THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING
LONGVIEW UNIVERSITY CENTER

GERONTOLOGICAL NURSING

NURS 4212.090

Fall 2014

Lisa Herterich MSN, RN,CEN
Office: LUC 230
Phone: 903-663-8230
Email: lherterich@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
TITLE:  NURS 4212  GERONTOLOGICAL NURSING

SEMESTER HOURS:  2 Hours  Classroom/Hybrid Format

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 LEARNING OUTCOMES

Upon successful completion of the course the student will:

1. Recognize attitudes, values, and expectations about aging and their impact on the care of older adults and their families.
2. Analyze aging theories, concepts, and models that guide healthcare for the aging population.
3. Use interpersonal caring, critical thinking, and evidence based practice to reduce risk and maintain and restore health of older adults and caregivers.
4. Identify cultural and ethical issues to consider when providing nursing care for older adults.
5. Analyze the impact of health policy related to access, equity, and affordability of care for older people.
6. Identify beliefs and attitudes about death and dying and methods nurses can employ to ease Patient and family's transition.

REQUIRED TEXT AND RESOURCES


Turning Technologies Response Card (Clicker) from Bookstore. Note: You should be using the same clicker you purchased in Level 1. The clicker is already registered in the system on Blackboard.

COURSE INFORMATION

1. All assignments are located in modules, which will be posted on Blackboard one week prior to the date printed on the calendar for that module. Class notes and materials for in-class use will be taken down at 12:30 p.m. on the day of class and re-posted after class. Each Module will remain accessible throughout the course.
2. 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.

3. The BSN/MSN Nursing Student Guide is available on the CON website at http://www.uttyler.edu/nursing

4. All nursing students are required to use their student email accounts (Patriot accounts) for all correspondence. Faculty are not required to open any other emails sent by students. (Approved FO: 2/03)

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 to pass the course (74.5 - 74.9 is not rounded to 75).

1. Graded Assignments:

   There will be no regular exams given in this course. Evaluation of student learning will be based on the following assignments and projects:

   - 2 Discussion Board assignments @ 12.5% each        25%
   - 5 in-class clicker quizzes @ 5% each                25%
   - Group Project utilizing evidence based practice    25%
   - Elder Interview Project                            15%
   - 5 Participation grades @ 2% each                   10%

   TOTAL                                                100%

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 and Census Date Policies

   If you are repeating this course for a grade replacement, you must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the 12th day of class (Census
Date: Sept. 8, 2014). 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. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttler.edu/registrar. Each semester's census date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Full policy details are printed on each Grade Replacement Contract. (2012-14 Catalog)

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

1. Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit
2. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the census date.
3. Schedule adjustments (section changes, adding a new class, dropping without a "W" Grade).
4. Being reinstated or re-enrolled in classes after being dropped for non-payment.
5. Completing the process for tuition exemptions or waivers through Financial Aid.

C. Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. The Instructor will not pre-grade or give opinions on assignments before the assignment is due.

D. Late Assignment Policy

Five points will be deducted for each day that an assignment or project is late. If unavoidable situations occur, e.g. family emergencies or protracted illness that prevents timely submission of assignments, contact the instructor BEFORE the assignment is due. Extensions to assignment deadlines may be negotiated and are at the discretion of the instructor. However, this must be done in advance. Retrospective extensions will not be awarded.

E. Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework, assignments, or projects.
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.uttler.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.
From the UT Tyler Honor Code:
*Honor and Integrity….will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.*

**Expectations of Faculty in NURS 4212.090**

1. Faculty will arrive to class in a timely fashion, ready to begin class at the scheduled time.

2. Faculty will post all notes and course materials in a timely manner.

3. Response to student emails will be done in a timely manner. Responses will be given Mondays through Fridays during work hours: 8:00 a.m. through 5 p.m. Faculty will only respond to Patriot email. If a response is not received by the student in 2 working days, the email should be re-sent.

4. Faculty will be available during posted office hours.

5. Faculty will engage in civil, respectful discourse with students in all forms of communication.

**Expectations of Students in NURS 4212.090**

1. Students will arrive to class on time and prepared to participate and engage in active learning, having reviewed the module material prior to the class time.

2. Students who arrive late, after the faculty member has begun class **WILL NOT** enter the classroom until breaktime, in order to minimize disruptions and out of respect for fellow students and the instructor.

3. Cell phones will be turned off and put away during class time. Any student using a phone in class or who is using another electronic device (i.e. laptop, notebook, ipad) for personal reasons or for any reason not associated with the class will be asked to leave the classroom.

