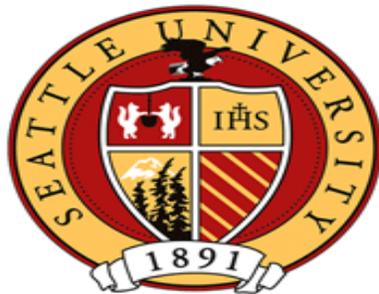


Seattle University

College of Nursing

NURS 334

**Promoting Wellness for Older Adults
Theory Syllabi**



Karen S. Feldt, Ph.D., ARNP, GNP

Course Faculty

Winter Quarter 2009

**Seattle University
College of Nursing
Winter, 2009**

Title: NURS 334 Promoting Wellness for Older Adults - Theory

Credits: 3

Faculty: Karen S. Feldt, PhD, ARNP, GNP

Course Description: Nursing strategies for health promotion and risk reduction in middle and older adulthood. Emphasis on adjustments to the aging process, living with chronic illness, and end of life care.

Course Objectives: Upon completion of this course, the learner will:

1. Interpret knowledge from liberal arts, nursing sciences, and related disciplines to integrate with new knowledge about wellness, health promotion and risk reduction in care of individuals, families, and groups in middle and older adulthood.
2. Acquire knowledge of age-related changes in the assessment, planning, and intervention for select biopsychosocial issues of clients in middle and older adulthood.
3. Examine health promotion and risk reduction strategies in nursing care for older adults and their social systems within the context of their environmental, genetic, ethnic, and cultural backgrounds.
4. Use critical thinking in assessment and intervention techniques for older adults
5. Demonstrate knowledge of theory and principles of teaching and learning as a basis for planning of nursing interventions for health promotion and illness prevention for middle-aged and older clients and their social systems
6. Demonstrate commitment to self-evaluation, professional behaviors, life-long learning, service, diversity and social justice in the care of older adults.

Required textbooks:

Seattle University College of Nursing. (2009). *NURS 334 Promoting Wellness for Older Adults syllabus*. Seattle: Author.
Meiner, S.E. & Lueckenotte. 2006. *Gerontological Nursing* (3rd ed.). St. Louis: Mosby.

Required Articles:

The following articles accompany the videos listed below. Please print out the article and review it as you watch the video online.

- Wallhagen, MI, Pettingill, E. Whiteside, M. (2006). Sensory impairment in older adults: Part 1: Hearing loss. *Am J Nurs. Oct;106(10):40-8*
- Whiteside, M., Wallhagen, MI, Pettingill, E. (2006). Sensory impairment in older adults: part 2: Vision loss. *Am J Nurs. Nov;106(11):52-61*.
- Mentes, J. (2006). Oral hydration in older adults: greater awareness is needed in preventing, recognizing, and treating dehydration. *Am J Nurs. Jun;106(6):40-9*.
- Rader, J, Barrick, A.L., Hoeffler, B., Sloane, P. D., McKenzie, D., Talerico, K. A. et al. (2006). The bathing of older adults with dementia: Easing the unnecessarily unpleasant aspects of assisted bathing. *AJN, American Journal of Nursing. 106(4):40-48, April*
- DeMaria-Gahlili, RA (2005) Nutrition in older adults. *AJN, 105 (3) 40-50*.
- Specht, J. (2005). 9 myths of incontinence. *AJN, 105 (6), 58-68*.
- Butcher, H. K., McGonigal-Kenney, M. (2005). Depression & dispiritedness in later life: A 'gray drizzle of horror' isn't inevitable. *AJN, 105(12):52-61, December*.
- Amella, E. J., (2004). Presentation of illness in older adults: If you think you know what you're looking for, think again. *AJN, American Journal of Nursing. 104(10):40-51, October*.

Required Websites:

Students view the last one four video clips on living old at:

<http://www.pbs.org/wgbh/pages/frontline/livingold/>

Strongly Recommended websites:

The Hartford Institute for Geriatric Nursing (HIGN) at New York University's College of Nursing, and the *American Journal of Nursing*, for a project called *How to Try This*.

