

**Metropolitan State University
School of Nursing**

Course Overview

Course Number: NURS: 414/614

Course Title: Geriatric Nursing

Credits: 2

Prerequisite: Admitted BSN/MSN student or instructor's consent

Resident Faculty: Cathleen Crafton MS, RN

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Course Description:

This course focuses on issues related to the provision of holistic nursing care to the aging population. Emphasis is placed on health promotion, chronicity, cultural aspects of aging, and end-of-life care. Current theories of aging are examined. Graduate students will further analyze issues related to geriatrics in their advanced nursing practice specialty.

Course Objectives:

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

1. Integrate knowledge of holistic nursing, theories of aging, cross-cultural competence, and chronicity for older adults.
2. Develop health promotion strategies for older adults and their families that support quality of life in aging.
3. Demonstrate knowledge of end-of-life care for older adults

In addition, the graduate students will complete the following learning outcome:

4. Demonstrate knowledge of the effects of aging in the delivery of advanced practice nursing. (graduate credit)

Topical Outline:

- I. Topics in Aging
 - A. Theories of aging
 - B. Attitude and myths associated with aging
 - C. Vulnerable adult

- II. Health assessment and promotion in aging adults
 - A. Sensory changes and communication
 - B. Mental health, delirium, and dementia
 - C. Nutrition
 - D. Assessment tools
 - E. Health promotion strategies

- III. Chronicity and quality of life

- IV. Cultural competence
 - A. Culturally appropriate assessments
 - B. Cultural influences on older adults

- V. End-of-Life Care
 - A. Palliative care
 - B. Advanced directives

Teaching/Learning Strategies:

Lecture, class discussion, interviews, case studies, readings, and student presentations.

Competence Statement:

Nurs 414 Knows theories and issues surrounding aging, health promotion, chronicity, cultural competence, and end-of-life well enough to understand the issues related to aging.

Nurs 614 Knows theories and issues surrounding aging, health promotion, chronicity, cultural competence, and end-of-life well enough to analyze an issue related to geriatrics in advanced practice nursing.

Evaluation Methods:

414: Participation in class, reaction paper, case study, interview, quizzes,
Journal articles, reflective paper

614: as above and additionally, Issues paper, article abstracts (graduate students)

Grading Policy:

Course grades are derived as follows:

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
70 - 76	C
≤ 69	N

Registering for Graduate or Undergraduate Credit:

In a cross-listed course, a student may change registration level prior to class session 3.

Academic Honesty:

Plagiarism is defined as using another person's words or ideas and presenting them as your own, without acknowledging the original source. This is a very serious offense. Plagiarism often takes the form of a student's copying information from one source and presenting it in a paper or report without the use of footnotes or direct mention of the source in the body of the paper.

Students are expected to read and use a variety of resources when writing a paper, but when the exact words (or words with a slight modification) or ideas of others are used, the source must be properly acknowledged. When instructors read student papers, they need to know which ideas are the student's and which belong to other sources.

It is also unacceptable to turn in another person's work (paper or examination) as your own. In such cases, instructors may impose sanctions such as a failing grade.

Disability/Learning Needs Statement:

If you have a documented disability, or if you suspect you have a disability which may impact your ability to succeed in this course, it is your responsibility to meet with the Coordinator of Disabilities and Special Services (651-793-1540). By the second week of class, it is your responsibility to provide the course instructor with information on accommodation arrangements to be made for you.

E-Mail Communication Expectations:

The School of Nursing communicates program and course information regularly via e-mail. Students are expected to establish and maintain a student e-mail account through Metropolitan State University. To initiate the e-mail account contact the IT Help Desk at 651-793-1240 for information. For student convenience, the IT Help Desk will provide assistance forwarding this e-mail account to another account that is already established.

Textbooks:

Required for undergraduate students:

Eliopoulos, C. (2001). *Gerontological Nursing* (5th ed.). Lippincott: Philadelphia.

Both texts required for graduate students: Cotter, V.T. & Strumpf, N.E. (2002). *Advanced Practice Nursing with Older Adults: Clinical Guidelines*. McGraw-Hill: New York.

Course attendance policy:

Students are expected to prepare for, attend, and participate in all class sessions. Attendance will be taken each week. Students who must miss a class due to illness, emergency, or other valid reasons should notify the professor before class or as soon thereafter as possible. Students are responsible for obtaining class notes and materials for missed class sessions and for making up any missed work. Students missing more than 3 sessions will be advised to drop the course.

Late Papers:

Points will be deducted from late papers at the discretion of the instructor unless prior approval has been granted. At the time an extension is granted, the student and instructor will establish a new due date for the assignment: no further extensions will be given. Assignments turned in late will not be handed back with the assignments that were submitted on time.

