**Recalibrated Syllabus**

|  |  |
| --- | --- |
| **Teacher’s Name** | **Abella C. Ricafort** |
| **School** | **University of Batangas** |

|  |  |
| --- | --- |
| **Course Title** | **Care of Older Adult** |
| **Learning Outcome** | **To render nursing care of older adult, sick or well** |
| **Topic** | **Chronic Confusion in Elderly (Delirium/ Dementia)** |

**I. Instructional Design:**

Worth being

familiar with

*Students will complete a game activity which will solve a patient’s problem using Florence Nightingale’s Theory of Environmental Nursing.*

*Students will form a group where they are tasked to have a role play using Nightingale’s Theory in an actual setting.*

*Students will make a poster depicting Nightingale’s Theory*

Important to

know and do

1. *Florence Nightingale’s Theory of Environmental Nursing*
2. *Metaparadigm of the Theory*
3. *11 Canons of the Nursing Theory*
4. *Significance of the Theory to Profession and Discipline*

“Enduring”

Understanding

*Florence Nightingale’s Theory of Environmental Nursing will be applied in actual setting at the students’ Related Learning Experience.*

*11 Canons of the Nursing Theory will be significant to problem solving scenarios of patient case.*

*Florence Nightingale’s Theory of Environmental Nursing has practical applications to everyday life.*

**II. EDUCATIONAL TECHNOLOGY INTEGRATION PLAN**

|  |  |
| --- | --- |
| **Activity Name** | **Spot the Not/ Reporting (after the Game** |
| **Objective/Learning Competency** | **To differentiate symptoms of Delirium from Dementia** |
| **Tool & Platforms Needed** | **Jamboard, Simulation, Power point Slides** |
| **Total Screen Time** | **15 minutes** |
| **Instruction/Procedures/Mechanics** | **Several symptoms and scenario of chronic confusion will be flashed. Students will identify if the patient is suffering from Delirium or Dementia**  **Jamboard can be used for students to write their insights/ reactions. Patient case scenarios will be flashed in simulation. Some lecture notes will be included in power point slides.**  **All other tools and platforms can be used in reporting activity after gamification (Kahoot,etc.)** |
| **Rubrics** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Scoring Criteria** | **Total Points** | **Score** |
| **Organization**  **(15 points)** | The type of presentation is appropriate for the topic and students | 5 |  |
| Information is presented in a logical sequence. | 5 |  |
| Presentation appropriately cites requisite number of references. | 5 |  |
| **Content**  **(45 points)** | Introduction is attention-getting, discuss the topic well, and establishes a framework for the rest of the presentation. | 5 |  |
| Technical terms are well-defined in language appropriate for the students | 5 |  |
| Presentation contains accurate information. | 10 |  |
| Material included is relevant to the overall message/purpose. | 10 |  |
| Appropriate amount of material is prepared, and points made reflect well their relative importance. | 10 |  |
| There is an obvious conclusion summarizing the presentation. | 5 |  |
| **Presentation**  **(40 points)** | Speaker maintains good eye contact with the audience (students) and is appropriately animated (e.g., gestures, moving around, etc.). | 5 |  |
| Speaker uses a clear, audible voice. | 5 |  |
| Delivery is poised, controlled, and smooth. | 5 |  |
| Good language skills and pronunciation are used. | 5 |  |
| Visual aids are well prepared, informative, effective, and not distracting. | 5 |  |
| Length of presentation is within the assigned time limits. | 5 |  |
| Information was well communicated. | 10 |  |
| **Score** | **Total Points** | **100** |  |

**III. CURRENT ASSESSMENT TABLE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Courses Handled** | **Degree** | **Year Level (F, So, J, Se)** | **Pre-requisite** | **Semester/s offered (1/2/3)** | **CURRENT ASSESSMENT/S** | **PROPOSED REFINEMENTS TO ASSESSMENT/S** |
| Theoretical Foundations in Nursing | Nursing | 1st year College | None | 1 | Formative and Summative Socratic  Project Based | Include Authentic assessment |
| Care of Older Adult Nursing | Nursing | 3rd year College | Medical and Surgical | 1 | Formative and Summative Socratic  Project Based Authentic Assessment | Minimize Formative assessments and more of project based assessments |
| Nutrition and Diet Therapy | Nursing | 2nd year college | Fundamentals of Nursing | 2 | Formative and Summative Socratic  Project Based Authentic Assessment | Minimize summative assessments and more of project based assessments |

* In selecting the proper assessment, it is important to choose the one that suits the assessed learning of the students based on the difficulty of the topic presented. If the topic given is not too difficult, formative assessment in form of short quiz would be enough. But if it entails skills, project based assessment is necessary to assess standard of procedure done. Lastly, if the course is more of understanding life’s principles like care of elderly, reflection papers in a form of authentic assessment would be beneficial. In every assessment I give, I always stress to my students the importance of Integrity.

**IV. Student Interaction Management**

1. Course: Theoretical Foundations in Nursing

A. Student -Teacher Interaction:Synchronous/ Asynchronous Classes, Timely feedback on all class submission, Discussion boards

B. Student- Student Interaction: Reporting (Letting Students Teach), Kahoot, Social Media

C. Student- Content Interaction:Games/Quizzes, Demonstration Videos, Open Educational Resources

D. Student- Interface Interaction: Gamification, Virtual Reality, Social Media Learning

2. In my personal perspective, Student- Student Interaction is the most effective because in this manner, students are encouraged to learn the lessons in their own way since they will be the one to teach them eventually in the class. When their co-students ask questions, the reporters are encouraged to develop critical thinking skills to answer certain questions raised to them.

**V. Classroom Policies on Data Privacy.**

1. During exams, use Safe Exam Browser as instructed. Those who are using mobile phones will have to open their camera during examination.

2. 1 minute per question will be allotted.

3. Multiple choice type of exam will be given during major exams which will include application of patient case.

4. When answering surveys on research, anonymous can be put to protect identity should the student wish to.

5. Informed consent form will be filled out prior to face to face classes on skills laboratory.

6. Informed consent form will be filled out before conducting any research to selected participants of the study.

7. Lastly, integrity during exams should be valued at all cost using the Honor Code.