

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 3213

CARE OF THE OLDER ADULT

Spring 2017

CARE OF ADULT

Faculty: Linda Buckholtz (LB)
Kay Cox (KC)

Jan. 18 Orientation (LB & KC)
Jan. 23 Field Trip (LB & KC)
Jan. 25 Introduction Ch. 2 (LB)
Jan. 30 Health Wellness Ch. 1, 3 (LB)
Feb. 1 Cultural Ch. 4 (KC)
Feb. 6 Communication Ch. 6 (KC)
Feb. 8 Health Assessment Ch. 7 (LB)
Feb. 13 Laboratory Values Ch. 8 (KC)
Feb. 15 Pharmacology/Supplements Ch. 9, 10 (KC) **ONLINE**
Feb. 20 **Exam #1**
Feb. 22 Vision, Hearing, Skin Ch. 11, 12, 13 (LB)
Feb. 27 Nutrition, Hydration and Oral Care Ch. 14, 15 (LB)
Mar. 1 Elimination, Sleep Ch. 16, 17 (KC) **ONLINE**
Mar. 6 Physical Activity, Falls and Fall Risk Reduction Ch. 18, 19 (KC)
Mar. 8 Safety and Security Ch. 20 (LB)
Mar. 13 **Exam #2**
Mar. 15 Chronic Illness, Cardiovascular and Cerebrovascular Ch. 21, 22 (LB)
Mar. 27 Neurodegenerative, Endocrine and Immune Disorders Ch. 23, 24 (LB)
Mar. 29 Respiratory and Musculoskeletal Concerns Ch. 25, 26 (LB)
Apr. 3 Pain and Comfort Ch. 27 (LB)
Apr. 5 Mental Health Ch. 28 (KC) **ONLINE**
Apr. 10 **Exam #3**
Apr. 12 Neurocognitive Disorders Ch. 29 (KC)
Apr. 17 Legal and Ethical Issues Ch. 31 (KC) **ONLINE / KAPLAN**
Apr. 19 Relationships, Roles, and Transitions Ch. 34 (KC)
Apr. 24 Sexuality and Self-Actualization Ch. 33, 36 (LB)
Apr. 26 Loss, Death and Palliative Care Ch. 35 (KC)
May 1 **Exam #4**
TBA **Final Exam**

INDEX

Topic	Page
Course Number, Title and Catalogue Description	4
Faculty Information.....	4
Textbooks and Bibliography	4
Justification/Rationale for Course	4
Assessment (Evaluation Methods)	5
Conduct of the Course.....	6
Course Outline	8
Unit I Orientation to Gerontological Nursing	
A. Introduction to Gerontological Nursing	9
B. Health and Wellness.....	10
C. Theories of Aging	10
D. Culture, Gender, Aging.....	11
E. Communication	12
Unit II Assessment of Older Adults	
A. Health Assessment	13
B. Laboratory Values	14
C. Pharmacology	15
D. Supplements	16
Unit III Wellness	
A. Vision, Hearing and Skin	17
B. Nutrition, Hydration and Oral Care.....	18
C. Elimination and Sleep.....	19
D. Mobility	20
E. Safety and Security	21
Unit IV Common Problems	
A. Chronic Conditions: Cardiovascular and Cerebrovascular	22
B. Chronic Conditions: Neurodegenerative, Endocrine and Immune Disorders.....	23
C. Chronic Conditions: Respiratory and Musculoskeletal Concerns.....	24
D. Chronic Conditions: Pain and Comfort	25
E. Mental Health.....	26
F. Cognitive Impairment	27
Unit V Healthy Aging	
A. Legal and Ethical Issues	28
B. Transitions of Aging	29
C. End-of-Life.....	30
D. Self-Actualization/Sexuality	31

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course: NUR 3213 (01)

Course Title: Care of the Older Adult

Credit Hours: Three (3) Hours

Contact Hours: Three (3) Hours

Placement: First Semester Junior Year

Instructors:

Linda Buckholtz
Office: Dean Hall 217
Office hours: Posted on Bulletin Board
Phone: 479-968-0221
E-mail: lbuckholtz@atu.edu

Kay Cox
Office: Dean Hall 218 B
Office hours: Posted on Bulletin Board
Phone: 479-968-0442
E-mail: kcox@atu.edu

Course/Catalogue Description:

Prerequisites: NUR 3103, NUR 2023, and PSY 3813. This course will include a study of communication with individuals, families and groups. It will also provide the foundational basis for the professional care of older adults and their families. Care of the older adult introduces trends, theories and multidimensional changes of aging and addresses issues related to wellness, health promotion, and disease prevention in older adults.