Paper rewrite policy:

1. Students can re-write a paper with a grade below 77%.
2. If a paper is re-written, the highest possible score is 86%.

Learning Climate:

To create an optimal learning environment for everyone, students are asked to do the following:

1. Please be on time for class and plan to stay for the full class time allotment.
2. Please turn off cell phone and audible beepers
3. Please do not leave the room except during official break time.
4. Please listen politely when others are speaking.
5. To give everyone a chance to contribute, please do not dominate the discussion.
6. To insure that class sessions are productive for everyone, please prepare in advance by completing reading and other assignments.

Evaluation Methods:

414: class participation	20 points
interview	60 points
quiz #1	30 points
quiz #2	30 points
reaction paper	60 points

614: class participation	20 points
interview	60 points
quiz #1	30 points
quiz #2	30 points
Analysis paper	50 points
Research article	10 points

NURS 614: Geriatric Nursing Research Article Summary Graduate Assignment one page (10 pts)

Write a summary of a research article. Choose a research article from the geriatric nursing literature. Include purpose of research, (background and significance), research design (population, setting, sample), methods, intervention, findings/results, and conclusions plus the implications of the research. State your opinion on the value of the article. Be specific. (One page with citation) Please turn in copy of article with summary.

Be prepared to share summary of article in class. Points graded on clarity and completeness of summary.

**NURS 414: Geriatric Nursing
Reaction Paper (3-5 pages)
Undergraduate assignment (60 pts)**

This paper is a topical essay. Choose a topic of interest in Gerontological nursing. After you choose a topic, do sufficient reading and research to thoroughly understand your topic. Describe how this topic relates to successful aging in the population of older adults. Assistance with writing assignment help can be found at website:

www.metrostate.edu/writingcenter/clues

1. Introduction of the topic related to older adults/successful aging. 10pts
2. Describe topic thoroughly. How does this topic relate to aging adults and nursing practice? 20 pts
3. Summary of topic 10 pts
4. Quality and accuracy of research 10 pts
5. Use of APA format, grammar, spelling, sentences etc. 10 pts

**NURS 614: Geriatric Nursing
Analysis Paper (3-5 pages)
Graduate assignment (50 pts)**

This paper is a critical analysis of a topic related to successful aging. Assistance with writing assignment help can be found at website:

www.metrostate.edu/writingcenter/clues

1. Describe a topic and how it relates to aging population with supporting arguments. What factors are critical to this topic or may be in conflict with this topic as the population continues to age? 20 pts
2. What is the relationship of this topic to advanced nursing practice, research, and education? 10pts
3. Describe the position that you as an advanced practice can take, or what changes you can make to intervene as an advance practice nurse to enable more persons to age successfully. 10pts
4. Quality and accuracy of research 5pts

5. Use of APA format, grammar, spelling, sentences etc. 5pts

**Metropolitan State University
School of Nursing
NURS 414/614: Geriatric Nursing
Interview of the Older Adult (60 pts)**

- 1. Description of the situation, Notes on successful aging, needs, resources and developmental tasks 30 pts undergrad/ graduate 20pts**

- 2. Assessment Tools: two tools undergrad 30 pts/ four tools graduate 40pts**

These tools will be taken from the 'Try This' series, the Hartford Institute for Geriatric Nursing website and handed out in class or are available on the internet at www.harforing.org

Include in your notebook:

Your name:

Client initials /age /gender

Dates of data collection

Field notes: description of place, time of day, environment

Consent form, notes, tools, and nursing assessment results

Introduction

The focus of the interview is aging i.e. successful aging of the older adult. It is supported in the Modeling and Role-Modeling Theory. The interview emphasizes communication with elders, and use of assessment tools for older adults. A minimum of two assessment tools in the undergraduate interview is required and the use of a minimum of four assessment tools is required in the graduate level course interview.

The interview may be done over 2-3 sessions 30-90 minutes in length with an older adult (over 65 years old). They need to be a well elder who can address these questions with some ease of communication. They may be a friend, neighbor, or relative. If you need help finding a well elder I can assist you.

For each session/ each time you meet, set a goal, and choose a section of the set of questions to focus the interview. You may write in a notebook, and turn in your hand written interview if the notes are logical, legible, and readable. (If they are unreadable then it may be failed assignment.) There is a consent form included. Please give them a copy to keep, have them sign a copy and turn in this consent form to me. They may need to know the information on the consent to refer to if they have a question.

We all have stories, and we all want our stories heard, recognized, and acknowledged. Elders have many years of experiences, and life changing events that they wish to talk about if you are willing to listen. Culturally, some persons are more used to an oral history and communicating face-to-face in verbal exchange. Their life events, and

answers to your questions may all be contained within these stories that they have to share with us.

