

**Ralph R. Willis Career and Technical Center  
School of Practical Nursing  
Geriatrics**

| <b>OUTLINE</b>  | <b>TIME</b> | <b>TESTING</b> |
|---|-------------|----------------|
| <b>Chapter 1<br/>Trends and Issues</b>  | <b>1</b>    | <b>.5</b>      |
| <b>Chapter 2<br/>Theories of Aging</b>  | <b>1</b>    | <b>.5</b>      |
| <b>Chapter 3<br/>Physiologic Aging</b>  | <b>1</b>    | <b>.5</b>      |
| <b>Chapter 4<br/>Health Promotion, Health Maintenance<br/>And Home Health Consideration</b> | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 5<br/>Communicating with Older Adults</b>  | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 6<br/>Maintaining Fluid Balance and<br/>Meeting Nutritional Needs</b>            | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 7<br/>Medications and Older Adults</b>   | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 8<br/>Health Assessment of Older Adults</b>                                      | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 9<br/>Meeting Safety Needs of Older Adults</b>                                   | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 10<br/>Cognition and Perception</b>  | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 11<br/>Self-Perception and Self-Concept</b>                                      | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 12<br/>Roles and Relationships</b>   | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 13<br/>Coping and Stress</b>   | <b>2</b>    | <b>.5</b>      |
| <b>Chapter 14<br/>Values and Beliefs</b>  | <b>2</b>    | <b>.5</b>      |

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|   |          |           |
|---|----------|-----------|
| <b>Chapter 15</b><br><b>End-of-Life Care</b>                            | <b>2</b> | <b>.5</b> |
| <b>Chapter 16</b><br><b>Sexuality and Aging</b>                         | <b>2</b> | <b>.5</b> |
| <b>Chapter 17</b><br><b>Care of Aging Skin and<br/>Mucous Membranes</b> | <b>2</b> | <b>.5</b> |
| <b>Chapter 18</b><br><b>Elimination</b>                                 | <b>2</b> | <b>.5</b> |
| <b>Chapter 19</b><br><b>Activity and Exercise</b>                       | <b>2</b> | <b>.5</b> |
| <b>Chapter 20</b><br><b>Sleep and Rest</b>                              | <b>2</b> | <b>.5</b> |
| <b>Final</b>  |          | <b>1</b>  |
|   | <hr/>    |           |
|   | 37       | 11<br>48  |

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**Course Hours:** 100  
**Theory:** 48  
**Clinical:** 52  
**WVEIS:**

**Textbooks**

1. Williams, Patricia; Basic Geriatric Nursing, Elsevier; 7<sup>th</sup>. Edition; 2020.

**Course Description**

Geriatric Nursing presents the theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process and the appropriate nursing interventions. The course examines the trends and issues affecting the older adult, and modifying basic nursing skills for the aging population. The course will provide a balanced perspective on the realities of aging and broaden the student's viewpoint regarding aging people so that the student will provide care and contribute to the development of the care plan using the nursing process and prioritize the needs of the client while recognizing and respecting culture diversity. The course examines end-of- life issues concerning the aging population. The course will provide the basic knowledge to allow the student to provide care to the aging population in a compassionate, caring and appropriate manner.

1. Discuss the trends and issues affecting the older adult.
2. Discuss the theories and myths associated with aging.
3. Discuss physiological changes that occur with aging.
4. Identify basic nursing skills needed to care for the older adult.
5. Identify psychosocial needs of the older adult using the nursing process.
6. Discuss the physical needs of the older adult using the nursing process.
7. Identify nursing interventions, nursing diagnoses across care settings.
8. Discuss end-of-life care.

**Clinical Practicum**

Completed in Acute and Long-Term Care.

**Methods of Teaching**

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Lab Practice/ Clinical Setting
10. Evaluations

**Student Responsibilities**

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.

