

Spring, 2015 (revised Spring, 2015)

**NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK**

**NURSING DEPARTMENT
B.S. IN NURSING**

COURSE OUTLINE

COURSE CODE & TITLE: NUR 4090 Geriatric Nursing

PREREQUISITE: NUR 3010, NUR 3110, NUR 3130 or
Permission from Coordinator of
Baccalaureate Nursing Program
Computer Literacy Required

CREDITS 3 Credits

CLASS HOURS: 3 Per Week Fully Online
(Wednesdays 6:00-8:30 PM)

OFFICE HOURS: Wednesdays online 6:00-8:00 PM
By eAppointment only

OFFICE TELEPHONE NUMBER 1-718-260-5660
Email: lkonecny@citytech.cuny.edu
professorkonecny@icloud.com

TEXT:

Required:
Eliopoulos, Charlotte (2015). Gerontological Nursing (8th ed). Philadelphia, PA: Lippincott, Williams & Wilkins.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, D.C.

Recommended:
Meiner, Sue E. (2011). Gerontologic Nursing (4th ed). USA, Elsevier Health Sciences, Mosby

Mauk, Kristen. (2014). Gerontological Nursing: Competencies for Care (3rd ed). Burlington, MA: Jones & Bartlett Learning

Tabloski, P.A. (2010). Gerontological Nursing (2nd ed). Upper Saddle River, NJ: Pearson Education, Inc.

Course Description:

This course provides a comprehensive exploration of the needs of older adults within healthcare settings and in the community. Students will acquire a conceptual foundation for evidence-based gerontological nursing practice. The course builds upon the student's knowledge of nursing. This course focuses on the interactions among aging, disease, functional ability, the environment, and health disparities of older adults. Discussions will include health promotion practices as recommended by Healthy People 2010.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Compare and contrast one's own and others' attitudes, values and expectations about aging and the impact on care of older adults and their families.
2. Demonstrate ability to use evidence-based geriatric assessment tools in assessing physical, cognitive, affective, functional, psychological, social and spiritual states of older adults.
3. Discuss how sensation and perception in older adults are mediated by functional, physical, cognitive, psychological, and social changes common in aging.
4. Describe measures to reduce risk factors that contribute to functional decline, impaired quality of life and disability in older adults in healthcare institutions and in the community.
5. Analyze the impact and influence of attitudes, roles, language, culture, race, religion, gender, sexuality, and lifestyle on older adults and their formal and informal caregiver relationships.
6. Discuss the need to adapt the use of technology and technical skills to meet the functional, physical, cognitive, psychological, and social and endurance capabilities of older adults.
7. Discuss ethical and legal principles arising from the complex issues that arise in care of older adults.
8. Analyze the impact of an aging society on the healthcare system.
9. Analyze the effectiveness of community resources in assisting older adults and their families to retain personal goals, maximize function, maintain independence, and live in the least restrictive environment.
10. Identify the benefits of interdisciplinary teams in care of older adults.

NUR 4090 Totally Online Course

This fully online course uses Wimba/Bb Collaborate Classroom instruction. Wimba/Bb Collaborate pre-recorded lectures have been archived weekly for 24/7 viewing. Students meet in the traditional classroom on the first day of class where they receive orientation and Wimba/Bb Collaborate Classroom instruction. The remaining class days are online.

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Below are the supported computer operating systems, Internet Browsers, and software applications required for the Wimba/Bb Collaborate Classroom.

Student Computer Minimum Requirements:

Windows 2000+, Mac OSX 10.6.7+

Internet Browsers: Mozilla Firefox 23.0, Safari 6.0.5, Safari 7.0

Java v.8 update 25+

Multimedia player

iTunes

128 MB RAM (256 MB recommended)

External speakers

Student Online Responsibilities:

During the semester, NUR 4090 students are required to login into the course's Bb site a minimum of 3 days each week. It is students' responsibility to check the following areas on the NUR 4090 Bb site: Announcements, Information, Content, Discussion, and Grade Book. **Students are also required to check college emails a minimum of 5 days out of 7 days a week and respond to faculty sent email within 48 hours of it being sent.**