4. Students must have reliable access to the Internet including ability to view Tegrity recordings. Students must have alternate plans to access the Internet in case their primary source is unavailable.

5. Students are responsible for all announcements, course assignments, and course materials placed on Blackboard as well as textbook assignments.

6. Students will engage in civil, respectful discourse with faculty and with fellow students in all forms of communication.

**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.

Student Affirmation Form and Social Networking Policy --- available on course
Blackboard site

1. Each line must be initialed, electronically signed/typed, and dated for each course every
semester.
2. The form will be submitted to the course instructor electronically per instructions on
Blackboard.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT
Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from
dropping more than six courses during their entire undergraduate career. This includes courses
dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a
dropped course is any course that is dropped after the census date (See Academic Calendar for the
specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be
submitted to the Enrollment Services Center and must be accompanied by documentation of the
extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
**Student Accessibility and Resources Services (Formerly Disability Services)**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Unit Objectives

Module 1: The Aging Population and Theories of Aging

1. Increase knowledge and understanding of aging.
2. Increase empathy for older adults.
3. Reflect on attitudes toward older people.
4. Describe and apply the major theories of aging.
5. Identify factors that promote healthy aging.

Module 2: Aging Changes and Atypical Presentation

1. Increase knowledge and understanding of physiological changes in the older adult.
2. Identify assessment tools for evaluating physiological changes in the older adult.
3. Identify common changes in vision and hearing that affect elders.
4. Plan appropriate nursing interventions for the care of elders with changes in vision and hearing.
5. Identify the most common signs and symptoms of atypical presentation of illness in the older adult.

Module 3: Functional Status and Geriatric Syndromes

1. Identify factors that contribute to functional decline in the elderly.
2. Define frailty and examine characteristics of the frail elder.
3. Examine the effects of functional decline on the elderly.
4. Identify evidence-based assessment tools that measure functional ability in the well Patient and identify risk for functional decline in the hospitalized patient.
5. Identify geriatric syndromes most frequently exhibited by the older adult.

Module 4: Nutrition and Hydration

Rest and Sleep

1. Identify factors affecting the nutrition of older adults.
2. Propose interventions to promote improved nutrition for older adults.
3. Identify the effects of inadequate fluid intake on elders.
4. Formulate strategies to promote hydration in the elder population.
5. Identify factors that affect the sleep, rest and activity routines of elders.
6. Plan appropriate assessments and interventions to promote restful sleep in the aged.

Module 5: Continence Issues

Sexuality

1. Identify factors that affect urinary and fecal continence in elders.
2. Examine the psychological and physical effects of incontinence on elders.
4. Discuss the effects of societal attitudes toward sex and older adults.
5. Identify the effects of aging and chronic disease on sexual health
6. Plan appropriate strategies to enhance and/or accommodate the sexual and intimacy needs of older adults.

Module 6: Mobility and Safety
Living Options

1. Identify factors that contribute to falls in older adults.
2. Identify evidence-based assessment tools that assess mobility and safety issues.
3. Discuss interventions for elders with musculoskeletal and mobility conditions.
4. Describe the effects of aging on the safety of the older adult.
5. Identify hazards in the home environment and ways to minimize them.
6. Describe considerations for an elder to age in place at home.
7. Describe options for elderly housing and long term care.

Module 7: Medications and Polypharmacy

1. Identify age-related pharmacokinetic and pharmacodynamic changes in the elder.
2. Perform a comprehensive medication assessment with teaching interventions for an older adult.
3. Identify prescription and over-the-counter medications identified as inappropriate for elders and recommend substitutes using the current Beers Criteria.
4. List measures to promote safe drug use.
5. Propose strategies for pharmacologic and non-pharmacologic management of pain in older adults.
6. Identify barriers to effective pain relief in the elder.

Module 8: Depression, Delirium, and Dementia

1. Discuss factors contributing to emotional health issues in late life.
2. Describe the symptoms and care of the older adult with depression.
3. Identify factors that cause delirium in older adults.
4. Describe the progression of symptoms of dementia.
5. Differentiate between delirium and dementia.
6. Utilize evidence based assessment tools in the care of adults with depression, delirium, and dementia.
7. Plan nursing measures and interventions to support the older adult with depression, delirium, and dementia.
8. Describe the challenges of caregiving for persons with dementia.

Module 9: Financial, Legal Issues

1. Increase understanding of access to health care for older adults.
2. Increase knowledge of governmental programs for health care funding for older adults.
3. Describe advance directives, living wills, medical directives, and durable power of attorney for health care.
Module 10: End of Life and Palliative Care

1. Identify the 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.