

N227
Conceptual Bases of Aging

Kavita Radhakrishnan, PhD, RN, MSEE

57870



Spring 2015
The University of Texas at Austin
School of Nursing

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N227 Conceptual Bases of Aging
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Course: N227 Conceptual Bases of Aging

Unique Number: 57870

Time/Location: Wednesday 9:00-11:00 a.m. / NUR 1.112

Credit: 2 semester hours; 2 hours per week

Prerequisites: Completion of all prerequisite courses on the student's curriculum degree plan

Faculty: Kavita Radhakriahnan, PhD, RN, MSEE

Office: NUR 5.139

Office Hours: Monday 10:30 am - 12:00 pm; Wednesday 11:30 am - 1:00 pm; and by appointment

Phone: 512-471-7936 (office); 512-571-8070 (cell)

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Course Description: An examination of the theories of aging, the developmental tasks of families, and the physical, psychological, social, economic, ethical, legal, and spiritual needs of aging persons, including responsibilities and needs of caregivers.

Course Objectives: At the end of this course, the learner should be able to:

1. Discuss selected theories of aging.
2. Discuss transitional developmental tasks in the process of aging from the middle years through the later years of life.
3. Compare the developmental tasks of the middle years to the developmental tasks of later years, with attention given to caregiver/care recipient roles.
4. Integrate theoretical and empirical knowledge to enhance understanding of the responses of older individuals to life changes, physiological, psychological, sociological, and cultural parameters of daily living.
5. Describe nursing care related to specific responses that occur from middle age to the later years.
6. Discuss perspective and selected issues of aging.
7. Analyze special considerations necessary for communication with elderly clients.
8. Discuss the nursing roles in providing gerontological care in institution-based, community-based, and home-based settings.
9. Select and integrate appropriate research findings in the health care needs of aging persons.

Required Text:

Miller, C.A. (2015). *Nursing for wellness in older adults* (7th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN 978-1-4511-9083-0

Required Website:

John A. Hartford Institute of Geriatric Nursing: **Try This:** Best Practices for Older Adults <http://www.hartfordign.org>. You can enter through “Who are You?” link – Student or the **Try This** Link on the right tool bar.

Course Requirements & Methods of Instruction:

Students are encouraged to attend class, be prepared, and participate each week. In-class activities may involve discussion, group work, in-class practice exercises, and interactive classroom methods such as with *iClickers* or environmental exercises. Students need not purchase *iClicker* keypads since these will be provided at the start of each class session.

Weekly Objectives:

Students are encouraged to review readings prior to each class session. Students are also expected to review the learning objectives and terms for each lesson provided in the Weekly Objectives handout prior to coming to class each week. Weekly Objectives, lecture slides, any additional readings, or assessment tools will be posted on Canvas.

Course Evaluation:

<i>Attendance & Participation</i>	5.0%
<i>Assessment Activity</i>	6.25%
<i>Stroke Module</i>	6.25%
<i>Exam 1</i>	27.5%
<i>Exam 2</i>	27.5%
<i>Exam 3</i>	<u>27.5%</u>
<i>Total</i>	<u>100%</u>

Test content will cover lectures and assigned readings. Blackboard will be used for posting grades.

A	=	90 - 100
B	=	80 – 89
C	=	75 – 79
D	=	65 – 74
F	=	Below 65

Assessment Activity: Clinical assessments are performed to diagnose a case or to assess the effectiveness of care. In this course you will be introduced to several evidence based assessment tools for a variety of conditions that are pertinent to the care of the geriatric patient. This assignment will allow you the opportunity to practice choosing an appropriate instrument for an identified or potential problem, discuss the psychometric properties, strengths and weaknesses of the instrument, practice using the instrument, interpreting the results, and incorporating the findings in a nursing care plan. You must **choose one** assessment tool. **Patient must be 65 years or older.** See form for grading criteria.

Self-Study Module--Stroke

The Stroke Module will be posted at the halfway point of the semester. Read the module available on Canvas and take the Post Test at the end of the module. Submit the Post Test through Canvas by the date indicated with the assignment. **Remember, this assignment is not a group assignment. Discussion of answers with other students prior to submission of the Post Test will result in a grade of "0."** If you have questions about the module, please see your teacher.

