expanding options for long-term care and services in the community
Discuss the development of social policies for older people and some of the challenges and future directions

Understand eligibility for Medicare and Medicaid as well as financing issues related to both long-term and community based care
Examine options for long-term care as well as new models and the role of nursing in advocacy, planning, and delivering care

UNIT 4: Physiological changes and managing chronic conditions

Examine the interrelationships between the various biological theories of aging
Understand age-related changes versus disease
Examine common chronic illnesses of older people
Discuss the implications of the normal age-related changes on the promotion of healthy aging

UNIT 5: Cognitive changes

Discuss concepts related to cognition and memory in later life
Differentiate between delirium, dementia and depression
Discuss the different types of dementia and appropriate diagnosis
Describe nursing models of care for persons with dementia
Develop a nursing care plan for an individual with cognitive impairment

UNIT 6: Cultural diversity in older adults

Recognize current knowledge related to health disparities and its potential impact on older adults of color and women
Compare several different ethnically based approaches to healthcare
Discuss approaches that facilitate an appreciation of diverse cultural and ethnic experiences
Develop gerontological nursing interventions geared toward reducing health disparities

UNIT 7: Polypharmacy

Describe the pharmacokinetic changes that occur as a result of normal changes of aging
Describe potential problems associated with drug therapy in later life
Describe medications and side effects of those more commonly used as psychotherapeutic agents
Identify inappropriate drug use and its application in gerontological nursing
Discuss the role of the health care professional in assisting elders with adherence to medication regimens
Develop a nursing care plan to promote safe medication practice and prevent drug toxicity

UNIT 8: Aging today

Explain the trend in worldwide aging and how health care is financed in the United States
Discuss strategies to prepare an adequate and competent eldercare workforce to meet the needs of the growing aging population
Discuss several formal geriatric organizations and their significance to nurses
Differentiate the types of elder mistreatment
Describe the role of the nurse-advocate in relation to legal, health and economic issues of concern to the older adults.

UNIT 9: Social support and caregiving

Explain the issues involved in adapting to transitions and role changes in later life
Discuss changes in family structure and functions in society today
Examine social theory of aging: Role theory, activity theory, disengagement theory, continuity theory, labeling theory, subculture of aging theory, age stratification theory, social exchange theory, political economy of aging
Identify the range of caregiving situations and the potential challenges and opportunities of each

UNIT 10: Intimacy and sexuality

Discuss the physiological, social and psychological factors that affect the older adults' sexual function
Describe the various approaches to sexuality assessment that may reduce nurse-client anxiety in discussing a sensitive area
Identify the risks to sexual integrity
Discuss HIV/AIDS and LGBT in later life
Discuss interventions that foster sexual integrity

UNIT 11: Death and dying

Compare and contrast the needs of older adults in response to varying types of losses
Discuss the benefits and limitations of the available conceptual frameworks for dying and grieving
Identify aspects of palliative care in which there is a special need to work within the cultural boundaries
Determine the legal status of Death with Dignity laws for the state in which the nurse practice

UNIT 12: Course wrap-up

Course summary and evaluation

COURSE ASSIGNMENTS:

I. Discussion Questions and Grading Criteria (150 points)

An important part of the learning that takes place in this course will come from the interaction with each other on the discussions covered each week. As a graduate level course, your posts need to reflect original thinking, critical analysis, and incorporate knowledge and information obtained from the required readings. Readings from outside this course are also encouraged. It is encouraged to integrate references to support your responses – APA is required for **citations only**, not for discussion.

* **Please note:** A major difference between graduate and undergraduate writing is that, at the graduate level, writing and postings on discussion boards are expected to be more than a rehashing of research findings. Graduate level writing is meant to be an exercise in critical

thinking and personal analysis on the part of the student. It is important to clearly state your own ideas and beliefs on the topic, whether a written topic or a topic from a discussion board, and separate them from those found in evidence from research. It is important to differentiate your ideas from research findings even if they are identical or closely matched. *This is the criteria (as well as meeting the minimum number of posts) used to obtain the maximum points each week on the discussion board.*

There will be 10 weeks of discussion questions and participation in each discussion is required to complete the requirements of the course. If there are exceptional circumstances (illness, death in family etc.) that prevents entering into the discussion, it is important to inform the faculty (as soon as possible and before the last day of the discussion) so an alternative assignment can be determined.

