

**University Of Arkansas At Monticello
College of Technology- Mc Gehee
Practical Nursing
Geriatric Nursing Management
Course Syllabus
Spring 2012 MWF 9:10-10:00a.m.**

Instructor: Nikki Calhoun R.N.
Office: 109
Phone: 1(870)222-5360 Ext.5505
Email: calhounn@uamont.edu
Office Hours: MWF 11:00- 12:00 T Th 10:30-11:30

NURS 1162 **Geriatric Nursing Management, 2 Credit hours**

Course

Prerequisites: The LPN program is progressive. Students must have successfully completed the following courses with a C or better: NUR 1514 PN Anatomy and Physiology or, BIOL 2233 Anatomy and Physiology1, BIOL 2291 Lab Anatomy and Physiology I, BIOL 2243 Anatomy and Physiology II, BIOL 2301 Lab Anatomy and Physiology II, PE 2113 Nutrition, ENGL 1013 Composition I, MAT, 1203 Technical Mathematics or higher level of Mathematics course. NA 1017 Nursing Assistant, CIS 2223 Micro Apps or CIS 1013 Intro Comp

Description: Knowledge and skills including the normal aging process, characteristics of aging, special problems associated with aging, the prevention of illness and the promotion and maintenance of health in the safe care of the culturally diverse aging client across the health continuum; leadership skills involving communicating and working with the health care team, delegation, management, scope of practice and utilization of the nursing process. Start date: January 11th 2012 end date May 7, 2012

Text: Wold, Gloria Hoffman. Basic Geriatric Nursing. St. Louis: Mosby, 2004. 4th Ed. ISBN #0-323-02389-4

Attendance: See Nursing Handbook for policies regarding attendance.

- Homework:** Handouts and assignments throughout the course.
- Exams:** There will be eight (8) exams given during the course and a comprehensive exam at the completion of the course. Policies regarding exams are in the Nursing Handbook
- Grading Policy:** Exam scores will account for 90% of the final grade. Homework, class participation and pop test will account for 10%. Class participation grades will come from class/ lab evaluations. See PN handbook. To progress through the program, students must pass this course with a 78% or above. 100-93%=A, 92-85%=B, 84-78%=C, 77-65%= D, 64-0%= F.

Student Conduct Statement: Students at the University of Arkansas at Monticello – College of Technology McGehee are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc.
This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for one self.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement of the ideas or passages from the writings or works of others.
For any instance of academic dishonesty that is discovered by the

instructor, the result for the student (s) involved will be as follows:

1. Cheating:
 - Ineligible to attend clinical
2. Collusion, Duplicity, Plagiarism:
 - The student will receive a Zero (0) on the work submitted.

Please refer to the Practical Nursing Handbook for information regarding policies not mentioned in this syllabus.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222 5360; fax 870-222-1105

Grades: UAM will no longer mail grade reports to all students. You may access your grades through Weevilnet.uamont.edu. To have your grades mailed to you, complete the grade request form available at the Student Services office on the McGehee campus.

Please refer to the Practical Nursing Handbook for other important policies and procedures.

Student Learning Outcomes: By the conclusion of this course, the student should be able to:

1. Discuss the physical aspects of aging on the body, by body systems.
2. Recognize the basic human needs of the geriatric client.
3. Recognize the special psychosocial needs of the geriatric patient and provide support for the patient's needs while in the clinical area.
4. List and understand the disease processes associated with aging by body system.
5. List and understand the special aspects of nursing care associated with specific disease processes.
6. List and understand the special aspects of nursing care

associated with rehabilitation, recuperative, intermediate, and skilled care.

7. Identify safety factors for the geriatric patient in the hospital as well as in the home setting.
8. Identify the scope of practice regarding care of the geriatric client and the tasks which may be delegated to other personnel.
9. Determine and list the skills and techniques used in managing a resident unit.

