

**Texas A&M University-Central Texas  
NURS3330-110 Care of Older Adults  
Spring 2019 – Syllabus rev. 01/10/2019**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Nina Jackson, MSN, RN

**Office:** virtual

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**Office Hours:** Online and by phone office hours by appointment.

**Mode of Instruction and course access:**

This course is 100% online taught through the A&M-Central Texas Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to logon to this system. Faculty serve as a resource person to guide the student in the learning process. Other teaching strategies include online assignments, online discussion boards, and scholarly papers. The instructor guides the online student's learning and serves as a resource person in the learning process.

**Student-instructor interaction:**

Please email me simultaneously on [ninajacksonrn@gmail.com](mailto:ninajacksonrn@gmail.com) and [n.jackson@tamuct.edu](mailto:n.jackson@tamuct.edu). You can also email and message me from Canvas.

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through my CT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

**Course Overview and Description**

In this course, the aging process is examined with a focus on risk reduction, chronic disease management and disease prevention in the older adult. The concept of healthy aging will be explored. The course includes strategies for health promotion, health restoration, health maintenance and life transitions of the older adult. Expected professional nurse competencies in

providing and directing culturally sensitive care of the older adult and their families across the wellness/illness continuum will be emphasized.

### Course Objective

By the end of this course the student will be able to assess health and wellness needs of the older population, and analyze available resources for the elderly and their care givers.

### Student Learning Outcomes

1. Examine the underlying causes of physical changes associated with the aging process.
2. Explore the major psychological and sociological theories of aging.
3. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
4. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Competency Goals Statements from The Essentials of Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (2008).

III. Scholarship for Evidence Based Practice.

VII. Clinical Prevention and Population Health.

IX. Baccalaureate Generalist Nursing Practice

### Required Reading and Textbooks:

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

ISBN – 978-0-323- 2999-30

2. Touhy, T. A., & Jett, K. F. (2018). *Ebersole and Hess' gerontological nursing & healthy aging* (5<sup>th</sup> ed.). St. Louis, MO: Elsevier.

ISBN – 978-0-323-40167-8

3. **Shadow Health Digital Clinical Experience (DCE) software.** Purchase online. After you purchase Shadow Health attend a live student introduction webinar by following this link: <http://bit.ly/student-webinar>

Students must create their accounts by visiting <http://app.shadowhealth.com>  
Students must enroll in the course with this course-specific PIN:  
August2018-4202-9299-0438-1982

Helpful sites:

- Shadow Health Website: <http://app.shadowhealth.com/>
- Student Account Setup Guide: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
- Technical Requirements: <https://shadow.desk.com/customer/en/portal/articles/963290-dce-minimum-system-specifications>
- Link to Shadow Health Support: <http://support.shadowhealth.com>
- Course Registration PIN for Students: August2018-4202-9299-0438-1982  
Support can be reached via [support.shadowhealth.com](http://support.shadowhealth.com), through email at [support@shadowhealth.com](mailto:support@shadowhealth.com), or by calling (800) 860-3241.

## **COURSE REQUIREMENTS**

### **Online Discussion: Meet and Greet – Due 1/17/ 2019**

Introduce yourself to your peers. Include your name, where you obtained your ADN, what kind of nursing you practice, and how many courses you have taken at TAMUCT. Include a few personal details (spouse, children, pets, etc.). Please upload a picture of yourself/family. Please try to respond to at least 2 peers.

### ***Module 1: Healthy Aging, History, Culture, Nursing Theories.***

Associated student learning outcomes:

1. Examine the underlying causes of physical changes associated with the aging process.
2. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

### **Online Discussion 1 – Cross-Cultural Caring and Aging (100 points)**

Read chapter 2 in the textbook. Discuss your personal beliefs regarding health and illness and explain how they fit into the three major classifications of health belief models. Propose 4 strategies that would be helpful in planning care for elders from different ethnic backgrounds. Note the different due dates and follow the rubric.

