

LOS ANGELES HARBOR COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM



NURSING 339
NURSING PROCESS AND PRACTICE IN THE CARE OF
THE GERONTOLOGIC PATIENT
2019-2020

LOS ANGELES HARBOR COLLEGE
Associate Degree Nursing Program

COURSE OUTLINE

N339 Nursing Process and Practice in The Care Of The Gerontologic Patient (2 units)

Faculty Contact Information:

TBA

(office hours posted outside of door and by appointment)

Office phone #:

Cell phone #:

Email:

Course Description: This course focuses on the Geriatric patient and issues relevant to their care and integrates content of the Roy Adaptation Model and the Nursing Process. This course expands concepts, principles, knowledge, and skills learned in previous nursing courses. It emphasizes psychosocial, physiological, environmental and ethical concepts and issues that impact nursing care services for older adults in various care settings, e.g. long-term care facilities (LTC) and Home Health Agencies. A more advanced role of the nurse is emphasized. The course consists of six units:

Unit 1: Introduction to Home Health/Hospice (Self Teaching Unit) and Community Care.

Unit 2: Intravenous Instructional Unit. Intravenous therapy (I.V.) is introduced, e.g. intravenous insertion and infusion consideration of the gerontologic patient.

Unit 3: Introduction to the Gerontologic Nursing and Influences on Health & Illness.

Unit 4: Wellness Issues, Common Psychophysiologic Stressors, and Diagnostic Studies & Pharmacologic Management.

Unit 5: Nursing Care of Physiologic and Psychological Disorders.

Unit 6: Long Term Care/Community Based Gerontologic Care. Clinical experiences will be comprised of traditional instructor supervised learning in long term care facilities and service learning assignments in a variety of community agencies for the elderly.

Credit/Contact Hours: Lecture/discussion will average 4.5 hours per week and clinical totals 54 hours (location hours and assignment TBA) for 4.5 weeks (including final examination).

Transferability: Conditional

Prerequisites: Admission to the Nursing Program, successful completion of first and second semesters, N333, and N335 with a grade of "C" or higher. All required science courses must be completed. The student is responsible for all previously learned materials in the physiological and psychosocial modes, and demonstrated satisfactory clinical performance for clinical competencies that were evaluated for all previous nursing courses.

"LVN-30 unit" option: Admission to nursing program and meet all requirements.

"LVN Advanced Placement": As above and completion of required 2nd and/or 3rd semester – N333 and N335 nursing program courses and cognates, and Sociology 1 or Anthropology 102 with grades of "C" or better.

Student Learning Outcomes: At this level, which comprises courses in the third and fourth semester of the nursing program, students are expected to continue to apply and adapt medical surgical nursing concepts to patients across the life span in a variety of community based health care settings, modify plan of care and make decisions for patients at a variety of developmental stages on the basis of general guidelines or principles derived from previous experiences, organize and prioritize nursing interventions with supervision, and use appropriate resources to assist in solving patient problems. The student can adapt to different age groups basic skills and develops new skills applying guidelines that are based on cues from experts. They attempt to correlate and build on medical surgical theory and practice. Program Learning Outcomes for level three are:

1. Apply the nursing process using the Roy Adaptation Model in caring for individuals and groups across the lifespan and developmental stages.
2. Practice professional behavior standards of nursing practice.
3. Demonstrate clinical decision making that is accurate and safe.
4. Provide safe, patient-centered care.
5. Function effectively within nursing and interprofessional teams utilizing effective communication strategies.
6. Incorporate evidence-based practices, which support clinical reasoning.
7. Identify areas for improvement in quality and safety of health care systems.
8. Utilize technology to research patient information, communicate with interprofessional teams, manage knowledge, mitigate error, and support decision-making.