Nursing of the Geriatric Patient
Assignments and Exams
Subject to Change

1/11/12	Chapter 1 & 2 Lecture
1/13/12	Chapter 3 Lecture
1/18/12	Exam Ch. 1, 2, & 3
1/20/12	Chapter 4 Lecture
1/23/12	Chapter 5 Lecture
1/25/12	Exam Ch. 4 & 5
1/26/12	Chapter 6 Lecture
1/30/12	Chapter 7 Lecture
2/1/12	Exam Ch. 6 & 7
2/3/12	Chapter 8 Lecture
2/6/12	Chapter 9 Lecture
2/8/12	Exam Ch. 8 & 9
2/10/12	Chapter 10 Lecture
2/13/12	Chapter 11 Lecture
2/15/12	Chapter 12 Lecture
2/17/12	Exam Ch. 10, 11, 12
2/20/12	Chapter 13 Lecture
2/22/12	Chapter 14 Lecture
2/24/12	Exam Ch. 13, & 14
2/27/12	Chapter 15 Lecture
2/29/12	Chapter 16 Lecture
3/2/12	Chapter 17 Lecture
3/5/12	Exam Ch. 15, 16 & 17
3/7/12	Chapter 18 Lecture
3/9/12	Chapter 19 Lecture
3/12/12	Exam Ch. 18, 19
3/26/12	Chapter 20 Lecture
4/2/12	Chapter 21 Lecture
4/9/12	Exam Ch. 20 & 21
5/7/12	Comprehensive Final Exam

1/11/12

Chapter 1 Trends and Issues
Chapter 2 Theories of Aging
Read chapter 1, 2.

Assignment:

Student Learning Objectives

Upon completion of these chapters, the student

should be able to:

1. Describe the subjective and objective ways that aging is defined.
2. Identify personal and societal attitudes toward aging.
3. Define ageism.
4. Discuss the myths that exist with regard to aging.
5. Identify recent demographic trends and their impact on society.
6. Describe the effects of recent legislation on the economic status of the elderly.
7. Identify the political interest groups that work as advocates for older adults.
8. Identify the major economic concerns of older adults.
9. Describe the housing options in the community that are available to older adults.
10. Discuss the health care implications of an increase in the population of older adults.
11. Describe the changes in family dynamics that occur as family members become older.
12. Examine the role of nurses in dealing with an aging family.
13. Identify the different forms of elder abuse.
14. Recognize the most common signs of abuse.
15. Describe methods that are effective in preventing elder abuse.
16. Discuss how a theory is different from a fact.
17. Describe the most common biologic theories of aging.
18. Describe the most common psychosocial theories of aging.
19. Discuss the relevance of these theories to nursing practice.

01-13/12

Chapter 3 Physiologic Changes

01-20/12

Chapter 4: Health Promotion, Health Maintenance, and Home Health Considerations

Assignment:

Read chapter 3, 4 and complete the handout.

Student Learning Objectives:

Upon completion of these chapters, the student should be able to:

Describe the most common structural changes observed in the normal aging process.

1. Discuss the impact of normal structural changes on the older adult's self-image and lifestyle.
2. Describe the most commonly observed functional changes that are part of the normal aging process.
3. Discuss the impact of normal functional changes on the older adult's self-image and lifestyle.
4. Identify the most common diseases related to aging in each of the body systems.
5. Differentiate between normal changes of aging and disease processes.
6. Discuss the impact of age-related changes on nursing care.
7. Describe recommended health maintenance practices and explain how they change with aging.
8. Discuss the relationship of culture and religion to health practices.
9. Identify how perceptions of aging will affect health practices.
10. Describe how health maintenance is affected by cognitive and sensory changes.
11. Discuss the impact of decreased accessibility on health maintenance practices
12. Describe methods of assessing health maintenance practices.
13. Identify older adults who are most at risk for experiencing health maintenance problems.
14. Identify selected nursing diagnoses related to health maintenance problems.
15. Describe nursing interventions that are appropriate for older adults experiencing alterations in health maintenance.
16. Discuss the role of home health as it relates to health promotion and health maintenance in the elderly.
17. Differentiate between unpaid and paid home health care providers.
18. Identify the factors to consider when seeking home health care assistance.

