Oakland University School of Nursing

Advanced Concepts in Gerontology

NRS 6627 (606)
CRN #14336

Faculty:

Renee Mirovsky DNP, ANP-BC
Full-time Adjunct Instructor

Winter 2018

COURSE NUMBER:	**NRS 6627 (606) – CRN #14336**		
			Total Hours
CREDIT & HOUR	**Credits**	**(Hrs/Wks)**	**Semester**
ALLOCATION:	**3**	**3 X 14**	**42**

COURSE TITLE: **Advanced Concepts in Gerontology**

CLASS TIME   **January 3, 2018 – March 25, 2018**
                        Thursday, 5:30 pm – 7:10 pm
& LOCATION: **276 S. Foundation Hall, (SFH 276)**

FACULTY OF RECORD: **Renee Mirovsky, DNP, MSN, RN, ANP-BC**
                        Full Time Adjunct Instructor
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PREREQUISITE and/ or COREQUISITE

Prerequisites: NRS 6411 (61)1

COURSE OVERVIEW

In this course students will integrate concepts of the aging adult through the synthesis of theoretical, scientific research, and genetic evidence. Specialized concepts of primary care and education with the aging adult and their families/caregivers will be explored – This course will incorporate a multicultural context that guides advanced practice nursing for diverse populations including the vulnerable and medically underserved.

COURSE OBJECTIVES

At the completion of the course students will be able to:

1. Synthesize and apply knowledge of the theories of aging and research to the advanced nursing practice of aging adults

2. Integrate concepts of primary care geriatric assessment, health promotion and education with theoretical, scientific knowledge and genetics of aging adults

3. Analyze the outcomes of advanced nursing practice on aging adults as part of a vulnerable population

4. Apply principles of advocacy for the aging adult, families, caregivers, communities and members of the healthcare team

ESSENTIAL CONTENT

Principles guiding care of aging adults (theories of aging and frailty)

Community, legal, and systems issues (Medicare, POA, ACE units, long term care)

Principles of geriatric history taking, assessment and polypharmacy (genetics, scientific knowledge)

Principles of geriatric health promotion

Principles of evaluating older adults as a vulnerable population (health literacy, elder abuse)

Interprofessional collaboration in the care of older adults

Use of health information technology in the care of older adults

Principles of educating older adults and their families

REQUIRED READING

Ham, R. J, Sloane, P. D, Warshaw G. A., Potter, J. F., & Flaherty, E. (2014). *Primary Care Geriatrics- A Case-Based Approach.(* 6th ed.). Philadelphia: Elsevier:Saunders. ISBN-978-0-323-08936-4.

Readings listed under each weekly topic in Moodle.

RECOMMEDED READING

Mauk, K. L. (2014). *Gerontological nursing: Competencies for care.* (3rd ed). Burlington, MA: Jones & Bartlett Learning.

CLASS FORMAT

This course is offered in a partially online format, with weekly readings, assignments, and discussion delivered via the internet. Online lectures will be in PowerPoint format and will relate with the particular module of the course. There will be a face-to-face meeting for classroom and lab activities as well as interactive discussion. You must have PowerPoint and a media player program to access the material properly..

In addition to the Oakland University Academic Conduct policy, in the School of Nursing, completion of all course related assignments must be the result of the student's individual effort, except in the circumstance where the assignment requires group effort.

Academic Conduct:

Any circumstance of academic dishonest/misconduct or suspected academic dishonesty/misconduct will be reported in accordance with the University Academic Conduct Policy. It is the student's responsibility to review this information and act in accordance. It is the expectation that each student will work independently unless a group project is assigned. Substantiated allegations of misconduct will result in failure of the course and a grade of 0.0 will be entered as the earned course grade.

COURSE REQUIREMENTS

In a master's level course a combination of classroom and on-line meetings will be incorporated. Participation is expected in all course meetings including online discussion forums. Classroom participation is expected.

Student and Teacher Expectations

Students are expected to:
- Complete all reading assignments before each class
- Ensure that their computer is compatible with Moodle.
- Login to Moodle 3-5 times a week; daily login is highly recommended.
- Follow the calendar of events and complete all assignments by their deadline
- Respond to emails within 2 days
- Participate in a thoughtful manner
- Respect rules of netiquette
    - Respect your peers and their privacy
    - Use constructive criticism
    - Refrain from engaging in inflammatory comments.

