University of Nevada, Las Vegas
School of Nursing
Fall 2019

COURSE NUMBER: NURS 401

COURSE TITLE: Nursing Care of Older Adults

CREDIT HOURS: 5 credits (Theory 2 credits; Clinical 3 credits)
Theory: Monday 10:00am-11:50am
Clinical: Total 135 hours

PREREQUISITES: NURS 313R, NURS 320, NURS 325, NURS 350

PLACEMENT IN THE NURSING CURRICULUM: Third Semester

COURSE DESCRIPTION: Apply theories, concepts, and evidence-based practices in care for older adults. Recognize personal and societal attitudes regarding aging and their impact on delivery and quality of healthcare and the impact of age-related changes and morbidity on illness, treatment, and rehabilitation. Clinical experiences in health care and community settings.

BSN Program Outcomes	QSEN Competencies	Level 3 Outcomes	Course Objectives
1. Use emerging patient care technologies and information systems to support safe and effective nursing practice.	Evidence- Based Practice Informatics Safety	1. Evaluate data derived from various information technologies for the delivery of safe and effective patient care.	1. Demonstrate an understanding of the need to evaluate safeguards in patient care technology and information systems to create safe practice policy, procedures and environmental structures for both patients and healthcare workers.
2. Integrate leadership concepts, skills and decision making in the provision of high-quality nursing care delivery in a variety of settings.	Quality Improvement Safety Teamwork and Collaboration	2. Appraise personal and peer performance related to leadership concepts, skills, and decision-making in patient care delivery.	2. Develop both nursing and leadership skills that focus on integrating interdisciplinary communication, collaboration, priority-setting, and delegation.

3. Apply knowledge of health care policy, finance and regulatory environments, including local, state, national and global healthcare trends in nursing practice.	Patient-Centered Care Safety	3. Interpret the effect of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.	3. Develop an understanding of the relevance and the integration of health care policy, finance, regulatory entities, bioethical, and -legal concepts in the care of the older adult population.
4. Integrate professional values, attitudes,	Patient-Centered Care	4. Demonstrate accountability for professional practice	4. Demonstrate the necessary knowledge, skills, and attitudes in conforming to core competencies to ascertain successful

knowledge, and behaviors into nursing practice.	Teamwork and Collaboration	in patient care management and decision making.	transition into the nursing profession.
5. Demonstrate sound clinical judgment in the planning, provision, and evaluation of evidence-based nursing care at the individual, group, and community levels.	Evidence-Based Practice Patient-Centered Care	5. Critically appraise primary research reports, systematic reviews, and clinical practice guidelines, as well as recognize and differentiate evidence ratings when reading the health care literature.	5. Incorporate into practice current and credible gerontological nursing and multidisciplinary research findings in the holistic and multidimensional care of older adults.
6. Apply principles that enhance safety for patients and healthcare providers through both individual performance and system effectiveness.	Patient-Centered Care Quality Improvement Safety	6. Analyze the factors that create a culture of safety within the practice setting.	6. Develop awareness of safe practices through evidence-based nursing to provide high-quality care for older adult patients, their families, and communities
7. Demonstrate effective inter- and intra-professional communication and collaboration for improving patient outcomes.	Patient-Centered Care Quality Improvement Safety	7. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.	7. Integrate effective therapeutic communication skills to facilitate favorable healthcare delivery in the care of the older adult population.
8. Use clinical prevention strategies to promote health and prevent disease across the life span at the individual and population levels.	Evidence-Based Practice Patient-Centered Care	8. Evaluate the effectiveness of health promotion/clinical prevention/health restoration strategies with patients and families.	8. Apply the basic principles of population health, disease and injury prevention in caring for the older adult population.

REQUIRED TEXT(S):
1. Touhy, T., & Jett, K. (2016). *Ebersold & Hess toward healthy aging: human needs & nursing response.* (9th ed.). Elsevier. St. Louis, MO.
2. Lewis, S.L., Bucher, L., Heitkemper, M.M., & Harding, M. (2017). *Medical-surgical nursing: assessment and management of clinical problems* (10th ed.). Elsevier. St. Louis, MO.