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3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

**Methods of Evaluation**

1. The following letter grade system is utilized for theory:  
A 93 - 100  
B 86 - 92  
C 80 - 85  
F 79 - 0
2. The following grading calculation is utilized for theory:  
Exams 60%                  Quizzes 10%                  Final 30%  
Evaluation Tools:
  - a. Oral Presentations
  - b. Written Exams
  - c. Laboratory Skills
  - d. Homework Assignments
  - e. Computer Exams
  - f. Clinical Skills
4. Make-up Exam:  
A student who misses an exam must be prepared to take the exam immediately upon return or as designated by the instructor. Students will automatically have **5% deducted**. Students not making up exam on the designated make-up day will receive a **(0) zero**.
5. Quizzes:  
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines.

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**Chapter 1** **Trends and Issues**

**Instructor Provided**

**Lesson Content 1 HR.**

**Testing: .5 HRS**

**Lesson Content:**

- I. Keys Terms
  
- II. Introduction to Geriatrics Nursing
  - A. Historical Perspective on the Study of Aging
  - B. What's in a Name: Geriatrics, Gerontology, and Gerontics
  
- III. Attitudes Toward Aging
  - A. Gerontophobia
  
- IV. Demographics
  - A. Scope of the Aging Population
  - B. Gender and Ethnic Disparity
  - C. The Baby Boomers
  - D. Geographic Distribution of the Older Adult Population
  - E. Marital Status
  - F. Educational Status
  
- V. Economics of Aging
  - A. Poverty
  - B. Income
  - C. Wealth
  
- VI. Housing Arrangements
  
- VII. Health Care Provisions
  - A. Medicare and Medicaid
  - B. Rising Costs and Legislative Activity
  - C. Costs and End-of-Life-Care
  - D. Advance Directives and Physician Orders for Life-Sustaining Treatment
  
- VIII. Impact of Aging Members in the Family
  - A. Reflection by a Nursing Professor
  - B. The Nurse and Family Interactions
  - C. Self-Neglect
  - D. Abuse or Neglect by the Family
  - E. Abuse by Unrelated Caregivers
  - F. Support Groups
  - G. Respite Care

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**Lesson Objectives:**

After completion of this chapter the student will:

1. Describe the subjective and objective ways that aging is defined
2. Define key terms.
3. Identify personal and societal attitudes toward aging.
4. Define ageism.
5. Discuss the myths that exist with regard to aging.
6. Identify recent demographic trends and their impact on society.
7. Describe the effects of recent legislation on the economic status of older adults.
8. Identify the political interest groups that work as advocates for older adults.
9. Identify the major economic concerns of older adults.
10. Describe the housing options that are available to older adults.
11. Discuss the health care implications of an increase in the population in older adults.
12. Describe the changes in family dynamics that occur as family members become older.
13. Examine the role of nurses in dealing with an aging family.
14. Identify the different forms of elder abuse.
15. Recognize the most common signs of abuse.
16. Describe approaches that are effectively in preventing elder abuse.

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**Chapter 2**

**Theories of Aging**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HR**

**Lesson Content:**

- I. Key Terms
  
- II. Biologic Theories
  
- III. Psychosocial Theories
  
- IV. Implications for Nursing

**Lesson Objectives:**

After completion of this chapter the student will:

- 1. Define key terms.
- 2. Discuss how a theory is different from a fact.
- 3. Describe the most common biologic theories of aging.
- 4. Describe the most common psychosocial theories of aging.
- 5. Discuss the relevance of these theories to nursing practice.



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**Chapter 4 Health Promotion, Health Maintenance, and Home Health Considerations**  
**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

**Lesson Content:**

- I. Key Terms
- II. Recommended Health Practices for Older Adults
  - A. Diet
  - B. Exercise
  - C. Tobacco and Alcohol
  - D. Physical Examinations and Preventive Overall Care
  - E. Dental Examinations and Preventive Oral Care
  - F. Maintaining Healthy Attitudes
- III. Factors that Affect Health Promotion and Maintenance
  - A. Religious Beliefs
  - B. Cultural Beliefs
  - C. Knowledge and Motivation
  - D. Mobility
  - E. Perceptions of Aging
  - F. Impact of Cognitive and Sensory Changes
  - G. Impact of Changes Related to Accessibility
- IV. Home Health
  - A. Unpaid Caregiver
  - B. Paid Caregivers
  - C. Types of Home Service
- V. Nursing Process for Inadequate Health. Maintenance and Inadequate Health Management
  - A. Assessment/Data Collection
  - B. Patient Problems
  - C. Nursing Goals/Outcome Identification, Nursing Interventions/Implementations
- VI. Nursing Process for Nonadherence with the Treatment Plan
  - A. Assessment/Data Collection
  - B. Patient Problems
  - C. Patient Goals/Outcomes
  - D. Nursing Interventions

