# ITT Technical Institute

# NU2747

# Gerontologic Nursing

# Onsite Course

# SYLLABUS

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**Credit hours:** 4.5

**Contact/Instructional hours:** 85 (25 Theory Hours, 60 Clinical Hours)

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

Prerequisite: 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,

Instructor: _____
Office hours: _____
Class hours: _____

# Where Does This Course Belong?

Maternal Child Nursing is taken in the 7th quarter of the eight-quarter associate nursing program. The course is preceded by general education courses, which include Strategies for the Technical Professional, College Math I, Composition I, Anatomy and Physiology I and II, Microbiology, Psychology, Sociology, and nursing courses, which include Nursing Roles I, Medical Terminology/Dosage Calculations, and Clinical Nursing Concepts and Techniques I/II, Pharmacology, Mental Health Nursing and Adult Nursing I /II. Concurrently in the 7th quarter, the nursing student is taking Gerontologic Nursing. **NOTE:** *Refer to the catalog for the state-specific course and program information, if applicable.*

This course is required for the Associate-Nursing program. This program covers the following core areas:

- Core Area I: Nursing Values

- Core Area II: Nursing Roles

- Core Area III: Nursing Process

- Core Area IV: Competent Nursing Care

- Core Area V: Health Promotion and Maintenance

- Core Area VI: Therapeutic Communication Skills

# Course Summary

## Major Instructional Areas
1. Physiological changes associated with aging
2. Health and wellness for the older adult
3. Nutrition for the older adult
4. Impact of chronic illness on the older adult and family
5. Mental health issues associated with aging
6. Pharmacologic therapy for the older adult
7. Loss and end-of-life issues
8. Nursing care of the older adult
9. Issues related to health care access and reimbursement

## Detailed Topical Outline
1. Legal/Ethical Issues in Caring for Older Patients
2. Overview of Gerontologic Nursing
   - 2.1 Foundation of the Specialty of Gerontology
   - 2.2 Demographic Profile of the Older Population
   - 2.3 Health Status of Older Adults
   - 2.4 Impact of an Aging Population on Gerontologic Nursing
3. Theories of Aging
   - 3.1 Biologic Theories of Aging
   - 3.2 Sociologic Theories of Aging
   - 3.3 Psychologic Theories of Aging
4. Legal and Ethical Issues Related to the Older Adult
5. Gerontologic Assessment
   - 5.1 Special Considerations Affecting Assessment
   - 5.2 Interrelationship between Physical and Psychosocial Aspects of Aging
   - 5.3 Nature of Disease and Disability and Their Effects on Functional Status
   - 5.4 Tailoring the Nursing Assessment to the Older Person
   - 5.5 The Health History
   - 5.6 Additional Assessment Measures
6. Cultural Influences
   - 6.1 Diversity of the Older Adult Population in the United States
   - 6.2 Implications of Ethnic Demographic Changes for Gerontologic Nursing
   - 6.3 Skills for Culturally Competent Care
   - 6.4 Putting It Together
7. Family Influences and Working with Family of Older Adults
   - 7.1 Role and Function of Families
   - 7.2 Common Late-Life Family Issues and Decisions
   - 7.3 Making a Decision about a Care Facility
   - 7.4 Financial and Legal Concerns
   - 7.5 End-of-Life Health Care Decisions
   - 7.6 Involving the Older Person in Decision Making
8. Socioeconomic and Environmental Influences
   - 8.1 Socioeconomic Factors
   - 8.2 Environmental Influences
   - 8.3 Advocacy
9. Health Promotion and Illness/Disability Prevention
   - 9.1 Essentials of Health Promotion for Aging Adults
   - 9.2 Models of Health Promotion

## Course Objectives

1. Carry out 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. Incorporate concepts of human values that are essential to ethical decision making that provide a basis for nursing care.

3. Utilize evidence-based best practices and relevant national patient safety goals when providing care to older adults.

4. Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

5. Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

6. Incorporate normal and therapeutic nutrition into the plan of care for older adults.

7. Analyze the communication process and effective communication techniques when providing care to older adults.

8. Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

9. Compare and contrast pharmacotherapy for older adults with pharmacotherapy for younger adults.

10. Evaluate the mental status of an older adult.

11. Conduct a physical assessment of an older adult.

12. Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

13. Satisfactorily care for older adults.

## Nursing Standards/Program Objectives

| Course Objectives | Program-Level Objectives (I or II) | NLNAC Core Components | ANA Standards |
|---|---|---|---|
| 1 | 2 | Professional behaviors<br>Education | Professional practice evaluation<br>Planning |
| 2 | 1,6 | Caring interventions | Ethics |
| 3 | 1, 6 | Clinical decision making<br>Caring interventions | Planning<br>Implementation<br>Evaluation<br>Professional practice evaluation<br>Research |
| 4 | 3 | Clinical decision making<br>Assessment | Assessment<br>Diagnosis<br>Planning<br>Implementation<br>Evaluation<br>Quality of practice |
| 5 | 4, 5 | Assessment<br>Teaching and learning<br>Managing care | Planning<br>Implementation<br>Evaluation<br>Professional practice evaluation |
| 6 | 1, 4 | Assessment<br>Teaching and learning | Assessment<br>Diagnosis<br>Outcomes identification<br>Planning<br>Evaluation |
| 7 | 5 | Professional behaviors<br>Communication<br>Caring interventions | Implementation<br>Collegiality<br>Collaboration |
| 8 | 5, 6 | Communication | Quality of practice<br>Collegiality<br>Collaboration |
| 9 | 5, 6 | Communication | Quality of practice<br>Collegiality<br>Collaboration |
| 10 | 6 | Teaching and learning<br>Clinical decision making<br>Caring interventions<br>Managing care | Planning<br>Implementation<br>Evaluation<br>Collaboration |
| 11 | 3, 5 | Assessment<br>Clinical decision making | Assessment |
| 12 | 3 | Assessment<br>Clinical decision making<br>Caring interventions<br>Managing care | Assessment<br>Evaluation<br>Quality of practice |
| 13 | 1, 6 | Caring interventions<br>Collaboration<br>Managing care | Assessment<br>Diagnosis<br>Planning<br>Implementation<br>Evaluation<br>Quality of practice<br>Collaboration<br>Ethics |