*Two contributions to the discussion on two separate days are **REQUIRED** for each unit.*

First Posting: Each unit will present a question(s) related to the reading material. The first post will be in response to this question and is due online by **Thursday at 11:59pm** of each week. You can always add more postings during the week on the question or topic to enhance your initial posting.

Second Posting: The second posting is your response to another class members post and needs to be posted by **Sunday at 11:59pm** if not before.

To earn the full discussion points for the course, the above criteria must be met. If the posts are late or there is only one entry on the last day of the discussion, full points will not be earned. Please be reminded that the two responses are the minimum required although the expectation as a graduate level course is much above this level.

The week begins on Monday at 12:01 am and ends at Sunday 11:59 pm, so responses must be posted during that time period to be counted toward your grade. The first posting should be completed by Thursday evening, 11:59pm. The second response should be completed by Sunday evening, 11:59pm. After that time, no more postings will be permitted (we have left the classroom). **Please do not wait until late Sunday evening to post, otherwise your interaction with fellow classmates will be limited and you will not benefit from being fully engaged in the discussion.** Each Monday we begin a new unit

*Please note: If you do not participate in the course for one whole week, you will be considered “**absent.**” If you are “absent” from the course for **two weeks**, you will be dropped from the course and receive a failing grade.

The maximum number of points awarded for each unit’s discussion is 15 for a total of 150 towards the course grade. Points will be awarded based upon the quality and depth of your responses, and meeting the required number of posts (as spelled out above). ***NOTE In order to receive the maximum number of points in the discussions, you must read and incorporate the information from the assigned readings into your posts in an original manner.** Please make the effort to be clear, professional, and grammatically correct just as you would if you were

dialoging with other professionals. Also, do not forget to integrate references to support your responses – required reading from texts, articles, and adding new references is even better. Many students find it helpful to prepare their responses in a word document, use spell and grammar check, proof read and then cut and paste into the discussion.

Points will be awarded based on your participation according to the following guidelines:

14-15 points

Your contributions reflect original thinking and a level of depth that adds new insights into the topic and issue. You back the posts with current research to support your statements. You differentiate your comments and insights from research findings to demonstrate new knowledge and original thinking. Your responses add to the whole, give us new ideas, are unique from other's postings, and don't replicate other's work. You add other relevant references as appropriate to the discussion. Postings are completed on time and citations are properly documented.

12-13 points

Your responses show an understanding of many of the major concepts reviewed in the units, however the posts demonstrate limited original thinking. Research findings are used on a limited basis to support the logic of posts. Little attempt is put forth to distinguish your thinking from evidence based research findings. You do not meaningfully integrate references. Postings are completed on time and citations are documented.

10-11 points

Your comments are short and perfunctory or do not contribute in a meaningful, informed way. You evidence only a shallow grasp of the material. You replicate what others have written and miss critical or important elements. It is obvious that little effort was put into the logic and thinking put into the post. Responses are difficult to make sense of, not clear, have grammatical and spelling errors. You do not support your responses with your reading. Postings are late and citations are not properly documented.

9 points and below

Very limited thought goes into development of the posts. Very limited insights are offered. Comments are not supported by research. Statements are unclear and do not reflect logical thinking. Postings are late and citations are not properly documented.

0 point

You do not participate in required discussion.

II. Letter to Your Heirs/Personal Philosophy (100 points)

Due 6/9 by 11:59 pm to Drop Box

In this assignment, you will imagine that you are 80 years old and reflecting on your life story, past, present, and future. Vision your life story - what were your major accomplishments,

challenges, joys? What are the significant lessons you have learned along the way, and how do you view the quality of your life, past and present.

In a letter from you to your heirs (may be your children, grandchildren, husband, significant other, friend, or other relatives), express your personal philosophy of life and aging. What do you want them to know?

This can be 2 pages (no more than 2 pages) single-spaced, with good grammar but informal writing like a letter (obviously no APA required). Please include a **title page** with your name. The purpose is to give you an opportunity to reflect on how you see your aging journey and your future life.

