

FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST¹

UUPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR3715	CURRENT COURSE TITLE: Nursing Situations: Caring for Adults Experiencing Acute Alterations in Health 1
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM): _____
CHANGE TITLE TO: Chronic Care in Nursing Situations for Adults and Aging Populations CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS ² FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE WAC/GORDON RULE STATUS ³ ADD* _____ REMOVE _____ CHANGE GENERAL EDUCATION REQUIREMENTS ⁴ ADD* _____ REMOVE _____ *WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: www.fau.edu/WAC . Please attach General Education Course Approval Request:	CHANGE DESCRIPTION TO: The theoretical foundations of wellness and nurturing wholeness are examined for adults and aging populations with chronic health conditions; emphasis is placed on the concepts of health promotion, disease prevention, and maintenance of function throughout the life course. Best evidence is used to create caring environments that ensure quality and safety across settings. The nurse's role as a member of the interprofessional team in providing culturally appropriate health teaching, screening, and care transitions is explored CHANGE PREREQUISITES/MINIMUM GRADES TO*: NUR 3065, NUR 3065L, NUR 4125, and NUR 3119L CHANGE COREQUISITES TO*: NUR 3715L CHANGE REGISTRATION CONTROLS TO: _____

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ⁵
---	---

Faculty contact, email and complete phone number:
 Beth King bking@fau.edu 561-297-3249

Approved by: Department Chair: <u>Shawn J. Dorman</u> College Curriculum Chair: <u>Beth King</u> College Dean: <u>Kenneth Edwards</u> UUPC Chair: <u>J. E. [Signature]</u> Undergraduate Studies Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>3-1-13</u> <u>3-1-13</u> <u>3-1-13</u> <u>3/22/13</u> <u>3/27/13</u> _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. WAC approval (attach if necessary) 4. Gen. Ed. approval (attach if necessary) 5. Consent from affected departments (attach if necessary)
---	---	---

Email this form and syllabus to mjennina@fau.edu seven business days before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

Current Catalog: **Nursing Situations: Caring for Adults Experiencing Acute Alterations in Health 1 (NUR 3715) 3 credits**

Prerequisites: NUR 3119L, admission to the professional phase

Corequisite: NUR 3715L

This course focuses on the integration of caring competencies (knowledge and skills) in nursing situations with adults experiencing acute alteration in health 1.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SEMESTER AND YEAR**

COURSE NUMBER: NUR 3715

COURSE TITLE: Chronic Care in Nursing Situations for Adults and Aging Populations

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 3 credits

COURSE SCHEDULE: ***** , Boca (*****), NU 202.

PLACEMENT IN CURRICULUM: Required course offered in junior year
Fall semester

PREREQUISITES: NUR 3065, NUR 3065L, NUR 4125, and NUR 3119L

COREQUISITES: NUR 3715L

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

The theoretical foundations of wellness and nurturing wholeness are examined for adults and aging populations with chronic health conditions; emphasis is placed on the concepts of health promotion, disease prevention, and maintenance of function throughout the life course. Best evidence is used to create caring environments that ensure quality and safety across settings. The nurse's role as a member of the interprofessional team in providing culturally appropriate health teaching, screening, and care transitions is explored.

COURSE OBJECTIVES: Upon completion of NUR 3715, the student will be able to create caring nursing responses in:

Becoming competent

1. Integrate multiple ways of knowing to create nursing responses in relation to health promotion and illness prevention across the life course for those with chronic alterations in health. (SLO 4; Essentials I, II).
2. Recognize how the integrated principles of information management and communication are essential to the successful delivery of care in the adults with chronic alterations in health. (SLO 9, 10; Essential IV).
3. Integrate health promotion and illness prevention best practice guidelines for persons with chronic alterations in health. (SLO 8, 11, 13; Essentials III, IX).

Becoming Compassionate

4. Recognize cultural, ethical, legal, and spiritual influences that may affect wellbeing of adults and older adults with chronic alteration in health. (SLO 2, 5, 7; Essentials I, VII, IX).
5. Describe the ethical use of technology and information systems to inform the delivery of care in adults and older adults with chronic alternations in health. (SLO 5, 6, 9; Essentials II, IV).

Demonstrating comporment

6. Discuss the significance of cultural competence in healthcare delivery with respect to health promotion and illness prevention in the adults and older adults with chronic alternations in health. (SLO 7, 10, 12, 16; Essential I, VIII, IX).