01-23/12 **Chapter 5: Communicating with the Older Adult**

01-27/12 **Chapter 6 Nutrition and Fluid Balance**

02-30/12 **Chapter 7: Medications and the Older Adult**

Assignment: **Read chapter 5, 6, 7**

Student Learning Objectives: Upon completion of these chapters, the student should be able to:

1. Identify communication techniques that are effective with elderly persons.
2. Define empathetic listening.
3. Identify the significance of nonverbal communication with the elderly.
4. Discuss the verbal communication techniques used when sending and receiving messages.
5. Differentiate between social and therapeutic communication.
6. Discuss ways communication is affected by culture.
6. Identify the various types of nutrients.
7. Identify the components of a healthy diet for the elderly.
8. Describe age-related changes in nutritional and fluid requirements.
9. Identify age-related changes that affect nutrition, digestion, and hydration.
10. Discuss how emotional, social, and cultural factors affect nutritional status.
11. Identify factors that increase the risk of medication-related problems.
12. Discuss the reasons why each of these factors increases health risks for the aging person.
13. Describe how pharmacokinetics is altered with aging.
14. Discuss the pharmacodynamic changes observed in the aging person.
15. Explain specific precautions that are necessary when administering medication to the elderly in an institutional setting.
16. Identify the risks related to aging and pertinent nursing observations for specific drug categories.
17. Discuss how medications fit into the nursing plan of care.
18. Describe specific nursing interventions and modifications in technique that are related to medication administration to the elderly.
19. Describe the elderly person's rights as they relate to medication administration.
20. Identify information that should be provided to the elderly regarding medications.
21. Discuss the impact of age-related changes on self-administration of medications.
22. Describe nursing interventions that can reduce problems related to self-administration of medication in the home.
23. Discuss delegation regarding medication administration of the elderly.

2-3/12
2-6/12

Chapter 8: Health Assessment of the Elderly
Chapter 9: Meeting Safety Needs of the Elderly

Assignment: **Read chapter 8, 9.**

Student Learning Objectives: Upon completion of these chapters, the student should be able to:

1. Identify different levels of assessment.
2. Describe the difference between subjective and objective data.
3. Discuss the importance of thorough assessment.
4. Describe appropriate methods for structuring and conducting an interview.
5. Identify approaches that facilitate a successful physical examination of the elderly.
6. Discuss the modifications used when preparing an elderly person for physical examination.
7. Describe the techniques used when performing a physical examination.
8. Explain the adaptations used when assessing vital signs in the elderly.
9. Discuss the significance of the Minimum Data Set as a tool for comprehensive assessment of the institutionalized elderly.
10. Discuss the LPN's scope of practice during assessment and what may be delegated regarding assessment.
11. Discuss the types and extent of safety problems experienced by the aging population.
12. Describe internal and external factors that increase safety risks for the elderly.
13. Discuss interventions that will promote safety for the elderly.
14. Discuss factors that place the elderly at risk for altered thermoregulation.
15. Describe those older adults who are most at risk for developing problems related to altered thermoregulation.
16. Identify signs and symptoms of thermoregulatory problems.
17. Identify interventions that will assist the elderly in maintaining normal body temperature.

2-10/12

Chapter 10: Cognition and Perception

2-13/12

Chapter 11: Self- Perception and Self- Concept

2-15/12

Chapter 12 Roles and Relationships

Assignment:

Read chapter 10, 11, 12.

Student Learning Objectives:

Upon completion of these chapters, the student should be able to:

1. Describe normal sensory and cognitive functions.
2. Describe how sensory perception and cognition change with aging.
3. Discuss the effects of disease processes on perception and cognition.
4. Describe methods of assessing changes in perception and cognition.
5. Identify the elderly who are most at risk for experiencing perceptual or cognitive problems.
6. Identify selected nursing diagnoses related to cognitive and perceptual problems.
7. Describe nursing interventions that are appropriate for elderly individuals experiencing problems related to perception or cognition.
8. Discuss pain assessment and management as they relate to elderly individuals.
9. Discuss the LPN's responsibility regarding pain management.
10. Discuss delegating tasks of pain management.
11. Discuss the concepts of self-perception and self- concept.
12. Describe how self-perception and self-concept change with aging.
13. Discuss the effects of disease processes on self-perception and self-concept.
14. Describe methods of assessing changes in self-perception and self-concept.
15. Identify older adults who are most at risk for experiencing problems related to self-perception and self-concept.
16. Identify selected nursing diagnosis related to self-perception and self-concept.
17. Describe nursing interventions that are appropriate for older adults experiencing problems related to self-perception and self-concept.
18. Describe normal roles and relationships.
19. Describe how patterns of roles and relationships change with aging.
20. Discuss the effects of disease processes on the ability to maintain roles and relationships.
21. Describe methods of assessing changes in roles and relationships.
22. Identify older adults who are most at risk for experiencing problems related to changes in roles and relationships.
23. Identify selected nursing diagnoses related to role or relationship problems.
24. Describe nursing interventions that are appropriate for older individuals experiencing problems related to changing roles and relationships.

