General Information

Course Number: NUR 321
Course Title: Gerontology
Semester: Fall 2011
Credit Hours: 3 Credit Hours
Day and Time: Web-Based
Location: Web-Based
Faculty: Dorothy J Dunn PhD, APRN, FNP-BC, AHN-BC, Assistant Professor
Office Address: Northern Arizona University
School of Nursing #201A
PO Box 15035
Flagstaff, AZ 86011
928-523-6455
Primary E-Mail: Please use mail function within BB Learn
Alternative E-Mail: Dorothy.Dunn@nau.edu
Office Hours: By Appointment
Prerequisites: Admission to the Nursing Program

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

TEXTBOOK AND REQUIRED MATERIALS:


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

OPTIONAL TEXTBOOKS

**ASSESSMENT OF STUDENT LEARNING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Life Review Paper</td>
<td>50</td>
</tr>
<tr>
<td>Discussions</td>
<td>50</td>
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<td>(5 points for each of the 10 discussions)</td>
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Total Points: 100 points

Using the NAU School of Nursing grading scale, grades will be calculated as follows:

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

A minimum of a C is required to pass this course

*Points are not rounded up in this course.*

**Student Learning Outcomes**

Upon completion of the course the student will be able to:

**Clinical Competence**

1. Begin to differentiate between normal and pathological changes in aging.
2. Discuss common health related factors and issues affecting the older adult.

**Teaching/Learning**

3. Recognize common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.
4. Discuss strategies to reduce the identified risk factors.

**Critical Thinking**

5. Identify myths and stereotypes of aging and their impact on older people and their families.
6. Analyze the impact of attitudes and cultural, social, physical, emotional, and economic factors on the health care of older adults.

**Caring**

7. Recognize the benefits of an interdisciplinary approach to caring for elderly clients.
8. Discuss life experiences of elders with respect for cultural differences, biopsychosocial changes, historical events, and importance of personal milestones.

**Culture**

9. Recognize the influence of attitudes, language, culture, race, religion, gender, and lifestyle on the experience of aging for the individual.
Communication
10. Demonstrate clear, effective, respectful, and compassionate communication with the older adult.
11. Demonstrate individualized and appropriate communication styles as determined by the elder's age related changes, cultural beliefs, and values.

Management/Leadership
12. Analyze current and projected demographic characteristics of the aging population in relation to future health care needs.

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

- Online Discussion
- Audio-Visual Materials
- Written Assignments

COURSE OUTLINE

Module 1  Demographics of Aging:
- Demographics of aging
- Positive aging
- Attitudes, Values, Stereotypes of aging
- Ageism
- Communication

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

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

See Student Handbook for specific policies.

**Academic Integrity**: Any student participating in acts of academic dishonesty, including, but not limited to, copying the work of other students, using unauthorized crib notes, plagiarism, stealing tests, falsifying clinical hours or forging an instructor’s signature will be subject to the procedures and consequences outlined in NAU’s Student Handbook: http://home.nau.edu/studentlife/handbook.asp


**Professional Conduct**: A student will be removed from a class for unprofessional conduct as determined by the faculty according to School of Nursing policies, Arizona State Board of Nursing regulations, and/or Code of Ethics. http://jan.ucc.nau.edu/~nurse-p/docs/BSN_Handbook.pdf

Assignments:

**Discussions**: There are ten (10) discussions on the Blackboard Learn (BB Learn) for you to post and respond to. You will find them listed on the Course Content known as “Topic At A Glance” attached to this syllabus and each Week and Lesson has instructions. Each discussion is 5 points.

**Life Review Paper**: This paper will recap your interview with a person at least 70 years of age (69 is not acceptable). You should spend three or four interview sessions with this person beginning to know them and developing a relationship. You must inform this person that you are
completing a school project and that although you will be discussing your conversations you will
not identify them by any identifying information. Please use initials or first name only (may not
be the person's real name) for this paper. Notice the paper is due Monday, November 28th,
so please start on choosing your person and setting interviews immediately, you will need to
meet with them three to four times to gather your information required for this
assignment.

This paper should follow the following format as a Rubric for grading (please identify your
topics as sub-headings in your paper as indicated below):

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

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

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

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

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

**Summary**: Discuss the impact this conversation will have on future interactions with the
elderly. (10 points)

**APA Format and Style (10 Points)**

This paper should be APA style (10 points will be deducted for not following APA style). The
paper should be no more than 6 pages, not including the title page or references. As you see
each section carries points, to be sure the sections are found in your paper, please identify
them. Use The Subheadings Identified As Above – I cannot emphasize this enough!