Becoming confident

7. Describe the nurse's role in collaborating with the healthcare team. (SLO 17; Essential VI, IX).
8. Demonstrate effective use of teaching-learning principles in promoting the wellness of adults experiencing chronic alterations in health. (SLO 2, 3, 7, 10, 11; Essentials III, VI)

Attending to conscience

9. Promote a culture of safety and quality across healthcare settings for adults and older adults with chronic health conditions. (SLO 13; Essential II, IV, V, VI).
10. Evaluate the comprehensive healthcare needs of adults with chronic conditions to ensure a safe environment. (SLO 3, 4, 12; Essential II, IV, VI, VII).

Affirming commitment

11. Create a caring environment by promoting person-centered care. (SLO 9, 11, 14; Essential IX)
12. Examine evidence-based practices relevant to adults and older adults. (SLO 3, 8, 19; Essential III, VIII, IX).

13. Demonstrate an understanding of nursing as nurturing the wholeness of others using evidence-based and reflective practice in identifying calls and designing responses for and with adults and older adults with chronic health nursing situations. (SLO 8, 12, 13; Essential IX).

TEACHING LEARNING STRATEGIES:

Teaching strategies include lecture, analysis of nursing situations/responses, discussion, readings, films, guest lectures and independent study.

GRADING AND EVALUATION METHODS:

Assignment:	Percent of total grade	Date due/given
Class Preparation/Participation	5%	
Exam I	25%	
Exam II	25%	
Quizzes	10%	
Group Presentation	20%	
Class Paper	<u>15%</u>	
	100%	

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

REQUIRED TEXTS:

Albom, M. (1997). *Tuesdays with Morrie*. New York: Doubleday.

Ignatavicius, D. & Workman, L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (7th Ed.). St. Louis: Saunders Elsevier. ISBN (single volume) 978-1-4377-2801-9 or ISBN (2 volume set) 978- 1-4377-2799-9

Touhy, T., & Jett, K. (2012). *Toward Healthy Aging: Human Needs & Nursing Response* (8th Ed.). St. Louis, MO: Elsevier.

RECOMMENDED TEXTS:

Lehne, R. A. *Pharmacology for Nursing Care* (7th ed). Philadelphia: Saunders. ISBN-978-1-4160-6249-3.

Smith, S.F., Duell, D.J., Martin, B.C. (2012). *Clinical Nursing Skills* (8th ed.). Prentice Hall Co. ISBN-13:978-0-13-511473-5.

Zerwekh, J. (2006). *Nursing care at the end of life*. Philadelphia: FA Davis.

TOPICAL OUTLINE:

- Care across the continuum
 - Wellness and Chronic Illness
- Foundations of healthy aging
 - Gerontological nursing and an aging society
 - Polypharmacy in adult and older adult
 - Culture, gender, and aging
- Promoting wellness in aging and chronic illness
 - Theories of aging
 - Physiological changes in older adults
 - Atypical presentation of illness in older adults
- Caring for persons with dementia nursing situations
 - Cognitive impairment
 - Communicating with dementia adult and older adult
- Caring for persons with mobility changes nursing situations
 - Environmental safety and security
 - Pain and comfort
 - Fall risk reduction
 - Parkinson's
 - Arthritis, osteoporosis, MS
- Caring for persons in pulmonary/oxygenation nursing situations
 - Basic oxygenation
 - Asthma
 - COPD
- Caring for persons in nutrition and hydration nursing situations
- Caring for persons in sleep disorder nursing situations
- Caring for persons in urinary incontinence nursing situations
- Caring for persons in pressure ulcer nursing situations
- Caring for persons in sexuality nursing situations
 - Intimacy and sexuality
- Healthy aging for elders and their families.
 - Economic, legal, and ethical issues
 - Caregiver issues
 - Elder abuse
 - Family relationships, roles, and transitions
- Caring for persons in end-of-life nursing situations
 - Loss, death, and palliative care
 - Self-actualization, spirituality, and transcendence

COURSE ASSIGNMENTS:

1. EXAMS (50 points)

Exams will be administered at the time noted on the course schedule. Exams will be multiple choice and short answers in format, similar to those found on the NCLEX exam. If cheating is discovered during the exam, a grade of "0" will be given for the exam and a failing grade will be given in the course (See Academic Integrity Policy). Other than pencil and test, no books, course materials, cell phones, extra paper, notebooks, food and drink will be allowed at your desk during the exam.

Exam 1 is worth 25 points toward your course grade.

Exam 2 is worth 25 points toward your course grade. Exam not cumulative

2. TUESDAYS WITH MORRIE JOURNAL PAPER (15 points)

This paper is to be completed when you have finished reading Tuesdays with Morrie. It can be turned in at any time during the course but must be completed by week 12 to the Digital Drop Box in BB. The paper is to be in the form of a journal entry that is two pages in length and should address the following questions.

As you reflect on the book you have read, answer the following questions.

