

SAM HOUSTON STATE UNIVERSITY  
College of Health Sciences  
School of Nursing  
NURS 3040 Management of Health Issues in the Older Adult

**Course Description**

This course focuses on nursing interventions used to promote, maintain, and restore health in older adult clients. It provides students with opportunities to expand knowledge of the normal aging process; to identify variables that contribute to deviations in health; to discuss how formal and informal resources, including evidence-based data, contribute to older adults' health status; and to examine the implications of working collaboratively with individuals, families and communities to meet the health care needs of older adults. (Class: 2 hours weekly Clinical/Lab: 6 hours weekly) Corequisites: [NURS 3540](#) and [NURS 3620](#).

**Prerequisite:** [NURS 3410](#), [NURS 3420](#), and [NURS 3430](#).

**Semester/Year:** Fall, 2017

**Course Coordinator & didactic teacher for Huntsville (Section 1):** Dr. Stiles, PhD, RN  
Course didactic teacher for TWC (section 5): Colonel Harmon

*Clinical teachers*

Dr. McCormick-Sections 6 (Mondays), 7 (Tuesdays), & 8 (Wednesdays)

Dr. Corcione -Section 4 (Wednesdays)

Dr. Stiles- Sections 2 (Mondays) & 3 (Tuesdays)

**Huntsville Campus**

**Class meeting times:** Thursday 3 pm – 4:50 pm

**Class meeting place:** Room 302

**Course Faculty:** Dr. Stiles, PhD, RN

**Office:** Huntsville, suite 230, Room 240A

**Office Hours:** By appointment or during posted hours outside office

**Email:** [axs072@shsu.edu](mailto:axs072@shsu.edu)

**Office Phone:** 936-294-2369

**Cell Phone:** 940-206-1542 (Text is preferred, commonly do not check email nights & weekends; I generally respond to routine email within 24 hours)

**Appointments:** Please email your preference for a time and date to meet either in person, by phone, or by computer Facetime or Skype. In the request, place the subject “office appt,” your full name and the course number. In the body of the email, tell me in one sentence, if possible, what you would like to discuss.

**TWC**

**Class meeting times:** Thursday 3 pm – 4:50 pm

**Class meeting place:** Room TBA

**Course Faculty:** Colonel Harmon

**Office:** TWC Rm 440A

**Office Hours:** By appointment or during posted hours outside office

**Email:** [rgh012@shsu.edu](mailto:rgh012@shsu.edu)

**Office Phone:** 936-202-5107

**Cell Phone:** 936-443-2313 (Text is preferred, commonly do not check email nights & weekends; I generally respond to routine email within 24 hours)

**Office Hours:** Scheduled or by appointment

**Course Credit: Total credits = 4.**

**Didactic: 2 SCH**

**Clinical: 2 SCH (6 HR/week; Total of 90 clock hours/semester)**

### Course Objectives:

Upon successful completion of NURS 3040, the student will:

1. Discuss the impact of the growing population of older adults upon nursing practice.
2. Identify normal changes in older adults due to the aging process.
3. Relate biological, psychological and cultural influences on health care needs of the older adult population.
4. Identify community resources available to older adults and their families.
5. Describe the impact of economic, legal and ethical issues on healthcare of older adults.
6. Use the nursing process and selected research findings as a framework for planning care that promotes, maintains and restores the health of older adults.
7. Use critical thinking skills to determine appropriate nursing interventions for selected physiologic and cognitive health alterations in older adults.
8. Act as a patient advocate for older adult.

### Instructional Strategies:

The method of instruction will vary at the instructor's discretion to best fit the learner's knowledge or skill requirement. The methods include some or all of the following: lecture, discussion, computer/internet activities, small group activities, student presentation, clinical experiences, case studies, in-class assignments, and simulation and or student demonstrations.

### Learning Activities:

Learning activities include: class discussions; case scenarios; computer assisted instruction; critical thinking exercises, clinical simulation experiences, and posted teaching videos.

**Evaluation Methods:** The course grade is weighted and grades are a simple average. Ask the course coordinator for assistance clarifying grade calculation.

### Calculation of grades

Exams	%	Assignments	%
5 quizzes	15	Clinical reflections	5
2 exams	20	Concept map	5
Final exam	20	ACE Project and paper	15
		Teach back video	5
		Shadow Health	10
		Swift River	5
<b>TOTAL</b>	<b>55</b>		<b>45</b>

**Clinical: Graded as Pass/Fail.** All assignments will be submitted in BB, Section 1 under the Heading of "Written Assignments." You will find each specific assignment within this folder. To pass you must submit all of the clinically-based assignments on time and earn a grade of 74.499 on each assignment.

If passing, all of these graded assignments will then be averaged into your final grade. The quizzes and exams account for 55% and the clinical assignments account for 45% of your final grade.

\*Students must earn a 74.5 **average** on all exams/tests/Final BEFORE written work is averaged into the final grade.