If you need assistance from the writing center, please start your paper sooner than later so that
the writing center can be of assistance to you as grammar and sentence structure is part of APA
formatting. Two weeks before you contact the writing center for assistance is a good time to
have your paper written as a first draft. Reminder: Identify the person you will interview multiple
times early in the semester, no later than Week 6 is recommended.
# NUR 321 Topic Outline at a Glance
## Fall 2011

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module 1 Week 1 8-29</th>
<th>Topics/Skills</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
|        | Lesson 1 Week 1 Introductory Skills | Introduction Demographics of Aging | **Readings**: Touhy & Jett Textbook Chapters 1 and 2 and other online information in Lesson 1 Week 1  
**Discussion**:  
1. Introduce yourself and tell us what your goal(s) is/are for this Fall semester.  
2. Share some information about your experiences with older people.  
3. Please tell us, are you new to on-line Blackboard learning or are you an experienced on-line learner?  
4. What is your interest in gerontology? What are you hoping to gain from this course?  
Post the four (4) above questions as your personal BIO on the Discussion Board on BB Learn Opens Monday, August 29th at 12 midnight and closes Monday, September 4th at 11:59 pm |
| Week 2 9-5 | Lesson 1 Week 2 Statements of Positive Aging | | **Readings**: Touhy & Jett Textbook Chapters 3 and 4 and other online information in Lesson 1 Week 2  
**Discussion**: Discuss one of the following three (3) statements by taking a stand and justifying it from readings and/or film (be sure to identify the question and the readings or film to justify your discussion):  
1. Rarely does someone over the age of 65 produce a great work of art, science, or scholarship.  
2. The majority of older adults say that they feel irritated or angry most of the time.  
3. The majority of older adults say that they are lonely.  
Post one of the above Statements on the Discussion Board on BB Learn Opens Sunday, September 5th at 12 midnight and closes Monday, September 11th at 11:59 pm |
| Week 3 9-12 | Lesson 2 Portrayal of the Older Adult Attitudes toward aging | | **Readings**: See Lesson 2 Week 3 on BBLearn for readings and websites to access and read  
**Discussion**: Analyze the portrayal of the Older Adult in one of the following activities and say what differences in stereotypes you noted.  
1. Birthday cards  
2. Magazine ads  
3. TV stories or ads  
Don't forget to justify your answers and put the question you are discussing or responding to at the beginning of your posting. Opens Sunday, September 12th at 12 midnight and closes Monday, September 18th at 11:59 pm |
<table>
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<tr>
<th>Week 4 9-19</th>
<th>Lesson 3</th>
<th>Discrimination Ageism</th>
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|             | **Readings:** | Touhy & Jett pages 26 and 50-51  
International Longevity Center – Anti-ageism taskforce  
**View Video:**  
http://www.youtube.com/watch?v=h_B7vneLvl8&feature=related  
**Discussion:**  
Discuss the way that ageism influences aspects of life related to discrimination in relationship to one of the following.  
Discrimination in health care  
Discrimination in marketing and media  
Discrimination in the work place  
Don't forget to justify your answers and put the statement you are discussing or responding to at the beginning of your posting. Opens Sunday, September 19th at 12 midnight and closes Monday, September 25th at 11:59 pm |

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<tr>
<th>Week 5 9-26</th>
<th>Lesson 4</th>
<th>Communication with the Older Adult</th>
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</table>
|             | **Reading:** | Touhy & Jett pages 25-47 and pages 96-98 (Health Literacy)  
**Communication and Aging in Health Care Setting,** Arizona  
Geriatric Education Center, University of Arizona Center on Aging.  
**Visit and view all sections:**  
http://www.reynolds.med.arizona.edu/EduProducts/HealthLit/index.html  
**Visit and view the introduction and three modules:** Cornell University's 3D Animated Home: http://www.environmentalgeriatrics.com  
**Discussion:**  
Discuss one piece of new information on communication that will assist you in talking with an older person. Remember to justify your response. Don't forget to justify your answers. Opens Sunday, September 26th at 12 midnight and closes Monday, October 2nd at 11:59 pm  
**Start to discover who you will interview for your Life Review Paper due Monday, November 28th (see syllabus for directions, you will need to spend three or four interview sessions with the older adult, so plan your time** |
## Module 2
### Week 6
10-3

<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>Physiology of Aging</th>
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<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Touhy &amp; Jett Chapter 6 (pages 66-83)</td>
</tr>
<tr>
<td>Overview of normal aging:</td>
<td><a href="http://www.agingcarefl.org/aging/normalAging">http://www.agingcarefl.org/aging/normalAging</a></td>
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### Discussion:
Based on your readings, discuss the question: Physiologically, do people become less alike or more alike with aging. Explain your answer using evidence from your readings.  
**Opens Sunday, October 3rd at 12 midnight and closes Monday, October 9th at 11:59 pm**

## Week 7
10-10

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Physiology of Aging</th>
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</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Touhy &amp; Jett Chapter 8, 9, 10 and review Chapter 6 from last week</td>
</tr>
<tr>
<td>[<a href="http://www.nia.nih.gov/HealthInformation/Publications/AgingHeartsa">http://www.nia.nih.gov/HealthInformation/Publications/AgingHeartsa</a> ndArteries/default.htm](<a href="http://www.nia.nih.gov/HealthInformation/Publications/AgingHeartsa">http://www.nia.nih.gov/HealthInformation/Publications/AgingHeartsa</a> ndArteries/default.htm)</td>
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**Choose one of the following statements for your discussion.**

Ongoing reminder: Please state the question you are posting to at the beginning of your postings. Justify your statements with evidence from the lessons.

