I. INTRODUCTION

A. **Course Description:** Overview of the normal physical, psychosocial, and cultural aspects of the aging process. Addresses disease processes of aging. Exploration of perceptions toward care of the older adult.

B. VNSG 1126 is a required course for the completion of the Vocational Nursing Certificate Program.

C. This course is occupationally related and serves as preparation for careers in Vocational Nursing.

D. **Pre-requisites:**
   1. Completion of Health Care Provider BLS course (American Heart Association).
   2. Admission to the Central Texas College Vocational Nursing Program.
   3. HPRS 2300
   4. BIOL 2401

E. **Co-requisites:**
   1. VNSG 1222 Vocational Nursing Concepts
   2. VNSG 1323 Basic Nursing Skills

F. **Policy:** Dependent on Spring or Fall admissions, the student will refer to the specific curriculum chart and follow that progression pattern.

G. Secretary’s Commission on Achieving Necessary Skills (SCANS) and Differentiated Essential Competencies (DEC’s).

   Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and foundation skills (F). The DEC’s that are implemented in VNSG 1126 are coded as Member of Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. The complete delineation of Texas Board of Nursing DEC’s is found at [https://www.bon.texas.gov/.../differentiated_essential_competencies-2010.pdf](https://www.bon.texas.gov/.../differentiated_essential_competencies-2010.pdf)
II. LEARNING OUTCOMES

Upon successful completion of this course, (Gerontology), the student will:

A. Describe the aspects of aging. (MOP 2, PPCC1, PSA 2) (C5, F11, F14)

B. Discuss disease processes associated with aging. (MOP 2, PPCC 1, PSA 2, MHCT 1) (C7, C9, F16)

C. Identify perceptions related to care of the older adults. (MOP 2, PPCC 2, PSA 1, MHCT 1) (C5, F8, F12, F17)

D. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions. (MOP 1, PPCC 2, PSA 2, MHCT 2) (C9, 11, 14, 15; F15, 16, 17).

III. INSTRUCTIONAL MATERIALS

A. Instructional materials:
   1. The instructional materials for this course are viewable through www.ctcd.edu/books.
   3. Access to Evolve web page at http://evolve.elsevier.com
   5. #2 Mechanical Pencils
   6. Scantrons

B. Computer Accessibility: Accessibility to computer hardware and software that will support the completion of assignments on the internet, DVD, CD, or other electronic delivery is required. All Associate Degree and Vocational Nursing courses (RNSG, VNSG and HPRS), whether traditional, blended, or online utilize Blackboard Learning Management System tools for communication and course requirements. Other online Components, such as publisher online resources, online activities, or database searches may also be required. It is expected that students enrolled in RNSG, VNSG or HPRS courses have access to a computer with minimum technical requirements, have a consistent and reliable Internet connection, possess basic computer skills, and have the ability to download and install applications or plug-ins. Online components/requirements may be completed in a CTC computer lab or on a home computer. Students are recommended to familiarize themselves with the locations and available hours of CTC computer labs in the event that home computers or Internet access are unavailable or unreliable. No extensions or alternate due dates for assignments or exams will be granted due to computer or Internet difficulties.

C. Supplementary Materials: Various electronic media systems, computer software, websites, experiential group exercises, and simulated situations as suggested by the faculty to enhance clinical practice in nursing are used.

D. References: Current professional nursing journal article readings are used to supplement dated textbook information.
E. **Library Resources:** It is expected that all students will have a working knowledge of the Oveta Culp Hobby Memorial Library, and off-site access to library resources.

F. Current practice guidelines set forth by Occupational Safety & Health Administration (OSHA) and the National Institute for Occupational Safety and Health (NIOSH) related to safe patient handling and ergonomics will be implemented.

