UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER/2016

COURSE NUMBER NGR 6255, Section 7717

COURSE TITLE Advanced Nursing Care of the Older Adult

# CREDITS 2

# PLACEMENT Required Course in Adult-Gerontology Primary Care Nurse Practitioner

 Elective Course for all other Tracks

# PREREQUISITES NGR 6241 Common Adult Health Problems

NGR 6241L Common Adult Health Problems: Clinical

 NGR 6172 Pharmacotherapeutics for Advanced Practice

#  Nursing

 or

Permission of the Instructor

CO-REQUISITES NGR 6244 Complex Adult-Gerontology Health Problems

 NGR 6244L Adult-Gerontology Primary Care Nurse Practitioner Clinical 2

# FACULTY Toni L. Glover, PhD, GNP-BC, ACHPN

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#  Office hours: by appointment

COURSE DESCRIPTION

This course provides the student with knowledge to care for the health care problems that result from normal and pathologic aging. The emphasis will be on gaining the knowledge necessary to prevent, diagnose and manage both acute and chronic age-related health problems. The focus is on management of older adults from diverse backgrounds with health problems that are caused or exacerbated by the processes of normal and pathologic aging in the primary care setting.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Integrate knowledge from health, psychological, and social sciences in the clinical reasoning process and advanced nursing management of older adults with health problems related to normal or pathologic aging.
2. Develop diagnostic plans based on holistic health assessment data for older adults with health problems related to normal or pathologic aging.
3. Utilize critical thinking and current research to develop management plans for disease prevention and treatment of older adults with health problems related to normal or pathologic aging.
4. Formulate strategies to evaluate the effectiveness of health promotion, disease prevention, and management plans in older adults with health problems related to normal or pathologic aging.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <https://lss.at.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Theories of aging (physiologic, psychological, social)
2. Aspects of assessment, diagnostic testing and pharmacology unique to the older adult.
3. Prevention, diagnosis and management of the most common health problems caused or exacerbated by the processes of normal and pathologic aging focusing on an adaptive rather than curative approach:
4. Cognitive impairment
5. Genito-urinary alterations
6. Musculoskeletal problems
7. Mental health alterations
8. Symptom management
	* 1. Pain

 ii. Fatigue

 iii. Altered sleep

iv. Inadequate nutrition

* + - 1. Sensori-neuro problems
			2. End-of-life issues

# TEACHING METHODS

Videos and lectures, online educational programs, collaborative discussion, case studies, and article reviews.

# LEARNING ACTIVITIES

Reading, online learning activities, article reviews, short papers, and quizzes.

# EVALUATION METHODS/COURSE GRADE CALCULATION

Each student is expected to (1) comprehensively read and critically analyze materials

assigned for each class topic, (2) actively participate in weekly discussions of class topics, and

(3) successfully complete all assignments. Evaluation will be based on the achievement of these criteria. The elements that contribute to the final course grade and their relative weights are as follows:

 Assignment % of Final Grade

Reflective Paper 15%

Article Review 15%

Quiz, Weeks 1-8 20%

Pain Certificate (Responsible Opioid Prescribing Initiative) 20%

VoiceThread Discussion Participation (6 VT/5points each) 30%

 100%

MAKE UP POLICY

Instructor will make an effort to accommodate reasonable requests regarding due dates of assignments.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91-92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

Ham, R.J., Sloane, P.D., Warshaw, G.A., Potter, J.F., and Flaherty, E. (2014) *Ham’s Primary care geriatrics: A case-based approach (6th ed)*. Philadelphia, PA: Elsevier Saunders.

REQUIRED VIDEO

National Geographic Channel. *Breakthrough: The Age of Aging*. The episode may be available through your cable provider or through your local library. The episode is available on Amazon at a cost of $2.99. Do not purchase before the first week of class – I will explore if I can share a link on the Canvas website.

RECOMMENDED TEXTBOOKS

Boltz, M., Capezuti, E., Fulmer, T., Zwicker, D. (2016). *Evidence-based geriatric nursing protocols for best practice (5th ed)*. New York, NY: Springer Publishing Company.

**And**

All texts required for:

* NGR 6002C Advanced Health Assessment and Diagnostic Reasoning
* NGR 6636 Health Promotion and Role Development in Advanced Practice Nursing
* NGR 6140 Physiology and Pathophysiology for Advanced Nursing Practice
* NGR 6101 Theory and Research for Nursing
* NGR 6172 Pharmacotherapeutics for Advanced Practice Nursing
* NGR 6052C Adult Nursing: Diagnostics & Procedures

