

# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: SON 12/15/11

Proposal Title: Revision of NURS/GRNT 6275 Health

Promotion, Nutrition and Wellness for Older Adults

Originating Department: SON and Gerontology

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
12/12/11	12/19/11	12/19/11	Approved	<u>DEPARTMENT CHAIR</u> Dee Baldwin [print name here] Dee Baldwin
19 Dec 11	9 JAN 12	9 JAN 12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [Signature] Print name: Michael Thomas
0	2/7/12	2/9/12	Approved	<u>COLLEGE FACULTY CHAIR</u> [Signature] Print name: CYNTHIA L TOTH
2/10/2012	2/20/2012	2/10/2012	Approved	<u>COLLEGE DEAN</u> [Signature] Print name here if signing on behalf of Dean: Jane B. Neese
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
2-13-12	3-13-12	3-14-12	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) [Signature]
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

University of North Carolina at Charlotte

Revised Graduate Course and Curriculum Proposal from the School of Nursing and Gerontology Program

### Revision of NURS/GRNT 6275 Health Promotion, Nutrition, and Wellness for Older Adults

1. **SUMMARY.** The School of Nursing and Gerontology Program propose to revise the course descriptions and course objectives of NURS/GRNT 6275, Health Promotion Nutrition and Wellness for Older Adults to enhance the focus on wellness, nutritional needs, and needs of diverse populations.
2. **PROPOSED CATALOG COPY. NURS 6275. Health Promotion, Nutrition, and Wellness for Older Adults. (3)** Cross-listed as GRNT 6275. Pre-requisites: Graduate Standing or Permission of Instructor. This course will explore self-care measures and health promotion practices with an emphasis on nutrition, that promote a healthy lifestyle in later life. Included are principles of teaching and learning adapted to diverse older adults' needs and learning styles. Common barriers to health care and appropriate nutrition in older adults are also examined. Current findings from research will be integrated throughout the course. A foundational knowledge of human development is expected. ~~Self-care measures and health promotion practices to promote a healthy lifestyle are discussed. Included are principles of teaching and learning adapted to the older client needed by health care and other professionals who teach and plan programs for the older client. Common barriers to health care of older adults are examined. (On-demand) (Even summers, online)~~

**GRNT 6275. Health Promotion, Nutrition, and Wellness for Older Adults. (3)** Cross-listed as NURS 6275. Pre-requisites: Graduate Standing or Permission of Instructor. This course will explore self-care measures and health promotion practices with an emphasis on nutrition, that promote a healthy lifestyle in later life. Included are principles of teaching and learning adapted to diverse older adults' needs and learning styles. Common barriers to health care and appropriate nutrition in older adults are also examined. Current findings from research will be integrated throughout the course. A foundational knowledge of human development is expected. ~~Self-care measures and health promotion practices to promote a healthy lifestyle are discussed. Included are principles of teaching and learning adapted to the older client needed by health care and other professionals who teach and plan programs for the older client. Common barriers to health care of older adults are examined. (On-demand) (Even summers, online)~~

#### B. JUSTIFICATION.

1. The population of older adults in America continues to grow. Nurses and other health care professionals graduating today need to have expertise in the care of older adults from diverse populations. Additionally, new research continues to expand on the importance of nutrition in promoting health and preventing disease. Thus, the combination of health promotion, nutrition, and wellness provides a comprehensive forum to address the health needs of

diverse older adults. Adding the nutrition content to the original Health Promotion and Wellness course strengthens the course and better prepares our students to meet the health and wellness needs of older adults by incorporating nutrition content.

2. There are no course pre- or co-requisites. Graduate standing or permission of the instructor.
3. NURS/GRNT 6275 reflects a graduate level didactic course that is consistent with Graduate Catalog numbering.
4. This revision will improve the scope and quality of instruction in this course as the addition of the nutrition content makes it consistent with new research generated about the importance of nutrition in overall health status of culturally diverse older adults.