The teacher is expected to:
- Login to the course every day (Mon-Fri)
- Moderate conversations in forums
- Respond to forum postings and email within 2 days
- Grade assignments within 7 days of the assignment deadline

The course requires an open exchange of ideas. The expectation is that all feel free to express him/her selves and have views respected. At no time can language that is deemed by the FOR as non-professional language or inflammatory comments be used. Any such remarks whether verbal or in writing can be considered as reason for dismissal from the course. Remember email and

discussion lack inflection and expression that real conversation communicates so take care to prevent inadvertent misunderstandings. Many sources are available on the web under netiquette..

APN STUDENT PROFESSIONALISM EXPECTATIONS

Graduate students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Standards of Professional Performance are the standards of the profession and are part of the foundation for the SON's curriculum and student expectations. The Standards identify nine behaviors that are expected of every registered nurse. As part of the graduate student's development, it is imperative that these behaviors are demonstrated in all professional settings as part of becoming advanced practice registered nurses.

Weekly Schedule of Topics

Modules	Topic	Weekly Breakdown	Activities and Assignments
I **Jan 3 –** **Jan 27**	**The Aging Population**	1. Intro to geriatric Advanced Practice Nursing 2. Aging Population 3. Geriatric Care 4. Theory of aging	**1. Intro to NRS 6627 and syllabus review** **2. Discussion board: Reflection post. Discussion ends 1/19 at 2359** **3. Article review due Jan 26 @ 2359**
II **Jan 28 –** **Mar 3**	**Geriatric Assessment and Health Promotion**	1.Geriatric patho/normal variations 2.Geriatric assessment 3. Health promotion	**1. Reflection journal weekly online (3). Due 2/3, 2/10, 2/17** **2. IN LAB PRACTICE March 1 @ 5:30**
III **Mar 4 –** **Mar 24**	**Vulnerability of Older Adults**	1.Vulnerable populations 2.Education	1. **WebGem case studies (2). Reflect on discussion board.**

Modules	Topic	Weekly Breakdown	Activities and Assignments
		3.Health information technology	**2. Teaching project: teaching older adults and families due March 23 @ 2359**
IV Mar 25 – April 17	**Community & Health Policy**	1. Levels of care 2.Collaborative practice 3.Medicare 4.Social Security	**1. Current health policy issues affecting older adult's discussion. Group #1: 3/25 – 3/31 Group #2: 4/1 – 4/7 Group #3: 4/8 – 4/14** **2. Community project due April 13 @ 2359**

COURSE EVALUATION

Module 1
Reflection Discussion Board   20 points
Article Review   30 points

Module 2
Reflection journal (3)   10 points each (3)
In class lab   20 points

Module 3
WebGem Case Studies Discussion Board (2)   10 points each (2)
Education Group Project   30 points

Module 4
Health policy discussion   10 points
Community project   <u>40 points</u>
                                                Total 200 points

ASSIGNMENTS

Reflection Discussion Board
Please watch the National Geographic video The Age of Aging directed by Ron Howard (available on YouTube at https://www.youtube.com/watch?v=vqGdnwAf3Co). You will also read 2 articles, Population Aging and The State of Aging: Health in America. You will then write a reflection post in the provided discussion forum. In your post, answer the following questions:
1. What did you learn? Was this new information or did you learn something you did not already know?
2. Has your thought about caring for older adults changed?
3. What is one area that you would like to further explore and why?
4. How does delaying chronic disease and the associated morbidity affect health policy?
5. What are your goals as an NP working with older adults?

Please have your reflection complete in an original post by Wednesday of the assignment week. Then, respond in a meaningful way to at least 2 of your classmates posts. You may respond to more if you like but are only required to respond to 2. Please respond to those who have responded to you
The instructor will monitor posts throughout the week but will not engage in discussion until after Wednesday of the assignment week. This will allow for students to have an opportunity to explore concepts of aging and geriatrics through dialogue with each other. The instructor may not respond to every post but will respond when appropriate or when it can engage further discussion on the topic. **All posts should be completed by Saturday night at 2359 of the assignment week.**

Article Review
Choose a research article using a theory of aging (any theory you choose). Write a short critique of the article. In your paper, address the following:
1. Explain the theory. Who developed the theory and when. What issue of aging is it attempting to explain?
2. How was the theory used in the article you chose? What was the research question?
3. What were the findings in this article?
4. Do you feel the theory could be useful in your future work as a AGNP working with older adults? Give an example of how you might apply the theory. What are the implications for NP practice?

