Course Syllabus
VNSG 1226-Gerontology
Revision Date: January 2014

Catalog Description: Overview of the physical, psychosocial, and cultural aspects of the aging process. Addresses disease processes of aging. Exploration of perceptions toward care of the older adult.

Lecture hours = 2, Lab hours = 0
Prerequisites: NURA 1301 or equivalent, BIOL 2404
Co prerequisites: VNSG 1261, 1360, 1304, 1409

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 0
Contact Hours per Semester: 32
State Approval Code: 51.3901

Instructional Goals and Purposes: The purpose of this course is to teach the nursing process as a framework for care of adult patients who are experiencing common medical surgical conditions in the health illness continuum.

Learning Outcomes:
1. Describe the aspects of aging.
2. Discuss the disease processes associated with aging.
3. Identify perceptions related to care of the older adult.

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

<table>
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<tr>
<th>Objective</th>
<th>Description</th>
<th>DEC #</th>
<th>PO</th>
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<tbody>
<tr>
<td>1.</td>
<td>Function within the nurse’s legal scope of practice to provide quality and competent nursing care for the older adult in accordance with policies and procedures of the practice setting. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>#1:A,B,C,D</td>
<td>1&amp;2</td>
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<td>2.</td>
<td>Describe the responsibility and accountability of providing care for disease processes and changes associated with aging. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>#1:A,B,C,D</td>
<td>1&amp;2</td>
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### PROVIDER OF PATIENT-CENTERED CARE:

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<td>3.</td>
<td>Identify predictable healthcare needs for the older adult in order to provide safe and basic care using clinical reasoning, evidence-based practice, and available resources. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5</td>
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<td>4.</td>
<td>Demonstrate clinical reasoning and a systematic approach to provide safe care of ethnically, spiritually, and socially diverse older adult patients in various roles, relationships, values, and beliefs. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5</td>
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<td>5.</td>
<td>Identify and report alterations in older adult with physiologic and psychosocial needs setting priorities for patients, families and the healthcare team. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5,6,7</td>
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<td>6.</td>
<td>Implement care and teaching for patients and families regarding disease prevention and health promotion/restoration for the older adult during life stages, including end-of-life care. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5,6,7</td>
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### PATIENT SAFETY ADVOCATE

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<td>7.</td>
<td>Implement measures in older adults to promote quality and safe environment utilizing evidence based practice. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #3:A,B,C,D,E,F PO 8&amp;9</td>
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<td>8.</td>
<td>Communicate and collaborate with the healthcare team to identify practice that is in the best interest of the older adult. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #3:A,B,C,D,E,F PO 8&amp;9</td>
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### MEMBER OF HEALTHCARE TEAM

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<td>9.</td>
<td>Communicate, collaborate, and coordinate with the healthcare team.</td>
<td>DEC</td>
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team to assist in the planning and delivery of patient-centered care in various settings.

10. Participate in the identification of patient needs for referral to resources that facilitate continuity of care using technology to support decisions and provide improved care of the older adult.

11. Communicate patient data using technology to support decision making to improve care of the older adult.

Course Content:
Students in all sections of this course will be required to do the following:

**Unit I: Overview of Aging**

**UNIT OBJECTIVES**

<table>
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<tr>
<th>a. Discuss socioeconomic and cultural factors that affect the older adult.</th>
<th>CO: 3,4,5,6,7,10</th>
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<td>b. Identify the physiologic, psychological, social, and cognitive changes related to aging and how these changes affect adjustments to activities of daily living.</td>
<td>CO: 1,2,3,4,5,8,10</td>
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<td>c. Discuss the legal/ethical issues involved with geriatric patients and summarize available resources for geriatrics patients.</td>
<td>CO: 1,2,4,7,8,10</td>
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<tr>
<td>d. Discuss theories of aging and nursing implications.</td>
<td>CO: 1,2,3,5,6,7,9</td>
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**UNIT II: Basic Skills for Gerontologic Nursing**

**UNIT OBJECTIVES:**

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<thead>
<tr>
<th>a. Describe nursing interventions to promote fluid balance and nutritional needs of the older adult</th>
<th>CO: 2,3,4,6,7,9,10</th>
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<td>b. Discuss pharmacokinetics, pharmacodynamics, and nursing interventions regarding use of medication with older adults.</td>
<td>CO: 2,3,4,5,6,7,9,11</td>
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<td>c. List and describe health assessment and appropriate health screenings for the older adults.</td>
<td>CO: 2,3,6,8,10,11</td>
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Unit III: Physical Care of the Older Adult

UNIT OBJECTIVES:

