

**Ralph R Willis Career and Technical Center  
School of Practical Nursing  
Geriatrics**

<b>OUTLINE</b>	<b>TIME</b>	<b>SKILLS</b>	<b>TESTING</b>
Chapter 13 Promoting Health to Aging	4		1
Chapter 15 Loss, Grief, the Dying Patient And Palliative Care	4	2	1
Chapter 40 Common Physical Care Problems of the Elderly	4		1
Chapter 41 Common Psychosocial Care	4		1
Chapter 9 Legal and Ethical Concerns	4		1
Chapter 10 Elder Abuse and Neglect	4		1
Final			2
	24	2	8

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**Placement:** Semester 2  
**Course Hours:** 34  
**Clinical:** 49  
**WVEIS:**

**Textbooks**

1. deWitt, Susan C. / O’Neal, Patricia; **FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING** Saunders/Elsevier; 4<sup>th</sup>. edition; 2014.
2. deWitt, Susan C. / O’Neal, Patricia; **STUDY GUIDE FOR FUNDAMENTAL CONCEPTS & SKILLS FOR NURSING**, Philadelphia, Elsevier/Saunders; 4<sup>th</sup>. edition; 2014
3. HESI
4. Handouts

**Course Description**

Geriatric Nursing presents the theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process and the appropriate nursing interventions. The course examines the trends and issues affecting the older adult, and modifying basic nursing skills for the aging population. The course will provide a balanced perspective on the realities of aging and broaden the student’s viewpoint regarding aging people so that the student will provide care and contribute to the development of the care plan using the nursing process and prioritize the needs of the client while recognizing and respecting culture diversity. The course examines end-of- life issues concerning the aging population. The course will provide the basic knowledge to allow the student to provide care to the aging population in a compassionate, caring and appropriate manner.

1. Discuss the trends and issues affecting the older adult.
2. Discuss the theories and myths associated with aging.
3. Discuss physiological changes that occur with aging.
4. Identify basic nursing skills needed to care for the older adult.
5. Identify psychosocial needs of the older adult using the nursing process.
6. Discuss the physical needs of the older adult using the nursing process.
7. Identify nursing interventions, nursing diagnoses across care settings.
8. Discuss end-of-life care.

**Clinical Practicum**

Completed in Acute and Long-Term Care.

**Methods of Teaching**

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Lab Practice/ Clinical Setting

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10. Evaluations

**Student Responsibilities**

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.
3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

**Methods of Evaluation**

1. The following letter grade system is utilized for theory:  
A 93 - 100  
B 86 - 92  
C 80 - 85  
F 79 - 0
2. The following grading calculation is utilized for theory:  
Exams 60%                      Quizzes 10%                      Final 30%  
Evaluation Tools:
  - a. Oral Presentations
  - b. Written Exams
  - c. Laboratory Skills
  - d. Homework Assignments
  - e. Computer Exams
  - f. Clinical Skills
4. Make-up Exam:  
A student who misses an exam must be prepared to take the exam immediately upon return or as designated by the instructor. Students will automatically have **5% deducted**. Students not making up exam on the designated make-up day will receive a **(0) zero**.
5. Quizzes:  
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines.



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**Lesson Objectives:**

After completion of this chapter the student will:

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.

**Clinical:**

1. Identify at least six signs and symptoms of normal aging.
2. Design an educational program to help older adults maintain physical health.
3. State three ways the nurse could help older adults maintain cognitive health.
4. Identify nursing problems related to changes in psychosocial health.
5. Guide the older adult's family members regarding signs that the older person needs assistance.

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**Chapter 15                      Loss, Grief, the Dying Patient, and Palliative Care**

**4 hr.    Clinical Lab    2 hr.**

**Testing 1hr.**

**Lesson Content:**

- I.     Key Terms
  
- II.    Change, Loss and Grief
  - A.    Change
  - B.    Loss
  - C.    Grief
  - D.    Stages Of Grief
  
- III.   Death and Dying
  - A.    The Nature Of Death
  - B.    End-Of-Life Care Within The Health Care System
  - C.    Hospice And Palliative Care
  - D.    The Dying Process
    - 1.    Kübler-Ross and the Five Stages of Coping with Impending Death
    - 2.    Other Theories of the Dying Process
    - 3.    Hope and the Dying Process
  
- IV.   Nursing and The Dying Process
  - A.    Application of the Nursing Process
    - 1.    Assessment (Data Collection)
    - 2.    Nursing Diagnosis
    - 3.    Planning
    - 4.    Implementation
      - a.    Common Problems of the Dying Patient and Nursing Management
        - 1.    Anticipatory Guidance
        - 2.    End-Stage Symptom Management
        - 3.    Pain Control
        - 4.    Constipation, Diarrhea
        - 5.    Anorexia, Nausea, Vomiting
        - 6.    Dehydration
        - 7.    Dyspnea
        - 8.    Death Rattle
        - 9.    Delirium
        - 10.   Impaired Skin Integrity
        - 11.   Weakness, Fatigue, Decreased Ability to Perform Activities of Daily Living
        - 12.   Anxiety, Depression, Agitation