Online Class Attendance

It is most important that students taking this fully online course know how class attendance is taken in NUR 4090. Class attendance is recorded the moment a student "login" is noted in a pre-recorded Wimba/Bb Collaborate archived lecture. The length of time a student spends in a pre-recorded Wimba/Bb Collaborate archived lecture is documented through Wimba/Bb Collaborate Media. Wimba/Bb Collaborate Media allows faculty to track online student viewings in each pre-recorded Wimba/Bb Collaborate archived lecture. When a student enters the assigned weekly pre-recorded Wimba/Bb Collaborate archived lecture, the date, time and length of the pre-recorded Wimba/Bb Collaborate archived lecture viewing is documented. For the student to earn weekly attendance credit each assigned weekly pre-recorded Wimba/Bb Collaborate archived lecture must be viewed in its entirety. **Students will NOT receive attendance credit for class if the week's pre-recorded Wimba/Bb Collaborate archived lecture viewing(s) does not coincide with the exact number of hours and minutes specific to that week's pre-recorded Wimba/Bb Collaborate archived lecture or if the student's online lecture viewing time exceeds (for one viewing period only) that week's pre-recorded Wimba/Bb Collaborate archived lecture by 60 minutes or more** (i.e. the assigned week's pre-recorded Wimba/Bb Collaborate archived lecture is 1 hour 30 minutes and 32 seconds, the student's one viewing period for this pre-recorded Wimba/Bb Collaborate archived lecture is 6 hours and 30 minutes and 15 seconds). Students have up to seven days (beginning Wednesday 6:00 p.m. of the lecture week until the following Wednesday at 5:59 p.m.) to complete the assigned weekly pre-recorded Wimba/Bb Collaborate archived lecture (i.e. online lecture viewing for Week #1 is from January 28, 2015 at 6:00 P.M. ((when Week#1 begins)) and ends February 4, 2015 at 5:59 P.M. ((before Week #2 begins at 6:00 PM)). **As per college policy no more than two absences are permitted for a course, which lectures weekly. Pre-recorded**

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Wimba/Bb Collaborate archived lectures are regularly monitored by faculty for student attendance purposes. Students who have more than two (2) absences will be given a failing course grade as per College policy governing excessive absence.

Online Class Participation

Online NUR 4090 class participation is a course requirement. It is essential that students respond in a timely manner (due dates are strictly adhered) to discussion board or blog topics on Blackboard (Bb). **To be considered as participating in a NUR 4090 class discussion or blog, students must first post a satisfactory personal reflection on the assigned discussion or blog and then satisfactorily comment on TWO (2) separate peer responses on the same discussion or blog topic.** Students will be considered as NOT participating in NUR 4090 class discussions if they post unsatisfactory individual reflections (student reflections are insubstantial) or if their comments on TWO (2) separate peer responses on the same assigned discussion or blog are shallow and superficial. Students who DO NOT participate in NUR 4090 class discussions or blogs will be given an incomplete NUR 4090 course grade, which will be changed at a later date when the assigned discussion(s) or blog(s) requirements have been fulfilled.

Online Discussion Board Class Participation:

When responding to an assigned discussion topic, students must satisfactorily: (1) post individual reflections and (2) respond to TWO (2) peer responses on the same discussion before total NUR 4090 class participation is considered. Incomplete or superficial student reflections on an assigned discussion topic will result in the student being given **no credit for class discussion participation** and will receive **an incomplete NUR 4090 course grade** until a satisfactory student reflection on the assigned discussion has been completed. In addition to the student satisfactorily submitting a personal reflection on the assigned discussion topic, the student **MUST** also comment on TWO (2) peer responses on the same assigned discussion topic. Commenting on two (2) student responses keeps the online threads of a discussion alive, and is an essential part of receiving full class participation in NUR 4090. Students who superficially respond to TWO (2) separate student responses on the same assigned discussion topic will be considered as NOT fully participating in the NUR 4090 class discussion and will receive an incomplete NUR 4090 course grade, which will be changed at a later date when the student satisfactorily responds to TWO (2) student responses on the assigned discussion.