* NOTE: If you anticipate a schedule conflict (death in the family, serious illness, etc.) that might result in missing due date for an assignment, you can always submit the assignment early before the due date. 10 points will be deducted for each day late.

III. Research Report (350 points)

Due in the drop box by 11:59 pm on 7/14

The purpose of this assignment is to (1) become familiar with nursing research and the evidence-based practice in gerontological nursing; and (2) integrate findings into your current and future practice with older adults.

The article report is based on reading from an evidence-based **research** article, published in a peer-reviewed scholarly journal related to a course topic. Articles from the last 3 years only are acceptable.

Some suggested journals include: *The Gerontologist*, *Geriatric Nursing*, *Journal of Gerontological Nursing*, *International Journal of Older People Nursing*, *Journal of Advanced Nursing*, *Journal of Nursing Scholarship*, *Nursing Research*. You may use any journal but be sure that is a **scholarly article authored by a nurse** as sole author or part of the research team, and has nursing implications.

Synthesize the research and results (2 paragraphs maximum) with a focus on summarizing the purpose, method and results. The focus of this paper is not on critiquing the methodology or data analysis (as it would be in a research course), but rather on the utility of the research for nursing practice with older adults as well as implications for your current and/or future practice with older adults. The research report should be double-spaced and 3 pages long excluding the title page and reference page. **APA format is required.**

Evaluation Criteria:

Evaluation Criteria	Possible Points	Points Earned
1. Summary of the research study (in your own word)	70	

2. Describe the relevance of this research to nursing practice with older adults	100	
3. Lessons learned from the study and specific implications for your current/future nursing practice	100	
4. Critical thinking, logic flow	20	
5. APA citation, grammar, organization, writing style, clarity, within page limit	30	
6. Appropriate choice of scholarly peer-reviewed research article from a professional journal, attached the research article in PDF format.	10	
7. Article is published within 3 years in a professional journal	10	
8. The research article authored by a nurse as sole author or part of the research team	10	
TOTAL	350	

* NOTE: If you anticipate a schedule conflict (death in the family, serious illness, etc.) that might result in missing due date for an assignment, you can always submit the assignment early before the due date. 10 points will be deducted for each day late.

IV. Exams (400 points) (worth 200 points each)

Exams will be multiple choice. You will have an hour and a half to complete the exam. Exam 2 is not cumulative

Exam 1: opens 7/5 at 8 am and closes 7/7 at 10 pm

Exam 2: open 7/31 at 8 am and closes 8/2 at 10 pm

COURSE POLICIES & GUIDELINES:

1. All course requirements and objectives, including all threaded discussions, exams, and papers, must be met in order to obtain a passing grade.
2. Faculty may make changes to the course including the addition of new course material based upon the performance and progression of students.
3. The student is responsible to complete all assigned readings (PPT, articles, textbooks and discussion board post) on a weekly basis.
4. Work that is turned in late by the student will be marked down accordingly.
5. If you are ill or must be absent from course discussions, the faculty must be notified and the circumstances discussed before the absence is granted.
6. If you miss 2 weeks of the course, you will not be able to complete the course and will receive a failing grade.
7. The student must take all scheduled exams in the week assigned unless there are exceptional circumstances that have been discussed with the faculty.
8. The student's FAU email address must be used in all communication with the faculty. There is an email function in E college that you can use. Forwarding FAU email to outside providers such as AOL, Bellsouth may delay delivery of these messages. We encourage you to check your FAU email account on a regular basis, at least twice a week. FAU has no responsibility or liability with messages being forwarded to outside email addresses (this includes delayed delivery or

