Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number: NUR 4456  Course Title: Geriatric Syndromes

Date: November 4, 2013  Submitted by: Vicki Kotchka MSN, CCRN

Sponsoring Department: Health Sciences/Nursing

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description. See below please.
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following: See below please
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: ___________________________  Date: ________________

Chairperson, AAC: _________________________________  Date: ________________

Dean of Record: _________________________________  Date: ________________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
Design features that support student learning in a format appropriate to the online environment:

Introduction to the course assumes learners are unfamiliar with the D2L Learning Management System and course navigation will be explained. In addition, the content, learning activities, and assessment methods of this course are designed to be delivered in a format conducive to asynchronous online learning. Examples of these features include:

- Written information on the learning management course homepage to direct students how to navigate the course and access tutorial videos in the content section of the course.
- A “Start Here” web page in the onset of the content section to explain course organization and navigation to students.
- Tutorial Videos using “Screencast-O-Matic” (http://www.screencast-o-matic.com/) technology to explain navigation through components of the learning management system (Drop Box, Locker Room, Chat Room, Discussion Board Forums, Class List, and Grading Area) located in the organizational module in content section.
- Links to D2L student resources in the organizational module in the content section.
- A link to the North Hall Library tutorial video located in the organizational module in the content section.
- Organizational modules for the syllabus, assignments and rubrics, content, and other important documents are included in the course content section.
- A “Due Dates for Assignment” document will be posted in the organization module in the content section. Due dates for assignments are also posted on the course calendar located on the course home page.
- Content modules depicting organized sets of information are included in the course content section. Each content module is organized in the same manner:
  - Notes on Nursing: lists objectives, learning activities, reading assignments, relevant websites, and discussion board assignments for each module thus directing students how to progress through each module.
  - Instructor Notes: Learning Management System web pages to present content, list hyperlinks to relevant websites, and embed videos.
    - Links to relevant websites.
    - Links to North Hall Library assigned readings/videos.
    - Links to quizzes.
  - Links to Discussion Board Assignments.
- Narrated Power Point Presentations.
- Guided reflective discussion board assignments/questions to enhance collaborative learning.
- Application of the Hartford Institute’s “Try This” Evidence-based Geriatric Assessment Tools easily accessible @ http://consultgerirn.org/resources/.
- The course is designed to meet the requirements of the Mansfield University Online Checklist.
• Computer requirements and suggestions for technical assistance are listed on the syllabus and on the course home page using the News Tool.
• Expectations of Online Learning are included on the syllabus.

**Strategies for engaging students with meaningful, interactive activities**

Interactive learning activities are designed for each module. Examples of learning activities include:

- Games
- Word Clouds
- Quizzes
- Surveys
- Internet Scavenger Hunts

**Strategies for communicating with and among students**

- Use of D2L News Tool to communicate important information to students on a weekly basis
- Use of the D2L Calendar placed on the course home page for assignment due dates and other pertinent information
- Discussion Board Forums
- Chat Room
- Locker Room
- University e-mail
- My cell phone (respectfully no texting please)
- BSN nursing handbook
- A Communication Section briefly highlighting the above information is included on the syllabus
- A professor biography is presented on a discussion board for introductions.

**Strategies for assessing student learning outcomes, including methods to ensure procedural integrity**

- Discussion Board Assignments/Questions
- Learning Activities listed above
- A Power Point Presentation describing the methodology to present a topic at a health fair
- A NLN ACES Case Study [http://www.nln.org/facultydevelopment/facultyresources/aces/unfolding_cases.htm](http://www.nln.org/facultydevelopment/facultyresources/aces/unfolding_cases.htm)
- A timed final exam using Respondus for D2L
- [MU copyright policy](http://www.nln.org/facultydevelopment/facultyresources/aces/unfolding_cases.htm) and link to the policy is included on the syllabus and course home page
- MU academic integrity policy and links to the policy and [Plagerism.org](http://www.nln.org/facultydevelopment/facultyresources/aces/unfolding_cases.htm) are listed on the syllabus
- Use of Turnitin for D2L for appropriate assignments
Mansfield University
Department of Health Sciences
NUR 4456-190
Course Syllabus
Summer 2014

**Course Number:** NUR 4456  
**Course Title:** Geriatric Syndromes  
**Credits:** 3 Credits  
**Clock Hours:** Asynchronous online learning

