COURSE INFO

Course Title: Holistic Nursing: Care of Older Adults  
Course Number: NURS 4354  
Spring 2016

Course Description:  
Description: This three-credit course (2.5 theory/0.5 lab/clinical) focuses on care of older adults from a holistic nursing perspective grounded in the university philosophy that nursing is a healing ministry focused on body, mind and spirit. A conceptual framework derived from nursing science, life, behavioral and social sciences, humanities, theology and philosophy related to the human experience of aging provides a foundation for health promotion and relationship-centered holistic nursing care of older adults.

Placement: Undergraduate

Prerequisite(s): Prerequisites: NURS 2542- Foundations or Holistic Nursing Practice; NURS 2342- Health Assessment; NURS 3352 Clinical Inquiry

Credit Hours: 3 credits (2.5 theory = 35 HOURS/ 0.5 lab/clinical = 22.5 HOURS)

Course Schedule: Mondays, see schedule

Course Withdrawal “W” Date: The last day to drop course with a “W” is April 23, 2016.

FACULTY INFORMATION

Instructor: Claudine Dufrene PhD, RN-BC, GNP-BC, CNE  
Office: SON 1208 Colquitt Room 204  
E-mail: dufrenc@stthom.edu  
Phone: 713-831-7280  
Office: 204  
Office Hours: By appointment

Faculty Academic Coach (FAC): this faculty will help tutor students, in individual or group sessions, who need academic
coaching related to the course content.
Instructor:
Office: SON 1208 Colquitt Room 204
E-mail:
Phone:
Office: 204
Office Hours:

REQUIRED COURSE RESOURCES

LEARNING OUTCOMES
Course Goals & Objectives
This course will provide students the opportunity to achieve the following learning outcomes:
1. Recognize one's own attitudes, values, and expectations about aging and their impact on the care of older adults and their families.
2. Integrate concepts related to physical, psychological, social and spiritual changes associated with aging into the holistic nursing process for older adults.
3. Use evidence based principles/research as the foundation for gerontologic nursing practice.
4. Identify strategies for health promotion and disease prevention to maximize the potential for healthy aging.
5. Explore the potential wellness benefits of CAM therapies, including life reminiscence for older adults.
6. Discuss ethical dilemmas in relation to vulnerability of older adults and autonomy.
8. Recognize that sensation and perception in older adults impairs communication and are mediated by functional, physical, cognitive, psychological, and social changes in old age.
9. Use standardized tools to assess: sleep disturbance, and functional, physical, cognitive, psychological, social, spiritual status, living environment, community resources, family skill and care burden.
10. Discuss needs of the older adult at the end-of-life and the nurse’s role in facilitating healing relationships.
11. Analyze community resources to assist older adults and families to retain personal goals, and to maximize function and independence in the least restrictive environment.
12. Develop a basic understanding of health care funding mechanisms for care of older adults through Medicare, Medicaid and private insurance to support access to needed services.
13. Identify potential hazards of hospitalization for all older adult patients and potential prevention strategies.
14. Develop an understanding of models for case management, chronic disease management and care coordination used to improve health outcomes and quality of life for older adults dealing with chronic illness.
15. Explore the spirituality of aging as a resource for healing.

PRINCIPAL UNITS OF THE COURSE (Topical Outline)

I. Understanding the Aging Experience
   1. The aging population
   2. Theories of aging
   3. Diversity
   4. Life Transitions and Story
   5. Common aging changes

II. Tools for Behavioral Health Nursing
   1. Evaluator Role::The Nursing Process
   2. Process Theory; Growth & Development in Mental Health Nursing
   3. Therapeutic Communication
   4. The Nurse-Client Relationship

III. Behavioral Health Illness Considerations
   1. Epidemiological Considerations
   2. Legal/ Ethical Theories & Principles
   3. Cultural Considerations
   4. Response to Diversity/
   5. Characteristics of social, environmental and spiritual factors impacting mental health/mental illness.
   6. Spiritual Considerations

METHOD OF ASSESSMENT

Methods of Instruction

- Assigned readings from required textbook
- Online instruction and activities via Blackboard, (journaling, wiki discussion board)
- Class discussion
- Clinical experience
- Clinical assignment
- Lab activities

Evaluation
Clinical evaluation……………………..P/F (Review evaluation tools)
Quizzes (10)……………………………..50%
Final……………………………………..25%
Screening Tools and plan of care………20%
HESI Gerontological Case Studies……..5%
Course Grading Rules
Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>95 - 100</td>
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<td>A-</td>
<td>90 - 94</td>
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<td>A+</td>
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<td>B</td>
<td>81 - 83</td>
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<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C</td>
<td>75 - 77</td>
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<td>C+</td>
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<td>C-</td>
<td>72 - 75</td>
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<td>D</td>
<td>65 - 68</td>
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<tr>
<td>D+</td>
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<td>F</td>
<td>&lt; 65</td>
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<tr>
<td>F+</td>
<td>&lt; 60</td>
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Testing Average
Students must receive a 75% weighted average or above on all evaluative items in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC) and to the Director of the Nursing Success Center (NSC). The NSC director will initiate the student into the SON Academic Retention Program. Students may review their exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

Missed Assignments and Missed Exams
Missed Tests/Quizzes: Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any. Quizzes that are not completed by the deadline will result in “0”.