### **C. IMPACT**

1. Graduate nursing and gerontology students will be served by this course. NURS/GRNT 6275 is currently offered on demand in the SON or CLAS. The course is a core course in the MA in Gerontology and a primary elective for students in the Graduate Certificate Program in Gerontology. The students served by this course have not changed. It is possible that additional students in the College of Health and Human Services may be interested in using this course as an elective.
2. The course changes will enhance current nursing and gerontology curricula.
  - a. The course is scheduled to be taught online even summers.
  - b. No other course offerings will be affected by this course offering.
  - c. 20-30 students are anticipated to enroll for credit. .
  - d. Enrollment in other courses is not expected to be affected. This is an elective for graduate nursing students and a core course or primary elective for gerontology graduate students
  - e. This course has not been offered previously as a special topics course.
  - f. No effect is anticipated on other areas of the catalog.

### **D. RESOURCES REQUIRED TO SUPPORT PROPOSAL**

1. Personnel
  - a. None: The course will be taught online during the summer semester.
  - b. Faculty interested in teaching the course include
    - Meredith Troutman-Jordan, PhD
    - Kristen Montgomery, PhD
    - Allison Burfield, PhD
    - Sonya Hardin, PhD
    - Laura Talbot, PhD
    - Lucille Travis, PhD
    - Judy Cornelius, PhD
2. None. The course is proposed to be taught online.
3. None. Faculty teaching the course are already members of an academic unit that provides supplies as needed,
4. **None:** Faculty members interested in teaching this proposed course have

computers in their offices in the CHHS to meet the demands of this course.

5. None. Courses are offered online and use audio or visual equipment housed in CHHS Health Informatics when indicated.

6. None. No faculty travel is required and all course materials are offered electronically.

7. None All necessary supplies and equipment for the proposed course are currently available.

## **E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

1. Library Consultation- Jean Hiebert emailed 11/2/11 stating that there are ample resources for this course. Three additional titles have been ordered. See **Attachment # 2**.

## **F. INITIATION AND CONSIDERATION OF THE PROPOSAL**

### **1. Originating unit (SON).**

Two faculty in the SON assumed responsibility for revising the course. They regularly consulted with the Director of the Gerontology Program about the revisions. The course revision was submitted to the SON Graduate Admissions and Curriculum Committee on December 1, 2011. It was approved pending minor changes. Changes were made and proposal was then submitted to the SON faculty for approval on December 15<sup>th</sup> 2011.

### **2. Gerontology**

The two SON faculty consulted with the Director of the Gerontology Program throughout the process of developing the revised course. My feedback has been incorporated into the proposal and we are supportive of the revision.

## **G. ATTACHMENTS**

- 1. Syllabus**
- 2. Library Evaluation**

**UNC Charlotte**  
**College of Health and Human Services**  
**School of Nursing**

**Course Number:** NURS 6275 Cross-listed as GRNT 6275

**Course Title:** Health Promotion, Nutrition, and Wellness for Older Adults

**Course Credit** 3 credit hours

**Faculty:** Meredith Troutman-Jordan, PhD, PMHCNS-BC, Associate Professor

Office: CHHS 444B

Office Hours: As posted in Moodle or By Appointment

Phone: 704 687 7973

Email: [MeredithTroutman@uncc.edu](mailto:MeredithTroutman@uncc.edu)

Fax: (704) 687-6017

Kristen Montgomery, PhD, RN, Assistant Professor

Office: CHHS 412A

Office Hours: As posted in Moodle or By Appointment

Phone: 704-687-7977

Email: [kmontg11@uncc.edu](mailto:kmontg11@uncc.edu)

Fax: (704) 687-6017

**Catalog Description:** Pre-requisites: Graduate Standing or Permission of the Instructor. This course will explore self-care measures and health promotion practices with an emphasis on nutrition, that promote a healthy lifestyle. Included are principles of teaching and learning adapted to diverse older adults' needs and learning styles. Common barriers to health care and appropriate nutrition in older adults are also examined. Current findings from research will be integrated throughout the course. A foundational knowledge of human development is expected. (*Online, Even Summers*).

