

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Peter Zografos

Date: 11/14/2019

Department	Subject	Course Number	Title
Nursing	Nursing NURS	238	Gerontology and Community Nursing

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

Each laboratory unit requires 3 hours per week of class time.

Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Lab Units	Total Units
1.00	1.00	2.00
Lecture Contact Hours	Lab Contact Hours	Total Contact Hours
16.00 - 18.00	48.00 - 54.00	64.00 - 72.00
Lecture Homework Hours	Lab Homework Hours	
32.00 - 36.00	0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:

Maximum Enrollment Justification:

12

Course requires significant individualized instruction or assessment – check all that apply:
* Course relies on small group dynamics as a means of instruction or assessment.
* Course requires that each student be evaluated individually on a set of skills more than twice per semester.
Course has safety or compliance factors which influence the enrollment cap – check all that apply:

- * Course has safety or health reasons that the class should have a non-standard enrollment cap.
- * Course has specific standards outside of the college calling for a specific or capped class size.
- * Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

Justification: The Board of Registered Nursing mandates specific safe student/faculty ratio of 1:12. However, the local Inland Empire Health Education Consortium has asked that not more than eight students be assigned to each clinical group.

Grading Method:

Letter Grade or P/NP

TOP code:

1230.10*

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course builds on previous knowledge and skills in applying the nursing process to older adults living in the community. Gerontological nursing theory is stressed with emphasis on lifestyle and physical changes that occur with aging, the process of initiating health referrals for the older adult, and the outcome criteria for evaluating the aging individual's response to teaching and learning. The student will also explore interventions to increase the older adult's functional abilities.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course emphasizes lifestyle/physical changes that occur with aging and the process of initiating health referrals for the older adult.

Need for the course:

A required course for the MSJC Registered Nursing program.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- Admission to the Associate Degree Nursing Program or LVN-RN Transition Program or 30-Unit Option Program.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Compare and contrast the roles and responsibilities of the gerontology nurse.

2. Examine the significance of psychosocial, economic and gender status that impact positive and negative adjustments to life transitions.

3. Differentiate between delirium, depression, and cognitive impairment in the elderly with appropriate strategies to optimize functional abilities.

4. Examine interventions to promote personal safety for the community dwelling older adult.

5. Analyze strategies to promote wellness through nutrition and supportive services in the community.

6. Explain the preventative and supportive services available in the community to promote independence at its highest level.

7. Identify the range of caregiving situations in the community and strategies to support the caregivers with their challenges.

8. Compare the ethical, legal, and financial issues facing the elder adult in multiple health care settings in the community.

9. Examine the nursing care that best supports the elder and their significant others during the stages of loss, grief and bereavement.

Course Content:

(please number the outline of main topics and subtopics)

- Module 1 – Roles of the Gerontology Nurse in the Community

1. Current and projected changes in the elderly population. The roles and responsibilities of the gerontology nurse.

1. Healer, innovator.

2. Caregiver, educator, advocate.

2. Major features, advantages and disadvantages of the housing and care options for the elder adult in the community continuum of available resources.

1. Remaining at home, housing with family members.

2. Senior retirement communities, federally assisted housing.

3. Residential care and assisted living facilities.

4. Relocation stress disorder.

3. Advantages and disadvantages of standardized assessment tools in determining functioning, planning of care and documentation for reimbursement.

4. The significance of psychosocial, economic and gender status that impact positive and negative adjustments to life transitions.

1. Potential role changes when children become independent.

2. Impact on the social, economical and self esteem of widowhood.

3. Impact of gender, age, discrimination and economic status on retirement.

4. Importance of life review when facing awareness of mortality.
- Module 2 – Care of the Cognitively Impaired Elder in the Community

1. Delirium, depression, and cognitive impairment in the elderly with appropriate strategies to optimize functional abilities.

1. Normal aging of the human brain.

2. Delirium as it occurs in the elderly population.

3. Depression as it occurs in the elderly population.

4. Cognitive impairment as it occurs in the elderly population.
5. Alzheimer's disease and multi-infarct dementia.
6. Nursing interventions for working with the cognitively impaired elderly population.

Module 3 – Safety Needs of the Elderly in the Community

1. Interventions to promote personal safety for the community dwelling older adult.
 1. Factors which predispose the elderly to risk for injury.
 2. Interventions to promote personal safety in community dwelling older adults.
 3. Factors decreasing incidence of elder abuse.
 4. Physical changes with aging which predispose the elderly to problems with medications.
2. Interventions to promote environmental safety for the community dwelling older adult.