** Student must have a current drug handbook & medical dictionary.

RECOMMENDED TEXT(S):
1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Ackley, B., Ladwig, G., (2014). *Nursing diagnosis handbook: an evidence-based guide to planning care.* (10th ed.). Mosby, Inc. (or earlier edition).
3. Lilley, L. L., Collins, R. S., & Synder, J. S. (2017). *Pharmacology & the nursing process* (8th ed.). St. Louis, MO: Mosby Elsevier. (or earlier edition).

TEACHING/LEARNING METHODS: A variety of learning methods will be used and may include but not limited to required readings prior to and attendance to weekly lectures, in class case study analysis, assignments, and clinical experiences. Course content and learning opportunities may be provided not only in the classroom but also online via Canvas.

TOPIC OUTLINE (see tentative weekly schedule)
    Unit 1: Foundations of Healthy Aging and Caring
    Unit 2: Wellness and Chronic Illness
    Unit 3: Wellness and Function
    Unit 4: Healthy Aging for Elders and Their Families

EVALUATION METHODS:

Students will be evaluated and graded through the following methods:	PERCENT OF FINAL GRADE
Quizzes (Total of 5 worth 4% each)	20%
Exam 1	20%
Exam 2	20%
HESI	15%
Assignments (After 75% Rule)	
Senior Wellness Project: HPP	15%
Evolve HESI Gerontology Case Studies (Total of 4 each worth 1.25%)	5%
Evolve HESI RN Practice Test (Gerontology Practice Exam)	5%
Clinical Experiences	PASS/FAIL
Math Computation Exam	PASS/FAIL
Elsevier Adaptive Quizzing (EAQ)	PASS/FAIL
	100%

Assessments (Quizzes/Exams):
1. **Quizzes (20% of final grade):** There are a total of five (5) quizzes. Please refer to the tentative weekly schedule as to when quizzes are scheduled and the content that will be included. Each quiz will be given during various times during scheduled class so please plan accordingly. Quizzes will be timed and will include but not limited to multiple choice questions. If a student misses taking any one (1) of the quizzes it will result in a final score of zero (0).
2. **Exam 1 (20% of final grade):** Exam 1 will cover week 1-6 content. This exam will be timed and will include but not limited to multiple choice questions. **Exam 1 is scheduled on Monday October 28, 2019.**
3. **Exam 2 (20% of final grade):** Exam 2 will cover week 7-12 content. This exam will be timed and will include but not limited to multiple choice questions. **Exam 2 is scheduled on Monday December 2, 2019.**
4. **HESI (15% of final grade):** Standardized exams prepared by Health Education Systems, Inc. (HESI) are administered throughout the nursing program as a means to promote and assess student learning and to assist students to prepare for the NCLEX. Grades will be calculated based on the HESI Exam "conversion score" scale. Should the student receive a HESI Exam score placing the student in the "at risk" category, this would provide both the student and instructor information indicating that the student is weak in this course content. **If a student receives a HESI Exam score less than 850, the student is required to meet with the course coordinator, review the practice tests, and complete a remediation prior to the next semester. The following HESI exams will be completed this semester:**
a.) Gero HESI scheduled Monday December 16, 2019 8:00am-9:30am
b.) Medical-Surgical HESI scheduled Tuesday December 17, 2019 8:00am-9:30am
c.) Pharmacology HESI scheduled Wednesday December 18, 2019 8:00am-9:30am.
The average of the conversion scores for the Gero HESI, Medical-Surgical HESI, and the Pharmacology HESI will be used to calculate the grade for this course (15%). The best score from the Medical-Surgical and Pharmacology HESIs will be used. To be eligible to sit for any HESI exam, the minimum mastery level as designated by the course instructor must be achieved on the EAQ in all assigned areas.

