

**REGISTERED NURSING PROGRAM**  
**NURSING 84L**  
**MEDICAL SURGICAL/CARE OF THE OLDER ADULT**  
**CLINICAL COMPONENT**  
**SYLLABUS**

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**UNITS:**

5 (15 clinical hours)

**PREREQUISITES FOR REGISTERED NURSING PROGRAM:**

Same as Nursing 84

Co-requisites: Nursing 84, Nursing 84C

**FOREWORD:**

**The clinical component of Medical/Surgical: Care of the Older Adult**, in conjunction with its theory component, is designed to utilize the nursing process within the framework of Orem's model of self-care in relation to the gerontologic client and the client with chronic self-care deficits. Long-term self-care deficits resulting from disorders related to oxygenation, elimination, mobility, coordination, and sensory perception are addressed.

Emphasis is on the clinical nursing care of the older adult who is experiencing the normal process of aging as well as the older adult experiencing a health deviation.

Clinical objectives are met through experiences in a variety of settings such as long-term care nursing facilities, medical-surgical units in acute care settings, adult community centers, and simulated laboratory settings. This course and its theory component (Nursing 54) must be taken concurrently.

Registered Nurse students will apply basic conceptual principles of the natural and behavioral sciences while utilizing the nursing process in the clinical settings with stable clients. Students will participate in the nursing process by reporting changing client data to the Registered Nurse.

The Registered Nurse student will analyze and prioritize collected data and determine the need for additional data. This student will then synthesize the data in order to make effective clinical judgments relative to the client with fluctuating acuities, making modifications when necessary.

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### **COURSE OBJECTIVES:**

1. Analyze the effects of demographic and social changes and scientific advances related to aging on nursing practice.

#### **Clinical Objectives**

- 1.1 Collect information related to aging in our society from the older adult using culture, socioeconomic status, religion, and gender as reference points.

2. Examine self-care deficits that occur as a normal part of aging.

#### **Clinical Objectives**

- 2.1 Utilize information related to developmental self-care requisites in planning of care for the older adult.
- 2.2 Provide emotional support to the older adult.

3. Examine physical, social and psychological issues in the promotion of self-care requisites among older adults.

#### **Clinical Objectives**

- 3.1 Utilizing Orem's self-care theory, provide care for an older adult taking into consideration the physical, social, cultural, and psychological issues unique to the older adult.
- 3.2 Examine the community resources available to assist the older adult in meeting self-care requisites.
- 3.3 Participate in making referrals to resources to assist the older adult to meet self-care requisites.

- 3.4 Perform nursing care skills related to maintaining self-care requisites of normalcy, solitude, and prevention of hazards.
- 4. Utilize the nursing process to provide care for older adult clients with actual or potential health deviations.

**Clinical Objectives**

- 4.1 Examine standard care plans applied to older adults utilizing the steps of the nursing process.
- 4.2 Formulate a care plan for an older adult, taking into consideration the variables of:
  - 4.21 Physical status
  - 4.22 Psychosocial status
  - 4.23 Culture
  - 4.23 Care settings
- 4.3 Discuss the role of the nurse in planning care for an older client undergoing diagnostic testing for chronic health deviations.
- 5. Design a care plan to promote self-care for an older adult experiencing a self-care deficit.

**Clinical Objectives**

- 5.1 Develop a nursing care plan to provide care for an older adult with a self-care deficit.
- 5.2 Examine the community resources available to assist the older adult with self-care deficits.
- 5.3 Participate in making referrals to resources to assist the older adult with self-care deficits.
- 6. Employ nursing interventions designed to compensate for health deficits in foods, fluids, and mobility.

**Clinical Objectives**

- 6.1 Evaluate nursing care of older adults with nutrition, fluid, and/or mobility self-care deficits.
- 6.2 Perform nursing skills related to maintaining self-care requisites of air, water, food, and elimination

7. Expand communication skills and interaction with clients experiencing visual, auditory, and perceptual deficits.

**Clinical Objectives**

- 7.1 Communicate therapeutically with the older adult experiencing a visual, auditory, and/or perceptual self-care deficit.

8. Evaluate self-care deficits related to medication therapy in older adults.

- 8.1 Administer medications safely taking into account the special considerations for the older adult.

9. Examine the role of the nurse in relation to legal and ethical issues of the older adult.

**Clinical Objectives**

- 9.1 Apply legal/ethical principles in care for the older adult.

10. Formulate teaching plans with the older adult.

**Clinical Objectives**

- 10.1 Implement supportive-educative nursing interventions  
10.2 Utilize teaching/learning principles when planning care for older adults, considering level of comprehension, cultural reference group, language used, ability to read, mental status, and medical condition.  
10.3 Modify teaching plan based upon evaluation

- 10 Demonstrate proficiency of nursing skills in skills testing.

**Clinical Objectives**

- 11.1 Demonstrate current and previously learned technical skills in skills testing as per current De Anza College School of Nursing “Skills packet.”

**CLINICAL TOPICAL OUTLINE:**

**WEEK 1:**

**Clinical Experiences**

In this course, each student is assigned to an extended care facility for approximately one half of the quarter and an acute care setting for one half of the quarter. The first week will be spent primarily in the skills laboratory. The student will focus on assessment of the frail elderly, atypical disease presentation, and care planning (C2.1, C9.2). The student will make age-differentiated nursing assessments of the client's self-care requisites. Assessment tools such as the Mini Mental State Examination (MMSE) will be employed. Assessment-related technical skills such as neurological assessment, saline lock flush, central line flush, restraints, and GU irrigation will be demonstrated, with opportunities provided for return demonstration (C3.4, C6.2). The remainder of the second clinical day will be spent orienting to the new long-term care and acute care facilities. During weeks 2 through 6 and week 7 through 11, the student will alternate, in five-week blocks, between an acute care facility and a long term care facility.