COURSE POLICIES

Course Evaluation: Attendance and Participation

Credit toward *Attendance and Participation* (5% of course grade) is accumulated by being present at the start of classes, returning promptly from breaks, submitting work on time, participating in class activities, and responding with keypads to questions or opinion requests posed during class sessions.

Punctuality

Tardiness is viewed as unprofessional. Students are expected to arrive in class and be ready to start class at the official class time. In the event of an unavoidable late arrival the student will enter the class room quietly and sit in an available seat, preferably near the door to avoid disrupting other students.

Attendance

Regular attendance at all class meetings is expected. If you must be absent for an **emergency** please contact your teacher, or leave a message (voice, text through teacher's cell phone, or email) prior to class. A student who fails to complete missed work within the time allowed will be subject to the normal academic penalties.

Religious Holy Days

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Notice must be given at least fourteen (14) days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester. It must be personally delivered to the instructor and signed and dated by the instructor, or sent certified mail, return receipt requested. Special regulations of colleges and schools, required by the unique nature of their

programs of study, may be enacted through the normal legislative process and printed in The Undergraduate Catalog. These special regulations may not conflict with University regulations on class attendance and absence

Student Conduct Policy

Students and faculty in The School of Nursing each have responsibility for maintaining an appropriate learning environment. Faculty will have the professional responsibility to treat students with understanding, dignity and respect and to guide the teaching/learning process. Students are expected to refrain from verbal and nonverbal behaviors in the classroom and clinical settings that may be distracting to others, such as, but not limited to arriving late or leaving early, side conversations, text messaging, answering cell phone or pager, note passing, surfing the internet or answering e-mail on laptops.

Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting. For further information refer to General Information, Institutional Rules on Student Services and Activities, Chapter 11: Student Discipline and Conduct.

Honor Codes

The profession of nursing has a legacy of public respect and trust. We provide specialized care for the health needs of individuals and the community with integrity, honesty, compassion, and state of the art knowledge and skills. Learning and practicing responsible and ethical professional behavior is a vital part of professional education. The Institutional Rules on Student Services and Activities given in the General Information Catalog (Chapter 11) and The University of Texas at Austin's Honor Code apply to all nursing students:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Additionally, the School of Nursing has its own honor code:

As a student in The University of Texas at Austin's School of Nursing, I pledge myself to be honest in all of my student activities including, but not limited to, all of my scholastic work and interactions with patients, members of the community, faculty, and peers. Furthermore, I will not use any substance prior to or during my interaction with patients that could alter my judgment or ability to render safe care: this includes but is not limited to any use of alcohol, illegal drugs, and prescription or over-the counter drugs that may impair my mental and/or physical abilities required to perform safe patient care. I will disclose to my instructor any violations of the above standards of conduct.

Examinations

The student is required to attend all exams and to be seated and ready to take the exam at the start of the scheduled class time. Students are required to turn off or silence all cell phones prior to the start of the exam. No hats are to be worn during the exam. Students will place all backpacks against the wall or at the back or sides of the room before the tests are distributed. There will be no talking which starts when exams are passed out. Students will raise their hands and ask permission to go the bathroom during exam administration. A group review of test results and selected test items will usually be held the week following the exam. Within a posted window of time following each exam, students may make an appointment with the teacher for individual exam review. **Exams cannot be removed from the class room nor the teacher's office.**

In the event of **exceptional circumstances** that make it impossible for a student to be present for a scheduled test, arrangements must be made with the professor **in advance**. Make-up exams must be scheduled within one (1) week of the original scheduled exam. Alternate forms of the examination may be utilized in the make-up exam. If an emergency circumstance arises and the student will be late or unable to attend, the professor must be notified **prior to the scheduled starting time**. If prior arrangements are not made with the professor, the student may not be permitted to take the test at the discretion of the instructor and a zero will have been earned by the student and awarded to the student.