Module 4 – Promoting Wellness of the Elderly in the Community

1. Strategies that promote rest, sleep and activity in the elder adult.
2. Effective measures for supporting connection and sexual health to promote self esteem in the elderly.
3. Special strategies to promote health education in the elderly.
 1. Common changes in aging which affect learning.
 2. Components of learning readiness assessment.
 3. Diagnosis.
 4. Desired goals.
4. Strategies to promote wellness through nutrition and supportive services in the community.
 1. Primary biophysical changes in the elderly which put the elder at risk for nutritional problems.
 2. Dietary requirements of the elderly.
 3. Special dietary needs of women.
 4. Special hydration needs for the older adult.
 5. Oral nutrition and nutritional supplements.

Module 5 – Promoting Independence in the Community

1. The preventative and supportive services available in the community to promote independence at its highest level.
 1. Preventive and ancillary services.
 2. Supportive services.
 3. Partial and intermittent care services.
 4. Complete and continuous care.
2. The range of caregiving situations in the community and strategies to support the caregivers with their challenges.
 1. Family roles and relationships.
 2. Identification of family members and their roles; assessment of family unit.
 3. Situations which are likely to cause stress for the caregiver.
 4. Caring for disabled adults and long distance caregiving.
3. Management incontinence promoting independence at its highest level.
 1. Primary changes in the urinary system occurring with aging.
 2. Secondary changes occurring in the elderly that effect urinary elimination.
 3. Characteristics of UTI in the elderly.
 4. Bladder training and retraining.
 5. Primary and secondary changes occurring with aging which effect bowel incontinence.
 6. Nursing interventions and treatment for bowel incontinence in the elderly.
4. Effective measures for coping with chronic illness in the community.
 1. Wellness in chronic illness, assessment, and goals of chronic care.
 2. Disease management programs.
 3. Chronic cardiovascular and respiratory disorders.
5. The impact that persistent pain has on the quality of life of elderly adults and strategies to optimize functional abilities.
 1. Accreditation requirements and licensure in skilled nursing facilities.
 2. Current status of pain relief and myths about pain in the elderly.
 3. Acute and persistent pain, prevalence of pain, and common causes of persistent pain in the elderly.
 4. Cancer therapies to relieve pain.

Module 6 – Legal, Ethical and Financial Needs of the Elder Adult in Multiple Health Care Settings in the Community

1. Ethical issues facing the elder adult in multiple health care settings in the community.
 1. Influences on ethical decisions.
 2. Ethical dilemmas and factors influencing ethical issues in end of life care.
 3. Nursing role in addressing ethical issues.
 4. Ethical decision-making in end-of-life care.
2. Legal issues facing the elder adult in multiple health care settings in the community.
 1. Competency: decision making authority that individuals can legally possess over elder adults.
 2. Health care decisions—law.
 3. Advocacy for institutionalized elder adults.
3. Financial issues facing the older adult in multiple health care settings in the community.
 1. Social Security.
 2. Medicare and Medicare A and B.
 3. Chronic Medicaid vs. Medi Cal.
 4. Long term care insurance.

Module 7 – Promotion of Quality of Life of the Elder Adult in the End of Life

1. The role of the nurse in multiple health care setting in the community in providing nursing care to assist in quality of life at the end of life.
 1. Death and dying in America.
 2. Illness/dying trajectories.
 3. Patient/family perspectives.
 4. Principles of hospice and palliative care.
 5. Concept of suffering and life closure as a personal experience.
 6. Role of RN in EOL care.
2. Cultural considerations in end of life care from your personal perspective and the perspective of your diverse elderly adults in the community.
3. Factors present at end of life that influence communication and the appropriate communications techniques used to facilitate end of life decisions.
 1. Purposes of communication.
 2. Myths of communication.
 3. Patient/family expectations of communication.
 4. Verbal and non-verbal communications.
 5. Communication strategies to facilitate end of life decisions.
4. Nursing care that best supports the elder and their significant others during the stages of loss, grief and bereavement.
 1. Loss, grief, mourning and bereavement.
 2. Distinguish between anticipatory, normal, complicated, disenfranchised grief.
 3. Interventions for normal grief.
 4. Grief and loss issues that relate to complex or traumatic circumstances.
 5. Systems of support for nurses coping with loss and grief.
5. Nursing care that best supports the elder and significant others at the end of life and time of death.
 1. Dying as a unique experience.
 2. Patient and family preparation.
 3. Imminently dying patient.
 4. Care following death.