2-20/12
2-22/12

Chapter 13 Coping and Stress
Chapter 14 Values and Beliefs

Assignment: Read Chapter 13, 14

Student Learning Objectives: Upon completion of these chapters, the student should be able to:

1. Explain the concepts of stress and coping.
2. Identify the physical, emotional, and behavioral signs of stress.
3. Describe methods for reducing stress.
4. Discuss changes in stress and coping that occur with aging.
5. Identify older adults who are most at risk for experiencing stress-related problems.
6. Discuss methods of coping with stress and depression.
7. Identify selected nursing diagnoses related to stress-related problems.
8. Describe nursing interventions that are appropriate for older individuals who are experiencing problems related to stress and coping.
9. Discuss the impact of personal values and beliefs on everyday life.
10. Identify values and beliefs commonly found in today's older adult population.
11. Discuss how beliefs and values impact the health practices of the older adult.
12. Explain the relationship of values and beliefs to health practices.
13. Compare the spiritual practices of major religions as they relate to death.
14. Describe methods of assessing beliefs and values.
15. Identify older adults who are most at risk for experiencing problems related to values and beliefs.
16. Identify selected nursing diagnoses related to values and beliefs.
17. Describe nursing interventions appropriate for older individuals who are experiencing problems related to values and beliefs.

2/27/12 **Chapter 15: End-of Life Care**
2/29/12 **Chapter 16: Sexuality and Aging**
Assignments: Read chapter 15, 16.

Student Learning Objectives: Upon completion of these chapters, the student should be able to:

1. Discuss personal and societal attitudes related to death and end-of-life planning.
2. Identify factors that are likely to influence end-of-life decision making.
3. Explore caregiver attitudes toward end-of-life care.
4. Discuss the importance of effective communication at the end-of-life.
5. Identify cultural and spiritual considerations related to end-of-life care.
6. Describe nursing assessments and interventions appropriate to end-of-life care.
7. Discuss the role of the nurse when interacting with the bereaved.
8. Describe how sexuality changes with aging.
9. Discuss the effects of illness on sexual functioning.

10. Describe methods for assessing sexual functioning.
11. Identify the elderly persons who are most at risk for experiencing problems related to sexuality.
12. Identify selected nursing diagnoses related to sexuality.
13. Describe nursing interventions that are appropriate for elderly individuals experiencing problems with sexuality.

3/2/12 Chapter 17 Meeting Nutritional and Fluid Needs

3-7/12 Chapter 18: Care of Aging Skin and Mucous Membranes

3-9/12 Chapter 19: Elimination

Assignment: Read chapter 17, 18, 19.

Student Learning Objectives: Upon completion of these chapters, the students should be able to:

1. Describe methods of assessing the nutritional status and practices of older adults.
2. Identify the older adults who are most at risk for problems related to nutrition and hydration.
3. Identify selected nursing diagnoses related to nutritional or metabolic problems.
4. Identify interventions that will help elderly persons meet their nutrition and hydration needs.
5. Discuss changes related to aging that have an effect on skin and mucous membranes.
6. Identify the older adults who are most at risk for problems related to the skin and mucous membranes.
7. Describe interventions that will assist older adults in maintaining intact skin and mucous membranes.
9. Describe the normal elimination processes.
10. Describe age-related changes in bladder and bowel elimination.
11. Discuss methods for assessing elimination practices.
12. Identify the older adults who are most at risk for problems with elimination.
13. Identify selected nursing diagnoses related to elimination problems.
14. Describe interventions used to prevent or reduce problems related to elimination.
15. Discuss elimination tasks which may be delegated to other health care team members.

3-26/12 Chapter 20: Activity and Exercise

4/2/12 Chapter 21: Sleep and Rest

Assignment: Read chapter 20, 21.

Student Learning Objectives: Upon completion of these chapters, the student should be able to:

1. Describe normal activity and exercise patterns.
2. Describe how activity and exercise patterns change with aging.
3. Discuss the effects of disease processes on the ability to participate in exercise and activity.
4. Describe methods of assessing changes in the ability to participate in activity or exercise.
5. Identify the older adults who are most at risk for experiencing problems related to activity and exercise.
6. Identify selected nursing diagnoses related to activity and exercise.
7. Describe nursing interventions that are appropriate for elderly individuals experiencing problems related to activity and exercise.
8. Differentiate between a custodial focus and a rehabilitative focus in nursing care.
9. Discuss the impact of the nurse's attitude on care planning.
10. Identify the benefits of a rehabilitative focus on the elderly.
11. Identify the goals of rehabilitation nursing.
12. Describe normal sleep and rest patterns.
13. Describe how sleep and rest patterns change with aging.
14. Discuss the effects of disease processes on sleep.
15. Describe methods of assessing changes in sleep and rest patterns.
16. Identify the elderly who are most at risk for experiencing sleep pattern disturbances.
17. Identify selected nursing diagnoses related to sleep or rest problems.
18. Describe nursing interventions that are appropriate for elderly individuals experiencing problems related to sleep pattern disturbance.



University of Arkansas College of Technology, McGehee Practical Nursing Department

Geriatric Management and leadership Clinical Objectives

Objective: Upon completion of this clinical experience, the student should be able to:

1. Describe the skills used in managing care for a group of clients.
 - a. Describe how physical/mental assessments are performed.
 - i. When, how often, what depth
 - b. Describe the process of medication administration for the facility.
 - c. Describe the process of documentation for the long-term care facility.
 - d. Describe common treatments, those responsible, and the documentation process.
2. Describe skills associated with managing the client unit.
 - a. Describe delegation as it pertains to the long-term care facility and the LPN manager; what tasks can be delegated and to whom; criteria for delegating a task.
 - b. Describe how time management is implemented by the charge nurse.
 - c. Describe how daily schedules and work assignments are assigned.
 - d. Discuss the delegation tasks you have observed during your rotation.
 - e. List tasks that should not be delegated to a CNA or other non-licensed personnel.
3. Describe the responsibilities of the charge nurse in maintaining a safe client environment.
4. Identify various effective communication skills needed in the management of a client unit. Describe those you have seen during your rotation.
5. Identify various ineffective communication skills and those you have seen during your rotation, if any.
6. Identify effective leadership styles exhibited by managers in the clinical rotation.
7. Describe, in your opinion, the most effective leadership style and why you think it is most effective.
8. List the qualities and characteristics of an effective leader/manager.
9. List the chain of command for the clinical facility and describe the process.
10. Describe your own leadership style and reflect on that (daily) in your clinical log, describing your personal experiences during this rotation.

Instructions:

After completing your Geriatric leadership and Management clinical rotation:

1. Your objectives must be completed and submitted to the office along with your clinical log.
2. Your clinical evaluation must be completed by your preceptor taped together or in a sealed envelope and returned to the office with your paperwork.
3. Your preceptor evaluation must be completed by you and submitted to the office with your paperwork.
4. Your clinical log must be submitted to the office.
5. All above required documentation must be submitted following this clinical rotation on the next scheduled day at McGehee campus.

Geriatric Management & Leadership Skills

Assignments: **Read Handout Provided**

Student Learning Objectives: Upon reading the handout provided the student should be able to:

1. Determine and explain the different levels in Long-Term Care Nursing
2. Identify the different Nursing Skills Needed in Long-Term Nursing Management
3. Managing Human Resources.
4. Identify Additional Influences on Nursing Management.
5. Describe the different styles of management for a resident unit.
6. Define and use a style of management in a simulated situation.