

University of Delaware
College of Health and Nursing Sciences

NURS 411- Adult Health and Development
“Life Begins at 40: The Legal, Ethical, and Societal Issues of Older Adults”
Note: there is also a graduate section of this course, NURS 667

Faculty: Susan J. Loeb, PhD, RN
Assistant Professor of Nursing
367 McDowell Hall
University of Delaware- Department of Nursing
Newark, DE, 19716
Office telephone - (302) 831-8673
FAX - (302) 831-2382
Email - SLOEB@UDEL.EDU

Course Description:

This is a 3-credit web-enhanced nursing elective course on health-related issues of older adults. Major content areas will include healthcare in a changing system, political, legal and ethical issues, as well as coping with loss/end of life issues. In this course students will be exposed to leaders in the healthcare of older adults through readings, assignments, and attendance at events such as a conference, workshop, and/or fieldtrip.

Semester: Spring, 2004
Prerequisites: Junior Year Courses
Credit hours: Three (3)

COURSE OBJECTIVES

- Outcome 1: Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.**
Objective 1: Apply knowledge from the biological, social, behavioral, and nursing sciences in the care of older adults.
- Outcome 2: Apply critical thinking processes to practice of professional nursing.**
Objective 2: Use critical thinking to analyze legal, ethical, and societal issues of aging.
- Outcome 3: Provide safe, competent, and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.**
Objective 3: Discuss restoration and maintenance of optimal health of the older adult related to relevant issues of the current healthcare system.

Outcome 4: Integrate health education into the care of individuals, families and communities.

Objective 4: Analyze factors that influence learning in older adults

Outcome 5: Demonstrate cultural competence in provision of care to diverse populations.

Objective 5: Identify the cultural beliefs, practices, and life experiences of different ethnic groups and how they affect care of the older adult.

Outcome 6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.

Objective 6: Apply legal, ethical, and moral principles in the analysis of complex issues related to care of older adults.

Outcome 7: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

Objective 7: Discuss issues related to professional role behaviors during the care of older adults.

Outcome 8: Use verbal and written communication and technology effectively within the health care environments.

Objective 8: Use effective verbal and written communication and technological skills in planning for the care of the older adult.

Outcome 9: Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.

Objective 9: Discuss financing for health care delivery in the care of older adults

Outcome 10: Collaborate with health care professionals and consumers to ensure effective and efficient care.

Objective 10: Examine the interdisciplinary roles of the health team members involved in providing care for older adults

Outcome 11: Be a critical consumer of research to improve nursing practice and health care delivery.

Objective 11: Analyze research findings that affect health care delivery and nursing practice with older adult clients.

Methods of Instruction:

1. Lecture
2. Discussions/debates of controversial issues in aging will be conducted in class
3. Varied class activities
4. Assigned readings
5. Film analyses
6. Attendance at a conference, workshop, or fieldtrip (student selected/faculty approved)
7. Games

Course/Department Policies:

1. Students having any questions about grades must raise questions within 2 weeks of receiving the grade. No assignment will be re-evaluated or grade changed after the 2-week period.
2. Students are expected to: log on to webCT on a weekly basis to: view class announcements and go to any appropriate web links noted on the course syllabus, attend and actively participate in class, and submit all assignments according to schedule. Prompt attendance for each class session is a course expectation. (This constitutes a portion of your grade.) Material covered during a student absence is the responsibility of the student.
3. Attendance at a one day gerontological/geriatric conference, workshop, or fieldtrip that has been pre-approved by Dr. Loeb is required. Please plan ahead to make arrangements for your experience. Students must have a plan for meeting conference/workshop/fieldtrip requirement pre-approved by Dr. Loeb no later than February 24th 2004.
4. Grading Scale:
 - A = 93.34 - 100
 - A⁻ = 90.00 - 93.33
 - B⁺ = 86.67 – 89.99
 - B = 83.34 – 86.66
 - B⁻ = 80.00 - 83.33
 - C⁺ = 76.67 – 79.99
 - C = 73.34 – 76.66
 - C⁻ = 70.00 – 73.33
 - D⁺ = 66.67 – 69.99
 - D = 63.34 – 66.66
 - D⁻ = 60.00 – 63.33
 - F < 60.00

Textbook:

Ebersole, P., & Hess, P. (2001). *Geriatric Nursing and Healthy Aging*. St. Louis: Mosby

Other Materials:

Note # 1: If you are not familiar with APA format, use the following as a guide in preparing your papers:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, D. C.: Author.

Visit APA website for the latest format question including citation of electronic references. The site includes sections titled "Ask the Expert" and "Tip of the Week."