**Initial post: due 1/22/2019**

**Responses: due 1/25/2019**

**Answer to peer question: due 1/29/2019**

**Online Discussion Rubric - Cross-Cultural Caring and Aging**

<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<b>Initial Post - Timeliness:</b> Make an initial post to the discussion board by the Initial Post due date.	The initial post was made by the due date.	The initial post was made within 24 hours after the due date.	The initial post was made after 24 hours, or it was omitted.
<b>Initial Post - Content:</b> Discuss your personal beliefs regarding health and illness and  Explain how your beliefs fit into the three major classifications of health belief models.	The initial post discussed personal beliefs and explains how personal beliefs fit into the three major classifications	The initial post does not fully discuss personal beliefs, and/or it does not fully discuss how personal beliefs fit into the three major classifications.	Personal beliefs and how they fit into the three major classifications are not addressed, or initial post was 3 days late
<b>Initial Post - Content:</b> Propose 4 strategies that would help in planning care for elders from different ethnic backgrounds.	The initial post proposes 4 strategies that would benefit elders from different ethnic backgrounds	The initial post is superficial and does not fully discuss 4 strategies.	4 strategies were not addressed, or initial post was 3 days late
<b>Initial Post – Length &amp; References:</b> The initial post must contain 350 words or more. References must include the textbook.	The initial post contains more than 350 words and references include the textbook	The initial post contains less than 350 words and/or references do not include the textbook	No references, or the initial post was 3 days late
<b>Responses - Timeliness &amp; Length:</b> A minimum of 2 response posts made to peers by the Questions/Comments due date.  Each of the 2 responses must contain 75 words or more.	2 or more Questions/Comments to peers. Both response posts contain at least 75 words and are made by the due date.	Less than 2 responses  or  Responses were 24 hours late.  or	Responses to peers were more than 24 hours late.

		Responses contain less than 75 words each.	
<p><b>Responses - Content:</b>                  Comment on the initial post of 2 other students. Ask each peer a relevant question regarding their initial post. Please make sure that every student receives at least 1 question.</p> <p>Your comments should include supporting rationales and/or constructive suggestions and ideas.</p>	<p>Both responses include a relevant question regarding the peer’s initial post.</p> <p>Both responses include supporting rationales and/or constructive suggestions and ideas.</p>	<p>The responses do not include a relevant question.</p> <p>or</p> <p>Responses do not include supporting rationales and/or constructive suggestions/ideas.</p>	<p>Response posts were 3 days late.</p>
<p><b>Answer to Peer Question - Timeliness:</b> Respond to a single peer question by the “Answer to Peer Question due date”.</p>	<p>The Answer to Peer Question Post was made by the due date.</p>	<p>The Answer to Peer Question Post was made within 24 hours after the due date.</p>	<p>The Answer to Peer Question Post was made after 24 hours or it was omitted</p>
<p><b>Answer to Peer Question - Content:</b> Give a detailed response to one of the peer questions on your initial post.</p>	<p>The Answer to Peer Question is detailed and answers the question.</p>	<p>The Answer to Peer Question is not pertinent and/or is vague.</p>	<p>The Answer to Peer Question post was 3 days late.</p>
<p><b>Answer to Peer Question – Length/References:</b> The Response post must contain 250 words or more. References must include the textbook.</p>	<p>The Answer to Peer Question post contains more than 250 words and references include the textbook</p>	<p>The Answer to Peer Question post contains less than 250 words and/or references do not include the textbook</p>	<p>The Answer to Peer Question post was 3 days late.</p>
<p><b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts. In-text citations and references are consistent with APA guidelines.</p>	<p>No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.</p>	<p>1-2 grammatical or spelling errors</p> <p>and/or</p>	<p>More than 2 grammatical or spelling errors</p> <p>and/or</p> <p>more than 2 APA errors in the in-text</p>

		1-2 APA errors in the in-text citations and /or references.	citations and/or references.
<b>Total</b>	100	50	0

Associated student learning outcomes: Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

### **Assignment 1 - Shadow Health (100 points)**

Read chapters 8, 18, 21 and 22 in the textbook.

