

**Mt. San Antonio College
Associate Degree Nursing
Curriculum Threads**

Geriatric Nursing

Older adults constitute a majority and growing proportion of people who receive nursing care in the United States. Currently 13% of the nation's population or close to 38 million people are over 65 years of age. By the year 2050, 19% of people will be over, and close to 21% of the 65-and-over population will be older than 85 years of age. Individuals representing ethnic and racial minorities will comprise 42% of the 65-and-over population in 2025; more than double the proportion they comprise today, which is 20% (Grayson & Velkoff, 2010).

This is the Mt.SAC Nursing Department's philosophy and belief that the purpose of nursing is to assist individuals or families to achieve and maintain a state of equilibrium and a maximum level of wellness utilizing the nursing process as a problem-solving approach. The nursing profession is a health-oriented discipline, which must be guided by the needs of the society it serves. To prepare our ADN students for the increasing number of geriatric clients in our population, Geriatric Nursing is embedded in the organizing framework and is an essential element of the medical/surgical nursing curriculum.

NURS 1A - The Nursing Process I

Geriatric Theory Objectives

1. Define and discuss the terms "gerontology" and "geriatrics".
2. Explain the difference between chronological and physiological age.
3. Describe demographic trends and analyze the effects of these in terms of life expectancy, economic status, housing needs, work, socioeconomic status, health, and mortality and lifestyle patterns.
4. Describe the physiological changes that occur in the principle organ systems of the elderly and how these changes affect the overall functioning of the individual.
5. Describe the cognitive changes that occur in the elderly and how these changes affect the functional capacity and mental health of the individual.
6. Discuss the psychosocial changes that occur in the elderly in response to disruption of status, roles, sexual functioning and relationships, and how these changes affect the well-being of the individual.

7. Discuss common health related problems and needs, and risk factors that impact the elderly, including guidelines for assessment and reporting of abuse.
8. Compare the needs of the elderly in the community and discuss how senior day care centers, home care, ambulatory settings, acute care settings and long term care settings can address these unique social and/or health care needs.
9. Identify three actual or potential stressors which may contribute to physiological, psychosocial and/or cognitive dysfunction in the elderly.
10. Explain the relationship of religious, cultural and family beliefs in developing lines of resistance to reduce the impact of physiological, psychological, psychosocial and/or cognitive stressors related to the aging process.
11. Discuss the significance of preventive health related practices in strengthening the lines of resistance for the elderly.

Geriatric Laboratory/Clinical Objectives

1. Develop a relationship with at least one geriatric client; assess this individual's experience with the aging process physically, psychosocially and cognitively.
2. Identify stressors and lines of resistance in the geriatric client.
3. List at least one primary, secondary, and tertiary prevention techniques for the following health problems, if identified: sensory deprivation, auditory impairment, taste and smell alterations, impaired integumentary function, impaired mobility, and impaired elimination/incontinence.
4. Discuss age-related physiological changes that may affect drug absorption and excretion.
5. List at least three alterations in mental functions which commonly occur as a result of adverse drug reactions.
6. Discuss four secondary prevention techniques which could increase socialization and assist in overcoming feelings of isolation and loneliness for the client in the long term care setting.
7. Using the Betty Neuman Health Care Systems Model of Nursing identify behavioral reactions of individual geriatric clients, toward such stressors as chronic illness, admission to the acute care setting and loss/grief responses.

NURS 1B - The Nursing Process II

Geriatric Objectives

1. Define and discuss the terms “gerontology” and “geriatrics.”
2. Describe the physiological changes that occur in the principle organ systems of the elderly, and how these changes affect the overall functioning of the individual.
3. State normal laboratory electrolyte values of adults and variations of the elderly.
4. Describe and identify in elderly clients beliefs, which may interfere with willingness to acknowledge and report pain.

NURS 3 – Medical-Surgical Nursing - Locomotion/Sensation/Integument/Oncology/Immunology

Geriatric Objectives

1. List factors contributing to healing of conditions affecting the musculoskeletal system from puberty through senescence and identify those present in assigned clients.
2. Implement primary, secondary, and tertiary prevention techniques appropriate to risk factors and identified conditions related to the aging process for visual, auditory, and musculoskeletal problems.
3. Explain normal changes in the integument related to the aging process and plan and implement care of the elderly client.
4. Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.
5. Identifies potential problems of safety related to client's diagnosis, condition, age, and takes action to correct the hazard.
6. Implements appropriate communication techniques for non-English speaking, handicapped, and/or aged clients with special communication needs.
7. Identifies primary, secondary, and tertiary preventions for nutrition needs/problems, including those associated with fluid/electrolyte, acid/base changes, and other health care disorders common to adults, including the elderly.

