

VALPARAISO UNIVERSITY
College of Nursing

NUR 351/NUR551/LS590 The Aging Process
Spring 2006

Placement: Junior Year

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Catalog Description: 3 cr. An introduction to the theories and various dimensions of aging. Normal biological aging and health issues facing the elderly will be explored. Attitudes and expectations about aging will be discussed. Service learning activities will promote a holistic understanding of the aging process. This course is open to all university students. Sophomore standing and above is recommended.

Course Objectives

1. Critically review theories of aging and gerontological research as they relate to attitudes and expectations of aging.
2. Recognize how the environmental influences of culture, economics, ethics, law, politics, society, and technology impact the health of older adults and their families.
3. Explore activities that would promote holistic health in older adults, using primary, secondary, and tertiary prevention strategies while considering the effects of normal aging.
4. Engage in the processes of critical thinking, communication, change, and life long learning through participation in service learning activities that enhance quality of life and promote health for older adults in the community.
5. Explicate how a holistic understanding of the aging process would be used in the student's chosen profession.
6. Examine one's own attitudes and expectations of older adults and aging.

Topical Outline:

- I. Introduction to Gerontology
 - A. Concepts
 - B. Definitions
 - C. Myths and realities
 - D. Attitudes about aging
 - E. Primary, secondary, and tertiary prevention related to aging
 - F. Relationship to VU College of Nursing Conceptual Framework

- II. Theories of Aging
 - A. Biological
 - B. Psychological
 - C. Sociological
 - D. Developmental
- III. Normal Aging
 - A. Assessment of biological changes
 - 1. overview of normal aging process
 - 2. neurological
 - a. brain
 - b. sleep patterns
 - c. reflexes
 - 3. sensory
 - a. vision
 - b. hearing
 - c. smell
 - d. other
 - 4. integumentary
 - 5. musculoskeletal
 - 6. gastrointestinal
 - 7. cardiopulmonary
 - 8. urinary
 - 9. metabolic
 - 10. reproductive
 - 11. cognitive
 - B. Assessment of psychosocial factors
 - 1. psychological
 - 2. sociological
 - 3. cultural
 - 4. spiritual
 - 5. social
- IV. Management of Common Health Problems of Older Persons
 - A. Cardiovascular
 - 1. hypertension
 - 2. stroke
 - 3. heart disease
 - B. Respiratory (COPDs)
 - 1. Bronchitis
 - 2. Emphysema
 - 3. Lung cancer
 - C. Gastrointestinal
 - 1. Hemorrhoids
 - 2. Constipation
 - 3. Nutrition

- D. Musculoskeletal
 - 1. Impaired mobility, including falls
 - 2. Arthritis
- E. Integumentary
 - 1. Pressure ulcers
 - 2. Cancer
- F. Neurological
 - 1. Sleep disorders
 - 2. Cognitive/perceptual deficits
 - 3. Parkinson's disease
- G. Genitourinary
 - 1. Incontinence (bowel and bladder)
 - 2. Impotence
- H. Sensory
 - 1. Hearing
 - 2. Vision
 - a. glaucoma
 - b. cataracts
 - 3. Chronic sinusitis
- I. Endocrine
 - 1. Diabetes
 - 2. Types of cancer
- J. Psychosocial
 - 1. Depression
 - 2. Dementia
 - 3. Delirium
 - 4. Pain
 - 5. Communication
- V. Issues in gerontology
 - A. Polypharmacy
 - B. Elder abuse
 - C. Advance directives
 - D. End of life care
 - E. Ethical/legal dilemmas
- VI. Dynamic Health Care Environment
 - A. Influences of culture, economics, ethics, law, politics, society, and technology on health of the older adult
 - B. Gerontological health care settings
 - 1. Housing options
 - 2. Community-based services
 - 3. Long-term care
 - C. Safety
 - 1. promotion of safe environment
 - 2. restraint use

VII. Professional Application

- A. Gerontological nursing
- B. Interdisciplinary care

Teaching strategies: lecture, discussion, group activities, videos, service-learning projects with reflective log, class presentation. (For graduate students, additional integrative review paper and class facilitation is required).

