

Syllabus for  
**NUR 203—Intro to Gerontological Nursing**  
2 Credit Hours  
Spring 2023

**I. COURSE DESCRIPTION**

Provides opportunities for students to learn professional roles to support physical, mental, spiritual, and social health for aging adults across the continuum of care. Integrates the Theory of Nursing for the Whole Person and research to identify safe, preventive care.

Prerequisites: NUR 230, NUR 300

Co-requisites: NUR 206

**II. COURSE LEARNING OUTCOMES (CLOs)**

After completing this course successfully, students will be able to:

- A. Identify age-related changes of the Whole Person, as well as risk factors for disease development, as they relate to the nursing care of older adults.
- B. Describe the impact of culture on Whole-Person nursing care for older adults and their families.
- C. Explore personal perceptions and biases regarding aging and the aged.
- D. Research evidence-based resources that address promotion, maintenance, and/or restoration of Whole-Person health for the older adult.
- E. Utilize the nursing process as a method of problem solving for the elderly population within the defined Whole-Person concepts.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

See course lesson plan for weekly student learning outcomes (SLOs).

**IV. ASSOCIATED PROGRAM LEARNING OUTCOMES**

This course meets degree completion requirements for the following program learning outcomes (PLOs):

- A. Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care.
- B. Assume accountability for patient-centered wholistic nursing care across the life span of diverse populations and settings.
- C. Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health.
- D. Collaborate in a professional, culturally sensitive style in the delivery of healthcare.
- E. Promote excellence in nursing through safe practices and quality improvement.
- F. Employ informatics and technology in the delivery and management of healthcare.
- G. Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness.

**V. UNIVERSITY OUTCOMES**

This course aligns with the following University Outcomes as indicated on the last

page(s) of this syllabus:

- A. Spiritual Integrity
- B. Personal Resilience
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

## VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials  
Giddens, J. F. (2021). *Concepts for nursing practice* (3<sup>rd</sup> ed.). Elsevier.  
Miller, C. A. (2022). *Nursing for wellness in older adults* (9<sup>th</sup> ed.). Wolters Kluwer.  
Laptop
- B. Optional Materials  
None

## VII. POLICIES AND PROCEDURES

- A. School of Nursing Policies and Procedures
  - 1. **The current *ORU AVSON Undergraduate (BSN) Student Handbook* contains a complete list of School of Nursing policies.**
  - 2. **Attendance**
    - a. Orientation to nursing classes occurs the day prior to the first official day of class for the university. Attendance is mandatory.
    - b. The last day for students to add nursing classes is the first Monday following the university's date for the beginning of classes.
    - c. Students are expected to punctually attend and be prepared for all lectures, exams, simulated laboratories, and clinical practicums. In the event of an absence students must be aware that the following will apply:

Credit hours per class time	Number of absences not resulting in penalty	Grade Deduction
3	3	2% - starting with 4 <sup>th</sup> absence
2	2	3% - starting with 3 <sup>rd</sup> absence
1	1	4% - starting with 2 <sup>nd</sup> absence
<b><u>Each</u></b> additional absence will equate to a 1% deduction to the overall course grade.		

***Understand that 3 tardy occurrences equal an unexcused absence and excessive absences (approved or unapproved) will deny credit for the course. Tardy is defined as arriving to class late or leaving class before dismissed without prior approval from instructor.***

- d. The Associate Dean of the School of Nursing may request administrative excuses for absences from courses or Chapel when conflicts exist with scheduled learning experiences within the School of Nursing.
- e. Students are to discuss administratively excused absences with the course coordinator and confirm plans for meeting course objectives 48-business hours **prior to** the scheduled class, lab, or clinical.
- f. Make-up of exams is arranged only in the case of an excused class absence. Students must speak personally to the course coordinator prior **to** the test period if they are unable to take a scheduled exam. Absences are excused only for cases of documented illness or other crisis situations.