Evaluation Methods Nursing 411:**% of course grade**

1. International/Cultural Perspective (see guidelines)	20 %
3. Community resources for chronic health conditions (see guidelines)	20 %
3. Conference/workshop/fieldtrip reflective summary (see guidelines)	20 %
4. Media presentation of elderly assignment (see guidelines)	3%
4. Class participation	12%
5. Examination	25 %

Academic Integrity:

"Students at the University of Delaware are expected to be honest and forthright in their academic endeavors. It is the official policy of the University of Delaware that all acts or attempted acts of alleged academic dishonesty be reported to the Office of Judicial Affairs for disposition within the University Undergraduate Student Judicial System." (<http://www.udel.edu/judicialaffairs/ai.html>)

Other Relevant Data

The topics in this course are not covered in the other required courses of the curriculum. The major goal for the students is to increase their interest, excitement, and enthusiasm for geriatric nursing. Students who take this course and N420 practicum course will earn a certificate in the Care of Older Adults.

A Special Bonus

Students who are enrolled in Nursing 411-010 will receive a free student membership (1 year) in the National Gerontological Nursing Association. With this membership, students will receive a 1 year subscription to *Geriatric Nursing*. The development and implementation of this course, as well as the NGNA membership is funded by a grant from the John A. Hartford Foundation. **PLEASE BRING A PHOTOCOPY OF YOUR STUDENT ID TO THE FIRST DAY OF CLASS (must be submitted with application). Thank you!**

I look forward to leading your exploration of the issues that impact older adults ...Susan J. Loeb

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COURSE SCHEDULE – SPRING, 2004

Week	Topic	Readings/Activities
<p style="text-align: center;">1 2/10/04</p>	<p>Introduction to the course & assignments</p> <p>Healthcare in the changing system/ Attitudes about aging</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess CHP 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Aged Inventory • Facts on Aging Quiz • Play families into aging game <p><u>Note Professional Organization web resources on webCT</u></p> <ul style="list-style-type: none"> • Gerontological Society of America • American Geriatrics Society • National Gerontological Nursing Association <p><u>Distribute controversial issues for next week</u></p>
<p style="text-align: center;">2 2/17/04</p>	<p>Political, legal, ethical issues</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess pp. 135-137; 171-174; & 499-500 • Controversial issue distributed last week <p><u>Activities</u></p> <ul style="list-style-type: none"> • Debate/discuss controversial issues • Discuss cultural assignment <p><u>Note web resources on webCT</u></p> <ul style="list-style-type: none"> • Grey Panthers • Facts about Law & Elderly
<p style="text-align: center;">3 2/24/03</p>	<p>Healthcare of older adults: An international perspective</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess CHP 4 • <u>Read New York Times article (link on webCT)</u> • French heat wave & elderly (<u>link on webCT</u>) <p><u>Note:</u></p> <ul style="list-style-type: none"> • <i>International/Cultural perspectives assignment</i> (see guidelines; due next week) <p>Note: Conference, workshop, or fieldtrip must be pre-approved</p>

4 3/2/04-	Healthcare of older adults: An international perspective	<p>Student presentations</p> <ul style="list-style-type: none"> • Customs of selected culture or country <p>Submit: <i>International/Cultural perspectives written assignment</i></p>
5 3/9/04	Small group and team communication	<p><u>Activities:</u></p> <ul style="list-style-type: none"> • View <i>12 Angry Men</i> film • Answer questions regarding film • Discuss small group communication <p>Note web resources on webCT</p> <ul style="list-style-type: none"> • Read: <i>Small Group Communication</i> (will be quite necessary for film activity)
6 3/16/04	Interdisciplinary collaboration for elder care	<p><u>Activities:</u></p> <ul style="list-style-type: none"> • Discuss stages of forming groups <p>Note web resources on webCT</p> <ul style="list-style-type: none"> • Visit link R/T interdisciplinary geriatric team – read article
3/23/04	SPRING BREAK!!!	
7 3/30/04	Coping with loss/end of life issues	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess: CHP 26 <p><u>Read USA Today article via webCT link</u></p> <ul style="list-style-type: none"> • Suicide in older adults • Debate distributed <p><u>Distribute:</u> Loeb et al.(2003) article</p>
8 4/6/04	Community resources/chronic healthcare needs	<p><u>Group Presentations:</u> <i>Community Resources for Chronic Health Conditions</i> assignment (see guidelines)</p> <p><u>Distribute:</u> Debate for 4/20</p>
9 4/13/04	No class	
10 4/20/04	Research on Older Adults with Multiple Chronic Health Conditions	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess: CHP 16 • Loeb, et al. (2003) <p><u>Distribute Debates for next week</u></p>
11 4/27/04	<p>Caregiving</p> <p>Mistreatment of older adults</p> <p>Older adults as caregivers</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess: CHP 23, pp. 482-498 <p>Discuss/Debates issues</p>