Online Blogs on Bb:

When participating in a blog topic on Bb, students will be asked to share their personal experiences on a selected topic or issue. Students need to satisfactorily complete **all** the components of the blog topic in order to earn credit for the initial aspect of class participation in the blog. To earn full NUR 4090 class participation credit in the blog, students must comment on TWO (2) separate student blogs on the same topic. Students who post an incomplete blog or who do not comment on TWO (2) separate student blogs on the same topic will be deemed as not participating in NUR 4090 class. Students will receive an incomplete NUR 4090 course grade, which will be changed at a later date when they fulfill all the blog course requirements as discussed in this narrative.

Submission of Assignments, Case Studies and Paper:

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All due dates for assignments, case studies and paper in NUR 4090 are noted in the course calendar and strictly adhered. All required assignments, case studies and papers are to be submitted electronically to SafeAssign on Bb on or before the due date. For an assignment, case study or paper to be considered on time, it must be electronically submitted to SafeAssign no later than Wednesday due date at 8:30 p.m. (the end of class). 5-grade points will be deducted for each day (24 hours) the assignment, case study or paper is past due (excluding Saturday and Sunday). The maximum number of grade point deductions taken for a late assignment, case study or paper is 50 points.

Academic Integrity Standards:

The Baccalaureate Program in Nursing adheres to the New York City College of Technology/CUNY Policy on Academic Integrity. This policy specifically states, in detail, what constitutes Academic Dishonesty. All students are responsible for abiding by this policy. This detailed policy can be found in the College Catalog or on the College Website HYPERLINK: <http://www.citytech.cuny.edu>.

New York City College of Technology Policy on Academic Integrity:

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the College Catalog.

AMERICANS WITH DISABILITIES ACT

If you have a physical, psychological, medical or learning disability that may impact on your ability to carry out assigned course work, I would urge that you contact the staff in the Student Support Services office (SSS), Room A 237, phone: 718.260.5143. SSS will review your concerns and determine with you what accommodations are necessary and appropriate. All information and documentation of disability are confidential.

Student Technology Requirements for Fully Online Course:

Many baccalaureate-nursing (NUB) students have been using Bb at New York City College of Technology or in other Educational Institutions and are familiar with this educational online tool. If you are new to Bb, use the beginners guide to Bb located on the home page. You can also attend one of the many Bb introduction workshops offered to students at the beginning of the semester in G-600. Bb introduction workshop schedules are posted on the College website and in G-600. The telephone number for G-600 computer lab is: 718-254-8565.

This course utilizes Bb extensively and it is required that you have one of the following Internet Browsers: Mozilla Firefox or Safari. You will need your current College email

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address on Bb to receive important faculty related notices during the semester or to communicate with your Professor. (Student College emails were updated in January 2010, please refer to this example: Jane.Doe@mail.citytech.cuny.edu). **To update your College email address on Bb**, select “update email” from menu bar located on the LEFT side of the Bb home page. Type in your updated College email address in the textbox following the example above. Retype your updated email address in the second textbox to verify the change. This will update your College email address on Bb. If you have a question about your College email account, the Help Desk is a good resource to use. Lastly, you will need a COMPUTER with at least 256 MB of RAM and an Internet connection via a 56K modem or higher in order to take this totally online course. Please refer to the section on Minimum Computer Requirements in this syllabus.

NUR 4090 Blackboard (Bb) Organization of Information and Course Materials:

ANNOUNCEMENTS

This is the entry point for Spring 2015 NUR 4090 on Bb. Announcements provides up-to-date class information. The posting of relevant course notices, assignment messages, due date reminders, or course updates are done regularly. **It is vital that students check the announcements section on Bb a minimum of three days a week.**

STAFF INFORMATION

Faculty information regarding email contact, telephone numbers, office location and appointment scheduling are located here. Students can contact faculty through college email or through a personal email account.

COURSE INFORMATION

Spring 2015 NUR 4090 syllabus, reading list, grading rubrics, assignments, case study, paper, and website resources (EXTERNAL LINKS) are located in this vital course section on Bb. Access to SafeAssign is located in each of the following file folders: assignments, case study and paper.