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- 13. Spiritual Distress, Fear of Meaninglessness
  - 5. Evaluation
- V. Signs of Impending Death
  - A. Physical Signs
  - B. Psychosocial and Spiritual Aspects of Dying
- VI. Legal and Ethical Aspects of Life and Death Issues
  - A. Advance Directives
  - B. Euthanasia
  - C. Adequate Pain Control
  - D. Organ And Tissue Donation
- VII. Postmortem (After Death) Care

**Lesson Objectives:**

After completion of this chapter the student will:

1. Correlate the stages of grief and of dying, with their associated behaviors and feelings.
2. Discuss the concept of hospice care.
3. Identify three common fears a patient is likely to experience when dying.
4. Describe four expected symptoms related to metabolic changes at end-of-life stages.
5. List the common signs of impending death.
6. Illustrate the difference between the patient's right to refuse treatment and assisted suicide.
7. Explain how the Code of Ethics for Nurses provides guidelines for the nurse's behavior regarding the patient's right to refuse treatment, euthanasia, and assisted suicide.

**Clinical Practice:**

1. Identify ways in which you can support or instill hope in the terminally ill patient and his family.
2. Demonstrate compassionate therapeutic communication techniques with a terminally ill patient and/or his family.
3. Describe one nursing intervention for comfort care that can be implemented in a hospital or a nursing home for nausea, dyspnea, anxiety, constipation, incontinence, thirst, and anorexia.
4. Explain the reason for completing an advance directive to a terminally ill patient, and what "health care proxy" and "DNR" mean in lay language.
5. Prepare to provide information regarding organ or tissue donation in response to family questions.
6. Assist with postmortem care for a deceased patient.

**Skills and Steps**

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1. Skill 15-1 Postmortem Care  
**Chapter 40 Common Physical Care Problems of the Elderly**  
**4 hr.**  
**Testing 1 hr.**

**Lesson Content:**

- I. Key Terms
  
- II. Getting Older
  
- III. Immobility
  - A. Nursing Interventions To Promote Mobility
  - B. Preventing Falls
  
- IV. Alteration in Elimination
  - A. Urinary Incontinence
    - 1. Nursing Interventions for Urinary Incontinence
  - B. Constipation and Fecal Impaction
    - 1. Nursing Interventions for Constipation and Fecal Impaction
  
- V. Alteration in Nutrition
  - A. Nursing Interventions for Nutritional Support
  
- VI. Sensory Deficits
  - A. Vision Deficits
    - 1. Nursing Interventions for Visually Impaired
  - B. Hearing Deficits
    - 1. Nursing Interventions for the Hearing Impaired
  
- VII. Sexuality
  
- VIII. Polypharmacy
  - A. Nursing Interventions for Polypharmacy

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**Lesson Objectives:**

After completion of this chapter the student will:

1. Explain the effect of physical changes on the elderly person's lifestyle.
2. Discuss five common age-related physical care problems of the elderly.
3. Identify three ways to promote mobility in the elderly.
4. List four ways for the elder to prevent falls in the home.
5. Review the physical and psychological consequences of chronic incontinence.
6. Discuss how multiple factors affecting the elderly may lead to an alteration in nutrition.
7. Explain techniques to facilitate communication and safety for the patient with a sensory deficit.
8. Recognize sexual concerns among the elderly population.
9. Identify five reasons why the elder is prone to the problems of polypharmacy.

**Clinical Practice:**

1. Instruct a patient in how to prevent falls.
2. Formulate a plan to assist an elderly patient in decreasing or preventing incontinence.
3. Teach an elderly patient specific ways to enhance nutritional status.
4. Assist a patient to develop a self-medication reminder system.

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**Chapter 41**

**Common Psychosocial Care**

**4 hr.**

**Testing 1hr.**

**Lesson Content:**

- I. Key Terms
- II. Changes in Cognitive Functioning in The Elderly
- III. Assessment of Cognitive Changes in The Elderly
- IV. Common Cognitive Disorders in The Elderly
  - A. Confusion
  - B. Delirium
  - C. Dementia
    1. Specific Interventions for Confusion and Disorientation
      - a. Psychosocial Measures
      - b. Pharmacotherapy
      - c. Family Support
  - D. Alzheimer's Disease
    1. Treatment and Nursing Interventions for Alzheimer's Disease
- V. Safety for The Cognitively Impaired
  - A. Behaviors Associated With Cognitive Disorders
    1. Agitation/Hostility/Paranoia
    2. Wandering
    3. Sundown Syndrome
    4. Eating Problems
- VI. Depression/Alcoholism/Suicide
  - A. Interventions for Depression, Alcoholism, And Suicide Prevention
- VII. Crimes Against the Elderly
  - A. Scams/White-Collar Crime
- VIII. Future Issues of Concern to The Elderly
  - A. Planning for The Future

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**Lesson Objectives:**

After completion of this chapter the student will:

1. Discuss general principles of care for elderly patients with altered cognitive functioning.
2. Assist with assessment of cognitive changes in the elderly patient.
3. Differentiate characteristics of delirium, dementia, and depression.
4. Identify options for keeping the cognitively impaired senior safe.
5. Implement strategies to decrease agitation, wandering, sun downing, and eating problems in patients.
6. Identify the interrelationship between alcoholism, depression, and suicide in the elder.
7. Identify the four main categories of elder abuse.
8. List five crimes commonly occurring to the elderly.
9. Discuss two future psychosocial issues for the elderly.

**Clinical Practice:**

1. Formulate a plan of care for the cognitively impaired elder.
2. Demonstrate the ability to interact therapeutically with patients with depression and suicidal tendencies.
3. Teach crime prevention suggestions to a group of elders.

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**Chapter 9**

**4 hr.**

**Testing 1 hr.**

**Lesson Content:**

- I. Key Terms
  
- II. Autonomy and Rights
  - A. Competency
  - B. Decision-Making Capacity
  
- III. Advanced Directives
  - A. Durable Power of Attorney for Health Care
  - B. Do Not Resuscitate (DNR) Orders
  - C. Living Wills
  - D. Medical Orders for Life-Sustaining Treatment
  - E. Five Wishes
  - F. E-Planning Websites
  
- IV. Legal Issues Specific to Long-Term Care Settings
  
- V. Ethical Issues Commonly Addressed in Gerontological Nursing
  - A. Holistic Nursing Ethics
  - B. Decisions About the Use of Restraints
  - C. Issues Related to Artificial Nutrition and Hydration
  - D. Issues Specific to Long-Term Care Settings
  
- VI. Cultural Aspects of Ethical Issues
  
- VII. Roles of Nurses Regarding Legal and Ethical Issues
  - A. Promoting Advance Care Planning
  - B. Implementing Advance Directives
  - C. Facilitating Decisions About Care
  - D. Promoting Caregiver Wellness

**Lesson Objectives:**

After completion of this chapter the student will:

- 1. Define the following terms:
  - A. Autonomy
  - B. Competency
  - C. Decision-Making Capacity
- 2. Describe the following advance directives:
  - A. Living Will

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B. Medical Directives

C. Durable Power of Attorney for Health Care.

3. Discuss ethical issues that nurses commonly address when caring for older adults.
4. Describe cultural considerations that affect autonomy, decision making, and advanced directives.
5. Describe nursing responsibilities regarding advance directives and decisions about care.

**Clinical Practice:**

1. Formulate a plan of care related to The Nursing Home Bill of Rights.
2. Obtain an Advanced Directive.

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**Chapter 10**

**4 hr.**

**Testing 1 hr.**

**Lesson Content:**

- I. Key Terms
- II. Overview of Elder Abuse and Neglect
  - A. Definitions and Characteristics of Elder Abuse
  - B. Historical Recognition of a Social Problem
  - C. Prevalence and Causes
  - D. Cultural Considerations
- III. Risk Factors for Elder Abuse and Neglect
  - A. Invisibility and Vulnerability
  - B. Dementia and Psychosocial Factors
  - C. Caregiver Factors
- IV. Elder Abuse and Neglect in Nursing Homes
- V. Functional Consequences Associated with Elder Abuse and Neglect
- VI. Nursing Assessment of Abused or Neglected Older Adults
  - A. Unique Aspects of Elder Abuse Assessment
  - B. Physical Health
    - 1. Nutrition and Hydration
    - 2. Injuries, Bruises, and Other Physical Harm
    - 3. Degree of Frailty
    - 4. Pathologic Conditions
  - C. Activities of Daily Living
  - D. Psychosocial Function
  - E. Support Resources
  - F. Environmental Influences
  - G. Threats to Life
  - H. Cultural Aspects
- VII. Nursing Diagnosis
- VIII. Planning for Wellness Outcomes
- IX. Nursing Interventions to Address Elder Abuse and Neglect
  - A. Interventions in Institutional Settings
  - B. Interventions in Community Settings
  - C. Interventions in Interdisciplinary Teams

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- D. Referrals
- E. Prevention and Treatment Interventions

X. Legal Interventions and Ethical Issues

- A. Adult Protective Services
  - 1. Reporting and Collaborating
  - 2. Assessing
  - 3. Consulting
  - 4. Testifying in Court
  - 5. Providing Care
- B. Ethical Issues

XI. Evaluating Effectiveness of Nursing Interventions

**Lesson Objectives**

After completion of this chapter the student will:

1. Define the various types of elder abuse.
2. Identify risk factors that contribute to elder abuse and neglect.
3. Describe nursing assessment aimed toward identifying elder abuse and neglect as well as risks for abuse and neglect.
4. Describe the nurse's opportunities for interventions for elder abuse in different practice settings.
5. Discuss the range of nursing and legal interventions directed toward preventing and alleviating elder abuse.

**Clinical Objectives:**

1. Formulate a plan of care for a potential abuse and neglect client.
2. Perform a physical assessment for an elderly client at risk for abuse and neglect.

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**Final Exam**

**2 hr.**

Students will take and pass the exam with a minimum of 80% overall for the unit.