Missed/Late Assignments

All students are expected to complete assignments on time. **Prior arrangements (at least 1 week in advance of due date) should be made with the professor for late submissions. Missed assignments without prior notification will be awarded a zero. Points per day (including weekends) will be deducted for late assignments except for extenuating circumstances.**

Mid-Semester Notice

Students who are averaging a C or below at mid-term will receive a “mid-semester” failing report from Student Affairs. The purpose of this report is to clearly and openly communicate with the student regarding their standing in the course. Another purpose is to encourage the student to seek immediate assistance to strengthen understanding of the course content and improve ability to apply the course content in the clinical setting and on the exams.

Scholastic Dishonesty Policy and Professional Integrity

Refer to the General Information for information on the Scholastic Dishonesty Policy Sec. 11-802. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and misrepresenting facts. The Dean of Students Office records acts of dishonesty and notifies the School of Nursing of each incident. In addition to all of the University statements and policies relative to academic dishonesty, the School of Nursing recognizes the strong link between honesty in academic work and professional integrity. Any act of academic dishonesty, including fabrication of reports or records of interactions with clients, is considered incompatible with ethical standards of nursing practice. The School of Nursing does not admit students who have a record of violations to the professional sequence. Students who

engage in scholastic dishonesty may be subject to dismissal and may jeopardize their eligibility for licensure as a registered nurse.

Academic and Program Accommodations for Students with Disabilities

Refer to the General Information for information on Academic and Program Accommodations for Students with Disabilities or contact the Services for Students with Disabilities office in the Office of the Dean of Students at 471-6259. The School of Nursing works to ensure that students who have disabilities have equal access to the University's programs and services.

If you have any questions about services or accommodations for students with disabilities, please talk with the faculty member, the Assistant Dean for Undergraduate Programs, or the Assistant Dean for Student and Clinical Affairs or directly call the Office of the Dean of Students, Services for Students with Disabilities, 471-6259.

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Week	Date	Topic(s)	Required Reading/Assignments
1	Jan 21	Introduction to class – Review of syllabus Text Boxes & Figures: Assessment Instruments Aging and Wellness Functional Consequences Theories	Ch 1, pgs 1-4; Tbl 1-1; Fig 1-3; Box 1-2; Box 1-4 Ch 3 ; <i>Ch 8 (skim through)</i>
2	Jan 28	Theories of Aging Cultural Diversity Gerontological Nursing Diverse Settings	Ch 4 Ch 2 Ch 5 pgs 64-68 Ch 6 pgs 86-90
3	Feb 4	Assessment of Health and Function Psychosocial Function Psychosocial Assessment	Ch 7 Ch 12 Ch 13
4	Feb 11	EXAM 1	
5	Feb 18	Cognitive Function Delirium and Dementia	Ch 11 Dr.Simpson Ch 14
6	Feb 25	Hearing Vision Mobility & Safety	Ch 16 Ch 17 Ch 22
7	Mar 4	Digestion and Nutrition Cardiovascular Function Respiratory Function	Ch 18 Ch 20 Ch 21
8	Mar 11	Thermoregulation Integument Urinary Function	Ch 25 Assessment Activity Ch 23 Ch 19
9	Mar 18	Spring Break	
10	Mar 25	Depression Sexual Function Sleep and Rest	Ch 15 Ch 26 Ch 24
11	Apr 1	EXAM 2	
12	Apr 8	Legal/Ethical Concerns End of Life	Ch 9 Ch 29
13	Apr 15	Complexity of Caring: Polypharmacy Pain Management	Stroke Module Due Ch 8 Ch 28
14	Apr 22	Complexity of Care: Elder Abuse, Caregiver Burden	Ch 10 Ch 27 pgs 576- 578
15	Apr 29	Transitions – Successful Aging	Ch 5, pgs 68-78 Ch 6, pgs 80-86 & 90-96 Ch 27, pgs 566 -575 Ch 2 in Resnick
16	May 6	EXAM 3	

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Clinical Assessment Activity

Choose a clinical assessment tool appropriate for your patient's condition. Provide a brief write-up answering the questions listed below **ALONG WITH** a copy of the assessment instrument completed for your patient. The write-up must be type written, APA format (for text, cover sheet is not mandatory) and references cited if any utilized. You will submit 1 assessment over the course of the semester. They may be turned in anytime on or before the due date.