Required Textbooks:

Retain texts from previous nursing courses.

Additional Texts:

Touhy, T. A. and Jett, K. (2016). Ebersole & Hess' Toward Healthy Aging, (9th Ed.). St. Louis: Elsevier Mosby.

Bibliography

Use the required and suggested readings in syllabus, readings at end of chapters in text and the computerized nursing indexes as bibliography.

Lists of AV Media Resources for gerontological nursing are interspersed throughout the syllabus.

Justification/Rationale for the Course

By the completion of this course the student will progress toward student learning outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of older adults.

Course Objectives:

On completion of the course, the student should be able to:

1. Analyze the role of communicator as it applies to the older adult and their families.
2. Analyze own and society’s values and beliefs related to older adults, the aging process and care given to older adults within the health care system.
3. Integrate holistic theoretical concepts in planning nursing care for older adults.
4. Describe the multidimensional process of aging and how it relates to wellness, health promotion and disease prevention in older adults.
5. Explore the effect of the aging process on acute and chronic illnesses.
6. Plan interventions to maintain or maximize the functional abilities of older adults.
7. Analyze issues pertinent to nursing care of older adults and their families at the end of life.

Assessment (Evaluation) Methods

1. Grading Scale

- A = 90-100
- B = 80-89
- C = 75-79
- D = 68-74
- F = 67 and below

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. There will be no rounding of grades except on final grades. All tests and other assignments will be carried to the hundredth. Grades of 75% or less will not be rounded.
3. You must complete all exams and assignments with a cumulative grade of 75% to successfully complete the course.
4. A semester grade of "I" or "Incomplete" will be given to those students whose work is incomplete because of illness or other circumstances beyond the student's control. This grade will be assigned at the discretion of the instructor according to the amount of time missed, the ability of the student to complete the necessary assignments, and the quality of the student's previous work (see Student Handbook).
5. Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, he/she is responsible for contacting the instructor and making arrangements to make up the examination. Make-up examinations will be essay or objective in nature at the discretion of the instructor and will be scheduled on the first day student returns to class.

6. Course Grade

Four (4) unit tests.....	75%
Comprehensive Final Exam.....	15%
Outside Quizzes.....	<u>10%</u>
	100%

Professional Activities.....Maximum of two points may be designated for this course.

CONDUCT OF THE COURSE

Background Check:

Students will be required to complete a criminal background check per departmental policy.

Class Attendance:

1. Regular Class attendance is considered essential if students are to receive maximum benefit from the course. The student is responsible for meeting all classes as scheduled and on time. Control of class attendance is vested in the teacher. Please refer to Tardy and Attendance Policy in Student Handbook for detailed information.
2. Students tardy to class are encouraged to be courteous to their fellow classmates and enter only at designated break times.
3. Only officially invited guests are to attend nursing classes.
4. Planned learning experiences outside the classrooms are an integral part of the nursing course. These experiences will be announced at least three (3) weeks in advance and all students are expected to participate.

Dress and Behavior:

1. The nursing student is expected to dress appropriately while attending class.
2. Smoking is not allowed in any classroom.
3. Students are expected to:
 - a. Present written work that is theirs alone.
 - b. Correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment.
 - c. Only use authorized devices or materials for an examination and no copying from other students' papers.
 - d. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly.

Cell Phone Policy

There is a **NO cell phone policy for all upper division testing/test review**. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review **you will receive a 0 for the test grade**.

During non-testing times, cell phones must be kept on silent/vibrate and visible only during break time.

Teacher Role:

Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Communicator, and Supporter.

Student Role:

Learner, Teacher, Advocate, Care Giver, Communicator, and Researcher.