<http://www.nursingcenter.com/library/static.asp?pageid=730390>

At this website you can view documents on how to do the following assessments

- [SPICES – an overall assessment tool](#)
- [Geriatric Depression Scale](#)
- [Braden Scale \(assessment of skin\)](#)
- [Heinrich II fall risk scale](#)
- [Mini-Cog](#)
- [Recognition of Dementia](#)
- [Delirium](#)
- [Assessing Nutrition in Older Adults](#)
- [Preventing Aspiration in Older Adults with Aphasia](#)
- [Avoiding Restraints](#)
- [Communication Difficulties](#)
- [Katz ADL scale](#)

- [Lawton activities scale](#)
- [Pittsburgh Sleep Quality Index](#)
- [Pain Assessment](#)
- [Eating Feeding Issues in Older Adults](#)
- [Modified Caregiver Strain Index](#)
- [Short Michigan ETOH Screening Instrument – Geriatric Version](#)
- [Horowitz Impact of Events Scale](#)

<http://www.nursingcenter.com/library/static.asp?pageid=527873>

Viewing of each of the “a New Look at Old Articles”

- [Sensory Impairment in Older Adults – Vision Loss](#)
- [Sensory Impairment in Older Adults – Hearing Loss](#)
- [Oral Hydration in Older Adults](#)
- [Bathing of Older Adults with Dementia](#)
- [Behaviors Associated with Dementia](#)
- [Nine Myths of Incontinence in Older Adults](#)
- [Nutrition in Older Adults](#)
- [Illness presentation in Older Adults](#)
- [Depression and Dispiritedness in Later Life \(\\$\)](#)

Course Schedule with assignments

Week /Class	Class Topic	Assignment Due
Week 1 Monday	Introduction to course syllabus, Overview of Aging, Epidemiology of Aging, Challenges of care and housing classifications	Read Chapter 1: Meiner & Lueckenotte pp 1-17 Students play the longevity game! Bring your estimated life expectancy to class! http://www.nmfn.com/tn/learnctr--lifeevents--longevity
Week 1 Friday	Gerontological Assessment Instruments used in comprehensive assessment Communicating with Older Adults	Read Chapter 4 Meiner & Lueckenotte review packet of assessment tools on Angel Watch SPICES overall assessment of older adults http://www.nursingcenter.com/prodev/ce_article.asp?tid=742569
Week 2 Monday	Overview of Biological Theories of aging Physiological changes of aging	Read chapter 2: pp 19-24; and chapter 8 p 162-172
Week 2 Friday	Sensory changes: vision, hearing Healthy aging, prevention and health promotion	Quiz #1 Read Chapter 31 Students view “a new look at old” videos: Sensory Impairment in Older Adults – Vision Loss Sensory Impairment in Older Adults – Hearing Loss
Week 3 Monday	No Class, Martin Luther King	Holiday YAY!
Week 3 Friday	Altered cognitive states, Dementia, behavior changes	Read Chapter 29 pp 653-686 Students view “a new look at old” videos: Behaviors associated with dementia And Try this series: Recognition of Dementia
Week 4 Monday	Dismobility, deconditioning, Functional status and mobility, Pain	Read chapter 15, pp 304-324; Chapter 17, pp 344-361 and Chapter 27, pp 596 -627