CONTENT

All pre-recorded Wimba/Bb Collaborate archived lectures, PPT lecture notes are located in this section. It is strongly recommended that students print copies of the PPT lecture notes (select Handout feature on the printer and 3 slides per page) prior to viewing the pre-recorded Wimba/Bb Collaborate archived lecture.

DISCUSSION BOARD

Discussion questions on a variety of topics will be posted in this section. Please review the information regarding class participation on discussion board topics located in this syllabus for further explanation.

TOOLS

Located in this section on Bb is contact links, sending email, calendars, task lists, etc.

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SAFEASSIGN

SafeAssign is a tool used by CUNY to scan student submitted work against its extensive datawarehouse of published and unpublished material. SafeAssign generates a report that highlights areas of a submitted work that is identical to other works in its datawarehouse. Located in COURSE INFORMATION on Bb are separate folders for ASSIGNMENTS, CASE STUDY, and PAPER. Each folder has an entry point for SafeAssign that is linked to a particular assignment, case study or paper.

Net Etiquette:

All students will follow the **Rules of Netiquette** listed below with web site addresses for additional detailed information:

The Rules of Netiquette (accessed from: *The Rules of Netiquette* websites at
HYPERLINK

http://www.cisco.cc.tx.us/netiquette_rules.html

<http://www.albion.com/netiquette/book/index.html>

- Rule 1. Remember you are dealing with people.**
- It is not nice to hurt other people's feelings
 - Never mail or post anything you wouldn't say to someone's face
 - Never be offensive online
- Rule 2. Adhere to the same standards of behavior online that you follow in real life.**
- Be ethical
 - Act within the laws of society and cyberspace
- Rule 3. Know where you are in cyberspace.**
- Netiquette varies from domain to domain
 - Lurk before you leap
- Rule 4. Respect other people's time and bandwidth.**
- Remember you are not the center of cyberspace
 - Post messages to the appropriate discussion group
 - If you disagree with the premise of a particular discussion, don't waste time and bandwidth of the members by telling them your personal opinions or by making personal attacks
- Rule 5. Make yourself look good online.**
- Check grammar and spelling before you post
 - Avoid using all caps (it looks like you're shouting)
 - Know what you're talking about and make sense
 - Be pleasant and polite
- Rule 6. Share expert knowledge.**
- Offer answers and help to people who ask questions on discussion groups
 - Summarize and think through your responses before posting a summary to the discussion group
- Rule 7. Help keep flame wars under control.**

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- Don't respond to flame-bait
- Don't post spelling or grammar flames
- If you've posted flame-bait or perpetuated a flame-war, apologize

Rule 8. Respect other people's privacy.

- Don't post any personal information about yourself or about others

Rule 9. Don't abuse your power.

- The more power you have, the more important it is that you use it well

Rule 10. Be forgiving of other people's mistakes.

- Remember you were a network newbie once too!

Additional Considerations for this Online Course:

For private communication, comments are best shared with the faculty through college email: lkonecny@citytech.cuny.edu or personal email account: professorkonecny@icloud.com, not on the discussion board or in a blog. Remember to use formal rules of English when communicating online.

Instructional Methods:

Asynchronous Lecture

Blackboard v. 10.1+

Assignments

Case Study

Paper

Online Instruction using Wimba/Bb Collaborate Classroom

Internet Websites

PowerPoint Presentations

Discussion Board

Blogs

Evaluation/Grading

3 Assignments on selected topics 45%

(Each assignment is 15% of the course grade.)

1 Case Study 25%

1 Paper 30%

Grading Policy for all nursing courses designated with the prefix NUR

The recorded academic grade is based on a numerical grade, which is converted to a letter grade as follows:

Grade	Definition	Quality Points (Index)
A	93-100%	4.0
A-	90-92.9	3.7
B+	87-89.9%	3.3
B	83-86.9%	3.0

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B-	80-82.9%	2.7
C+	77-79.9%	2.3
C	75-76.9%	2.0 PASSING GRADE
D	60-74.9%	1.0
F	Below 60	0.0

Unit Objectives

Unit I

- Trace the historic development of gerontologic nursing as a specialty.
- Identify standards used in gerontological nursing.
- Describe the importance of evidence-based practice in gerontological nursing.
- Discuss the major roles for gerontological nurses.
- Analyze the issues affecting the development and future of gerontologic nursing research.

Unit II

- Discuss the major demographic trends in the United States in relation to the older adult population.
- Describe the effects of each of the following demographic factors on the health, well-being, and life expectancy of older adults:
 - Gender and marital status
 - Race/ethnicity
 - Housing/living situation
 - Educational status
 - Economic status
- Explain why ageism is considered a woman's problem.
- Discuss how the "aging of the aged" will affect healthcare delivery.
- Explore the concept of ageism as related to the care of older adults in various settings.
- Analyze the prominent biologic, sociologic, and psychologic theories of aging.
- Develop nursing interventions based on the psychosocial issues and biologic changes associated with older adulthood.
- Discuss several nursing implications for each of the major biologic, sociologic, and psychologic theories of aging.

Unit III

- Define health promotion, health protection, and disease prevention.
- Identify models of health promotion and wellness.
- Describe health care provider barriers to health promotion activities.
- Describe primary, secondary, tertiary and quaternary prevention.
- Plan strategies for nursing's role in health promotion and public policy.
- Develop approaches to support the empowerment of older adults.
- Discuss the issues related to hearing and vision that affect the elderly.
- Describe the assessment modifications that may be necessary when assessing the older adult.
- Describe strategies and techniques to ensure collection of relevant and comprehensive health histories for older adults.
- Identify the basic components of health histories for older adults.

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List the principles to observe when conducting physical examination of older adults.
Explain the rationale for assessing functional status in the older adult.
Describe the basic components of a mental status assessment.
Discuss the rationale for conducting affective assessments on older adults.
Explain the rationale for assessing social function in older adults.

Unit IV

Identify the myths surrounding sexual practice in older adults.
Explore the possible reason for a nurse's hesitancy in assisting older adults with fulfilling their sexual desires.
Describe the normal changes of the aging male and female sexual systems.
Describe the pathologic problems of the aging male and female sexual systems.
Explain the influence of dementia on older adults' sexual desires and practices.
Discuss the environmental barriers to older adults' sexual practices and the ways to manipulate these barriers.
Conduct an assessment interview related to an older adult's sexual practices.
State two (2) nursing interventions for assisting older adults' sexual practices.
Plan nursing interventions that would assist older adults fulfill their sexual desires.
State one alternative to an older adult's sexual practice other than sexual coitus.

Unit V

Discuss the major demographic trends in the United States in relation to the various older adult ethnic populations.
Analyze the nursing implications of ethnic demographic changes.
Differentiate among culture, ethnicity, and race.
Identify potential barriers to care for the ethnic older person.
Discuss cultural variations in beliefs about health, illness, and treatment.
Describe how differences in cultural patterns may result in a potential conflict between a gerontologic nurse and an older person or his/her family member.
Propose how to increase the quality of the interaction between the nurse and the older adult through the nurse's knowledge of the concept of context as it relates to relationship and behavior.
Apply linguistically appropriate techniques in communicating with an ethnic older person.
Discuss ways in which planning and implementation of nursing interventions can be adapted to older adults' ethnicity.

Unit VI

Describe the effects of aging on the nervous system.
List risk factors for neurologic problems in older adults.
Describe measures to promote neurologic health in older adults.
Identify signs and symptoms of neurologic disorders in older adults.
Describe the symptoms, unique features, and related nursing care for Parkinson's disease, transient ischemic attacks, and cerebrovascular accidents in older adults.
Discuss actions that promote independence in older persons with neurologic problems.
Describe measures to reduce the risk of injury in older persons with neurologic problems.
Describe how aging affects gastrointestinal health.