Log into your Shadow Health account and complete the assignment “Focused Exam: Pain”. The patient’s name is **Edward Carter**. **Your DCE score in Shadow Health is your grade for this assignment.** If your work is more than 3 days late, you will receive a 0 (zero) for this assignment.

Students must create their accounts by visiting <http://app.shadowhealth.com> **Students must enroll in the course with this course-specific PIN: August2018-4202-9299-0438-1982**

Helpful sites:

- Shadow Health Website: <http://app.shadowhealth.com/>
- Student Account Setup Guide: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
- Technical Requirements: <https://shadow.desk.com/customer/en/portal/articles/963290-dce-minimum-system-specifications>
- Link to Shadow Health Support: <http://support.shadowhealth.com>
- Course Registration PIN for Students: August2018-4202-9299-0438-1982

Support can be reached via [support.shadowhealth.com](http://support.shadowhealth.com), through email at [support@shadowhealth.com](mailto:support@shadowhealth.com), or by calling (800) 860-3241.

**Online submission in Shadow Health Website: due 2/5/2019.**

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

**Assignment 2 Paper – The Health Care Insurance Plans in Later Life (100 points)**

Read chapter 7. In a scholarly paper, discuss the health care insurance plans in later life. Write this paper from the perspective of a caregiver who is educating an elderly patient. Use APA headings that correspond to the criteria in the rubric. The body of this paper should be a narrative of 3-5 pages. The cover page and the reference page are not included in the 3-5 pages. Do not include an abstract. If the paper is more than 3 days late, you will receive a grade of 0 (zero) on this assignment. Please follow the grading rubric for this assignment.

**Submit as a Word Document in Canvas. Due 2/12/2019.**

**Assignment Rubric - The Health Care Insurance Plans in Later Life**

<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
Paper was submitted by the due date and the and the paper's body is 3-5 pages long	Paper was submitted by the due date and the paper's body was 3-5 pages long.	Paper was 24 hours late and/or Body was less than 3 pages long.	Paper was submitted within 72 hours of the due date.
An introductory paragraph introduces the topic.	Introduction is clear and concise.	The introduction is superficial or does not introduce the topic.	No introduction.
Medicare Part A	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part A.
Medicare Part B	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part B.
Medicare Part C	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part C

Medicare Part D	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part D
Medicaid	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicaid
Conclusion summarizes the purpose of the paper	Conclusion is clear and concise	The conclusion is superficial or does not summarize the purpose of the paper.	No conclusion
Headings are used in the paper. These headings match the criteria in the rubric. The textbook is used as a reference.	Headings clearly divide the paper and mirror the criteria of the rubric. The textbook was used as a reference.	Headings are not used and/or Headings do not mirror the criteria in the rubric and/or Did not use the textbook as a reference	No headings and/or No references
No grammatical and/or spelling errors  In-text citations, headings, and references are consistent with APA guidelines.  Formatting of cover page and reference page follows APA guidelines.	No grammatical and/or spelling errors. In-text citations and references are consistent with APA guidelines. Formatting of cover page and reference page follows APA guidelines.	1-2 grammatical or spelling errors. and/or Some errors in APA of in-text citations and references. and/or Some errors in APA formatting of cover	3 or more grammatical or spelling errors and/or Major errors in APA of in-text citations and/or references and/or Major inaccuracies in APA formatting of



		page or reference page	cover page or reference page.
<b>Total</b>	100	50	0

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

***Module 2: Fundamentals of Caring***

**Assignment 3 - Shadow Health (100 points)**

Read chapters 13 and 15 in the textbook. Log into your Shadow Health account and complete the assignment “Focused Exam: Mobility”. The patient’s name is **Robert Hall**. **Your DCE score is your grade for this assignment.** If your work is more than 3 days late, you will receive a 0 (zero) for this assignment.