WEEKLY CLASS SCHEDULE (may be updated as needed to achieve course objectives)

| DATE | TOPICS | READINGS | LECTURES/VIDEOS | ASSIGNMENTS |
| --- | --- | --- | --- | --- |
| Week 1 May 9 | Course OverviewAging Demographics | *Ham’s Primary Care Geriatrics*Chapter 1Review the NGR 6255 Syllabus, Topical Outline and Frequently Asked Questions documentsAfter watching *The Age of Aging*, Read *A Trial for the Ages*Read about the TAME Trail on [Clinical Trials.gov](https://clinicaltrials.gov/ct2/show/NCT02432287) | Watch the National Geographic special: *Breakthrough: The Age of Aging*(The episode may be available through your cable provider or through your local library. Episode is available on Amazon at a cost of $2.99). | Familiarize yourself with resources on the course website.**Post on VoiceThread Discussion** A brief description of yourself. Include: 1. MSN or DNP? What track? If DNP, what is the focus of your capstone project?
2. Where do you work currently? Full-time or part-time?
3. Anything in particular you hope to learn or review in this course.
4. Personal interest or hobby.
5. Add your photo to your Canvas profile.

Post by Thursday, 11:59 pm. |
| Week 2May 16 | The Silver Tsunami has Arrived: The Impact of Global Population Aging | Read the following:* *Global Health and Aging* (NIA/WHO)
* *Transitioning Health Systems for Multimorbidity*
* [*Why I Hope to Die at 75*](http://www.theatlantic.com/magazine/archive/2014/10/why-i-hope-to-die-at-75/379329/)
 | Watch the YouTube webinar with Dr. Ezekiel Emanuel: [*Why I Expect to be Alive at 75*](https://youtu.be/9H2zTv178hQ) | **Reflective Paper**There is an unprecedented phenomenon of worldwide aging. In the U.S., Florida has the highest percentage of elderly residents. In the readings and videos from the first two weeks, we see two divergent lines of thinking: bracing for the impact of caring for an expanding older population with multimorbidities to thinking about exciting new ways to alter the aging process and the functional decline associated with aging.Write a 1-2 page reflective paper on what you learned. What was new? Did you think about caring for older patients differently? Adhere to APA style, include citations.Due: May 22 at 11:59 pm |
| Week 3May 23 | Physiological Changes of AgingGeriatric AssessmentThe Medicare Annual Wellness Visit | *Ham’s Primary Care Geriatrics*Chapter 3, 4, and 9 | Watch the YouTube video, [*Physical Exam on the Older Adult*](https://www.youtube.com/watch?v=OeXVV3elJx8), with Dr. Douglas Drummond: Review the AGS-GRS *Assessment* slidesReview the Medicare Annual Wellness Visit (AWV) [Clinical Tools](http://www.mainehealth.org/awv) | Choose one of the following Medicare AWV clinical tools:* Mini Cog Tool
* PHQ-9
* Timed Up and Go (TUG)

Then:1. Practice using this tool on an older patient, friend, or family member.
2. Conduct a search on the tool in PubMed. Select one research article to read on how the tool was used.