**Course Objectives:**

1. Examine the concept of wellness (including nutritional adequacy) in older adults.
2. Employ appropriate tools to assess nutritional, physical, mental, behavioral and environmental status of aging populations
2. Analyze research findings about components of healthy life style practices in diverse populations.
3. Apply commonly recognized health promotion or wellness models/theories to care of older adults.
4. Apply evidence-based principles of teaching and learning to older adults.
5. Examine nutritional needs of various older adult populations.
6. Analyze how current findings from relevant research inform interventions for diverse aging populations

**Course Policies**

**Access to Moodle and How to Get Technical Assistance:**

It is essential that all students understand the teaching/learning platform used for the course. If students are not familiar with Moodle, they must complete the online learning modules are available

at <http://teaching.uncc.edu/moodle/students>. Students may get Moodle and other computing help by visiting the [Student Computing Help Center](#) in Barnard or calling 704-687-6400.

### **Participation in Discussion Groups:**

Attendance is vital to students' learning experience, in order to get the most out of this online course. Every student should therefore actively participate in class discussions. Participation in the discussions is expected. Postings to the discussion board are expected to be critical, thoughtful, and informed by the readings. Suggestions are to read the chapters/articles and reflect on these prior to each weekly lesson to be able contribute one's thoughts/observations and pose insightful questions to peers. Students will only get out of this learning experience as much time and effort as they are willing to invest.

### **Communication with Instructor:**

All university notifications will be sent electronically to the assigned UNC Charlotte email address (username@uncc.edu). Use 49er Express (<http://www.uncc.edu/express>) to access the university email account. Messages will no longer be forwarded to a private email address. See Policy at <http://www.uncc.edu/policystate/ps-20.html>. **When using email always put the course number in the subject line. Please allow at least 24 hours for the instructor to respond, or the next Monday, if students send emails on the weekend.**

### **Expected online etiquette:**

All students are expected to be courteous and respectful in their postings and communication with other students and participants in this class.

### **Syllabus Subject to Change:**

The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

### **Teaching Strategies:**

Critical thinking questions and online activities, seminar discussions related to critical thinking questions and online activities, review and assessment of web resources, student presentation development.

### **Required Texts:**

Bernstein, M. & Schmidt Luggen, A. (2009). *Nutrition for the older adult*. Jones & Bartlett  
Lange, J. W. (2011). *The nurse's role in promoting optimal health of older adults*. F. A. Davis.

### **Evaluation Methods**

Scholarly paper (25%), paper presentation (25%), weekly seminar discussion participation (40%), compilation and critique of web resources (10%)

### **Graduate Grading Scale:**

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- U = Below 70

**Topical Outline:**

Date	Content	Activities and Reading
Week 1: (date to be added)	Characteristics, unique needs, and health promotion and health teaching for older adults; Developmental stages of aging (grand parenting), General overview of influences on aging process from genetics, ethnicity, and environment.	Visit and review <i>Sensory Changes</i> at <a href="http://consultgerirn.org/topics/sensory_changes/want_to_know_more">http://consultgerirn.org/topics/sensory_changes/want_to_know_more</a> ; Read <i>Want to Know More: Sensory Changes</i> B & S Chapters 1 <i>Introduction and Demographics of Aging</i> ; 2 <i>Physiologic Changes with Aging</i> ; 6 <i>Smell and Taste in Older Adults</i> ; Lange Chapters 3-5 <i>Understanding Older Adults</i> ; <i>U.S. and Global Perspectives, Opportunities and Challenges of Growing Old, An Evidence-Based Team Approach to Optimal Wellness</i> Brennan & Bally (2008) Capella McDonnell (2011) Eklund et al. (2008) Pearman & Lachman (2010)
Week 2:	Assessment of Aging and wellness: nutritional, safety, environmental, and mental considerations. Assessment of learning needs of diverse older adults	Visit and review <i>Nutrition in the Elder</i> at <a href="http://consultgerirn.org/topics/nutrition_in_the_elderly/want_to_know_more">http://consultgerirn.org/topics/nutrition_in_the_elderly/want_to_know_more</a> Visit and view <i>Assessing Nutrition in Older Adults</i> at <a href="http://consultgerirn.org/resources/media/?vid_id=4475674#player_container">http://consultgerirn.org/resources/media/?vid_id=4475674#player_container</a> B & S Chapters 3-5, <i>Macronutrients for Older Adults, Vitamin Status and Requirements of the Older Adult, Mineral Requirements of the Older Adult</i> , and 16, <i>Nutritional Assessment for the Older Adult</i> Lange Chapter 14, <i>Healthy Eating</i> Boulton-Lewis (2010)
Week 3:	Physiologic changes with aging; GI, renal, metabolic, neurological, sensory, and cardiovascular	Visit and review <i>Hydration Management</i> at <a href="http://consultgerirn.org/topics/hydration_management/want_to_know_more">http://consultgerirn.org/topics/hydration_management/want_to_know_more</a> B & S Chapters 7 <i>The Aging GI Tract</i> , 9 <i>Aging and the Cardiovascular System</i> , 11 <i>Macronutrient Requirements for Older Adults</i> Lange Chapter 9 <i>Assessing the Older Adult</i> Boonyasopun et al. (2008) Shatenstein (2008)
Week 4:	Health promotion, health education needs and care of diverse older adults.	Visit and review <i>Nutrition in the Older Adult</i> at <a href="http://consultgerirn.org/topics/nutrition_in_the_elderly/want_to_know_more">http://consultgerirn.org/topics/nutrition_in_the_elderly/want_to_know_more</a> View the video <i>Assessing Nutrition in Older Adults</i> at : <a href="http://consultgerirn.org/resources/media/?vid_id=4475674#player_container">http://consultgerirn.org/resources/media/?vid_id=4475674#player_container</a> B & S Chapter 10 <i>Nutritional Aspects of Hematological Management of Older Adults</i> , 13 <i>Neurological Changes Affecting Nutrition in Older Adults</i> Lange Chapter 20 <i>Relating to Older Adults in a Culturally Diverse World</i> , 21 <i>Lesbian, Gay, Bisexual, and Transgender</i>