**WEEK 2:**

**Clinical Experiences**

During the second week, clients are selected in each setting to provide further experience with the aging adult (C4.2). The student will focus on those physical, social, psychological, and cultural factors related to aging which have an impact upon nursing care and care planning (C4.1). Developmental self-care requisites will be addressed in care planning (C1.1, C2.2). Special consideration in medicating the elderly will be emphasized (C6.1). The student may have the option of attending an interdisciplinary care planning (ICP) meeting (C9.1) and participating in a referral (C4.3). Modification of care plans based upon collaborative evaluation will be done in post conference (C9.3).

**WEEK 3:**

**Clinical Experiences**

During the third week, clients are selected in each setting to provide further experience with the aging adult. The student will focus on examining client rights and discussing ethical dilemmas. A written paper will be assigned involving a case student of an elderly client undergoing an ethical dilemma. An interactive video regarding ethical dilemmas involving older adults is also available for student viewing (C7.1).

**WEEK 4:**

**Clinical Experiences**

During the fourth week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of air. Clients with chronic health deviations involving the lung will be assigned. The interactive video: "The Elder with Chronic Obstructive Pulmonary Disease" will be available for viewing.

#### **WEEK 5:**

##### **Clinical Experiences**

During the fifth week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of water. Clients with chronic health deviations involving the cardiovascular system will be assigned. The interactive video: "The Elder with Cardiac Disease" will be available for viewing.

#### **WEEK 6:**

##### **Clinical Experiences**

During the sixth week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of food. Clients with chronic health deviations involving the gastrointestinal system will be assigned. Supportive-educative role of the nurse regarding nutrition will be emphasized in post conference (C8.2).

#### **WEEK 7:**

##### **Clinical Experiences**

During the seventh week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of elimination. Clients with chronic health deviations involving the lower gastrointestinal tract and genito-urinary disorders will be assigned. Promotion of continence will be emphasized in post conference, care planning, and modification of care plans (C8.3).

#### **WEEK 8:**

##### **Clinical Experiences**

During the eighth week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of activity and rest. Clients with chronic health deviations involving muscles and bones will be assigned. Opportunities to work with physical therapy and occupational therapy are also available.

### **WEEK 9:**

#### **Clinical Experiences**

During the ninth week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of solitude and social integration. Clients with chronic health deviations involving the special senses will be assigned. Communication will be emphasized (C5.1). The student may have the opportunity to accompany a client to audiology.

### **WEEK 10:**

#### **Clinical Experiences**

During the tenth week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of hazards. Clients with chronic health deviations involving the brain and/or skin will be assigned (C3.4). Additional opportunities that may be available include participation at an Alzheimer's Disease Unit and Foothill College's post-CVA program, REACH.

### **WEEK 11:**

#### **Clinical Experiences**

During the eleventh week, clients are selected in each setting to provide further experience with the aging adult with an emphasis on the universal self-care requisites of normalcy. Psychosocial concerns related to the elderly will be applied in these settings (C3.1). Additional opportunities that may be available include observation at a geriatric psychiatric (C3.4). Community resources will be identified during post conference (C3.2) and the opportunity to participate in referrals may be available (C3.3).

**STUDENT EXPECTATIONS:**

**General**

1. Students are to be familiar with the published guidelines for performance and dress in the clinical area and abide by the guidelines at all times.
2. Students are to read assigned material and be prepared for all classroom and clinical sessions. Assignments for classroom and clinical sessions for this course are included.
3. Students are expected to demonstrate retention of previously learned objectives and incorporate theory principles in all interactions.
4. Students are expected to transfer theory from required courses in the natural and behavioral sciences as well as speech and English into the applied science of nursing.
5. Students are responsible to initiate a conference with the instructor to determine "make-up" experiences for absences. Refer to green sheet for specific absence policy.

**Clinical**

1. Students must notify the clinical setting at least 30 minutes before the time the clinical experience is scheduled to start of any absence and a message is to be left for the instructor. In addition students are to contact the instructor and the director of the nursing program if an extended absence is predicted.
2. Experiences in the campus laboratory will be demonstrated by an instructor and practiced by the student. In most cases a satisfactory return demonstration will be required before the student is allowed to perform the skill in the clinical/hospital setting.
3. The campus laboratory will be open for practice at scheduled times. Supervision will be available as posted.
4. Laboratory sites include the campus skill laboratory and selected skilled nursing facilities.

**NURSING CARE PLAN:**

The expanded format of the Nursing Care Plan has been developed by the nursing faculty to assist the student in applying the Nursing Process. It can also be used to assist the student integrate Orem's model of self-care.



**CLINICAL EVALUATION:**

The clinical evaluation for this course has been designed to measure each clinical behavior that is expected of the student. An evaluation will be completed at least two times during the quarter; the student is expected to take an active part in the process. Clinical performance, based on the clinical evaluation, is determined to be satisfactory or unsatisfactory. At anytime the instructor deems the student's performance unsatisfactory the instructor will prepare and discuss with the student a Plan for Improvement (PI); this agreement will include goals and a time-line of achievement. "Critical element" describes behavior or performance that the faculty considers essential to safe and effective nursing care. Satisfactory completion is required of the critical elements. The student cannot take the final theory examination until satisfactory clinical performance has been demonstrated and evaluated. Failure to meet the clinical objectives will result in no credit in the clinical portion of the course