CONTENT OF WRITE UP	POINTS
1) Briefly describe your patient including, setting, age, gender, medical diagnoses, any pertinent psychosocial information, problem identified and choice of instrument	1
2) Briefly describe the psychometric properties (reliability and validity) and known strengths and limitations of the instrument.	1
3) If there are alternative instruments identify one and provide a reason why you did not use that instrument.	1
4) What is the score/results and what does it mean?	1
5) Using the Functional Consequences Theory of Promoting Wellness Identify 1 age-related changes that contribute to the problem Identify 1 risk factor Identify a negative functional consequence based on your findings/nursing diagnosis Provide one intervention for the problem assessed	5
6) Assessment tool completed and attached	1

ASSESSMENT TOOLS

Katz ADL Scale	Mini Mental Status Exam	Alcohol Screening
Lawton IADL Scale	SLUMS	Confusion Assessment
Tinetti Balance Scale	MiniCog	Assessing Nutrition
Falls Risk Assessment	MOCA	Urinary Incontinence Assessment
Geriatric Depression scale	SPICES	Predicting Pressure Ulcers
Epworth Sleepiness Scale	Caregiver Strain Index	Assessing Pain in Dementia Patient
Pittsburgh Sleep Quality Index	Assessing Pain in Older Adult	Sexuality Assessment

Introduction to Activities in Conjunction with N325 Clinical Coursework

Reminiscence Activity: There will be one activity, Reminiscence, from past Aging coursework that will be taught and practiced within the N227 Aging course, but that will be submitted as part of the N325 Junior 1 clinical course. Reminiscence is an activity that can allow clients a sense of security through rehearsal of comforting memories, belonging through sharing, and self-esteem through confirmation of uniqueness. The textbook by Ebersole and associates (2008) has a detailed section with suggestions for intervening on pp. 624-627. These few pages will be posted on Canvas within the N227 course. However, students will submit their written work within the N325P clinical course as part of their 3-page Nursing Process clinical form. Your Nursing Process activities will be organized using Gordon's Functional Health Patterns. The Reminiscence section is highlighted within the larger document Nursing Process document. A copy of the 3-page Nursing Process clinical form is provided under Course Documents for Aging, Week One, and will also be discussed, and distributed within your clinical course.

Assessment Activities: Clinical assessment is performed to diagnose a problem or identify a patient strength, or to assess the effectiveness of care. In this course you will be introduced to several evidence-based assessment tools for a variety of conditions that are pertinent to the care of the geriatric patient. You will have the opportunity to practice choosing an appropriate instrument for an identified or potential problem; to discuss the psychometric properties, strengths and weaknesses of the instrument; practice using the instrument, interpreting the results, and incorporating the findings in a nursing care plan. While assessment instruments will be introduced early in the semester in both the Aging course and the Clinical course (N325), practice with actual patients will take place in in your clinical course.

Nursing Building Evacuation Plan

If you see smoke, see flames, smell something burning, or become aware of another emergency that may require evacuation of the building, **immediately**:

1. If possible, **ISOLATE** the fire or other emergency by closing the door.
2. **ACTIVATE** the nearest **FIRE ALARM PULL STATION**.
3. **EVACUATE** to the PRIMARY or SECONDARY ASSEMBLY AREA.
4. Dial University Police at **911** or Dispatch **471-4441**.

DO NOT CALL 911 UNTIL YOU ARE OUTSIDE THE BUILDING.

