



School of Nursing

GNSG 6054: Adult Gerontology Nursing CNS Role Acquisition III (3 units)

Fall 2023

Meeting days: Saturdays: 9/9, 9/30, 10/21, 11/4, 12/9	Instructor contact info Dr. Erelyn Vinegas, DNP, MSN, RN, CNS Part-Time Faculty Email: evinegas@pointloma.edu Tel (Cell): 619-888-4294 Michelle Foster, MSN, RNC-OB, CNS Adjunct Professor Email: mwestcot@pointloma.edu Tel (Office): 760-490-8348
Meeting times: In-Person 8:00 AM – 2:00 PM	
Meeting location: LSCC, Skills Lab	
Placement:	Office location and hours By appointment
Final Exam: 12/9/2023	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist.

After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION ☉

This course focuses on the advanced practice nursing management of complex illnesses associated with young and older adults, and women's health. This course provides theories and science of aging, special care needs, and quality care of older adults and their families. Comprehensive geriatric assessment, evidence-based practice for older adults and families, gerontological nursing research, interprofessional collaborative practice, and leadership will be emphasized.

Pre-requisite: Active California RN License, and successful completion of first two semesters.

Co-requisite: GNSG 6064-B (2 units) CNS Role Practicum

PROGRAM LEARNING OUTCOMES

Upon completion of the program, you will be able to achieve the following outcomes:

PLO 1: Inquiring Faithfully
The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process
PLO 1.1. Advance nursing practice by integrating scientific findings to promote patient outcomes and wellness (Essentials Domain 1, 4)
PLO 1.2. Apply advanced specialty knowledge to evidence and clinical judgment in the delivery of care (Essentials Domain 1, 5, 8)
PLO 2: Caring Faithfully
The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.
PLO 2.1. Role model Christian servant leadership through holistic compassionate care (Essentials Domain 2, 6)
PLO 2.2. Advocate for ethical principles in promoting health of diverse individuals and populations (Essentials Domain 3, 9)
PLO 3: Communicating Faithfully
The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills
PLO 3.1. Analyze information and communication technologies to facilitate optimal care of patients, nurses, and organizations (Essentials Domain 8)
PLO 3.2. Lead interprofessional healthcare teams to influence positive patient outcomes across the lifespan (Essentials Domain 6)

PLO 4: Following Faithfully
Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.
PLO 4.1. Design and implement health policies to improve care of diverse patients, communities, and populations (Essentials Domain 3, 5)
PLO 4.2. Expand professional nursing expertise through self-reflection, accountability, and life-long learning processes (Essentials Domain 9, 10)
PLO 5: Leading Faithfully
The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
PLO 5.1. Champion systems leadership to enhance access, quality, and cost effectiveness across the healthcare delivery continuum (Essentials Domain 5, 7)
PLO 5.2. Lead evidence-based, quality improvement initiatives to advance nursing practice and optimize patient safety (Essentials Domain 4, 5)

COURSE LEARNING OUTCOMES ☼

This course is mapped to the:

- AACN Essentials (AACN, 2021); Domains (competencies, sub-competencies);
- NACNS Core Competencies (NACNS, 2022): Patient Direct Care Sphere (P); Nurses and Nursing Practice Sphere (N); Organization/System Sphere (O)
- NONPF Core Competencies (NONPF, 2022)
- Graduate Program Learning Outcomes (PLOs)

Upon completion of this course, you will be able to:

COURSE LEARNING OUTCOMES

The following learning outcomes will be achieved by students in this course:

1. Apply evidence-based, advanced knowledge, skills and clinical decision-making in the management of complex health conditions among adults and older adults. ^(PLO 1.1)
2. Examine the CNS roles and spheres of impact that influence standards of practice for the care of adult and older adult patients with complex health conditions. ^(PLO 4.1)
3. Evaluate the impact of healthcare policies (e.g. ethical, legal/regulatory) and health systems on the provision of care to adults and older adult patients. ^(PLO 2.2)
4. Create a collaborative environment for interprofessional teams to ensure care coordination, transition management, a healthy work environment and shared goals of the organization. ^(PLO 3.2)
5. Design and evaluate evidence-based quality improvement initiatives by incorporating systems thinking to advance nursing practice and patient outcomes for adult and older adults. ^(PLOs 5.1, 5.2)

6. Analyze the impact of information and healthcare technologies on patient outcomes, clinical decision-making, and healthcare delivery. ^(PLOs 1.1, 1.2, 5.2)

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Mauk, K. (2023). *Gerontological Nursing: Competencies for Care, 5th Ed.* Burlington, MA: Jones & Bartlett Learning. ISBN: 9781284233360

RECOMMENDED TEXTS

Cash, J. & Glass, C. (2019). *Adult-Gerontology Practice Guidelines, 2nd Ed.* New York: Springer. ISBN: 9780826195180

Refer to articles in each module.

COURSE CREDIT HOUR INFORMATION ⊗ (online course only)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING ⊗

Assignment	Percentage
Discussion Boards/Case Study	15%
Pre Assessment	5%
Quizzes	15%
Mid-Term-Exam	15%
APA Papers	10%
Assignment-Communication Tool	5%
In-Class Presentations/Case Study	15%
Final Exam	20%

GRADING POLICIES ⊗

Grading Scale to be used for all exams and final course grades:

93-100%	=	A	
90 - 92%	=	A-	
87 - 89%	=	B+	
84 - 86%	=	B	
*81 - 83%	=	B-	Graduate Programs
78 - 80%	=	C+	
*75 - 77%	=	C	
73 - 74%	=	C-	
71 - 72%	=	D+	
68 - 70%	=	D	
Below 68%	=	F	

In order to receive a passing grade in a GNSG course, the student must achieve a cumulative average of 81% on exams and quizzes.

- Students who achieve less than 81% in a GNSG course must repeat the course in order to progress in the program.
- Students who receive less than an 81% average on GNSG tests and quizzes will receive a course grade of no higher than "C+", regardless of total points accrued through written projects and other course assignments.
- Grades/points will not be rounded. For example, 80.5% does not round to 81% resulting in a grade of C+ instead of a B-, according to the grading scale below.
- All assigned coursework must be completed to receive a final course grade and progress in the program.
- In order to progress in the program, students must earn a passing grade of "B-" or above in each theory course in addition to "Credit" in the concurrent clinical course. A grade of less than "B-" in a theory course and/or "No Credit" in the concurrent clinical course will necessitate the repetition of both courses.
- Students must receive a minimum score of 81% on all signature assignments. Remedial work and subsequent grading and any grade change in Canvas will be at the instructor's discretion.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this *GNSG 6054 Adult Gerontology Nursing CNS Role Acquisition III*, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include nursing research, evidence-based practice, and management of complex health conditions]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of

discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing research and evidence-based practice, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this *GNSG 6054 Adult Gerontology Nursing CNS Role Acquisition III* we will cover a variety of topics, some of which you may find triggering. These topics include nursing research, evidence-based practice, and management of complex health conditions. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing research and evidence-based practice, and we will support you throughout your learning in this course.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit, four days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after 2359 on Sunday night of the last week of class. Incompletes will only be assigned in extremely unusual circumstances.

PLNU SPIRITUAL CARE

Liberty Station Campus

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus, we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week. If you have questions, desire to meet with Rev Ryland, or prayer requests you can contact him directly at gradchaplainlibertystation@pointloma.edu.

STATE AUTHORIZATION (for fully online courses only) ☼

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY ☼

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY ☼

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU ACADEMIC ACCOMMODATIONS POLICY ☼

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a

student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free.

Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

SYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

SCHOOL OF NURSING

PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one’s own actions
6. Being prepared and punctual

ADDITIONAL GUIDELINES

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Graduate Associate Dean and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

ASSIGNMENTS AT-A-GLANCE

The course summary below lists the assignments and their due dates.

COURSE Content Outline (Topic Outline)

Initiation of Learning Module: **Mondays**

Discussions: Initial posting due **Wednesdays by 11:59PM** and response posting due **Sundays by 11:59PM**

Assignments: due **Sundays by 11:59PM**

Quizzes: due **Sundays by 11:59PM**

WEEK	Format	Content/Readings	Assignments	Learning outcomes
Week 1 8/28	Async	-Course overview --Review syllabus -Youtube Video on Ageism: https://www.youtube.com/watch?v=Wfjzk06_DEI -Reading: Mauk: pages 9-23	Discussion- wk1: Aging in America Case Study Assignment: Assessment Needs	
Week 2 9/4 Face to Face on 9/9	Face to Face	PowerPoint Slides -Readings: Mauk: Chapter 2 pg 27-41: aging population	Case Study: Changes of Normal Aging Pre-Assessment (in class bring computers)	<ol style="list-style-type: none"> 1. Assess the demographics of the aging population 2. Identify the changes of normal aging

<p>Week 3 9/11</p>	<p>Async</p>	<p>- Mauk: Chapter 324-328, 396-400, Mauk: Chapter 6 pg 229-261): psychological/comp assessment</p> <p>-Article reading; "Cardiovascular Risks Associated with Gender and Aging"</p>	<p>Case Study: Assessment</p> <p>Discussion- cardiovascular risk factors with an emphasis on older women</p> <p>Quiz</p>	<ol style="list-style-type: none"> 1. Discuss the physiological and psychological issues of aging including osteoarthritis, Rheumatoid Arthritis, and Osteoporosis. 2. Review cardiovascular risk factors for the older woman.
<p>Week 4 9/18</p>	<p>Async</p>	<p>- Readings: -chapter 3: Theories of aging</p>	<p>Discussion: Theory Comparison</p> <p>Assignment-APA Paper on Nursing Theory</p>	<ol style="list-style-type: none"> 1. Apply theories that promote quality of life for aging adults and caregivers.
<p>Week 5 9/25</p> <p>Face to Face on 9/30</p>	<p>Face to Face</p>	<p>-Mauk: chapter 22 pg 815-830 reading: ethical issues Mauk: Chapter 8: elder abuse/neglect pg 318-319</p> <p>-Article reading selected pages, "A grounded theory study of the grief process in women who experienced perinatal loss prior to 1980"</p>	<p>Pre Quiz</p> <p>In-Class Case study: Perinatal Loss</p> <p>In-Class Case study: Elder Abuse</p>	<ol style="list-style-type: none"> 2. Apply ethical principles that promote quality of life for aging adults and caregivers 3. Discuss grief process for women who have had perinatal loss prior to 1980 and currently.

<p>Week 6 10/2</p>	<p>Online</p>	<p>-Mauk: Chapter readings (9,10 pg 443) -Mauk: Chapter reading on polypharmacy (11) -Article reading "Fact or Fiction? The Role of Regulated Body-Identical Hormone Therapy for Menopausal Women" -Article reading "Combined Oral Contraceptive Use and Breast Cancer Risk: Select Considerations for Clinicians"</p>	<p>-Discussion: Women and Hormone Therapy</p> <p>Assignment: Polypharmacy</p>	<ol style="list-style-type: none"> 1. Apply evidence-based interventions in the care of the geriatric patients experiencing common geriatric syndromes including pharmacological and non-pharmacological interventions. 2. Discuss/review Hormone therapy in the pre/peri/postmenopausal woman.
<p>Week 7 10/9</p>	<p>Async</p>	<p>MAUK: Chapter 14 pg 549-575 Chapter 18 (pg 677-696) Chapter 10 pg 430-441</p>	<p>Discussion: Dementia</p> <p>Case Study: Pressure Injuries and wound management</p>	<ol style="list-style-type: none"> 1. Apply evidence-based interventions in the care of the geriatric patients experiencing common geriatric syndromes. 2. Select the CNS role and sphere of impact that influence standards of practice for the care of adult and older adult patients with complex health conditions
<p>Week 8 10/16 Face to Face on 10/21</p>	<p>Face to Face on 10/21</p>	<p>Mauk: Chapter 26 pg 940-952): Care transitions, system models, and health policy in aging</p>	<p>Support Group Teaching Project</p> <p>Discussion: Continuum of Care</p>	<ol style="list-style-type: none"> 1. Coordinate with interprofessional healthcare team to establish the utilization of community resources and programs for the geriatric population.