- bounced email messages). You are responsible for checking both your FAU email and announcements on the course home page regularly – at least 2 times a week – so that you don't miss important updates and messages in announcements.
9. **You are responsible for completing all E college orientation and tutorials so that you are using the platform correctly.** If you have AOL, please pay attention to the concerns discussed on E college orientation. You can find orientation and tutorials on the course home page as well as on the College web site (www.fau.edu/nursing - click on distance learning). You must minimize AOL and use Internet Explorer or Firefox. Resources available include the E college on line help, E college Help Desk (303-873-0005) and the FAU Help Desk for FAU email related issues (561-297-3999). If you do not have appropriate computer skills or an adequate computer, you will have difficulty taking this course in this format. **The faculty cannot make exceptions for your lack of training, orientation, or computer availability or compatibility. It is ESSENTIAL that you are prepared to take a distance learning course before you begin.**
 10. Familiarize yourself with the library proxy server which you can access via your home computer (www.fau.edu/library) and a FAU OWL card. Through this server, you can access electronic journals and download almost any article you want. Please be sure you have an OWL card and know how to access the library and search for electronic journals or search for articles via CINHALL or OVID or other databases.

BIBLIOGRAPHY:

- American Nurses Association (ANA) (2001). *Code of ethics for nurses with interpretive statements*. Washington DC: Author.
- Boykin , A. & Schoenhofer, S. A. (2001). *Nursing as caring: A model for transforming practice*. Sudbury MA: Jones and Bartlett.
- Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, *1*(1), 13-24.
- Centers for Disease Control and Prevention, (2011). *CDC Health Disparities and Inequalities Report — United States, 2011*. CDC.
- Chiang-Hanisko, L. (2010). Paradise lost: How older adult Taiwanese immigrants make decisions about their living arrangements. *Journal of Cultural Diversity*, *17*(3), 99-104.
- Collier, E., & Harrington, C. (2008). Staffing characteristics, turnover rates, and quality of resident care in nursing facilities. *Research in Gerontological Nursing*, *1*(3), 157-170.
- Del Bene, S. B. (2010). African American grandmothers raising grandchildren: A phenomenological perspective of marginalized women. *Journal of Gerontological Nursing*, *36*(8), 32-39.**

Department of Health and Human Services. (2011). HHS action plan to reduce racial and ethnic health disparities: A national free of disparities in health and healthcare. Department of Health and Human Services.

Ferrell, B. R. & Coyle, N. (2008). *The nature of suffering and the goals of nursing*. New York: Oxford University Press.

Guido, G. W. (2010). *Nursing care at the end of life*. Boston: Pearson.

Jett, K.F. (2003). The meaning of aging and the celebration of years. *Geriatric Nursing*, 24(5), 290-293.

Jett, K.F. (2002). Making the connection: seeking and receiving help by elderly African-Americans. *Qualitative Health Research* 12(3), 373-387.

Kagan, S. H. (2008). Moving from transformation to achievement. *Geriatric Nursing*, 29(2), 102-104.

Kagan, S. H. (2009). The plateau of recognition in specialty acute care. *Geriatric Nursing*, 30(2), 130-131.

Kennedy, G. J., Martinez, M. M., & Garo, N. (2010). Sex and mental health in old age, *Primary Psychiatry*, 17(1), 22-30.

Lindsey, P. L. (2009). Psychotropic medication use among older adult. *Journal of Gerontological Nursing*, 35(9), 28-38.

Neary, S., & Mahoney, D. F. (2005). Dementia caregiving: The experience of Hispanic/Latino caregivers. *Journal of Transcultural Nursing*, 16(2), 163-170.

Roach, S. (2002). *Caring the human mode of being: A blueprint for the health professions* (2nd ed.). Ottawa: CHA Press.

Stotts, N., & Dietrich, C. (2004). The challenge to come: The care of older adults. *AJN*, 104(8), 40-47.

Touhy, T., Strews, W., & Brown, C. (2005). Expressions of caring as lived by nursing home staff, residents and families. *International Journal of Human Caring*, 9(3), 31-38.

Touhy, T., Brown, C., & Smith, C. (2005). Spiritual caring: End of life in a nursing home. *Journal of Gerontological Nursing*, 27-35.