Assignments (After 75% Rule)
1. **Senior Wellness Project: HPP (15% of final grade):** Details of this assignment can be found within Canvas. **Each clinical group will present their Senior Wellness Project on Monday December 9, 2019. Submission of the PowerPoint presentation and peer evaluation form is due Monday December 16, 2019 11:59pm.**
2. **Evolve HESI Gerontology Case Studies (5% of final grade):** The Evolve HESI Gerontology Case Studies (total of 4 each worth 1.25%) are open at the beginning of the semester for the student to complete. The student will have an unlimited number of attempts to complete each case study in which a grade will be calculated by the best score. Failure to complete any one (1) and/or all four (4) case studies will result in a final score of zero (0). **The Evolve HESI Gerontology Case Studies (all 4)**

must be completed by Friday December 13, 2019 11:59pm.
3. **Evolve HESI RN Practice Test: Gerontology Practice Exam (5% of final grade):**
The Evolve HESI Gerontology practice exam must be completed prior to taking the Gero HESI in order to receive credit. The student will have a maximum of two (2) attempts in which a grade will be calculated by the best score. If the student is content with their first attempt score then there is no need to take the second attempt; however, the student must achieve a 75% or higher in order to receive credit. A score that is below 75% and/or failure to complete the exam will result in a final score of zero (0). **The Evolve HESI Gerontology Practice Exam must be completed by Friday December 13, 2019 11:59pm.** It is recommended to also complete the Medical-Surgical and Pharmacology Practice Exams.

Clinical Experiences (PASS/FAIL)
Complete attendance is expected for clinical. In an emergency, the student must call their assigned UNLV clinical faculty directly via cell phone. Attendance is mandatory for all courses with a clinical component. Missed clinical days will be made up at the discretion of the student's assigned UNLV clinical faculty dependent on faculty availability, site availability, and/or appropriateness of situation for a student to attend. The following are criteria in which the assigned UNLV clinical faculty would place a student on clinical contract or fail the student in clinical.

A. Tardiness: arriving anytime beyond the expected designated clinical start time.
   i. The first occurrence of tardiness will result in a clinical contract
      1. The student will not be automatically sent home unless the following occurs including but not limited to not being prepared for clinical, not being dressed in appropriate attire, and not being physically or mentally able to provide patient care.
   ii. The second occurrence of tardiness in the same clinical will result in a clinical failure as well as failure of the course.
B. No Call/No Show: no prior notification to the assigned UNLV clinical faculty of tardiness or absence prior to assigned clinical shift.
   i. One (1) No Call/No Show will result in a clinical failure as well as failure of the course.
C. Absence: any missed clinical day.

Professionalism mandates the student arrive in the clinical area on time with appropriate dress attire according to policy including the hospital acquired badge. Any tardiness, unpreparedness or unprofessional appearance is unacceptable and will be considered an unexcused absence for the day in the clinical setting and the student will be sent home. More than one (1) missed clinical absence (excused or unexcused) during the entire semester will result in failure for the clinical component as well as failure of this course. Correct arrival times will be designated by the assigned UNLV clinical faculty.

Prior to the first scheduled hospital rotation in order to pass medications, the student must pass the math computation exam given by their assigned clinical instructor. On the day prior to the assigned clinical day, students shall obtain their clinical patient assignment from the assigned facility unit. It should take approximately one (1) hour for students to review the

patient records, and obtain information needed to prepare for the following clinical day. Students are expected to collect pertinent patient information that is necessary to understand the patient's health condition and to assist in the development of a care plan or concept map that will facilitate and document the care delivered during the clinical day (refer to the NURS 401 Clinical Resource Handbook within Canvas for additional information).

At the beginning of the clinical day, the assigned UNLV clinical faculty will review the data collected as well as the care plan or concept map to understand the student's assigned patient(s) and planned nursing interventions. If a student is determined by the UNLV clinical faculty not to be adequately prepared for patient care or unsafe to practice, he/she may be sent home for the day or reassigned to other activities for that day while also being assigned an absence for the day. Any absence from clinical MUST be made up. Students may also be removed from the clinical setting for unprofessional conduct.

Student clinical performance will be assessed weekly throughout the clinical experiences (refer to the NURS 401 Clinical Resource Handbook within Canvas for additional information). If at any time a student is determined by the assigned UNLV clinical faculty to be unsafe or unable to perform a clinical procedure, h e / s h e w ill be referred to the clinical skills lab. Students must perform the specified skills in the lab successfully and obtain the signature of the faculty or staff member evaluating the student's performance prior to performing that skill in the clinical setting again. Students may be excluded at the discretion of the assigned UNLV clinical faculty from clinical until they have demonstrated safe skill performance in the skills lab.