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**Lesson Objectives:**

After completion of this chapter the student will:

1. Define key terms.
2. Describe recommended health maintenance practices, and explain how they change with aging.
3. Discuss the relationship of culture and religion to health practices.
4. Identify how perceptions of aging affect health practices.
5. Describe how health maintenance is affected by cognitive and sensory changes.
6. Discuss the impact of decreased accessibility on health maintenance practices.
7. Describe methods of assessing health maintenance practices.
8. Identify older adults who are most at risk for experiencing health maintenance problems.
9. Identify selected patient problems related to health maintenance problems.
10. Describe nursing interventions that are appropriate for older adults experiencing alterations in health maintenance.
11. Discuss the role of home health as it relates to health promotion and health maintenance in the older adult.
12. Differentiate between unpaid and paid home health care providers.
13. Identify the factors to consider when seeking home health care assistance.



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**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Identify communication techniques that are effective with older adults.
3. Define empathetic listening.
4. Identify the significance of nonverbal communication with older adults.
5. Discuss the verbal communication techniques used when sending and receiving messages.
6. Differentiate between social and therapeutic communication.
7. Discuss ways communication is affected by culture.

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**Chapter 6      Maintaining Fluid Balance and Meeting Nutritional Needs**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I      Key Terms
  
- II     Nutrition and Aging
  - A. Caloric Intake
  - B. Nutrients
  - C. Functional Foods
  - D. Water
  
- III    Malnutrition and the Older Adult
  - A. Factors Affecting Nutrition in Older Adults
  - B. Social and Cultural Aspects of Nutrition
  
- IV    Nursing Process for Risk for Altered Nutrition
  - A. Assessment/Data Collection
  - B. Appetite Changes
  - C. Nutritional Intake
  - D. Social and Cultural Factors
  - E. Home Care or Discharge Planning
  - F. Patient Problems
  - G. Nursing Goals/Outcomes Identification
  - H. Nursing Interventions/Implementation
  
- V     Nursing Process for Fluid Volume, Potential for Altered
  - A. Assessment/Data Collection
  - B. Fluid Volume Deficit
  - C. Fluid Volume Overload
  - D. Patient Problems
  - E. Nursing Goals/Outcomes Identification
  - F. Nursing Interventions/Implementation
  
- VI    Nursing Process for Altered Swallowing Ability
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation
  
- VII   Nursing Process for Aspiration Risk
  - A. Assessment/Data Collection
  - B. Patient Problems

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- C. Nursing Goals/Outcomes Identification
- D. Nursing Interventions/Implementation

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Identify the various types of nutrients.
3. Discuss the components of a healthy diet for older adults.
4. Describe age-related changes in nutrition and fluid requirements.
5. Examine age-related changes that affect nutrition, digestion, and hydration.
6. Describe methods of assessing the nutritional status and practices of older adults.
7. Identify the older adults who are most at risk for problems related to nutrition and hydration.
8. Select appropriate patient problems related to nutritional or metabolic problems.
9. Identify interventions that will help older persons meet their nutrition and hydration status.

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**Chapter 7 Medications and Older Adults**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content:

- I. Key Terms
- II. Risks Related to Drug Testing Methods
- III. Risks Related to the Physiologic Changes of Aging
  - A. Pharmacokinetics
  - B. Pharmacodynamics
- IV. Potentially Inappropriate Medication Use in Older Adults
- V. Risks Related to Cognitive or Sensory Changes
- VI. Risks Related to Inadequate Knowledge
- VII. Risks Related to Financial Factors
- VIII. Medication Administration in an Institutional Setting
- IX. Nursing Assessment and Medication
- X. Medication and the Nursing Care Plan
  - A. Nursing Interventions Related to Medication Administration
- XI. Patient Rights and Medication
- XII. Self-Medication and Older Adults
  - A. In an Institutional Setting
  - B. In the Home
- XIII. Teaching Older Adults About Medications
- XIV. Safety and Non Adherence Issues

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Identify factors that increase the risk for medication-related problems.
3. Discuss the reasons each of these factors increases health risks for the older adult.
4. Describe how pharmacokinetics is altered with aging.