Incomplete Grades: The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

Late Work: Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

Testing Policies
Exam Regulations
1. UST-SON Classroom Exam Agreements
   - All bags are placed outside of classroom on cart.
   - All personal items (including phones) are placed outside classroom.
   - All phones MUST be off or silenced.
   - No bottles or food on desks at any time.
   - Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
• Scrap paper will be provided by faculty.
• Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
• Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
• Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
• Students must exit the classroom quietly immediately after completing the exam.

2. Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.

3. Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

METHODS OF BLENDED LEARNING

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:

- The Syllabus which has key information for the course along with course guidelines and expectations.
- Grading Rubrics which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
- Course Content Outline /Calendar which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

Some Helpful Information

- **Access to internet** – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- **Learning is not a spectator sport** – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and
online activities in between face-to-face sessions.

- **Use of new technologies** – Online tutorials on the use of Bb tools are located at [http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512). Training on how to use other required technologies will be provided to students by the faculty as needed.

- **Student resources**: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- **Library Link** – Nursing Section  Add Link

- **Student computing services** – Call the UST Help Desk at 713-525-6900 or email Ithelp@stthom.edu. Available services are detailed on their website.

- **Nursing Success Center (NSC)** – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

### COURSE POLICIES

**Attendance /Punctuality/Participation**

**Attendance**: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator. Two points per unexcused absence will be deducted from final exam grade.

**Absence and Tardy Policies**: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an incomplete. Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses. Refer to the SON Student Handbook.

**Dropping a Class**: YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar's Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.

**Computer Use Policy**: Students may use their own personal electronic devices to take notes or refer to class materials in class but NOT during quizzes or exams. Students will be told to turn
off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

**Mobile Electronic Devices:** All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

**Netiquette:** Refers to the generally accepted rules of behavior for communicating in an online environment.

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**Please follow these guidelines in all your online responses and discussion groups.**

**RESPECT.** We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

**PRIVACY.** Keep in mind not only your own privacy rights but others' as well. Do not reveal any information that you deem private.

**BE CONSIDERATE** of grammatical/spelling errors.

**REMEmBER** that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

**BE SUPPORTIVE.** We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

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**Integrity of Student Work**

**Academic Integrity:** UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The *UST Student Handbook and Planner* is located in Bb under My Organizations, then SON Student Resources.

The *SON Student Handbook* contains detailed information on plagiarism and related policies. The *SON Student Handbook* is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies. *Turn It In*
software may be used routinely to help address insufficient documentation; this software detects plagiarism.

**Policy on Written Assignments**

The *Publication Manual of the American Psychological Association* (most current edition) is the required style manual that must be used in writing papers in the UST School of Nursing.

**Academic Policies and Procedures**

**ADA Student Accommodations:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need special accommodations. Students must contact personnel in the Office of Counseling and Disability Services (2nd floor of Crooker Center). This office is open Monday through Friday, 8 am – 5 pm. The compliance officer will ask for proof of disability and specific accommodations that are needed by students. Academic Accommodations must be applied for in writing EACH semester. Students with special needs should inform the instructor within the first two weeks of class EVERY semester. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) *Nursing Essential Functions* as identified in the SON Student Handbook.

If academic accommodations are approved, the student provides the Letter of Accommodations to the Course Coordinator. Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. All information will be kept confidential.

**Course and Instructor Evaluations:** There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

**CLINICAL EXPECTATIONS AND GUIDELINES**

Clinical objectives for this course are:

I. Use standardized tools to assess: sleep disturbance, and functional, physical, cognitive, psychological, social, spiritual status, living environment, community resources, family skill and care burden.

II. Develop an understanding of care coordination used to improve health outcomes and quality of life for older adults dealing with chronic illness during an interprofessional experience.

**Successful completion of a nursing clinical course is defined as follows:**

1. Completion of all course assignments and tests.
2. Completion and submission of clinical assignments and written work.
3. Achievement of an average grade of C (75) or higher on all course evaluative work.
4. Achievement of a final course grade of C or higher and
5. A satisfactory clinical evaluation.

**Clinical Failing Behaviors:** Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12 ([http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf](http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf)). A list of clinical failing behaviors is in the *SON Student Handbook*. Some examples include but are not limited to:

- Performance is unsafe.
- Questionable decisions are often made.
- Lacks insight into own behaviors and that of others.
- Significant difficulty in adapting to new ideas/functions.
- Continues to need additional guidance and direction beyond a reasonable period of time.
- Demonstrates professional misconduct.