Date: 6/16/2014

# Learning Materials and References

## Required Resources

| Textbook Package | New to This Course | Carried Over From Previous Course(s) | Required for Subsequent Course(s) |
|---|---|---|---|
| Halter, M.J. (2014). *Virtual clinical excursions online eWorkbook for Varcarolis' foundations of psychiatric mental health nursing* (7th ed.). St. Louis, MO: Saunders. | | | |
| HESI (2014). *HESI comprehensive review for the NCLEX-RN® examination* (4th ed.). St. Louis, MO: Elsevier. | | | |
| Ignatavicius, D. D., & Workman, M. L. (2013). *Medical-surgical nursing: Patient-centered collaborative care* (7th ed.). St. Louis, MO: Saunders. | | | |
| Ignatavicius, D. D., et al. (2013). *Clinical decision-making study guide for medical-surgical nursing: Patient-centered collaborative care* (7th ed.). St. Louis, MO: Saunders. | | | |
| Ignatavicius, D. D. (2013). *Virtual clinical excursions for medical-surgical nursing* (7th ed.). St. Louis, MO: Saunders. | | | |
| LeFever Kee, J., & Marshall, S. M. (2013*). Clinical calculations: With applications to general and specialty areas* (7th ed.). St. Louis, MO: Saunders. | | | |
| Touhy, T. A., Jett, K. F., & Ebersole, P. (2013). *Ebersole and Hess' gerontological nursing & healthy aging* (4th ed.). St. Louis, MO: Mosby Elsevier. | | | |
| Varcarolis, E. M., & Halter, M.J. (2013). *Varcarolis' foundations of psychiatric mental health nursing* (7th ed.). St. Louis, MO: Saunders. | | | |
| Other Items | New to This Course | Carried Over From Previous Course(s) | Required for Subsequent Course(s) |
| Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care*. (10th ed.). St. Louis, MO: Mosby. | | | |
| Ebersole, P., et. al. (2011) *Toward healthy aging: Human needs and nursing response* (8th ed.) St. Louis, MO: Mosby. | | | |
| Gahart, B. L., & Nazareno, A. R. (2014). *2014 Intravenous medications: A handbook for nurses and health professionals* (30th ed.). St. Louis, MO: Mosby. | | | |
| Mosby. (2013). *Mosby's dictionary of medicine, nursing & health professions* (9th ed.). St. Louis, MO: Mosby. | | | |
| Pagana, K. D., & Pagana, T.J. (2013). *Mosby's diagnostic and laboratory test reference* (11th ed.). St. Louis, MO: Mosby. | | | |
| Potter, P. A., & Perry, A. G. (2013). *Study guide or* | | | |

| Textbook Package | New to This Course | Carried Over From Previous Course(s) | Required for Subsequent Course(s) |
|---|---|---|---|
| *fundamentals of nursing*. (8th ed.). St. Louis, MO: Mosby. | | | |
| Potter, P. A., & Perry, A. G. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby. | | | |
| Skidmore-Roth, L. (2013). *Mosby's drug guide for nursing students* (10th ed.). St. Louis, MO: Mosby. | | | |
| Workman, L., LaCharity, L., & Kruchko, S. L. (2011). *Understanding pharmacology: Essentials for medication safety*. (1st ed.). St. Louis, MO: Saunders. | | | |

## Recommended Resources
### Journals
- Alzheimer's Care Today

- Journal of Head Trauma Rehabilitation

- Journal of Ambulatory Care Management

- Topics in Clinical Nutrition

- Topics in Emergency Medicine

- Journal of Nursing Administration (JONA)'s Healthcare Law, Ethics, and Regulation

- The Health Care Manager

- Geriatrics and Gerontological International

- International Journal of Evidence Based Healthcare

- Cancer Nursing

- Geriatric Nursing

- Physical and Occupational Therapy in Geriatrics

- Journal of the American Geriatrics Society

- CIN: Computers, Information, Nursing

- Topics in Language Disorders

- Journal of Geriatric Physical Therapy

- Topics of Geriatric Rehabilitation

- Home Healthcare Nurse

- Journal of Hospice and Palliative Nursing

- Advances in Skin and Wound Care: The Journal for Prevention and Healing

- Journal of Orthopaedic Nursing


**Books**

**NOTE: The following books are suggested editions, but if other editions were available, they would be suitable for use as reference books.**

- Ackley, B. J., & Ladwig, G. B. (2014)*. Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis, MO: Mosby.
- Ebersole, P., et. al. (2011). *Toward healthy aging: Human needs and nursing response* (8th ed.) St. Louis, MO: Mosby.
- Gahart, B. L., & Nazareno, A. R. (2014). *2014 Intravenous medications: A handbook for nurses and health professionals* (30th ed.). St. Louis, MO: Mosby.
- *Mosby. (2013). Mosby's dictionary of medicine, nursing & health professions* (9th ed.). St. Louis, MO: Mosby.
- Pagana, K. D., & Pagana, T.J. (2013). *Mosby's diagnostic and laboratory test reference* (11th ed.). St. Louis, MO: Mosby.
- Potter, P. A., & Perry, A. G. (2013). *Study guide or fundamentals of nursing (8th ed.).* St. Louis, MO: Mosby.
- Potter, P. A., & Perry, A. G. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby.
- Skidmore-Roth, L. (2013). *Mosby's drug guide for nursing students* (10th ed.). St. Louis, MO: Mosby.
- Workman, L., LaCharity, L., & Kruchko, S. L. (2011). *Understanding pharmacology: Essentials for medication safety* (1st ed.) St. Louis, MO: Saunders.