Week /Class	Class Topic	Assignment Due
Week 4 Friday	Pharmacological Issues Polypharmacy, Beer's criteria: drugs to avoid in older adults	Quiz #2 Read chapter 22, pp 447-465
Week 5 Monday	Nutritional health, oral health, weight loss, hydration.	Read chapter 10: pp 210 -226. And Chapter 26 pp 561-564 and 567 to 570 Students view "a new look at old" videos: Oral Hydration in Older Adults Nutrition in Older Adults
Week 5 Friday		Midterm Exam
Week 6 Monday	Urinary and Bowel Continence	Read chapter 26: pp 566, 575-576 Chapter 28 Students view "a new look at old" videos: Nine myths of incontinence in Older Adults
Week 6 Friday	Wound and skin	Read Chapter 30 pp 693-709 Extra credit assignment due (optional)
Week 7 Monday	Presidents Day, NO CLASS	Students view the following "a new look at old" videos <ul style="list-style-type: none"> • Bathing of Older Adults with Dementia • Behaviors Associated with Dementia
Week 7 Friday	Safety evaluations, community, hospital institutional. Falls, Restraints	Read Chapter 12 pp 245-263 Students view videos: Heinrich II fall risk scale Avoiding restraints
Week 8 Monday	Sleep Issues, Loneliness, Depression, Suicide	Read Chapter 14 pp 281-301 Students view the following "a new look at old" videos Depression and Dispiritedness in Later Life
Week 8 Friday	Elder Abuse, Substance Abuse Assessment of Elder abuse, substance abuse	Quiz #3 Read p 263; Read Chapter 18 pp 365-378
Week 9 Monday	Psychosocial and Developmental Theories of Aging. Cultural issues. Caregiving, Social Support	Read Chapter 2 pp 27-30 Chapter 5, pp 97-110 Read Chapter 6 pp 113-136 View: Modified Caregiver Strain Index Video
Week 9 Friday	Dying, Death, and Bereavement End of Life issues	Students view last four video clips on living old at: http://www.pbs.org/wqbh/pages/frontline/livingold/ Chapter 20, pp 411-424
Week 10 Monday	Review Sociologic theories of Aging Socio-economic issues across a continuum of care. Legal and Ethical Issues , Advanced directives	Read Chapter 3, pp 33-53 Read Chapter 7 and Chapter 9
Week 10 Friday	Public Policy, Medicare, Medicaid Access to health care	Go to http://www.medicare.gov/default.asp See list of questions that are posted on the Angel site and be ready to play the "Who wants to be a Public Policy Millionaire" Game in class

Week /Class	Class Topic	Assignment Due
Week 10+	Future Trends in Aging Culture Change in Nursing Homes Review for Final Exam	
Exam	Final exam Thursday	

Evaluation methods

Quiz 1	10%
Quiz 2	10%
Midquarter exam:	30%
Quiz 3	15%
Final exam:	35%

Quizzes

The three quizzes that will be given during the quarter will test students on content from the textbook readings, lecture, required videos and articles. These will be multiple choice exams and will be given online at the Angel website. **EACH QUIZ must be completed within the time frame allowed on the assigned dates above.**

Quiz #1: **due 5 pm, Friday, Week 2;**

Quiz #2: **due 5 pm, Friday, Week 4;**

Quiz #3: **due 5 pm, Monday, Week 8**

Midterm Exam

This multiple choice exam will be given in class and will be written in case study format, asking students to apply knowledge from the first five weeks to specific geriatric nursing concerns.

Final Exam

This multiple choice exam will be given during the final exam week and will be written in case study format, asking students to apply knowledge from the whole course to specific geriatric nursing concerns.

Extra credit assignment (Must be completed and turned in by _____ to receive credit).

5% additional credit will be given for a 3-5 page paper that accurately describes:

- Why was the Zimmers My Generation Video made? The makers of the video wanted to raise awareness of what issue(s) of aging?
- Where was the “Zimmers My Generation” video was made?
- What is the name of the lead singer and how old is he? Is this a song from his generation?
- The funds generated by this video go to which organization?
- The organization that is funded tries to raise awareness of what issue(s) of aging?
- Explain the mission of the funded organization
- Explain the types of information on the funded organization’s website.
- What are the similar organizations in the United States?
- How are they similar and different from the organization in the UK?

<http://www.youtube.com/watch?v=zqfFrCUrEbY>

The extra credit paper **must be written in APA format**. The paper is graded on writing clarity, accuracy of information provided, accuracy and appropriateness of weblinks and references.

Final grade distribution is as follows (minimum pass grade is C or 2.0)

<u>College of Nursing Scale</u>		<u>University Scale</u>	
94-100	A	4.0	Superior
90-93	A-	3.7	
87-89	B+	3.3	
83-86	B	3.0	Good
80-82	B-	2.7	
76-79	C+	2.3	
* 73-75	C	2.0	Adequate
70-72	C-	1.7	
66-69	D+	1.3	
63-65	D	1.0	Poor
60-62	D-	0.7	
Below 60	F	0.0	Failing

* Minimum passing grade for nursing courses

Entering and Exiting Behaviors: Students, Please review carefully.

