

NURS 320 Gerontologic Nursing**Abilene Christian University****Fall 2013**

NURS 320

Tuesday: 1 to 3 pm

2 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Gerontological Nursing presents the specialized knowledge and application needed by professional nurses to provide safe, quality, and evidence-based care to the older adults.

Prerequisite

NURS 250 and admission to the School of Nursing

Co-requisites

NURS 330, NURS 350, NURS 351, NURS 352

Course Purpose and Audience

Gerontologic Nursing is intended for Level 1 junior nursing students after formal admission in the program. The information gained in this course provides the foundation for specialized nursing care of older adults in professional nursing practice.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believes that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

The integration of faith is a theme of the course. The faculty invite the students to bring resources in the semester discussion of faith in nursing practice and care of the aged.

Course Content

Gerontologic Nursing provides exposure to specialized nursing care to older adults with theories of aging, legal and ethical issues, geriatric assessment, and influences on health and illness, wellness issues, common psychophysiologic stressors, diagnostic and pharmacologic management, and care of physiologic and psychological disorders.

Student Goals

After successful completion of this course, the student will understand and explore the application to nursing practice:

1. As a novice, apply beginning clinical reasoning, scientific basis for nursing, and established evidence-based nursing competencies to holistically address and prioritize simple to complex older adult preferences, values, and basic and special human needs.
2. As a novice, demonstrate beginning culturally sensitive nursing competencies (knowledge, behaviors, judgments, skills, and attitudes - KBJSA) on behalf of older adult patients

(individuals, families, groups - IFG) of diverse backgrounds and the health illness continuum (health promotion, maintenance, and restoration - simple acute, rehabilitation) in a variety of health care settings.

3. As a novice, engage with patients (IFG) in their care decisions, and demonstrate beginning communication skills and participate in shared decision making with the interdisciplinary health care team for the achievement of the highest potential and safe patient health outcomes.
4. As a novice, demonstrate basic knowledge of professional, legal, ethical, and regulatory standards for individual performance and identify elements of system effectiveness for safe nursing competencies (KBJSA), understand the decisions needed in the delegation of patient care to others, and state importance of the efficient use and allocation of health care resources.
5. As a novice, demonstrate beginning knowledge of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (IFG) to ensure safety and quality, apply established evidence-based best practices, and the management of confidential information technology for seamless care and transition within health care systems.
6. As a novice, recognize professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
7. As a novice, describes the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFG) advocacy, and participation in professional student nursing organizations.
8. As a novice, engages in self care and reflection to prepare for clinical demands, recognizes the importance of growth to professional competence within the program, and understands the need to participate in life long career and professional development.

Topical Outline

Introduction to gerontologic nursing

- a. Gerontologic nursing as a specialty
- b. Theories of aging
- c. Legal and ethical issues
- d. Gerontologic assessment

2. Influences on Health and Illness

- a. Cultural impact
- b. Family influences
- c. Socioeconomic and environmental influences
- d. Health promotion and illness/disability prevention
- e. Health care delivery settings for older adults

3. Wellness

- a. Nutrition
- b. Sleep and activity
- c. Safety
- d. Intimacy and sexuality
- e. Mental health

4. Common Psychophysiologic Stressors

- a. Pain
- b. Infection
- c. Chronic illness and rehabilitation
- d. Substance abuse
- e. Cancer
- f. Loss and end of life issues

5. Diagnostic studies and pharmacologic management

- a. Laboratory and diagnostic tests
- b. Pharmacologic management

6. Physiologic and Psychologic Disorders

- a. Cardiovascular
- b. Respiratory
- c. Endocrine

- d. Gastrointestinal
 - e. Musculoskeletal
 - f. Urinary
 - g. Cognitive and neurological
 - h. Integumentary
 - i. Sensory
- 7. Scriptural perspectives
 - 8. Professional values

Texts and Online Learning Resources

Meiner, S. E. (2011). *Gerontologic nursing*, 4th. ed. St. Louis: Elsevier Mosby.

Evolve (2011). *Student resources*. Retrieved at <http://evolve.elsevier.com/Meiner/gerontologic>

Course Activities

Class preparation of reading, audio podcast s and assignments will be required for active participation within the class time frame. Students will complete case studies, and choose concept maps, or other creative assignments in groups that will contribute to the final course grade.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains basic concepts of the overview of gerontologic nursing, influences on health and illness, diagnostic studies and pharmacological management in nursing care of older adults.	Quizzes, exams, class activities	Exam, quiz, and written assignment averages greater than or equal to 80/100.
The student applies an understanding of geriatric assessment, common psycho physiologic stressors, and evidenced based practice to nursing care of older adults.	Quizzes, exams, class activities, written assignment	Exam, quiz, and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student completes a comprehensive geriatric assessment.	Quizzes, exams, class activities	Exam, quiz, and written assignment averages greater than or equal to

		80/100.
The student identifies focused assessments needed of older adults in episodic encounters.	Quizzes, exams, class activities	Score greater than or equal to 80/100
Affective Competency Statements		
The student expresses a personal view of Christian respect of the aged.	Class activities	Substantive participation and regular attendance to class
The student describes philosophies of the professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence.	Class activities	Substantive participation and consistent class attendance.

