

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING**

HEALTH OF THE OLDER ADULT

NURS 4212

Fall 2008

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The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

Approved by FO: 10/02

Class Schedule

Class	Date	Subject	Lecturer
Class 1	August 27	Demographics, Stereotypes	Missildine
<i>Online Content</i>	<i>On your own time</i>	<i>Culture</i>	
Class 2	August 28	Communication Sensory Changes & Assessment Tools	Herterich
Class 3	September 3	Rest/Sleep and Activity, Skin	Herterich
Class 4 (2.5 hours)	September 10	Fluids, Continence; Nutrition	Herterich
Class 5	September 17	Exam 1 Guest speaker	
<i>Online Content</i>	<i>On your own time</i>	<i>Sexuality</i>	
Class 6	September 24	Mobility, Safety, Restraints	Missildine
<i>Online Content</i>	<i>On your own time</i>	<i>Falls</i>	
Class 7	October 1	Financial Polypharmacy	Herterich/Missildine
Class 8	October 8	Pain	Missildine
Class 9 (2.5 hours)	October 15	Cognitive Disorders	Missildine
Class 10	October 22	Exam 2	
<i>Online Content</i>	<i>On your own time</i>	<i>Ethics in Aging</i>	
Class 11	October 29	Mental/Emotional	Grover
Class 12	November 5	Life Space Options Elder Abuse Caregiver Stress	Grover
ERI Exams available November 1 through November 15. You must have achieved a composite score on the ERI exam at or above the national average to receive a grade in this course.			
Class 13	November 12	Legal Issues	Grover
Class 14	November 19	Physical Aspects of Dying	Grover
Class 15	December 3	Exam 3	

III. COURSE DESCRIPTION

TITLE: NURS 4212 HEALTH OF THE OLDER ADULT

SEMESTER HOURS: 2 Hours (Lecture: 2 hours per week)

PREREQUISITES: Full admission to the nursing program and completion of Adult Health 1 and Mental Health.

COURSE DESCRIPTION: Theories and concepts related to gerontologic and nursing principles are presented within the framework of critical thinking and caring. The focus is on health promotion through nurturant, protective, and generative, evidence based practice interventions emphasizing the well and the vulnerable older adult population.

COURSE OBJECTIVES

Upon successful completion of the course the student will:

1. Utilize a framework of interpersonal caring, critical thinking and evidence based practice to promote health, reduce risk, and manage disease for the older adult.
2. Explore the role of the nurse as the coordinator of care for the older adult of diverse ethnic backgrounds.
3. Utilize interpersonal communication skills and assessment tools in planning care for well and frail older adults.
4. Analyze current ethical and legal issues encountered by the older adult.
5. Examine the role and functions of the gerontological nurse as a member of the interdisciplinary health care team.

IV. Required Texts and Resources

Ebersole, P., Hess, P., Touhy, T.A., Jett, K., & Luggen, A.S. (2008). *Toward healthy aging: Human needs & nursing response* (7th ed). St. Louis: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2007). *Medical-surgical nursing: Assessment and management of clinical problems*. (7th Ed.). St. Louis: Mosby.

ANA Foundation of Nursing Packet includes. (*Purchased in Level I*)

Nursing's social policy statement (2nd Ed.) (2003). Washington, D.C.: American Nurses Association

Nursing: Scope and standards of practice (2004). Silver Spring, MD: American Nurses Association.

Code of ethics for nurses with interpretive statements (2001). Silver Spring, MD: American Nurses Association.

Required Scantrons to be used for examinations: Look for the correct form which includes F-17255-PAR-L (there are 2 of the same color so make sure to look at the form)

V. Disability Statement

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

VI. Examinations/Assignments and Grading Policy-

Completion of NURS 4212 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

A. Grading Policy

The simple average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

1. During the semester there will be three exams, a reflective journal and a participation grade for the online discussion.

Exam 1	22.5%
Exam 2	22.5%
Exam 3	22.5%
*Reflective Journal	22.5%
*Online Discussion Board	10%
(divided into 4 sections by instructor)	

*See grading rubric for these elements for a complete breakdown.

2. Letter grade will be assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	60 and below

Approved FO Fall 1999

B. Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will

receive grade forgiveness (grade replacement) for only three (undergraduate student) repeats during his/her career at UT Tyler. (2006-08 Catalog)

C. Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

D. Examination and Examination Review Policy

1. Attendance for exams are mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started ONLY with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
10. Any student achieving an examination grade less than 75%, must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

E. Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

VII. Student Dress Code for the University of Texas, College of Nursing:

A. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than

those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be Avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

VIII. Course Information

A. General

1. If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior class,
2. The clinical portion of the course syllabus, handouts, and any other required course materials will to be placed on blackboard.
3. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
4. The *BSN/MSN Nursing Student Guide* is available on the CON website at <http://www.uttyler.edu/nursing/> . The student must sign the statement indicating they have accessed the guide and return the signed Student Guide Affirmation Form to the program secretary for placement in the student file. (Responsibility of Level 1 faculty to include in syllabus)
6. An ERI exam will be given near the end of the course. You must have achieved a composite score on the ERI exam at or above the national average to receive a grade in this course.
7. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

IX. Attached Forms to be Read, Signed and Submitted the First Day of Class

A. Student Affirmation Form

1. Each line must be initialed, signed, and dated for each course every semester.
2. The form will be placed in the student's file

B. Audio/Video-Recording Agreement

1. Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.

2. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Unit Objectives

Class 1

Topics: Demographics, Stereotypes, Ageism, Culture

Objectives:

1. Design strategies to confront attitudes that contribute to ageism and stereotypes
2. Identify current changes in the elderly population and the impact on health care delivery, health care policy and health care utilization
3. Recognize possible cultural barriers to effective communication and health care
4. Examine approaches to the understanding of the cultural and ethnic experiences of elders

Reading assignment:

Ebersole, Hess, Toultry, Jett, Luggen Chapter 1, Chapter 3 pages 43-52.

Additional assignment: Bring evidence of general society's perception of aging and the aged for sharing in the classroom. This can be a poem, cartoon, greeting card, etc., (be creative) and can be humorous. You will turn in this assignment, so you may want to make a photocopy. This will be part of the participation grade for the course.

Assignment: Online for cultural discussion. Ebersole, Hess, Toultry, Jett, Luggen Chapter 21
See Blackboard posting for details

Class 2

Topics: Communication, sensory changes of aging, Assessment Tools

Objectives:

1. Differentiate between categories of impaired communication in the elderly population
2. Plan effective communication strategies for elders with specific communication problems and needs
3. Explore the importance of effective communication to the health and well-being of elders
4. Identify common changes in vision and hearing that affect elders
5. Illustrate the effects of decreased/increased sensory stimulation on the emotional and physical well-being of elders
6. Plan appropriate nursing interventions for the care of elders with changes in vision and hearing
7. Identify methods of communicating with elders with vision and hearing impairment
8. Identify reliable and valid functional assessment instruments useful for nursing practice.
9. Apply the concept of underdiagnosis to the elderly.

Reading Assignment:

Ebersole, Hess, Toultry, Jett, Luggen Chapter Chapter 5 pgs 550-554, Ch. 4 pgs. 80-82, Ch. 14, pgs 338-361, Ch. 6 pgs 104-108, 111-117. Ch. 27 pg 678-682

Class 3

Topics: Rest, Sleep, Activity, Skin

Objectives:

1. Discuss common age-related changes and problems pertaining to the integument
2. Utilize appropriate assessment tools and techniques related to the care of the skin
3. Plan appropriate nursing interventions to promote and maintain healthy integument in the aged
4. Identify factors related to aging that affect the sleep, rest and activity routines of elders.
5. Examine the effects of diminished sleep and decreased activity levels on the physical and psychological health and well-being of elders.
6. Plan appropriate strategies and interventions to promote restful sleep in the aged.
7. Develop methods to promote physical activity in the aged.

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 4, pgs 66-68, 84-85, Ch. 7 pg 135-154, Ch. 8 pgs. 168-186

Class 4

Topics: Fluids, continence, nutrition

Objectives:

1. Identify the effects of inadequate fluid intake on elders
2. Formulate strategies to promote hydration in the elder population
3. Identify factors that affect urinary and fecal continence in elders
4. Examine the psychological and physical effects of incontinence on elders
5. Plan strategies and interventions to help elders manage continence issues
6. Identify issues that affect the eating habits and routines of elders
7. Identify common problems that may affect the nutritional status of elders
8. Formulate effective interventions to improve the dietary habits and nutritional health of elders

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 4 pgs 74-75, 98-100, Ch. 7 pgs. 120-135, Ch. 8 Pgs. 157-168, Ch. 9 pgs 194-205, 213-219

Class 5 Exam 1

Topics: Geriatric Care Management, Sexuality

Objectives:

1. Recognize the benefits of interdisciplinary team participation in the care of older adults.
2. Identify the effects of aging and chronic disease on the sexual health of elders.
3. Plan appropriate strategies to enhance and/or accommodate the sexual and intimacy needs of elders.