Entering Behaviors	<ul style="list-style-type: none"> • Basic understanding of teaching and learning principles (NURS 207). • Familiarity with principles of health promotion, health protection and disease prevention (NURS 306). • Basic understanding of systems theory (NURS 306/308). • Ability to perform physical and psychosocial health assessment of an adult and rudimentary understanding of adaptations needed across the life-span for assessment of middle-aged and older adults (NURS 308). • Basic understanding of pharmacology (Nurs207). • Ability to carry out individual and family health assessment, including evaluation of structure and function, strengths, health promotion needs, and risk factors. Able to construct genogram and ecomap. • Ability to plan and carry out developmentally and culturally appropriate health teaching to an adult client and family members.
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If you do not meet the expectations for entering the course as listed above, see course coordinator.

Exiting Behaviors	<ul style="list-style-type: none"> • Ability to plan and carry out appropriate nursing interventions of teaching and/or referral based on assessments and screenings of older adults. • Able to use communication and collaboration skills to develop partnerships with older adults and their social systems. • Appreciation for the unique, complementary, and sometimes overlapping roles of various disciplines involved in care of older adults. • As a direct care provider, complete a focused assessment and provide basic nursing care for older adults in health care settings. • Safely prepare and administer oral medications with direct supervision of
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	<p>an RN.</p> <ul style="list-style-type: none"> • Able to document care in a variety of settings using appropriate medical and nursing terminology.
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COMPETENCIES

The following tables describe for you how this course is planned to address the competencies set forth in the SUCON curriculum, the competencies described by the Association of American Colleges of Nursing (AACN), and what we view as the skills and knowledge you should have before and after this course. Similar tables will be found in the syllabi of all your clinical nursing courses. The tables in each syllabus differ because they are written to be specific to each course. You should always read these tables to get an idea of what you are going to get from the course.

BSN 2000 Competencies

Critical Thinking	Students will utilize critical thinking skills in the classroom, in seminar and in clinical settings as they practice interviewing, assessment and intervention skills for health promotion and disease prevention, and utilize case studies to apply learning.
Relationships/ Communication	Students will practice communication skills with elders, and with peers, faculty and other health care providers in the clinical settings. They will establish therapeutic relationships with adults and families and practice teaching skills with individuals and families.
Provider Skills	Basic provider skills will be applied to the practice setting. These will include assessments with elders, bed making, bathing, mobility and transfers, aseptic techniques and oral medications.
Care Management	Not addressed in NURS 334-335
Community	Students in the community will learn about safety issues, assessment issues, confidentiality, and therapeutic relationships (role of the nurse in the community).

AACN Essential Knowledge

Health Promotion	Principles of health promotion will be taught as well as specific assessment and intervention measures for elders. These will be taught in theory classes and implemented in related clinical situations. Students will be doing direct health teaching.
Risk Reduction, Disease Prevention	Principles of risk reduction and disease prevention through screening, teaching and immunization with elders. Applied in inpatient or long-term care settings and community centers.
Illness/Disease Management	Identification of common health problems across the lifespan. Basic illness management incorporated with health promotion and disease prevention in long-term care settings.
Information/ Technology	Students will utilize computers as a learning tool by accessing the internet website for this class, the SU library website for health sciences search engines, and websites for various other health related organizations.
Ethics	Ethics will be integrated in theory classes, clinical conferences and clinical settings. Issues of privacy, confidentiality, client choice, respect

	and honesty will be addressed.
Diversity	Socio-cultural issues that relate to family and health promotion will be addressed in theory classes and through case studies that include diverse situations with elders. The clinical settings provide students the opportunity to provide care to people from a variety of cultural and ethnic backgrounds.
Global Health Care	Not addressed in NURS 334 and NURS 335
Systems and Policy	Systems theory will be reviewed in class and utilized throughout the course as an approach to families and health care settings.

AACN Role Development

Provider of Care	Students will have the opportunity to learn and practice a variety of basic provider skills, including medication administration, bathing and bed-making, communication skills (interviewing and assessment), mobilization/ transfer skills, and aseptic technique.
Design, Manage, Coordinate Care	Not addressed in NURS 334 and 335
Member of Profession	Students will learn about, discuss and experience the role of the nurse with health promotion in elders. They will have direct clinical experiences with clients, nurses, and other members of the health care team in a hospital setting and a nursing home or long term care setting.