<p>12 5/4/04</p>	<p>Journal discussion</p> <p>Media presentation of elderly</p>	<ul style="list-style-type: none"> • Read designated issue of <i>Geriatric Nursing</i> & be prepared to discuss <p><u>Discuss & circulate:</u></p> <p>Examples of both positive (3) and negative (3) depictions of older adults in the print media and be prepared to discuss (3) examples of either positive or negative from TV or the movies</p>
<p>13 5/11/04</p>	<p>Financing healthcare</p> <p>Looking to the future</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Ebersole & Hess: CHP 24 <p><u>Activity:</u></p> <ul style="list-style-type: none"> • <i>How will I be when I'm 83?</i> <p><u>Submit:</u></p> <p><i>Conference/Workshop/Field trip</i> <i>Reflective Summary</i> due by today at the latest</p>
<p>14 5/18/04</p>	<p>Evaluations and Exam</p>	<ul style="list-style-type: none"> • Take exam individually and with group <p>Complete course and faculty evaluation. MUST USE #2 PENCIL</p>

**Nursing 411 - Older
Adult
Course Assignments**

Class Participation – 12%

(Students are expected to attend all classes)

1. Each week of class students may earn one point toward their overall grade (total of 12 weeks of class, since we will have one week off due to conference/workshop/fieldtrip that you must independently attend and we have an examination the last week of class).
 - a. Remember that you can't participate at all if you are not there.
 - b. Activities will be done in class that also constitute part of the participation grade.

International/Cultural Perspectives - 20%

(Due Tuesday March 2, 2004 at the start of class)

1. Choose a specific country or culture.
2. Examine and discuss the customs in relation to aging and health (explore the literature; including, but not limited to the web).
3. Interview an older adult from a chosen country or culture regarding their customs and caregiving practices. (Be sure to inquire about such things as: when is an individual considered to be old; the status and treatment of older adults; beliefs about health and illness; health-care practices; typical dietary practices of their culture; any folk remedies or complementary medicine used; health promotion activities; caregiving practices, family care versus institutional care for older adults; and any changes noted across the generations)
4. Submit a 3 page typed summary of your findings: in the literature; during your interview; then compare and contrast literature findings with your interview. A reference list should be included using APA 5th edition.
5. Give a brief (5-7 minute) presentation of your findings

Community Resources for Chronic Health Conditions 20%

(Due Tuesday April 6, 2004 at the start of class)

1. Choose a specific chronic condition common in the older adult population (check with Dr. Loeb if unsure).
2. Explore and visit community resources relevant to that condition (can include a few web resources, but do not use exclusively or too heavily). **Must be done prior to the interview.**
3. Interview a client with that particular chronic condition being certain to share the resources that your group has found prior to concluding the interview.
4. Submit a 2-3 page typed summary of your findings, being sure to include the availability and quality of resources (with examples), client's experience and success in managing the specific condition, and their knowledge of available resources.
5. Present your findings in class in a 15 minute presentation

Conference/Workshop/Field trip Reflective Summary – 20 %

(Must have event approved by 2/24/04 and assignment must be submitted to Dr. Loeb within 10 days of attendance at conference/workshop/fieldtrip with 5/11 is the last possible date to submit your assignment)

Arrange attendance at a conference, workshop, or field trip that will broaden your understanding of older adults and their health.

The reflective summary should include:

1. Four behavioral objectives that you wish to gain from the experience. (Should be developed prior to experience and be structured using action verbs – refer to handout from class)
2. A copy of the conference/workshop program indicating specific sessions attended **or** a brochure of the agency visited during your fieldtrip with support for your choice.
3. A *brief* summary of the information discussed for each session of the conference/workshop attended (be sure to include title, presenter, and date/time) **or** a summary of the sites, departments, or agencies visited and discussions held with employees of host site
4. New information learned as a result of attending the conference/workshop/fieldtrip, as well as any concerns and/or questions that have arisen as a result of your experience.
5. Finally, include the degree to which your personal objectives were met and how the conference/workshop/fieldtrip will inform/impact your care of older adults.

Media Presentations of Older adults (3%)

(May 4, 2004)

Each student must bring to class:

1. 3 examples (cut out so that we can circulate) of positive portrayals of older adults from the print media
2. 3 examples (cut out so that we can circulate) of negative portrayals of older adults from the print media
3. and be prepared to discuss in some detail 3 examples (either positive or negative) of older adult portrayals on TV or in the movies.

Examination (25%)

(May/18/04)

Focus areas for the exam will be shared at least 1 week ahead of time

Exam will be held during regularly scheduled class time - Tuesday May, 18th, 2004.

1. Students will first take the examination independently, bubble sheets will be collected, but students will keep their test booklet, in which they should have also indicated their answer for referral during the group exam.
2. Students will then retake the exam with a randomly assigned group (so that discussion of the items and further learning can occur). Each student will fill in a second bubble sheet during the group exam and may either choose to stick with their original answer or choose a new one in response to dialogue within their particular group.
3. Grades for the individual and group exam will be averaged to constitute grade.