Lab Content:

(please number the outline of main topics and subtopics)

Module 1 – Roles of the Gerontology Nurse in the Community

1. Assess current and projected changes in the elderly population. The roles and responsibilities of the gerontology nurse.
 1. Healer, innovator.
 2. Caregiver, educator, advocate.

2. Identify major features, advantages and disadvantages of the housing and care options for the elder adult in the community continuum of available resources.
 1. Remaining at home, housing with family members.
 2. Senior retirement communities, federally assisted housing.
 3. Residential care and assisted living facilities.
 4. Relocation stress disorder.
3. Document the advantages and disadvantages of standardized assessment tools in determining functioning, planning of care and documentation for reimbursement.
4. Through the patient chart and patient interviews, identify the significance of psychosocial, economic and gender status that impact positive and negative adjustments to life transitions.
 1. Potential role changes when children become independent.
 2. Impact on the social, economical and self esteem of widowhood.
 3. Impact of gender, age, discrimination and economic status on retirement.
 4. Importance of life review when facing awareness of mortality.

Module 2 – Care of the Cognitively Impaired Elder in the Community

1. Perform a physical assessment and assess for delirium, depression, and cognitive impairment in the elderly with appropriate strategies to optimize functional abilities.
 1. Normal aging of the human brain.
 2. Delirium as it occurs in the elderly population.
 3. Depression as it occurs in the elderly population.
 4. Cognitive impairment as it occurs in the elderly population.
 5. Alzheimer's disease and multi-infarct dementia.
 6. Nursing interventions for working with the cognitively impaired elderly population.

Module 3 – Safety Needs of the Elderly in the Community

1. Identify and present interventions to promote personal safety for the community dwelling older adult.
 1. Factors which predispose the elderly to risk for injury.
 2. Interventions to promote personal safety in community dwelling older adults.
 3. Factors decreasing incidence of elder abuse.
 4. Physical changes with aging which predispose the elderly to problems with medications.
2. Identify and present interventions to promote environmental safety for the community dwelling older adult.

Module 4 – Promoting Wellness of the Elderly in the Community

1. Demonstrate strategies that promote rest, sleep and activity in the elder adult.
2. Effective measures for supporting connection and sexual health to promote self esteem in the elderly.
3. Special strategies to promote health education in the elderly.
 1. Common changes in aging which affect learning.
 2. Components of learning readiness assessment.
 3. Diagnosis.
 4. Desired goals.
4. Demonstrate strategies to promote wellness through nutrition and supportive services in the community.
 1. Primary biophysical changes in the elderly which put the elder at risk for nutritional problems.
 2. Dietary requirements of the elderly.
 3. Special dietary needs of women.
 4. Special hydration needs for the older adult.
 5. Oral nutrition and nutritional supplements.

Module 5 – Promoting Independence in the Community

1. Identify the preventative and supportive services available in the community to promote independence at its highest level.
 1. Preventive and ancillary services.
 2. Supportive services.
 3. Partial and intermittent care services.
 4. Complete and continuous care.
2. The range of caregiving situations in the community and strategies to support the caregivers with their challenges.
 1. Family roles and relationships.

2. Identification of family members and their roles; assessment of family unit.
3. Situations which are likely to cause stress for the caregiver.
4. Caring for disabled adults and long distance caregiving.
3. Management incontinence promoting independence at its highest level.
 1. Primary changes in the urinary system occurring with aging.
 2. Secondary changes occurring in the elderly that effect urinary elimination.
 3. Characteristics of UTI in the elderly.
 4. Bladder training and retraining.
 5. Primary and secondary changes occurring with aging which effect bowel incontinence.
 6. Nursing interventions and treatment for bowel incontinence in the elderly.
4. Effective measures for coping with chronic illness in the community.
 1. Wellness in chronic illness, assessment, and goals of chronic care.
 2. Disease management programs.
 3. Chronic cardiovascular and respiratory disorders.
5. The impact that persistent pain has on the quality of life of elderly adults and strategies to optimize functional abilities.
 1. Accreditation requirements and licensure in skilled nursing facilities.
 2. Current status of pain relief and myths about pain in the elderly.
 3. Acute and persistent pain, prevalence of pain, and common causes of persistent pain in the elderly.
 4. Cancer therapies to relieve pain.

