NSG 239 Course Syllabus
Spring

WILKES UNIVERSITY
PASSAN SCHOOL OF NURSING
84 West South Street
Wilkes-Barre, PA 18766
(570) 408-4071

Course Title: NSG 239 Gerontological Nursing

Credits: 2 Credits

Course Description: This course will focus on the nursing management of older adults. Contemporary theories of gerontology, theories of aging, physiological / psychological functioning, impact of developmental changes, illness, and dysfunction will be emphasized. The geriatric patient will be examined at various levels – healthy older adult, older adult at risk, the older adult experiencing acute and chronic illness.

Pre-Requisite Courses: NSG 340, NSG 242, NSG 321,

Co-Requisite Courses: NSG 322, NSG 325, NSG 345,

Placement: Eight Semester, Senior Year.

Faculty: Course Coordinator:

Class: 

Textbooks/Materials


Course Point + Access


Nursing Central (online) at www.unboundmedicine.com

Recommended Textbooks/Materials:


Course Outcomes:

At the conclusion of the course the student will be able to:

1. Synthesize concepts from the humanities, physical and social sciences, nursing and applied research as a basis for professional practice.
2. Use case management as a nursing care modality to prevent illness and to promote, maintain, and/or restore health within clients.
3. Function within the parameters of professional roles in managing health care with clients.
4. Collaborate as a member of the health care team with consumers and providers of health care.
5. Utilize research findings in the practice of nursing case management.
6. Demonstrate the nursing professional role in emerging health care delivery systems.

Teaching Strategies:

The following teaching strategies may be utilized:

1. Power point
2. Lecture
3. V-Sim
4. CNSC activities
5. Online quizzes
6. Course Point+, videos
Description:

**University Mission:**
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

**Passan School of Nursing Mission:**
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

**Requirements and Evaluation Components:**
Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.
Equivalence of grades:
The theory grade is determined by the following:

4.0 = 92 – 100%
3.5 = 88 – 91%
3.0 = 84 – 87%
2.5 = 79 – 83%
2.0 = 75 – 78%
1.5 = 70 – 74%
1.0 = 65 – 69%
0.0 = less than 65%

PROGRESSION POLICY
In order to progress INTO clinical nursing courses, students must:

- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress THROUGH the nursing curriculum, all nursing majors must:

- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
- Meet expected outcomes in all nursing courses.
  - A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    ▪ A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:
Mid Term examination .........................40%
Final Examination ..........................40%
Quizzes ......................................20%
Course Policies:

The link for the Passan School of Nursing Handbook is:

All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

Professionalism:
Please see policy in the Passan School of Nursing Student Handbook.

Attendance:
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

Dress Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Academic Honesty:
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

Communication Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Taping:
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of
Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.

**Medication Proficiency Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Assignment Due Dates:**
Please see policy in the Passan School of Nursing Student Handbook.

**Academic Support:**
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

**Clinical Requirements and Evaluations of Components:**

Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

**Clinical Skill Checklist:**
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will
review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

**Student Community Service Requirement:**

Please see policy in the Passan School of Nursing Student Handbook.

**Policy on Integrated Testing Program:**

All students are required to complete the Integrated Testing Program administered by the School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.

**Course Examinations:**

Please see policy in the Passan School of Nursing Student Handbook.