Teacher-Learning Strategies:

Lecture and discussion, student presentation of seminars, role playing, simulation, group presentation, anatomical models, charts, diagrams, and audiovisual materials including posters and videotapes, and other critical thinking activities.

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit:

<http://www.atu.edu/titleix/index.php>.

Disability Statement:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit

<http://www.atu.edu/disabilities/index.php>.

Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding patient care or the student's clinical experiences or assignments.
- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by turnitin.com which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

COURSE OUTLINE
NUR 3213 CARE OF THE OLDER ADULT

I. Orientation to Gerontological Nursing

- A. Introduction to Gerontological Nursing
- B. Health and Wellness
- C. Theories of Aging
- D. Culture
- E. Communication

II. Assessment of the Older Adults

- A. Health Assessment
- B. Laboratory Values
- C. Pharmacology
- D. Supplements

III. Wellness

- A. Vision, Hearing and Skin
- B. Nutrition, Hydration and Oral Care
- C. Elimination and Sleep
- D. Mobility
- E. Safety and Security

IV. Common Problems

- A. Chronic Conditions: Cardiovascular and Cerebrovascular
- B. Chronic Conditions: Neurodegenerative, Endocrine and Immune Disorders
- C. Chronic Conditions: Respiratory and Musculoskeletal Concerns
- D. Chronic Conditions: Pain and Comfort
- E. Mental Health
- F. Cognitive Impairment

V. Healthy Aging

- A. Legal and Ethical Issues
- B. Transitions of Aging
- C. End-of-Life
- D. Self-Actualization/Sexuality

NUR 3213 Care of the Older Adult
UNIT I – Orientation to Gerontological Nursing
FOCUS A: Introduction to Gerontological Nursing

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss the history of gerontological nursing.
2. Describe your personal philosophy of aging.
3. Describe the roles, educational preparation and certification requirements of the gerontological nurse.
4. Describe the health care options for older adults.
5. Discuss Nursing research studies on care of the older adult.

LEARNING ACTIVITIES

Required Readings:

Touhy & Jett: Ch.2

Learning Activities:

Review Vocabulary List
Video - “See Me”

NUR 3213: Care of the Older Adult
Unit 1: Orientation to Gerontological Nursing
FOCUS B & C: Health and Wellness/Theories of Aging

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Differentiate between health and wellness.
2. Discuss the health status of older adults.
3. Describe the role of the nurse in promoting health in later life.
4. Describe a wellness-based model that can be used to promote health of the aging adult.
5. Discuss the sociological theories of aging.
5. Discuss the psychological theories of aging.
6. Discuss the biological theories of aging.
7. Describe the impact on nursing and how using an eclectic theory benefits the aging.

LEARNING ACTIVITIES

Required Readings:

Touhy & Jett: Chapters 1 and 3

Learning Activities:

Research Questions: Ch. 1, Questions 1, 4
Ch. 3, Question 2

Answer and bring to class
10 points possible

NUR 3213: Care of the Older Adult
Unit 1: Orientation to Gerontological Nursing
FOCUS D: Culture, Gender and Aging

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Recognize health disparities and their potential impact on older adults of color and women.
2. Compare several different ethnically based approaches to health care.
3. Identify personal factors contributing to ethnic and cultural sensitivity.
4. Discuss approaches that facilitate an appreciation of cultural and ethical differences.
5. Formulate a plan of care incorporating ethnically sensitive interventions.

LEARNING ACTIVITIES

Required Readings:

Touhy & Jett: Ch. 4

NUR 3213: Care of the Older Adult
Unit 1: Orientation to Gerontological Nursing
FOCUS E: Communicating with Older Adults

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Describe the importance of communication to the lives of older adults.
2. Identify and refine communication skills and techniques with older adults.
3. Communicate effectively, respectfully, and compassionately with older adults and their families.
4. Understand the significance of life story.
5. Discuss reminiscence and life review.
6. Understand how health literacy affects communication and learning.

LEARNING ACTIVITIES

Required Readings:

Touhy & Jett: Ch. 6

Websites:

Read the article at <http://www.wikihow.com/Communicate-With-Older-Adults>. Be prepared to discuss in class.