		<p><i>Older Adults</i> Iizaka et al. (2008) Tesky et al. (2011)</p>
Week 5:	Care of diverse older adults for optimum weight management; nutritional needs and cultural influences	<p>Visit and review <i>Substance Abuse in Older Adults</i> at <a href="http://consultgerirn.org/topics/substance_abuse/want_to_know_more">http://consultgerirn.org/topics/substance_abuse/want_to_know_more</a> B &amp; S Chapter 12 <i>Cancer and Nutrition in Older Adults</i>, 14 <i>Weight Loss and Obesity in Older Adults</i>, 15 <i>Alcohol Use and Older Adults</i> Chen &amp; Guo (2008) Monteverde et al. (2010) Newton et al. (2009)</p>
Week 6:	Nutritional implications related to medications and over-the-counter (OTC) drugs (including supplements). Prevention of substance abuse and polypharmacy in diverse older adults.	<p>Visit and review <i>Medication</i> at: <a href="http://consultgerirn.org/topics/medication/want_to_know_more">http://consultgerirn.org/topics/medication/want_to_know_more</a> Visit and view <i>Beers Criteria for Potentially Inappropriate Medication Use in Older Adults</i> at : <a href="http://consultgerirn.org/resources/media/?vid_id=4852321#p_layer_container">http://consultgerirn.org/resources/media/?vid_id=4852321#p_layer_container</a> B &amp; S Chapter 17 <i>Medication Interactions and Implications</i>, 18 <i>Nutritional Support for the Older Adult</i> Briggs et al. (2011) Gallagher et al. (2007)</p>
Week 7:	Exercise, mobility, and safety of diverse older adults.	<p>Visit and review <i>Ethnogeriatrics and Cultural Competence for Nursing Practice</i> at : <a href="http://consultgerirn.org/topics/ethnogeriatrics_and_cultural_competence_for_nursing_practice/want_to_know_more">http://consultgerirn.org/topics/ethnogeriatrics_and_cultural_competence_for_nursing_practice/want_to_know_more</a> B &amp; S Chapter 20 <i>Diet and Cultural Diversity in Older Adults</i> Lange Chapter 17 <i>Living Safely in the Environment</i> Bicket &amp; Mitra (2009) Godard &amp; Standley (2006) Kallinen et al. (2006)</p>
Week 8:	Providing nutrition services and health promotion for diverse older adults.	<p>Visit and view the video <i>Eating for Health</i> at: <a href="http://nihseniorhealth.gov/eatingwellasyougetolder/faq/video/ew1_na_intro.html">http://nihseniorhealth.gov/eatingwellasyougetolder/faq/video/ew1_na_intro.html</a> B &amp; S Chapter 21 <i>Nutrition Services for Older Americans</i>, 22 <i>Health Promotion and Disease Prevention in the Older Adult</i> Goetzel et al. (2007)</p>
Week 9:	Current research on healthy lifestyle practices in diverse older adults and evidence-based interventions to promote wellness, health promotion and adequate nutrition.	<p>Visit <i>Exercise and Physical Activity for Older Adults</i> at <a href="http://nihseniorhealth.gov/exerciseforolderadults/benefitsofexercise/01.html">http://nihseniorhealth.gov/exerciseforolderadults/benefitsofexercise/01.html</a>; view each of the links listed in the left hand column Collins &amp; Benedict (2006) Fogelholm et al. (2011) Huang et al. (2002) Markel-Reid et al. (2006)</p>