**\*IMPORTANT:** During lab activities, simulations, and tests/exams/quizzes, students are required to store their belongings in open bins and/or shelving; sometimes outside lab and or classroom. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

**Exams:** All exams will be administered in Examsoft. The final exam will be taken in the computer lab. However, the QUIZZES and EXAMS will be taken in the classroom on your own computer.

#### Department of Nursing Grading Scale:

	Percentage	
<b>A</b>	89.5-100	Passing
<b>B</b>	79.5-89.4	
<b>C</b>	74.5-79.4	
<b>D</b>	69.5-74.4	Not Passing
<b>F</b>	69.4 and below	

#### Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a "C".
- Didactic and clinical/laboratory components of nursing courses are taken concurrently.
- All clinical and classroom assignments must be completed in order to pass the course.
- **Quizzes, tests, final exam** make up the **weighted exam average**; exam average must be 74.5 (rounds to 75 per policy; 74.499 **DOES NOT**) to pass the course.
- Failure to meet the ~~for~~ exam average or failure to meet ~~in~~ the clinical portion of the class will necessitate repeating the entire course, including clinical and or lab.
- During each semester ~~with~~ that has clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook, Dosages and Calculations Competency Policy. Please see policy for further information about the test. For the J2 semester, the dosage and calculations exams are proctored and given in a classroom setting; any student who fails both attempts of the level exam must withdraw from NURS 3040, 3620 and NURS 3540.
- Each standardized test (ATI) counts as 5% (for Juniors) or 10% (for Seniors) of the entire final grade.

#### First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer those students who demonstrate, either in or out of class, a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

**Required Text(s):**

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Touhy, T., & Jett, K. (2016). *Ebersole & Hess' Toward Healthy Aging. (9th ed.)*. St. Louis, MO.: Mosby Elsevier

Shadow Health. (2017). Digital Clinical Experience (Version 5.0) [Software]. Available from <http://www.shadowhealth.com> or from the SHSU Bookstore

**For registration and purchase**

1. Registration instructions ~~directions~~:

<https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>

Enter Course PIN **August2017-4468-0108-3312-6665**

2. **Cost \$99 when purchased from website:** <http://www.shadowhealth.com> You may also purchase the software from the SHSU Bookstore. However, the cost may be higher.

**Login page:** <http://app.shadowhealth.com>

**Optional Text(s): None; students are encouraged to use all text books and resources in every course**

**Course Calendar**

**Fall, 2017**

All course content for didactic classes will be located in BlackBoard, sec 1.

All clinical content will be located in your lab section.

Dr. Stiles, Coordinator 936-294-2369

<b>Date</b>	<b>Topic</b>	<b>Reading Prep</b>	<b>Assignments Due</b>	<b>Clinical</b>
8/24	Syllabus, introduction Assignments Expectations Grading Why study the older adult?	Read syllabus THOROUGHLY TAKE syllabus quiz Read Ch 1 in textbook	<b>Quiz over syllabus</b> (on BB) <b>due Wednesday, 8/23 at 10 p.m.</b> (doesn't count on your grade, but is an entry ticket into class). You can take the quiz multiple times until you get 100.  <b>Submit signed Honor Code document located in the syllabus and submit to the classroom teacher upon entry to class!</b> Clinical Reflections due in BB each week 24 hr after clinical	No clinical this week Find someone to partner with for teaching project. Begin to think about what you want to teach. Teaching may occur at any of your clinical sites. Must get approval for date and topic. Your teaching. Video is due in BB 1 week following teaching. Use "Voice Thread" in BB to post your video.
8/31	Foundations of Healthy Aging: Theories of Aging	Ch 1-3. 40 pp	Orient yourself to Shadow Health (20 minutes). Useful Tips & Tricks: <a href="https://shadow.desk.com/customer-en/portal/articles/2077574-useful-tips-and-tricks">https://shadow.desk.com/customer-en/portal/articles/2077574-useful-tips-and-tricks</a>	<b>Senior center.</b> 8/28,8/29,8/30 8:30-12:30 Wear community uniform with hair up.

