

**BOARD OF REGISTERED NURSING**

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CURRICULUM EXAMPLES -- GERIATRIC CONTENT

PURPOSE: To provide interested programs of nursing with suggestions for Geriatric content.

The content may be addressed in a separate course or integrated throughout the curriculum.

Two sections of the California Code of Regulations address Geriatrics. Section 1426(d) lists Geriatrics as one of the five major nursing areas that must be covered in programs of nursing curriculum; Section 1429(c) requires that the nursing content shall include the advanced concepts of Geriatric nursing. Content should therefore be covered at a beginning and advanced level.

SUGGESTIONS:

Determine what Geriatric content will be included in the nursing program and how it will be taught by the following process:

1. Identify Geriatric content expert.
2. Formulate terminal objectives for Geriatrics, with accompanying course objectives.
3. Meet with and give input to content expert who places the Geriatric content in the appropriate courses and level.
4. Select clinical experiences and facilities that address and support the theory.
5. Distinguish objectives which are Geriatric content within a specific area, such as Psych or Med/Surg.

POSSIBLE OBJECTIVES:

Upon completion of the Geriatric content, the student will be able to:

1. Demonstrate knowledge of the life cycle from middle age through senescence, applying principles of data gathering to establish appropriate care plans.

2. Identify physical assessment findings in elderly which are modified by sensory deficits and physiologic changes and determine which require therapeutic interventions.
3. Formulate nursing diagnoses through application of the nursing process skills of assessment, analysis and interpretation of information obtained from the client and other members of the health team.
4. Identify, and establish care plans that provide for, the special mental health needs of Geriatric clients applying therapeutic interventions as required.
5. Identify nutritional deficits and establish nutritional teaching plans to be implemented in health teaching in facility and upon discharge.
6. Identify and implement health teaching in all the phases that demonstrate lack of health knowledge.
7. Identify client's needs for community resources according to data collected about socioeconomic factors, housing, family status and discharge planning and assist to problem solve and intervene for client.
8. Identify, describe and implement care plan changes for adjustments to pharmacologic needs of Geriatric client, considering such areas as adverse effects, dosage, non-compliance, physical limitations.
9. Identify the appropriate protective agencies for reporting client abuse.
10. Describe the RN's role as a leader in the skilled nursing facility and long term care.
11. Compare and contrast the role differences of RNs in acute and long term care facilities and discuss how RN's impact patient outcomes through the application of the nursing process.

CLINICAL EXPERIENCES

Clinical experience should be specifically planned so that the special care needs of Geriatric clients will be identified and met during the students' experience.

If the long term care facility is used in the initial experience as the basis for fundamentals of nursing, the course objectives should clearly identify the client's special needs as related to aging. It is understood that this experience focuses on direct patient care.

The Board recommends that students have a return experience in long term care to provide them with the background and understanding for the RN's leadership role in long term care, as it is significantly different from the acute care role.

In integrated courses, in the acute care setting, identification of the differences in caring for aging patients and application of Geriatric principles should be the basis for student assignment. Other concepts regarding the health-illness continuum and diseases would adapt around these principles.

Because of the increasing importance of long term care, the Board encourages a long term care leadership preceptorship for advanced RN students, as an option for students interested in LTC.