**Online submission in Shadow Health Website: due 2/19/2019**

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

***Module 3: Chronic disorders of the elderly***

**Online Discussion 2 – Theoretical Frameworks (100 points)**

Read chapter 17. Discuss one of the theoretical frameworks for chronic illness. Consider the framework you selected and illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse’s role within this framework. Note the different due dates and follow the rubric.

**Initial post: due 2/26/2019**

**Responses: due 3/1/2019**

**Answer to peer question: due 3/5/2019**

**Online Discussion Rubric – Theoretical Frameworks**

<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
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<p><b>Initial Post - Timeliness:</b> Make an initial post to the discussion board by the Initial Post due date.</p>	<p>The initial post was made by the due date.</p>	<p>The initial post was made within 24 hours after the due date.</p>	<p>The initial post was made after 24 hours, or it was omitted.</p>
<p><b>Initial Post - Content:</b> Discuss one of the theoretical frameworks for chronic illness.</p>	<p>The initial post discussed one of the theoretical frameworks for chronic illness.</p>	<p>The initial post does not fully discuss one of the theoretical frameworks for chronic illness.</p>	<p>One of the theoretical frameworks for chronic illness was not discussed, or initial post was 3 days late</p>
<p><b>Initial Post - Content:</b> Consider the framework you selected and illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse's role within this framework.</p>	<p>The initial post illustrates application of the framework. An example of the nurse's role is given in a scenario.</p>	<p>The initial post is superficial and does not give a clear example/scenario.</p>	<p>Example/scenario were not given, or post was 3 days late</p>
<p><b>Initial Post – Length &amp; References:</b> The initial post must contain 350 words or more. References must include the textbook.</p>	<p>The initial post contains more than 350 words and references include the textbook</p>	<p>The initial post contains less than 350 words and/or references do not include the textbook</p>	<p>No references, or the initial post was 3 days late</p>
<p><b>Responses - Timeliness &amp; Length:</b> A minimum of 2 response posts made to peers by the Questions/Comments due date.  Each of the 2 responses must contain 75 words or more.</p>	<p>2 or more Questions/Comments to peers. Both response posts contain at least 75 words and are made by the due date.</p>	<p>Less than 2 responses  Or  Responses were 24 hours late.  Or  Responses contain less than 75 words each.</p>	<p>Responses to peers were more than 24 hours late.</p>

<p><b>Responses - Content:</b>                  Comment on the initial post of 2 other students. Ask each peer a question regarding their initial post. Please make sure that every student receives at least 1 question.</p> <p>Your comments should include supporting rationales and/or constructive suggestions and ideas.</p>	<p>Both responses include a relevant question regarding the peer’s initial post.</p> <p>Both responses include supporting rationales and/or constructive suggestions and ideas.</p>	<p>The responses do not include a relevant question.</p> <p>or</p> <p>Responses do not include supporting rationales and/or constructive suggestions/ideas.</p>	<p>Response posts were 3 days late.</p>
<p><b>Answer to Peer Question - Timeliness:</b> Respond to a single peer question by the “Answer to Peer Question due date”.</p>	<p>The Answer to Peer Question Post was made by the due date.</p>	<p>The Answer to Peer Question Post was made within 24 hours after the due date.</p>	<p>The Answer to Peer Question Post was made after 24 hours or it was omitted</p>
<p><b>Answer to Peer Question - Content:</b> Give a detailed response to one of the peer questions on your initial post.</p>	<p>The Answer to Peer Question is detailed and answers the question.</p>	<p>The Answer to Peer Question is not pertinent and/or is vague.</p>	<p>The Answer to Peer Question post was 3 days late.</p>
<p><b>Answer to Peer Question – Length/References:</b> The Response post must contain 250 words or more. References must include the textbook.</p>	<p>The Answer to Peer Question post contains more than 250 words and references include the textbook</p>	<p>The Answer to Peer Question post contains less than 250 words and/or references do not include the textbook</p>	<p>The Answer to Peer Question post was 3 days late.</p>
<p><b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts.                  In-text citations and references are consistent with APA guidelines.</p>	<p>No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.</p>	<p>1-2 grammatical or spelling errors</p> <p>and/or</p> <p>1-2 APA errors in the in-text citations and /or references.</p>	<p>More than 2 grammatical or spelling errors</p> <p>and/or</p> <p>more than 2 APA errors in the in-text citations and/or references.</p>

