**BARTON COUNTY COMMUNITY COLLEGE**

**COURSE SYLLABUS**

# I. GENERAL COURSE INFORMATION

 Course Number: NURS 1210

 Course Title: GERONTOLOGICAL NURSING

 Credit Hours: 2 (Theory: 2 cr hr = 25 contact hours)

 Prerequisites: NURS 1206, NURS 1207, NURS 1228, & NURS 1255 with a

 minimum grade of 80% (B) and a satisfactory rating in clinical/lab

 component.

 Division/Discipline: WTCE/NURSING

Course Description: This course is designed to explore issues related to aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care.

# II. INSTRUCTOR INFORMATION

# COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College’s educational endeavors as outlined in the College Catalog, Student handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

# COURSE AS VIEWED IN THE TOTAL CURRICULUM

Gerontological Nursing is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse/Associate Degree completion. This course will provide a foundation for continued progression in the nursing program. Gerontological Nursing fulfills partial curriculum requirements towards the Practical Nurse (PN) certificate and the Associate Degree in Nursing (ADN).

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

# ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

**PN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)**

1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: collaborate with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.
3. Evidence based practice: use current evidence as a basis for nursing practice.
4. Informatics: use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: use leadership skills that support the provision and coordination of client care.

**Quality and Safety Education for Nurses Competencies (QSEN)**

1. Patient Centered Care: recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.
2. Team Work and Collaboration: function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Evidence-Based Practice (EBP): integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality Improvement (QI): use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Safety: minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics: use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Course Outcomes, Competencies, and Supplemental Competencies

1. Examine the impact of ageism and aging on client demographics, economic status, family dynamics, and health care needs. (SLO 1,3,7) (QSEN 1,3)
	1. Define ageism.
	2. Identify personal and social attitudes regarding aging.
	3. Describe major economic concerns of aging.
	4. Describe changes to family dynamics related to aging.
	5. Identify different forms of elder abuse.
	6. Identify current trends and demographics in the aging adult.
	7. Describe factors which increase vulnerability in the aging adult.
2. Identify psycho-social, spiritual, and cultural considerations related to the care of aging adults. (SLO 1,3,7) (QSEN 1,3)
	1. Identify cognitive-perceptual issues related to the aging adult.
	2. Describe the changing roles and relationships that occur as a result of aging.
	3. Demonstrate effective communication techniques to implement when caring for the aging adult.
	4. Describe loss and grief associated with aging and increased vulnerability.
	5. Identify the effects of aging on sexuality.
	6. Identify factors that affect the aging family.
	7. Explain the impact spirituality, cultural rituals, and beliefs have on the aging adult.
3. Identify anticipated alterations of physiological functioning in aging adults. (SLO 1,3,6) (QSEN 1,3,5)
	1. Explain how expected, acute, and chronic changes in an older adult’s body systems are related to the aging process.
	2. Describe ways the nurse may assist in addressing alterations of physiological functioning in an older adult’s body systems.
	3. Identify focused nursing assessments unique to the aging adult including physiological, functional, environmental, and risk assessments.
4. Explore the role of the practical nurse in caring for aging adults. (SLO 1,3,6,7) (QSEN1,3,5)
	1. Explain the nurse’s role as an advocate for the aging adult.
	2. Describe expectations related to professionalism across the continuum of care.
	3. Identify career opportunities available to the practical nurse in the geriatric setting.
	4. Identify the nurse’s role in health promotion and disease prevention for aging adults.
	5. Explain the nurse’s role in promoting safety.
	6. Identify the nurse’s role in reporting elder abuse.
	7. Describe the nurse’s role in legal issues including HIPAA, advanced directives, and client rights in the healthcare setting.
5. Differentiate among varying levels of care for the aging adult in a variety of care settings. (SLO 1,2,3) (QSEN 1,2,3)
	1. Compare and contrast among palliative care, restorative care, and rehabilitative care.
	2. Describe nursing interventions involved with restorative and rehabilitative care.
	3. Describe planning, documentation and client education relative to restorative and rehabilitative care.
	4. Identify nursing interventions that support end of life care.

# VI. INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS

1. **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# VIII. REFERENCES

# METHODS OF INSTRUCTION AND EVALUATION

# X. ATTENDANCE REQUIREMENTS

# XI. COURSE OUTLINE