9/7	Cross- cultural aging; cognition and learning Communicating with the older adult	Ch 4-6. 34 pp	Quiz 1 Covers ch 1-6	Senior Center 9/4 (labor day make up w swift river), 9/5, 9/6 8:30-12:30
9/14	Health Assessment of the older adult Lab values and diagnostic tests Geropharmacology	Ch 7-9 40 pp	Quiz 2 Covers ch 7-9  Shadow Health Infection Module	Senior Center 9/11,9/12,9/13 8:30- 12:30
9/21	Herbs & supplements, Vision & hearing Skin	Ch 10-13. 55 pp	Concept map due 24 hrs after caring for patient  Drug pass module in ATI. Must get a score greater than 80. May repeat as many times as you like.	Skills Lab 9/18,9/19,9/20 8:00-12:00 Prior to coming to lab, review wound care, transfers, Medication safety, Rapid Head to Toe
9/28	Exam 1	Exam 1	Exam 1 Covers chapters 1-13	Tour memory care unit(s) Read textbook on Alzheimer's dementia
10/5	Nutrition Oral care Elimination Sleep	Ch 14-17. 52 pp	1. prep for needs assessment at clinical site 2. complete needs assessment at SNU 3. ACE group proposal due to clinical and course faculty at 5 pm Friday, include what, where, who, when and why	10/2,10/3,10/4 Skilled nursing unit (SNU) 6:30-11:30 (complete a needs assessment for your ACE project)
10/12	Activity Falls Safety Chronic illness	Ch 18-21. 50 pp	Quiz 3 Covers Ch 18-21  Shadow Health: Mobility	10/9,10/10,10/11 Home Health Millie SIM 1 Prep for simulation 8:00-12:00. Read textbook on Home Health care in elderly.
10/19	Neurocognitive Disorders	Ch. 29 26 pp	Shadow Health: Cognition	10/16,10/17,10/18 Skilled nursing unit (SNU) 6:30-11:30
10/26	Pain Mental health	Ch 27-28. 42 pp	Quiz 4 over ch 22-28 Shadow Health: Pain	10/23,10/24,10/25 Skilled nursing unit (SNU) 6:30-11:30
11/2	Exam 2		Exam 2 Covers 14-21; 27-29	Acute care Millie SIM 2 Read text on UTIs in older adults: 10/30,10/31,11/1 8-12
11/9	Cardiovascular, Cerebrovascular Neurodegenerative Endocrine Respiratory Musculoskeletal	Ch 22-26. 56 pp	Last day to Q drop Nov. 10	11/6,11/7,11/8 Acute care Millie SIM 3 Read text on hospitalized older adults 8-12 ACE project to be completed

11/16	Economics of aging Legal, ethical issues Long-term care Intimacy & sexuality	Ch 30-33. 56 pp	Quiz 5 Covers 30-33	Skilled nursing unit (SNU) 6:30-11:30 11/13,11/14,11/15 Evaluate ACE project 1 week after completion of project
11/23	HAPPY THANKSGIVING 			No clinicals this week!
11/30	Relationships, roles & transition Loss & death Self-actualization and spirituality	Ch. 34-36 50 pp Guest speaker	Shadow Health End of Life module  . ACE project papers (group paper due in BB)	11/27,11/28,11/29  ATI gero patient of choice. Must obtain a score greater than 80. May re-do as many times as you like.
12/5 Tuesday	Meet in computer lab	Comprehensive FINAL		Grades due to registrar by 12/11 noon

\*\*\* Clinical teaching project VIDEO due in BB using Voice Thread 1 week after being presented

Clinical Hours required = 90

	Color Code	# clock hrs per week	# times going	
Senior Center		4	3	12
Sim		7	4	28
Shadow Health		2	5	10
Skilled nursing /Alzheimers Unit		5	4	20
Tour memory care		2	1	2
ACE Project		10	1	10
Concept map		3	1	3
ATI 2 modules		2.5	2	5
<b>Total</b>				<b>90</b>

Clinical Settings for Sections

Section	Teacher	Senior Center	Times	SNU	Times	Alzheimer's Unit (2 students/wk), observation	Times
2	Stiles	Coldspring	M 8:30-12:30	Creekside	6:30-11:30	Creekside	6:30-11:30
3	Stiles	Walker Co.	T 8:30-12:30	Creekside	6:30-11:30	Creekside	6:30-11:30
4	Corcione	Magnolia Friendship	W 8:30-12:30	Creekside	6:30-11:30	Creekside	6:30-11:30
6	McCormick	Friendship Magnolia	M 8:30-12:30	Virginia's Hospice	6:30-11:30	Virginia's Hospice	6:30-11:30
7	McCormick	Friendship Magnolia	T 8:30-12:30	Virginia's Hospice	6:30-11:30	Virginia's Hospice	6:30-11:30
8	McCormick	Coldspring	W 8:30-12:30	Virginia's Hospice	6:30-11:30	Virginia's Hospice	6:30-11:30

Type of Agency	Agencies	Address	Contact Person	Phone
<b>SNU</b>	<b>Creekside</b> An MRC Healthy Living Community	1433 Veterans Memorial Parkway Huntsville, TX 77340 <a href="http://www.mrccreekside.org">www.mrccreekside.org</a>	Krista Bailey, RN Director of Nursing	(936) 439-4700 Fax (936) 291-2472
<b>SNU</b>	<b>Virginia's Hospice</b>	14450 Longstreet Road, Suite B Willis, TX 77318	Shannon Mora	Ph 936-856-6888
<b>Alzheimer's Units</b>	<b>Creekside</b>	1433 Veterans Memorial Parkway Huntsville, TX 77340 <a href="http://www.mrccreekside.org">www.mrccreekside.org</a>	Krista Bailey, RN Director of Nursing	(936) 439-4700 Fax (936) 291-2472
	<b>Virginia's Hospice</b>	14450 Longstreet Road, Suite B Willis, TX 77318	Shannon Mora	Ph 936-856-6888
	<b>Pines At Oakhurst</b>	I-45 and Rayford/Sawdust	Still working on agreement	
<b>Senior Centers</b>	<b>Conroe</b>	1202 Candy Cane LN Conroe, TX	Nancy or Bernice	936-756-5828
	<b>Magnolia</b>	31356 Friendship DR Magnolia	Diana Trim	281-259-6655
	<b>Walker County</b>	340 F Highway 75 North Huntsville, TX	Frank Ivory, Dir.	936-295-6151
	<b>Coldspring</b>	60 Butler St, Coldspring, TX 77331		(936) 653-4175