Module 6 – Legal, Ethical and Financial Needs of the Elder Adult in Multiple Health Care Settings in the Community

1. Identify in each patient the ethical issues facing the elder adult in multiple health care settings in the community.
 1. Influences on ethical decisions.
 2. Ethical dilemmas and factors influencing ethical issues in end of life care.
 3. Nursing role in addressing ethical issues.
 4. Ethical decision-making in end-of-life care.
2. Legal issues facing the elder adult in multiple health care settings in the community.
 1. Competency: decision making authority that individuals can legally possess over elder adults.
 2. Health care decisions—law.
 3. Advocacy for institutionalized elder adults.
3. Financial issues facing the older adult in multiple health care settings in the community.
 1. Social Security.
 2. Medicare and Medicare A and B.
 3. Chronic Medicaid vs. Medi Cal.
 4. Long term care insurance.

Module 7 – Promotion of Quality of Life of the Elder Adult in the End of Life

1. Demonstrate the role of the nurse in multiple health care setting in the community in providing nursing care to assist in quality of life at the end of life.
 1. Death and dying in America.
 2. Illness/dying trajectories.
 3. Patient/family perspectives.
 4. Principles of hospice and palliative care.
 5. Concept of suffering and life closure as a personal experience.
 6. Role of RN in EOL care.
2. Cultural considerations in end of life care from your personal perspective and the perspective of your diverse elderly adults in the community.
3. Factors present at end of life that influence communication and the appropriate communications techniques used to facilitate end of life decisions.
 1. Purposes of communication.
 2. Myths of communication.
 3. Patient/family expectations of communication.
 4. Verbal and non-verbal communications.
 5. Communication strategies to facilitate end of life decisions.
4. Nursing care that best supports the elder and their significant others during the stages of loss, grief and

bereavement.

1. Loss, grief, mourning and bereavement.
 2. Distinguish between anticipatory, normal, complicated, disenfranchised grief.
 3. Interventions for normal grief.
 4. Grief and loss issues that relate to complex or traumatic circumstances.
 5. Systems of support for nurses coping with loss and grief.
5. Nursing care that best supports the elder and significant others at the end of life and time of death.
 1. Dying as a unique experience.
 2. Patient and family preparation.
 3. Imminently dying patient.
 4. Care following death.

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture will be employed to describe the nursing process as it relates to the elder adult.
- **Method:** Discussion
Integration: Class discussion will be used to analyze and evaluate the critical factors related to the elder adult and the community.
- **Method:** Activity
Integration: Group activities will be employed to complete and assemble nursing interventions related to the elder adult in multiple health care settings in the community.
- **Method:** Visiting Lecturers
Integration: Guest speakers will be utilized to enhance student understanding of their role as members in the profession of nursing with emphasis on the elder adult.
- **Method:** Role Playing/Simulation
Integration: Role play care of the patient with Delirium, Dementia and Alzheimer type patients.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Performance
Integration: Clinical performance will demonstrate the studentsâ€™ ability to apply theoretical concepts to clinical application in meeting for the elder adult patient biological and psychosocial system needs in order to maximize health and wellness.
- **Method:** Exams/Tests
Integration: Testing (quizzes, midterm, and final) will measure knowledge of various categories of gerontologist and community base nursing.
- **Method:** Simulation
Integration: Simulations in which student will use open ended communication with their patient. See "Helpful Comments" section in course syllabus.
- **Method:** Papers
Integration: Written Assignments will assess the studentâ€™s ability to apply theories and develop health care teaching plans to assist the elder patient and family to recover optimal fulfillment of system needs.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Plan and implement appropriate nursing care that promotes independence for an elder patient utilizing preventative and supportive services available in the community in the clinical setting.

- 2. Apply appropriate theories to differentiate between delirium, depression, and cognitive impairment of an elder adult and suggest appropriate strategies to optimize functional abilities.
- 3. Give an end of life case study situation, in written format; create a plan of care for an older adult. Discuss the interventions and treatments a nurse would consider in providing care to this patient. Describe a phone conversation you might have with the medical director of the facility in coordinating this individual's care.

Textbooks:

- Eliopoulos, Charlotte (2020). *Gerontological Nursing 10th Edition* Lippincott . ISBN: 978-0060000387

Other Resources:

- American Psychological Association. Publication Manual of the American Psychological Association, 6th edition. American Psychological Association , 07-20-2009.

Minimum Qualification

- Nursing (Masters Required) **and/or**
- Nursing Science/