**Criteria for Clinical Grading:** Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

**Clinical Attendance:** Students are expected to attend all of the clinical hours for this course in order to meet required learning outcomes. The Course Coordinator or clinical instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty.

Students who are unable to complete required clinical hours due to excused clinical absences may receive an incomplete in the course. An incomplete may result in delayed progression in the academic program.

**Clinical Dress Policy:** Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for that clinical day. Review the SON Student Handbook for detailed information regarding the dress policy.

**Clinical Evaluations:** The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.
<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Time/Place (F2F vs. Online)</th>
<th>Topic</th>
<th>Faculty</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/25/16</td>
<td>F2F 1:30pm-3pm Malloy 025</td>
<td>Orientation Ch 1: The aging population Ch 2: Theories of Aging</td>
<td>Dufrene</td>
<td>All BB interactive module work is due before the assigned class.</td>
</tr>
<tr>
<td>Week 2 2/1/16</td>
<td>F2F 1:30pm-3pm Malloy 025</td>
<td>Ch 3: Diversity Ch 4: Life Transitions and Story Ch 5: Common aging changes</td>
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<td>Quiz 1 Ch 1-5 due by 5pm on 2/5/16</td>
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<td>Week 3 2/8/16</td>
<td>F2F 1:30pm-3pm Malloy 025</td>
<td>Care Environments Ch 34: Living in Harmony with chronic conditions Ch 35: Rehabilitative care Ch 36: acute care Ch 37: Long term care Ch 38: Family caregiving Ch 39: End of Life Care</td>
<td></td>
<td>Quiz 2 Ch 34-39 due by 5pm on 2/12/16</td>
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<tr>
<td>Week 4 2/15/16</td>
<td>Lab- 8-12pm Online Didactic</td>
<td>Lab: Screening Tools Online: Ch 19-23 Facilitating Physiological Balance</td>
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<td>Quiz 3 ch 19-23 due by 5pm on 2/19/16</td>
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<td>Week 5 2/22/16</td>
<td>Lab- 8-12pm Online didactic</td>
<td>Lab: Screening Tools Online: Ch 24-29 Facilitating Physiological Balance</td>
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<td>Quiz 4 ch 24-29 due by 5pm on 2/26/16</td>
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<td>Week 6</td>
<td>St. Dominic’s</td>
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<td>Complete</td>
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<tr>
<td>3/2/16</td>
<td>Clinical</td>
<td>10am-2pm</td>
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<td>screening tools (7 designated) interview and develop a plan of care</td>
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<td>Due by 3/18/16 at 5pm</td>
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<td>Week 7</td>
<td>Online</td>
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<td>3/7/16</td>
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<td>Ch 14-16</td>
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<td>Quiz 5 ch 14-16 due by 5pm on 3/11/16</td>
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<tr>
<td>Week 8</td>
<td>F2F</td>
<td>Ch 6-8</td>
<td>Malloy 025</td>
<td>Quiz 6 ch 6-8 due by 5pm on 3/18/16</td>
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<td>3/14/16</td>
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<td>Week 9</td>
<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>F2F</td>
<td>Ch 17-18</td>
<td>Malloy 025</td>
<td>Quiz 7 ch 17-18 due by 5pm on 4/1/16</td>
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<td>3/28/16</td>
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<td>Week 11</td>
<td>Online</td>
<td>Ch 9-11</td>
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<td>Quiz 8 ch 9-11 due by 5pm on 4/8/16</td>
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<td>4/4/16</td>
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<td>Week 12</td>
<td>F2F</td>
<td>Ch 12-13</td>
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<td>Quiz 9 ch</td>
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<td>Topics</td>
<td>Assignments</td>
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</table>
| 4/11/16    | 1:30pm-3pm    | Malloy 025    | • Sexuality and Intimacy  
• Spirituality | 12-13 due by 5pm on 4/15/16                     |
|            |               |               |                                             |                                                 |
| Week 13    | Online        |               | Ch 30-31: Multisystemic Disorder  
• Infections  
• Cancer         | HESI case studies (1 – 3) due by 5pm on 4/26/16 |
| 4/18/16    |               |               |                                             |                                                 |
| Week 14    | F2F           | Malloy 025    | Ch 32-33: Multisystemic Disorder  
• Mental Health Disorders  
• Delirium and Dementia | Quiz 10 ch 30-33 due by 5pm on 4/29/16          |
| 4/25/16    | 1:30pm-3pm    |               |                                             |                                                 |
| Week 15    | Final exam    | UST SON CC    |                                             |                                                 |
| 5/5/16     | 9am-11:30am   |               |                                             |                                                 |

Holistic Nursing: Care of Older Adults

NURS 4354

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______  I acknowledge that I have access to the online NURS XXXX __________________________ course syllabus.

_______  I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______  I acknowledge that I understand the methods of evaluation and course grading rules.

_______  I acknowledge that I have sufficient information to sign this form. I understand its contents.

Student Signature ____________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014