### 3. **Evaluation Procedures**

- a. The following rules for exams will be enforced:
  - Students will not be allowed to have or consume food or drinks in their testing area
  - All personal belongings including electronic devices (smart watches, ear buds, digital assistants, alternate tablets, or alternate laptops) should not be near the student during testing
  - Students should not have sticky notes, personal memory aides, or labels, positioned on, near, or stuck to tablets or laptops during testing
  - Earplugs may be used when provided
- b. In order to successfully complete a nursing course, students must achieve at least 70% weighted average on module and final exams. (Quizzes and ATI exam scores are not included in this average.)
- c. Students must achieve a passing grade for clinical experiences and the 70% weighted average on module and final exams in order for paper and project grades to be included in the calculation of the final course score.
- d. The final course grade is calculated using the following grading scale:
  - A=90-100
  - B=80-89
  - C=70-79
  - D=60-69
  - F=59 and below
- e. Students are required to submit all assignments for course completion. Due dates of assignments are specified in the syllabus or course resources. Submitting assignments in a timely manner or making arrangements in case of emergency demonstrates the student's professional accountability and responsibility. Assignments submitted **late** will have points deducted as follows:
  - 1 business day: 10%
  - 2 business days: 20%
  - 3 business days: 30%

- 4 business days: A grade of zero will be given.
  - f. Whole Person Assessment requirements: The College of Nursing, under a university-led initiative, is implementing a Whole Person Assessment system in D2L to evaluate students' achievement of academic outcomes. Each student is responsible for submitting Whole Person Assessment artifacts as described in course syllabi.
  - g. Other Policies and/or Procedures:
    - All work is to be typewritten, unless specified otherwise, and submitted in APA format to the clinical instructor as specified.
    - All students are required to have an ORU email account and Internet access in order to complete course assignments. An email address is available through the University's information systems.
- B. Course Specific Policies and/or Procedures
1. Evaluation Procedures
    - a. All evaluation is based on achievement of stated course objectives.
    - b. The course grade for NUR 203 is based upon work in the following areas:
 

Exams	40%
Written Assignments	15%
Discussion Board Assignments	15%
Class/Participation Assignments	15%
Final Exam	<u>15%</u>
<b>Total</b>	<b>100%</b>
    - c. Ongoing student evaluation of the course is sought throughout the term. Formal student evaluations of the course and faculty are scheduled at the end of the semester.
  2. Whole Person Assessment Requirements
 

None
  3. ATI Exams
    - a. See ORU AVSON Undergraduate (BSN) Student Handbook for ATI Policy.
    - b. No proctored ATI exams are scheduled to be administered in this course.
  4. Other Policies and/or Procedures
    - a. Exams—Module exams will cover information covered in class, any pre-recorded lectures, and largely from assigned readings. There may also be questions taken from activities done during class. There are 3 module exams and one final exam for this course.
    - b. Written Assignments—There are several written assignments throughout the course including annotated bibliographies and research article summaries. Details as to what to address for each will be provided for the specific assignment and the submission will be graded according to a written assignment rubric.

- c. Discussion Boards—The discussion boards in D2L will periodically be used as a place for students to articulate understanding of the assigned topic. Instructions for each topic's discussion will be provided.
- d. Class/Participation Assignments—There will occasionally be group assignments or class activities in which students will be required to engage. Details regarding assignment specifications and grading will be provided.
- e. Final Exam—The final exam will be comprehensive. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