**Advisement:**

Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
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<tr>
<td>Module 1</td>
<td>Introduction</td>
<td>• Identify course requirements</td>
<td>Read course syllabus</td>
<td>Review course resources in D2L/LIVE</td>
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<td></td>
<td>• Review course syllabus/packet</td>
<td>• Discuss course resources in D2L/LIVE and how to locate these resources</td>
<td>Eliopoulos, C. (2014). <em>Gerontological Nursing (8th ed).</em> Philadelphia: Lippincott, Williams, &amp; Wilkins.</td>
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<td>• LIVE: Desire2Learn e-learning system</td>
<td>• Discuss various ways to communicate with the older adult</td>
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<td>• Communication with the Older Adult</td>
<td>• Define the older adult</td>
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<td>Module 2</td>
<td>Theoretical Principles of Aging</td>
<td>• Identify contemporary theories of gerontology</td>
<td>Eliopoulos, C. (2014). <em>Gerontological Nursing (8th ed).</em> Philadelphia: Lippincott, Williams, &amp; Wilkins.</td>
<td>Mastery Quiz CoursePoint+ Assessment CNSC Activities</td>
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<td>• Identify contemporary theories of aging</td>
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<td>• Biological theory, Sociological theory, and Psychological theory</td>
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<td>• Discuss the Application of theory of aging to nursing practice</td>
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<td>Module 3</td>
<td>Health Promotion and Wellness</td>
<td>• Identify Aspects of health and wellness of the older adult</td>
<td>Eliopoulos, C. (2014). <em>Gerontological Nursing (8th ed).</em> Philadelphia: Lippincott, Williams, &amp; Wilkins.</td>
<td>Mastery Quiz Course Point+ CNSC Activities Kahoot Application Assessment</td>
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<td>• Discuss and identify Rest and sleep issues in the older adult</td>
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<td>• Discuss and identify Comfort and pain management of the older adult</td>
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<td>• Discuss and identify Nursing</td>
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| Module 4| Overview of Body Systems and Age Related Changes | • Describe Cellular changes that occur in the aging body  
• Physiological and psychological functioning of the aging older adult  
• Describe Physical appearance and changes as the older adults ages  
• Identify Respiratory system age related changes  
• Identify Cardiovascular system age related changes  
• Identify Gastrointestinal system age related changes  
• Identify Nutritional/Hydration system age related changes  
• Identify Urinary system age related changes  
• Identify Reproductive system age related changes  | Eliopoulos, C. (2014). *Gerontological Nursing (8th ed).* Philadelphia: Lippincott, Williams, & Wilkins. Chapters 5, 14, 19, 20, 21, 22, 23  
Readings  
You Tube Videos | Exam  
Assessment  
CNSC Activities  
Kahoot Application  
Mastery Quiz  
Course Point+ | 1, 2, |
| Module 5| Overview of Body Systems and Age Related Changes | • Identify Musculoskeletal system age related changes  
CNSC Activities  
Kahoot Application  
Mastery Quiz | 1, 2, |
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<td>• Identify Sensory system age related changes&lt;br&gt;• Identify Endocrine system age related changes&lt;br&gt;• Identify Integumentary system age related changes&lt;br&gt;• Identify Immune system age related changes&lt;br&gt;• Identify Thermoregulation in the older adult</td>
<td>Lippincott, Williams, &amp; Wilkins. Chapters 5, 24, 25, 26, 27, 28, 29, Readings You Tube Videos</td>
<td>Course Point+</td>
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<td>Module 6</td>
<td>Nursing Care Across the Continuum</td>
<td>• Discuss and identify Supportive and Preventative Care Services&lt;br&gt;• Discuss and identify Partial and Intermittent Care Services&lt;br&gt;• Discuss and identify Complete and Continuous Care Services&lt;br&gt;• Discuss and identify Complementary and Alternative Services&lt;br&gt;• Discuss and identify Matching Services to Need process&lt;br&gt;• Discuss and identify Development of Long Term Care&lt;br&gt;• Discuss and identify Facility Based Long Term Care&lt;br&gt;• Discuss and identify New Models of Long Term Care for the future</td>
<td>Eliopoulos, C. (2014). <em>Gerontological Nursing (8th ed).</em> Philadelphia: Lippincott, Williams, &amp; Wilkins. Chapters 10, 37 Readings You Tube Videos</td>
<td>Mastery Quiz Course Point+ Assessment CNSC Activities Kahoot Application</td>
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| Module 7 | Safety and Falls and Care of the Older Adult | • Discuss and identify Home Safety  
• Discuss and identify Acute Care Safety  
• Discuss and identify Community Dwelling Older Adults and Safety  
• Discuss and identify Aging and risks to safety  
• Discuss and identify Importance of the environment to health and wellness  
• Discuss and identify Impact of aging on environmental safety and functional status  
• Discuss Falls as a public health issue  
• Discuss and identify Interventions to reduce the intrinsic and extrinsic risks to safety in various settings  
