

VNSG 1226 – Gerontology
Frank Phillips College

General Course Information

Credit Hours: 2

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

Course Description

Overview of the physical, psychosocial, and cultural aspects of the aging process.

Addresses disease processes of aging. Exploration of perceptions toward care of the older adult.

THECB Approval Number.....51.3901.0000

End-of-Course Outcomes

1. Describe the aspects of aging
2. Discuss disease processes associated with aging
3. Identify perceptions related to care of the older adult.

Differentiated Essential Competencies (DEC)

ROLE: PROVIDER OF PATIENT-CENTERD CARE

1. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.

Expected Outcomes:

1. Understand the use of a systematic problem-solving process in the care of patients and their families.
2. Understand the importance of priority setting based on patient health status and individual characteristics using clinical reasoning processes.
3. Be familiar with current literature, available work setting resources, and evidence-based practices to assist in decision-making.

2. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data derived from the vocational nursing program of study.

Expected Outcomes:

1. Understand the steps of a systematic process in clinical decision-making that includes vocational nursing scope of practice in focused assessment, planning, implementation, and evaluation.
 2. Identify the components of a focused nursing assessment.
 3. Recognize structured data collection tools and techniques of assessment of patients including interviewing.
 4. Recognize characteristics, concepts, and processes related to patients including: gross anatomy, basic physiology and pathophysiology, psychosocial growth and development, basic psychopathology, ethical reasoning, and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
 5. Understand the cultural differences of patients across the lifespan.
 6. Recognize the characteristics, concepts, and processes related to transmission of common communicable diseases, including individual risk factors and preventative health practices.
 7. Identify common disease processes, medication administration, and other therapies and treatments.
 8. Recognize family processes that impact health.
 9. Begin to understand the unique needs of patients with multiple health care problems.
 10. Recognize the political, economic, and societal forces affecting health care of individuals.
3. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- Expected Outcomes:
1. Understand the process to establish the nurse-patient/family relationship including cultural aspects of care.
 2. Utilize written, verbal, and non-verbal modes of communication including information technologies.
 3. Understand fundamental principles of disease prevention and health promotion/ restoration for patients.
 4. Identify interventions to support patients and their families during life stages, including end-of-life care.
 5. Define relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
 6. Identify the criteria for setting priorities in planning and evaluating care.
 7. Understand the steps and procedures in the discharge process.
 8. Utilize concepts from basic sciences and support courses.
4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- Expected Outcomes:
1. Identify components of compassionate, patient-centered care included in Standards of Care, Standards of Practice institutional policies and procedures

for the delivery of nursing care utilizing professional ethics and professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.

2. Recognize characteristics, trends, and issues of health care delivery.
 3. Understand the basis for determining nursing care priorities in patient care and the principles of decision-making.
 4. Define the channels of communication for decision-making processes within work settings.
5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Expected Outcomes:

1. Become aware of common health practices and behaviors of patients and their families related to their developmental level, gender, culture, belief system, and environment.
 2. Recognize common methods of therapeutic communication.
 3. Identify the rights and responsibilities of patients, related to health care and basic advocacy.
 4. Understand the basic physiological and mental health aspects of nursing interventions.
 5. Identify principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
 6. Recognize the properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patients' responses, as well as the effects of misuse of prescription and nonprescription medications and other substances.
 7. Identify coping mechanisms for managing stress and identify resources for crisis management.
 8. Understand the vocational nurse ethics and patient's rights.
 9. Recognize nursing interventions to implement a plan of care.
 10. Understand clinical reasoning in the delivery of care to patients with predictable health care needs using knowledge from the vocational nursing program of study.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:

1. Define mechanisms to evaluate specific nursing interventions and patient outcomes.
 2. Recognize factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Expected Outcomes:

1. Understand lifespan development and common situational variables affecting learning such as stress, pain, and fear.

2. Recognize basic principles of the teaching/learning process.
3. Identify resources that support patient health care knowledge, decision-making, and self-advocacy.

ROLE: PATIENT SAFETY ADVOCATE

1. Implement measures to promote quality and a safe environment for patients, self and others.

Expected Outcome:

1. Recognize the principles of patient safety including safe patient handling.
2. Develop methods for promoting safety in the patient care environment consistent with current standards and guidelines.
3. Understand the nurses' role in safety and risk management for patients and others.
4. Recognize the principles of a culture of safety including safe disposal of medications and hazardous materials.

2. Assist in the formulation of goals and outcomes to reduce patient risks.

Expected Outcome:

1. Be aware of the principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
2. Recognize the current national and state standards and guidelines and local procedures for infection control.

3. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Expected Outcome:

1. Understand the components of the Standards of Practice, Texas Boards of Nursing Rules, Position Statements, and Guidelines, the vocational Scope of Practice related to mandatory reporting.
2. Recognize mandatory reporting aspect of facility policies and procedures.

ROLE: MEMBER OF THE HEALTH CARE TEAM

1. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcome:

1. Understand the patient advocacy and consumer rights and responsibilities as well as the legal and ethical processes related to health care.
2. Be aware of the contribution of evidence-based practice in development of health care and quality improvement.

2. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcome:

1. Recognize the rights and responsibilities of patients regarding health care, including self-determination and right of refusal and the current legal factors relating to safeguarding patient rights.
 2. Understand the individual responsibility for quality of nursing care, and the role of the nurse as patient advocate for patients and their families.
3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcome:

1. Become aware of work setting and major community resources.
 2. Understand the roles of family and significant others in providing support to the patient.
 3. Recognize the functions of members of the interdisciplinary health care team, and confidentiality regulations (e.g. HIPPA).
 4. Recognize the need for patient referral to promote continuity of care.
 5. Understand issues in current treatment modalities.
 6. Be aware of the cost of health care services.
 7. Be aware of organizational and local resources for health promotion, maintenance, and restoration.
4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcome:

1. Understand the principles of communication with patients, their families, and the interdisciplinary health care team.
2. Be aware of the principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Understand the principles and strategies of situational changes.

Methods of Evaluation

Category	Percentage
Daily Grades	10%
Major Exam Grades	50%
Comprehensive Exams	20%
FINAL- HESI	20%
Total	100%

In order to be eligible to take the FINAL-HESI, the student must have an EXAM average of 75 or higher.

In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.

Note: Daily grades may be pop-quizzes, article summaries, or any other assignment

deemed fit to enhance your understanding, education, and respect of administering drugs.

*If you miss a class period in which a daily grade is collected, you will automatically receive a grade “O” for that day. It is imperative you attend class regularly in order to grasp mathematical concepts, and adhere to the rules of attendance according to the Frank Phillips College Vocational Nursing Handbook and Guidelines.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

F - Below 60

Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student’s transcript of “Academic Dishonesty.”
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course

as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for

absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Dalhart: (806) 244-7669

Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty