

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
PRNS 1101

Course Title
Geriatrics

Course Description

This course is designed to include an understanding of the aging process and the modification of nursing care to accommodate the older adult. Also included are lessons related to loss, grief, and death, as well as the mental health of the older adult. This course will also discuss the growing problem of elder abuse.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course** Practical Nursing

ACTS Outcomes

Program Outcomes

1. Collaborate professionally with faculty, clients and their families and/or significant others, supervisors, peers, and with all members of the health care team (Affective).
2. Promote pride, concern and interest in the health and well-being of the community and its citizens (Cognitive, Affective, Psychomotor).
3. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe, competent care throughout the lifespan of the consumer (Psychomotor, Cognitive, Affective).
4. Practice clear, effective communication skills, both written and non-written (Psychomotor Affective).
5. Create documentation that effectively communicates patient condition and care provided (Psychomotor, Cognitive).
6. Apply use of hardware and software technologies to retrieve, process, and analyze theoretical and practical health care information (Cognitive, Psychomotor).
7. Examine and incorporate the state's scope of practice guidelines, rules, regulations, and ethical standards in the practice of nursing (Cognitive, Affective).

Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Course Objectives	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Utilizes all resources to comprehend the geriatric patient condition (i.e. textbooks, drug books and other reference materials).	1-49		1, 2, 3, 6, 7	CT1			Practicum Evaluation Tool 1 - 6
CLO 2	Demonstrates understanding of the physiologic changes in the geriatric patient.	1-49		3, 5, 6, 7	CT1			Practicum Evaluation Tool 1 - 6
CLO 3	Demonstrates understanding of cognitive changes in the geriatric patient.	1-49		3, 5, 6, 7	CT1			Practicum Evaluation Tool 1 - 6

CLO 4	Able to relate evidence based practice to nursing care of the geriatric patient at a beginning level.	1-49	1, 2, 3, 4, 5, 6, 7	CT1		Practicum Evaluation Tool 1 - 6
CLO 5	Demonstrates ability to recognize signs of abuse, neglect and maltreatment in the pediatric patient and understands the responsibility related to reporting	41,44, 45, 49	1, 2, 3, 4, 5, 7		R3	Practicum Evaluation Tool 1 - 6

Unit Outcomes/ Course Objectives

1. Compare the biologic theories of aging.
2. State how a person might behave in response to the psychosocial theories of aging.
3. Identify four factors that contribute to longevity.
4. Discuss physical changes that occur as adults get older.
5. Explain Schaie's theory of cognitive development in the older adult.
6. Explain Erikson's stage of psychosocial development in the older adult.
7. Identify at least six signs and symptoms of normal aging.
8. Design an educational program to help older adults maintain physical health.
9. State three ways the nurse could help older adults maintain cognitive health.
10. Identify nursing problems related to changes in psychosocial health.
11. Guide the older adult's family members regarding signs that the older person needs assistance.
12. Describe the stages of grief and dying, with their associated behaviors and feelings.
13. Discuss the concept of hospice care.
14. Identify four expected symptoms related to metabolic changes at end-of-life stages.
15. Identify three common fears a patient is likely to experience when dying.
16. List the common signs of impending death.
17. Explain the difference between the patient's right to refuse treatment and assisted suicide.
18. Explain how the Code for Nurse's provides guidelines for the nurse's behavior regarding the patient's right to refuse treatment, euthanasia, and assisted suicide.
19. Identify ways in which you can support or instill hope in the terminally ill patient and his family.
20. Demonstrate compassionate therapeutic communication techniques with a terminally ill patient and /or his family.
21. Describe one nursing intervention for comfort care that can be implemented in a hospital or a nursing home for a dying patient for each of the following problems; pain, nausea, dyspnea, anxiety, constipation, incontinence, thirst, and anorexia.
22. Explain the reason for completing an advance directive to a terminally ill patient, and what "health care proxy" and "DNR" mean in lay language.
23. Prepare to provide information regarding organ or tissue donation in response to family questions.
24. Prepare to perform postmortem care for a deceased patient.
25. Discuss five age-related common physical care problems of the elderly.
26. Identify three ways to promote mobility in the elderly.
27. List four ways for the elder to prevent falls in the home.
28. Review the physical and psychological consequences of chronic incontinence.
29. Discuss how multiple factors affecting the elderly may lead to an alteration in nutrition.
30. Explain techniques to facilitate communication and safety for the patient with a sensory deficit.
31. Recognize sexual concerns among the elderly population.
32. Identify five reasons why the elder is prone to the problem of polypharmacy.
33. Explain the effect of physical changes on the elderly person's lifestyle.
34. Instruct a patient in how to prevent falls.
35. Formulate a plan to assist an elderly patient to decrease or prevent incontinence.
36. Teach an elderly patient specific ways to enhance nutritional status.
37. Assist a patient to develop a self-medication reminder system.
38. Discuss general principles of care for elderly patients with altered cognitive functioning.
39. Assist with assessment of cognitive changes in the elderly patient.
40. Differentiate characteristics of delirium, dementia, and depression.
41. Identify options for keeping the cognitively impaired senior safe.
42. Implement strategies to decrease agitation, wandering, sundowning, and eating problems in patients.
43. Identify the interrelationship between alcoholism, depression, and suicide in the elder.
44. Identify the four main categories of elder abuse.
45. List five crimes commonly occurring in the elderly.
46. Discuss two future psychosocial issues for the elderly.
47. Formulate a plan of care for the cognitively impaired elder.

- 48. Demonstrate the ability to interact therapeutically with patients with depression and suicidal tendencies.
- 49. Teach crime prevention suggestions to a group of elders.

Assessment Description(s)

Practicum Evaluation Tool

Materials and Technological Requirements

deWit, Susan C., (2014). Fundamental Concepts and Skills for Nursing, 4th Edition, Saunders-ELSevier, St. Louis
 deWit, Susan C., Fundamental Concepts and Skills For Nursing, Student Learning Guide, Saunders, St. Louis.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week.....2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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