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Discuss measures to promote gastrointestinal health in older adults.
List symptoms and management of selected gastrointestinal conditions in older adults.
Describe age-related changes that affect urinary elimination.
List measures that promote urinary system health in the older adult.
Outline factors to consider in assessing the urinary system.
Describe incidence, symptoms, and management of selected urinary conditions.
Outline a care plan for the client who is incontinent of urine.
Describe the effects of aging on cardiovascular health and circulation.
List factors that promote cardiovascular health.
Identify unique features of common cardiovascular diseases in older adults.
Describe nursing actions to assist clients with cardiovascular conditions.
List the impact of age-related changes on respiratory health.
Describe measures to promote respiratory health in older adults.
Discuss the risks, symptoms, and care considerations associated with selected respiratory illnesses.
Describe interventions that can aid in preventing complications and promoting self-care in older persons with respiratory conditions.
Summarize the effects of aging on the skin.
List practices that promote good skin health in older adults.
Describe signs of and nursing care for pruritus, keratosis, seborrheic keratosis, skin cancer, stasis dermatitis, and pressure ulcer in older adults.
Discuss measures that help older clients cope with skin problems and feel healthy.
Identify alternative therapies that promote good health in older adults.
List major changes in immunologic function as the result of aging.
Discuss natural approaches to promoting immunologic health.
Describe the risks associated with overuse and misuse of antibiotics.

Unit VII

Explain differences between younger and older adults in sleep stages and cycles.
Describe factors that may disturb sleep in older adults.
Describe pharmacologic and non-pharmacologic means to promote sleep.
Discuss the importance of pain control for promoting rest and sleep.
List age-related factors that affect dietary requirements in late life.
Identify risks associated with the use of nutritional supplements.
List the special nutritional needs of aging women.
Describe age-related changes affecting hydration in older adults.
Identify causative factors and signs of dehydration.
Describe oral health problems that might influence nutritional status and recommended oral hygiene for older adults.
Outline threats to good nutrition in late life and ways to minimize them.
Describe the effects of aging on musculoskeletal function.
List the benefits of activity.
Describe the adjustments that may need to be made in exercise programs in late life.
Discuss the challenges older adults may face in maintaining an active state.
List actions that could benefit an older adult who has impaired mobility.
Discuss the role of nutrition in musculoskeletal health.

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Describe factors contributing to symptoms of, and related nursing care for fractures, osteoarthritis, rheumatoid arthritis, osteoporosis, gout, and podiatric conditions.
Discuss pain management measures for musculoskeletal problems.
Identify ways to reduce risks of injury associated with musculoskeletal problems.
Describe measures to facilitate independence in persons with musculoskeletal problems.
Describe the effects of aging on safety.
Discuss the significance of the environment to physical and psychological health and well-being.
List the impact of age-related changes on function and safety of the environment.
Describe adjustments that can be made to the environment to promote safety and function of older persons.
Identify bathroom hazards and ways to minimize them.
Discuss the effect of the environment on psychosocial health.
List factors that contribute to falls in older adults.
List measures to reduce older adults' intrinsic risks to safety and well-being.
Discuss unique safety risks of individuals with functional impairments.

Unit VIII

Describe the realities of mental health and illness in older adults.
List measures that promote mental health for older adults.
Describe symptoms and care of the older person with depression.
Identify indications of suicidal thoughts in older persons.
Describe interventions to reduce anxiety in older adults.
Discuss the scope and signs of alcohol abuse in the older population.
List reasons for hypochondriasis in older adults.
Identify factors to consider in monitoring psychotropic medications in older adults.
Describe factors that promote a positive self-concept in older adults.
Identify nursing actions to manage disruptive behaviors associated with mental health conditions in older adults.

Unit IX

Describe the characteristics of medication use in older adults.
List medications that are best avoided in older adults.
Identify potential risk factors for adverse drug reactions.
Describe the pharmacokinetic and pharmacodynamic changes associated with aging and the implications for drug therapy.
Recognize significant drug-drug, drug-food, and drug-disease interactions, giving examples of each.
State the impact that drugs may have on an older person's quality of life.
Describe issues related to the optimum use of psychotropics, cardiovascular agents and antimicrobials.
Anticipate the effects of increase availability of non-prescription and herbal remedies on client self-management.
Identify risk factors for non-adherence and recommend strategies to improve compliance.