Each student will complete and submit a minimum of three (3) concept maps and/or more at the discretion of the assigned UNLV clinical faculty (refer to the NURS 401 Clinical Resource Handbook within Canvas for additional information). In addition, the assigned UNLV clinical faculty will determine when each concept map is due. Concept mapping makes visible the connections or relationships between ideas; the map represents the relationships between the planning of patient care, identification of assessment findings, nursing interventions, medical interventions, drug therapy, and the learning needs of the patient. Concept mapping helps to comprehend multifaceted care. By using concept maps, the student will be able to see associations or relationships through:

1. Your reading in your texts
2. Your discussions with your classmates
3. Your discussions with your teachers
4. Your investigation of the patient ' s record
5. Your clinical assessments
6. Your prior knowledge with new knowledge

Students will be evaluated both at mid-term and final of the semester. Students will be evaluated according to the clinical evaluation objectives noted on the weekly feedback of clinical performance worksheet (refer to the NURS 401 Clinical Resource Handbook within Canvas for additional information).

The clinical experiences for this course are graded as PASS/FAIL. A failing grade in the clinical area will result in failure for the entire course. If the student fails the clinical component of the course, the final grade will be adjusted according to the Clinical and Math Exam Failure Policy noted below.

Elsevier Adaptive Quizzing (PASS/FAIL)
To be eligible to sit for any HESI exam, the minimum mastery level as designated by the course instructor must be achieved on the Elsevier Adaptive Quizzing (EAQ) in all assigned areas. See the tentative weekly schedule for the EAQs scheduled this semester for this course. The EAQs will be open for the student to complete at the beginning of the semester; therefore, plan accordingly to complete all EAQs prior to the scheduled HESI.

GRADING SCALE
Per School of Nursing policy, grades will not be increased to the next highest number; for example, 74.99% will not be rounded up to become 75%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

PASSING GRADE
Average of 75% on course exams is required to pass nursing courses. A cumulative average score of 75% or higher on course assessments (Quiz 1, Quiz 2, Quiz 3, Quiz 4, Quiz 5, Exam 1, Exam 2 & HESI) is required to complete this course with a passing grade. If an average grade below 75% is achieved on Quiz 1, Quiz 2, Quiz 3, Quiz 4, Quiz 5, Exam 1, Exam 2 & HESI, the score received on the aforementioned assessments will be the grade recorded for the course. For example, if the student earns an average of 69% on the aforementioned assessments, the grade recorded will be D+. Any student who receives less than a 75% on any one of the aforementioned assessments will be required to meet with the course faculty to review content. In addition, the student will be required to meet with the Student Success Facilitator for a test analysis process. Failure to meet with the course faculty or Student Success Facilitator will be noted in E-Value.

Rounding: Generally, numerical values for grades are carried out to hundredths; however, per the SON's policy, grades cannot be rounded up or down. Example 74.99% (C-) will not be rounded to 75% (C), nor will 92.99 (A-), be rounded to 93 (A). A 75% average is required on this course's exams to pass – no other grades are counted if the 75% exam average is not achieved (per the SON 75% exam policy).

Extra Credit Not Allowed
No faculty member is allowed to grant extra credit to any student in any NURS course, except for NURS 299.

COURSE POLICIES

UNIVERSITY POLICIES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community: we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resources Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your

needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy. Which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.
UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond he student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website:

http://guides.libary.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all course work for the course.

The policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competition. Academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

SCHOOL OF NURSING POLICIES
Confidentiality
An important part of nursing ethics is maintaining the client's confidentiality.   Therefore, written work submitted to the instructor must never contain his/her full name. Clients' problems must not be discussed with family or friends. If the School ascertains that a client's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

Civility
The University of Nevada, Las Vegas School of Nursing (UNLV SON) defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

Academic Drop Policy
A student who is registered for a course may drop that course (and receive no grade) on or before the day when 60% of the course is completed. The registrar determines the exact date. After this point, no drops will be allowed even with the instructor's permission. Please check the course schedule (online) for this date.

BSN Student Handbook
You are responsible for reviewing the current student handbook for the School of Nursing and the UNLV Undergraduate Catalog. Throughout the BSN program, you must follow all policies within these publications.