G. Six areas of core competencies, as delineated by the Quality and Safety Education for Nurses (QSEN) project, will be taught and evaluated in relation to the course objectives and content for VNSG 1126. The (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. The seven core competencies are Patient-Centered Care, Teamwork, and Collaboration, Best Practices, Quality Improvement, Safety, and Informatics

IV. **COURSE REQUIREMENTS**

A. **Reading Assignments:** An orientation to class will be provided on the first day of the course. In preparation for all classes, students are required to obtain the Course Guidelines and Syllabus from the Central Texas College Blackboard website, read the objectives, text, and any HESI materials related to that unit of study. The signature sheet at the end of the syllabus must be printed off, signed and dated by the student to acknowledge their understanding, and turned into the course instructor on the first day of class.

The appropriate study guide chapters and critical thinking exercises should be completed to supplement understanding of the topics and concepts discussed. Students are expected to participate verbally in a variety of classroom activities/discussions.

B. **Projects, Oral Reports, Case Studies, Presentations, Written Assignments**

1. Students are expected to participate verbally in a variety of classroom activities/discussions.

2. Submitting written assignments: all written assignments are to be completed independently unless instructed otherwise. All assigned written works, including presentation, NCLEX questions discussion board & 2 responses to fellow students, and paper must be submitted at the designated time as instructed by the faculty. **No assignments will be accepted after the due date unless prior approval and arrangements have been made with the course faculty.** Late papers will receive a grade of “0” points.

3. **HESI Testing and Remediation:** It is mandatory for VN students at all three levels of the program, to participate in the HESI program. Detailed diagnostic reports at the end of the semester (online exams) provide the student immediate results and opportunity for remediation. Failure to achieve satisfactory results on the proctored HESI exams requires the
student to remediate. Failure to remediate could result in the student not being permitted to register for subsequent classes. Failure to take an exam will result in course failure.

4. **HESI Testing:**
Health Educations Systems Inc., (HESI) testing must be completed by the assigned due date. Failure to successfully complete all assigned exam(s) will result in an “Incomplete” (IP) grade for the course. The student will complete the required proctored Evolve Reach Specialty (HESI) exam for each designated VNSG course as scheduled by the faculty. The student must successfully complete the required HESI exam(s) for each semester at or above the HESI National Average Score on the scheduled date. Students who do not score at or above the HESI National Average Score will be required to complete remediation. Failure to complete remediation requirements will result in an incomplete (IP) for the course.

An Evolve Reach Specialty Exam will be scheduled in Semesters 1, 2, and 3 during these courses: VNSG 2331 (Fundamentals of Nursing), VNSG 1301 (Mental Health), VNSG 1429 (Medical/Surgical Nursing and Pharmacology), and VNSG 1432 (PN Exit).

If the composite score of the Evolve Reach Specialty Exam is less than the HESI National Average Score, a required counseling session with the course faculty will be held. Statistical data generated according to student responses will be available through the Evolve site [https://evolve.elsevier.com/staticPages/s_index.html](https://evolve.elsevier.com/staticPages/s_index.html) for each student for the purpose of self-directed remediation in identified areas that do not meet the HESI National Average Score.

**HESI Testing in Semester 3:** The PN Exit exam will be given during semester three in VNSG 1432. The exam will be administered and completed on the scheduled dates. Two attempts will be required for completion of the PN Exit exams. The PN Exit exams provide a conversion score, which is a weighted percentage score. The highest conversion score attained will be used as the student’s final exam grade.

All HESI PN Exit Exams (two) are mandatory for all third semester students. All students who obtain a score of 901 or greater are required to complete 2 hours of remediation PRIOR to taking the PN Exit 2 exam. Students obtaining 900 or less are required to complete 4 hours of self-remediation PRIOR to taking the PN Exit 2 exam. Any student not passing the PN Exit 1 exam with a recommended score of at least 850 must schedule a counseling session with a faculty facilitator and remediation must be documented. Counseling and remediation are mandatory, failure to take both exit exams or complete required remediation will result in course incomplete (IP). The final grade will not be configured until meeting the above requirements.
Any student repeating a course will be required to re-take the HESI exam associated with that course even if the student passed the HESI exam the first time.

Students with documented disabilities may request accommodations for these standardized exams. The student must contact the faculty at the start of each semester to activate and adopt approved accommodations.