		-Article readings; “Nursing Care of Women Veterans of the Iraq and Afghanistan Wars” “The Risks, Invisibility, and Health Issues Facing Women Veterans Who Are Homeless”		<ol style="list-style-type: none"> 2. Discuss unique (veteran) women’s health concerns and resources to improve their outcomes. 3. Develop a teaching plan for patients who seek out community resources. 4. Analyze and provide a plan of care regarding transitional care models and programs for the older adult.
Week 9 10/23	Async	-Mauk: Chapter 8 pg 301-316	<p>Group Assignment: Levels of Prevention</p> <p>DISCUSSION: Health Promotion</p>	<ol style="list-style-type: none"> 1. Identify common risk factors in the elderly population 2. Develop a plan of care for the geriatric and women’s health population that includes the levels of prevention (Vaccinations, health screenings, smoking cessation, fall prevention, etc.) 3. Identify and incorporate assessment within the Wellness and Disease Prevention sphere of care
Week 10 10/30 Face to Face on 11/4	Face to Face on 11/4	<p>-Mauk: pages 219-221</p> <p>-Article reading: “Use of Artificial Intelligence to Improve Women’s Health and Enhance Nursing Care”</p>	<p>Quiz</p> <p>Emerging Technology Presentation</p> <p>Present group assignment (levels of prevention) from week 9</p>	Utilize health information technology to provide care for the geriatric population.

Week 11 11/6	Async	- Readings: Mauk: Chapter 5: 190-223 Teaching and communication with older adults and their families	Discussion: Communication Assignment: Patient Family communication	Design a communication tool to provide care for the geriatric population and family.
Week 12 11/13	Async	-Mauk: chapter 7: promoting healthy aging, independence, and quality of life Chapter 23 pages 835-865 -Reading: Healthy people 2030 -Mauk: Chapter 26 pg 952-972): Care transitions, system models, and health policy in aging	- Discussion: Alternative Therapy Assignment APA paper: Healthy people 2030 research initiative	<ol style="list-style-type: none"> 1. Critically evaluate the research evidence examining healthy aging and quality of life for older adults and caregivers. 2. Incorporate alternative health modalities and pain management in the plan of care for older adults and women. 3. Investigate health policy initiatives that assist in promoting healthy aging and quality of life for older adults and caregivers.
Week 13 Thanksgiving 11/20	No Class	Thanksgiving reflection		
Week14 11/27	Async	Chapter 25 reading: end of life 891-932) -Chapter reading: elder abuse (22) -Article reading: "Women's Experiences of a Close Brush With Death and Posttraumatic Growth"	Discussion: Ethical Issues Assignment: Case Study on Women's health	<ol style="list-style-type: none"> 1. Discuss the ethical issues related to aging, advanced directives, decision-making, and end-of-life care. 2. Discuss posttraumatic growth after adversity and nursing implications.

Week15 12/4	Face to Face on 12/9		Discussion: Overview Final: 150 questions	
Week 16 12/11	Async	Wrap up	Discussion-Wk16 : Summary Assignment: Reflection End-of-course Evaluation	
