COURSE: PNR 170

<table>
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<th>PREFIX</th>
<th>NO:</th>
<th>EFFECTIVE DATE</th>
<th>NEXT REVIEW DATE</th>
</tr>
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<tbody>
<tr>
<td>PNR</td>
<td>170</td>
<td>September 2015</td>
<td>August 2016</td>
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TITLE: NURSING OF OLDER ADULTS (GERONTOLOGICAL NURSING)

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<th>CREDITS</th>
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<tr>
<td>2</td>
<td>CLASS - LAB - TOTAL</td>
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PREREQUISITES: PNR 122 and PNR 130 with a grade of “C” or better.

DESCRIPTION: This course is a study utilizing the nursing process. Concepts include physiological, psychosocial, nutritional, and health and safety needs of the older patient. Clinical experiences address selected commonly occurring health problems having predictable outcomes.


Mosby Nursing and Medical Dictionary and Encyclopedia – within five years old

Articles from Nursing Journals

ATI Review Module

Laws governing Nursing in South Carolina – download from website www.llr.state.sc.us/POL/Nursing

MATERIALS (specifying those to be purchased by student):

To be announced

COLLATERAL READING: EXPLORE THE FOLLOWING WEBSITES

** Caring for an Aging America: by Koren, located on the Commonwealth Fund website
** AARP website
** Area Agency on Aging website
** Centers for Medicare and Medicaid Services website

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):

Academic Dishonesty:

NETC honors the South Carolina Technical College System (SCTCS) Student Code with regard to Academic Dishonesty. Students should read the NETC College Catalog and Practical Nursing Program Handbook. A copy of the Student Code is available at www.netc.edu.

Statement on Written Assignments:

The instructor reserves the right to refuse any paper, which is messy or unreadable, or appears to be copied. Incorrect grammar and spelling errors will be noted. Papers will be graded on the basis of content, organization, grammar, and neatness.
Attendance and Tardy Policy:

**Classroom:** Students are expected to attend all class meetings. If a student must be absent, it is the student’s responsibility to notify the instructor. There are no excused absences. No more absences are allowed than the number of hours the course meets per week. It is the student’s responsibility to obtain any information missed. This class meets two (2) hours per week, therefore the student may miss two (2) classes.

**Classroom Tardy:** Tardy is defined as arriving to class after the assigned start time. More than ten (10) minutes tardy will be considered an absence. **Three tardies** are equivalent to one absence.

Testing/Final Exams:

There will be no retests. Makeup tests will be allowed only for valid excuses for missing the examination and prior contact is made, when possible, with the designated instructor. A grade of “F” may be recorded for any test missed. If a problem should arise, a test may be taken early at a time established by the instructor. To be eligible to make up a test, the student must contact the instructor, when possible, one hour prior to the class time of the day the test is issued. The student may leave a phone message or e-mail explaining their situation and the timestamp on message must meet the deadline stated in the previous sentence. The instructor will return the call or respond to the e-mail indicating if the excuse is acceptable and the day and time the test can be taken. If the student is allowed to make up the test, they are expected to make up the missed test on your first day back to school (clinical or lecture) **NO EXCEPTIONS.** Failure to do so will result in a grade of zero (0) for that test. The test will be left in the Success Center or designated area by the instructor. The student will need to present their student ID badge in order to take the test. The instructor reserves the right to administer a full discussion test or a test other than the original test.

Electronic Devices:

All electronic devices (cell phones, pagers, etc.) must be turned off during class/clinical time. These devices are not part of the instructional environment and may be confiscated by the instructor if utilized during these times. If a student is a member of emergency preparedness, there must be authorization from the Dean of Student Services to keep the device on during these times.

Student ID:

The College requires that students wear their Northeastern Technical College identification badge at all times while on campus and within the clinical setting area. Failure to wear ID badge may result in the student not being allowed to enter into the classroom or clinical setting.
Classroom Etiquette:
An integral part of an education is developing a sense of integrity, responsibility, and professionalism, not only toward instructors, but also toward other students. In the classroom, as on the job, exhibiting appropriate behavior reflects on your maturity. Arriving late to class, being unprepared, inappropriate talking while class is in session, etc. negatively reflects on fellow students. Please be considerate.