Competencies for geriatric nursing for baccalaureate and NP graduates and ANP/GNP competencies at the following website:

Approved Faculty Assembly 9-23-2013

<http://www.aacn.nche.edu/Education/adultgerocomp.htm>

Beers List of Inappropriate Medications for Older People

http://consultgerirn.org/uploads/File/trythis/try_this_16_1.pdf

http://consultgerirn.org/uploads/File/trythis/try_this_16_2.pdf

Depression

http://consultgerirn.org/topics/substance_abuse/want_to_know_more

http://consultgerirn.org/topics/depression/want_to_know_more

http://consultgerirn.org/topics/delirium/want_to_know_more

Disparities by race and place of residence:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2843596/>

Evidence based protocols available at:

http://consultgerirn.org/topics/sexuality_issues_in_aging/want_to_know_more

http://consultgerirn.org/uploads/File/trythis/try_this_10.pdf

HIV and women <http://www.hivwisdom.org/facts.html>

http://consultgerirn.org/topics/palliative_care/want_to_know_more

http://consultgerirn.org/topics/pain/want_to_know_more

A couple of helpful websites (they are posted on course Webliography as well):

End of Life Choices (the Hemlock Society) - <http://www.hemlock.org/>

Hospice Foundation of America (HFA) - <http://www.hospicefoundation.org>

The National Hospice and Palliative Care Association: <http://www.nhpco.org>

Ageing with dignity (Five Wishes document): <http://www.ageingwithdignity.org/>

National Resource Center on Diversity in End of Life Care: <http://www.nrcd.com>

Clinical Practice Guidelines for Quality Palliative Care:

<http://www.nationalconsensusproject.org>

End of Life Nursing Education Consortium: <http://www.aacn.nche.edu/elne/>

Advance directive forms written at 5th grade level and available in several languages

<http://www.iha4health.org/>

Other Gerontological Resources:

<http://www.caretransitions.org/>

<http://www.npr.org/templates/story/story.php?storyId=111098800>

http://www.innovativecaremodels.com/care_models/21

- Advancing Care Excellence for Seniors: <http://www.nln.org/ACES>
- American Association for Long-Term Care Nursing: <http://www.ltcnursing.org/>
- American Nurses Association GeroNurseOnline.org: www.geronurseonline.org
- ANCC certification information:
<http://www.nursecredentialing.org/NurseSpecialties/Gerontological.aspx>
- Building Academic Geriatric Nursing Capacity: <http://www.geriatricnursing.org/>
- *Center for Excellence in Long Term Care:*
http://www.geriatricpain.org/Content/AboutUs/Pages/Center_for_Nursing_Excellence.aspx
- Geriatric Emergency Nursing Education:
<http://www.ena.org/coursesandeducation/education/gene/pages/genelanding.aspx>
- Geriatric Mental Health Training Series (U of Iowa)
<http://www.nursing.uiowa.edu/hartford/nurse/core.htm>
- Geriatrics at your fingertips: <http://www.geriatricsatyourfingertips.org/>
- Gero Tips Online: <http://www.nursing.upenn.edu/cisa/geroTIPS/Pages/default.aspx>
- Geriatric Nursing Leadership Academy:
<http://www.nursingsociety.org/LeadershipInstitute/GeriatricAcademy/Pages/GeriatricAcademy.aspx>
- Geriatric Nursing Education Consortium: <http://www.aacn.nche.edu/gnec.htm>
- GNEC State of the Science papers:
http://hartfordign.org/education/Baccalaureate_education/
- Gerontological nursing practice exam :
<http://www.anfonline.org/MainCategory/Partners/NurseCompetenceinAging/Gerontolog>

[icalNurseExam/GeroNurseQuestions.aspx](#)

- Gerontological nursing certification review course
http://hartfordign.org/continuing_ed/cert_review/
- Gerontological nursing videos: http://www.hhdev.psu.edu/hartford/educators_future.html
- Geriatric Knowledge Exam
- <http://www.centerfornursingexcellence.org/Assessment.aspx>
- Gerontological Advanced Practice Nurses Association: www.gapna.org
- Hartford Institute for Geriatric Nursing: www.hartfordign.org
- Hartford Institute for Geriatric Nursing Consult Geri RN: www.consultgerirn.org
- Hartford Institute Try This Series: <http://hartfordign.org/trythis>
- Hartford Geriatric Nursing Initiative: <http://www.hgni.org/>
- Hartford Institute Geriatric Nursing Hospital Competencies:
http://hartfordign.org/Resources/hospital_competencies/
- National Gerontological Nursing Association: <https://www.ngna.org/>
- NP web based case studies
http://hartfordign.org/continuing_ed/cert_review/
- Nurses improving care for health system elders: <http://www.nicheprogram.org/>

Older Adults: Recommended Baccalaureate Competencies
and Curricular Guidelines for Geriatric Nursing Care:
<http://www.aacn.nche.edu/education/gercomp.htm>

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/GraduateHandbook>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880), Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason

the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the

environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised April, 2012.