C. Class Performance
1. Attendance Policy - This course adheres to the college attendance policy published in the Department of Nursing & Allied Health Student Handbook. All students are expected to be in class on time.
2. All students are required to complete the semester General Nursing Orientation on Blackboard by the designated day and time each semester as posted.
3. Following an illness or other medical or mental health related event, during the duration of clinical/classroom enrollment, the student will be required to obtain a “Student Nurse Medical Release Return to Class/Clinical” form from the healthcare provider prior to returning to the clinical/classroom area. Please see Blackboard or the Department of Nursing Office for the official form. The required release must include 1) when the student can return to school/clinical and 2) specific limitations on activity level, if any. The form must be faxed/mailed from the health care provider’s office/submitted in a sealed envelope. Please see the Department of Nursing & Allied Health office for the official form.
4. Faculty reserves the right to adjust the student’s classroom grade based upon classroom performance/behavior/civility.
5. You may not audiotape a lecture without the faculty’s/speaker’s permission.

D. Class Participation:
Students are expected to read ahead of class and be prepared for the chapters that are scheduled to be lectured on. Students will also have any assignment completed prior to attending class. Students will actively engage in discussions during classroom periods, answer questions when called upon, and/or be able to research answers related to classroom discussion if asked.

1. Evolve Chapter NCLEX Questions:
   Total of 26 points (13 quizzes at 2 points each). The questions are located on the Evolve Site under each chapter there is a “Review Questions – NCLEX” link. Upon completion it will be submitted electronically. All Chapter NCLEX Question Quizzes will be due as indicated on your course calendar date. (Please note: no credit will be given unless submissions are made prior to the Due date and a score of 70% is achieved out of two attempts).
2. Blackboard Discussion Board:
   Total of 24 points (8 discussions at 3 points each). A discussion consists of the student posting a comment (must be 3 sentences or longer) and responding to at least two (2) different classmate’s posts. The week’s unit
discussion topic is located on blackboard, left menu under Discussion Board tab. Discussions and responses must be engaging, show thought and substance. Simple replies such as "yes", "no", "I agree", without further explanation will not be acceptable. You must respond in order to receive full credit for the week. The due date is located on your Course Calendar.

**Online Discussion Guidelines**
Students are expected to participate in the online discussions in the following manner:

- Complete the assigned reading before participating in discussions. Your participation points are derived from the depth of your responses. The discussion should be thoughtful, informative, and respectful.
- Read other students’ posts, post an in-depth comment/reply, or ask/answer questions about the topic under study. Add any new information you may have found in your reading.
- Points for participation in the discussions will be assigned according to the depth and number of postings following the grading rubric below.
- Respect others’ ideas, feelings, and experiences.
- Be courteous. It is important to be honest and express yourself freely, but be sure that you include praise as well as constructive criticism.
- When posting responses, back up your assertions with data and evidence. These are especially important if you disagree with a response or topic.
- Remember that online communication lacks non-verbal cues. Make every effort to be clear and concise in communication.
- Never use all capital letters. This is considered “SHOUTING!”

<table>
<thead>
<tr>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Points</th>
<th>0 Points</th>
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<tbody>
<tr>
<td>- Fully answers each question. Shows synthesis and thoughtfulness. Thought is logical and clearly presented.</td>
<td>- Minimally answers questions and thoughts show some synthesis and thoughtfulness.</td>
<td>- Barely answers questions, and thoughts is not clear.</td>
<td>- Did not submit discussion answers or respond to 2 peers OR Does not show synthesis or thoughtfulness. OR Lack of or no professionalism &amp; netiquette displayed</td>
</tr>
<tr>
<td>- Correct spelling, grammar, punctuation, and word usage are correct</td>
<td>- Correct spelling, grammar, punctuation, and word usage</td>
<td>- Errors in spelling, grammar, punctuation, and word usage</td>
<td></td>
</tr>
<tr>
<td>- Displays professionalism &amp; netiquette</td>
<td>- Displays professionalism &amp; netiquette</td>
<td>- Displays professionalism &amp; netiquette</td>
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</tr>
<tr>
<td>- Responds to 2 peers posts</td>
<td>- Responds to 2 peer’s posts</td>
<td>- Responds to one peer’s post.</td>
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E. **Progression:**
This course has pre-requisites and co-requisites that apply. Students must obtain a 70% average grade to successfully complete this course. If unsuccessful, this course must be repeated.
Academic Integrity/Scholastic Honesty:
The following statement is published in the Central Texas College Catalog:

All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism- the taking of passages from the writing of others without giving proper credit to the sources.
2. Collusion- (a) using another’s work as one’s own, or (b) working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating- giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and subject to disciplinary action.

All Vocational Nursing students are expected to abide by this policy. Falsification of attendance records is considered a violation of academic integrity.

Obtaining or utilizing “Test Bank Materials” from any current or obsolete textbook, is considered scholastic dishonesty.

F. Values and Ethics in Nursing:
Students are expected to demonstrate commitment to the following values and ethical principles believed to be inherent to the nursing profession:

1. Altruism- Concern for the welfare of others seen through caring, commitment, and compassion.
2. Human Dignity- Belief in the inherent worth and uniqueness of the individual seen through respect, empathy, humanness, and trust.
3. Truth- Faithfulness to fact seen through honesty, accountability, and authenticity.
4. Justice- Upholding moral and legal principles seen through courage, advocacy, and objectivity.
5. Freedom- Capacity to exercise choice seen through openness, self-direction, and self-discipline.
6. Equality- Having the same rights and privileges seen through acceptance, tolerance, and fairness.
7. Esthetics- Identifying the qualities of objects, events, and persons that provide satisfaction as seen through creativity, sensitivity and appreciation.

G. Office Hours:
Each instructor keeps office hours for the purpose of conferring with students. Students are encouraged to make appointments with instructors to discuss their needs and/or problems related to their studies. Appointments for review of examination results must be completed prior to the next scheduled exam. Please go through the secretary to be announced.

H. Open Lab: Open Lab days will be available for students who wish to practice skills out of regular lab time. Open Lab days and time will be specified on the Course Calendar. If a student wishes to attend the Open Lab days, they must notify the
Lead Instructor of their intent to participate by noon the day before Open Lab day. No grade or extra credit will be given for attending.

V. EXAMINATIONS:

1. Exams can consist but not exclusive of:
   a. Multiple choice questions.
   b. Alternate format questions
   c. Dosage calculations must reveal the methodology utilized to acquire the answer.
   d. Essay

2. The student will be allowed (as close to) 1.5 minutes per test item as is possible, given the class schedule time. The posted CTC schedule allows two hours for a final exam.

3. Testing Policy: Answers to all questions must be entered on the scantron/computer by the student, with the exception of calculation problems and fill-ins. Once a student has submitted the scantron for written grading no changes/additions can be made to the form with the exception of the instructor marking it after grading of calculation problems and fill-ins. Dosage calculation answers will be written on the back of the scantron by the student to receive credit. Students will not have further access to the scantron once it has been submitted. The ParScore™ scantron form is the only acceptable form for exam grading. Students must check it carefully before submitting it. Personal belongings, such as back packs, and purses, cellular phones, laptops will be secured in your personal vehicle during the exam. Once your exam and Scantron is turned in you then may retrieve your belongings and supplies needed for class.

4. An exam review will be provided after each exam. The date, time and place will be announced prior to the exam. Attendance is voluntary.

Students will be provided a PAR Score Student Test Sheet during the in class review; you must write the question number and your rationale for your choice on the PAR Score student test report. There will be no verbal discussion of test questions during test review. Any pertinent questions regarding exam content must be made during an appointment that you can make with your instructor(s). The course faculty will review these comments and their decision will be final.