Course Outcomes: Upon completion of this course, with appropriate study and practice in the classroom, campus learning lab, and community settings, the third semester student nurse will utilize the Nursing Process and Roy's Adaptation Model to assess, plan, implement, and evaluate nursing care for dependent and independent older patients. The objectives relate to the Student Learning Outcomes Level III [1-8]. The third semester, nursing student will be able to:

1. Compare biological, sociologic, and psychological theories of aging. [3,4,6]
2. Evaluate a theory base for understanding and implementing nursing care in various settings for physiological and psychosocial changes associated with normal aging. [1,3, 4,5]
3. Compare and contrast normal aging changes from pathological behaviors. [1,3,4,6]
4. Apply the Gerontologic Standards of Practice, OBRA regulations, ethical standards of practice, including the Patient Self-Determination Act, and the Joint Commission safety guidelines. [3,4,5,6,7]
5. Develop strategies, techniques, and modifications necessary for conducting a comprehensive gerontologic assessment for the physiologic, role function, self-concept, and interdependence modes. [1,4]
6. Appraise environmental, physiological, cultural, sexual, and psychosocial factors that put gerontologic patients at physical/and or emotional risk. [1,3,4,6,7]
7. Analyze how physical, mental, and social health; safety; cultural variances; human sexuality; and activity contribute to healthy aging. [1,3,4,5]
7. Evaluate common dilemmas related to end-of-life decision making that impact older people and their families. [1,2,4,5,6,7]
8. Adheres to National Patient Safety Goals and other guidelines. [2,3,4,6,7]
9. Performs nursing skills safely. [2,3,4,6,7]
10. Implement pain management interventions for gerontologic patients. [4,5]
11. Appraise types of services available in the community for the aging population. [4,5]
12. Recognize and report elder mistreatment and abuse. [1,2,3,4]

13. Assess and develop strategies to meet the educational needs of the patient and family. [3,4,5,6]
14. Internalize culturally sensitive, individualized nursing care for gerontologic patients residing in community based and long-term care settings. [2,4]
15. Integrate steps of the nursing process to assess, plan, initiate, monitor, and evaluate older adult patient's response to intravenous therapy. [1,3,4]
16. Organize nursing care for older adults applying the nursing process, roles of practice, and Roy Adaptation Model to coordinate patient care for patients with physiological and psychosocial needs. [1,3,4,6]
17. Practice professional role performance behaviors by adhering to ethical principles, and legal boundaries of the profession, clinical agency, and college. [2,4]
18. Coordinate nursing care based on the ANA Standards of Gerontological Nursing Practice, prioritized patient needs, and appropriate, efficient use of available resources. [1,2,3,4,6]
19. Display effective communication and collaboration with patient and interdisciplinary team to achieve patient outcomes while providing care for older adult patients in a variety of community-based short and long-term settings. [1,2,4,5,6,7,8]
20. Implement evidence-based practice through research on best practices in the delivery of care for the gerontologic patient. [1,3,4,5,6]
21. Advocate for patients and families. [3,4,5]
22. Demonstrates computer literacy in accessing information from the internet related to course content, clinical preparation, clinical documentation, and patient management. [8]
23. Internalize domains of learning when implementing N339 outcomes/competencies that include utilizing critical thinking abilities, communication skills, and therapeutic nursing interventions to:
 - a) Develop and maintain therapeutic patient/family/ nurse relationships as evidenced in communication, care plan, instructional conferences and interdisciplinary team meetings.
 - b) Administer Mental Status Examinations. [1]
 - c) Conduct functional (instrumental and ADL) assessments. [1,4,6]
 - d) Conduct a home, community, and care facility assessment for contributing factors that may jeopardize the safety of older adults. [1,4,7]
 - e) Conduct a life story/review with older adult. [4]
 - f) Actively participate in service learning activities in assigned agencies.[2,4,5]
 - g) Develop and present sensory stimulation project at senior citizen center. [2,5]
 - h) Perform venipuncture by inserting an intravenous needle with cannula. [4]

Required Textbooks and Supplies:

Tablowski, Patricia A. (2014). *Gerontological nursing (3rd ed.)*, New Jersey: Pearson/Prentice Hall.