Week 10:	Completion of assignments, course evaluations, paper presentations and reviews.	Finish any remaining assignments and activities. Schedule appointments as needed with instructors.
----------	---	--

**NOTE:** *The instructors are aware of the need for visual and auditory accessibility of web-based materials and will make every effort to make that content fully accessible to all students, regardless of need.*

## UNIVERSITY, COLLEGE, AND DEPARTMENTAL POLICIES

### University Policies:

#### **Code of Student Responsibility:**

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/ps-104.html>

#### **Academic Integrity:**

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Students are expected to report cases of academic dishonesty to the course’s instructor.

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person’s words or ideas without giving them credit – in other words, stealing that person’s work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person’s work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

**Special Needs:**

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

**Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

**Religious Accommodation:**

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

## **Detailed Evaluation Methods with Grading Criteria:**

### **Scholarly paper**

**25%**

Paper to be written on health promotion or wellness issue and related nutrition needs of older adults in a variety of settings; 5 to 8 page paper (text only) using APA format (See guidelines on p. 8)

### **Paper presentation**

**25%**

Students will make formal presentations of the scholarly paper topic to the class; 15 to 20 minutes in length (See Guidelines on p. 6). The presentation grade will be generated by the evaluation of the instructor. Peer evaluations will be offered for feedback to the student, but will not be included in the grade. Pay attention to your teaching skills and materials to reach effects of presentation. For an online course, this presentation will be done via a narrated PowerPoint presentation. Presentations will be submitted via the discussion board feature and other students in the class will have a period of one week to view and comment on the presentation.

### **Participation in Weekly Seminar Discussion**

**40%**

In order to earn class participation credit, each student must contribute meaningful original comments during the discussions by at least 2 discussion board posts per week. Discussion board topics are labeled according to week and topic. Point allocation is distributed across 10 weeks' worth of posts, for a total of .40 or 40% course grade.

### **Compilation & Critique of Web Resources**

**10%**

Each student will identify and then review 5 web sites related to health promotion, wellness, and/or nutrition and older adults. The web sites can be very specific or more general in nature. The review should include the strengths and weaknesses of the web site, resources/information included, and information about the web site's author and sponsor. These web resources will be compiled into a resource at the end of the semester for all to share. (See guidelines page 10)

**NURS 6275**  
**Health Promotion, Nutrition, and Wellness for Older Adults**

**Guidelines for Grading Scholarly Paper**

Introduction and definition of topic (10 pts)

- Identify a content area related to health promotion, wellness or nutrition needs of older adults in a variety of settings.
- Clearly define your topic
- Describe why this topic is important related to older adults

Why this is an issue/problem? (15 pts)

- Identify and describe why this topic is problematic in terms of quality of life, health, and wellbeing of the individual and the family, and at the community level.

Predisposing and/or Risk Factors (10 pts)

- What features or characteristics make an individual (or group of older adults) at risk/more susceptible to experiencing this problem?
- What individuals or groups are more at risk for this problem?

Treatment, Solution, Intervention and Identified Stakeholders (15 pts)

- What do the best evidenced based practice recommendations suggest to address the problem?
- What resources (financial, education, health care providers, etc.) are needed to address this problem?
- Who are the stakeholders (that stand to gain or lose something) related to the proposed solution?

Review of the Literature for Current Research (20 pts)

- What is currently known and recommended to address this problem, based on research findings from the past 5 years?