Written examinations will be given on dates noted on the course calendar. If a student cannot attend an examination, the course faculty must be notified before the examination is given. It is your responsibility and a requirement to notify the faculty in advance of any absence to retain the privilege of sitting for a make-up exam without grade penalty. Make-up examinations may include a variety of formats to include essay. Students requiring a make-up exam will report to DONAH or Student Testing Center at a designated time instructed by the faculty on the Friday following the missed exam. If the rescheduled opportunity is missed there will be no other opportunities afforded. VNSG 1126 follows the testing policy published in the Department of Nursing and Allied Health Student Handbook.
5. A student scoring 70% or less on any exam must make an appointment with the course faculty for exam review and counseling. (Appointments are optional for scores >70%). According to Department policy, individual appointments with the course faculty must be made by the student within one week of the test date for individual review of the exam. It is the student’s responsibility to make an appointment with the faculty if he/she did not achieve a minimum of 70% on an exam. The exam may be reviewed with the faculty at a later date but the appointment must be made within the one-week time frame. No exceptions. Once a subsequent exam has been administered, no prior exam may be reviewed.

6. The “Course & Testing Policy” fully explains the grading policy, exam dates and times, time limitations, review, challenge policy, and counseling. Please refer to last page of this syllabus.

VI. SEMESTER GRADE COMPUTATIONS

A. The course grade is determined by written examinations and participation. The participation points earned will be added at the end of the semester after completion of all exams and only if the student has a cumulative exam average of at least 70% (105 raw points). Students who do not have a cumulative exam average of at least 70% (105 raw points) after all exams will fail VNSG 1126.

Students are required to have a cumulative exam score of 70% (105 raw points out of 150) AND a total of at least 140 points in the course in order to be successful. It is possible that a student could achieve a cumulative exam score of 70% (105 raw points) and still be unsuccessful if the student does not earn enough participation points to bring total points up to 140. Students who do not have a total of at least 140 points at the end of the semester will fail VNSG 1126.

B. The requirements for determining course grades are:

1. **Exam Points**
   - Exams-3- worth 50 points each 150 points
   - (Exam 1, 2 & Final)

2. **Participation Points**
   - Evolve Chapter NCLEX questions 26 points
   - Discussions 24 points

   **Total points possible:** 200 points

C. The faculty reserves the right to adjust the student’s classroom grade based upon classroom performance/behavior/civility.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. **Course Withdrawal:** (Consistent with CTC Policy)
B. **Administrative Withdrawal:** (Consistent with CTC Policy)
C. **Incomplete Grade:** (Consistent with CTC Policy)
D. **Cellular Phones and beepers**: Cellular phones and beepers will be turned off while the student is in the classroom, laboratory, or clinical area.

E. **American’s With Disabilities Act (ADA)**: The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the main campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. ** Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion and is at the instructor’s discretion. See student handbook for civility policy.

H. **Support Services**: The College offers a variety of support services to students. Refer to the CTC website:
[http://www.ctcd.edu/students/current-ctc-students/academic-support/](http://www.ctcd.edu/students/current-ctc-students/academic-support/)

I. **Non-Discrimination**: Central Texas College District is an equal opportunity, affirmative action institution. We are unequivocally committed to a policy of equal access and equal opportunity in employment practices, admissions, educational programs, and all other college activities. The college does not discriminate on the basis of race, color, religion, national origin, gender, age, disability, veteran status, genetic information, sexual orientation, gender identity or transgender status. Accordingly, it is the policy of the college to maintain an academic and work environment free of discrimination and harassment in accordance with all applicable federal, state and local statutes and regulations.

J. **Statement on Harassment and Discrimination**: (Consistent with CTC Policy)

K. **Inclement Weather**: Information about class cancellation or delay because of inclement weather can be obtained by listening to KNCT-FM (91.3 FM) or by calling (254) 501-3100. (CTC Inclement Weather Information Line).