Teaching Evaluations
In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations

to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data, and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

<div align="center">
UNLV School of Nursing
Evaluation of Instruction
Questions
Delivered on-line by the UNLV Evaluation & Assessment Center
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1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings*   ASSESSMENT RATINGS Instruction Ratings

Classroom Policies and Rules

It is the faculty member's discretion and prerogative to determine what is and is not acceptable behavior in his or her classroom (see Expectations from Students). Also, classroom occupants are at the discretion of the instructor (per UNLV General Counsel).

Children in Class

Neither students nor faculty shall bring babies or small children into the classroom or clinical practice area. Having babies and children in the classroom is disruptive, even when the visitors are quiet. Faculty does not wish to be placed in a position in which they must deny individual students the opportunity to attend class if they bring babies or children. Thus, students should make prior alternative arrangements for appropriate child care.

Expectations from Students

Students are responsible for their own learning. Good study skills will be required to learn

the large amount of in-depth information covered in this course. Studying the night before the exam will not help to do well in this course. Students are expected to meet with the instructor, their advisor, and/or the SON Student Success Facilitator to assist with difficulties in this course.

Classroom attendance is the student's prerogative. Since the instructor of record introduces new material each scheduled class, the student's attendance is vital to his/her success in this course. The student is responsible for all material, information, and announcements covered in class; whether or not being present. If a student misses a class, it is his/her responsibility to get the notes from a peer and come prepared to the next scheduled class.

Classroom Tardiness: Be on time to class as late arrivals are disruptive to your professor and your classmates, and important announcements usually occur at the beginning of the session. An exam missed due to lateness is an exam the student cannot make up.

Students are also expected to show courtesy toward others in the classroom. Appropriate behavior during class is required. Inappropriate behaviors will not be tolerated. Students participating in inappropriate behavior such as disruptive noise while class is in progress (i.e., talking or giggling in class during lecture), disrespectful remarks to other students or faculty, use of profanity, will be asked to leave the classroom. All students are expected to bring their books in class (or e-books) and participate in class discussions.

Beeper's and cell phones can be disruptive to the class, please leave them at home or they must be set on vibrate or silent (if you must bring them into the classroom, leave the classroom if you have emergency calls). **No cell phones are allowed during examinations or during review of examinations.**

Computers/PDA/Communication Device Use in Class
The use of computers or other PDA devices are limited to the purpose of looking up medical information appropriate for this class or for taking notes. The use of the internet other than what is expected for this class is prohibited (i.e., social media). All communication devices must be placed on silent mode during class. **Recording of class lectures (audio and video) to be shared with others is prohibited.** Students can take notes during class, but neither your notes nor power point slides are to be shared or uploaded to social media.

Exam Expectations
All students are expected to take the examinations at the time scheduled. **If a student is unable to take the scheduled examination because of illness or other imperative reasons (beyond their control) the instructor must be notified (by email or phone) at least 24 hours in advance of the exam time and adequate documentation must be provided (i.e., a note from a licensed health care provider if the absence is due to illness).** If the above requirements are met, a make- up examination may be granted, but the make-up examination date will generally not be more than three days after the original examination date. If less than 24 hours' notice or/and no adequate documentation are **NOT** provided, makeup examination will not be granted, and a grade of ZERO (0) on the exam will be assigned if the student does not take the exam on the scheduled date and time. The

examination will not be given to those students who come to class 15 minutes late. The format/test version for make-up examinations may be different from the class' exam. Make-up examinations may be in the form of essay and/or multiple choice questions. Exam grades will be posted 72 hours after the exam on the course website via C a n v a s .

All exams are closed book. Any use of phones, PDAs or other texting devices is **NOT** allowed during the exams. You will be asked to place your phone at the front of the class until you complete your exam. Any student who is found to have a phone on them will be asked to leave and will receive an "F" for the exam. During exams, you will be required to place all belongings to the side of the classroom. You are allowed to have pencils and the exam materials on your desk. It is the discretion of the instructor to allow food or beverages during examinations. Bring your laptop to class to take an exam or notify the instructor of record before 8:00am the morning of class if you need to use a School of Nursing laptop.

