

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

HEALTH OF THE OLDER ADULT

NURS 4212

Spring 09

Kathy Missildine PhD, RN, CNS
Office: OAC 104
Phone: 903-566-7017
Email: kmissildine@uttyler.edu

Lisa Herterich, MSN, RN, CEN
Office: LUC 230
Phone: 903-663-8230
Email: lherterich@uttyler.edu

Karen Grover, MSN, RN
Office: BRB 2172
Phone: 903-565-5554
Email: kgrover@uttyler.edu

Cindy James, MSN, RN
Office: PAL-123
Phone: 903-727-2307
Email: cjames@uttyler.edu

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

Module	Date (Week of)	Subject
Introduction		
Module 1	January 12	Course Introduction Demographics of Aging, Stereotypes, Culture, Assessment Tools
Physical Changes with Aging		
Module 2	January 19	Rest and Sleep
Module 3	January 26	Fluids, Continence, Sexuality
Module 4	February 2	Mobility
Module 5	February 9	Mental Health/Emotional Health
Exam 1, February 11		
Module 6	February 16	Communication, Sensory Changes
Economic, Residential, Legal Issues		
Module 7	February 23	Life Space, Elder/Caregiver Issues
Module 8	March 2	Ethics and Legalities
Module 9	March 16	Environmental Safety and Security, Financial
Older Adult with Acute or Chronic Illness		
Module 10	March 23	Atypical Presentation & Functional Decline; Elder in Critical Care
Exam 2, March 25		
Module 11	March 30	Polypharmacy
Module 12	April 6	Pain
Module 13	April 13	Cognitive Disease
ERI exams April 13 – April 23		
Module 14	April 20	Physical Aspects of Dying
Exam 3 April 29		

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

Grades for the course will be weighted as below. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75

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

Exam 1	20%
Exam 2	20%
Exam 3	20%
*Reflective Journal	20%
*Online Discussion Board	20%

*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.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

Introduction

Module 1: Demographics, Stereotypes, Ageism, Culture, Assessment Tools

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.
5. Identify reliable and valid functional assessment instruments useful for nursing practice.
6. Apply the concept of underdiagnosis to the elderly.

Reading assignment:

Ebersole, Hess, Toultry, Jett, Luggen Chapter 1 pages 8 – 25; Chapter 3 pages 43-52,
Chapter 21: Ch. 6 pgs 104-108, 111-117
Ch. 27 pgs 676-683

Discussion and other activities as posted on Blackboard.

Physical Changes with Aging

Module 2: Rest, Sleep, Activity

Objectives:

1. Identify factors related to aging that affect the sleep, rest and activity routines of elders.
2. Examine the effects of diminished sleep and decreased activity levels on the physical and psychological health and well-being of elders.
3. Plan appropriate strategies and interventions to promote restful sleep in the aged.
4. Develop methods to promote physical activity in the aged.

Reading assignment

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

Discussion and other activities as posted on Blackboard.

Module 3: Fluids, continence, sexuality

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 the effects of aging and chronic disease on the sexual health of elders.
7. Plan appropriate strategies to enhance and/or accommodate the sexual and intimacy needs of elders

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 4 pgs 74-75, 98-100, Ch. 7 pgs. 120-135, Chapter 19

Discussion and other activities as posted on Blackboard.

Module 4 Mobility

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. Utilize assessment tools to assess gait and balance

Reading assignment

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

Discussion and other activities as posted on Blackboard.

Module 5 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 25 and pp. 315-319

Discussion and other activities as posted on Blackboard.

Module 6 Communication, Sensory Changes of Aging

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

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

Discussion and other activities as posted on Blackboard.

Economic, Residential, Legal Issues

Module 7: Life Space, Elder/Caregiver Issues

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, Chapter 18, and pages 437-441, Residential Options in Late Life.
Discussion and other activities as posted on Blackboard.

Module 8: Ethics, Legalities

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

Reading assignment

Masters-Farrell, Pamela A. "Chapter 14: Ethical/Legal Principles and Issues," *Gerontological Nursing: Competencies for Care*. Kristen L. Mauk. Boston: Jones and Bartlett Publishers, Inc. (2006). 589-607.

Meiner, S. E. (2006). Legal and ethical issues. In Meiner, S.E. & Lueckenotte, A. G. (Eds.), *Gerontologic nursing*, 3rd ed. (pp. 33-62). St. Louis: Mosby Elsevier.

Discussion and other activities as posted on Blackboard.

Module 9: Environmental Safety and Security; Financial

Objectives:

1. Discuss the effects of declining health, reduced mobility, relocation, isolation, and unpredictable life situations on the older adults perception of security
2. Explain the underlying vulnerability of older adults to effects of extreme temperatures, and identify actions to prevent and treat hypothermia and hyperthermia
3. Define strategies and programs designed to prevent, detect or alleviate crimes against older adults
4. Discuss the use of assistive technologies to promote self-care, safety and independence
5. Consider the impact of available transportation and driving in relation to safety and independence.
6. Describe the major methods of financing health care for older adult
7. Explain the fundamentals of Medicare, Medicaid
8. Discuss the potential impact of health care financing in long-term care and home health

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen Chapter 15, (pages 401 – 411 only) Chapter 16, , pgs 430-437.

Discussion and other activities as posted on Blackboard.

Older Adult with Acute or Chronic Illness

Module 10: Atypical Presentation and Functional Decline; Elder in Critical Care

1. Identify the most common signs and symptoms of atypical presentation of illness in the older adult.
2. Develop appropriate methods to detect atypical presentation of illness and differentiate between normal aspects of aging or non-acute symptoms.
3. Develop appropriate plans of care for the older adult with atypical presentation of illness.
4. Examine the effects of delayed diagnosis of illness due to atypical presentation on the older adult.
5. Identify factors that contribute to functional decline in the elderly.
6. Examine the effects of functional decline on the elderly in terms of quality of life, use of resources, and economic and health care burden.
7. Formulate appropriate strategies and interventions to prevent or slow functional decline in the elderly
8. Discuss the risk factors of the older adult that predispose to critical illness
9. Utilize assessment tools including RASS, CAM-ICU and others in the care of older adults in the critical care setting
10. Plan care to prevent and treat complications of critical illness, including VAP, PMV, delirium and use of restraints, renal impairment

Reading assignment: TBA

Discussion and other activities as posted on Blackboard.

Module 11: Polypharmacy

Objectives

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

Reading assignment

Ebersole, Hess, Toultry, Jett, Luggen, Chapter 12

Discussion and other activities as posted on Blackboard.

Module 12: 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

Discussion and other activities as posted on Blackboard.

Module 13: Cognitive Disease

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*, 105(2), 52 – 60.

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

Module 14: 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