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Unit X

Define pain and comfort.

Describe the characteristics and effects of pain in the older adult.

Describe the components of a comprehensive pain assessment.

Outline components of a pain management plan, including complementary therapies, dietary changes, medications, and comforting strategies.

Unit XI

Discuss how professional standards are used to measure the degree to which the legal duties of nursing care of clients are met.

State the sources and definitions of laws, such as statutes, regulations, and case law, as well as the levels at which the laws were made, such as federal, state, and local.

Explore why older adults are considered a vulnerable population, why this is legally significant, and the legal implications of such a designation.

Discuss the legal history of the doctrine of autonomy and self-determination, and cite major laws that have influenced contemporary thought and practice.

Identify the three (3) broad categories of elder abuse, define seven (7) types of abuse, and discuss the responsibility of the nurse in responding to suspected abuse of older adults.

Name and state the purpose of the legal tools known as “advance directives”, and list the major points that should be addressed in a Do Not Resuscitate (DNR) policy.

Explain the requirements of the four (4) major provisions of the client self-determination act and the nurse’s responsibility with respect to advance directives.

Identify three (3) ethical issues nurses may face in caring for older adults, with regard to the areas of care of the terminally ill, organ donation, and self-determination.

Discuss the difficulty people may experience in facing death.

Describe the stages people commonly go through when facing death, and describe related nursing interventions.

List physical care needs of dying individuals and related nursing interventions.

Discuss ways in which nurses can support family and friends of dying individuals.

Discuss ways in which nurses can support other nursing staff cope with dying clients.

Unit XII

Describe the acute care hospital use patterns in the older adult population.

Describe functional model of nursing care.

Identify risks associated with hospitalization of older adults.

Identify ways to modify the physical and social environment to improve care for hospitalized older adults.

Identify special considerations in caring for critically ill older adults and older adults suffering from trauma.

Describe two (2) nursing interventions for each of the three (3) conditions that make up the geriatric triad.

List adaptations that can be made to facilitate learning in older adults.

Distinguish the categories and types of home care organizations in existence.

Explain the benefits of home care.

Analyze the effect of recent changes instituted by Medicare on home health agencies and home health clients.

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Discuss the philosophy of hospice care and how it differs from traditional home healthcare.

List five (5) common factors associated with institutionalization.

Identify differences between medical and psychosocial models of care for institutional long-term care.

Summarize key aspects of resident rights as they relate to the nursing facility.

List assessment components included in the minimum data set of the Resident Assessment Instrument.

Describe common clinical management programs in the nursing facility for skin problems, incontinence, nutritional problems, infection control, and mental health.

Differentiate types of nursing care delivery systems found in the nursing facility.

Describe assisted living; special care units, and subacute units as specialty care settings of the nursing facility.

Topical Outline

Week 1	Class Orientation Review of course content, evaluation methods, online resources, Technology training (Wimba/Bb Collaborate Classroom) Overview of Watson's Human Caring Theory Unit I Topics: Foundations of Gerontological Nursing History and evolution of gerontological nursing Gerontological nursing roles Nursing research on older adults Future trends in gerontologic nursing care along the continuum of care
Weeks 2	Unit II Topics: Attitudes about aging Factors which influence attitudes and expectations about aging Family influences Socioeconomic influences Impact of ageism on caregivers and older adults Theoretical perspectives on aging
Weeks 3	Unit III Topics: Assessment of health and functioning in older adults Health promotion and illness/disability prevention Models of health promotion Barriers to health promotion and disease prevention Health prevention Disease prevention Issues related to hearing and vision
Week 4	Unit III Topics: Gerontologic Assessment Reliable and valid geriatric assessment tools Functional Physical

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Cognitive
Psychological
Social
Spiritual
Family assessment

Weeks 5 Unit IV Topics: Sexuality, Intimacy and Spirituality

Sexuality
Spirituality

Week 6 Unit V Topics: Diversity of the older adult population in the United States