Final Course Grading Scale

450 to 500 points = A

400 to 449 points = B

350 to 399 points = C

300 to 349 points = D

Below 300 points = F

Graded Course Elements

4 Unit Exams (50 points each; 50 questions each)	200 points
10 in class activities (10 points each)	100 points
Geriatric History and Assessment	100 points
Geriatric Evidence-Based Practice Presentation	100 points
Total	500 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty may ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 80 on a unit exam will be**

assigned remedial work/testing at the discretion of the faculty. Students who score *less than 160 points out of 200* after the four unit exams will be assigned remedial work/ testing to be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade. A final grade point average of 3.0 is necessary for progression in the program.

Class Activities

Students will work in groups of 3 or 4 on in class activities that will provide opportunities to prepare for course exams. Student s will be assigned case studies, or will select a creative format (concept map, diagram, mnemonic, or role play) to demonstrate relationships and nursing application of content assigned for class time. The highest scores for 10 activities will contribute to the total course points. See

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/ questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.

Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Geriatric Health History and Comprehensive Assessment

Students will complete a health history and a comprehensive assessment of a geriatric patient. See Appendix B for rubric.

Appendix B Care Analysis/Plan Rubric

Needs Improvement	Acceptable	Superior
Content of Data Collection More than 3 areas of documents incomplete; little development of topics; quality of ideas is poor; little analysis No points	All areas complete except 1-3; reasonable response to topics: moderately sustained and developed ideas; acceptable analysis of clinical data; has a balance of analysis and reflection 10 points	As a novice: All areas complete; superior response to topics; fully sustained and developed ideas; outstanding analysis of clinical data; good balance of analysis and reflection 20 points

Content of Assessment More than 3 areas of documents incomplete; little development of topics; quality of ideas is poor; little analysis No points	All areas complete except 1-3; reasonable response to topics: moderately sustained and developed ideas; acceptable analysis of clinical data; has a balance of analysis and reflection 10 point	All areas complete; superior response to topics; fully sustained and developed ideas; outstanding analysis of clinical data; good balance of analysis and reflection 20 points
Content of Evidenced-Based Care Plan More than 3 areas of documents incomplete; little development of topics; quality of ideas is poor; little analysis No points	All areas complete except 1-3; reasonable response to topics: moderately sustained and developed ideas; acceptable analysis of clinical data; has a balance of analysis and reflection 15 point	All areas complete; superior response to topics; fully sustained and developed ideas; outstanding analysis of clinical data; good balance of analysis and reflection 30 points
Prioritization Critical cues are missed, and data clustered inaccurately; Failure to respond to changes in data No points	Some cues are clustered correctly; some are missed. Failure to respond to rapidly changing data; Needs prompting beyond level of competency expected 10 points	All essential data cues are accurately assessed and clustered appropriately for an evidenced-based plan; Responds to changing data 20 points
Organization One of the elements missing – not on time, illegible, not organized, APA references in accurate or not present, does not incorporate previous feedback as appropriate No points		All documents on time, legible, in order. Sentences/phrases understandable; credible references in APA format; Incorporates previous feedback as appropriate 10 point

Geriatric Evidence-Based Practice Presentation

Pairs of students will choose a topic of interest from the course topical outline. They will investigate evidence-based practice related to older adults, and create a poster presentation with text and illustrations. The student will select a minimum of three research studies to support the analysis. See Appendix C.

Appendix C Geriatric Evidence-Based Practice Presentation

Appendix C Comprehensive Care Plan Presentation					
	Beginning 5 points	Developing 10 points	Accomplished 15 points	Exemplary 20 points	Score
Organization	Difficult to understand because there is no sequence.	Difficult to follow because student jumps to various topics	Presentation follows logical sequence, an area is omitted	Presentation follows an interesting, logical sequence, all content areas covered	
Content	Group does not have grasp and cannot answer questions	Group is uncomfortable with information and answers easy questions	Groups are at ease with expected answers, but fails to elaborate	Groups demonstrate full knowledge by answering all questions with full elaboration	
Graphics	Groups use superfluous graphics or none at all	Groups occasionally use graphics that rarely supports context	Group graphics relate to text and presentation	Group graphics explain and reinforce screen text and presentation	
Eye Contact	Group reads report with no eye contact	Group occasionally uses eye contact, but reads most of report	Group maintains eye contact most of the time, but frequently turns to notes	Group maintains eye contact with audience seldom turning to notes	
Elocution	Group mumbles, pronounces	Groups' voices are low, pronounces	Groups' voices are clear, pronounces most	Groups' voices are clear, pronunciation is	

	terms incorrectly, and speaks too quietly to be heard throughout room	words incorrectly, and audience has difficulty hearing presentation	words correctly, most of the audience can hear the presentation	precise and accurate, all the audience can hear the content comfortably	
Total					