Exam Review
Exams will not be returned but can be reviewed after class, during office hours, or by special appointment (outside office hours at the discretion of the instructor of record) **within two weeks after the exam.** To conserve time and allow other students sufficient time, tests may be reviewed by making an appointment (email instructor to make appointment); review is to be done on an individual or group basis. Please see scheduled office hours for scheduling review time. Note taking and/or copying of exam questions are **NOT** allowed during exam review. No electronic device is allowed to be in the room where the examination review is conducted. Any student who is found to have a phone or any electronic device capable of taking images or recording will be asked to leave and will receive a grade of 'F' for the exam. Anyone found, observed, or suspected of taking images and recording of the examination during review will **FAIL** the course.

Late Assignments
Late work will **not** be accepted. Students who turn in late work, post late to discussions or who do not turn in assigned work will be given a zero on the assignment. There are no exceptions. If a student has an emergency or extenuating circumstance, please be in touch with the course instructor as soon as possible to have granted extensions on assigned work. Notifications for request of extension should be sent to the instructor via Canvas email only. Students **may not** leave a voice message or email at any other mailbox (rebel mail, UNLV mail) Students are responsible to know the time zone which UNLV is in and be aware that assignments are due to this course in Pacific Time.

Instructor Responsibilities
Students may need additional help throughout the semester. The instructor is expected to maintain weekly office hours. Office hours will be posted on the bulletin board of the faculty member's office and they are also listed in the syllabus. Special arrangements could be made for meeting outside the documented office hours at the discretion of the instructor. Keep in mind with an online course faculty members are available to answer questions in a different manner. For emails sent Monday through Friday (during normal business hours), faculty should attempt to respond within 24-48 hours. It may take up to 72 hours for faculty

to respond to your questions—especially after 5:00pm (1700) PST excluding weekends and holidays.

NOTE: The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course announcement board.

Tentative Weekly Schedule

Unit 1: Foundations of Healthy Aging and Caring

WEEK/DATE	TOPICS	READINGS	ASSIGNMENT/ ASSESSMENT
Week 1 Sept 9	Course orientation Health & wellness in an aging society Gerontological nursing Theories of aging Cross-cultural caring & aging	Touhy & Jett • Chapter 1(pgs. 1-11) • Chapter 2 (pgs. 13-26) • Chapter 3 (pgs. 31-38) • Chapter 4 (pgs. 40-51)	**NURS 401 Syllabus Acceptance Contract due Tuesday Sept 10 11:59pm** **EAQ: Medical-Surgical Drugs**
Week 2 Sept 16	Communicating with older adults Health assessment Laboratory values & diagnostics Geropharmacology The use of herbs & supplements	Touhy & Jett • Chapter 6 (pgs. 65-71) • Chapter 7 (pgs. 74-86) • Chapter 8 (pgs. 88-98) • Chapter 9 (pgs. 101-112) • Chapter 10 (pgs. 115-125)	**EAQ: Medical-Surgical Drugs**

Unit 2: Wellness and Chronic Illness

WEEK/DATE	TOPICS	READINGS	ASSIGNMENT/ ASSESSMENT
Week 3 Sept 23	Loss, death & palliative care Self-actualization, spirituality & transcendence	Touhy & Jett • Chapter 35 (pgs. 482-499) • Chapter 36 (pgs. 502-517)	**Hospice 101 Sept 23 10:00am-11:50am BHS 132 **Mandatory Attendance**
Week 4 Sept 30	Living well with chronic illness Age-related changes in the cardiovascular system Common concerns (CAD, Chronic stable angina, CHF, pulmonary edema, cardiomyopathy, atrial fibrillation/flutter, PAD, TIA, CVA)	Touhy & Jett • Chapter 22 (pgs. 283-297) Lewis • Chapter 5 (pgs. 60-74) • Chapter 31 (pg. 662 including Table 31-1) • Chapter 33 (pgs. 702-718) • Chapter 34 (pgs. 737-753) • Chapter 35 (pgs. 766-767; 771-775) • Chapter 36 (pgs. 796-800) • Chapter 37 (pgs. 802-808) • Chapter 57 (pgs. 1345-1365)	**Quiz #1 (Weeks 1 & 2 content)** **EAQ: Cardiovascular, Hematologic, and Lymphatic Systems & Medical-Surgical Drugs**
Week 5 Oct 7	Age-related changes in the respiratory system Common concerns (asthma, COPD, pneumonia) Age-related changes in the hematological system Common concerns (iron deficiency anemia, thrombocytopenia)	Touhy & Jett • Chapter 25 (pgs. 319-325) Lewis • Chapter 25 (pg. 459 including Table 25-4) • Chapter 27 (pgs. 500-506) • Chapter 28 (pgs. 538-576) • Chapter 29 (pg. 593 including Table 29-3) • Chapter 30 (pgs. 606-611; 622-626)	**Being Mortal Film Oct 7 12:00pm-3:00pm BHS 132 **Mandatory Attendance Pizza will be provided. Please bring something to drink** **EAQ: Respiratory System & Medical-Surgical Drugs**