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5. Discuss the pharmacodynamics changes observed in the older adult.
6. Explain specific precautions that are necessary when administering medication to older adults in an institutional setting.
7. Identify the risks related to aging and pertinent nursing observations for specific drug categories.
8. Discuss how medications fit into the nursing plan of care.
9. Describe specific nursing interventions and modifications in technique that are related to medication administration to older adults.
10. Describe the older person's rights as they relate to medication administration.
11. Identify information that should be provided to older adults regarding medications.
12. Discuss the impact of the age-related changes on self-administration of medications.
13. Describe nursing interventions that can reduce problems related to self-administration of medication in the home.



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3. Compare and contrast subjective versus objective data.
4. Discuss the importance of a thorough assessment.
5. Describe appropriate methods for structuring and conducting an interview.
6. Identify approaches that facilitate a successful physical examination.
7. Discuss modifications to use when preparing an older person for a physical examination.
8. Describe techniques to use when performing a physical examination.
9. Explain adaptations to use when assessing vital signs in older adults.
10. Discuss how the Minimum Data Set affects assessments of institutionalized older adults.



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7. Describe those older adults who are most at risk for developing problems related to imbalanced thermoregulation.
8. Identify interventions that assist older adults in maintaining normal body temperature.

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**Chapter 10**

**Cognition and Perception**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content:

- I Key Terms
  
- II Normal Cognitive-Perceptual Functioning
  - A. Cognitive and Intelligence
  - B. Cognitive and Language
  
- III Nursing Process for Altered Sensory Perception
  - A. Assessment/Data Collection
  - B. Patient Problems
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation
  
- IV Nursing Process for Chronic Confusion
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Intervention/Implementation
  
- V Nursing Process for Altered Communication Ability
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Intervention/Implementation
  
- VI Nursing Process for Pain
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation

**Lesson Objective:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe normal sensory and cognitive functions.
3. Describe how sensory perception and cognition change with age.
4. Examine the effects of disease processes on perception and cognition.
5. Describe methods of assessing changes in perception and cognition.
6. Identify older adults who are most at risk for experiencing perceptual or cognitive problems.

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7. Identify current patient problems related to perception and cognition.
8. Select nursing interventions that are appropriate for older individuals experiencing problems related to perception or cognition.
9. Discuss pain assessment and management as they relate to older adults.



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D. Nursing Interventions/Implementation

- X Nursing Process for Loss of Power
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation

**Lesson Objective:**

Upon completion of this chapter the student will:

1. Discuss the concepts of self-perception and self-concept.
2. Define key terms.
3. Examine how aging can affect self-perception and self-concept.
4. Discuss the effects of disease processes on self-perception and self-concept.
5. Identify signs of depression in later life.
6. Identify suicide risk in older adults.
7. Describe methods of assessing changes in self-perception and self-concept.
8. Identify older adults who are most at risk for problems related to self-perception and self-concept.
9. Identify patient problems related to self-perception or self-concept.
10. Describe nursing interventions designed to improve self-perception and self-concept of older adults.



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**Chapter 13** **Coping and Stress**

**Instructor Provided**

**Lesson Content 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
  
- II Normal Stress and Coping
  - A. Physical Signs of Stress
  - B. Cognitive Signs of Stress
  - C. Stress and Illness
  - D. Stress and Life Events
  - E. Stress Reduction and Coping Strategies
  
- III Nursing Process for Limited Coping Ability
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Intervention/Implementation
  
- IV Nursing Process for Disrupted Living Situation and Maladaptive Response to Disrupted Living Situation
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Explain the concepts of stress and coping.
3. Compare the physical, emotional, and behavioral signs of stress.
4. Describe methods for reducing stress.
5. Discuss changes in stress and coping that occur with aging.
6. Discuss methods of coping with stress and depression.
7. Describe characteristics of older adults who are most at risk for experiencing stress-related problems.
8. Identify patient problems related to stress-related problems.
9. Identify appropriate nursing interventions for older adults experiencing problem related to stress and coping.