IF A FIRE ALARM IS ACTIVATED OR IF YOU HAVE RECEIVED AN EVACUATION ORDER:

- In a calm and orderly manner, proceed to evacuate the area and follow the instructions of the Floor Managers or emergency response personnel. Each floor has two designated floor managers. Their role is to ensure that everyone on their floor has proceeded to the fire exit stairs. Occupants in areas 1, 3, 5, 7, and 9 are to exit the first level of the southwest stairwell. Occupants in areas 2, 4, 6, 8, and 10 are to exit the first level of the northwest stairwell. See maps that follow these instructions.
- Do not rush, push or panic.
- Close your office, classroom, or lab door behind you.
- **EVACUATE** to the designated **ASSEMBLY AREAS**. If your progress to one of the **PRIMARY** assembly areas is impeded, proceed to the other **PRIMARY** assembly area without either re-entering the building or attempting to move through any obstruction. During inclement weather, proceed to the **SECONDARY** assembly area.
- **DO NOT USE ELEVATORS TO EVACUATE**. Descend the nearest fire exit stairs in single file down to the **GROUND LEVEL** (first floor) and exit the building. Primary fire exit stairs are located on the southwest and northwest ends of the building.
- If there is someone who requires assistance, please escort them to the **STAGING AREA**.
- Do not reenter the building unless directed by UTPD, an Austin Fire Department Officer in charge, or Building Manager.
- Faculty are responsible for informing their students and any guests of these procedures. If for some reason your class should meet in a classroom that is not your assigned classroom, you should provide evacuation instructions for that location.

Refer to the floor-specific plans to determine your evacuation route and assembly area.

DO NOT BLOCK ACCESS TO BUILDING FOR EMERGENCY PERSONNEL. Do not exit through the front door of the building unless you are in the lobby areas outside the central elevators/stairwell or unless access to one of the other stairwells is blocked. If you are in the courtyard outside the second floor lobby, you may exit through the glass doors to the east or west, then out to one of the designated assembly areas.

ASSEMBLY AREAS

From **NORTHWEST FIRE STAIR EXIT**—proceed to first floor stairwell exit door to outside of building. **DO NOT ENTER FIRST FLOOR HALLWAY AND EXIT THROUGH GLASS DOORS.** Primary assembly area is across north bridge toward tennis courts. Secondary assembly area is Trinity Garage; enter off Lot 23.

From **SOUTHWEST FIRE STAIR EXIT**—proceed to first floor stairwell exit door to outside of building. **DO NOT ENTER FIRST FLOOR HALLWAY AND EXIT THROUGH GLASS DOORS.** Primary assembly area is south to Centennial Park. Secondary assembly area is Trinity Garage; enter off Lot 23.

EVACUATION ASSISTANCE

It is expected that faculty and staff will assist those among us who require assistance in case of evacuation. If you, or a guest or student, require assistance in emergency situations, please inform the Building Manager of the type of assistance needed based on the following categories:

- Alarm Notification – occupant has hearing and visual impairments; may be able to easily navigate stairs but require notification if the alarm has activated. This can be the case if a person with hearing impairments is working in an office with the door closed.
- Slow Evacuation Capability – occupant can navigate stairs but requires some assistance or who move at a much slower pace than others.
- Impractical Evacuation Capability – occupants who cannot navigate the exit stairs. To evacuate the building, this occupant must be carried down or evacuated through an elevator provided with emergency service.

The names of those provided will be kept in the fire alarm panel for use by emergency responders.