### Written Assignment Instructions & Grading Rubrics/Evaluation Criteria

All written assignments are to follow APA (6<sup>th</sup> edition) unless otherwise specified by the COURSE COORDINATOR. Guidelines include format, references, citations, etc. Faculty members strongly recommend that students frequently refer to the rubric appropriate for the assignment as they are completing the assignment. All assignments will be typed and accepted only through the Blackboard Dropboxes. Rubrics are included in this syllabus but will also be in the Blackboard. All grading and comments will be completed in Blackboard, so be sure to check for the comments so you can learn and improve!

<b>Clinical reflections *</b>	<b>5</b>
<b>Concept map*</b>	<b>5</b>
<b>ACE paper &amp; project*</b>	<b>15</b>
<b>Teach back video*</b>	<b>5</b>
<b>Shadow Health *</b>	<b>15</b>
<b>Swift River</b>	<b>5</b>

### Clinical reflections

Self-reflection has been shown in research to promote personal growth by deepening a person's self-awareness and understanding of one's own emotions, thoughts, stereotypes, and assumptions.

Following **each week** of clinical experience, the student is to write a reflective journal entry in the BlackBoard journal within section 1. His/her clinical instructor will have access to it. It is due 24 hours following clinical. The criteria for satisfactory completion will be that the student accesses and records his or her personal feelings, assumptions, testing of assumptions, and Stereotypes.

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Content reflects self-awareness</b>	Points: 0 Not present or not submitted	Points: 1 Reflects some self-awareness, but nothing new from previous weeks,	Points: 2 Reflects new insights about self.
<b>Content reflects assumptions &amp; stereotypes</b>	Points: 0 Not present or not submitted	Points: 1 Reflects some assumptions and/or stereotypes, but nothing new from previous weeks	Points: 2 Reflect newly identified assumption or stereotype.
<b>Grammar, spelling</b>	Points: 0 More than 5 errors Reference not present	Points: 1 2-5 errors Reference is present but has format errors	Points: 2 0-1 type of error contains at least one reference in APA format

**Concept Map** During the weeks you are in the skilled nursing unit (SNU) you will be required to do one concept map on a patient of your choice. Use the template provided in this syllabus (you may modify the template if necessary) and submit an electronic copy into the section 1 Blackboard dropbox labeled Written Assignments/Concept Map. Failure to complete a satisfactory concept map will result in a zero for the assignment. If the concept map is done, but is not of sufficient quality, then you will be asked to complete successive concept maps until you have completed one of sufficient quality as judged by your clinical teacher.

Concept Map Expectations	Points Possible	Points Earned
<b>Relevant Assessment Data:</b> Differentiated between & included both objective & subjective Data (5).; Identified assessment data that relates to the nursing concept (5)	10	
<b>Appropriate Nursing Concept</b> Concept is nursing-oriented, not medical (like a disease). It's OK to have a disease after the "related to" (2). Concepts are related to one another appropriately (3) Appropriate nursing diagnosis stated appropriately as follows (5): <b>Problem</b> stated in nursing terms (Shortness of breath during walking) <i>r/t disease process</i> (COPD), aeb <b>Objective and/or subjective assessment data</b> (ie. increase in respiratory rate from 16 to 24, decreased talking, and increased coughing during walking).	10	
<b>Patient Goal and Outcomes</b> Stated goal in a positive manner (2) Selected a minimum of 1 specific, measureable, achievable, realistic, & timely (includes date for reevaluation): Within _____ (time expectations) patient will demonstrate _____outcomes (goal) (AEB) decrease or absence in symptoms of the problem related to the presumed cause as measured by _____ (8) Example: By the end of the shift (time), patient will walk 10 steps without shortness of breath (goal) AEB respiratory rate at 16-20, able to talk while walking, and no coughing during walking.	10	
<b>Nursing Interventions</b> All interventions related to nursing dx, goal, & outcome (10) Identified a minimum of 3 interventions with frequency when appropriate (10) All interventions are specific and individualized for the patient (10)	30	
<b>Rationales for Interventions</b> Identified a rationale for each intervention written in a scientific manner (medication rationale is the mechanism of action of the drug) (6); Referenced each rationale with author, page number (6)	12	
<b>Implementation of Interventions</b> Identified who performed each intervention (1)	2	
<b>Evaluation of Goal and Outcomes</b> Evaluated each outcome as met/not met/partially met with supporting data provided (4) Evaluated the overall goal as met/not met/partially met (1) Identified revision required if goal was not met or partially met (1)	6	
<b>Pathophysiology</b> Pathophysiology appropriate for medical diagnosis (5); Restated in own words (3) Citation with book and page number (3)	10	
<b>Medications</b> Medications specific to concept (1) Included generic name (1), dose (1), route (1), frequency (1), drug class (1), common AND life-threatening S/E (2), nursing implications (1), potential drug interactions in elderly (1)	10	
<b>Total:</b>	100	

### ACE Project & Paper\*

The ACE Project & Paper is worth 15% of your grade.