**Internet Resources**

| Internet Site | Internet Address |
|---|---|
| **Organizations** ||
| Academy of Medical-Surgical Nurses (AMSN) | www.amsn.org |
| This association is the only professional nursing organization that is specifically dedicated to adult health/medical-surgical nurses. The mission of this association is to promote the health of adults. ||
| | |
| American Nurses Association (ANA) | www.nursingworld.org |
| This association advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and lobbying the Congress and regulatory agencies on health care issues affecting nurses and the public. ||
| | |
| American Nurses Association's Code of Ethics | www.nursingworld.org/MainMenuCategories/Ethics Standards/CodeofEthicsforNurses/Code-of-Ethics.aspx |
| This site has the American Nurses Association's Code of Ethics with Interpretive Statements. These statements exist to assist nurses in identifying those ethical responsibilities and engaging in serious ethical reflection. ||
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| Internet Site | Internet Address |
|---|---|
| American Nurses Association's Center for Ethics and Human Rights | www.nursingworld.org/MainMenuCategories/EthicsStandards.aspx |
| The Center is committed to addressing the complex ethical and human rights issues confronting nurses, and designing activities and programs to increase the ethical competence and human rights sensitivity of nurses. Through the Center, ANA's abiding commitment to the human rights dimensions of health care is demonstrated. | |
| | |
| American Psychiatric Association | http://www.psych.org |
| This site represents 36,000 physician leaders in mental health. It has news articles and resources to support treatment of mental illness. | |
| | |
| American Psychiatric Nurses Association | http://www.apna.org |
| Largest professional members organization committed to the specialty of psychiatric mental health (PMH) nursing and wellness promotion, prevention of mental health problems, and care and treatment of patients with mental illnesses. This site offers continuing education resources and events. | |
| | |
| National Alliance on Mental Illness (NAMI) | http://www.nami.org |
| This site is a grassroots mental health organization that supports care of Americans with mental illness. There are resources to help fight the stigma of mental illness, providing an overview of grading of the each state on the health promotion and measurement, financing, core treatment, consumer, and family empowerment and community integration. The site also has ways to contact legislative groups and a listing of available ways to help patients with mental illness cope within the community. | |
| | |
| National Institute of Mental Health | http://www.nimh.nih.gov |
| National Institutes of Health on Anxiety | http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml |
| National Institutes of Health on Depression | http://www.nimh.nih.gov/health/topics/depression/index.shtml |
| Research, funding, and outreach are highlighted on this site. Additionally, the site has a repository of topics about mental health disorders. The information provided on this site will be useful as you move though this course. Be sure to refer to it often. Within the primary National Institute of Mental Health site are links that have information about anxiety and depression. | |
| | |
| Alcoholics Anonymous | http://www.alcoholics-anonymous.org |
| This site has many definitions about Alcoholics Anonymous and the different types of treatment and information about the 12-step approach to treatment of alcohol addiction. | |
| | |
| National Coalition Against Domestic Violence (NCADV) | http://www.ncadv.org |

| Internet Site | Internet Address |
|---|---|
| This organization believes that violence against women and children results from the use of force and threat to achieve and maintain control over others in intimate relationships. The mission of NCADV is to work for major societal changes necessary to eliminate both personal and societal violence against all women and children. | |
| | |
| Psychology Information Online: Cognitive Therapy for Depression | http://www.psychologyinfo.com/depression/cognitive.htm |
| This site discussions cognitive therapy for depression. There are articles and web links by psychologists about mental health disorders. Many disorders are listed and links to information about those disorders are presented. | |
| | |
| Centers for Medicare & Medicaid Services | https://www.cms.gov/ |
| The Centers for Medicare & Medicaid Services (CMS) is a branch of the U.S. Department of Health and Human Services. CMS is the federal agency that administers the Medicare program and monitors the Medicaid programs offered by each state. | |
| | |
| National Institutes of Health | www.nih.gov/ |
| The National Institutes of Health (NIH) is a part of the U.S. Department of Health and Human Services and the primary federal agency for conducting and supporting medical research. It leads the way toward important medical discoveries that improve people's health and save lives. NIH scientists investigate ways to prevent disease as well as the causes, treatments, and even cure for common and rare diseases. Composed of 27 institutes and centers, the NIH provides leadership and financial support to researchers in every state and throughout the world. | |
| | |
| NANDA International (formally North American Nursing Diagnosis Association) | www.nanda.org/ |
| This association is dedicated to increasing the visibility of nurses' contribution to patient care. This visibility is enhanced by the use of standard nursing terminology. The use of this terminology should be used to document care for reimbursement, contribute to the development of informatics, and name patient responses to health problems, life processes, and wellness. | |
| | |
| The Joint Commission | www.jointcommission.org/ |
| The Joint Commission provides evaluations and accreditations for organizations such as critical access hospitals, nursing homes and long-term care facilities, and other health care facilities. Their mission is "to continuously improve the safety and quality of care provided to the public through the provision of health care accreditation and related services that support performance improvement in health care organizations." | |
| | |
| Council of State Boards of Nursing (at the website, review the Board of Nursing for your home state) | https://www.ncsbn.org/boards.htm |
| The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose membership comprises the boards of nursing in the 50 states, the District of Columbia, and four United States territories: American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands. | |