NURS 414/614: Geriatric Nursing Interview of the Older Adult

Questions for Interview:

Description of the situation; Overview of the situation

1. What are the client's greatest concern/stressors at this time?

2. What are the client's other stressors/distresses in life at this time? Include those related to:
1. basic growth need deficits;
2. under or over affiliations with others;
3. insecure attachments

3. Are there any other stressors/distresses that are associated with losses (past or present) in the client's life (either perceived, actual, or threatened losses, i.e. a history of loss)?

Therapeutic Needs

4. What does the client think will help him/her to get well or healthier? Holistically what would he/she do to improve overall health?

Expectations

Immediate Expectations

5. What does the client think will happen to him or her today and in the near future? (Regarding primary concern)

Long term expectations

6. What does he/she see in their future? Is growth directed? Can client project him or herself into the future? How far?

Resource potential

External resources

7. What relationship does he/she have with family?

8. Is family nearby or accessible in other ways, i.e. telephone, calls, letters?

9. Does the client have supportive friends that are available when needed?

Health care system

10. What is the client's perception of the health care system? I.e. Is it perceived to be a resource or a stressor?
11. How does the client use the health care system? Or not use the system? Does the health care system support successful aging?
12. What does the client perceive that a professional nurse can do to assist him/her?

Internal Resources

Self-strengths

13. What are the client's perceived strengths? What strengths are identified by others? Include adaptive or coping strategies. Think of categories of self strengths.

Feeling states

14. What are feeling statements the client makes at present? What have been the client's patterns of feeling throughout life? Are any of the clients feelings related to loss?

Physiological states

15. What are the physiological-need deficits, physical needs that exist?

Goals and Life Tasks

Successful aging

16. What does it mean to age successfully?
17. What can each of us do to be successful at this important task? What would be helpful?
18. What changes in American Society enable more men and women to age successfully?
19. What are the client's life goals? Are these goals related to need deficits and/or developmental tasks?
20. What stage of development do these goals represent?
21. What is the relationship between the clients identified developmental state and the stage one would expect for an individual of this age?

**Metropolitan State University
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**N414/614 GERIATRIC NURSING
NURSING CARE OF OLDER ADULTS INTERVIEW**

Consent to Participate

The purpose of this clinical experience is to provide a graduate or undergraduate nursing student experience in systematically obtaining an interview from an older adult. The nursing student will interview you in the family home or other mutually acceptable environment for approximately thirty to ninety minutes over two to three meeting appointments. The nurse will ask questions about health and aging concerns.

Benefits to the participant:

Opportunity for discussing health concerns with a registered nurse.

Satisfaction of assisting in the education of a nursing student.

The graduate student agrees to respect the privacy of the participant and to maintain confidentiality.

The participant may discontinue participation at any time.

Participant signature: _____ Date ____ ____

Nursing Student signature: _____ Date _____

Course Instructor:

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<p>Class 1 January 15, 2003</p>	<p>Topics in Aging: Myths and Attitudes Vulnerable adult</p> <p>What is aging?</p> <ol style="list-style-type: none"> 1. Defining Aging, Attitudes about Aging, Ageism, 2. Myths associated with aging 3. Social, Psychological, and Biological Theories of Aging <p>Activities: aging quiz/successful aging Discussion groups/ set up interviews /video</p>	<p>Eliopoulos Ch 1-3, 5,6 Ch 38 Cotter Ch 1, 2, 18</p> <p>Handouts Assessment tools</p>	<p>Class 2 January 22, 2003</p>	<p>Health assessment and promotion Tools, functional status, sensory changes, nutrition, dementia,</p> <p>case study, discussion, video/guest speaker</p>
<p>Class 2 January 22, 2003</p>	<p>Health assessment and promotion Tools, functional status, sensory changes, nutrition, dementia,</p> <p>case study, discussion, video/guest speaker</p>	<p>Eliopoulos Ch 7, 9, 11,28, Cotter Ch 14, 15, 16, 8 graduate: research article due</p>	<p>Class 3 January 29, 2003</p>	<p>Chronicity and Quality of Life health promotion strategies</p> <p>Quiz, case study, video, discussion</p>

<p>Class 3 January 29, 2003</p>	<p>Class 4 February 5, 2003</p>	<p>Cultural Competent care of older adults culturally appropriate assessment Video, guest speaker, discussion</p>	<p>Eliopoulos Ch 4, Articles as assigned Interview due</p>	<p>Class 5 February 12, 2003</p>
<p>Class 5 February 12, 2003</p> <p>Class 6 February 19, 2003</p>	<p>End-of-Life Care for Older Adults Pain Management quiz #2 Advanced directives, Quality of life in old, old adults case study, discussion</p> <p>End-of-Life Care for Older Adults Palliative Care, End-of-Life decision making</p>	<p>Eliopoulos Ch 33, 34-37 Cotter Ch 19, 20 Articles as assigned Quiz #2</p> <p>Reaction paper due Graduate Analysis paper due</p>		