General Information

Course Number: NUR 321

Course Title: Gerontology

Semester: Summer 2014

Credit Hours: 3 Credit Hours

Day and Time: Web-Based

Location: Web-Based

Faculty: Dorothy J Dunn PhD, RNP, FNP-BC, AHN-BC

Assistant Professor

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School of Nursing Room 201A

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Office Hours: Call 928-523-6455, send a message in Blackboard Learn or email to reserve a phone, Skype, or a Blackboard Collaborate consultation/appointment

Prerequisites: Admission to the Nursing Program

Course Description: Explore beliefs, attitudes, and stereotypes about the older adult. Includes theories of aging, normal aspects and changes, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies.

TEXTBOOK AND REQUIRED MATERIALS:


*There will also be links to internet sites and media that you will be expected to use.
OPTIONAL TEXTBOOKS:


Student Learning Outcomes
Upon completion of the course the student will be able to:

**Clinical Practice and Prevention**
Demonstrate the range of knowledge necessary to identify the nursing calls and design responses in caring for the older adult and their caregivers.

**Communication**
Demonstrate individualized, clear, effective, respectful and compassionate communication with older adults and their caregivers to overcome potential sensory, language and cognitive limitations.

**Critical Reasoning**
Integrate multiple ways of knowing in understanding care of the older adult. Identify aging theories and research frameworks to inform practice and be able to make clinical judgments.

**Leadership**
Identify the opportunities for nurses to take a leadership role in creating environments that support older adults.

**Professionalism and Professional Values**
Demonstrate professional values and accountability through the affective characteristics of caring with compassion, competence, confidence, conscience, commitment and comportment

**Global Health**
Examine the impact of health equity and social justice on nursing the older adult.

ASSESSMENT OF STUDENT LEARNING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Life Review Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>50 points (10 points for each 5 graded discussions)</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>50 points</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td><strong>200 points</strong></td>
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Using the NAU School of Nursing grading scale, grades will be calculated as follows:

- A = 93-100
- B = 84-92
- C = 78*-83
- F = 77 and below

*A minimum of a C and 78 required to pass this course

*Points are not rounded up in this course.*
COURSE STRUCTURE/APPROACH: This course will use a variety of approaches to support and enhance student learning and to achieve the student learning outcomes. These methods include, but are not limited to:

- Online Discussions
- Audio-Visual Materials
- Written Assignments
- Self Reflection

COURSE OUTLINE

Module I  Demographics of Aging:
- Demographics of aging
- Positive Aging
- Attitudes, Values, Stereotypes of Aging
- Ageism
- Communication

Module II  Normal Aging:
- Physiological aging, Normal Changes
- Biological theories
- Outside influences on physiological aging
- Psychological/developmental
- Developmental theories
- Cognition/memory

Module III  Issues in Aging:
- Successful Aging
- Goals of Health Promotion
- Nursing Issues

Course Policies
See NAU School of Nursing Undergraduate (BSN) Student Handbook for specific policies.

NAU Policy Statements for Safe environment, Students with disabilities, Academic contact hour policy, Academic integrity, Research integrity, Sensitive course materials, and Classroom disruption policy can be located on the following link:

http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/
Communication

All course related email and communication is to be done through the Blackboard Learn course. In case of Blackboard Learn outage, use faculty’s NAU email addresses. To answer your questions, I am available asynchronously, on-line in my cyber office once daily almost every day during the semester. I respond to messages via Blackboard Learn within 24 to 48 hours. Responses should not be expected overnights, weekends, or university holidays. However, I am not consistently online over weekends (when I work on other things). I am in my office and available synchronously by appointment for Blackboard Collaborate, Skype, by phone 928-523-6455 or in person in my office for consultations.

Life Review Paper Rubric (100 points)

This paper will recap your interview with a person at least 70 years of age (69 is not acceptable). You should plan to spend three or four interview sessions with this person beginning to know them and developing a relationship. You must inform this person that you are completing a school project and that although you will be discussing your interview, you will not identify them by any identifying information. Please use initials or first name only (may not be the person’s real name) for this paper.