**Purpose:** A component of this course includes Community Engagement. You will not only learn knowledge and skills, but also actively use them to make a difference in the community of seniors to improve their quality of life. This experience will hopefully help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. Your group will identify, plan, implement and evaluate an ACE Project. Your group will conduct a needs assessment on the first day of your clinical experience in the skilled nursing unit (SNU). Please do a bit of research on what a needs assessment entails. Once you finish this, write up a very brief (1-page) summary of your assessment and planned project that will help meet that need. Submit this to your clinical instructor and your didactic course teacher (Col. Harmon or Dr. Stiles). After receiving approval, begin planning and implementing your project. After completing the project, you will need to evaluate it in some objective manner. You may confer with your clinical instructor if you like. Your project should make a difference and improve the quality of life in the community of seniors at you SNU.

### Rubric for ACE Project

	Novice	Competent	Proficient
<b>Introduction</b> 3 pts	Points: 0- 1 The introduction is either absent, or is completely missing the purpose and goals OR the purpose and goals are stated but are not congruent with the project.	Points: 2 Introduction is either too short or too long. The narrative is ambiguous and either poorly describes or lacks the overall purpose and goals of the project	Points: 3 Introduction is no more than ½ page and clearly introduces the project including the purpose and overall goal.
<b>Description of Setting</b> 5 pt	Points: 0- 1 The description of the setting is either missing or lacks clarity and completeness. There are major gaps in this section.	Points: 2-4 The setting is not described completely. Some of the points listed under proficient are lacking or missing entirely.	Points: 5 The setting of the project is clearly, but succinctly described in terms of size, number of patients and staff, age of facility, general appearance in terms of aesthetics, suitability for age group, and cleanliness.
<b>Needs Assessment</b> 10 pts	Points:0-5 Description of needs assessment is minimal and/	Points: 6-8 Description of needs assessment and thought process that occurred to determine what project to complete lacks depth and detail and/or is incomplete.	Points: 9-10 Description of needs assessment and thought process that occurred to determine what project to complete is thorough and detailed.
<b>Plan</b> 8 pts	Points 0-4 The connection between the needs assessment results and plan is unclear or absent. The thought process that occurred to determine what project to complete is missing or incomplete. Details are missing or mostly missing.	Points: 5-6 The connection between the needs assessment results and plan is adequate. The thought process the group used to determine their project is not logical or it is not explained clearly. Some of the details are missing.	Points: 7-8 The connection between the needs assessment results and plan is logical and easily seen. The thought process the group used to determine their project is logical and explained clearly. The details of the planning process are complete.

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Goal(s)</b> 9 pts	Points 0-4 Goals are either missing or unclear, vague, missing parts. Goals are either no feasible, measurable, or time-oriented. None of the outcomes are stated in measurable terms.	Points: 5-7 Either more than 3 goals, or no goals. Goals are either not feasible, measurable, or time-oriented. Not all of the outcomes are stated in measurable terms.	Points: 8-9 No more than 3 goals. Goals are feasible, measurable, and time-oriented. Each outcome are stated in measurable terms. (How are they going to be measured?)
<b>Description of the Activity</b> 10 pts	Points: 0-5 Very little or unclear description of the project. Included only 0 or 1 artifacts	Points: 6-8 Partial or vague description of the time and date of the activity and what your group did. Names of which students did which activities are absent or incomplete. Report includes at least 2 artifacts, such as photographs, sample advertisement, letter from the Center Director, etc. .	Points: 9-10 Description includes the time and date of the activity and what your group did. Names of which students did which activities are described. Report includes at least 3 artifacts, such as photographs, sample advertisement, letter from the Center Director, etc. .
<b>Actual performance of the activity</b> 30 pts	Points: 0-21	Points: 22-27	Points: 28-30
<b>Evaluation of Project</b> 10 pts	Points: <b>0-5</b> The evaluation of the process and/or the outcomes of the project are missing, not matched to the goals, or too vague to be meaningful.	Points: <b>6-8</b> The process and outcome of the evaluation are not complete, or are over-simplified- missing crucial criteria for excellence	Points: <b>9-10</b> Description of how project was evaluated, who evaluated it, and what were the results of the evaluation
<b>APA Formatting, Grammar &amp; spelling</b> 5pts	Points: <b>0-1</b> Has 5 or more errors in formatting, grammar or spelling.	Points: <b>2-3</b> Is missing either cover page or reference page. Has 2-4 errors in formatting, grammar or spelling.	Points: <b>4-5</b> Follows APA, grammar and spelling. formatting. Includes cover page and running head with Reference page. Makes 0- 1 error.
<b>Peer rating of student (See form to complete below)</b> 10 pts	Points: <b>0-7.4</b> Average rating from peers is below <b>7.5</b>	Points: <b>7.5- 8.9</b> Average rating from peers is <b>7.5- 8.9</b>	Points: <b>9-10</b> Average rating from peers is 9-10



## Teach-back Video

The Teach-back method of teaching/learning is an evidence-based practice that helps healthcare professional teach difficult medical concepts to patients who may be healthcare illiterate. Each of you will need to take the 45-minute online training prior to completing this assignment. Here is the training link:

<http://www.teachbacktraining.org/interactive-teach-back-learning-module>

Once you take the training, you will need to decide what to present to the seniors.