VIII. COURSE CALENDAR (Tentative)

WEEK	CLASS DATE	TOPIC	EXEMPLAR(S)
1	JAN 20	Introduction to Aging Elimination Ethics Health Promotion	Incontinence, CKD Autonomy Elder-Specific Health Promotion
2	JAN 27	Sensory/Perception & Related Concepts	Vision Deficits Hearing Deficits Sleep Deficits
3	FEB 3	Stress and Coping & Related Concepts Interpersonal Relationships Culture Mood/Affect Spirituality	Family Dynamics, Interpersonal Violence Healthcare Practices, Beliefs, Values Depression, Elder Male Suicide Comfort (Spiritual)
4	FEB 10	<b>EXAM 1</b>	
5	FEB 17	Cognition & Associated Concepts Gas Exchange	Pneumonia, COPD
6	FEB 24	Mobility & Associated Concepts  Tissue Integrity Perfusion	Parkinson Disease, Fractures, Post-CVA Instability Pressure Injuries Stroke
7	MAR 3	Nutrition & Associated Concepts Fluid/Electrolytes Elimination Patient Education	Malabsorption, Decreased Appetite CHF/Edema Constipation Adherence
8	MAR 10	<b>EXAM 2</b>	
9	MAR 11-19	<b>SPRING BREAK, NO CLASS</b>	
10	MAR 24	Inflammation/Immunity & Associated Concepts Hormonal/Glucose Regulation	Pneumonia Vaccine, UTI Diabetes
11	MAR 31	Inflammation/Immunity (cont.)	
12	APR 7	<b>NO CLASS, GOOD FRIDAY</b>	
13	APR 14	Sexuality & Associated Concepts Development	Menopause/Andropause
14	APR 21	<b>EXAM 3</b>	
15	APR 28	<b>Comprehensive Final Exam EXAM TYPE TBA</b>	

**Primary Program: Bachelors of Science in Nursing**  
**NUR 203—Intro to Gerontological Nursing**  
**Spring 2023**

This course contributes to the University and AVSON Program Outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

Learning Outcome Alignment with University Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution
<b>Spiritual Integrity</b>			
CLO A: Identify age-related changes of the Whole Person, as well as risk factors for disease development, as they relate to the nursing care of older adults.	<b>X</b>		
CLO D: Research evidence-based resources that address promotion, maintenance, and/or restoration of Whole-Person health for the older adult.	<b>X</b>		
PLO A: Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care (PLO 1).	<b>X</b>		
<b>Personal Resilience</b>			
CLO C: Explore personal perceptions and biases regarding aging and the aged.	<b>X</b>		
PLO G: Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness (PLO 7).		<b>X</b>	
<b>Intellectual Pursuit</b>			
CLO A: Identify age-related changes of the Whole Person, as well as risk factors for disease development, as they relate to the nursing care of older adults.	<b>X</b>		
CLO B: Describe the impact of culture on Whole-Person nursing care for older adults and their families.	<b>X</b>		
CLO D: Research evidence-based resources that address promotion, maintenance, and/or restoration of Whole-Person health for the older adult.	<b>X</b>		

<b>Learning Outcome Alignment with University Outcomes</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>
CLO E: Utilize the nursing process as a method of problem solving for the elderly population within the defined Whole-Person concepts.	<b>X</b>		
PLO A: Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care (PLO 1).	<b>X</b>		
PLO C: Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health (PLO 3).		<b>X</b>	
PLO E: Promote excellence in nursing through safe practices and quality improvement (PLO 5).	<b>X</b>		
PLO G: Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness (PLO 7).		<b>X</b>	
<b>Global Engagement</b>			
CLO B: Describe the impact of culture on Whole-Person nursing care for older adults and their families.	<b>X</b>		
PLO A: Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care (PLO 1).	<b>X</b>		
PLO B: Assume accountability for patient-centered wholistic nursing care across the life span of diverse populations and settings (PLO 2).	<b>X</b>		
PLO G: Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness (PLO 7).	<b>X</b>		
<b>Bold Vision</b>			
CLO E: Utilize the nursing process as a method of problem solving for the elderly population within the defined Whole-Person concepts.	<b>X</b>		
PLO A: Integrate knowledge of liberal arts, sciences, theories, and concepts to provide	<b>X</b>		



<b>Learning Outcome Alignment with University Outcomes</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>
safe, evidence-based, professional nursing care (PLO 1).			
PLO C: Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health (PLO 3).		<b>X</b>	
PLO E: Promote excellence in nursing through safe practices and quality improvement (PLO 5).		<b>X</b>	
PLO G: Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness (PLO 7).		<b>X</b>	