Grading Criteria	Points
I. Caring Concepts Identify the major concepts and ideas presented in the book as they relate to caring.	6
II. Nursing Implications How does the story of this journey assist you as nurse when caring for people and their families and significant others during chronic situation and end of life? Please discuss specific nursing implications.	7
Title page, within 2-page limit, grammar and spelling.	2
TOTAL	15

3. QUIZZES (10 points)

Five quizzes will be taken on BB prior to the respective class. Quizzes will be brief (4-5 questions) on the content for that week. The quiz must be completed by 11:59 pm of the day prior to the class on that content.

4. NURSING SITUATION GROUP DISCUSSION AND REFLECTION (20 points)

Purposes:

- 1) To enhance knowledge about calls and responses for nursing with adults and older adults through preparation, dialogue, and reflection on nursing situations.
- 2) To provide opportunities for students to share their knowledge and experiences as we study nursing together.

NURSING SITUATION DISCUSSION AND REFLECTION: Now that we are beginning the content on specific care concerns of adults and older adults, we will be working in groups and using nursing situations to discuss calls and responses in class. There will be limited lecture but PPT slides with key learning points posted on BB. Your textbook reading will further enhance your preparation to discuss nursing situations and identify salient information. To be adequately prepared for discussion, you will need to review the required readings and the nursing situations before class. All nursing situations are posted in the assignment section of BB. Each nursing situation will ask you to reflect on similar elements that include assessment, interventions and caring ingredients. They will also include appropriate assessment tools for the specific concern.

Grading Criteria – Group NS Presentation

Criteria	Points	Comments
1. Brief introduction to topic and significance	2	
2. Quality of content presented: accurately reflects reading in textbook, scholarly journal articles, evidence based protocols. Answers all questions posed in NS adequately. Utilize www.consultgerim.org and text for appropriate protocols and assessment tools.	6	
3. Presentation reflects an understanding of nursing as nurturing the wholeness of others through caring (evidence of reflection on caring ingredients or Carper's 6Cs or ways of knowing	4	
4. Includes appropriate assessment tools	2	
5. Evidence of advanced planning and rehearsal; contribution of all members evident Presentation is clear and organized and adheres to time frame.	2	
6. Handout: Provides salient information in concise format. Includes textbook reference and	4	

evidence based protocols and 1 scholarly nursing article in APA format. Should be 2 pages maximum for easy reading and reference on the topic.		
TOTAL	20	

5. CLASS PARTICIPATION (5 points)

BIBLIOGRAPHY:

AACN Practice Alerts on Family Presence During Resuscitation and Invasive Procedures

www.aacn.org/wd/practice/content/family-presence-practice-alert .

Johns, C. (2005). Reflections on the relationship between technology and caring. *Nursing in Critical Care*, 10(3), 150-155.

Pavilish, C. Brown-Saltzman, K., Hersh, M., Shirk, M., & Roukle, A. (2011). Nursing priorities, Actions, and regrets for ethical situations in clinical practice. *Journal of Nursing Scholarship*, 43(4), 385-5.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<http://nursing.fau.edu/index.php?main=3&nav=526>

c). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and

<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use students’ course- related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012

NUR 3715 COURSE SCHEDULE

Date	Topic	Readings
Week 1 8/28	Care across the continuum Wellness and Chronic Illness	Touhy & Jett (2012). Toward Healthy Aging: Chapter 16 and Chapter 20 pages 391-398
Week 2 9/4	Foundations of healthy aging Gerontological nursing and an aging society Culture, gender, and aging	Touhy & Jett (2012) Toward Healthy Aging: Chapters 1 & 2
Week 3 9/11	Promoting wellness in aging and chronic illness Theories of aging Physiological changes in older adults Atypical presentation of illness in older adults	Touhy & Jett. (2012). Toward Healthy Aging. Chapters 3,4,6
Week 4 9/18	Promoting wellness in aging and chronic illness Polypharmacy in adult and older adult	Touhy & Jett (2012). Toward Healthy Aging. Chapters 9 & 10. See consultgerirn.org for protocols on medication management, polypharmacy, Beers List
Week 5 9/25	Caring for persons with dementia nursing situations Cognitive impairment	Touhy & Jett (2012): Chapter 18, 19. See information on evidence based protocols at the following link: http://consultgerirn.org/topics/dementia/want_to_know_more http://consultgerirn.org/resources/#issues_on_dementia
Week 6 10/2	Caring for persons with dementia nursing situations Communicating with dementia adult and older adult	Touhy & Jett (2012): Chapters 6, 19. See information on evidence based protocols at the following link: http://consultgerirn.org/topics/dementia/want_to_know_more http://consultgerirn.org/resources/#issues_on_dementia