You will select one partner to present to the seniors. The presentation must show how the topic enhances the quality of life of the seniors at the site. Be sure your presentation takes into account the principles of geriatric nursing regarding vision, hearing and safety, as well as adult learning principles. After the presentation the student is required to post a voice thread video on BB for your peers to view and MAKE comments. Your teachers will view, make comments and grade the video.

**Due Date:** Exactly one week after you present by 5 pm.

The teaching topics will need to be approved by the clinical teacher during the first or second week of the course. The project will be implemented at the senior center or at the SNU. Each person in the group must teach and be video-taped by his or her partner. Be careful not to video the patient, only video the student.

### Rubric

	<b>NOVICE</b>	<b>COMPETENT</b>	<b>PROFICIENT</b>
Used a caring tone of voice	0-5	6-8	9- 10
Displayed comfortable body language and eye contact	0-5	6-8	9-10
Used plain language	0-5	6-8	9- 10
Asked patient to explain back, using their own words	0-5	6-8	9-10
Used non-shaming, open-ended questions	0-5	6-8	9- 10
Avoided asking yes/no questions	0-5	6-8	9-10
Emphasized responsibility to explain was clearly on the provider (student nurse)	0-5	6-8	9- 10
If patient does not demo correctly, explains again and re-checks	0-5	6-8	9-10
Uses reader-friendly print materials to support learning	0-5	6-8	9- 10
Documents the use of teach-back and patient response	0-5	6-8	9- 10
Total Score			

### ***Shadow Health Digital Clinical Experience (DCE)***

Shadow Health provides a clinical simulation in a safe, standardized environment that allows students to interact with older adults and provide them with both compassionate and age-appropriate care. You will examine digital patients throughout the course that are accessible online 24/7. Once you register, you will have lifetime access to the technology.

Our Digital Clinical Experiences are free of many of the constraints and interruptions you face in a hospital or clinical setting. This unique simulation experience allows you to conduct in-depth patient exams and interviews at your own pace. Because the exams are in-depth, these assignments will often take over an hour to complete, so it is important to plan enough time to complete your assignments each week.

#### **For registration and purchase**

1. Registration instructions  
<https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
2. Enter Course PIN - **August2017-4468-0108-3312-6665**

Login page: <http://app.shadowhealth.com>

#### **Technical requirements**

1. Review requirements: <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>
2. Tablets and mobile devices are not currently supported.

#### **Shadow Health Support:**

1. Contact Shadow Health with any questions or technical issues regarding Shadow Health **before** contacting your instructor.
2. Support is available at <http://support.shadowhealth.com>.
3. Digital Clinical Experience™ (DCE) Orientation - 20 minutes. Review Useful Tips & Tricks: <https://shadow.desk.com/customer/en/portal/articles/2077574-useful-tips-and-tricks>

#### **Assignments:**

With each of the virtual patient assignments, you will:

- practice taking a detailed health history and performing physical assessments
- describe the major physiological, psychological, emotional and sociological changes experienced by healthy older adults
- identify major health deviations and “geriatric syndromes” for which older adults may be at risk, including appropriate assessment strategies
- assess the living environment as it relates to functional, physical, cognitive, psychological, and social needs of older adults
- apply principles of medication management to the care of the geriatric patient
- practice geriatric-focused therapeutic communication and education
- analyze the needs of older adults for health care services and implications for health policy, financing, and service availability

### Grading

The DCE assignments will be worth 15 percent of your final grade. Each assignment will be graded using the DCE Score, which you will see when you submit your work.

### Goals

You will demonstrate the mastery of the skills you have learned and apply content knowledge prior to our hands-on practice sessions or lab in order to reinforce content knowledge and improve communication and physical assessment skills. You will complete the assignments after reviewing course content, reading the course textbook, and attending lecture or watching demonstrative videos.

**There is no Rubric for Shadow Health. You will receive the score that shows on Shadow Health. You must earn a minimum score 74.5 in order to pass the assignment. You may repeat the assignment as many times as you like to obtain your highest score possible.**

### Swift River Assignment

You should all have access to Swift River from last semester. Log onto swiftriveronline.com with your username and password. You will be taking two modules in Swift River during this course. The first one is the med pass module. You will need to complete the med pass and earn a score of at least 80 in order to pass. Later in the semester you will take care of a geriatric patient. These patients are in the medical-surgical part of Swift River. I will be providing you with all of the patient names and you can select whichever person you like. You must take care of this patient and you will receive a score. You can repeat the module as many times as you like, but you must receive a score of at least 80 to pass.