Evaluation methods: N351	Exam 1	15%
	Exam 2	20%
	Exam 3	20%
	Final exam	25%
	Service-learning project	20%

N551/LS590	Final exam	25%
	Class facilitation	15%
	Modified Integrative Review Paper	30%
	Service-learning project	30%

The service-learning project is required of all students. This involves 17.5 hours of a project cooperatively arranged between the student, the instructor, and a community-related agency or facility that provides services to the elderly. The student will keep a log that details time spent, activities engaged in, and personal reflections on the experience (additional handout provides detailed information).

For graduate students only: 1) Class facilitation: Work with the instructor to choose one topic on the outline for which you will facilitate the discussion for the day. Grade is based on preparation (30 pts), leadership (30 pts), and ability to engage the class in discussion (40 pts). 2) The modified integrative review paper should be 8 – 10 pages typed DS in APA format. Choose a gerontology topic of interest related to this course. Write a paper that summarizes the research, opinions, and views (including you own) about this topic. Grade is based on: introduction/significance (10 pts), content/discussion (60 pts), integration of research (10), scholarly writing (10), organization/format (10). Include at least 10 sources, 5 of which must be research-based.

Required Texts:

Kart, C. S., & Kinney, J. M. (2001). *The Realities of Aging: An introduction to gerontology*. Boston: Allyn & Bacon.

Eliopoulos, C. (2005). *Gerontological Nursing*. Philadelphia: Lippincott.

SERVICE LEARNING PROJECT

Each student is required to complete a service learning project as part of this course. Students will work in teams to develop an educational program (30 – 40 minutes in duration plus time for questions) for a community-based facility or group of older adults and/or their families. The service-learning project involves 17.5 hours, receives a group grade (i.e. all students on the project team receive the same grade), and is 20% of the course grade. The components of this project are listed below. Students must keep a log of their time spent (using form provided) as well as a type-written summary of reflections on each of the entries/activities in the log. Students should include their feelings about each experience/encounter and describe what they learned. The reflective log should be no longer than 5 pages total (single spaced) and is turned in with the team’s write-up one week after the educational program presentation.

Each group will select/elect a chairperson to be the contact person/coordinator of the team at the initial group meeting. That person will have additional responsibilities including contacting facilities to arrange visits, holding group members accountable for equal shares of the workload, leading team meetings, and reporting to the instructor. The chairperson will receive 3 bonus points on the final exam in return for these additional duties.

Task	Approximate time	Points of project grade
Initial group meeting Select chairperson Set up meeting dates Divide labor Review tasks	1 hour	05
Site visit Transportation to facility Tour/meet contact person Assess environment/needs Provide flyer for advertisement	2 hours	10
Group meeting(s) Select/discuss topic Individual preparation Putting presentation together Gathering materials/handouts Copying and other prep Review of instructor suggestions	5 - 7 hours	20
*Presentation of program Practice presentation to class Gathering materials Transportation to facility Prep on site Actual presentation Q and A	3 - 5 hours	50

Evaluation of presentation	1 hour	05
Discuss effectiveness		
Evaluate feedback		
Complete eval summary		
*Write-up	4 – 5 hours	10
Cover sheet		
Handouts/eval summary		
Time/reflective logs		
Total points:		100

The instructor will have sign-up sheets with facilities and dates/topics pre-arranged. The contact person at each facility will appear on the sheet. The chairperson of the team will keep a copy of the sheet with students' names and facility information. Students will choose a facility/date/time/team project during the first week of class that best fits their schedule or learning needs. Satisfactory completion of the service-learning component of this course is mandatory. Students not completing the service-learning requirement will receive an Incomplete for the course.