Need for Additional Research from the Literature and the Student's Perspective (10 pts)

- What additional research and/or clinical practice questions remain, based on your literature review?

Summary and Conclusions (10 pts)

APA format, Syntax, Spelling, Grammar, Transitions (10 pts)

**NURS 6275**  
**Health Promotion, Nutrition, and Wellness for Older Adults**

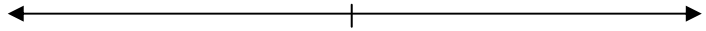
**Guidelines for Grading**

Presenter's Name: \_\_\_\_\_

Low (1)

Average (5)

High(10)



<b>mark the position, e.g.,</b>	
Concept defined	
How affects health & wellness of elderly	
Measurement /assessment	
Issues identified	
Review of the Literature up-to-date & accurate	
Programs/other pertinent Issues	
Future considerations	
Teaching skills- presentation clear, organized; no distracting mannerisms; teaching materials appropriate	
Held my interest	
Summarized information; answered submitted questions appropriately	

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall:

Check  
one

A <sup>+</sup> - A <sup>-</sup>	
B <sup>+</sup> - B <sup>-</sup>	
C <sup>+</sup> - C <sup>-</sup>	

**NURS 6275**  
**Health Promotion, Nutrition and Wellness for Older Adults**  
**Guidelines for Compilation & Critique of Web Resources**

Choose one topic related to older adults, health promotion, wellness or nutrition that is of interest to you. Provide a brief paragraph overview of the topic and why it is an important issue.

Using any format you prefer, create an annotated analysis of 12 or more DIFFERENT websites that present a variety of perspectives and/or findings on this issue. Choose websites with different strengths. **BE SURE YOU ARE SELECTING A WEBSITE AND NOT A SINGLE (PDF OR OTHER) ON-LINE DOCUMENT, OR A LINK WITHIN A WEBSITE.**

Next, write 3-4 sentences about the website. Include the website sponsor, audience (professionals, MDs, RNs, lay public, etc), what you would use it for, and its strengths and weaknesses including any biases.

Assess each website with a score for each of these attributes:

Give a NUMERICAL RATING for each and include a key to the meaning of the numbers.

1. Frequency Updated

1= rarely/not listed 2= bi-annually 3= monthly 4= daily

2. Sponsor

1= not identified 2= Vague Coalition name with unknown "real sponsor" 3= Real sponsor named, if you search the site 4= Sponsor named on home page.

3. Ease of Use

1= cumbersome and unclear 2= several internal links or external links lead nowhere 3= clear index and internal links work 4= clear index, internal links work and external links useful.

4. Quality of Information

1= misleading 2= very general 3= Limited, but good quality 4= Excellent, broad, and current.

**Grading:**

Overview summary is concise, comprehensive and coherent 20

Each site is relevant and rated 20

Annotation 12 or more sites: provides reader with guidance as to information available at this site – able to judge when to use and what to expect. 60

**From:** Montgomery, Kristen  
**To:** Troutman-Jordan, Meredith  
**Cc:** Foss, Gwen; Shenk, Dena  
**Subject:** FW: Library Resources on older adults and nutrition  
**Date:** Thursday, November 03, 2011 3:08:18 PM  
**Attachments:** [Montgomery"s class.xlsx](#)

Here is the library information from Jean Hiebert.....

Kristen S Montgomery, PhD, RN  
Assistant Professor | UNC Charlotte | School of Nursing  
CHHS 412A | 9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-7977 | Fax: 704-687-6017  
[kmontg11@uncc.edu](mailto:kmontg11@uncc.edu) | <http://www.uncc.edu>

---

**From:** Hiebert, Jean  
**Sent:** Thursday, November 03, 2011 2:29 PM  
**To:** Montgomery, Kristen  
**Subject:** RE: Library Resources on older adults and nutrition

Hi Kristen,

I am attaching a list of books (with a few journals). I stopped at the year 2000 because I know that Nursing prefers a five year window of materials. I was dismayed to find that we do not have as much as I had assumed we did so I will definitely make this a priority as I continue to order books this year. The journals are in green and the books are in blue. One of the journals is actually a serial and will look like a book. Each year, the volume addresses a different issue and the one for 2010 was on nutrition in the elderly. All titles are hyperlinks to our catalog, as are the call numbers. As for databases, I have already collected them in one of my LibGuides. This is an interdisciplinary topic so I have included all kinds of databases. The URL is :  
[http://guides.library.uncc.edu/graduate\\_nursing](http://guides.library.uncc.edu/graduate_nursing).