**Placement in Curriculum:** Upper-level Nursing Elective  
**Prerequisites:** NUR 3270 and 3271 or equivalent  
**Faculty:** Vicki Kotchka MSN, CCRN

**Office Hours:** Available by appointment in the chat room, online room, or telephone

**Phone Numbers:** Office 570-887-4722  
Cell 607-426-9847 (calls or voice mail only; no texting please)

**E-mail:** vkotchka@mansfield.edu

**Catalog Description:** This course focuses on understanding the physiological aging process and complex health issues impacting older adults. Students will utilize established geriatric care standards to promote best practices and patient-centered care for the aging individual.

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Program Student Learning Outcomes</th>
<th>ANA (2010). Nursing: Scope and Standards of Practice (2nd ed.)</th>
<th>Evaluation Methods</th>
</tr>
</thead>
</table>
| 1. Identify the physiological changes attributed to normal aging. | Demonstrate clinical judgment through the application of theories, concepts and research from the scientific, humanistic, and nursing disciplines. | • Standard 1: Assessment  
• Standard 2: Diagnosis | • Discussion Board Assignments  
• Learning Activities  
• Health Fair Assignment  
• Case Study Assignment  
• Multiple Choice Exam |
| 2. Evaluate strategies and guidelines to identify, prevent, and manage geriatric syndromes. | Implement therapeutic nursing interventions in the care of individuals, families and communities utilizing the nursing process in compliance with the ANA’s Nursing: | • Standard 4: Planning  
• Standard 5: Implementation  
• Standard 6: Evaluation  
• Standard 9: Evidence-based Practice and Research | • Discussion Board Assignments  
• Learning Activities  
• Case Study Assignment |
<table>
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<tr>
<th>Course Student Learning Outcomes:</th>
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<tr>
<td>Upon successful completion of the course, the student should be able to:</td>
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<tr>
<td>1. Identify the physiological changes attributed to normal aging.</td>
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<tr>
<td>2. Evaluate strategies and guidelines to identify, prevent, and manage geriatric syndromes.</td>
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<tr>
<td>3. Demonstrate use of evidence-based tools to guide nursing assessments of the older adult.</td>
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</tbody>
</table>
4. Analyze barriers to the functional, physical, psychological, cognitive, and social needs of the older adult.
5. Discuss strategies to reduce risk and promote quality and safety in the care of the older adult.

This course assists the student in meeting the following nursing program student learning outcomes:

1. Demonstrate clinical judgment through the application of theories, concepts and research from the scientific, humanistic, and nursing disciplines.
2. Implement therapeutic nursing interventions in the care of individuals, families and communities utilizing the nursing process in compliance with the ANA’s Nursing: Scope and Standards of Practice (2010).
3. Integrate communication skills required for the role of the generalist professional nurse as a practitioner, educator, collaborator, leader and advocate in providing health care for individuals, families and communities.
4. Demonstrate legal, ethical, and professional behaviors and accountability in all nursing roles.

This course assists the student in meeting the following professional nursing standard(s) found in American Nurses Association (2010). Nursing: Scope and Standards of Practice (2nd ed.). Silver Spring, MD: American Nurses Association
- Standard 1: Assessment
- Standard 2: Diagnosis
- Standard 3: Outcomes Identification
- Standard 4: Planning
- Standard 5: Implementation
- Standard 6: Evaluation
- Standard 9: Evidence-based practice and research
- Standard 10: Quality of Practice
- Standard 11: Communication
- Standard 14: Professional Practice Evaluation
- Standard 15: Resource utilization

Topical Outline:
- Normal Physiological Changes
- Urinary Incontinence
- Poly-pharmacy
- Dementia, Delirium, & Depression
- Sleep
- Falls

Teaching Strategies:
- Collaborative discussions
- Videos
- Games
- Case Studies
- Power Point Presentations
- Movies
- Assigned readings

Required Texts:
Grading: NOTE – AT LEAST 78% (780 points) MUST BE ACHIEVED TO RECEIVE A “C” IN THIS COURSE.