*Presentation of the program (grading)

Evidence of preparation (research, teamwork, materials)	10
Content (accuracy, depth, applicability, aimed at audience level)	50
Presentation style (eye contact, consideration of audience needs, room set-up, appropriate dress...)	20
Use of multiple teaching modalities (Powerpoint, handouts, brochures, posters, videos, lecture, discussion, Q and A...)	20
Total:	100

*Write-up

Each project team must submit a packet to the instructor one week after the presentation is given at the facility. This write-up should include the following:

- Cover page (from instructor) with student names, project title, facility information
- Time log/reflection pages for each team member
- Copy of all handouts, PowerPoint slides, brochures used
- 1 page typed evaluation (summary of strengths and weaknesses of the presentation, number of persons attending, suggestions for future improvement)

Topics/Assigned Readings

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1/12	Intro to gerontology Attitudes about aging Primary, secondary, and tertiary prevention Relationship to VU College of Nursing Conceptual Framework	Review syllabus Sign up for Project
1/17	Concepts, definitions Myths and realities Demographics Gerontological nursing Interdisciplinary team	K & K Chap. 1 - 4 E. Chap. 1, 4, 6, 7, 10 11
1/19	Theories of aging	E. Chap. 2 K & K Chap. 5, 9
1/24	Normal aging: Biological changes cardiopulmonary gastrointestinal musculoskeletal	E. Chap. 5, 15 - 18 K & K Chap. 6
1/26	Student presentations: <i>Group 1 Fall prevention</i> <i>Group 2 Vitamins/minerals</i> <i>Group 3 Nutrition and aging</i>	
1/31	Normal aging (cont'd) neurological urinary sensory integumentary metabolic reproductive cognitive	E. Chap. 19 - 22
2/2	Normal aging: Psychosocial factors Cultural diversity, spirituality	E. Chap. 3, 4, 12-14 K & K Chap. 7, 8, 14, 15
2/7	EXAM #1	
2/9	Video	K & K Chap. 10 www.geronurseonline.org

2/14	Management of common health problems of older adults: Cardiovascular (hypertension, stroke, heart disease)	E. Chap. 24
2/16	Respiratory (COPDs, lung cancer) <i>Group 4 Skin care and aging</i>	E. Chap. 25
2/21	Gastrointestinal <i>Group 5 Alzheimer's disease</i>	E. Chap. 26
2/23	Musculoskeletal (mobility, falls, arthritis)	E. Chap. 27
2/28	Integumentary (pressure ulcers, skin cancer) <i>Group 6 Managing High Blood Pressure</i>	E. Chap. 31
3/2	EXAM #2 SPRING BREAK	
3/21	Neurological (stroke, PD, sleep)	E. Chap. 29
3/23	Genitourinary (incontinence, impotence)	E. Chap. 23, 28
3/28	Sensory (glaucoma, cataracts, sinusitis) <i>Group 7 The aging eye</i>	E. Chap. 30
3/30	Endocrine (diabetes, cancer) <i>Group 8 Healthy heart</i>	E. Chap. 32, 33
4/4	Psychosocial (depression, dementia, delirium, pain, communication) <i>Group 9 Osteoporosis</i>	E. Chap. 34
4/6	Guest speaker	
4/11	EXAM #3	
4/13	Issues in gerontology: Polypharmacy <i>Group 10 Healthy Heart</i>	E. Chap. 35
4/18	Elder abuse	E. Chap. 40

4/20	Advance directives <i>Group 11 Bowel and bladder</i>	E. Chap. 8, 41
4/25	End of life care	E. Chap. 8, 41
4/27	Guest speaker: Nursing homes, legal issues, malpractice	
5/2	Ethical/legal dilemmas Others: economics, work, retirement, politics, health policy	K & K Chap. 11 - 13, 18 E. Chap. 8 - 9
5/4	Gerontological health care settings Safety (environment, restraint use) Trends in gerontology	E. Chap. 37 – 39, 42 K & K Chap. 16, 17, Epilogue
5/9	Review for final exam Course evaluation	
5/15	FINAL EXAM 1 – 3 p.m.	