• Discuss and identify Beers Criteria and how to utilize to care for the older adult | Eliopoulos, C. (2014). *Gerontological Nursing (8th ed).* Philadelphia: Lippincott, Williams, & Wilkins. Chapters 17, 18  
You Tube Videos  
Beers Criteria List  
Readings | Mastery Quiz  
Course Point+  
Assessment  
CNSC Activities  
Kahoot Application  
Exam | 1, 2, |
| Module 8 | The Client with Delirium and/or Dementia | • Discuss and identify dementia and delirium signs and symptoms  
Course Point+  
Assessment  
CNSC Activities  
Kahoot Application | 1, 2 |
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<td>the patients with dementia and delirium</td>
<td>Chapters 33</td>
<td>Mastery Quiz Course Point+ Assessment CNSC Activities Kahoot Application</td>
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<td></td>
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<td>• Discuss and identify Alzheimer’s Disease signs and symptoms</td>
<td>You Tube Videos Readings Community Speakers</td>
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<td>• Discuss and identify patient safety and management strategies of patients with Alzheimer’s Disease, dementia, and delirium for the health care provider</td>
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<td>Module 9</td>
<td>The Older Adult as a Vulnerable Population Identify written and verbal communication problems that interfere with their health status Implement communication strategies for older adults with physical and psychosocial problems to increase their ability to meet their health care needs. Deliver culturally sensitive care. Collaborate with community services for older adults</td>
<td>• Discuss and identify older adults with alcohol and substance abuse</td>
<td>Eliopoulos, C. (2014). <em>Gerontological Nursing (8th ed).</em> Philadelphia: Lippincott, Williams, &amp; Wilkins. Chapters 8, 18, 32</td>
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<td>• Identify and discuss older adults with depression and anxiety issues</td>
<td>You Tube Videos Readings</td>
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<td>• Identify and discuss the occurrence of crime and abuse in the older adult.</td>
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<td>• Discussion of family dysfunction</td>
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| Module 10 | Maintenance and Restorative Care for the Older Adult | • Identify and discuss the older adult who is living with a disability and how to perform a functional assessment.  
• Discuss nursing interventions to facilitate and improve functioning for the older adult | Eliopoulos, C. (2014). *Gerontological Nursing (8th ed.)*  
Philadelphia: Lippincott, Williams, & Wilkins.  
Chapters 35  
You Tube Videos  
Readings | Mastery Quiz  
Course Point+  
Assessment  
CNSC Activities  
Kahoot Application | 1, 2 |
| Module 11 | Discharge Planning and referrals for the older adult  
Care Giver support and available community resources | • Discuss and identify rehabilitation care, long term care and community referral processes  
• Identification of the older adults family unit  
• Discuss the scope of family caregiving and the protection of the unit  
• Identify and discuss the health of the family caregiver and identify resources available to the family caregiver  
• Identify and discuss the rewards of family caregiving | Eliopoulos, C. (2014). *Gerontological Nursing (8th ed.)*  
Philadelphia: Lippincott, Williams, & Wilkins.  
Chapters 38  
You Tube Videos  
Readings  
Care giver online resources from Consult GeriRN | Mastery Quiz  
Course Point+  
Assessment  
CNSC Activities  
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Exam  
ATI- Geri | 1, 2 |
| Module 12 | Case Management of the older adult | • Identify and discuss older adults who experience chronic and acute illness.  
• Identify the resources available to the older adult who experience chronic and acute illness. | Eliopoulos, C. (2014). *Gerontological Nursing (8th ed.)*  
Philadelphia: Lippincott, Williams, & Wilkins. | Mastery Quiz  
Course Point+  
Assessment  
CNSC Activities  
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<tr>
<td>Module 13</td>
<td>Death and Dying</td>
<td>• Identify and discuss diversity and diversity issues as it relates to death and dying.</td>
<td>Eliopoulos, C. (2014). <em>Gerontological Nursing (8th ed).</em> Philadelphia: Lippincott, Williams, &amp; Wilkins. Chapters 34</td>
<td>Mastery Quiz Course Point+ Assessment CNSC Activities Kahoot Application Final Exam ATI - Geri</td>
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<td>Recognize quality end-of-life care for older persons and their families.</td>
<td>• Discuss spirituality and its meaning to an older adult</td>
<td>You Tube Videos Readings</td>
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<td>Describe the diverse settings for end-of-life care and the nurse’s role.</td>
<td>• Identify and discuss the dying process</td>
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<td>Examine legal issues affecting health care.</td>
<td>• Identify and discuss supporting the dying individual, their family, and support network</td>
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<td>Differentiate between end of life and palliative care.</td>
<td>• Discuss symptom management in end-of-life care.</td>
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<td>Describe symptom management in end-of-life care.</td>
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