Scantron answer sheets for examinations (Red Scantron – One F-1712 [8.5x11"] plus five F-289-PAR_L or X-101864-PAR-L [4.25x11"])

Supplementary Texts:

Seo-Cho, J. M. (1999). *Nursing process manual: Assessment tool for the Roy adaptation model*. Glendale, CA: Polaris Publishing Company.

Course Policies: See College Catalog, Nursing Student Handbook, and Course Syllabus.

Clinical Eligibility: To be eligible for clinical attendance all students are required to have the following: American Heart Association Professional CPR, which includes training with AED; Basic First Aid Certification or equivalent (e.g. EMT certification); background check clearance; current TB test or chest x-ray; positive rubella, varicella, rubeola, and hepatitis B titers (or signature on appropriate declination forms); current influenza vaccine (unless unavailable); physical examination within the past two years; OSHA certification; Fit testing; and current personal liability insurance for the period of time that the student will be participating in this course. Printed copies of all must be provided in the health packet as well as actual results of all laboratory, x-ray, and TB skin tests to the student's clinical instructor prior to the student's attendance at Home Health, adult day care, or assisted living placement or the first day of clinical at the long term care facility rotation.

In addition all agency required tests, must be completed and submitted to your clinical instructor. **For complete Clinical Requirements, see the Student Handbook online at www.lahc.edu.**

Any behavior by a student that puts the patient in jeopardy or is life threatening will be terminated from the course with a failing grade.

Academic Dishonesty:

The District Academic Dishonesty Policy 9803.28 describes academic dishonesty violations as follows: "Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume ones identity for the purpose of enhancing ones grade."

Academic dishonesty will not be tolerated in the Nursing Division. For further clarification, the nursing faculty has addressed definitions for the four major forms of academic dishonesty.

- Plagiarism- presenting the work of another as if it were student's own work. Each time a source is utilized, a citation for the source must be included in the text of the paper.
- Cheating- engaging in an act of deception whenever by misrepresenting mastery of information on an academic exercise that has not been mastered.
- Fabrication- falsifying research or invents information with the intent to deceive.
- Academic misconduct- violation of college policies, tampering with grades.

Attendance Policy: Hours for this short-term course are not pro-rated from semester hours. An absence of one clinic day or one lecture is "excessive". The college catalog defines "excessive absences" as absences in excess of the hours the class meets in one week. *There are no unexcused absences.* Reasons for an excused absence are limited to personal illness, death of an immediate family member or personal emergency. A student who has "excessive absences" must meet with the instructor to assess the students' ability to master content and meet the course objectives. A student may remain in the course, asked to withdraw or be failed, as decided by the third semester faculty team. Students are NOT to be absent, and are reminded that the student is responsible for all information, announcements, and learning materials given during class and clinical time. Students are expected to arrive and depart from class on time. *Two (2) tardies* in the classroom equal one absence. Absences that exceed specified maximum may result in exclusion from the course or receiving an "F" grade.

Math Test Policy: None required.

Kaplan Policy: No Kaplan required at end of course.

Remediation Readmission Policy: If a student fails to complete this course with a passing grade, including exiting the course before completion by exclusion or a withdrawal, the student is required to complete an Exit Interview with the clinical instructor or lead instructor and the nursing remediation counselor. To be readmitted to the program, the student must complete a RRT&C request form and submit the form, to the Department's Administrative Secretary. The student request will be considered by the RRT&C Committee and readmission will be determined by eligibility of current admission policies, number of previous exits, completion of any required remediation, and available space.

Readmission to the program is not automatic; students must complete the program in a timely manner. Students out of the program for two or more semesters may be asked to do remediation work and/or repeat prior courses completed.

Please refer to the Student Handbook for the RRT&C Policy and Procedure for this course.