### Clinical Information

1. Clinical instructors will be responsible for the student's assigned unit(s).
2. Skills Lab & Simulation: Each student is required to prepare for the simulation ahead of time, and attend and participate in the skills/simulation lab per the class schedule. **Students are required to be in complete clinical uniform. This is mandatory clinical time.**
3. Clinical/lab evaluation will be completed at the mid-term and at the completion of **ALL** clinical requirements. The student is expected to bring their skills checklist to every clinical visit, including simulations and purposely seek out activities that help them gain practice in particular skills. They are to ask the clinical instructor to observe them and check them off. A final copy of the **Skills Checklist** must be handed in to the clinical faculty at the time of the final evaluation.
4. The patient/skill assignment will be determined by the clinical faculty on the day of the clinical experience unless otherwise indicated. The student will share the clinical objectives and expectations with the staff nurses as needed to maximize the clinical experience.
5. Dress code includes wearing complete uniform in accordance with school and agency policy for direct patient care. Refer to the **SHSU Student Nursing Handbook** for additional information. Students are required to wear SHSU name badge, SHSU student badge, and SHSU patch, with the uniform when in any clinical area. **For the senior center experiences, you will wear your community uniform with hair off of collar. For SNUs/Alzheimer's units, you will wear scrubs** and bring stethoscope, pen light, smart phone if you have one (to look up drugs and diagnoses). Hair must be off collar. Read Student Handbook for uniform policy!
6. No fingernail polish or artificial nails are allowed in any clinical setting.

All written work is **mandatory** and failure to submit any such work will result in a failure in the course. All written work is expected to be professionally presented, in APA format (6th Ed.) with correct spelling, punctuation and grammar. All written work must be completed satisfactorily

according to the instructor in order to pass the course. Students are required to save a copy of any assignments that are submitted. Students will need computer skills to complete assignments in the undergraduate nursing program. Skills needed include the use of Microsoft Word, as well as information retrieval systems.

***All written assignments (concept maps, journal entries, papers) are to be word-processed, unless the faculty instruct otherwise. All Word documents submitted to instructors MUST have the last name of the student in the file name, as well as an indicator of content***

### Guidelines for Clinical Practice

#### Medication Administration

1. Remember the 6 "Rights" of medication administration.
2. Medications will be given under the supervision of a registered nurse or clinical faculty only.
3. NEVER GIVE MEDICATION UNLESS AN INSTRUCTOR OR A LICENSED NURSE IS WITH YOU.
4. Students MAY NOT take verbal or phone orders from M.D.

#### Skills/Procedures

1. **Never** perform a skill or procedure that you are not familiar with before talking to the instructor.
2. Students are not to administer chemotherapeutic medications or treatments, or blood or blood components (including RhoGam). They may perform related assessments (vital signs, intake and output). No IV drugs are to be administered. No insulin is to be given without strict guidance and observation by instructor. The instructor has the right to not allow this skill.

Notify Clinical Instructor immediately of any problems or errors that occur during clinical day.

#### Clinical Site Requirements

Some facilities require students to furnish identification information, health information, criminal background checks, and drug screening. These requirements are imposed by the agencies. As guests of these facilities we are obligated to comply with their policies related to patient care areas. **It is each student's responsibility to obtain the required documentation prior to attending clinical.**

#### Clinical Evaluations

Students must maintain a record of their own accomplishments. Students should keep their clinical instructor informed of their progress on a regular basis. Students should complete the **Skills Checklist** and review it with their clinical instructor. The Skills Checklist will be reviewed at midterm and the completed check list should be turned in during the final evaluation.

**Papers and any associated assessment(s) are to be word processed and submitted electronically to the clinical instructor by the instructor-determined deadline. If it is seriously deficient, it may be failed or be returned for correction. If it remains seriously deficient, after the second reading by the instructor, it will be failed. Failure to complete care plans constitutes failure in the course.**

#### Grading Basis for Clinical

Students are expected to come to clinical activities appropriately prepared to work. Repeated instances of poor or absent preparation, inappropriate behaviors, unsatisfactory performance during the clinical day or in submitted paperwork, lack of improvement in critical thinking, or lack of active participation during post conference as defined in the clinical evaluation can lead to failure in clinical. Grossly unprofessional or unsafe behavior is grounds for failure as well.

**\*\*Failure to be consistent with the Texas Statutes Regulating the Practice of Professional Nursing will result in an automatic failure of the course.\*\***

## Course Policies/Expectations

**Classroom Conduct and Civility:** The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

**Cell Phones:** Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. Use of electronic devices during class or clinical are restricted to class- or clinical-related learning activities. Students found using electronic devices for other purposes (i.e.: checking email/Facebook, shopping, etc.) will be asked to leave the class or clinical setting.

**Faculty/Student Communication:** Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

**Group Assignments:** Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

**Late Work:** All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a "0". There may be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

**Recording lectures:** Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

### Absence Policy

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student’s learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.
- Six absence “occurrences” while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider’s note, etc.) to be submitted to the faculty member of each course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

### **Tardiness Policy**

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy. Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The student must complete Form 8: Student Absence/Tardy form for each tardy incident and submit it to course faculty with 24 hours of incident. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

**Examination Policies:** When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s). See [Absence from Scheduled Examinations Policy](#) in the SON Student Handbook for guidelines regarding absence from exams.