Disabilities Statement:
Students with disabilities must contact the Dean of Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Dean of Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See College Catalog)

RESOURCES (A-V, persons, tools/equipment):
1. Lecture/Discussion
2. Demonstrations and return demonstrations
3. Care of selected patients
4. Audio-visuals and computer simulations
5. Handouts
6. Clinical conferences
7. Written assignments
8. Role playing
9. Assigned reading
10. Independent study
11. Library research activities
12. Educational resource testing and remediation as assigned

COURSE TOPICAL OUTLINE: (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>CHAPTERS</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Unit One</strong></td>
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<td>Trends and Issues</td>
<td>Chapter 1</td>
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<td></td>
<td>Theories of Aging</td>
<td>Chapter 2</td>
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<td>Chapter 1 &amp; 2</td>
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<tr>
<td>2</td>
<td>Physiologic Changes</td>
<td>Chapter 3</td>
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<td>WEEK</td>
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<td>CHAPTERS</td>
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| 4    | **Unit Two**  
Health Promotion, Health Maintenance and Home health Considerations  
Communication with Older Adults | Chapter 4  
Chapter 5 |
| 5    | Nutrition and Fluid Balance  
**TEST**  
Medications and Older Adults | Chapter 6  
**Chapters 4-6** |
| 6    | Health Assessment of Older Adults  
Meeting Safety Needs of Older Adults | Chapter 8  
Chapter 9 |
| 7    | **TEST**  
**Unit Three**  
Cognition and perception  
Self-perception and self-control | **Chapters 7-9**  
Chapter 10  
Chapter 11 |
| 8    | Roles and Relationships  
Coping and Stress  
**TEST**  
Values and Beliefs | Chapter 12  
Chapter 13  
**Chapters 10-13**  
Chapter 14 |
| 9    | End-of-Life Care  
**TEST**  
Sexuality and Aging | Chapter 15  
**Chapters 14-15**  
Chapter 16 |
| 10   | Meeting Nutritional and Fluid Needs  
**TEST**  
Care of Aging Skin and Mucous Membranes | Chapter 17  
**Chapters 16-17**  
Chapter 18 |
**Course Outline**  
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<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>CHAPTERS</th>
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<tbody>
<tr>
<td>11</td>
<td>Elimination</td>
<td>Chapter 19</td>
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<tr>
<td>12</td>
<td>Activities and Exercise</td>
<td>Chapter 20</td>
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<td>13</td>
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<td>14</td>
<td>TEST</td>
<td>Chapters 18-20</td>
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<td>15</td>
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*NOTE: The above outline is a planned tentative outline; the instructor reserves the right to add or delete as needed and in the best interest of the student. Test schedule for above outline is listed on grade sheet for this subject. Clinical Schedules will be posted at the beginning of the semester.*

**LEARNING OUTCOMES: The student will be able to:**

**Caring**
1. Function as a patient advocate by utilizing the nursing process when implementing interventions, performing outcomes and evaluations for the older adult.
2. Utilize the nursing process as it relates to the older adult and their families in a variety of healthcare settings.
3. Identify approaches that facilitate successful physical examination of the older adult.

**Communication**
1. Apply communication techniques that are effective with older adults.
2. Identify cultural barriers within the older adults as they relate to communication.
3. Apply effective communication techniques to patients with impaired communication abilities.

**Critical Thinking**
1. Interpret common lab values and relate relevance of values to patient diagnosis and appropriate disciplines.
2. Apply mathematical/computational skills to medication administration as they relate to the older adult.

**Teaching and Learning**
1. Identify barriers to patient education with the older adult.
2. Incorporate strategies to promote teaching and learning to diverse populations of older adults.
Professionalism
1. Describe the effects of recent legislation on the economic status of older adults.
2. Identify political interest groups that work as advocates for older adults.

COLLEGE WIDE COMPETENCIES:
Identify and use sources of information by utilizing information processing skills compatible with job demands in a computer-literate society.

Solve problems incorporating effective decision-making, reasoning and creativity.

Apply mathematical/computational skills to solve problems.

Practice interpersonal skills and teamwork in their lives and chosen careers.

Perform professional/technical skills which are appropriate and ethical for their chosen disciplines.

INSTRUCTIONAL METHODS TO COMPLETE LEARNING OUTCOMES: Lecture, class discussions, demonstrations, clinical practice, computer assisted interactive software, etc.

EVALUATIVE METHODS TO APPRAISE LEARNING OUTCOMES:
Course grades will be derived from theory and practice (lab and clinical rotations). A grade below 78 in theory or an unsatisfactory lab or clinical evaluation constitutes failure of the course regardless of either scoring individually.

ASSESSMENT TOOLS
Objective tests - 100%

GRADING SCALE:
A = 93 - 100
B = 86 - 92
C = 78 - 85
D = 70 - 77
F = 69 and Below