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Course/Syllabus Orientation Meiner, Chapters 1, 2 Overview of Gerontologic Nursing, Theories of Aging Read and Audio pod cast	Discuss major demographic trends in the US in relation to the older adult population, and the effects of gender, marital status, race, ethnicity, housing, educational status, and economic status on health, well-being and life expectancy of older adults. Describe the effect of functional ability on the health status of older adults. Explore the concept of ageism as related to the care of older adults in various settings. Describe aging from a biologic, sociologic, and psychologic framework. Analyze prominent biologic, sociologic, and psychologic theories of aging and nursing implications.	
Week 2	Read and audio pod cast Chapters 3,5 Legal and Ethical Issues, Cultural Influences	Explore professional standards, statutes, regulations, and case law at the federal, state and local levels. Discuss legal implications of older adults as a vulnerable population, the impact of OBRA 1987, elder abuse, potential ethical issues in the areas of care of the terminally ill, organ donation, and self determination Describe advance directives, Patient Self determination, and nurse's role Explain rationale how skillful care of professional	Class Assignment 1

		nurses can improve the quality of life for older adults. Discuss major demographic trends in the US in relationship to older adult ethnic populations, cultural variations in beliefs of health, illness, and treatment, linguistically appropriate techniques in communication Explore ways in which planning and implementation of nursing implications can be adapted to the ethnicity of older adults.	
Week 3	Read and Audio pod cast Chapter 6,7,8 Family Influences, Socioeconomic and Environmental Influences, Health Promotion and Illness and Disability Prevention	Analyze the role of families in the lives of older adults, and common dilemmas and decisions that families face. Develop approaches that are used to assist families faced with age related concerns, and strategies to work effectively with families of older adult patients. Describe economic factors that influence older adults, components of Medicare insurance, and environmental factors that affect the safety and security of aging patients. Relate strategies to protect older adults from criminal victimization, and assess the ability of older adults to be their own advocate. Describe models of health promotion and wellness, patient barriers to health promotion activities, primary, secondary, tertiary, and quaternary prevention, and approaches to support empowerment of older adults. Plan strategies for nursing's role in health promotion and public policy.	Assignment 2
			Exam 1
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 4	Read and Audio pod cast Chapters 9,10 Health Care Delivery	Contrast needs of older adults in acute care, critical care, home care, long term care, and hospice. Describe assisted living, special care units, sub acute care units as specialty care settings of a long term nursing facility. Explore special considerations for older adults in all settings for safety and quality nursing care and improved	Assignment 3

	Settings, Nutrition	quality of life. Summarize resident rights of long term care, common factors associate with institutionalization, common clinical management problems with skin, incontinence, nutrition, infection control and mental health issues. Differentiate between the social, cultural, and emotional aspects of food and physiologic uses of nutrients. Contrast a nutritional screen and components of a nutritional assessment, and identify steps and core data collection of a nutritional assessment. Describe changes in nutritional requirements for older adults, therapeutic diets and nutritional support in nutritional therapies.	
Week 5	Read and Audio pod cast Chapters 11,12,13 Sleep/Activity, Safety, Intimacy/Sexuality	Describe age related changes in sleep, features of insomnia, factors influencing sleep, and sleep disorders. Explain components of a sleep history, sleep hygiene measures, and how lifestyle and activity affect sleep. Contrast basic and instrumental activities of daily living, and meaningful activities for patients with dementia. Explore the role of the nurse in promoting safety for older adults naming various community, state and federal resources. Discuss safety hazards in health care settings, intrinsic and extrinsic causes of falling, common treatable causes of falling, evidence-based standards for fall prevention. Describe home safety tips to prevent burns, poisoning, smoke inhalation, and food borne illness among community dwelling older adults. Identify disaster planning resources for older adults. Describe normal changes and pathologic problems of aging male and female sexual patterns. Explore the nurse's role is assessing, planning, assisting older adults with sexual and intimacy needs.	Assignment 4