NURS 7 – Medical-Surgical Nursing – Nutrition / Elimination / Surgical Asepsis

Geriatric Objectives

1. Identify and evaluate variables that influence micturition in the adult and elderly client.
2. Describe age-related changes in the urinary system and differences in assessment findings.
3. Identify and evaluate key factors in nursing assessment of the older patient with a genitourinary problem from admission to discharge.
4. Discuss aspects of sexuality in older adults.
5. Describe age-related changes in the male and female reproductive systems and differences in assessment findings.
6. Describe age-related changes in the gastrointestinal system and differences in assessment findings.
7. List the most common gastrointestinal problems that occur with aging and appropriately relate the treatment for each.
8. List factors that contribute to constipation in the adult and elderly client.
9. Discuss the rationale for the loss of appetite and poor eating habits in older persons.
10. Identify the role of the client's age and cultural background in his/her response to the surroundings and to the primary, secondary and tertiary preventions that are selected for the client related to age, life-cycle events, and culture.

NURS 8– Medical-Surgical Nursing – Circulation and Oxygenation

Geriatric Objectives

1. Identify and evaluate the relationship between the client's cultural, ethnic, and life-cycle geriatric variables and response toward his health status, using the Neuman Conceptual Framework.
2. Observe and identify common signs and symptoms resulting from the body's reaction to stressors, such as the processes of aging and disease.
3. State relationship of client's age and sex to illness and potential problems related to the stage of development, and identify primary, secondary and/or tertiary preventions designed to address these variables.
4. Identify and describe the client's life-cycle developmental tasks or dominant concerns, including the geriatric client, and plan and implement nursing care based upon the Neuman Model which is consistent with the client's age variables.
5. Identify age-related variables in clients with problems of respiration and implement primary, secondary, and tertiary preventions specific to the client in the geriatric age group.
6. Demonstrate awareness, through nursing care, of problems of clients with chronic pulmonary disease with regard to age and developmental tasks.
7. Explain the concepts of aging, life cycle events, and dominant concerns of the client with respect to the setting and life situations including potential for client abuse.
8. Identify primary, secondary, and tertiary preventions for clients in the geriatric stage of development.
9. State relationship of client's age and sex to illness and potential problems related to the stage of development, and identify primary, secondary and/or tertiary preventions designed to address these variables.
10. Identify the physiological and developmental stage of the client and contrast the observed physiology and developmental stage with that of the theoretical state for someone in the client's age range.

N8 Examples of Geriatric Nursing Assignments

Mt. San Antonio College
Associate Degree Nursing Program
Nursing 8: Circulation/Oxygenation
Concept Mapping/SBAR
Geriatric Component

A concept map and SBAR will be submitted on a weekly basis in clinical. Each clinical instructor will give specific instructions regarding completion of the weekly concept maps and SBAR.

The following geriatric concepts are to be included in the concept map.

This component of Nursing 8 consists of a minimum of 18 clinical hours in providing care for the geriatric client with circulation/oxygenation problems. Students will be involved in direct care of the geriatric client for more than the minimum time, as reflected in the client population of the acute care setting and during the geriatric rotation of this course.

During this experience, the student will provide care for at least one geriatric client in with oxygenation/circulation problems, and [s]he will formulate written concept maps for geriatric client.

The geriatric client has unique developmental tasks, physiologic changes and problems. The developmental tasks and dominant concerns, as well as the physiologic and psychosocial changes are to be addressed in the assessment, planning, implementation of interventions and evaluation of the client.

These categories will serve to clarify the process of aging at major physiological and social-psychological levels. This will help the student to understand the advancement through the life span.

The student will:

1. Identify physical and psychosocial findings in your client and compare and contrast these findings with those of the younger adult (age 25-40 range). ***This is best done in a chart-format.*** Focus will be upon the assessment and findings related to the cardiovascular and respiratory systems, but include findings related to other major body systems (integument, sensory, gastrointestinal for example).
2. Identify actual and potential problems associated with age and formulate nursing diagnoses and goals. Include nursing diagnoses and goals that would be age related or influenced by the client's age.

3. Discuss the primary, secondary, and tertiary preventions for your client's nursing diagnoses.
4. Identify and discuss the age and developmental tasks and dominant concerns of the individual for that age group. Compare the theoretical to the actual findings for your client.
5. Describe the physiological changes associated with age that necessitate alterations in the plan of care with respect to medications for this client. Include intravenous medications and fluids.
6. Discuss dietary alterations in this client that are brought about by the physiology of aging.
7. Discuss integument alterations in this client that are brought about by the physiology of aging with the necessary alterations in hygiene for clients with integument changes.
8. Discuss alterations in elimination and associated hygiene that are brought about by the physiology of aging for the client.
9. Discuss psychosocial and sexual alterations in this client that are brought about by aging and relate these to compliance and behavioral affect of this client, as well as other aspects of client care.
10. Evaluate the goals and interventions to determine whether they were realistic, achievable, and effective.
11. Discuss the potential for client abuse in the aging population and identify potential interventions and reporting measures.

The format for this assignment conforms to the ***regular form used for this course's care plans***. Additional sheets that address the above content will be used, as needed.

The evaluation of the concept map/SBAR will be based upon 'satisfactory' vs. 'unsatisfactory.' An unsatisfactory paper will be given back to the student for revising to the satisfactory level.