NUR 3213: Care of the Older Adult
UNIT II – Assessment of the Older Adult
FOCUS A: Health Assessment of the Older Adult

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Identify the major components of a comprehensive assessment of an older adult.
2. Describe the modifications needed to the assessment of older adults.
3. Describe alternate techniques when assessing older adults.
4. Identify the components of a health history and modifications needed when assessing an older adult.
5. Discuss the barriers to assessing the older adult.

LEARNING ACTIVITIES

Required Reading:

Touhy & Jett: Chapter 7

Learning Activity:

Touhy & Jett: Answer Research Question 1 and 2 – Bring to Class.
10 points possible

NUR 3213: Care of the Older Adult
UNIT II: Assessment of Older Adult
FOCUS B: Laboratory Values

OBJECTIVES

On completion of the focus, the student will:

1. Understand the implications of abnormal laboratory values in the older adult.
2. Identify cautions the nurse should take when interpreting laboratory values in the older adult.
3. Discuss the key laboratory tests used to monitor common health problems in the older adult.

LEARNING ACTIVITIES

Required Readings:

Touhy & Jett: Ch. 8

NUR 3213: Care of the Older Adult
UNIT II: Assessment of the Older Adult
FOCUS C: Pharmacology

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Discuss the pharmacokinetic changes that occur as a result of normal changes with aging.2. Describe potential problems associated with drug therapy in the older adult.3. Identify medications that are more commonly used in late life.4. Identify inappropriate drug use and its application in gerontological nursing.5. Discuss barriers to medication adherence in older adults.6. Develop a nursing plan to promote safe medication practices for older adults.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Ch. 9</p> <p><u>Learning Activities:</u> Online assignment – 10 points possible</p> <p>Posted on Blackboard</p>

NUR 3213: Care of the Older Adult
Unit II: Assessment of the Older Adult
FOCUS D: Supplements

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Identify the legal standards that affect herb and supplement use.2. Discuss the information that older adults should know about the use of select herbs and supplements.3. Develop a nursing care plan to prevent adverse reactions related to herb or supplement use.4. Identify the important aspects of client education related to the use of herbs and supplements with the older adult.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Ch. 10</p>

NUR 3213: Care of the Older Adult
Unit III: Wellness
FOCUS A: Wellness: Vision, Hearing, Skin

<i>OBJECTIVES</i>
Upon completion of this focus, the student should be able to: <ol style="list-style-type: none">1. Identify age-related changes in the eye that affect vision.2. Describe the importance of screening, health education and treatment to prevent loss of vision.3. Discuss changes in hearing with aging and how it impacts quality of life.4. Describe the types of hearing loss and contributing factors.5. Identify age related changes in the integument.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Chapter 11, 12 and 13</p> <p><u>Learning Activity:</u> Research Question: Ch. 11, Question 3 Ch. 12, Questions 1 and 3 Ch 13, Question 4</p> <p>Bring to class. 10 points possible</p>

NUR 3213: Care of the Older Adult
Unit III: Wellness
FOCUS B: Nutrition, Hydration and Oral Care

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Discuss the nutritional requirements of the older adult.2. Discuss the barriers to adequate nutrition for the older adult.3. Identify factors that influence hydration management in older adults.4. Discuss the importance of hydration in the older adult.5. Discuss common oral problems that can occur with aging and the appropriate assessment and interventions.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Reading:</u></p> <p>Touhy & Jett: Ch. 14 and 15</p> <p><u>Learning Activities:</u></p> <p>Assess your care partner for their ability to have adequate nutrition. Do a 24-hour food and liquid intake assessment. Bring to class. 10 points possible</p>

NUR 3213: Care of the Older Adult
UNIT III: Wellness
FOCUS C: Elimination and Sleep

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Identify age related changes that affect sleep and elimination.2. Use evidence-based protocols in assessment and development of interventions for sleep and promotion of bowel and bladder health.3. Explain the types of urinary incontinence and their causes.4. Describe the signs and symptoms, treatment and nursing interventions for specific sleep disorders.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Chapter 16 and 17</p> <p><u>Learning Activity</u> Online assignment – 10 points possible</p>

NUR 3213: Care of the Older Adult
UNIT III: Wellness
FOCUS D: Mobility

OBJECTIVES

On completion of the focus, the student will:

1. Discuss the effects of immobility on general function and quality of life.
2. Discuss risk factors for impaired mobility in older adults.
3. Discuss factors that increase vulnerability to falls.
4. Describe assessment measures to determine gait and walking stability.
5. List interventions to reduce fall risks.
6. Describe the effects of restraints and identify alternative safety interventions.
7. Develop a plan of care for an older adult at risk for falls.