STAGING AREA

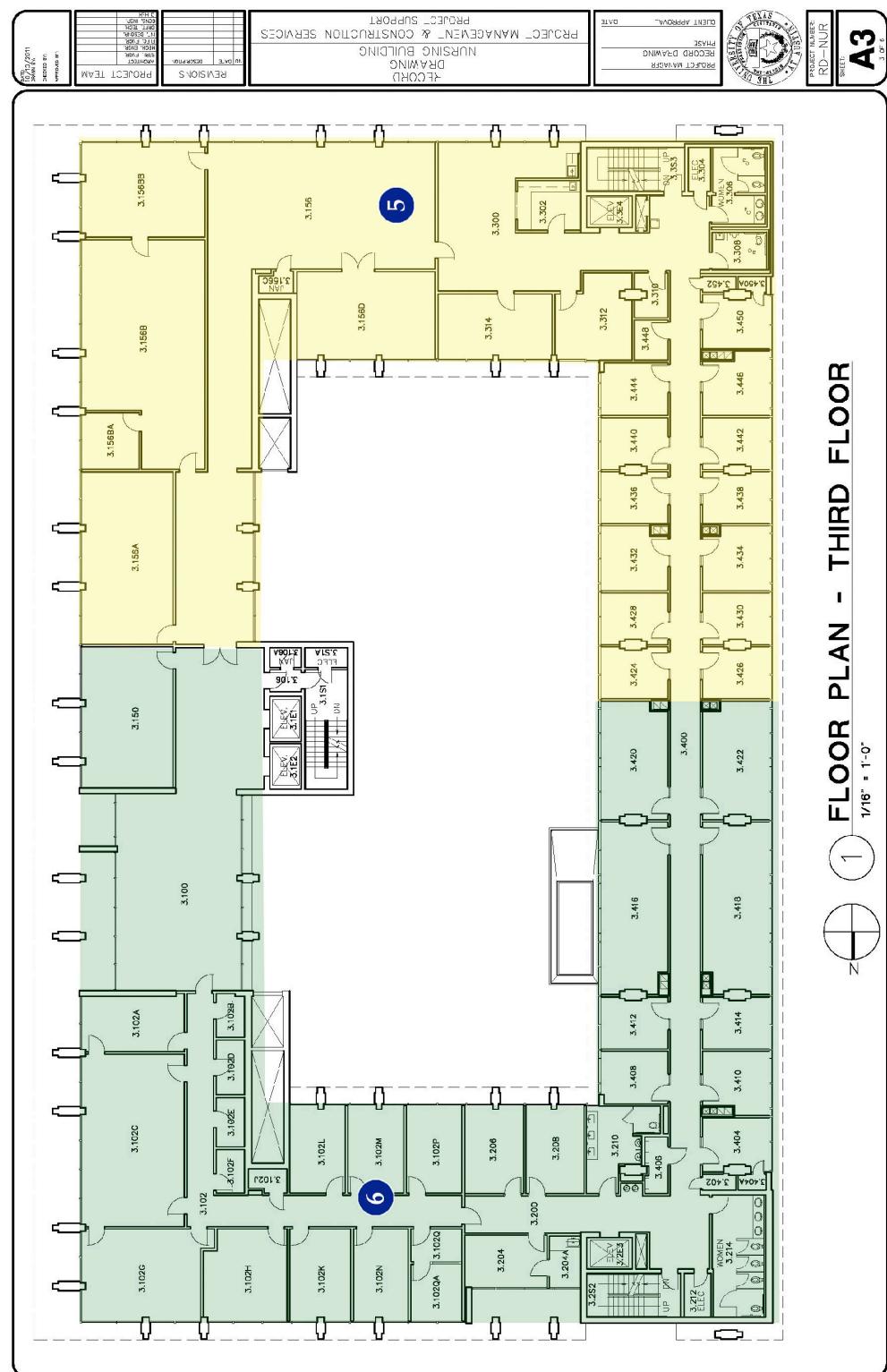
If an occupant needs assistance, please escort them to the area outside the stairwell. If they are unable to use the stairs, wait until everyone has evacuated the area, move them into the stairwell, and after evacuating the building, inform your Floor Manager where you have left them.