1. Discuss the impact of life style choices related to nutrition on the normal aging process.
2. Discuss the impact of life style choices related to exercise on the normal aging process.
3. Discuss the impact of life style choices related to smoking on the normal aging process.

Don't forget to justify your answers and put the selected statement from above you are discussing and responding to at the beginning of your posting. **Opens Sunday, October 10th at 12 midnight and closes Monday, October 10th at 11:59 pm**

**Friendly reminder:** Have you found your older adult (age 70 or older) to interview??? You will need three to four sessions with
| Week 8 10-17 | Lesson 7  
Psychology of Aging | **Readings:** Touhy & Jett review Chapter 6  
**Discussion:**  
Respond to one of the following statements: Be sure to put the statement at the beginning of your discussion and justify your statements.  
1. The majority of older adults age 65 and older have Alzheimer's dementia.  
2. Older adults are incapable of learning new information.  
3. Discuss how sensory changes might make the older person seem confused.  
Don't forget to justify your answers and put the selected statement from above you are discussing and responding to at the beginning of your posting. **Opens Sunday, October 17th at 12 midnight and closes Monday, October 23rd at 11:59 pm** |
| Week 9 10-24 | Lesson 8  
The 4 D’s of Aging | **Readings:** Touhy & Jett Chapter 21  
**Discussion**  
Discuss the differences between hypo-active delirium, hyperactive delirium and mixed. Also talk about the causes.  
Don't forget to justify your answers. **Opens Sunday, October 24th at 12 midnight and closes Monday, October 30th at 11:59 pm** |
| Week 10 10-31 | Lesson 9  
Social Aspects of Aging | **Readings:** Touhy & Jett Chapters 7, 22 and 26 and below  
National Academy on an Aging Society—People of color and the challenge of retirement security_PDF.pdf.pdf |
<table>
<thead>
<tr>
<th>Module 3</th>
<th>Lesson 10</th>
<th>Readings: Touhy &amp; Jett Chapter 23 and 24</th>
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</table>
| Week 11  | Successful Aging | **Wadensten** - **Introduction: Older people to the theory of gerotranscendence** PDF Journal of Advanced Nursing. 54(4), 381-388.  
**Reserves Files/Rowe - The structure of successful aging** PDF  
**NOTE:** Although this is an older book, it is a classic landmark book related to successful aging.  
**http://www.healthypeople.gov/**  
View:  
Short video clip about successful aging: **A Grand Generation**  
**http://www.youtube.com/watch?v=__XisR1ZZmM**  
Go to website and read a wonderful story of a woman who could relate to the theory of gerotranscendence.  
**http://www.soc.uu.se/research/gerontology/pdf/emma_ryden.pdf**  
**Discussion**  
Discuss both positive and negative aspects of one theory of aging on the concept of successful aging.  
Don't forget to justify your answers. **Opens Sunday, November 7th at 12 midnight and closes Monday, November 13th at 11:59 pm**  |
| Week 12  | Lesson 11 | **Readings:** Located on Week 12 Lesson 11 and below  
**Goetz_Health_promotion_in_later_life** PDF American Journal of Health Promotion. Vol. 21 Issue 4, p1-5, 5p; (AN 24127062)  
The report below is the State of Aging and Health in America 2007, you may find some interesting information there, check the interactive data website. |
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Lesson 12</th>
<th>Issue in Aging</th>
</tr>
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</table>

Reading: Located on Week 13 Lesson 12 and below


Morley, J. (2002). A fall is a major event in the life of an older person. *Journal of Gerontology* 57A(8), M492-495.

Arizona Reynolds Program of Applied Geriatrics: Physician Fact Sheet: Falls in the elderly.


Arizona Reynolds Program of Applied Geriatrics: Physician Fact Sheet: Urinary Incontinence - Diagnosis.

Life Review Paper is due Monday, November 28th
Discussion Rubric Information

Rubric

For a possible earned 5 points:

Substantive response: (2 points) Response prompt, relevant and self-initiated. Thoughtful consideration of the material with clear reading is evident. Comments are justified with references.

Organization: (2 points) All comments are clearly organized and clearly supported with references from the text or other assigned resources.

Grammar/APA: (1 point) Basic APA, spelling, grammar and writing style are evident.

For a possible earned 3.5 points:

Substantive response: (1.5 points) Response is prompt and timely with an understanding of the content at a basic level.

Organization: (1.5 points) Discussion is not clearly supported by the reading evidence and/or weakly referenced to other assigned resources.

Grammar/APA: (0.5 point) Minor issues with APA, spelling, grammar, and/or writing style are evident.

For a possible earned 2 points:

Substantive response: (1 point) Response is not done in a timely manner and demonstrates a shallow grasp of the material. (Posting is late)

Organization: (1 point) Response is short and perfunctory and not supported with references or evidence to the assigned readings.

Grammar/APA: (0 points) Major issues with APA, spelling, grammar and/or writing style are evident.

Below 2 Points total is a failed earned grade.