LEARNING ACTIVITIES

Required Readings:

Touhy & Jett: Ch. 19

Learning Activity:

Online Assignment - 10 points possible.

Classroom Activity: Complete “Get Up and Go” Assessment
Explore ConsultGeriRN.org for tools to assess fall risk

NUR 3213: Care of the Older Adult
UNIT III: Wellness
FOCUS E: Safety and Security

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Discuss the effects of declining health, reduced mobility, isolation, and unpredictable life situations on the older adults ability to maintain their safety and security.2. Discuss the safety risk in the elders home environment.3. Discuss the vulnerability of older adults to the effects of extreme temperatures.4. Discuss strategies to prevent, detect, and alleviate crimes against older adults.5. Identify the safety factors associated with transportation and driving for the older adult.6. Complete a home safety survey with your elder partner.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Chapter 20</p> <p><u>Learning Activity:</u> Do a home survey with elder partner. Bring to class. 20 points possible</p>

NUR 3213: Care of the Older Adult

UNIT IV: Common Problems

FOCUS A: Chronic Conditions = Cardiovascular and Cerebrovascular

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Identify the most common chronic disorders of the older adult.2. Discuss coping strategies for elders with chronic health problems.3. Describe the normal changes in the aging cardiovascular system.4. Identify the most common cardiovascular and cerebrovascular disorders seen in later life.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u></p> <p>Touhy & Jett: Chapter 21 and 22</p> <p><u>Learning Activity:</u></p> <p>Critical Thinking: No. 1, 2 and 3. Bring to class. 10 points possible.</p>

NUR 3213: Care of the Older Adult

Unit IV: Common Problems

FOCUS B: Chronic Conditions: Neurodegenerative, Endocrine and Immune

<i>OBJECTIVES</i>
On completion of the focus, the student will: <ol style="list-style-type: none">1. Define the characteristics of Parkinson’s disease.2. Describe the Nurse’s role in the promotion of healthy aging in persons with neurodegenerative disorders.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Chapter 23 and 24</p> <p><u>Learning Activity:</u> Answer Research Question: Ch. 23, Question 2 Ch. 24, Question 1 Bring to class. 10 points possible.</p>

NUR 3213: Care of the Older Adult

Unit IV: Common Problems

FOCUS C: Chronic Conditions: Respiratory and Musculoskeletal Concerns

<i>OBJECTIVES</i>
On completion of the focus, the student will: <ol style="list-style-type: none">1. Describe the normal changes with aging that affect the respiratory system.2. Identify the most important factors that influence respiratory health.3. Differentiate the signs and symptoms of osteoarthritis, rheumatoid arthritis and gout.4. Describe the key aspects of promoting musculoskeletal health while aging.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Chapter 25 and 26</p> <p><u>Learning Activity:</u> Answer Research Question: Ch. 25, Question 1, 2, 3 Ch. 26, Question 1, 2 Bring to class. 10 points possible.</p>

NUR 3213: Care of the Older Adult

Unit IV: Common Problems

FOCUS D: Chronic Conditions: Pain and Comfort

<i>OBJECTIVES</i>
<p>On completion of the focus, the student will:</p> <ol style="list-style-type: none">1. Define the concept of physical pain.2. Identify factors that affect the elder's pain experience.3. Identify barriers that interfere with pain assessment and treatment.4. Discuss pharmacological and nonpharmacological pain management.
<i>LEARNING ACTIVITIES</i>
<p><u>Required Readings:</u> Touhy & Jett: Chapter 27</p> <p><u>Learning Activity:</u> Answer Research Question: Ch. 27, Question 1, 2, 4, 5, 7</p> <p>Bring to class. 10 points possible.</p>

NUR 3213: Care of the Older Adult
UNIT IV: Common Problems
FOCUS E: Mental Health

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss factors contributing to mental health and wellness in late life.
2. Discuss the effect of chronic mental health problems on individuals as they age.
3. Discuss assessment, treatment and nursing interventions for anxiety and depression in older adults.
4. Recognize elders who are at risk for suicide.
5. Identify indications of substance abuse in older adults and discuss nursing interventions.
6. Develop a nursing care plan for an older adult with a mental health problem.

