

Otterbein College
Department of Nursing
Bachelor of Science in Nursing
Winter 2005

Course: N499-OL International Perspectives on Issues of Aging and Views of Aging Through Literature and Art
Winter Quarter 2005

Faculty: Eda Mikolaj, Ph.D., R.N., CNAA, CNS Suzanne Stanek, M.S., R.N., FNP
Professor and Director of Graduate Studies Gerontological Nurse, A.N.C.C.
Science Hall, Rm. 207 Instructor
emikolaj@otterbein.edu Science Hall, Rm 252E
614-823-1894 sstanek@otterbein.edu

Module I 614-823-1353
Module II - Literature

Judy M. Strayer, Ph.D., R.N., CNS
Professor and Chair, Dept. of Nursing
Science Hall, Rm 211
jstrayer@otterbein.edu
614-823-1614
Module II – Art

Credit: 2 credit hours

Prerequisite: Lower division nursing courses

Course Description:

The aging process will be examined from social, psychological and physiological perspectives. Students will examine the impact of aging on the daily lives of older adults and their families from an international perspective. Selected issues encountered in their daily lives will be addressed, such as quality of care, quality of life and end of life. Students will also explore views of aging depicted by various authors and artists and how the works of the authors and artists are influenced by their personal aging.

I. Purpose: Students will examine legal, ethical and cultural influences surrounding older adult end of life care.

OBJECTIVE	CONTENT	INSTRUCTIONAL ACTIVITIES	EVALUATION
<p>A. Examine trends related to illness, death and dying in the United States.</p> <p>1. Identify barriers to quality of care at the end of life.</p> <p>2. Describe philosophy and goals of</p>	<p>A. Death & dying in America.</p> <ol style="list-style-type: none"> 1. Trends since early 1900s. 2. Aging population. 3. Site of death. 4. Disease/dying trajectories. 5. Disparity in the way people die and ways they want to die. <p>B. Barriers to quality care at the end of life.</p> <ol style="list-style-type: none"> 1. Lack of training of professionals. 2. Delayed access to services. <p>C. Distinctions between hospice and palliative care.</p> <ol style="list-style-type: none"> 1. Definitions of hospice and palliative care. 2. Philosophy and goals of hospice and palliative care. 	<p>See Mini Lecture 1.</p> <p>Do the reading assignments indicated in mini-lecture 1.</p> <p>Access website for EPEC handbook and review elements and models of end of life care.</p> <p>Web-based discussion: Read the discussion assignment on trends related to illness, death and dying. Post your response on Discussion Board.</p>	<p>Web-based discussion should demonstrate the integration of readings and information from the websites as you identify a trend that you think is important and provide your viewpoint and rationale for your response. (See criteria for grading web-based discussion under assignments).</p>

of life care.			
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II. Purpose: Students will examine the physical, psychological, social and spiritual dimensions of quality of life at the end of life.

OBJECTIVE	CONTENT	INSTRUCTIONAL ACTIVITIES	EVALUATION
<p>A. Examine multiple dimensions of quality of life at the end of life.</p> <ol style="list-style-type: none"> 1. Explore concepts of suffering, healing, life closure, peaceful death and personal growth at the end of life. 2. Discuss the roles and experiences of nurses caring for patients who are dying. 3. Discuss the cultural influences on quality of life at the end of life. 	<p>A. Quality of life (QOL) dimensions.</p> <ol style="list-style-type: none"> 1. Physical, psychological, social & spiritual, dimensions. 2. Depth of suffering. 3. Opportunities for personal growth. 4. Achieving a peaceful death. 5. Nursing role & competencies regarding end of life care. 6. Cultural aspects of illness & death. 	<p>See Mini-Lecture 4 & 5.</p> <p>Do the reading assignments indicated in mini-lecture 4&5.</p> <p>Access all websites included in mini-lecture 4&5.</p> <p>Web-based discussion: Read the Case Study on Susan and answer the two questions following the case. Post your answers on Discussion Board.</p> <p>Write a paper on a selected end of life care issue.</p>	<p>Web-based discussion should demonstrate the integration of readings and information from the websites as you answer the two questions following the case study about Susan. (See criteria for grading web-based discussion under assignments).</p> <p>See grading criteria for the paper under assignments.</p>

Module II
International Perspectives on Views of Aging Through Literature and Art

Purpose: Students will explore views of aging depicted by various authors and artists, and how the works of the artists are influenced by their personal aging.

