

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

HEALTH OF THE OLDER ADULT

NURS 4212

Spring 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	Jan 16 (3 hours) 1 pm – 4 pm	Demographics, Stereotypes Culture and Aging Legalities	Missildine
Class 2	Jan 17 (3 hours) 1 pm – 4 pm	Communication Sensory Changes Assessment tools	Herterich
Class 3	January 23	Rest/Sleep and Activity, Skin	Herterich
Class 4	January 30	Exam 1 Sexuality	Herterich
Class 5(2.5 hours)	February 6	Fluids, Continence; Nutrition	Herterich
Class 6(2.5 hours)	February 13	Mobility, Safety Falls Restraints	Missildine
Class 7	February 20	Exam 2 Polypharmacy	Missildine
Class 8	February 27	Pain	Missildine
Class 9	March 5	Financial Begin Cognitive Disorders	Guest/Herterich
Class 10	March 19	Cognitive Disorders	Missildine
Class 11	March 26	Exam 3 Mental/Emotional Health	Grover
Class 12	April 2	Life Space Options Elder/Caregiver Stress	Grover
ERI Exams available April 2 through April 14. You must have achieved a <u>composite score on the ERI exam at or above the national average</u> to receive a grade in this course.			
Class 13	April 9	Ethics	Grover
Class 14	April 16	Physical Aspects of Dying	Grover
Class 15	April 23	Exam 4	

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. (2005). *Geriatric nursing & healthy aging*. St. Louis: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004). *Medical-surgical nursing: Assessment and management of clinical problems*. (6th 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 four exams.

Exam 1	25%
Exam 2	25%
Exam 3	25%
Exam 4	25%

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.utt Tyler.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	Topic	Objectives	Reading assignment	Evaluation
Class 1	Demographics Stereotypes, ageism	1. Design strategies to confront attitudes that contribute to ageism and stereotypes	Ebersole & Hess, Chapter 1, 4, pages 471-472. Readings from Meiner & Leukenotte	
	Culture and Aging	2. Identify current changes in the elderly population and the impact on health care delivery, health care policy and health care utilization		
	Legalities	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			
	5. Apply professional practice standards to legal issues with the older adult			
	6. Discuss the Omnibus Budget Reconciliation Act of 1987 and its significance for residents and caregivers in nursing facilities			
	7. Apply the Omnibus Budget Reconciliation Act (OBRA) guidelines for dispensing psychotropic medications to the institutionalized patient			
	8. Discuss the Patient Self-Determination Act and the implications for elders			
Class 2	Communi- cation	1. Differentiate between categories of impaired communication in the elderly population	Ebersole and Hess, Chapter 3	
	Sensory changes of Aging	2. Plan effective communication strategies for elders with specific communication problems and needs	Lewis 449-461, 468-471. Ebersole & Hess, Chapter 9	
		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			
	Assessment Tools	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. Compare and contrast life story and life review		
		9. Identify reliable and valid functional assessment instruments useful for nursing practice		

Class 3	Rest, Sleep, Activity, Skin	<p>10. Apply the concept of underdiagnosis to the elderly</p> <ol style="list-style-type: none"> 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. 	Ebersole & Hess, Chapters 12,13 & Appendix 7A, Pages 100-105
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Class 4	Sexuality	<p>Exam 1</p> <ol style="list-style-type: none"> 1. Identify the effects of aging and chronic disease on the sexual health of elders. 2. Plan appropriate strategies to enhance and/or accommodate the sexual and intimacy needs of elders. 	Ebersole & Hess, page 330, 496-497.	Exam 1
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Class 5	Fluids & Continence, Nutrition	<ol style="list-style-type: none"> 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 	E & H Chapter 10, 11,
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Class

6	Mobility, Safety & Falls, Restraints	<ol style="list-style-type: none"> 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 	Ebersole & Hess, Chapter 19, 22 Lewis, 1708- 1711
Class 7	Medications and the Aged, Polypharmacy	<p>Exam 2</p> <ol style="list-style-type: none"> 1. Identify age-related pharmacokinetic and pharmacodynamic changes 2. Distinguish drugs that have a potential to cause intellectual impairment 3. Illustrate drug use patterns and their implications for the older adult 4. Develop drug use assessment and interventions for the older adult 5. Appraise issues concerning psychotropic medications management in the elderly population 6. Formulate nursing diagnoses and interventions related to medication use and management for geriatric patients 	Ebersole & Hess, Chapter 15
Class 8	Pain	<ol style="list-style-type: none"> 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 	Ebersole & Hess, Chapter 17

the elder

Class 9 Financing Health Care 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 Ebersole & Hess, Chapter 24

Class 10 Cognitive Disorders 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 E & H, Chapter 21

Class 11 Mental & Emotional Health **Exam 3**
 1. Identify the elements of a comprehensive geropsychiatric nursing assessment Chapter 25
 2. Discuss the impact of specific mental health conditions on the elderly
 3. Plan appropriate nursing interventions for geropsychiatric patients.

Exam 3

Class 12 Life Space Options Elder Abuse, Caregiver Stress 1. Incorporate relocation stress into nursing plan of care
 2. Describe options for long term Chapter 27, Chapter 23

1. Discuss the impact of family dynamics on the care of elders
 2. Identify interventions to improve the coping and caring skills in caregivers of the aged
 3. Discuss the role of grandparenting and it's significance to the health and well-being of the family
 4. Identify factors that contribute to elder abuse
 5. Formulate interventions to recognize, confront and prevent elder abuse

- 6. Identify the range of caregiving situations and the potential challenges and opportunities of each
- 7. Identify the various ways that the nurse can support the family in its caregiving role

Class 13	Ethics and Care of the Elder	<ul style="list-style-type: none">1. Discuss the principle of autonomy as it relates to ethical care of elders2. Relate the concept of vulnerability to ethical care of elders3. Identify differing perspectives about quality of life assessments4. Identify elements of decision-making in determining resuscitation decisions5. Discuss the ANA's <i>Code of Ethics for Nurses</i> in relation to the nursing care of elders	Readings to be announced
Class 14		<ul style="list-style-type: none">1. Assess an imminently dying patient for five physical signs and symptoms of the dying process2. Assess physical, psychological social and spiritual care needs and interventions for an imminently dying patient and family3. 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 life4. Discuss the role of the palliative care nurse in the death of a patient	Ebersole & Hess 531-549
Class 15		Exam 4	Exam 4

Student Affirmation Form

____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

____ I will not allow any other student access to any of my paperwork for the purpose of copying.

____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

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____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

____ I will not allow any other student access to any of my paperwork for the purpose of copying.

Student's Signature

Date

Student's Printed Name

NURS 4212
Course

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, NURS 4212.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to 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).

Print Name

Date

Signature of Student

NURS _____
Course Number

I have erased all recordings made during this current semester in NURS 4212.

Signature of Student

Date