| Internet Site | Internet Address |
|---|---|
| The purpose of the NCSBN is to provide an organization through which boards of nursing act and counsel together on matters of common interest and concern affecting the public health, safety, and welfare, including the development of licensing examinations in nursing. The website provides links to all state boards and nurse practice acts. | |
| | |
| Centers for Disease Control and Prevention (CDC) | www.cdc.gov/  <br> http://www.cdc.gov/aging/ |
| A component of the Department of Health and Human Services, the CDC's mission is to collaborate to create the expertise, information, and tools that can be used to protect personal health, community health, and national health. This health promotion is done by the prevention of disease, injury and disability, and preparedness for health threats. <br><br> This site addresses issues of aging. This site is a division of the National Center for Chronic Disease Prevention and Health Promotion. It provides critical knowledge needed to respond to the health needs of older adults. Information about chronic diseases and conditions such as Alzheimer's disease, arthritis, depression, psychiatric disorders, osteoporosis, Parkinson's disease, and urinary incontinence, as well as the disorder distribution in the population, associated risk factors, and effective measures to prevent or delay their onset, is presented for review. | |
| | |
| GeroNurseOnline | http://www.geronurseonline.org/ |
| GeroNurseOnline is a website produced by the Nurse Competence in Aging initiative. The website contains current best practice information on care of older adults. | |
| | |
| John A. Hartford Foundation Institute for Geriatric Nursing (JAHFIGN) | http://www.hartfordign.org |
| The John A. Hartford Foundation Institute for Geriatric Nursing (JAHFIGN) website is a resource for the latest news in geriatric nursing. | |
| | |
| National Long-Term Care Ombudsman Resource Center | http://www.ltcombudsman.org |
| Ombudsmen are dedicated to enhancing the lives of long-term care residents. A long-term care ombudsman is an advocate for residents of nursing homes, board and care homes, and assisted living facilities. Ombudsmen provide information about how to find a facility and what to do to get quality care. They are trained to resolve problems. | |
| | |
| The following websites provide resources, current information, and links on gerontology for health care providers and the public:<br>• Administration on Aging: http://www.aoa.gov/<br>• National Council on Aging: http://www.ncoa.org/<br>• National Gerontological Nursing Association: http://ngna.org<br>• National Institute on Aging: http://www.nih.gov/nia/<br>• Brookdale Center on Aging: http://brookdale.org<br>• Gerontological Nursing Interventions Research Center: http://www.public-health.uiowa.edu/icmha/outreach/documents/GerontologicalNursingInterventionsResearchCenter. | |

| Internet Site | Internet Address |
|---|---|
| pdf<br>• ElderWeb: http://elderweb.com/ | |
| | |
| **Other References** | |
| Code of Ethics for Nurses with Interpretive Statements | http://nursingworld.org/codeofethics |
| Nursing: Scope and Standards of Practice | www.nursingworld.org/scopeandstandardsofpractice |
| Neuman, C.E., & Dixon, J.F. (2010). *Nursing's social policy statement: The essence of the profession.* Silver Spring, MD: American Nurses Association. | http://nursingworld.org/social-policy-statement |
| Resources for National Patient Safety Goals | www.qsen.org<br>www.iom.edu |
| Evolve Student Resources (Evolve Student Resources are available to you online as part of the supplemental materials for this course. Helpful activities and content can be accessed to support your learning experience.) | http://evolve.elsevier.com |

**ITT Tech Virtual Library** (accessed via Student Portal (https://studentportal.itt-tech.edu)
- **CINAHL® database on EBSCOhost®**

**NOTE:** All links are subject to change without prior notice.

## Information Search
Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- 
- Theories of aging

- Gerontologic assessment

- Cultural influences on aging

- Family influences on aging

- Socioeconomic and environmental influences on aging

- Health care delivery settings for the older adult

- Nutrition and the older adult

- Sleep and activity related to the older adult

- Older adults in pain

- Infections in the older adult

- Chronic illness and rehabilitation

- Cancer and end of life issues

- Pharmacological management

- Diseases and disorders in older adult

# Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

| DO | DON'T |
|---|---|
| <ul><li>Do take a proactive learning approach.</li><li>Do share your thoughts on critical issues and potential problem solutions.</li><li>Do plan your course work in advance.</li><li>Do explore a variety of learning resources in addition to the textbook.</li><li>Do offer relevant examples from your experience.</li><li>Do make an effort to understand different points of view.</li><li>Do connect concepts explored in this course to real-life professional situations and your own experiences.</li></ul> | <ul><li>Don't assume there is only one correct answer to a question.</li><li>Don't be afraid to share your perspective on the issues analyzed in the course.</li><li>Don't be negative about the points of view that are different from yours.</li><li>Don't underestimate the impact of collaboration on your learning.</li><li>Don't limit your course experience to reading the textbook.</li><li>Don't postpone your work on the course deliverables – work on small assignment components every day.</li></ul> |

## Course Outline

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**Unit 1: INTRODUCTION TO GERONTOLOGIC NURSING**          ***Out-of-Class Work: 8 hours***

Upon completion of this unit, students are expected to discuss methods of providing the nursing principles below.

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

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| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grading Allocation (% of all graded work) |
| - Touhy: Chapters 1–3, 5, 7<br>- HESI: Relevant Chapters | Assignment | Unit 1 Assignment 1: Health History, General Physical Assessment of Older Adult | 1.1% |
| | Clinical | Unit 1 Clinical 1: Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 1 Clinical Applications 1 | P/F |

**Unit 2: INFLUENCES ON HEALTH AND ILLNESS (PART I)**          *Out-of-Class Work: 8 hours*

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grading Allocation (% of all graded work) |
| - Touhy: Chapters 4, 23, 24<br>- Varcarolis & McDonald: Lesson 2<br>- HESI: Relevant Chapters | Clinical | Unit 2 Clinical 2: Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 2 Clinical Applications 2 | P/F |