Week 6	Read and Audio pod cast Chapters 14,15, 16 Mental Health, Pain, Infection	Explore why older adults with mental and behavioral symptoms are not diagnosed and treated. Relate the concept of ageism to psychiatric diagnoses of older adults. Describe the mental morbidity among nursing facility residents , factors that contribute to mental health and wellness, range of mental illness or disorders experienced by older adults, and nursing implications in addressing mental health needs of the aged. Discuss goals of pain management, types and sources of pain, potential effects of pain, barriers in assessment of pain, and the effect of pain on quality of life of older adults. Explain the use of pain assessment tools, and pharmacologic and non pharmacologic therapies for older adults with pain. Describe age related changes of the immune system and responses to infection seen in older adults. Explore how nutrition, psychosocial, lifestyle and medications affect the immune system. Explore strategies to prevent nosocomial and community acquired infections.	Assignment 5
			Exam II
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Read and Audio pod cast Chapters 4,17,18 Assessment, Chronic Illness/Rehabilitation, Substance Abuse	Describe the assessment modifications that may be necessary when assessing older adults, basic components of health histories, and principles to observe when conducting an assessment of older adults. Differentiate functional assessment, mental status assessments, affective assessments, social function assessments and a comprehensive assessment of an older adult. Define chronic illness and the relationship with rehabilitation.	Assignment 6

		Describe nursing implications is assisting older adults with chronic illness reach the highest potential and safe health outcomes in Explore key components in identifying older adults with substance abuse, alcohol abuse, prescription and non prescription drug abuse, nicotine abuse, and caffeine abuse. Describe nursing strategies and implications for assisting older adults with substance abuse.	
Week 8	Read and Audio pod cast Chapters 19,20 Cancer, Loss and End of Life Issues	Discuss the nurse's role in cancer prevention and early detection, ethical concerns of older adults with cancer, and appropriate resources of older adults with cancer. Identify common malignancies in aging adults, factors of increased risk for cancer, treatment plans and nursing implications, symptom management, and psychosocial problems of older patients with cancer. Explore differences between loss, bereavement, grief, and mourning, and physical, psychologic, social, and spiritual aspects of the grief process. Explain how complicated grief may manifest itself. Describe physical, psychologic, social, and spiritual aspects of dying, and nursing care of the dying. Discuss the philosophy of palliative care.	Assignment 7
Week 9	Read and Audio pod cast Chapters 21,22 Laboratory and Diagnostic Tests, Pharmacologic Management	Describe the role of the nurse in interpreting laboratory values for older adults, and key values that change with aging. Discuss selected lab values that change with aging; erythrocyte sedimentation rate, potassium excretion, serum potassium and drugs that affect potassium, serum sodium and pseudohyponatremia, serum creatinine concentrations, bacteria in urine and urinary tract infections, troponin levels in cardiac emergencies, brain natriuretic peptide in congestive heart failure, and thyroid function. Explore characteristics of medication use in older adults,	Assignment 8

		and medications to avoid and potential risk factors in older adults. Describe pharmacokinetic and pharmacodynamic changes associated with aging and implications for drug therapy. Describe issues with optimum use of psychotropics, cardiovascular agents, and antimicrobials. Identify risk factors for nonadherence and strategies to improve adherence.	
Week 10	Read and Audio pod cast Chapters 23,24 Cardiovascular Function, Respiratory Function	Explore the pathophysiology, treatment regimen, and nursing implications for older adults with cardiovascular and respiratory diseases and issues. Discuss smoking cessation methods and interventions. Identify risk factors for the development of tuberculosis in older adults. List the benefits of pulmonary rehabilitation for older adults with chronic obstructive pulmonary disease.	Assignment 9
			Exam III
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 11	Read and Audio pod cast Chapters 25,26 Endocrine Function, Gastrointestinal Function	Describe major characteristics of common endocrine diseases in older adults and apply the nursing process for patients. Explain primary and secondary prevention related to the gastrointestinal system for older adults. Discuss risk factors pathophysiology and nursing management of gastrointestinal disorders in older adults.	Assignment 10 Geriatric History and Assessment Due
Week 12	Read and Audio Pod Cast Chapters 27,28 Musculoskeletal Function, Urinary	Explore pathophysiology, treatment, and nursing management of musculoskeletal disorders. Discuss nursing implications in clients with incontinence issues. Describe pathophysiology, treatment and nursing implications of caring for patients with urinary	Assignment 11

	Function	disorders.	
Week 13	Read and Audio pod cast Chapters 30,31 Integumentary Function, Sensory Function	Describe the pathophysiology, treatment, and nursing implications of integumentary disorders. Identify five pressure ulcer preventive strategies endorsed by the Agency for Healthcare Research and Quality clinical guidelines. Explain the process of successful wound healing. Discuss 6 types of dressings, including indications, contraindications, advantages, and drawbacks. Explain nursing implications in care of older adults with sensory alterations.	Assignment 12
Week 14	Read and audio pod cast Chapters 29 Review Cognitive/Neurologic Function,	Comprehensive Review Differentiate neurologic and cognitive disorders of the older adult, and evidence-based nursing implications in care.	Geriatric Evidence-Based Presentations Due
Week 15	Read and audio podcast	Exam IV	Geriatric Evidence-Based Presentations Due
Week 16			