<b>Total</b>	100	50	0
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Associated student learning outcomes: Analyze strategies used in the health promotion, restoration, and maintenance of the older adult. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.

**Assignment 4 - Shadow Health (100 points)**

Read chapter 9 and 12 in the textbook.

Log into your Shadow Health account and complete the assignment “Focused Exam: Infection”. The patient’s name is **Patricia Young**. **Your DCE score is your grade for this assignment.** If your work is more than 3 days late, you will receive a 0 (zero) for this assignment.

**Online submission in Shadow Health Website: due 3/19/2019**

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

**Assignment 5- Paper – Neurocognitive Disorders and Communication (100 points)**

Read chapters 23 and 25 in your textbook. In a scholarly paper, discuss 3 appropriate communication techniques that can be used with patients who have neurocognitive disorders. Include an example of each communication technique. This paper must be submitted as a narrative of 3-5 pages. The cover page and the reference page are not included in the 3-5 pages. Do not include an abstract. You must include a cover page and a reference page. If the paper is more than 3 days late, you will receive a grade of 0 (zero) percent on this assignment.

Please follow the grading rubric for this assignment.

**Submit as a Word Document in Canvas. Due 4/2/2019.**

**Assignment Rubric - Neurocognitive Disorders and Communication**

<b>Criteria for Evaluation</b>			
Paper was submitted by the due date and the paper’s body is 3-5 pages long	Paper was submitted by the due date and	Paper was 24 hours late and/or	Paper was submitted within 72 hours of the due date.

	<p>the paper's body was 3-5 pages long.</p> <p>(10 points)</p>	<p>Body was less than 3 pages long.</p> <p>(5 points)</p>	<p>(0 points)</p>
<p>An introductory paragraph introduces the topic.</p>	<p>Introduction is clear and concise.</p> <p>(5 points)</p>	<p>The introduction is superficial or does not introduce the topic.</p> <p>(2.5 points)</p>	<p>No introduction.</p> <p>(0 points)</p>
<p>An initial appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.</p>	<p>Clear and concise information regarding a communication technique is provided with a corresponding example.</p> <p>(20 points)</p>	<p>Unclear, vague or insufficient information and/or missing example.</p> <p>(10 points)</p>	<p>No relevant information.</p> <p>(0 points)</p>
<p>A second appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.</p>	<p>Clear and concise information regarding a communication technique is provided with a corresponding example.</p> <p>(20 points)</p>	<p>Unclear, vague or insufficient information and/or missing example.</p> <p>(10 points)</p>	<p>No relevant information.</p> <p>(0 points)</p>
<p>A third appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that illustrates this technique is included.</p>	<p>Clear and concise information regarding a communication technique is provided with a corresponding example.</p> <p>(20 points)</p>	<p>Unclear, vague or insufficient information and/or missing example.</p> <p>(10 points)</p>	<p>No relevant information.</p> <p>(0 points)</p>
<p>Conclusion summarizes the purpose of the paper</p>	<p>Conclusion is clear and concise</p> <p>(5 points)</p>	<p>The conclusion is superficial or does not summarize the purpose of the paper.</p>	<p>No conclusion</p> <p>(0 points)</p>