The students should be looking at the Community/Public Health Nursing section.

Cheers,

Jean

**From:** Montgomery, Kristen  
**Sent:** Wednesday, November 02, 2011 4:44 PM  
**To:** Hiebert, Jean  
**Subject:** Library Resources on older adults and nutrition

Jean,

My colleague, Meredith Troutman-Jordan, and I are developing an online course on health promotion, older adults and nutrition. Can you confirm that the library has titles in this area?

Thanks,

Kristen Montgomery  
School of Nursing

TITLE	YEAR	CALL #/Link
<a href="#">Basic geriatric nursing</a>	2004	<a href="#">RC954 .W58 2004</a>
<a href="#">Community nutrition in action : an entrepreneurial approach</a>	2006	<a href="#">TX360.U6 B69 2006</a>
<a href="#">Geriatric nutrition : the health professional's handbook</a>	2006	<a href="#">RC952.5 .G44342 2006</a>
<a href="#">Gerontology : nursing care of the older adult</a>	2001	<a href="#">RC954 .G485 2001</a>
<a href="#">Health promotion and disease prevention in the older adult : interventions and recommendations</a>	2001	<a href="#">RA564.8 .H435 2001</a>
<a href="#">Human nutrition : a health perspective - chapter 13</a>	2003	<a href="#">QP141 .B262 2003</a>
<a href="#">Nursing for wellness in older adults</a>	2009	<a href="#">RC954 .M55 2009</a>
<a href="#">Nutrition essentials for nursing practice</a>	2006	<a href="#">RM216 .D8627 2006</a>
<a href="#">Nutrition for the older adult</a>	2010	<a href="#">TX361.A3 B47 2010</a>
<a href="#">Practical aspects of nutritional support : an advanced practice guide</a>	2004	<a href="#">RM216 .W83 2004</a>
<a href="#">Rural women's health : mental, behavioral, and physical issues</a>	2006	<a href="#">RA771.6.U6 R87 2006</a>
<a href="#">Health promotion and aging : practical applications for health professionals</a>	2010	<a href="#">RA564.8 .H33 2010</a>
<a href="#">Keeping seniors healthy : new perspective benefits in the Medicare Modernization Act</a>	2004	
<a href="#">Public health and aging : an introduction to maximizing function and well-being</a>	2004	<a href="#">RA564.8 .A438 2004</a>
<a href="#">Caring for the older adult : a health promotion perspective</a>	2002	<a href="#">RA564.8 .C383 2002</a>
<a href="#">Health promotion and disease prevention in the older adult : interventions and recommendations</a>	2001	<a href="#">RA564.8 .H435 2001</a>
<a href="#">Promoting the health of older people : the next step in health generation</a>	2001	<a href="#">RA564.8 .P756 2001</a>
<a href="#">Understanding well-being in the oldest old - chapter 10</a>	2011	<a href="#">BF724.8 .U53 2011</a>
<a href="#">Nutrition and physical activity in aging, obesity, and cancer (Annals of the New York Academy of Sciences)</a>	2011	<a href="#">Q11 .N5 v.1229(2011)</a>
<a href="#">Ebersole and Hess' gerontological nursing &amp; healthy aging</a>	2010	<a href="#">RC954 .T68 2010</a>
<a href="#">Dietary supplements [electronic resource] : what seniors need to know</a>	2010	
<a href="#">Journal of nutrition for the elderly [electronic resource].</a>	2009-	
<a href="#">How to protect elders from harm - chapter 52</a>	2009	<a href="#">KF1257 .O727 2009</a>
<a href="#">Healthy eating after 50</a>	nd	
<a href="#">Ethnicity, health and health care : understanding diversity, tackling disadvantage</a>	2008	<a href="#">RA563.M56 E852 2008</a>