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<thead>
<tr>
<th>a.</th>
<th>Describe care and nursing interventions for the older adult related to changes in the integument.</th>
<th>CO: 2,3,4,5,6,7,8,10</th>
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<tr>
<td>b.</td>
<td>Describe care and nursing interventions for the older adult related to elimination.</td>
<td>CO: 2,3,4,5,6,7,8,10</td>
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<td>c.</td>
<td>Describe care and nursing interventions for the older adult related to activity and rest.</td>
<td>CO: 2,3,4,5,6,7,8,10</td>
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<td>d.</td>
<td>Describe care and nursing interventions related to sleep and rest for the older adult.</td>
<td>CO: 2,3,4,5,6,7,8,10</td>
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Unit IV: Health Promotion and Communication for the Older Adult

| a. | Identify health promotion, health maintenance, safety and comfort, and home health considerations for the aging adult. | CO: 1,2,4,5,6,8,9,10,11 |
| b. | Describe appropriate nursing interventions for communicating with the older adult. | CO: 2,4,5,6,7,9,11 |

Unit V: Psychosocial Care of the Older Adult

UNIT OBJECTIVES:

| a. | Describe cognition and perception of the older adult. | CO: 3,4,5,6,7,10 |
| b. | Describe self-perception and role changes associated with the older adult. | CO: 3,4,5,6,7,10 |
| c. | Describe normal stress and coping for the older adult along with nursing interventions for coping with aging. | CO: 2,3,4,5,6,7,8,10 |
| d. | Discuss cultural implications, values and beliefs associated with the older adult population. | CO: 3,4,5,6,8,10 |
| e. | Discuss sexuality as it relates to the older adult. | CO: 2,3,4,5,6,7,10 |
| f. | Discuss end-of-life care for the older adult. | CO: 2,3,5,6,7,10 |

Methods of Instruction/Course Format/Delivery:

- Audio-visual
- Lecture and Lecture Notes
- Computer Assisted Instruction
- Class Participation
- Independent Study
- Student-Teacher Conference
- Quizzes
- Guest Speakers

- Role Playing
- Library / Internet Research
- Group Discussion
- Study Guide
- Case Studies
- Written Assignments
- Exams
- Group Project

Course Requirements:
1. The student must have an average grade of 75 or above in order to successfully complete this course.
2. Preparation and active participation in class.
3. Outside individualized research in texts, videos, CAIs and journals.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.

Canvas:
Canvas may be used to supplement the course. You will be expected to check your email, reply to messages, and complete assignments on Canvas as instructed. As you know, there is not enough time to review all the content in the book. Therefore, you will be responsible for reviewing and studying selected chapters independently.

Assessment:
The following items will be assigned during the semester and used to calculate the student's final grade:

- **Test**
- **Case Studies**

Course Grade:
The grading scale for this course is as follows:
The VN Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work:

- **A** = 90-100
- **B** = 80-89.99
- **C** = 75-79.99
- **F** = 74.99 and below

NO ROUNDING

Overall Course Grade:
6 Exams

**ALL EXAMS WILL COUNT AS 90% of the OVERALL COURSE AVERAGE**

Test average must be equal to or greater than 75 in order to pass this course.

Quizzes/Discussions/Case Studies 10%

**Test Review**
1. Pre-Test Review will be conducted at the discretion of the instructor.
2. Students who achieve less than 75% on an exam must schedule an appointment with the instructor to review the exam within one week of distribution of scores. **This is a student responsibility.**
3. A student may make an appointment with the instructor to review the test.
4. If you challenge a test question, you must submit in writing a rationale and reference regarding the question.
Texts, Materials, and Supplies:
- *Basic Geriatric Nursing 5th Edition Wold*
- other materials

Other:
- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) **Reading:** locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) **Writing:** communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) **Arithmetic and Mathematical Operations:** perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.
      v) **Speaking:** Organize ideas and communicate orally.

   b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) **Creative Thinking:** generate new ideas.
      ii) **Decision Making:** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) **Problem Solving:** recognize problems and devise and implement plan of action.
      iv) **Visualize (“Seeing Things in the Mind's Eye”):** organize and process symbols, pictures, graphs, objects, and other information.
      v) **Knowing How to Learn:** use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) **Reasoning:** discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) **Responsibility:** exert a high level of effort and persevere toward goal attainment.
      ii) **Self-Esteem:** believe in one’s own self-worth and maintain a positive view of oneself.
      iii) **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) **Self-Management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) **Integrity and Honesty:** choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
      i) **Time:** select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently.
          Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills:** A worker must work with others effectively.
      i) **Participate as a Member of a Team:** contribute to group effort.
      ii) **Teach Others New Skills.**
      iii) **Serve Clients/Customers:** work to satisfy customer’s expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.