Course Credit Challenging Policy: The student who satisfies the Los Angeles Harbor College and Nursing Division requirements for receiving *Credit by Examination* is eligible to challenge the Nursing N339 theory portion of the course, but not the clinical portion. The student must fulfill the clinical rotation for N339 and challenge the theory portion with the following requirements:

Achieving a minimal score of 75% for each of the course units and final examination for N339 (on the first attempt).

*All testing must be completed on the Los Angeles Harbor College campus, in a test-secured room within the nursing building,. No more than 1.5 minutes are allotted for the completion of each exam question.

The student is expected to have completed the Course Syllabus materials as preparation for the challenge exam, including assigned readings designated in the course units.

College and Department Policies: See College Catalog, and Nursing Student Handbook.

Board Policies/Accommodations:

1. Nursing students requiring SPECIAL ACCOMODATIONS in a course must present official documentation of the type of accommodations required to the nursing faculty.
2. **Board Rule 9803.12. Dishonesty**, such as cheating, or knowingly furnishing false information to the college. Examples of academic dishonesty: A student copies from another student, to help an academically weaker student by providing answers to a test or using "crib" notes.
3. **Board Rule 9803.14. Obstruction or disruption** of classes, administration, disciplinary procedures, or authorized College activities.
4. **Board Rule 9803.19. Alcohol and Drugs.** Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professional Code section 4230, any use of controlled substance the possession of which are prohibited by the same, or any possession or use of alcoholic beverages.

5. Title IX (of the 1972 Education Amendments) protects students and staff alike from discrimination based on sex, including Sexual Harassment and Sexual Assault, which are forms of Sexual Misconduct. Under Title IX, all people in the educational environment must be treated equitably, regardless of sex, sexual orientation or expression, and/or transgender identity. If you have experienced or learned of a possible violation of Title IX and/or would like to know about options, resources (including confidential services), the law, or District policy, please do not hesitate to contact a Title IX Coordinator.

LAHC Campus Title IX Coordinators : Peggy Loewy Wellisch (310) 233-4321

loewywp@lahc.edu & Dawn Reid (310)233-4237 reidd@lahc.edu

District Title IX Office: Office for Diversity, Equity, and Inclusion (213) 891-2315

TitleIX@email.laccd.edu

Please see LAHC College Catalog (<https://www.lahc.edu/classes/schedules.html>) for a listing of all District Board Rules. Also, refer to the Student Discipline Procedure for due process for disciplinary issues, grievances and the student appeal process. All students are required to read the Student Nurse Handbook. The Student Nurse Handbook can be found online under the LAHC – Nursing Program website.

Course Grading: This course has 250 points. Tests are based on unit learning objectives. Both clinical laboratory (field & IV competency testing) and theory must be passed to satisfactorily complete this course.

- ✓ Unit I - Home Health Examination = 20 pts.
- ✓ Exams for Unit III (50 pts.), IV (50 pts.), and V (50 pts.)
- ✓ Final Examination = 50 pts.
- ✓ Unit II - Intravenous Therapy Examination = 20 pts.
- ✓ Self evaluation paper utilizing critical thinking and the nursing process = 10 pts

Grade of A	(100 to 90%)	250 - 225 points
Grade of B	(89 to 81%)	224 - 202 points
Grade of C	(80 to 75%)	201 - 187 points
Grade of D	(74 to 60%)	186 - 150 points
Grade of F	(59% and below)	149 - 0 points

There are no scheduled make-up exams. Students are urged to contact the Instructor prior to the exam, if major illness requires missing an exam. The highest grade obtainable for an exam taken after the scheduled testing date is 75%. Make-up exams may be multiple choice, fill-in, essay, or assessment/and or Nursing Care Plans or a combination of all the above.

Home Care Examination: Students must successfully complete the Home Health Examination with a value of 20 points with 75% accuracy prior to community-based rotations. The score from the first exam will be added for the course grade. If the student does not pass the first attempt, they must retake the exam until they pass with a 75%.

Clinical Labs: Students are required to be *SATISFACTORY* in their clinical work regardless of theory grade to successfully complete this course.