COURSE SCHEDULE:

Week/Date	Unit Content	Assigned Readings	Course Activities
1. 5/13 -5/19	Unit 1: Course Overview	Read poem and Week 1 introduction following poem Watch video Images of Aging on Doc Sharing Read all handouts/articles on Doc Sharing for Unit 1	This Unit will start on Monday 5/13, the first day of summer classes. All subsequent units will start on Monday and end on Sunday. Please pay attention to these dates since posting in the discussion after the unit closes will not earn you points – like being in an empty classroom. First discussion postings are

			<p>always due by Thursday with subsequent postings and responses due by Sunday at 11:59 pm.</p> <p>During Week 1 you will complete the orientation to E college and familiarize yourself with the course. Be sure to read all information under Course Home and Unit 1 information (open each link). You will find the syllabus, assignments, course schedule, discussion guidelines on Doc Sharing (tab at top of course page). You can print all documents from the Doc Sharing page.</p> <p>Post your responses to Meet and Greet in Unit 1 (just hit Meet and Greet link and it will open) by 11:59 pm on May 19 – you will respond to at least 2 of your classmate’s postings.</p>
<p>2. 5/20 – 5/26</p>	<p>Unit 2: Foundations of healthy aging</p>	<p>Read Unit 2 Introduction and view PPT slides</p> <p>Read the articles and handouts on Doc Sharing</p> <p>Read Hooyman, Chapters 1 and 2 • Growth of social</p>	<p>Post your initial response to Discussion Questions by Thursday 5/23. Follow directions for responding to classmates. All postings need to be completed by 5/26 at 11:59 pm for this</p>

		<p>gerontology • Historical and cross-cultural influences</p> <p>Read Touhy, Chapters 1, 2, 3. Gerontological nursing and aging society. Health and wellness. Theories of aging.</p>	unit.
3. 5/27 - 6/2	Unit 3: Care across the continuum, health and long-term care policies	<p>Read Unit 3 introduction and view PPT slides</p> <p>Read articles on Doc Sharing</p> <p>Read Hooyman Chapters 11, 16, 17 • Living Arrangements • Social Policies • Health and long-term care policy and programs</p> <p>Read Touhy Chapters 16, 20. Care across the continuum. Economic, legal and ethical issues.</p>	<p>Post your initial response to Discussion Questions by Thurs. 5/30. Follow directions for responding to colleagues. All postings need to be completed by 11:59 pm 6/2 for this unit.</p>
4. 6/3 - 6/9	Unit 4: Physiological changes and managing chronic conditions	<p>Read Unit 4 Introduction and view PPT slides</p> <p>Read the articles and handouts on Doc Sharing</p> <p>Read Hooyman Chapters 3 and 4 • Social consequences of physical aging • Managing chronic illness</p> <p>Read Touhy Chapters 4 and</p>	<p>Post your initial responses to Discussion Questions by 6/6 and follow directions for responding to classmates. All postings need to be completed by 11:59 pm 6/9 for this unit.</p> <p>Letter to Heirs due by 6/9 11:59 pm, see link in Unit</p>

		<p>15. Physiological changes. Chronic conditions</p>	
<p>5. 6/10 - 6/16</p>	<p>Unit 5: Cognitive changes</p>	<p>Read Unit 5 Introduction and view PPT slides</p> <p>Read the articles and handouts on Doc Sharing</p> <p>Read Hooyman Chapters 5 and 6 • Cognitive changes • Personality and mental health</p> <p>Read Touhy Chapters 18 and 19. Mental health. Cognitive impairment</p> <p>Read about the Louis and Anne Green Memory and Wellness Center at FAU (www.fau.edu/nursing-centers-and-institutes)</p>	<p>Post your initial responses to Discussion Questions by 6/13 and follow directions for responding to colleagues. All postings need to be completed by 11:59 pm 6/16 for this unit.</p>
<p>6. 6/17 - 6/23</p>	<p>Unit 6: Cultural diversity in older adults</p>	<p>Read Unit 6 introduction and view PPT slides</p> <p>Read Hooyman Chapters 14 and 15 • Elders of color and women</p> <p>Read Touhy Chapter 5. Culture, gender and aging.</p> <p>Read all articles and handouts on Doc Sharing Unit 6 and choose one of the</p>	<p>Post your initial response to Discussion Question by 6/20 and follow directions for responding to classmates. All postings need to be completed by 11:59 PM 6/23 for this unit.</p>

		<p>following articles available from library proxy server:</p> <p>Jett, K.F. (2003). The meaning of aging and the celebration of years. <i>Geriatric Nursing</i>, 24(4), 290-293.</p> <p>Jett, K.F. (2002). Making the connection: seeking and receiving help by elderly African-Americans. <i>Qualitative Health Research</i> 12(3), 373-387.</p>	
7. 6/24 – 6/30	Unit 7: Polypharmacy	<p>Read Unit 7 introduction</p> <p>Read Touhy Chapters 9 and 10. Geropharmacology. The use of herbs and supplements.</p>	<p>Post your initial responses to Discussion Questions by 6/27 and follow directions for responding to classmates. All postings need to be completed by 11:59 pm 6/30 for this unit.</p>
8. 7/1 – 7/7	Unit 8: Aging today	<p>Read Unit 8 Introduction</p> <p>Review Gerontology websites</p>	<p>Post your initial response to discussion questions by 7/7 and follow directions for responding to colleagues. All postings need to be completed by 7/7 11:59pm for this unit.</p> <p>EXAM 1: Open 8 am Friday July 5 and closes 10 pm Sunday July 7 – See instructions in Unit 8</p>

<p>9. 7/8 – 7/14</p>	<p>Unit 9: Social support and caregiving</p>	<p>Read Unit 9 Introduction and view PPT slides</p> <p>Read all material in Unit 9 Doc Sharing</p> <p>Read Hooyman Chapters 8 and 9 • Social theories • Social supports</p> <p>Read Hooyman: Chapters 10, 12 • Informal Caregiving • Productive Aging</p> <p>Read Touhy Chapter 22. Relationships, roles and transitions</p>	<p>Post your answers to Discussion Questions by 7/11 and follow directions for responding to classmates. All postings need to be completed by 11:59 7/14 for this unit.</p> <p>Research report due. Submit the paper via assignment link in unit by 7/14, 11:59 pm.</p>
<p>10. 7/15 – 7/21</p>	<p>Unit 10: Intimacy and sexuality</p>	<p>Read Unit 10 introduction and PPT slides</p> <p>Read all articles, handouts in Unit 10 on Doc Sharing</p> <p>Read Hooyman: Chapter 7 • Sexuality</p> <p>Read Touhy Chapter 21. Intimacy and sexuality</p>	<p>Post your initial response to Discussion Questions by 7/18 and follow directions for responding to classmates. All discussion postings due by 11:59 pm 7/21 for this unit.</p>
<p>11. 7/22 – 7/28</p>	<p>Unit 11: Death and dying</p>	<p>Read Week Unit 11 information and PPT slides</p> <p>Read articles and handouts in Unit 11 on Doc Sharing</p> <p>Read Hooyman: Chapter 13 • Death, dying</p>	<p>Post your answers to Discussion Questions by 7/25 and follow directions for responding to classmates. All postings need to be completed by 11:59 pm 7/28 for this unit.</p>

Approved Faculty Assembly 9-23-2013

		Read Touhy Chapter 23. Loss, death and palliative care.	
12. 7/29 – 8/4	Unit 12: Course wrap-up	Summary and course evaluation	EXAM 2: Open 8 am on Wednesday July 31 and close at 10 pm on Friday August 2. See instructions in Unit 12