VIII. **COURSE OUTLINE**

A. **Unit 1: Overview of Aging and Basic Skills for Gerontologic Nursing**

1. **Learning Outcomes**:
   a. Describe the subjective and objective ways that aging is defined.
   b. Identify personal and societal attitudes toward aging.
   c. Identify the major economic concerns of older adults.
   d. Identify the different forms of elder abuse.
   e. Describe approaches that are effective in preventing elder abuse.
   f. Discuss how a theory is different from a fact.
Describe the most common biologic theories of aging.

Describe the most common psychosocial theories of aging.

Discuss the relevance of these theories to nursing practice.

Discuss the impact of normal structural changes on the older adult’s self-image and lifestyle.

Differentiate between normal changes of aging and disease processes.

Discuss the impact of age-related changes on nursing care.

Describe recommended health-maintenance practices, and explain how they change with aging.

Describe how health maintenance is affected by cognitive and sensory changes.

Identify older adults who are most at risk of experiencing health-maintenance problems.

Describe nursing interventions that are appropriate for older adults experiencing alterations in health maintenance.

Discuss the role of home health as it relates to health promotion and health maintenance in the older adult.

Identify the factors to consider when seeking home health care assistance.

Identify factors that increase the risk for medication-related problems.

Describe how pharmacokinetics is altered with aging.

Identify the risks related to aging and pertinent nursing observations for specific drug categories.

Describe specific nursing interventions and modifications in technique that are related to medication administration to older adults.

Discuss the impact of age-related changes on self-administration of medication in the home.

2. **Learning Activities**: group discussion, independent and group collaboration.

3. **Equipment and Materials**:
   a. Lecture outline/PowerPoint and/or instructional hand-outs in Blackboard Learning Management System

4. **Audio-visual Aids**: DVD/VHS, CD, computer aided instruction (CAI) as appropriate

5. **Lesson Outline**:
   a. Chapter 1: Trends and Issues
   b. Chapter 2: Theories of Aging
   c. Chapter 3: Physiologic Changes
   d. Chapter 4: Health Promotion, Health Maintenance, and Home Health Considerations
   e. Chapter 7: Medications and Older Adults
B. **Unit 2: Psychosocial Care of Older Adults**

1. **Learning Outcomes:**
   a. Describe how sensory perception and cognition change with aging.
   b. Examine the effects of disease processes on perception and cognition.
   c. Select nursing interventions that are appropriate for older individuals experiencing problems related to perception or cognition.
   d. Describe how aging can affect self-perception and self-concept.
   e. Identify signs of later-life depression.
   f. Identify suicide risk in older adults.
   g. Identify older adults who are most at risk for problems related to self-perception and self-concept.
   h. Describe nursing interventions related to self-perception and self-concept of older adults.
   i. Discuss changes related to aging that have an effect on skin and mucous membranes.
   j. Identify the older adults who are most at risk for problems related to the skin and mucous membranes.
   k. Describe interventions that assist older adults in maintaining intact skin and mucous membranes.
   l. Examine age-related changes in bladder and bowel elimination.
   m. Identify the older adults who are most at risk for problems with elimination.
   n. Describe interventions used to prevent or reduce problems related to elimination.

2. **Learning Activities:** group discussion, independent and group collaboration.

3. **Equipment and Materials:**
   a. Lecture outline/PowerPoint and/or instructional hand-outs in Blackboard Learning Management System

4. **Audio-visual Aids:** DVD/VHS, CD, computer aided instruction (CAI) as appropriate

5. **Lesson Outline:**
   a. Chapter 10: Cognition and Perception
   b. Chapter 11: Self-Perception and Self-Concept
   c. Chapter 17: Care of Aging Skin and Mucous Membranes
   d. Chapter 18: Elimination