Please follow APA guidelines for your paper. The paper will be submitted via the assignment link on Moodle.

Theory development and area of aging addressed	Fully explored 6 pts	Partially explored 2-5 pts	Does not explore the theory or address an area of aging 0-1 pts
What is the research question and how does the theory help	Fully explored 6 pts	Partially explored	Does not accurately state the research question and link it to

		2-5 pts	0-1 pts
explain the phenomenon			
What are the findings	Fully explored 6 pts	Partially explored 2-5 pts	Does not accurately reflect the finding of the research 0-1 pts
Application and implications for NP practice	Fully explored 6 pts	Partially explored 2-5 pts	Does not discuss implications for NP practice 0-1 pts
APA style	Accurate use of APA 6 pts	Partially accurate use of APA 2-5 pts	Does not use APA accurately 0-1 pts

Reflection Journal

This is an online assignment for you to reflect on the topic for that week. There are 3 weekly journals on 3 topics: geriatric patho variations, geriatric assessment, and health promotion. There will be 3 questions for you to consider. You are required to answer at least 1 question in your reflection but may answer more if you like. This reflection helps you link the topics we are covering with clinical practice.

In Class Lab

We will be meeting in the NP lab rooms in the Human Health Building for a group lab experience. You will work through case scenarios with a partner. We will explore concepts of history taking in older adults, unique exam skills and assessment tools. More information will be posted on Moodle.

Web-GEM Case Studies

This assignment requires that you complete 2 case studies online. The website for these case studies will be given to you by the first week of class. The cases explore concepts of vulnerability in older adults. After each case study (2) you will be asked to discuss the case in a discussion forum. This is intended to be an ongoing discussion on the case and topic. There will be some questions for you to consider as you begin your discussion. Please feel free to use the duration of the assignment week to engage in an ongoing discussion.

Teaching Older Adults & Families Project

This assignment allows you to explore concepts of educating older adults and their families. You will also consider how technology can be used to facilitate learning in older adults. You will design an educational program for teaching an older adult and family member(s) about a specific topic. You may choose the topic but it must be gerontology specific. The scenario is: You are assigned to educate a patient who was recently discharged from the hospital/rehab for_____. The patient lives with his/her adult daughter and family. What educational interventions will you plan for this patient? Who will be included in this instruction? What will you need to assess prior to beginning your instruction? What strategies will you use to prepare for the teaching session? What tools or teaching aids would be appropriate? What internet resources might you recommend to reinforce your instruction? Is there any other technology the patient could use (continued monitoring, reinforce learning)? How will you evaluate if the patient/family have understood the instruction? Please prepare your project in a Power Point. I will post the completed projects on Moodle for the rest of the class to view and learn from.

Define the health problem, what your education will focus on and who will be educated	Concept is fully defined or missing only minimal key points	Concept is not fully defined. Missing several key points	Concept is not at all defined, defined incorrectly or is missing many key points
	6 pts	2-5 pts	0-1 pts
Pre-education assessment	Full evaluates	Partially evaluates	Does not evaluate
	6 pts	2-5 pts	0-1 pts
Educational strategies	Educational strategies are well thought out and appropriate for the patient and situation	Educational strategies are partially thought out and/or may not be appropriate for the patient and situation	Educational strategies are not well thought out and/or may not be appropriate for the patient and situation
	6 pts	2-5 pts	0-1 pts
HIT	Appropriate use of technology for the patient/family	Selection of technology has potential to not be appropriate for patient/family	Selection of technology is not appropriate for the patient/family
	6 pts	2-5 pts	0-1- pts

	Learning goal is accurately evaluated	Learning goal is partially evaluated	Learning is not evaluated
Evaluation	6 pt	2-5 pts	0-1 pts

Community Project

This project will be done independently. You will develop a power point presentation to discuss a community based program designed for older adults.
1. Research a community program for older adults (ideally in your community).
    - Discuss the program?
    - What is the criteria for older adults to use or have access to this program?
    - What resources are provided as part of the community program?
    - How is the program funded?
    - Is there a cost to the older adult to use this program?
    - Are there barriers to the older adult using this program?

2. Choose an objective from the state-by-state report card reported in the Health Aging: Health in America article.
    - Discuss the objective
    - How is Michigan doing? Are we meeting or not meeting this objective?
    - What are the implications if this objective were not met?