Increasing diversity of the older adult population
Overview of diverse groups of older adults
Hispanic Americans
Black Americans
Asian Americans
Jewish Americans
Native Americans
Gay, Lesbian, Bisexual, Transgender older adults
Nursing considerations for culturally sensitive care of older adults

Weeks 7 & 8 Unit VI Topics: Review of systems

Neurological system and selected conditions
Digestion and bowel elimination
Urinary function
Cardiovascular function
Respiratory function
Integument
Immune system

Week 9 Unit VII Topics: Special needs of elders in healthcare settings

Modifying procedures and practices
Intellectual needs
Activity of daily living (ADL)
Sleep and rest
Nutrition and hydration
Mobility and safety

Week 10 Unit VIII Topics: Illness and disease management

Aging and mental health
Promoting mental health in older adults
Selected mental health conditions
Depression
Anxiety
Alcohol abuse

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- Paranoia
 - Hypochondriasis
 - Nursing considerations for mental health conditions
 - Monitoring medications
 - Promoting a positive self-concept
 - Managing behavioral problems
- Week 11 Unit IX Topic: Pharmacology and older adults**
Pharmacologic management
- Week 12 Unit X Topic: Quality of Life**
Pain management
- Week 13 Unit XI Topics: Legal and ethical concerns**
Professional standards: origins and legal significance
Relevant laws
 - Sources of laws
 - Federal and state laws
 - Insurance portability and accountability act of 1996 (HIPPA)Nursing facility reform
Autonomy and self-determination
Nurses' ethical code and end-of-life care
- Week 14 Unit XII Topics: The aging society's impact on healthcare systems**
Characteristics of older adults in acute care
Characteristics of the acute care environment
Nursing care in acute care settings
Factors affecting the healthcare needs of non-institutionalized older adults
Community-based services
Home healthcare
Hospice
Long-term care
Clinical aspects of the nursing facility
Management aspects of the nursing facility
Specialty care settings
Innovations in the nursing facility
The future of the nursing facility
- Week 15 Tying it all together – Online discussion**

Resource List

There are numerous online resources. One of the most frequently used by nurses and nursing students is the Hartford Institute for Geriatric Nursing at the Division of Nursing,

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New York University Baccalaureate Nursing Program Partners for Dissemination of Best Practices in Care for Older Adults Program. <http://hartfordign.org>.
http://hartfordign.org/resources/hospital_competencies

Administration on Aging. (March 31, 2009). *Minority Aging*. Retrieved November 14, 2013, from http://www.aoa.gov/AoARoot/Aging_Statistics/minority_aging/Index.aspx.

Administration on Aging. *Profile of Older Americans 2004*. US Department of Health and Human Services, Washington DC, The Agency.

American Bar Association (N.D.). *Law for Older Americans*. Retrieved November 14, 2013 from http://www.abanet.org/publiced/practical/patient_self_determination_act.html.

American Nurses Association: *Scope and standards of gerontological nursing practice*, Washington, DC, 1995, The Association.

American Nurses Association: Nursing practice standards and guidelines, *Oasis: Council on Gerontological Nursing Practice* 8(4):2, 1991.

American Psychiatric Association (APA): *Diagnostic and statistical manual of mental disorders: DSM-IV-TR*, ed 4, Washington, DC, 2000, the Association.

Association of Reproductive Health Professionals (ARHP). (April 8, 2002). *Mature sexuality, clinical proceedings*. Retrieved November 14, 2013, from <http://www.arhp.org>.

Association of Reproductive Health Professionals (ARHP). (2008). *What you need to know: talking to patients about sexuality and sexual health*. Accessed November 14, 2013, from [http://arhp.org/uploadedDocs/sexandsexfactsheet.pdf#search="talking to patients about sexuality and sexual health"](http://arhp.org/uploadedDocs/sexandsexfactsheet.pdf#search=)

John Hopkins special report on depression and anxiety in older adults. Retrieved November 14, 2013, from http://www.johnhopkinshealthalerts.com/reports/depression_anxiety/2943-1.html.

Specter, R: *Cultural diversity in health and illness* (7th ed). Upper Saddle River, NJ: Prentice Hall
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