**Post on VoiceThread Discussion**Share your experience of using the tool in practice. Briefly summarize the article you read, how the tool was used, and how the result was used. Include the citation to the article you reviewed.Post by Thursday, 11:59 pm. Respond to two of your colleagues’ comments by Sunday at 11:59 pm. |
| Week 4May 30 | Appropriate PrescribingMedication Management | *Ham’s Primary Care Geriatrics*Chapter 6Read the AGS-GEM on *Appropriate Prescribing*Read * *Prescribing in the Elderly: Practical Tips and Potential Pitfalls*
* *Safety and Benefit of Discontinuing Statin Therapy in Life-Limiting Illness*
 | Review the AGS-GRS *Pharmacotherapy* slidesWatch the YouTube video, [*Deprescribing 101*](http://youtu.be/ubum-IJMxAE) with Dr. Douglas DrummondPrint the AGS Beers Criteria of Potentially Inappropriate Medications. Keep this as a reference for your clinical practice. | **Case Study**Read the case study on polypharmacy.**Post on VoiceThread Discussion**Discuss which medication(s) you would discontinue and why. Post by Thursday, 11:59 pm. Respond to two of your colleagues’ comments by Sunday at 11:59 pm. |
| Week 5June 6 | Delirium and Dementia | *Ham’s Primary Care Geriatrics*Chapter 16-17Read the AGS-GEM on Delirium and DementiaReview the Reports:* Alzheimer’s Disease Facts and Figures
* Changing the Trajectory of Alzheimer’s Disease
 | Review the AGS-GRS *Delirium* and *Dementia* slidesWatch the YouTube video, [*The Aging Brain: Dementia, Delirium, and Depression*](http://youtu.be/AjQQkx-zw4A)with Dr. Douglas Drummond | See assignment under week 6. |
| Week 6June 13 | DepressionElder Abuse | *Ham’s Primary Care Geriatrics*Chapter 18, 33Read the AGS-GEM on Depression | Review the AGS-GRS *Depression and Other Mood Disorders* and *Elder Mistreatment* slides | **Article Review**Choose one of the six peer-reviewed research articles on delirium, dementia, and depression in older adults posted under weekly resources. These studies utilized the one of the assessment tools listed in the GEMs for Delirium, Dementia, or Depression.Write a one-page description of the study, what was the research question, which tool was used and why, comment on the stated validity/reliability, and discuss the findings pertaining to the utilized assessment tool.Due: June 19th, 11:59. |
| June 20 | Summer Break (June 20-24) |  |  |  |
| Week 7June 27 | Falls and FrailtyDermatology | *Ham’s Primary Care Geriatrics*Chapter 20, 29, 54Read the Health Affairs Blog on [*Measuring Quality Care for Older Adults with Serious Illness*](http://healthaffairs.org/blog/2014/01/22/measuring-quality-of-care-for-older-adults-with-serious-illness/) Read the NY Times article, [*For the Very Old, a Dose of ‘Slow Medicine’*](http://www.nytimes.com/2008/02/26/health/views/26books.html) | Review the AGS-GRS *Falls, Frailty,* and *Dermatology* slidesReview the [Choosing Wisely](http://www.choosingwisely.org/) website. **Click on *Lists* to find AGS**You may wish to sign up for *Derm Dx*, a free monthly dermatology photo quiz on [*Clinical Advisor*](http://www.clinicaladvisor.com/)  | **Post on VoiceThread Discussion**Which of the *Choosing Wisely* recommendations is most interesting to you or relevant to your clinical practice? Discuss how you might apply the concept of *slow medicine* to the care of older adults. You may choose any of the *Choosing Wisely* recommendations from the specialty societies or select one from the American Geriatrics Society (AGS) list. Post by Thursday, 11:59 pm. Respond to one of your colleagues’ comments by Sunday at 11:59 pm.  |
| July 4 | Holiday  |  |  |  |
| Week 8July 4 | Sensory ChangesAssessing Driving Ability | *Ham’s Primary Care Geriatrics*Chapter 25-26, 35 | Review the AGS-GRS *Hearing Impairment* and *Vision Impairment* slidesReview the *Fitness-to-Drive* website at: <http://ftds.phhp.ufl.edu/> Watch the YouTube news story by clicking on the tab on the upper right side of the screen.  | Quiz on *Ham’s Primary Care Geriatrics* Readings Weeks 1 -8Quiz opens in Sakai (under *Tests & Quizzes*) July 8th at 5pm until July 10th at 5 pm. You may use your books for the quiz. Please be ready to take the exam when you open it – you may only open it once. |
| Week 9July 11 | Pain  | *Ham’s Primary Care Geriatrics*Chapter 27Read the following:* Rx Drug Abuse, A National Survey
* Negative Outcomes of Unbalanced Opioid Policy
 | Review the AGS-GRS *Persistent Pain* slidesWatch the YouTube video, [*Understanding Pain: What to do about it in less than five minutes?*](https://youtu.be/RWMKucuejIs) | See assignment under Week 10 |
| Week 10July 18 | Pain |  |  | Complete the Emerging Solutions in Pain (ESP) [Responsible Opioid Prescribing Initiative Training](http://www.emergingsolutionsinpain.com/component/content/category/1017-rems) Registration is free. There are six modules. Each module may take 30-60 minutes to complete.Submit a PDF or Word document of your certificate of completion under the Assignments tab by July 24th at 11:59 pm. |
| Week 11July 25 | Palliative Care | *Ham’s Primary Care Geriatrics*Chapter 14Read the *Frequently Asked Questions about Billing for Advance Care Planning Services* | Review the AGS-GRS *Palliative Care* slides  | Play [Go Wish](http://www.gowish.org/) (there is a *Try It* Free button on the left middle of the screen). If you can include a friend or family member, even better!Watch the emmi video on [Advance Directives](https://ufhealth.org/uf-health-palliative-care/overview) (under the side box Interactive Videos, free registration).**Post on VoiceThread Discussion**Discuss your reaction to these methods to teach people about advance care planning. Did you enjoy them? Would you consider using them in your clinical practice?Post by Thursday, 11:59 pm. Respond to one of your colleagues’ comments by Sunday at 11:59 pm. |
| Week 12August 1 | Palliative and End-of-Life Care***Last class*** | Read * *Research Priorities in Geriatric Palliative Care, Policy Initiatives*
* *Geriatrics and Palliative Care: Collaboration for Quality of Life until Death*

Review* Resource Guides for Palliative Care, Pain and Non-Pain Symptoms
 | Watch the video, [*Ten Steps for What to Say and Do*](https://youtu.be/7kQ3PUyhmPQ), featuring palliative care expert, Dr. Diane Meier | Go to the [Palliative Care Network of Wisconsin (PCNOW)](http://www.mypcnow.org/) website. Review one of the *Fast Facts* related to your clinical track or your area of interest.**Post on VoiceThread Discussion**Summarize the Fast Fact for your colleagues.Post by Thursday, 11:59 pm. Respond to one of your colleagues’ comments by Sunday at 11:59 pm. |

Approved: Academic Affairs Committee: 04/02

 Faculty: 09/02

 UF Curriculum: 01/03