Week 6 Oct 14	Age-related changes in the gastrointestinal system Common concerns (GERD, PUD, diverticular disease, constipation/diarrhea) Nutritional requirements & factors affecting nutrition Age-related changes in the renal & urological system Common concerns (urinary incontinence, UTI, pyelonephritis, CKD) Age-related changes affecting hydration status Oral health & common oral problems	Toughy & Jett • Chapter 14 (pgs. 170-187) • Chapter 15 (pgs. 191-198) • Chapter 16 (pgs. 200-217) Lewis • Chapter 38 (pg. 838 including Table 38-5) • Chapter 41 (pgs. 900-905; 910-919) • Chapter 42 (pgs. 929-938; 963-964) • Chapter 44 (pg. 1019 including Table 44-2) • Chapter 45 (pgs. 1033-1039; 1055-1059) • Chapter 46 (pgs. 1075-1082)	**Quiz #2 (Weeks 3 & 4 content)** **EAQ: Gastrointestinal System & Medical-Surgical Drugs**
Week 7 Oct 21	Age-related changes in the immune system Age-related changes in the endocrine system Common concerns (type 2 diabetes including microvascular (diabetic retinopathy/ macrovascular complications, hypothyroidism, hyperthyroidism) Age-related changes in the nervous system Common concerns (anxiety, depression, PTSD, delirium, dementia, Alzheimer's disease, Parkinson's disease) Cognition & learning Stress & coping in late life	Touhy & Jett • Chapter 5 (pgs. 54-63) • Chapter 11 (pg. 136) • Chapter 23 (pgs. 299-306) • Chapter 24 (pgs. 308-317) • Chapter 28 (pgs. 352-376) • Chapter 29 (pgs. 381-403) Lewis • Chapter 13 (pg. 196 including Table 13-6; pg. 204 including Table 13-13) • Chapter 47 (pg. 1108 including Table 47-3) • Chapter 48 (pgs. 1122-1123; 1124-1125; 1130-1142; 1147-1153) • Chapter 49 (pgs. 1162-1170) • Chapter 55 (pg. 1301 including Table 55-2) • Chapter 58 (pgs. 1387-1393) • Chapter 59 (pgs. 1399-1416)	**Quiz #3 (Weeks 5 & 6 content)** **EAQ: Endocrine System & Medical-Surgical Drugs**

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| Week 8
Oct 28 | Age-related changes in the integumentary system

Skin care & common concerns (actinic keratosis, basal cell carcinoma, squamous cell carcinoma, melanoma, cellulitis, herpes zoster)

Age-related changes in the musculoskeletal system

Common concerns (osteoporosis, osteoarthritis, rheumatoid arthritis. hip fracture)

Pain & comfort

Physical activity & exercise

Falls & fall risk reduction | Touhy & Jett
• Chapter 13 (pgs. 152-167)
• Chapter 18 (pgs. 233-241)
• Chapter 19 (pgs. 244-260)
• Chapter 26 (pgs. 327-337)
• Chapter 27 (pgs. 339-349)

Lewis
• Chapter 8 (pgs. 125-126)
• Chapter 22 (pgs. 396-397 including Table 22-1)
• Chapter 23 (pgs. 409-415)
• Chapter 61 (pg. 1450 including Table 61-1)
• Chapter 62 (pgs. 1481-1484)
• Chapter 63 (pgs. 1510-1514)
• Chapter 64 (pgs. 1517-1532) | **Exam #1 (Weeks 1-6 content)**