C. **Unit 3: Physical Care of Older Adults**

1. **Learning Outcome:**
   a. Discuss how patterns of roles and relationships change with aging.
   b. Identify older adults who are most at risk for experiencing problems related to changes in roles and relationships.
c. Describe how grief and complicated grief can affect the older adult who has experienced losses.
d. Describe nursing interventions that are appropriate for older adults experiencing problems related to changing roles and relationships.
e. Compare the physical, emotional, and behavioral signs of stress.
g. Discuss changes in stress and coping that occur with aging.
h. Discuss methods of coping with stress and depression.
i. Identify older adults who are most at risk for experiencing stress-related problems.
j. Describe nursing interventions that are appropriate for older adults who are experiencing problems related to stress and coping.
k. Identify values and beliefs commonly found in today’s older adult population.
l. Develop understanding of the relationship of values and beliefs to health practices.
m. Discuss how culture and ethnicity affect older adult’s health beliefs and practices.
n. Describe nursing interventions appropriate for older adults who are experiencing problems related to values or beliefs.
o. Identify factors that are likely to influence end-of-life decision making.
p. Discuss the importance of effective communication at the end of life.
q. Identify cultural and spiritual considerations related to end-of-life care.
r. Describe the stages of grief.
s. Develop an understanding of the impact of age on sexuality.
t. Discuss the common concerns of aging lesbian, gay, bisexual, and transgender persons.
u. Describe nursing interventions for older adults experiencing problems with sexuality.

2. **Learning Activities**: group discussion, independent and group collaboration.

3. **Equipment and Materials**:
a. Lecture outline/PowerPoint and/or instructional hand-outs in Blackboard Learning Management System

4. **Audio-visual Aids**: DVD/VHS, CD, computer aided instruction (CAI) as appropriate

5. **Lesson Outline**:
a. Chapter 12: Roles and Relationships
b. Chapter 13: Coping and Stress
c. Chapter 14: Values and Beliefs
d. Chapter 15: End-of-Life Care
e. Chapter 16: Sexuality and Aging
IX. COURSE TEACHING LEARNING ACTIVITIES

A. Course Calendar: The Course Calendar for VNSG 1429 details required reading for each of the units of study. The student is to use this syllabus in conjunction with the daily plan to prepare for class. (C 1, 3)

B. Supplemental Learning Activities: Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Each assigned chapter in the required text has corresponding Chapter Review questions that should be completed. Student resources are available, these resources include NCLEX exam Review Question with rationales, interactive, animations, video clips, audio clips, and chapter summaries. The study guide that accompanies the required text is also available and it is recommended that students utilize it as an additional learning aid for this course. All of these resources are excellent learning aids and are highly recommended by the instructors of this course.

C. Auto-Tutorial: For some units of study, audio-visual materials and computer-assisted instruction are assigned. Videos will be viewed in class. Computer-assisted programs may be viewed in the learning laboratory. The student will be tested over material from videos or required computer-assisted programs. (C8, 18)

D. Self-Directed Study: Each student enters the program with varied backgrounds, educational preparations and rate of learning; therefore, to enhance the teaching-learning process, the student is expected to develop an attitude of self-direction in acquiring knowledge. As part of the self-directed study the student is encouraged to complete Learning Outcomes at the beginning of each assigned chapter. This course is fast paced, with new material covered at each class meeting. Class time is designed to supplement and clarify assigned learning activities. Please set up an appointment time with the appropriate professor, if further assistance is needed. (F 11, 13, 16)

E. Class Presentation: A variety of teaching methods (lecture, discussion, demonstration, guest lectures, small group activities, computer-assisted instruction, audio visuals) will be utilized to present material on assigned units of study. Class presentations are intended to supplement assigned learning aids. It is the student’s responsibility to be familiar with assigned material before attending class. (F 13)

F. Drug Information: The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. Also, the student must demonstrate basic mathematical skills necessary for practical problem solving for drug administration. (F 3, 4)
CENTRAL TEXAS COLLEGE
Department of Nursing
Vocational Nursing Program
VNSG 1126 Gerontology
Syllabus Signature Sheet

This signature sheet must be signed, dated, and submitted electronically through Blackboard e-mail to the faculty member during the first week of class.

My signature acknowledges that I have read and understand the Syllabus, Course Format, and Testing Policy for VNSG 1126, Gerontology, and I agree to abide by the terms set forth in this document.

________________________________________
Printed Name

________________________________________
Signature Date