Critical Outcomes: A student must receive a rating of “satisfactory” in clinic in order to Pass the clinical component by the end of the course. Refer to Home Health – Community Clinical Guide and Long Term Care – Clinical Guide for grading criteria and evaluation tool(s) to identify that which earns the student either a “satisfactory”, “needs improvement” or “unsatisfactory” in clinic. Students are responsible for all procedures learned and practiced in all previous nursing courses at a satisfactory level.

Clinical performance will have a final grade of “Satisfactory” or “Unsatisfactory”. Exam scores and classroom performance will determine the final course grade, if the clinical grade is “Satisfactory”.

If the clinical grade is “Unsatisfactory”, the highest course grade that can be earned is a D. Note: A “D” is **NOT** a Passing grade in the Nursing Program.

Learning Resources:

- ◆ College or Hospital Library
- ◆ Computer Lab
- ◆ Nursing Learning Lab
- ◆ Learning Resource Center in Main Library
- ◆ Internet
- ◆ Simulation Lab

Health Databases for Nursing Students, www.medscape.com , www.guideline.gov and www.GeroNurseOnline.org .

Methods of Instruction:

- ◆ Selected/related readings
- ◆ Lectures
- ◆ Discussion
- ◆ Demonstrations
- ◆ Videotapes, DVD's, CD's, films, etc.
- ◆ Computer-Assisted Instruction
- ◆ Journal Articles
- ◆ Case studies
- ◆ Clinical experiences
- ◆ Critical thinking and problem-solving exercises
- ◆ Simulations, e.g. use of the “experience aging suit”

Study Time: The College expects a minimum of three or more hours of study and preparation by the student for each hour of lecture and one or more hours of preparation for each hour of clinical laboratory. This means a minimum of 13.5 hours/week of study for lecture and an average of 13.5 hours/week of study/preparation for clinic.

Evaluation Method:

NCLEX blueprinted exams designed to measure knowledge, application, nursing judgment, and critical thinking. Overall score of 75% must be achieved

Written assignments-required clinical papers assigned must meet specified criteria-see clinical grading criteria.

Clinical Performance-see evaluation of clinical performance page found under “clinical materials”.

Compliance with College, Nursing Program, Course Policies, and applicable Facility policies to which the student is assigned.

Course Evaluation: The N339 course evaluation will be done online. This evaluation must be filled out during the last week of this course.

Your feedback is essential if any opportunity for positive change is to occur.

Class Etiquette

A student enrolling in the nursing program may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom.

1. No texting and cell phone use during class time
2. No electronic devices with tones that may cause class disruption
3. No children, friends, or guest in the classroom, stimulation lab, and clinical settings
4. No food/drinks in the classroom at any time (water is okay)
5. Any excessive talking will result in dismissal of the student from the class
6. Seats may be assigned at the discretion of the instructor
7. No taping, recording, photography or computer recording of the class without permission.
8. Please bring your textbook to class (for classroom use) as it will be referred to often
9. Demonstrate professional behaviors in class, including but not limited to: prompt and timely arrival to class, using respectful tone, language, attitude, No falling asleep in class
10. Academic integrity is expected by the college and the professor will uphold these expectations. Any violation will result in zero points for the exam/assignment in question and a possible 1-2 days suspension from the class. Be aware that this may result in failure of the course
11. The professor may dismiss student(s) from the class if they are being disruptive in any way
12. DO NOT seek information about this course from inappropriate sources. If you have a question about the class, ask the professor or clinical instructors of record
13. During testing, no caps, hats, or large sweatshirts are to be worn. No beverage containers on the desks. All belongings must be placed in a designed area of the classroom
14. The testing policy is included in the syllabus and will be followed without exception
15. Any talking after the instructor has announced that the test has officially begun, will result in "zero" points for the test.

Adopted by Dr. Frances Eason, EdD, MSN, CNE, ANEF
East Carolina University School of Nursing
Refer to LAHC Student Handbook as needed