EAQ: Integumentary System & Medical-Surgical Drugs |
| Week 9
Nov 4 | Age-related changes in the female reproductive system

Common female concerns (menopause, breast cancer)

Age-related changes in the male reproductive system

Common male concerns (andropause, prostatitis, BPH, prostate cancer)

Intimacy & sexuality | Touhy & Jett
• Chapter 33 (pgs. 445-460)
Lewis
• Chapter 50 (pgs. 1190-1191 including Table 50-3)
• Chapter 51 (pgs. 1208-1222)
• Chapter 53 (pgs. 1248-1250)
• Chapter 54 (pgs. 1268-1283)
• Chapter 58 (pgs. 1387-1393)
• Chapter 59 (pgs. 1399-1417) | **Quiz #4 (Weeks 7 & 8 Content)**

EAQ: Renal, Urinary, and Reproductive Systems & Medical-Surgical Drugs |

Unit 3: Wellness and Function

WEEK/DATE	TOPICS	READINGS	ASSIGNMENT/ ASSESSMENT
Week 10 Nov 11 (HOLIDAY)	No lecture		**EAQ: Musculoskeletal System & Immunologic System and Infectious Diseases & Medical-Surgical Drugs**
Week 11 Nov 18	Age-related changes in the eye/vision Common concerns (glaucoma, cataracts, age-related macular degeneration, detached retina, dry eye) Age-related changes in hearing Types of hearing loss Age-related changes in sleep Common concerns (insomnia, OSA, RLS) Safety & security Prevent and treat hypothermia & hyperthermia	Touhy & Jett • Chapter 11 (pgs. 130-140) • Chapter 12 (pgs. 142-150) • Chapter 17 (pgs. 221-229) • Chapter 20 (pgs. 263-275) Lewis • Chapter 7 (pgs. 99-100) • Chapter 20 (pg. 352 including Table 20-1; pg. 361 including Table 20-7) • Chapter 21 (pg. 370; pgs. 372-382; pg. 387-391 including Table 21-15)	**EAQ: Neurologic and Sensory Systems & Medical-Surgical Drugs**

Unit 4: Healthy Aging for Elders and Their Families

WEEK/DATE	TOPICS	READINGS	ASSIGNMENT/ ASSESSMENT
Week 12 Nov 25	Economics of health care in later life Common legal & ethical issues Long-term care Relationships, roles, & transitions	Touhy & Jett • Chapter 30 (pgs. 407-415) • Chapter 31 (pgs. 417-425) • Chapter 32 (pgs. 427-441) • Chapter 34 (pgs. 463-479) Lewis • Chapter 9 (pgs. 129-142)	**Quiz #5 (Weeks 9 & 11 Content)** **EAQ: Medical-Surgical Drugs**
Week 13 Dec 2	No Lecture		**Exam #2 (Weeks 7-12 Content)** **EAQ: Medical-Surgical Drugs**
Week 14 Dec 9	Senior Wellness Project: HPP Oral Presentations		**Evolve HESI Gerontology Practice Exam due Friday December 13 11:59pm** **Evolve HESI Gerontology Case Studies due Friday December 13 11:59pm**
Week 15 Dec 16			**Gero HESI Monday December 16 8:00am-9:30am** **Senior Wellness Project: HPP submission & Peer Evaluation Form in Canvas December 16 11:59pm**

			Medical-Surgical HESI Tuesday December 17 8:00am-9:30am **Pharmacology HESI Wednesday December 18 8:00am-9:30am**

NURS 401
Syllabus Acceptance Contract

By signing my name below, I acknowledge receipt of the NURS 401 Fall 2019 syllabus.

I have read the syllabus and I agree to abide by it.

I understand that I have had the opportunity to ask questions and have the questions answered related to the syllabus by my professor.

I understand that my professor is a course and professional resource, so I agree that the first step to addressing any course questions or concerns is to contact her by email or to meet with her during scheduled office hours.

I am committed to adhering to all course requirements and policies contained in the syllabus and I understand the consequences of not doing so.

Printed Name: _____

Signature: _____

Date: _____