		(2.5 points)	
Headings are used in the paper. These headings match the criteria in the rubric. The textbook is used as a reference.	Headings clearly divide the paper and mirror the criteria of the rubric. The textbook was used as a reference.  (10 points)	Headings are not used  and/or Headings do not mirror the criteria in the rubric  and/or Did not use the textbook as a reference  (5 points)	No headings  and/or No references  (0 points)
No grammatical and/or spelling errors  In-text citations, headings, and references are consistent with APA guidelines.  Formatting of cover page and reference page follows APA guidelines.	No grammatical and/or spelling errors. In-text citations and references are consistent with APA guidelines. Formatting of cover page and reference page follows APA guidelines.  (10 points)	1-2 grammatical or spelling errors.  and/or Some errors in APA of in-text citations and references.  and/or Some errors in APA formatting of cover page or reference page  (5 points)	3 or more grammatical or spelling errors  and/or Major errors in APA of in-text citations and/or references  and/or Major inaccuracies in APA formatting of cover page or reference page.  (0 points)
<b>Total</b>	100	50	0

Associated learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

**Assignment 6 - Shadow Health (100 points)**

Read chapters 4, 9, and 24. Log into your Shadow Health account and complete the assignment “Focused Exam: Cognition”. The patient’s name is **Esther Park**. **Your DCE score is your grade for this assignment.** If your work is more than 3 days late, you will receive a 0 (zero) for this assignment.

**Online submission in Shadow Health Website: due 4/9/2019**

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

*Module 4: Caring for the Elderly, their Caregivers, and their Family.*

**Assignment 7 - Shadow Health (100 points)**

Read chapters 26 and 28 in the textbook.

Log into your Shadow Health account and complete the assignment “Focused Exam: End of Life”. The patient’s name is **Regina Walker**. **Your DCE score is your grade for this assignment.** If your work is more than 3 days late, you will receive a 0 (zero) for this assignment.

**Online submission in Shadow Health Website: due 4/16/2019**

Associated student learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

**Online Discussion 3 – End of Life (100 points)**

Read chapters 27 and 28. Explain the difference between euthanasia and palliative care. Provide your thoughts on the topic from the perspective of a health care professional. Provide your thoughts on the topic from a patient’s (or patient’s relative) perspective. Respond respectfully to your peers. Note the different due dates and follow the rubric.

**Initial post: due 4/23/2019**

**Responses: due 4/26/2019**

**Answer to peer question: due 4/30/2019**

**Online Discussion Rubric – End of Life**

<b>Criteria for Evaluation</b>	<b>10 points</b>	<b>5 points</b>	<b>0 points</b>
<b>Initial Post - Timeliness:</b> Make an initial post to the discussion board by the Initial Post due date.	The initial post was made by the due date.	The initial post was made within 24 hours after the due date.	The initial post was made after 24 hours, or it was omitted.
<b>Initial Post - Content:</b> Explain the difference between euthanasia and palliative care.	The initial post explained the difference between euthanasia and palliative care.	The initial post does not fully explain the difference between euthanasia and palliative care.	The difference between euthanasia and palliative care was not discussed, or the initial post was 3 days late
<b>Initial Post - Content:</b> Provide your thoughts on euthanasia and palliative care from the perspective of a health care professional.  AND  Provide your thoughts on the topic from a patient's (or patient's relative) perspective.	The initial post discusses your thoughts on the topic from the perspective of a health care professional.  AND  The initial post discusses your thoughts on the topic from a patient's (or patient's relative) perspective.	The initial post is does not clearly discuss your thoughts on the topic from a health care professional perspective and/or from a patient's (or patient's relative) perspective.	Thoughts from both perspectives were not given, or the initial post was 3 days late
<b>Initial Post – Length &amp; References:</b> The initial post must contain 350 words or more. References must include the textbook.	The initial post contains more than 350 words and references include the textbook	The initial post contains less than 350 words and/or references do not include the textbook	No references, or the initial post was 3 days late
<b>Responses - Timeliness &amp; Length:</b> A minimum of 2 response posts made to peers by	2 or more Questions/Comments to peers. Both response posts contain at least 75	Less than 2 responses or  Responses were 24 hours late.	Responses to peers were more than 24 hours late.