Objectives	Content Area	Instructional Activities	Evaluation
<p>I. The student will explore the meaning of symbolism used in Elder Tales and selected readings</p> <p>II. The student will apply Jung's and Erickson's developmental tasks of aging to selected Elder Tales.</p>	<p>Developmental tasks of aging as reflected in literature.</p>	<p><u>Read</u> the following Elder Tales form various countries around the world:</p> <p>Burma: "The Old Alchemist"</p> <p>Japan: "The Old Man Who Lost His Wen"</p> <p>Italy: "The Shining Fish"</p> <p><u>View the CD:</u> Symbolism in Fairy Tales and Developmental Tasks of Youth and Old Age.</p>	<p>Discussion Board</p>
<p>III. The student will use selected literature to discuss the variables that determine how well we age.</p> <p>A. Environment B. Self C. Social support</p>	<p>Variables that influence successful aging.</p>	<p>Read the following short stories and poem that depict a person's struggle with aging.</p> <p>A. <u>Environment</u> "Gunnar's Sword" by Carol Bly</p> <p>B. <u>Self</u> "Warning" by Jenny Joseph "Fenestad's Mother" by Charles</p>	<p>Discussion Board</p>

		Baxter C. <u>Social Support</u> “Good House- keeping” by Bailey White	
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IV. The student will experience the images of aging through the history of art.	IV. Images of Aging A. Themes	View C.D. “Images of Aging as Artists Journey toward Maturity” Use of web-based discussion	Refer to assignment sheet for discussion board questions.
V. The student will explore how chronic diseases influenced artist’s lives and the art they produced.	V. Artists and the Influence of their chronic diseases upon their lives and the art they produced. A. General Aging Process B. Effect of Disease States on Artists Lives and Work	Explore websites related to arts in aging. Reading assignments (see assignments) Visit an art museum for several hours studying how aging is reflected in works of art.	Refer to assignment sheet for discussion board questions.
VI. The student will recognize the importance of adaptability and flexibility to the aging artist.	VI. Importance of Adaptability and Flexibility to the aging artists. A. Use of adaptive Measures B. Use of different Artistic means	Use of creative art activities to engage an elder in individual or group projects.	Refer to assignment sheet for discussion board questions.
VII. Students will explore healthy aging through inspiring artists.	VII. Healthy aging as seen through inspiring artists.	View C.D. “Images of Aging as Artists Journal Toward Maturity”	Refer to assignment sheet for discussion board questions.

Evaluation Methods:

A minimum of 73% is required for all coursework

Module I:

- Mini-Lecture I Discussion Board (Total = 5 points)
- Mini-Lecture 2&3 Discussion Board (Total = 10 points)
- Mini-Lecture 4&5 Discussion Board (Total = 10 points)
- Paper on a selected end of life care issue (Total = 25 points)

Module II:

- Literature – First Discussion Board (Total = 12 points)
- Second Discussion Board (Total = 13 points)

Art - First Discussion Board (Total = 12 points)
Second Discussion Board (Total = 13 points)

Grading Scale:

93-100%	= A	77-79%	= C+
90-92%	= A-	73-76%	= C
87-89%	= B+	70-72%	= C-
83-85%	= B	<70%	= D
80-82%	= B-		

Plagiarism, Cheating, and Dishonesty:

It is assumed that each student, unless otherwise indicates, completes all course work in an on-line course, independently. Failure of a student to work independently, as assigned, will result in a student failing the course.

Problems with plagiarism, cheating and dishonesty are not anticipated in this course. It is assumed that students have read and understand the statement on Plagiarism, Cheating, and Dishonesty that is found in the Otterbein College Campus Life Handbook, <http://www.otterbein.edu/studentlife/policies/CLH.asp> under Judicial Policies, Regulations and Standards section. Any infraction of these guidelines will result in a student failing the course.

Bibliography

This is a compilation of pertinent books and articles that should be helpful to you as you proceed through the modules. If you find any books or articles concerning the modular topics that you would like to have added to this list, please feel free to share this information with your peers and your instructors. Thank you.

Module I Issues of Aging Reference List

Emanuel, L.L., von Gunten, C.F., & Ferris, F.D. *The education for physicians on end-of-life care*. (EPEC) curriculum, 1999.

EPEC Project, The Robert Wood Johnson Foundation, 1999.

Hooyman, N.R., & Keyak, H.A. (2002). *Social gerontology: A multidisciplinary perspective* (5th ed.). Boston: Allyn & Bacon.

Potter, M.L. (2001). Loss, suffering, bereavement, and grief. In M.L. Matzo & D.W. Sherman (eds.) *Palliative care nursing: quality care to the end of life*, (pp. 275-321), New York: Springer Publishing Co.

Sherman, D.W. (2001). Spiritually and culturally competent palliative care. In M.L. Matzo & D.W. Sherman (eds.) *Palliative care nursing: Quality care to the end of life*, pp. 3-47), New York: Springer Publishing Co.

Student Writings

Module 1 Discussion for Mini-Lecture 4 & 5: Quality of Life at the End of Life