Date	Topic	Readings
<p>Week 7 10/9</p>	<p>Caring for persons with mobility changes nursing situations</p> <p>Environmental safety and security</p> <p>Pain and comfort</p> <p>Fall risk reduction</p> <p>Parkinson's, Arthritis, osteoporosis, MS</p>	<p>Touhy & Jett (2012). Chapters 12, 13 & 17</p> <p>Evidence based protocols/assessment tools:</p> <p>Falls: http://consultgerirn.org/topics/falls/want_to_know_more http://consultgerirn.org/uploads/File/trythis/try_this_29.pdf</p> <p>Restraints: http://consultgerirn.org/topics/physical_restraints/want_to_know_more</p> <p>Restraints in dementia: http://consultgerirn.org/uploads/File/trythis/try_this_d1.pdf</p> <p>Evidence based protocols: Pain http://consultgerirn.org/topics/pain/want_to_know_more</p>
<p>Week 8 10/16</p>	<p>Caring for persons in nutrition and hydration nursing situations</p>	<p>Touhy & Jett (2012): Chapter 14.</p> <p>See evidence based protocols at the following links:</p> <p>Dehydration: http://rgp.toronto.on.ca/torontobestpractice/Dehydrationriskappraisalchecklist.pdf</p> <p>Hydration: http://www.guideline.gov/content.aspx?id=12256&search=hydration+management http://consultgerirn.org/topics/hydration_management/need_help_stat/ http://consultgerirn.org/topics/hydration_management/want_to_know_more</p> <p>Oral Health: http://consultgerirn.org/uploads/File/trythis/try_this_18.pdf and page 111 text</p> <p>Nutrition: http://consultgerirn.org/uploads/File/trythis/try_this_9.pdf http://consultgerirn.org/topics/mealtime_difficulties/want_to_know_more</p> <p>Feeding older adults with dementia: http://consultgerirn.org/uploads/File/tr</p>

Date	Topic	Readings
		<p>ythis/try this d11 1.pdf http://consultgerirn.org/uploads/File/trythis/try this d11 2.pdf Preventing aspiration: http://www.nursingcenter.com/library/journalarticle.asp?article_id=770844</p>
Week 9 10/23	Caring for persons in pulmonary/oxygenation nursing situations Basic oxygenation Asthma, COPD	Touhy & Jett (2012): Chapter 15.
Week 10 10/30	Caring for persons in sleep disorder nursing situations	Touhy & Jett (2012). Chapter 11 See evidence based protocols at the following links: Sleep: http://consultgerirn.org/topics/sleep/want to know more http://consultgerirn.org/uploads/File/trythis/try this 6 1.pdf http://consultgerirn.org/uploads/File/trythis/try this 6 2.pdf http://consultgerirn.org/topics/sleep/want to know more
Week 11 11/6	Caring for persons in urinary incontinence nursing situations	Touhy & Jett (2012). Chapter 11 Evidence based protocols: UI: http://consultgerirn.org/uploads/File/trythis/try this 11 1.pdf http://consultgerirn.org/uploads/File/trythis/try this 11 2.pdf
Week 12 11/13	Caring for persons in pressure ulcer nursing situations	Touhy & Jett (2012). Chapter 11 Evidence based protocols: Pressure Ulcers http://consultgerirn.org/uploads/File/trythis/try this 5.pdf
Week 13 11/20	Caring for persons in sexuality nursing situations Intimacy and sexuality	Touhy & Jett (2012). Chapter 21

Date	Topic	Readings
Week 14 11/27	Healthy aging for elders and their families. Economic, legal, and ethical issues Caregiver issues Elder abuse Family relationships, roles, and transitions	Touhy & Jett (2012). Chapters 20 & 22 Evidence based protocols caregiving/elder abuse: Caregiving: http://consultgerirn.org/topics/family_caregiving/want_to_know_more http://consultgerirn.org/uploads/File/trythis/try_this_28.pdf Abuse assessment tools/protocols http://consultgerirn.org/topics/elder_mistreatment_and_abuse/want_to_know_more Elder Justice Act http://www.ncoa.org/news-ncoa-publications/aging-news/whats-in-the-elder-justice.html http://www.celaw.com/files/Legal%20Lines.Mar08.2011.pdf
Week 15 12/4	Caring for persons in end-of-life nursing situations Loss, death, and palliative care Self-actualization, spirituality, and transcendence	Textbook Reading Chapters 23, 24 Evidence based practice palliative care and advanced directives: http://consultgerirn.org/topics/palliative_care/want_to_know_more http://consultgerirn.org/topics/advanced_directives/want_to_know_more See National Consensus Project Guidelines for Palliative Care http://www.nationalconsensusproject.org/
Week 16	Final Exam Week	