**Unit 3: INFLUENCES ON HEALTH AND ILLNESS (PART II)**          *Out-of-Class Work: 8 hours*

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | **Grading Category** | **Activity/Deliverable Title** | **Grade Allocation (% of all graded work)** |
| ▪ Touhy: Chapters 2, 5, 6, 23 | Clinical | Unit 3 Clinical 3: Nursing Care Plan/Concept Map | S/NI/US |
| ▪ HESI: Relevant Chapters | Clinical Applications | Unit 3 Clinical Applications 3 | P/F |

**Unit 4: WELLNESS ISSUES**                                              **Out-of-Class Work: 4 hours**

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 9, 11, 13, 24<br>- HESI: Relevant Chapters | Assignment | Unit 4 Assignment: Day Care for Older Adult | 1.1% |
| | Clinical | Unit 4 Clinical 4: Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 4 Clinical Applications 4 | P/F |
| | Exam | Exam 1: Units 1–3 | 16.7% |

**Unit 5: MENTAL HEALTH ISSUES IN THE ELDERLY**          **Out-of-Class Work: 8 hours**

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 20-22 | Assignment | Unit 5 Assignment: Virtual Clinical Excursion: Lesson 14 | 1.1% |
| - Varcarolis: Chapter 30 | Clinical | Unit 5 Clinical 5: Nursing Care Plan/Concept Map | S/NI/US |
| - Varcarolis & McDonald: Lessons 14 | | | |
| - HESI: Relevant Chapters | Clinical Applications | Unit 5 Clinical Applications 5 | P/F |

**Unit 6: PSYCHOPHYSIOLOGIC STRESSORS (PART I)**                    **Out-of-Class Work: 8 hours**

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 5, 14, 15 | Clinical | Unit 6 Clinical 6: Midterm—Nursing Care Plan/Concept Map | S/NI/US |
| - HESI: Relevant Chapters | Clinical Applications | Unit 6 Clinical Applications 6: Midterm Clinical Evaluation | P/F |

*Unit 7: PSYCHOPHYSIOLOGIC STRESSORS (PART II)*          ***Out-of-Class Work: 8 hours***

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
| --- | --- | --- | --- |
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 22, 25 | Clinical | Unit 7 Clinical 7: Nursing Care Plan/Concept Map | S/NI/US |
| - HESI: Relevant Chapters | Clinical Applications | Unit 7 Clinical Applications 7 | P/F |
| | Exam | Exam 2: Units 4–6 | 16.7% |

***Unit 8: DIAGNOSTIC STUDIES & PHARMACOLOGIC MANAGEMENT   Out-of-Class Work: 8 hours***
Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Compare and contrast pharmacotherapy for older adults with pharmacotherapy for younger adults.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 8,<br>- HESI: Relevant Chapters | Clinical | Unit 8 Clinical 8: Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 8 Clinical Applications 8 | P/F |

**Unit 9: MAJOR PHYSIOLOGIC DISORDERS (PART I)**          **Out-of-Class Work: 8 hours**
Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Compare and contrast pharmacotherapy for older adults with pharmacotherapy for younger adults.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
| --- | --- | --- | --- |
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 10, 17, 19<br>- HESI: Relevant Chapters | Assignment | Unit 9 Assignment 3: Concept Map – Cardiovascular Disorders of the Older Adult | 1.1% |
| | Clinical | Unit 9 Clinical 9: Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 9 Clinical Applications 9 | P/F |

**Unit 10: MAJOR PHYSIOLOGIC DISORDERS (PART II)**               ***Out-of-Class Work: 8 hours***

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Compare and contrast pharmacotherapy for older adults with pharmacotherapy for younger adults.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
| --- | --- | --- | --- |
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 10, 12, 16, 18<br>- HESI: Relevant Chapters | Clinical | Unit 10 Clinical 10: Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 10 Clinical Applications 10 | P/F |
| | Exam | Exam 3: Units 7–9 | 16.7% |

**Unit 11: COURSE REVIEW AND FINAL EXAMINATION**                  **Out-of-Class Work: 10 hours**

Upon completion of this unit, students are expected to:

- Carry out 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.

- Incorporate concepts of human values that are essential for ethical decision making that provide a basis for nursing care.

- Utilize evidence-based best practices and relevant federal and state safety goals when providing care to older adults.

- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to older adults.

- Incorporate health promotion, maintenance, and restoration of optimal living through teaching of older adults.

- Incorporate normal and therapeutic nutrition into the plan of care for older adults.

- Analyze the communication process and effective communication technique when providing care to older adults.

- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.

- Compare and contrast pharmacotherapy for older adults with pharmacotherapy for younger adults.

- Evaluate the mental status of an older adult.

- Conduct a physical assessment of an older adult.

- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

- Satisfactorily care for older adults.

| READING ASSIGNMENT | GRADED ACTIVITIES/DELIVERABLES | | |
|---|---|---|---|
| | Grading Category | Activity/Deliverable Title | Grade Allocation (% of all graded work) |
| - Touhy: Chapters 1–25<br>- HESI: Relevant Chapters | Clinical | Unit 11 Clinical 11: Final Nursing Care Plan/Concept Map | S/NI/US |
| | Clinical Applications | Unit 11 Clinical Applications 11: Final Clinical Evaluation | P/F |
| | Exam | Exam 4: Final Exam (Units 1–10) | 25% |
| | HESI | HESI Gerontology Nursing Exam | 10% |

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

**Clinical Applications and Evaluation**
<div align="center">

**Skills Performance Checklist**
**Gerontologic**
</div>

The Skills Performance Checklist is to be maintained by the nursing student. The student is responsible for filling in the dates of initial instruction and demonstration, the dates that the skill is practiced in clinical settings, and learning needs related to that skill at midterm and final evaluation conferences. The student is responsible for informing the clinical instructor of all skill competencies and learning needs, and to be proactive in seeking opportunities for practice.

| Level Two Skills Gerontologic Nursing | Taught (date) | Practiced (dates) | Competence/Notes (date) |
|---|---|---|---|
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## Nursing Care Plan/Concept Map

**Nursing Concept Map**
Care plans and/or concept maps are to be developed before clinical and brought to the clinical experience for review by the instructor. The document should be revised and completed based on the clinical experience. Care plans/concept maps will be graded on a satisfactory/needs improvement/unsatisfactory basis. Written feedback will be given to the student. This feedback will be included in the clinical evaluation tool at midterm and final clinical evaluation conferences.

Concept maps link theory to clinical practice via a diagram. Maps allow the student to visualize health promotion and maintenance within the context of the whole person and the environment of care (i.e., to see the whole picture). Maps promote interventions based on the individual patient's needs, not just a medical diagnosis.

The following steps are to be followed in developing a concept map:
- Gather data: sources include patient interview, history, and records of current hospital stay, medications, staff resources, etc.

- Create a patient problem list.

- Use a blank unlined sheet of paper.

- Diagram the relationships among the problems (cause and effect); use arrows to show the direction of the relationship.

- On the arrow, explain the relationship between the problems (pathophysiology).

- Cluster concepts and related data on your map.

- Color-code diagram if desired; use a key to explain the meaning of the colors.

- Identify pertinent labs and diagnostic tests related to each problem.

- Correlate medications and therapies to each problem.

- Include symptoms/responses from psychological, physiological, sociocultural, spiritual, and developmental domains.

- Identify nursing diagnoses.

- Bring to clinical and be prepared to discuss in terms of desired outcomes and interventions.

- Revise as directed and submit to clinical instructor.

**Nursing Care Plan**
The Nursing Care Plan links theory to clinical practice via a written table. Care plans allow the student to organize data and apply theory to developing plans of care for individual patients. The following format is to be used to develop a patient care plan:

**ITT Technical Institute**
**Associate of Science in Nursing**
**<u>Nursing Care Plan</u>**

**Student Name:** _____        **Date:** _____

**Patient Age:** _____   **Support System:** _____

**Admitting Diagnosis (es):**
_____

**Secondary Diagnosis (es):**
_____

| Preclinical Data Assessment and Development of Plan of Care | Revision Notes |
|---|---|
| Admission (summarize events leading up to point of admission): | |
| Summary of current visit history (summarize patient course since admission): | |
| Patient social/cultural/spiritual/developmental/support system/environmental factors: | |
| Current treatments and medications (list with administration times): | |
| Pertinent lab/x-ray/diagnostic procedure results: | |

| Preclinical Data Assessment and Development of Plan of Care | Revision Notes |
|---|---|
| | |
| Significant assessment findings: | |
| Priority nursing diagnosis (diagnoses): | |
| Priority nursing interventions (planning/interventions): | |
| Patient/family response to interventions (implementation/evaluation): | |

# Evaluation and Grading

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

| Category | Weight |
|---|---|
| Assignments | 10% |
| Quizzes (unannounced) | 5% |
| Exams | 50% |
| Final Exam | 25% |
| HESI Gerontology Exam | 10% |
| **TOTAL** | 100% |
| Clinical Evaluations | P/F |
| Assign | S/NI/US |
| Evaluation | P/F |

**NOTE:** P/F = Pass/Fail; S/NI/U = Satisfactory/Needs Improvement/Unsatisfactory

The HESI Gerontology Nursing nationally normed test will be administered at the end of this course and will count as an exam grade.

Punctual and regular attendance at clinical is mandatory; the student is to abide by the policies noted in the Student Handbook. All clinical hours must be completed; students will not be permitted to leave a clinical site prior to the scheduled completion time.

All nursing skills lab hours must be completed. The instructor has the discretion to permit students to make up missed labs. If the instructor permits students to make up missed labs, it is the responsibility of the student to:
1. Make up the missed lab prior to the next class meeting.
2. Prepare by reviewing all materials associated with the missed lab.
3. Utilize open nursing lab hours to practice if needed.

Nursing classes prepare students for safe patient care and faculty expect students to attend each class, laboratory, and clinical session to develop the theoretical and practice components of the professional nursing role. It is the responsibility of the student to notify the instructor prior to an absence. Laboratory and clinical hours are often not possible to make up and students must not expect make-up time to be available. When an absence results in the inability of the students to develop and demonstrate clinical practice objectives and meet the required hours of the course necessary for credit, the student cannot receive a passing grade. Absence hours include pre-clinical laboratory practice, pre- and post-conferences, and all scheduled clinical days. Punctual and regular attendance at clinical is mandatory; the student is to abide by the policies noted in the Student Handbook. All clinical hours must be completed; students will not be permitted to leave a clinical site prior to the scheduled completion time.

All students must attend the agency-specific orientation prior to all clinical rotations. Any student absent on the day of orientation cannot continue in the rotation.

You are expected to be prepared for each session and perform nursing care as assigned by your instructor. Reference the enclosed Nursing Clinical Evaluation Tool for expected behaviors. In order to gain a Pass (P) rating, you will have to satisfactorily care for your assigned geriatric patients. If you are unsuccessful, you will be awarded a Fail (F) rating.

Clinical rotations are a required part of this course. You will apply theory and skills to care for the adult population in a variety of health care settings. The clinical learning activities and expected behaviors are based on the program's level and outcome objectives.

All assignments must be completed and turned in.

The instructor has the discretion to give unannounced quizzes in class to assess student participation and understanding of the material. Quizzes cannot be made up.

No extra credit points will be given in this course.

In order to pass this course, you will have to have a Pass (P) rating in Clinical Evaluations as well as earn an overall average of 80% (B) in the theory portion of the course. All assignments must be turned in.

For this course, the student must achieve at least a B for the final course grade for progression in the program. Refer to state-specific guidelines as applicable.

Students are responsible for abiding by the Plagiarism Policy.

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

| Grade | Percentage | Credit |
|-------|-----------|--------|
| A | 90–100% | 4.0 |
| B+ | 85–89% | 3.5 |
| B | 80–84% | 3.0 |
| C+ | 75–79% | 2.5 |
| C | 70–74% | 2.0 |
| D+ | 65–69% | 1.5 |
| D | 60–64% | 1.0 |
| F | <60% | 0.0 |

**NOTE:** See addendum for state-specific grading criteria, if applicable.

**ITT Technical Institute**

**Associate of Science in Nursing**

**Clinical Evaluation Tool**

# Level Two (NU2630, NU2740, NU2745, and NU2840) Objectives

**Student: _____**

**Clinical Agency: _____**

**Faculty: _____**

<u>Rating Scale</u>
**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.

**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.

**Not Observed = NO**
The faculty member has not observed the student perform the behavior. Any rating of "Not Observed" must have an explanatory rationale for omission.

**By mid-term 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.**

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

**Clinical Application and Evaluation**
**Clinical Evaluation Tool**

| OBJECTIVES AND BEHAVIORS | M | F | COMMENTS |
|---|---|---|---|
| grates nursing knowledge and theoretical concepts and principles from the humanities, the social, behavioral, physical, and biological sciences in the implementation of petent nursing care. | | | |
| Analyzes pathophysiology of patient's disease process. | | | |
| Synthesizes knowledge of patient's environmental dimensions to meet their physical, psychological, developmental, social, and spiritual needs. | | | |
| Systematically collects and reviews appropriate data and research for delivery of optimal health care. | | | |
| Applies knowledge of growth and development to provide age-appropriate care. | | | |

| OBJECTIVES AND BEHAVIORS | M | F | COMMENTS |
|---|---|---|---|
| **grates nursing values within the roles of provider of care, manager of care, and member of discipline of nursing and the interdisciplinary team to provide direct patient care across the span.** | | | |
| Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice. | | | |
| Delivers care that respects the dignity and rights of patients without discrimination based on age, race, religion, gender, sexual preference, socioeconomic status, national origin, handicap, or disease. | | | |
| Maintains confidentiality of all patient information. | | | |
| Interacts with all patients and team members in a respectful manner. | | | |
| Identifies advocacy needs of the patient. | | | |
| Demonstrates caring in interactions with patients. | | | |
| Identifies aspects of care that could be delegated to other members of the health team. | | | |
| Demonstrates accountability for previous learning. | | | |
| Demonstrates accountability and responsibility for competent nursing care. | | | |
| Incorporates ethical, professional, and regulatory standards in provision of patient care. | | | |
| Demonstrates awareness of own strengths and limitations as a team member. | | | |
| Seeks information about quality improvement in the care setting. | | | |
| Respects the property of patients, family, significant others, and the clinical agency. | | | |
| **rporates the nursing process in the implementation of competent nursing care.** | | | |
| Develops a nursing care plan which addresses the patient as a holistic person. | | | |
| Assessment | | | |
| 1.   Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, and family history). | | | |
| 2.   Conducts an accurate physical/mental assessment that incorporates patient's growth and development. | | | |
| 3.   Accurately identifies signs and symptoms of altered health state. | | | |
| 4.   Assesses levels of physical and emotional comfort. | | | |
| 5.   Assesses patient's ability to perform activities of daily living. | | | |
| 6.   Assesses patient's patterns of coping and interacting. | | | |
| 7.   Elicits patient values, preferences and expressed needs, and health goals. | | | |
| 8.   Assesses available and accessible human and material resources. | | | |
| Diagnosis | | | |
| 1.   Verifies data collected. | | | |
| 2.   Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements. | | | |
| 3.   Prioritizes nursing diagnoses. | | | |
| 4.   Documents nursing diagnoses in the plan of care. | | | |
| Planning | | | |
| 1.   Develops realistic, measurable, short- and long-term goals and outcome criteria with the patient. | | | |
| 2.   Plans individualized interventions that are supported by relevant resources. | | | |
| 3.   Plans interventions with respect to patient's cultural beliefs, values, and expressed needs. | | | |
| 4.   Incorporates federal and state patient safety resources to focus attention on patient safety. | | | |
| 5.   Identifies resources based on necessity and availability. | | | |
| Implementation | | | |
| 1.   Performs interventions within the standards and policies of the nursing unit. | | | |
| 2.   Ensures safety of patients and the care environment. | | | |
| 3.   Initiates requests for help and seeks instruction when appropriate to the situation. | | | |
| 4.   Clarifies role and accountability in relation to other health care team members. | | | |

| OBJECTIVES AND BEHAVIORS | M | F | COMMENTS |
|---|---|---|---|
| 5.   Demonstrates effective use of technology and information technology to communicate, mitigate error, and support decision making. | | | |
| 6.   Uses appropriate safety strategies to reduce reliance on memory. | | | |
| 7.   Performs health education appropriate to patient needs and level of understanding. | | | |
| Evaluation | | | |
| 1.   Evaluates nursing care based on short-term goals/patient outcomes. | | | |
| 2.   Identifies data to support evaluation. | | | |
| 3.   Continually validates data and modifies nursing care plan based on patient's response. | | | |
| 4.   Utilizes critical thinking and judgment in responding to changes in patient status. | | | |
| 5.   Identifies quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. | | | |
| **lements health promotion and maintenance concepts in all health care settings.** | | | |
| Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation, and/or disease management. | | | |
| Provides access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management. | | | |
| Promotes the patient's ability to make informed decisions. | | | |
| Evaluates effectiveness of teaching. | | | |
| **rporates safe and therapeutic communication skills in caring for individuals, families, ups, and communities across the lifespan.** | | | |
| Analyzes effectiveness of own communication with patients, families and members of the interdisciplinary team. | | | |
| Incorporates therapeutic communication skills in caring or individuals, families, groups and communities across the lifespan. | | | |
| Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care. | | | |
| Communicates patient values, preferences, and expressed needs to other members of the interdisciplinary team. | | | |
| Solicits input from other team members to improve individual performance. | | | |
| Expresses self clearly and directly with others. | | | |
| Documents pertinent data correctly in a succinct, relevant, accurate, timely, and informative manner. | | | |
| Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures. | | | |
| Displays empathy through active listening. | | | |
| Incorporates appropriate boundaries of therapeutic relationships. | | | |
| Protects confidential information. | | | |
| **lements safe, therapeutic, and competent technical skills based on scientific rationales in delivery of safe and effective nursing care.** | | | |
| Provides safe and effective nursing care to patients using evidenced-based practice. | | | |
| Incorporates federal and state regulatory requirements into nursing care. | | | |
| Demonstrates preparedness to meet patient needs. | | | |
| Demonstrates accountability for previous learning. | | | |
| Seeks assistance from the instructor as needed. | | | |
| Submits assignments on time. | | | |
| Arrives to clinical on time. | | | |
| Wears appropriate attire and is well groomed. | | | |
| Actively participates in pre/post conferences. | | | |
| Initiates plans for self improvement as a member of the interdisciplinary team. | | | |

## MIDTERM CLINICAL EVALUATION

**Faculty Comments:**

**Student Comments:**

**Grade:** _____

**Faculty:** _____

**Student:** _____

**Date:** _____

**FINAL CLINICAL EVALUATION**

**Faculty Comments:**

**Student Comments:**

**Grade:** _____

**Faculty:** _____

**Student:** _____

**Date:** _____

# Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*

## Addendum for NU2747 Gerontologic Nursing

**Instructional Methods**

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of both theory and clinical components. Your progress will be regularly assessed through assignments, quizzes, and exams including a final exam, and a HESI Gerontology 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.

**Assignments**

| Unit | Assignment | In-Class | Out-of-Class |
|------|------------|----------|--------------|
| 1 | Read Touhy: Chapters 1–3, 5, 7 and HESI: Relevant Chapters | | X |
| | Writing Assignment: Unit 1 Assignment 1: Health History, General Physical Assessment of Older Adult | | X |
| | Clinical Assignment: Unit 1 Clinical 1: Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 1.1 | | X |
| 2 | Read Touhy: Chapters 4, 23–24; Varcarolis & McDonald: Lesson 2 and HESI: Relevant Chapters | | X |
| | Clinical Assignment: Unit 2 Clinical 2: Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 2.1 | | X |
| 3 | Read Touhy: Chapters 2, 5–6, 23 and HESI: Relevant Chapters | | X |
| | Clinical Assignment: Unit 3 Clinical 3: Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 3.1 | | X |
| 4 | Read Touhy: Chapters 9, 11, 13, 24 and HESI: Relevant Chapters | | X |
| | Writing Assignment: Unit 4 Assignment: Day Care for Older Adult | | X |
| | Clinical Assignment 4.1 | | X |
| | Clinical Applications 4.1 | | X |

| Unit | Assignment | In-Class | Out-of-Class |
|------|-----------|----------|--------------|
| | Exam: Units 1-3 | X | |
| 5 | Read Touhy: Chapters 20–22; Varcarolis: Chapter 30; Varcarolis & McDonald: Lesson 14 and HESI: Relevant Chapters | | X |
| | Writing Assignment: Unit 5 Assignment: Virtual Clinical Excursion: Lesson 14 | | X |
| | Clinical Assignment 5.1 | | X |
| | Clinical Applications 5.1 | | X |
| 6 | Read Touhy: Chapters 5, 14–15 and HESI: Relevant Chapters | | X |
| | Clinical Assignment: Unit 6 Clinical 6: Midterm—Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 6.6: Midterm Clinical Evaluation | | X |
| 7 | Read Touhy: Chapters 22, 25 and HESI: Relevant Chapters | | X |
| | Clinical Assignment: Unit 7 Clinical 7: Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 7.1 | | X |
| | Exam 2: Units 4–6 | X | |
| 8 | Read Touhy: Chapter 8 and HESI: Relevant Chapters | | X |
| | Clinical Assignment 8.1 | | X |
| | Clinical Applications 8.1 | | X |
| 9 | Read Touhy: Chapters 10, 17, 19 and HESI: Relevant Chapters | | X |
| | Written Assignment: Unit 9 Assignment 3: Concept Map – Cardiovascular Disorders of the Older Adult | | X |
| | Clinical Assignment: Unit 9 Clinical 9: Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 9.1 | | X |
| 10 | Read Touhy: Chapters 10, 12, 16, 18 and HESI: Relevant Chapters | | X |
| | Clinical Assignment: Unit 10 Clinical 10: Nursing Care Plan/Concept Map | | X |
| | Clinical Applications 10.1 | | X |
| | Exam 3: Units 7–9 | X | |
| 11 | Read Meiner: Chapters 1–25, Varcarolis: Chapter 30, and HESI: Relevant Chapters | | X |
| | Final Clinical Assignment 11.1 Final Nursing Care Plan | | X |
| | Final Clinical Application 11.1 and Evaluation | | X |
| | Final Exam | X | |
| | HESI Gerontology Exam | X | |

## Grades

| Grading Category | Weight | In-Class | Out-of-Class |
|------------------|--------|----------|--------------|
| Assignments | 10% | | 10% |
| Quizzes | 5% | 5% | |
| Exams | 50% | 50% | |

| Grading Category | Weight | In-Class | Out-of-Class |
|---|---|---|---|
| HESI Gerontology Exam | 10% | 10% | |
| Final Exam | 25% | 25% | |
| **TOTAL** | **100%** | **90%** | **10%** |
| Clinical Evaluations | P/F | | P/F |
| Assign | S/NI/US | | S/NI/US |
| Evaluation | P/F | | P/F |