Reading assignment

Assignment: Ebersole, Hess, Toultry, Jett, Luggen Chapter 19
Online for sexuality discussion. See Blackboard posting for details
Guest speaker

Class 6

Topics: Mobility, safety, restraints, falls

Objectives:

1. Identify age related changes in bones, joints, and muscles
2. Identify risk for osteoporosis and develop a plan of care
4. Explore the effects of impaired mobility on general function and quality of life
5. Identify risk factors for impaired mobility
6. Conduct an assessment to identify fall risk
7. Propose strategies to protect elders from injury and accidents in the home and in the community
8. Implement the nursing standard of practice for patients experiencing falls
9. Discuss use of physical and pharmacological restraints, including physical and emotional effects
10. Develop a plan of care that provides for restraint alternatives
11. Identify age related changes in bones, joints, and muscles

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 15, (pages 370 – 389, 401 – 411 only), Chapter 16,; Lewis, 1708-1711

Assignment: Online for fall risk discussion. See Blackboard posting for details

Class 7

Topics: Financial, Polypharmacy

Objectives:

1. Describe the major methods of financing health care for older adult
2. Explain the fundamentals of Medicare, Medicaid
3. Discuss the potential impact of health care financing in long-term care and home health
4. Identify age-related pharmacokinetic and pharmacodynamic changes
5. Distinguish drugs that have a potential to cause intellectual impairment
6. Illustrate drug use patterns and their implications for the older adult
7. Develop drug use assessment and interventions for the older adult
8. Appraise issues concerning psychotropic medications management in the elderly population
9. Formulate nursing diagnoses and interventions related to medication use and management for geriatric patients
10. Describe the major methods of financing health care for older adult
11. Explain the fundamentals of Medicare, Medicaid
12. Discuss the potential impact of health care financing in long-term care and home health

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen, Chapters 12, Ch. 17 pgs 430-437.

Class 8

Topics: Pain

Objectives:

1. Differentiate acute from chronic pain
2. Identify data to include in pain assessment
3. Propose strategies for pharmacologic and non-pharmacologic management of pain in elders and in palliative care
4. Explore factors that influence elders' pain experience
5. Develop a plan of care for an elder with pain
6. Identify barriers to adequate palliative pain relief and pain relief in the elder

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter, 11

Class 9

Topics: Cognitive Disorders

Objectives:

1. Differentiate between delirium, dementia, and depressive disorders.
2. Propose strategies for nursing assessment and interventions for the cognitively impaired
3. Propose strategies for nursing assessment and interventions for the aggressive older adult
4. Formulate nursing diagnoses related to cognitive responses

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 23

Naylor, M., Stephens, C., Bowles, K., Bixby, M. (2005). Cognitively impaired older adults: From hospital to home. *AJN*, 52 – 60.

Smith, M. & Buckwalter, K. (2005). Behaviors associated with dementia. *AJN*, 105, 40 – 52.

Class 10 Exam 2

Topics: Ethics (online)

Objectives:

1. Apply the principle of beneficence to the care of elders
2. Apply the concept of informed consent to the cognitively impaired elder
3. Discuss the concept of confidentiality in the care of elders
4. Discuss the principle of autonomy as it relates to ethical care of elders
5. Relate the concept of vulnerability to ethical care of elders
6. Identify differing perspectives about quality of life assessments
7. Identify elements of decision-making in determining resuscitation decisions
8. Discuss the ANA's *Code of Ethics for Nurses* in relation to the nursing care of elders

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen pages 659 -663 and posted readings

Class 11

Topics: Mental/emotional health of the elder

Objectives:

1. Identify the elements of a comprehensive geropsychiatric nursing assessment
2. Discuss the impact of specific mental health conditions on the elderly
3. Plan appropriate nursing interventions for geropsychiatric patients.
4. Identify the elements of a comprehensive geropsychiatric nursing assessment
5. Compare and contrast life story and life review

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 24, 25

Class 12

Topics: Life space options, Elder abuse, Caregiver stress

Objectives:

1. Incorporate relocation stress into nursing plan of care
2. Describe options for long term care
3. Discuss the impact of family dynamics on the care of elders
4. Identify interventions to improve the coping and caring skills in caregivers of the aged
5. Discuss the role of grandparenting and its significance to the health and well-being of the family
6. Identify factors that contribute to elder abuse
7. Formulate interventions to recognize, confront and prevent elder abuse
8. Identify the range of caregiving situations and the potential challenges and opportunities of each
9. Identify the various ways that the nurse can support the family in its caregiving role

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen, Chapters 16, 18, and pages 437-441.

Class 13

Topics: Legal issues

Objectives:

1. Apply professional practice standards to legal issues with the older adult
2. Discuss the Omnibus Budget Reconciliation Act of 1987 and its significance for residents and caregivers in nursing facilities
3. Discuss the Patient Self-Determination Act and the implications for elders

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Pages 442-445, and reread assignment from the Ethics discussion (Class 10)

Readings from Meiner & Leukenotte – posted on Blackboard

Class 14

Topics: Physical aspects of dying

Objectives:

1. Assess an imminently dying patient for five physical signs and symptoms of the dying process
2. Assess physical, psychological social and spiritual care needs and interventions for an imminently dying patient and family
3. Discuss the ethical/legal, emotional and physical implications of withholding artificial nutrition and hydration, pain management, sedation, and withdrawal of ventilator support at the end of life
4. Discuss the role of the palliative care nurse in the death of a patient

Reading assignment

TBA

Class 15 Exam 3