<table>
<thead>
<tr>
<th>Acceptable Performance</th>
<th>Unacceptable performance</th>
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<tbody>
<tr>
<td>A  93 to 100</td>
<td>C- 76 to 77</td>
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<tr>
<td>A- 90 to 92</td>
<td>D+ 73 to 75</td>
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<tr>
<td>B+ 87 to 89</td>
<td>D  70 to 72</td>
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<tr>
<td>B  85 to 86</td>
<td>D- 66 to 69</td>
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<tr>
<td>B- 83 to 84</td>
<td>F  Less than 66</td>
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<tr>
<td>C+ 80 to 82</td>
<td>(830 to 849 points)</td>
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<tr>
<td>C  78 to 79</td>
<td>(780 to 799 points)</td>
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<td>(800 to 829 points)</td>
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Evaluation (refer to Desire2Learn for assignment details and rubrics)

Final Course Grades will be based on:

Class Participation/Discussion Board: Individual assignment (200 points)
Assists students in meeting course SLO #1, 2, 3, 4, & 5
- Discussion questions will be posted for class topics. One main message must be posted for each question and two postings in response to two other classmates are expected. Responses to classmates must expand on or question the original posting thus enhancing the discussion. Postings such as “sweet”, “you rock”, “I agree”, “great post”, or “atta boy/girl” do not contribute to the discussion. Citation of sources for your comments, opinions, and responses are expected.
- Refer to the Discussion Board Assignment and Rubric posted on D2L for further criteria.

Learning Activities: Individual assignment (100 points)
Assists students in meeting SLO #1, 2, 3, 4, & 5
- A learning activity will be designed for each module. These activities will be in the form of quizzes, word clouds, games, internet scavenger hunts, etc.
- A total of five learning activities will be required.
- A rubric is not available for these assignments. These activities will be further explained on D2L within each module.
- Each learning activity has a value of 20 points.

Case Study: Individual assignment (250 points)
Assists students in meeting SLO #1, 2, 3, 4, 5
- Students will review a case study related to the older adult client.
- A reflective, three- to four-page paper using APA format will be required. The paper will include evidence based and authoritative information about the care of the older adult.
• Topics for and responses to the case study will be guided by reflective questions from the instructor.
• Refer to the Case Study Assignment and Rubric posted on D2L for further criteria.

Health Fair: Group assignment (250 points)
Assists students in meeting SLO #1, 2, 3, 4, 5

• This is a group assignment. The class will plan a health fair for the older population.
• The class will be divided into groups. Each group will submit a Power Point Presentation explaining a plan for managing a geriatric syndrome.
• Each presentation must demonstrate use of the nursing process and evidence-based practices.
• Refer to the Health Fair Assignment and Rubric posted on D2L for further criteria.

Final Exam: Individual Assignment (200 points)
Assists students in meeting SLO #1, 2, 3, 4, & 5

• 50 multiple choice questions.
• Each question has a value of four points.
• The exam will be available on D2L by [date]. You must complete the exam on D2L. A test blueprint will be posted on D2L prior to making the exam available. Instructions to access and complete the exam will also be posted on D2L.

**** Important note: The instructor reserves the right to reduce grades by 5% for late assignments. Refer to the Class Attendance/Absence Policy listed below. Due dates for assignments are listed in the topical outline of the syllabus and on the “Due Dates for Assignments” document posted on D2L.

IMPORTANT NOTE
Students with documented psychological or learning disorders or other significant medical conditions may affect their abilities to participate in courses at Mansfield University should consult with the Mansfield University Center of Services for Students with Disabilities. The personnel in this office will work with you to provide me with an appropriate letter of recommended academic accommodations. This process intends to better serve your particular academic needs. If your exceptionality requires class or testing accommodations, the staff will work with you to identify and implement appropriate interventions. Documentation from this university department must be provided to faculty before accommodations can be implemented.

Class Policies and Expectations:

• Computer and software requirements: Your computer and software must be compatible with MU and D2L. Refer to the university website http://www2.mansfield.edu/desire2learn/computer-specifications-recommendations.cfm for these requirements. You may also run a systems check on your computer from this website.
• Academic integrity: Students are expected to submit original work. Credit must be given to original authors when used as a source of information. Any form of cheating or plagiarism may result in failure of the course. Refer to http://www2.mansfield.edu/academic-affairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-Academic-Integrity-Violations-Rev-3-09.pdf and http://plagiarism.org/plagiarism-101/what-is-plagiarism for additional information related to academic integrity.