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**Chapter 14** **Values and Beliefs**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
  
- II Common Values and Beliefs of Older Adults
  - A. Economic Values
  - B. Interpersonal Values
  - C. Cultural Values
  - D. Spiritual or Religious Values
  
- III Nursing Process for Spiritual Disconnection
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Develop understanding of the impact of personal values and beliefs on everyday life.
3. Identify values and beliefs commonly found in today's older adult population.
4. Discuss the impact of beliefs and values on the health practices of older adults.
5. Develop understanding of the relationship of values and beliefs to health practices.
6. Compare the spiritual practices of major religions as they relate to death.
7. Discuss how culture and ethnicity affect older adult's health beliefs and practices.
8. Describe methods of assessing beliefs and values.
9. Identify older adults at risk for experiencing problems related to values and beliefs.
10. Identify selected patient problems related to values or beliefs.
11. Describe nursing interventions appropriate for older adults who are experiencing problems related to values or beliefs.

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**Chapter 15**

**End-of-Life Care**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Death in Western Cultures
- III Attitudes Toward Death and End-of-Life Planning
  - A. Advance Directives
  - B. Caregiver Attitudes Toward End-of-Life Care
- IV Values Clarification Related to Death and End-of-Life Care
- V What is a “Good” Death?
- VI Where People Die
- VII Palliative Care
- VIII Collaborative Assessment and Interventions for End-of-Life Care
- IX Communication at the End-of-Life
- X Psychosocial Perspectives, Assessments, and Interventions
  - A. Cultural Perspectives
  - B. Communication About Death
  - C. Decision-Making Process
  - D. Depression, Anxiety and Fear
- XI Physiologic Changes, Assessments, and Interventions
  - A. Pain
  - B. Fatigue and Sleepiness
  - C. Cardiovascular Changes
  - D. Respiratory Changes
  - E. Gastrointestinal Changes
  - F. Urinary Changes
  - G. Integumentary Changes
  - H. Sensory Changes
  - I. Changes in Cognition
- XII Death
  - A. Recognizing Imminent Death

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XIII Funeral Arrangements

XIV Bereavement

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Discuss personal and societal attitudes related to death and end-of-life planning.
3. Identify factors that are likely to influence end-of-life decision making.
4. Explore caregiver attitudes toward end-of-life care.
5. Discuss the importance of effective communication at the end of life.
6. Identify cultural and spiritual considerations related to end-of-life care.
7. Describe nursing assessments and interventions appropriate to end-of-life care.
8. Discuss the role of the nurse when interacting with the bereaved.
9. Describe the stages of grief.

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**Chapter 16** **Sexuality and Aging**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Factors that Affect Sexuality of Older Adults
  - A. Age-Related Changes in Women
  - B. Age-Related Changes in Men
  - C. Impact of Illness on Sexual Health
  - D. Effects of Alcohol and Medications on Sexual Health
  - E. Loss of Sex Partner
- III Marriage and Older Adults
- IV Caregivers and the Sexuality of Older Adults
- V Sexual Orientation of Older Adults
- VI Sexually Transmitted Infections
  - A. Privacy and Personal Rights of Older Adults
- VII Nursing Process for Altered Sexual Function
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Develop an understanding of the impact of age on sexuality.
3. Discuss the effects of illness on sexual functioning.
4. Describe the assessment findings related to sexual functioning of an older adult.
5. Identify older people at risk for experiencing problems related to sexuality.
6. Discuss the common of aging lesbian, gay, bisexual, transgender, and queer/questioning persons.
7. Select appropriate patient problems related to sexuality.
8. Describe nursing interventions for older adults experiencing problems with sexuality.