3. Discuss how the community program is working to improve this objective.
    - What part of the program helps meet the objective?
    - How do they get older adults to participate?
    - How many older adults participate?
    - What specialties or roles are involved in the program that assist in meeting this objective?
    - How does everyone work collaboratively to meet the objective?

4. Are there any other evidence-based recommendations to make this program better or more successful?

5. What are the implications for NP practice?

	Program is fully explored using the above criteria	Program is not fully explored. Missing 2-3 key points	Program is not at well explored, defined incorrectly or is missing 4 or more key points
Community program			

	8 pts	4-7 pts	0-3 pts
Healthy aging objective	Fully explored based on above criteria 8 pts	Partially explored based on above criteria 4-7 pts	Not explored based on above criteria 0-3 pts
Community program working to improve the objective	Fully explored based on above criteria 8 pts	Partially explored based on above criteria 4-7 pts	Not explored based on above criteria 0-3 pts
Evidenced-based recommendations	Makes recommendations for improvement and cites sources 8 pts	Does not make sound recommendations for improvement or does not cite sources 4-7	Does not make recommendations for improvement and does not cite sources 0-3 pts
Implications for NP practice	Fully explores implications for NP practice 8 pts	Partially explores implications for NP practice 4-7 pts	Does not explore implications for NP practice 0-3 pts

Health Policy Issues Affecting Older Adults discussion

We will have an online discussion board in which we can discuss some of the current health policy issues that affect older adults. You will be placed in groups of 2 and are required to start a discussion on a current (in the last year) health policy topic that affects older adults. Topics may include levels of care, Medicare, Medicaid, Social Security, current NP practice in Michigan among others. You and your partner should choose a topic, begin the discussion online and provide a link to a reputable website or article that gives background on your topic. You will then be required to facilitate the discussion throughout the week. The rest of the class will participate with at least 1 original post. The idea is to have an engaging discussion about the topic throughout the week. This assignment is worth 10 points and is assigned based on participation. More instructions are available on Moodle.

Faculty Availability

Face to face meetings can be scheduled throughout the semester. I will respond to all course mail within 48 hours Monday through Friday up until 4pm. I will not be online regularly on the weekend. **Questions, clarifications or other information should be sent through the course (Internal) email on Moodle**. **Students are advised to review the course syllabus thoroughly and to clarify assignments early on during the course.**

Computer Access

Since computer access is available worldwide, it is not expected that students will be unable to access the course site. If for some other reason a student must be unavailable for a period of time you must let the faculty know in advance. While absences from discussions or presentations will not be approved, there may be an allowance offered for delayed, early entries or alternative assignments for substantive reasons or events **but only if notified prior to the delay**.

Late Assignments

The FOR has the right to refuse to accept any late assignments. If a late assignment is accepted a minimum of 5 points will be taken off the final grade for assignments1-3 days late, 10 points for assignments 4-7 days late. Assignments more than 1 week late will not be accepted.

Student Progression
All students that fail any assignment should schedule an appointment with the Faculty of Record to discuss, potential need for a remediation plan, and or potential impact on successful completion of the course.

General Policies: All policies and procedures found in the Oakland University catalog and School of Nursing handbook will apply for this course.

EMERGENCY SCHOOL CLOSING:

If Oakland University is closed for any reason, we will not have class. Please call the University's Storm Closing Hotline at (248) 370-2000.

Oakland University—School of Nursing
GRADE CONVERSION

GRADUATE GRADE CONVERSION				
PERCENTAGE	**GPA**		**PERCENTAGE**	**GPA**
99.00 - 100	4.0		79.00 - 80.99	3.0
97.00 - 98.99	3.9		77.00 - 78.99	2.9
95.00 - 96.99	3.8		75.00 - 76.99	2.8
93.00 - 94.99	3.7		73.00 - 74.99	2.7
91.00 - 92.99	3.6		71.00 - 72.99	2.6
89.00 - 90.99	3.5		69.00 - 70.99	2.5
87.00 - 88.99	3.4		67.00 - 68.99	2.4
85.00 - 86.99	3.3		65.00 - 66.99	2.3
83.00 - 84.99	3.2		63.00 - 64.99	2.2
81.00 - 82.99	3.1		61.00 - 62.99	2.1
			59.00 - 60.99	2.0