<a href="#">- chapter 3</a>		
<a href="#">Home health care provider : a guide to essential skills - chapter 163</a>	2008	<a href="#">RA645.3 .P75 2008</a>
<a href="#">Eat smart, live strong activity kit [kit] : nutrition education for older adults.</a>		<a href="#">RA564.8 .B73 2007</a>
<a href="#">Seniors and food safety [electronic resource] : preventing foodborne illness</a>	2006	
<a href="#">Food and eating experiences of older women in a retirement community : a sociological study</a>	2005	<a href="#">RA564.8 .C87 2005</a>
<a href="#">Preventive nutrition : the comprehensive guide for health professionals</a>	2005	<a href="#">RM216 .P778 2005</a>
<a href="#">Growing older, eating better [electronic resource]</a>	2004	
<a href="#">Handbook of clinical nutrition and aging</a>	2004	<a href="#">RC952.5 .H344 2004</a>
<a href="#">Perspectives on the economics of aging</a>	2004	<a href="#">HQ1064.U5 P467 2004</a>
<a href="#">Primary care of the older adult : a multidisciplinary approach</a>	2004	<a href="#">RC952 .P695 2004</a>
<a href="#">Aging, immunity, and infection</a>	2003	<a href="#">QR184.5 .A43 2003</a>
<a href="#">Fitness and nutrition : the prescription for healthy aging</a>	2003	
<a href="#">Nutrition across the life span</a>	2003	<a href="#">QP141 .M53 2003</a>
<a href="#">Healthy aging and nutrition : the science of living longer</a>	2002	<a href="#">Electronic version</a>
<a href="#">Food assistance : options for improving nutrition for older Americans</a>	2000	<a href="#">GA 1.13:RCED-00-238</a>

## Thompson, Michael

---

**From:** Foss, Gwen  
**Sent:** Monday, December 19, 2011 4:39 PM  
**To:** Thompson, Michael  
**Subject:** FW: 6275

FYI

Gwendolyn F. Foss DNSc. RN Associate Professor \ Associate Director Graduate Division  
School of Nursing, CHHS \ Office # 420  
UNC Charlotte \ 9201 University City Blvd \ Charlotte, NC 28223-0001  
CONTACT Information: email [gffoss@uncc.edu](mailto:gffoss@uncc.edu) T 704-687-7972 \ Fax 704-687-6017

*For information about all graduate nursing majors and specialties, please consult our website and the FAQ*  
<http://nursing.uncc.edu> [http://nursing.uncc.edu/FAQ\\_Graduate](http://nursing.uncc.edu/FAQ_Graduate)

---

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-7972. Thank you.

---

**From:** Shenk, Dena  
**Sent:** Monday, December 19, 2011 2:29 PM  
**To:** Foss, Gwen  
**Subject:** RE: 6275

Gwen, I support the revision changing the course offering to the ten-week summer session.

Dena

Dena Shenk/Director, Gerontology Program and Professor of Anthropology  
UNC Charlotte | 222 Barnard Building  
9201 University City Blvd. | Charlotte, NC 28223-0001  
Phone: 704-687-4349 | Fax: 704-687-3203  
[dshenk@uncc.edu](mailto:dshenk@uncc.edu) / [gerontology.uncc.edu](http://gerontology.uncc.edu)

---

**From:** Foss, Gwen  
**Sent:** Monday, December 19, 2011 12:30 PM  
**To:** Shenk, Dena  
**Subject:** 6275

Dena,

The course proposal passed the SON Faculty Org. on Thursday. Our next step is the College Curriculum. Could you please send me an email saying that you support the course revision.

Thanks

Gwen

Gwendolyn F. Foss DNSc. RN Associate Professor \ Associate Director Graduate Division  
School of Nursing, CHHS \ Office # 420  
UNC Charlotte \ 9201 University City Blvd \ Charlotte, NC 28223-0001  
CONTACT Information: email [gffoss@uncc.edu](mailto:gffoss@uncc.edu) T 704-687-7972 \ Fax 704-687-6017

*For information about all graduate nursing majors and specialties, please consult our website and the FAQ*  
<http://nursing.uncc.edu> [http://nursing.uncc.edu/FAQ\\_Graduate](http://nursing.uncc.edu/FAQ_Graduate)