This paper should follow the following format (please identify your topics as headings in your paper as indicated below):

Introduction: Describe who this person is and why you chose this person to interview (10 points)

A Picture (not a photograph): of the person you interviewed: Summarize the person's past (include some information on childhood) and present. Briefly describe their physical, psychosocial, cultural, and environmental information. This should provide a picture of the person. (25 points)

Philosophy: Describe how the person feels about aging and their philosophy of life. (10 points)

Analysis: Summarize your analysis of the information you have gathered related to coping strategies, adaptation to change and the impact various milestones (such as childhood, marriage, social and historical events, etc) have had on them. Identify lifelong threads and continuities. Identify biological and/or developmental theories of aging to support your analysis. (25 points)

Insights: Discuss your insights into the aging process and tell what thoughts or feeling about aging occurred because of the interview you had with this person. What stereotypes have been exemplified or dispelled? (10 points)

Summary: Reflect and discuss how the impact of this interview will have on future interactions with older adults. (10 points)
This paper should be APA style (10 points will be deducted for not following APA style). The paper should be no more than 6 pages, not including the title page or references. For the paper you do not need to provide an abstract, but you must have a minimum of three (3) references. As you see each section carries points, to be sure the sections are found in your paper, please identify them. Use the headings – I cannot emphasize this enough!

If you need assistance from the writing center or from faculty, please start your paper sooner than later so that the writing center or your faculty can be of assistance to you as grammar and sentence structure is part of APA formatting. Two weeks before you contact the writing center for assistance is a good time to have your paper written as a first draft.

Rubric for Graded Discussions

Threaded Discussion Grading Criteria  (10 points for each 5 graded discussions)

A = 93 - 100% (9.3 – 10) Student contributions are prompt, timely, relevant, self-initiated. All postings demonstrate thoughtful consideration of the material and contributions of others. Responses are in-depth, thoughtful, and substantive with clear reading evidence to support rationale as directed (per discussion instructions). Active discussion is engaging, scholarly and substantive with clear reading evidence as per weekly instructions. All comments and postings are supported with references to the text or other sources or have meaningful reflection to the topic. Student participates in the discussion twice during the online week, on different days. Basic APA, spelling, grammar and writing style are followed.

B = 84 - 92% (8.4 – 9.2) Student keeps up with the discussion although may need occasional prompting or clarification of postings. Participation shows an understanding of the content; however skills are at a more basic level. Responses demonstrate active discussion as engaging but rationale is not clearly supported with reading evidence and or references (per discussion instructions). Online participation meets rules of engagement for the course. Minor issues with APA, spelling, grammar, or writing style are evident.

C = 78 - 83% (7.8 – 8.3) Student comments are short and perfunctory or do not add much to the conversation/collegial dialogue; postings demonstrate only a shallow grasp of the material. Original question responses are not done timely and/or active discussion is cursory and with lack of depth. Comments are not supported with references or reading application and student only does so when asked. Major issues with APA, spelling, grammar, or writing style are evident; readability of work is affected. Online participation meets only minimal rules of engagement for the course.

F = 77% and Below  Student does not participate in a required discussion during the assigned on-line week, and comments have minimal substance such as comments limited to “I disagree” or “good point”. Contributions reflect only personal or anecdotal experience with no clear
evidence of readings and or scholarly references as per directions. Postings are illogical. Student postings are only one day of the online week and/or all postings are on the last online day. Remember, this is like speaking to an emptying classroom! Dialoguing with colleagues and faculty is essential.

**Reflective Journal Rubric** (50 points)

At the beginning of your course work you will begin to search your community for where older adult activities can be located. Places such as grocery stores, restaurants, barber shops, hairdressers, churches, libraries, senior centers, bingo games, and nursing home activity departments are some areas and activities that older adults frequent. Once you locate a place in your community where you can observe and/or participate in activities you will spend about one hour observing and/or participating with older adults. The idea is to visit with an elder then write a reflective journal about your experience.

What is a reflective journal? It is a way of thinking about your experience when you are spending time participating in activities that older adults enjoy. It is thinking and writing (journaling) about what happened, how did you feel about it, and what did you learn from the experience.