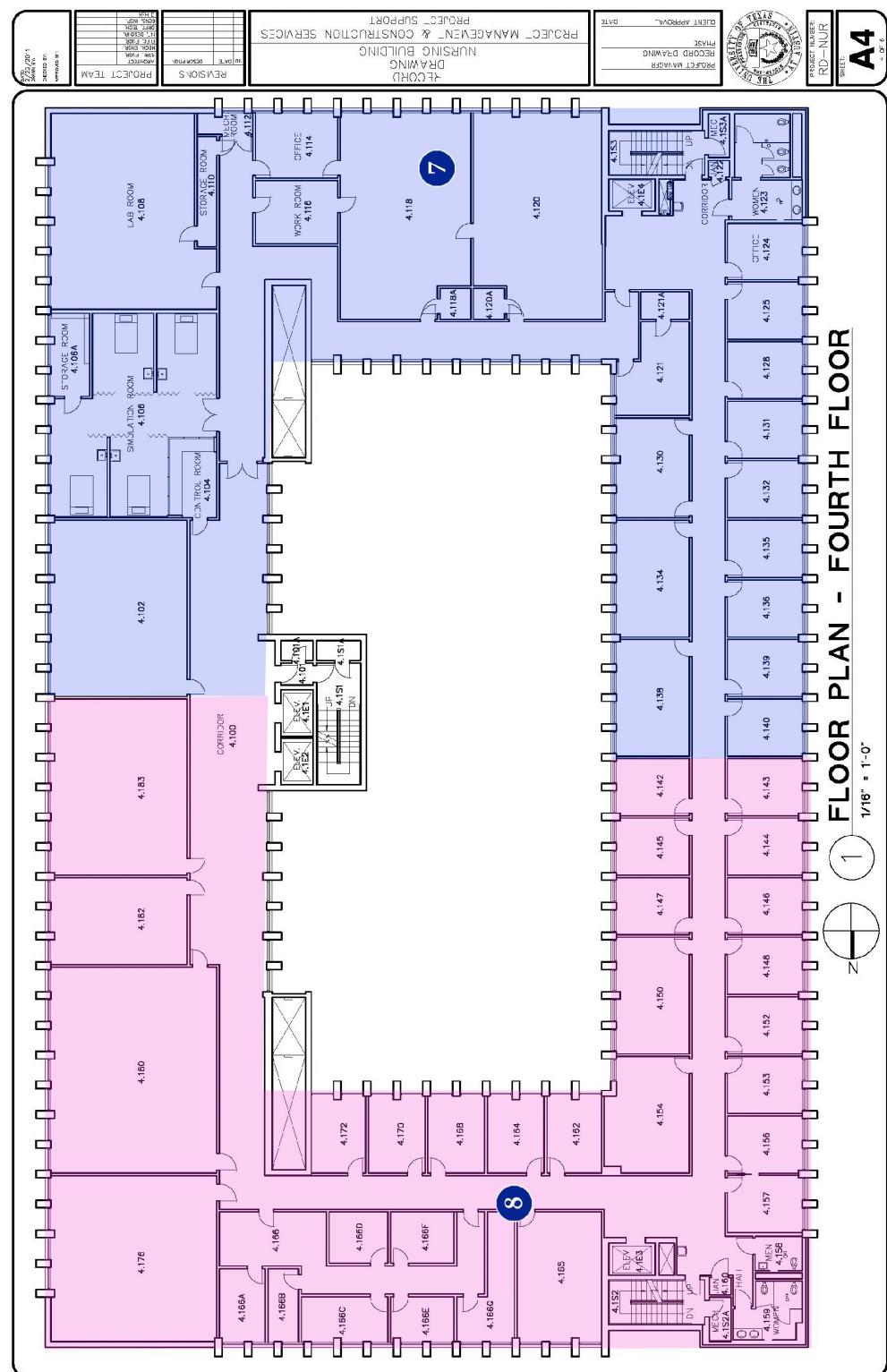
BUILDING EMERGENCY MANAGEMENT TEAM

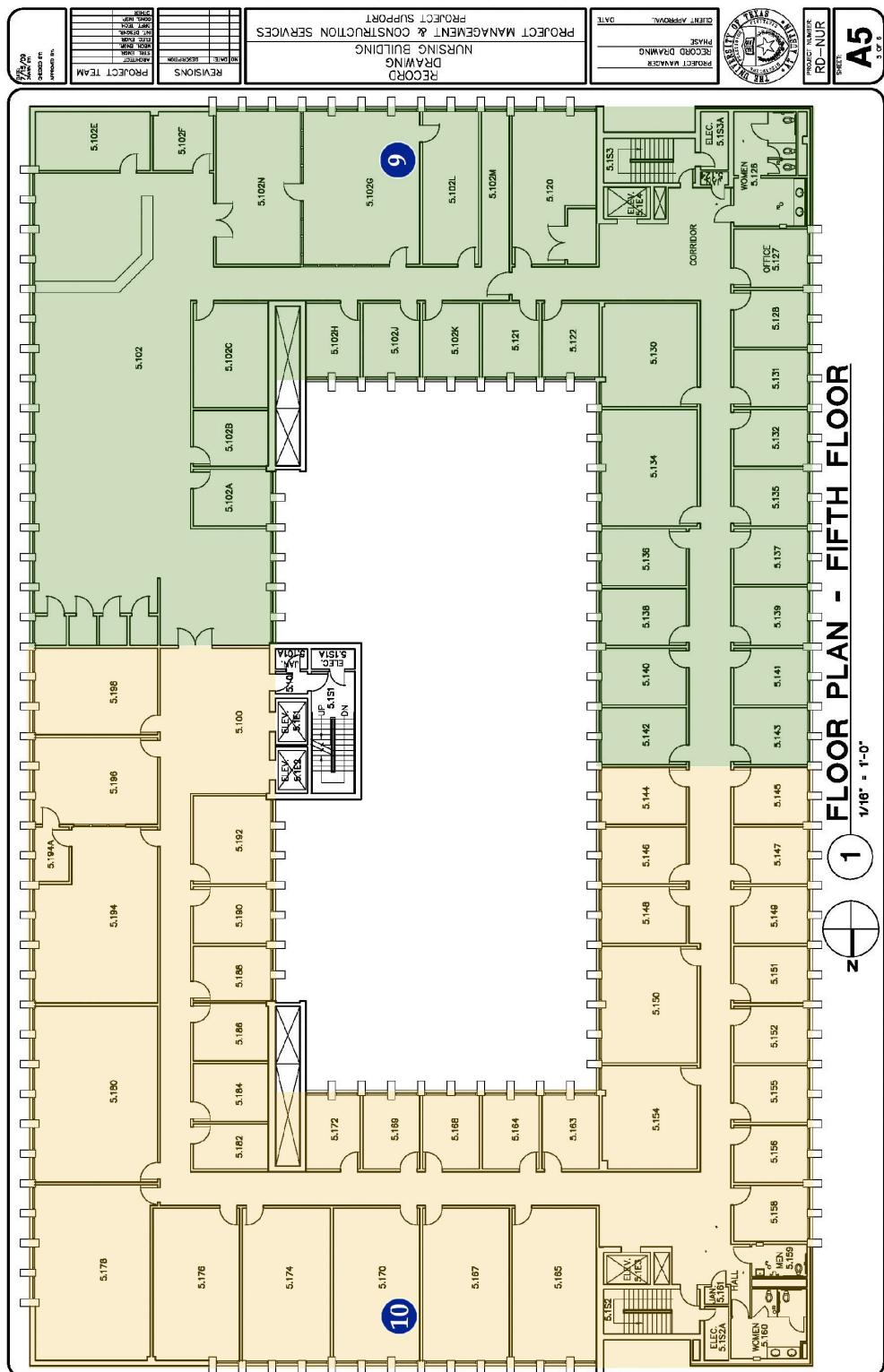
1. Building Manager/Emergency Manager	Margaret Hill	512.471.9906
2. Communications Coordinator	Charla Carrington	512.471.2062
3. Floor Manager/Floor 1	Michelle Voss (P)	512.471.2628
	Andria Brannon (P)	512.471.5237
	Vacant (A)	512.xxx.xxxx
4. Floor Manager/Floor 2	Alan McKendree (P)	512.471.7929
	Sara Hearin (P)	512.471.7924
	Christina Jarvis (A)	512.232.4799
5. Floor Manager/Floor 3	Helen Logue (P)	512.232.4760
	Vicki Kullberg (P)	512.471.9077
	Vacant (A)	512.xxx.xxxx
6. Floor Manager/Floor 4	Meredith Granholm (P)	512.471.9062
	Scott Hudson (P)	512.471.9062
	Phyllis Harmon(A)	512.471.9910
7. Floor Manager/Floor 5	Ruth Brady (P)	512.232.4727
	Prati Rijal-Trimble (P)	512.471.1359
	Mandy Deen (A)	512.471.7961

* P=primary; A=alternate









Assembly Areas