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**Chapter 17**                      **Care of Aging Skin and Mucous Membranes**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5HRS**

Lesson Content

- I Key Terms
  
- II Age-Related Changes in Skin, Hair, and Nails
  - A. Skin Color
  - B. Dry Skin
  - C. Rashes and Irritation
  - D. Pigmentation
  - E. Tissue Integrity
  - F. Pressure Injuries
  - G. Amount, Distribution, Appearance, and Consistency of Hair
  
- III Nursing Process for Altered Skin Integrity
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation
  
- IV Age-Related Changes in Oral Mucosa
  - A. Dental Caries
  - B. Periodontal Disease
  - C. Pain
  - D. Dentures
  - E. Dry Mouth
  - F. Leukoplakia
  - G. Cancer
  - H. Alcohol and Tobacco-Related Problems
  - I. Problems Caused by Neurologic Conditions
  
- V Nursing Process for Altered Oral Mucous Membranes
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Discuss changes related to aging that have an effect on skin and mucous membranes.

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3. Identify the older adults who are most at risk for problems related to the skin and mucous membranes.
4. Describe interventions that assist older adults in maintaining intact skin and mucous membranes.

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**Chapter 18**

**Elimination**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Normal Elimination Patterns
- III Elimination and Aging
- IV Constipation
  - A. Fecal Impaction
- V Nursing Process for Constipation
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation
  - E. Diarrhea
- VI Nursing Process for Diarrhea
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation
  - E. Fecal Incontinence
- VII Nursing Process for Fecal Incontinence
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation
  - E. Urinary Retention
  - F. Urinary Tract Infection
  - G. Urinary Incontinence
- VIII Nursing Process for Altered Urinary Function
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goals/Outcomes Identification
  - D. Nursing Interventions/Implementation

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**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe the normal elimination processes.
3. Examine age-related changes in bladder and bowel elimination.
4. Identify the older adults who are most at risk for problems with elimination.
5. Discuss methods for assessing elimination practices.
6. Choose common patient problems related to elimination.
7. Describe interventions used to prevent or reduce patient problems related to elimination.

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**Chapter 19** **Activity and Exercise**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Normal Activity Patterns
- III Activity and Aging
  - A. Exercise Recommendation for Older Adults
- IV Effects of Disease Processes on Activity
- V Nursing Process for Altered Mobility
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation
- VI Nursing Process for Altered Activity Tolerance
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation
- VII Nursing Process for Problems of Oxygenation
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation
- VIII Nursing Process of Altered Self-Care Ability
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation
- IX Nursing Process for Deficient Diversional Activity
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation

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- X Rehabilitation
  - A. Negative Attitudes: The Controlling or Custodial Focus
  - B. Positive Attitudes: The Rehabilitative Focus

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define key terms.
2. Describe normal activity and exercise patterns.
3. Examine how activity and exercise patterns change with aging.
4. Discuss the effect of the disease processes on the ability to participate in exercise and activity.
5. Describe methods of assessing changes in the ability to participate in activity or exercise.
6. Identify older adults most at risk for experiencing problems related to activity and exercise.
7. Select appropriate patient problems related to activity and exercise problems.
8. Select nursing interventions that are appropriate for older individuals experiencing problems related to activity and exercise.
9. Differentiate between a custodial focus and a rehabilitative focus in nursing care.
10. Discuss the impact of nurses' attitudes on care planning.
11. Identify the benefits of a rehabilitation focus on older adults.
12. Identify the goals of rehabilitation nursing.

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**Chapter 20** **Sleep and Rest**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
  
- II Sleep-Rest Health Pattern
  - A. Normal Sleep and Rest
  - B. Sleep and Aging
  - C. Sleep Disorders
  
- III Nursing Process for Disrupted Sleep Pattern
  - A. Assessment/Data Collection
  - B. Patient Problem
  - C. Nursing Goal/Outcomes Identification
  - D. Nursing Intervention/Implementation

**Lesson Objectives:**

Upon completion of this subject the student will:

1. Define key terms.
2. Describe normal sleep and rest patterns.
3. Discuss how sleep and rest patterns change with aging.
4. Examine the effects of disease processes on sleep.
5. Explain methods of assessing changes in sleep and rest patterns,
6. Identify older adults who are most at risk for experiencing disrupted sleep patterns.
7. Choose patient problems related to sleep or rest problems.
8. Describe nursing interventions that are appropriate for older individuals experiencing problems related to disrupted sleep patterns.

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**Final Exam  
1 HR**

Students will take and pass the exam with a minimum of 80% overall for the unit.

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