N8 Examples of Geriatric Nursing Assignments

Mt. San Antonio College
Associate Degree Nursing Program
Geriatric Agency Experience Group Project

Objectives: During this experience, the student will select a setting in which to observe a healthy geriatric client (community agency setting such as Senior Citizen Center*) and he/she will arrange a time to visit and will:

1. Identify and describe the role of the client in the extra-hospital setting.
2. Compare the levels of performance of the client and contrast the levels of performing to the hospital setting.
3. Describe functions of the client in the setting in which observations are made.
4. Document activities in accordance with policies and procedures of the agency in order to ensure client care reimbursement from various providers.
5. Identify primary, secondary, and tertiary Neuman Model preventions related to clients within the setting in which you make your observations.
6. Identify and describe assessment findings related to clients with actual or potential problems.
7. Describe and employ critical thinking and problem solving skills in the setting.
8. Describe factors that contribute to the growing use of these services by the elderly.
9. Outline the steps clients typically follow in accessing agency's services.
10. Describe the recent trends in family care-giving.
11. Identify the causes and manifestations of caregiver stress and be able to discuss the ways in which nurses can assist family caregivers.
12. Identify the agency's role in managing the nutritional aspects of client care.
13. Identify and describe ways in which the fulfillment of personal hygiene/basic self-care needs may be modified care at this agency.

The geriatric experience is to be conducted as a group project. It is equivalent to 1 clinical day and is substituted for 4.5 hours on weeks 5 & 6. At the end of the experience, the group will submit a summary report of their visit, which includes all of the above objectives. All aspects of this project are subject to the approval of the clinical instructor.

NURS 10 – Medical-Surgical Nursing – Integration/Regulation

Geriatric Nursing is integrated into course major concepts of Neuman Model, Geriatric-Life Cycle Concepts, Problem Solving, Nursing Process, Dietary, Pharmacologic, Psychosocial and Teaching Preventions

Geriatric Life Cycle concepts - See assignment for clinical laboratory.

1. Clinical focus emphasizes the actual care of clients, many of whom are in the late adulthood phase of the life cycle. Stressors and resistors discussed include life cycle concerns of the individual and/or their significant other(s).
2. Textbooks include age-related variables in terms of diagnoses of various pathophysiological states associated with integration/regulation problems.
3. Lectures and discussions involve concepts relative to life-cycle events in connection with various disorders related to the neurological and endocrine systems.

Nursing Diagnosis and Nursing Process, Problem-solving activities - See Nursing Diagnosis, Neuman Model and Preventions in the Nursing Process Guide.

1. Textbooks, videos and computer-assisted instructional programs used discuss nursing diagnosis, nursing process and the Neuman Model.
2. Nursing diagnoses and nursing preventions for the various conditions affecting the client with integration/regulation disorders are presented in class, clinical and in conference.
3. Documentation by the students in clinical agencies, utilize and emphasize nursing process and nursing diagnosis.

Psychosocial, sexuality variables, cultural and life-cycle/lifestyle modifications for clients in general and those with specific conditions affecting integration/regulation.

1. Pharmacologic and dietary preventions for clients with neurological and endocrine conditions.
2. Emphasis is placed on age related variables associated with integration/regulation conditions affecting the aging client are discussed in class, clinical and conferences.
3. Problems associated with culture, sexuality and integration/regulation functions are discussed in reading assignments, class and conferences.

Pharmacologic Preventions - Medications for integration/regulation problems and their effect(s) upon all, including aged individuals, are discussed (e.g. changes in dosage tolerance with increasing age with many medications, such as insulin, oral hypoglycemic agents, hormones, and anti-inflammatory preparations).

Dietary modifications for clients with integration/regulation conditions, including alterations in meal patterns, alternations in mineral and nutrient content are emphasized in reading assignments, class and the clinical setting.

Tests and examination questions reflect Neuman Model, nursing process, nursing diagnosis, planning, pharmacologic preventions, dietary modification, psychosocial, life-cycle and age variables.

NURS 11 – Preceptorship in Nursing

Objectives

In addition to laboratory objectives from previous courses (which include personal hygiene, human sexuality, cultural diversity, nutrition, pharmacology, legal aspects, social/ethical aspects, management/leadership threads) the laboratory objectives are as follows:

1. Utilizing nursing knowledge, skills and protocols to assure an environment conducive to restoration and maintenance of clients in clinical settings, including medical surgical settings and any areas where clinical objectives can be met, the preceptee will:
 - a. Apply theoretical base to clinical practice.
 - b. Demonstrate effective interpersonal communication skills.
 - c. Demonstrate skills in written communication.
 - d. Demonstrate professional accountability.
 - e. Demonstrate application of the nursing process.
 - f. Demonstrate clinical skills appropriate to entry level practitioner.
 - g. Demonstrate increasing skills in decision making, priority setting, problem solving and organization.
 - h. Demonstrate leadership skills.
 - i. Demonstrate problem solving and skill attainment.
 - j. Demonstrate critical thinking.

Reference:

Vincent, G. K., & Velkoff, V. A. (May, 2010). *The next 4 decades. The older population in the United States: 2010 - 2050*. Retrieved April 5, 2013, from <http://www.census.gov/prod/2010pubs/p25-1138.pdf>