<p>the Questions/Comments due date.</p> <p>Each of the 2 responses must be 75 words or more.</p>	<p>words and are made by the due date.</p>	<p>or</p> <p>Responses contain less than 75 words each.</p>	
<p><b>Responses - Content:</b>                  Comment on the initial post of 2 other students. Ask each peer a question regarding their initial post. Please make sure that every student receives at least 1 question.</p> <p>Your comments should include supporting rationales and/or constructive suggestions and ideas.</p>	<p>Both responses include a relevant question regarding the peer’s initial post.</p> <p>Both responses include supporting rationales and/or constructive suggestions and ideas.</p>	<p>The responses do not include a relevant question.</p> <p>or</p> <p>Responses do not include supporting rationales and/or constructive suggestions/ideas.</p>	<p>Response posts were 3 days late.</p>
<p><b>Answer to Peer Question - Timeliness:</b> Respond to a single peer question by the “Answer to Peer Question due date”.</p>	<p>The Answer to Peer Question Post was made by the due date.</p>	<p>The Answer to Peer Question Post was made within 24 hours after the due date.</p>	<p>The Answer to Peer Question Post was made after 24 hours or it was omitted</p>
<p><b>Answer to Peer Question - Content:</b> Give a detailed response to one of the peer questions on your initial post.</p>	<p>The Answer to Peer Question is detailed and answers the question.</p>	<p>The Answer to Peer Question is not pertinent and/or is vague.</p>	<p>The Answer to Peer Question post was 3 days late.</p>
<p><b>Answer to Peer Question – Length/References:</b> The Response post must contain 250 words or more. References must include the textbook.</p>	<p>The Answer to Peer Question post contains more than 250 words and references include the textbook</p>	<p>The Answer to Peer Question post contains less than 250 words and/or references do not include the textbook</p>	<p>The Answer to Peer Question post was 3 days late.</p>

<b>Grammar/Spelling/APA:</b> No grammatical and/or spelling errors in all posts. In-text citations and references are consistent with APA guidelines.	No grammatical or spelling errors. In-text citations and references are consistent with APA guidelines.	1-2 grammatical or spelling errors and/or 1-2 APA errors in the in-text citations and /or references.	More than 2 grammatical or spelling errors and/or more than 2 APA errors in the in-text citations and/or references.
<b>Total</b>	100	50	0

Associated student learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

### Field Work

This course will require 15 hours of field work to meet the learning outcomes. The hours spent on the Shadow Health assignments count as field work hours.

### Posting of Grades

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report discrepancies to the instructor. The Shadow Health DCE score is your grade for each Shadow Health assignment.

Students must earn a grade of “C” or higher to pass the course.

**3 Discussions: 300 points**  
**7 Assignments: 700 points**  
**Total possible points: 1,000**

<b>A (90-100%)</b>	<b>900-1000 points</b>
<b>B (80-89%)</b>	<b>800-899 points</b>
<b>C (70-79%)</b>	<b>700-799 points</b>
<b>D (60-69%)</b>	<b>600-699 points</b>
<b>F (59% and below)</b>	<b>599 points and below</b>

A=90-100  
B=80-89  
C=70-79  
D=60-69  
F=59 or below

**Important University Dates:**

<https://www.tamuct.edu/registrar/academic-calendar-18-19.html>

**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

**Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

**Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

**For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page <https://www.tamuct.edu/student-affairs/access-inclusion.html>.**

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

University Writing Center (UWC) orientation video  
<http://www.kaltura.com/tiny/kf5zv>

The UWC is also continuing with synchronous online writing tutoring this semester, which has grown substantially over the past two semesters. Using WCOonline, students can schedule video consultations with trained UWC tutors, and they will be able to work with UWC tutors from the comfort of their own homes!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

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### **OPTIONAL POLICY STATEMENTS:**

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

### **INSTRUCTOR POLICIES**

Late assignments are not accepted. Please contact the instructor as soon as possible, if you experience any problems with this course.

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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