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

**ATI Testing Policy:** As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

**Progression Policy:** In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.99 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a "C".

*Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.*

### University Policies

**Academic Honesty/Plagiarism:** Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of

academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

#### **Student Absences on Religious Holy Days (AP 861001)**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

#### **Academic Grievance Procedures for Students (AP 900823)**

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

*Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.*

#### FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations  
Withdrawal/resignation

#### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

#### **Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728**

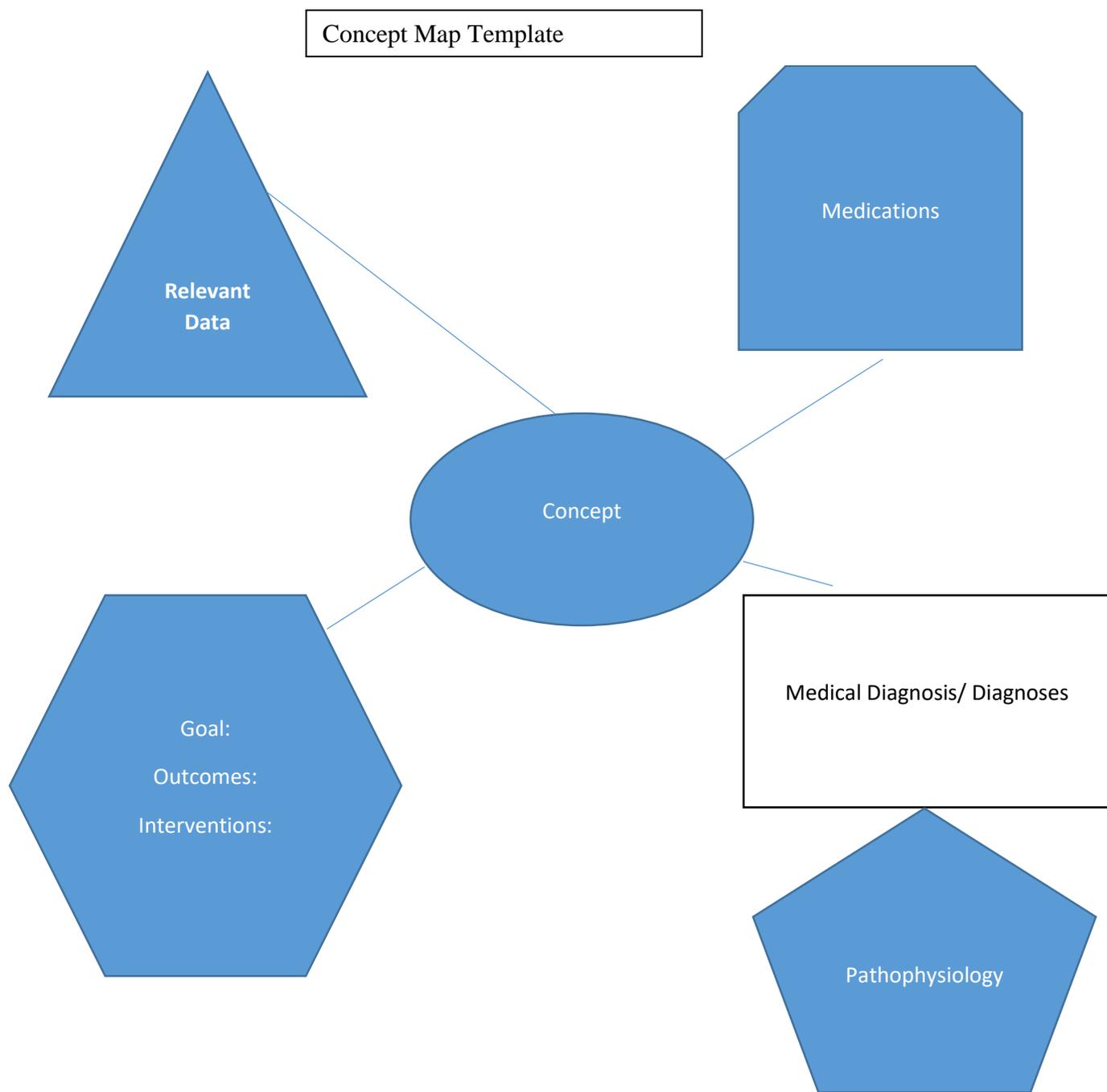
Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messenger.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messengers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations.

2.0 The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

3.0 Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited, except when expressly permitted by the instructor. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that

test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).



### Student Honor Pledge

As a nursing student at Sam Houston State University, I swear that I will follow all policies of the student handbook. I promise I will not cheat, plagiarize, share questions, or provide any hints related to the examination to other students.

Cheating is considered academic dishonesty and can result in an F or a 0 on the assignment or exam. More than one episode of cheating can result in dismissal from the nursing program.

Signature \_\_\_\_\_

Date \_\_\_\_\_