

ITT Technical Institute  
**NU2745**  
**Gerontologic Nursing**

**SYLLABUS**

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**Credit hours:** 5


**Contact/Instructional hours:** 90 (30 Theory Hours, 60 Clinical Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: NU2630 Adult Nursing II or equivalent

**Course Description:**

This course introduces general principles of caring for the older adult. It begins with an overview of wellness in the older adult, then looks at the physiological and psychological disorders common to this age group. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Students are taught about special needs of this patient population while providing nursing care in a variety of settings. Technology is used to reinforce course content.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course introduces general principles of caring for the older adult. It begins with an overview of wellness in the older adult, then looks at the physiological and psychological disorders common to this age group. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Students are taught about special needs of this patient population while providing nursing care in a variety of settings. Technology is used to reinforce course content.

### MAJOR INSTRUCTIONAL AREAS

1. Physiological Changes Associated with Aging
2. Health, Wellness, and Nutrition for the Older Adult
3. Mental Health Issues and the Older Adult
4. Pharmacologic Therapy for the Older Adult
5. Nursing Care of the Older Adult
6. Ethical and Legal Issues Encountered by the Older Adult

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients.
2. Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care.
3. Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
4. Explain the importance of normal and therapeutic nutrition for the older adult.
5. Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
6. Analyze current ethical and legal issues encountered by the older adult.
7. Recognize effective communication techniques when providing care to older adults.
8. Compare pharmacotherapy for older adults with pharmacotherapy for other age groups.

9. Identify common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.
10. Identify current technologies and other quality improvement processes to improve nursing care for the older adult.

## COURSE OUTLINE

### MODULE 1: FOUNDATIONS OF HEALTHY AGING

#### COURSE LEARNING OBJECTIVES

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
- Identify common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Touhy, T. A., & Jett, K. F., Chapter 1 (pp. 1–9), Chapter 3 (pp. 28–41), and Chapter 4 (pp. 43–52).	4 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 1:</b> Submit the exercise titled “Health and Wellness.”	2 hrs
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 8.5 Hours

## MODULE 2: FUNDAMENTALS OF CARING I

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
- Recognize effective communication techniques when providing care to older adults.
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MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Touhy, T. A., & Jett, K. F., Chapter 5 (pp. 57-69), Chapter 6 (pp. 73-85), and Chapter 7 (pp. 89-102).	4.5 hrs
<b>Reading:</b> Ignatavicius, D. D., Workman, M. L., Blair, M., Rebar, C., & Winkelman, C., <i>Unit X (p. 828)</i> .	0.5 hr
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 2.	1.5 hrs
<b>Exam:</b> Prepare for Exam 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 2:</b> Submit the exercise titled "Psycho-Social Aspects of Aging."	2 hrs
<b>Quiz:</b> Take Quiz 1.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 11 Hours

## MODULE 3: FUNDAMENTALS OF CARING II

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients.
- Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
- Explain the importance of normal and therapeutic nutrition for the older adult.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
- Recognize effective communication techniques when providing care to older adults.
- Compare pharmacotherapy for older adults with pharmacotherapy for other age groups.
- Identify common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.
- Identify current technologies and other quality improvement processes to improve nursing care for the older adult.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Touhy, T. A., & Jett, K. F., Chapter 8 (pp. 107-124), Chapter 9 (pp. 132-148), and Chapter 10 (pp. 151-167).	6 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 3.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 3:</b> Submit the exercise titled "Medication Safety."	2 hrs
<b>Quiz:</b> Take Quiz 2.	N/A
<b>Exam:</b> Take Exam 1.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 10.5 Hours

**MODULE 4: COPING WITH CHRONIC DISORDERS IN LATE LIFE I****COURSE LEARNING OBJECTIVES COVERED**

- Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
- Analyze current ethical and legal issues encountered by the older adult.
- Identify common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.
- Identify current technologies and other quality improvement processes to improve nursing care for the older adult.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Touhy, T. A., & Jett, K. F., <i>Chapter 12 (pp. 187-194), Chapter 13 (pp. 196-219), Chapter 16 (pp. 247-257), and Chapter 17 (pp. 261-269).</i>	6 hrs
<b>Lesson:</b> Study the lesson for this module.	1hr
<b>Quiz:</b> Prepare for Quiz 4.	1.5 hrs
<b>Exam:</b> Prepare for Exam 2.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 4:</b> Submit the exercise titled "Care of Patients with Skin Problems."	2 hrs
<b>Quiz:</b> Take Quiz 3.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 12 Hours

## MODULE 5: COPING WITH CHRONIC DISORDERS IN LATE LIFE II

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients.
- Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
- Explain the importance of normal and therapeutic nutrition for the older adult.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
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- Compare pharmacotherapy for older adults with pharmacotherapy for other age groups.
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- Identify current technologies and other quality improvement processes to improve nursing care for the older adult.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Touhy, T. A., & Jett, K. F., <i>Chapter 18 (pp. 273-279), Chapter 19 (pp. 285-291), Chapter 20 (pp. 297-306), and Chapter 21 (pp. 310-330).</i>	5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Exam:</b> Prepare for Exam 3.	1.5 hrs
<b>Final Exam:</b> Prepare for the final exam.	5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 5:</b> Submit the exercise titled "Neurological Disorders."	2 hrs



<b>Quiz:</b> Take Quiz 4.	N/A
<b>Exam:</b> Take Exam 2.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 14.5 Hours

## MODULE 6: CARING FOR ELDERS AND THEIR CAREGIVERS

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients.
- Discuss the use of evidence-based best practices and relevant federal and state guidelines when providing patient care.
- Demonstrate the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.
- Explain the importance of normal and therapeutic nutrition for the older adult.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult.
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- Identify common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.
- Identify current technologies and other quality improvement processes to improve nursing care for the older adult.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Touhy, T. A., & Jett, K. F., Chapter 23 (pp. 362-373), Chapter 24 (pp. 378-390), and Chapter 25 (pp. 404-417).	5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 6:</b> Submit the exercise titled "Elder Abuse."	2 hrs
<b>Exam:</b> Take Exam 3.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A
<b>Final Exam:</b> Take the final exam.	N/A

Total Out-of-Class Activities: 8 Hours

## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	15%
Quiz	15%
Exam	50%
Final Exam	20%
Clinical	P/F
<b>Total</b>	<b>100%</b>

In addition to the weighted grades, you will also need to pass the clinical evaluation.

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the clinical rotation. Failing in clinical rotation will result in course failure.

## LEARNING MATERIALS AND REFERENCES

### REQUIRED COURSE MATERIAL

- Ignatavicius, D. D., Workman, M. L., Blair, M., Rebar, C., & Winkelman, C. (2016). *Medical-surgical nursing: Patient-centered collaborative care (8th ed.)*. St. Louis, MO: Saunders.
- Touhy, T. A., & Jett, K. F. (2014). *Ebersole and Hess' gerontological nursing & healthy aging (4th ed.)*. St. Louis, MO: Mosby Elsevier.

### OTHER REQUIRED RESOURCES

- Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.)*. St. Louis, MO: Mosby.

### REFERENCES

- Gahart, B. L., & Nazareno, A. R. (2016). *2016 Intravenous medications: A handbook for nurses and health professionals (32nd ed.)*. St. Louis, MO: Mosby.
- Pagana, K. D., & Pagana, T. J. (2015). *Mosby's diagnostic and laboratory test reference (12th ed.)*. St. Louis, MO: Mosby.

## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignment, quiz, exam, clinical evaluation, and final exam.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

## ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

**CLINICAL EVALUATION TOOL**

**NU2745 Clinical Evaluation Tool**

**Student** \_\_\_\_\_

**Clinical** \_\_\_\_\_

**Agency**

**Faculty** \_\_\_\_\_

**Rating Scale**

**Satisfactory = S**

The student consistently works at the level expected of a second-year nursing student. The behavior/response being evaluated has been demonstrated consistently. The student will be given a copy of their midterm and final clinical evaluations, but the originals will be kept by nursing program in the student’s file at the campus.

**Needs to Improve = NI [This category may be used only at mid-quarter grading]**

The student’s performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a second-year nursing student. The student continues to need assistance.

**Unsatisfactory = U**

The student is unable to work at a level that is acceptable for a second-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

**By midterm evaluation, the student must achieve a minimum 80% “S” or “NI” on evaluated behaviors. A student not meeting this standard will meet with the clinical instructor to develop a learning contract. The student will receive one rating per objective.**

**By final evaluation, the student must achieve a minimum 80% “S” or higher on evaluated behaviors.**

**The student will receive one rating per objective, each of which is based on one or more behaviors.**

<b>OBJECTIVES AND BEHAVIORS</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
<b>The student will receive one rating per objective.</b>			
<b>1. Integrates nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical, and biological sciences in the implementation of competent nursing care</b> A. Analyzes pathophysiology of patient’s disease process B. Synthesizes knowledge of patient’s environmental dimensions to meet their physical, psychological, developmental, social			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
and spiritual needs C. Systematically collects and reviews appropriate data and research for delivery of optimal health care D. Applies knowledge of growth and development to provide age-appropriate care			
<b>2. Identifies specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the nursing profession when providing care to older patients</b> A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, gender, sexual preference, socio-economic status, national origin, handicap, or disease C. Maintains confidentiality of all patient information D. Interacts with all patients and team members in a respectful manner E. Acts as an advocate for the patient F. Prioritizes care for a group of patients G. Identifies aspects of care to be delegated H. Evaluates delivery of delegated care toward quality improvement I. Provides care in a self-directed manner appropriate to the setting J. Organizes time effectively to meet patient care needs K. Demonstrates effective collaboration with other members of the interdisciplinary team L. Demonstrates caring in interactions with patients M. Demonstrates accountability for previous learning N. Demonstrates accountability for competent nursing care O. Incorporates ethical, professional and regulatory standards in provision of care P. Demonstrates awareness of own strengths and limitations Q. Respects the property of patients, family, significant others, and the clinical agency			
<b>3. Discusses the use of evidence-based best practices and relevant federal and state guidelines when providing patient care</b>			



<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
<ul style="list-style-type: none"> <li>A. Provides safe and effective nursing care to patients using evidence-based practice</li> <li>B. Incorporates relevant national patient safety goals into nursing care</li> <li>C. Demonstrates preparedness to meet patient needs</li> <li>D. Demonstrates accountability for previous learning</li> <li>E. Seeks assistance from the instructor as needed</li> <li>F. Submits assignments on time</li> <li>G. Arrives to clinical on time</li> <li>H. Wears appropriate attire and is well groomed</li> <li>I. Actively participates in pre/post conference</li> <li>J. Initiates plans for self-improvement as a member of the interdisciplinary team</li> </ul>			
<p><b>4. Demonstrates the use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.</b></p> <ul style="list-style-type: none"> <li>A. Develops a nursing care plan which addresses the patient as a whole</li> <li>B. Assessment               <ul style="list-style-type: none"> <li>1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, family history)</li> <li>2. Performs an accurate physical/mental assessment which incorporates growth and development</li> <li>3. Applies pathophysiological knowledge to accurately evaluate signs and symptoms of altered health state</li> <li>4. Assesses levels of physical and emotional comfort</li> <li>5. Assesses patient's ability to perform activities of daily living</li> <li>6. Assesses patient's patterns of coping and interacting</li> <li>7. Elicits patient values, preferences and expressed needs, and health goals</li> <li>8. Assesses available and accessible human and material resources</li> </ul> </li> <li>C. Diagnosis               <ul style="list-style-type: none"> <li>1. Verifies data collected</li> <li>2. Analyzes data to identify patient problems and needs</li> <li>3. Formulates appropriate nursing diagnoses to include actual or potential responses to</li> </ul> </li> </ul>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
<p>health conditions and patient problem statements</p> <ol style="list-style-type: none"> <li>4. Prioritizes nursing diagnoses</li> <li>5. Documents nursing diagnoses in the plan of care</li> </ol> <p>D. Planning</p> <ol style="list-style-type: none"> <li>1. Formulates realistic, measurable short and long-term goals and outcome criteria with the patient</li> <li>2. Plans individualized interventions which are supported by relevant resources</li> <li>3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs</li> <li>4. Incorporates national patient safety resources to focus attention on patient safety</li> <li>5. Identifies resources based on necessity and availability</li> </ol> <p>E. Implementation</p> <ol style="list-style-type: none"> <li>1. Performs independent interventions within the standards/ policies of the nursing unit</li> <li>2. Ensures safety of patients and care environment</li> <li>3. Initiates requests for help and instruction when appropriate to situation</li> <li>4. Clarifies role/accountability in relation to other members if the interdisciplinary team</li> <li>5. Assigns, delegates, and supervises nursing activities of licensed and unlicensed staff appropriately consistent with scope of practice and appropriateness to student role</li> <li>6. Demonstrates effective use of technology and information management to communicate, mitigate error, and support decision-making</li> <li>7. Incorporates appropriate strategies to facilitate accurate patient data documentation and reporting</li> <li>8. Creates and delivers health education appropriate to patient needs/ level of understanding</li> </ol> <p>F. Evaluation</p> <ol style="list-style-type: none"> <li>1. Evaluates effectiveness of implemented nursing care based on short-term goals/patient outcomes</li> <li>2. Analyzes data to support evaluation</li> <li>3. Modifies nursing care plan based on patient's response</li> <li>4. Utilizes critical thinking and judgment in</li> </ol>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
5. Incorporates quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes			
<b>5. Explains the importance of normal and therapeutic nutrition for the older adult</b> A. Incorporates knowledge of nutritional requirements and factors affecting nutrition into patient care B. Identifies interventions to promote adequate nutrition and hydration C. Describes nutritional screening and assessment tools D. Discusses assessment and interventions for patients with dysphagia E. Demonstrates accountability for previous learning F. Verbalizes interventions that promote good oral hygiene for patients G. Develops plans of care to assist patients in developing and maintaining adequate nutrition and hydration			
<b>6. Describes the role of the nurse in health promotion, maintenance, and restoration of optimal living with the older adult</b> A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation and or disease management B. Provides access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management C. Promotes the patient's ability to make informed decisions D. Evaluates effectiveness of teaching			
<b>7. Analyzes current ethical and legal issues encountered by the older adult</b> A. Describes major methods of financing health care for patients B. Explains the fundamentals of Medicare, Medicaid, and TRICARE sufficiently to assist elders in accessing needed services C. Discusses the role and responsibility of the nurse in advance directives D. Acknowledges the accountability of the nurse in reporting elder abuse			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
<ul style="list-style-type: none"> <li>E. Explain the difference between passive and active euthanasia</li> <li>F. Demonstrates knowledge of the Bill of Rights for long-term care residents</li> <li>G. Describes the role of the Omnibus Reconciliation Act in the improvement of the quality of resident care</li> </ul>			
<p><b>8. Recognizes effective communication techniques when providing care to older adults</b></p> <ul style="list-style-type: none"> <li>A. Analyzes effectiveness of own communication with patients, families, and members of the interdisciplinary team</li> <li>B. Incorporates therapeutic communication skills in caring for individuals, families, groups, and communities across the life span</li> <li>C. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care</li> <li>D. Communicates patient values, preferences, and expressed needs to other members of the interdisciplinary team</li> <li>E. Solicits input from other team members to improve individual performance</li> <li>F. Expresses self clearly and directly with others</li> <li>G. Documents pertinent data correctly in a succinct, relevant, accurate, timely, and informative manner</li> <li>H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures</li> <li>I. Displays empathy through active listening</li> <li>J. Incorporates appropriate boundaries of therapeutic relationships</li> <li>K. Protects confidential information</li> </ul>			
<p><b>9. Compares pharmacotherapy for older adults with pharmacotherapy for other age groups</b></p> <ul style="list-style-type: none"> <li>A. Explains age-related pharmacokinetic changes</li> <li>B. Describes chronopharmacology as the relationship of biological rhythms to variations in the body's response to drugs</li> <li>C. Explains the roles of the aging adult and caregiver in reducing medication misuse</li> <li>D. Recognizes the consequences of polypharmacy and ways of eliciting the information from patients when obtaining the medication history</li> <li>E. Identifies diagnoses or symptoms for which</li> </ul>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
psychotropic drugs are prescribed F. Develops a plan of care to assist patients in the self-administration of prescribed medications			
<b>10. Identifies common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults</b> A. Identifies the physical changes that are associated with normal aging B. Differentiates normal age-related changes from those that are potentially pathological C. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care D. Describes at least one age-related change for each body system E. Explains cognitive changes with age and strategies to enhance cognitive health F. Discusses factors influencing learning in late life, including health literacy and appropriate teaching and learning strategies G. Develops a plan of care that targets prevention and health promotion			
<b>11. Identifies current technologies and other quality improvement processes to improve nursing care for the older adult</b> A. Uses evidence-based protocols in assessment and development of interventions for the older adult B. Identifies equipment and technologies for use in reducing pressure ulcer risks with evidenced based treatments C. Identify factors in the environment and technologies developed to promote safety and security of the patient D. Discusses nurse's responsibility in care for persons at risk for falls and current technology for use in the prevention of falls			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
<b>Other objectives and behaviors</b> <i>(The instructor can insert other objectives or state specific clinical requirements.)</i>			

**MIDTERM & FINAL EVALUATIONS**

**MIDTERM EVALUATION**

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FINAL EVALUATION**

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(End of Syllabus)*