• Copyright Policy: The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

• Class attendance/absences: Regular and punctual class attendance is expected. Class attendance in this course is demonstrated through regular posting on the discussion board as outlined in the discussion board rubric. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted. Students will be allowed to make up graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. Please notify me in writing prior to due dates for graded assignments if unable to complete the required work as per the scheduled times. The instructor reserves the right to reduce grades by 5% for late assignments if the instructor was not notified prior to the due date for the assignment. Students with a documented reason for not attending class/completing graded assignments must submit information related to the absence according to university policy.

• Course Communication:
  o The Mansfield University e-mail address must be used for all e-mail communications with faculty.
  o Much of the pertinent communication regarding the course will occur within the Weekly News Section on the course homepage. Students are also responsible for checking their Mansfield University email as well as the course home page for Weekly News on Desire2Learn (D2L) regularly for information that needs to be disseminated. The practice of forwarding your university email account to a personal account is strongly discouraged. D2L will also be used for general communication, grade postings, and other course information. Other information such as any unanticipated changes in program policies and the current handbook can be found on Desire2Learn on the “member” section under RN-to-BSN.Nursing.
  o Discussion Boards:
    1. A discussion board “The Help Desk” is located on Desire2Learn to assist with communication during this course. Students should use this forum to ask questions of each other or of the instructor. Students are a wealth of information and frequently can assist each other to solve problems. I will
monitor this discussion board at least daily and will respond to questions within 48 hours if the problem is unresolved by colleagues.

2. A discussion board “The Wall” is also located on Desire2Learn for students to chat with each other regarding issues that are not related to the course (i.e. sharing information related to families, vacations, employment, etc.).

3. Appropriate decorum is expected on all discussion boards.
   o Chat/Locker Room/Group Assignment Discussion Board
     1. Group discussion boards, chat rooms, and group locker rooms will be established to enhance communication and collaboration on group projects.
     2. All chats are saved so you may refer to the information at a later date and time.

- Working together and feedback: Critique should always be constructive. This does not mean that you cannot say anything negative about a classmate’s work, but you should do it in a constructive manner that does not attack the individual. Any inappropriate or offensive email or discussion board messages will be deleted and the writer counseled. Repeat offenses will be reported to the Provost. If you are not sure what is appropriate for email or internet communication, please review the following website http://www.kent.edu/dl/technology/etiquette.cfm

- Online Learning: Online learning is largely self-directed learning. You may feel that you are doing all of the work yourself. This is a normal feeling and part of online education. This course has been planned so that you can work asynchronously, within your own time frame. I will attempt to answer all emails within 24-48 hours. If I am going to be out of town, and will not have computer access, I will be sure to let you know. It is up to you to meet all of the deadlines and to participate in the online threaded discussions. Don't forget to save and backup your work. If you experience technical difficulties, it is your responsibility to solve your own problems. You can get help through the MU Information Technology Help Desk (570-662-4357) or directly from D2L (877-325-7778). From the Left Side of your D2L home page, you can click on Student Resources or utilize the http://ct.mansfield.edu/ link for the Campus Technology homepage.

- Student Consumer Rights and Responsibilities: The Higher Education Opportunity Act (Public Law 110–315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitability. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: http://mansfield.edu/HEA/

- Philosophy on Grading and Student Success: I will only accept papers in MS Word. If I cannot open a document, I cannot grade it. Every grade is an individual achievement, based on individual performance, with clear criteria established for maximum success. I have no issue with giving everyone an A, if this is what has been earned. You can be successful in this course if you ask for help as soon as problems arise, if you turn your work is turned in on time, and if you participate actively in the discussions.
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
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<td></td>
<td>Normal Physiological Changes</td>
<td>Introductions</td>
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<td></td>
<td>Urinary Incontinence</td>
<td>Discussion Board #1 due Learning Activity #1 due</td>
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<td>Poly-pharmacy</td>
<td>Discussion Board #2 due Learning Activity #2 due</td>
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<td>The Three D's</td>
<td>Discussion Board #3 due Learning Activity #3 due</td>
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<td>Sleep</td>
<td>Discussion Board #4 due Learning Activity #4 due Case Study due</td>
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<td>Falls</td>
<td>Discussion Board #5 due Learning Activity #5 due Health Fair Assignment due Final Exam due</td>
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