LEARNING ACTIVITIES

Required Reading:

Touhy & Jett, Ch. 28

Learning Activities:

Online assignment. 10 points possible.

NUR 3213: Care of the Older Adult
UNIT IV: Common Problems
FOCUS F: Cognitive Impairment

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Differentiate between delirium, dementia and depression.
2. Discuss prevention, treatment and nursing interventions for prevention and treatment of delirium.
3. Identify potential risk for the development of dementia.
4. Describe nursing care models for care of persons with cognitive impairment.
5. Discuss strategies to enhance quality of life for caregivers of persons with dementia.
6. Develop a nursing care plan for an older adult experiencing dementia.

LEARNING ACTIVITIES

Required Reading:

Touhy & Jett, Ch. 29

Learning Activity:

Nursing Study, pg. 403, Submit on Blackboard – 10 points possible.

NUR 3213: Care of the Older Adult
UNIT V: Healthy Aging
FOCUS A: Legal and Ethical Issues

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Describe the differing levels of decisional capacity and their implications in care of the older adult.
2. Identify the nurse's responsibility for the protection of those with limited capacity.
3. Differentiate the types of elder mistreatment.
4. Identify person at risk for abuse or neglect.
5. Identify the nurse's legal responsibility when neglect or abuse is suspected.
6. Develop a nursing care plan that may be used to minimize the risk for elder mistreatment.

LEARNING ACTIVITIES

Required Reading:

Touhy & Jett, Ch. 31

Learning Activities:

Online Assignment – Advanced Directives – 10 points possible

NUR 3213: Care of the Older Adult
UNIT IV: Healthy Aging
FOCUS B. Transitions of Aging

<i>OBJECTIVES</i>
Upon completion of this focus, the student should be able to: <ol style="list-style-type: none">1. Explain the issues involved in adapting to transitions and role changes in later life.2. Discuss changes in family structure and functions in society today.3. Examine family relationships in late life.4. Identify the range of caregiving situations and the potential challenges and opportunity of each.5. Discuss nursing responses with older adults experiencing care giver roles or other transitions.
<i>LEARNING ACTIVITIES</i>
<u>Required Reading:</u> Touhy & Jett, Ch. 34

NUR 3213: Care of the Older Adult
UNIT V: Health Aging
FOCUS C. End-of-Life Care

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Compare and contrast the needs of older adults in response to loss.
2. Discuss the different types of grief and the needs of the griever.
3. Discuss the attributes of the nurse needed to provide care to those experiencing loss or death.
4. Identify aspects of palliative care including cultural boundaries.
5. Develop a nursing care plan for the enhancement of coping during a time of loss.
6. Differentiate between a living will and DNR orders.

LEARNING ACTIVITIES

Required Reading:

Touhy & Jett: Ch. 35

Classroom Activity:

Explore ConsultGerRN.org related to End-of-Life issues.

NUR 3213: Care of the Older Adult
UNIT V: Health Aging
FOCUS D. Self-Actualization / Sexuality

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Define self-actualization and identify the qualities of self-actualized older adults.
2. Discuss the nursing role in assisting older adults to reach self-actualization.
3. Discuss types of creative self-expression and spirituality and how they impact on health, illness and quality of life among older adults.
4. Discuss touch and intimacy as integral components of sexuality.
5. Discuss the therapeutic benefits of touch for older adults.
6. Discuss the physiological, social, and psychological factors that affect the older adult's sexual function.

LEARNING ACTIVITIES

Required Reading:

Touhy & Jett: Chapters 33 and 36

Learning Activities:

Answer Research Question: Ch. 33, Questions 1, 2, 4 & 6
Ch. 36, Questions 1 & 3

Bring to class.
10 points possible.