

University of Nevada, Las Vegas School of Nursing

NURS 401: Nursing Care of Older Adults

Spring 2016

Meeting time and location	Monday & Tuesday: 10:00-11:20 BHS 134
Prerequisites	NURS 313, NURS 320, NURS 325, NURS 350
Credits	6 (3 theory; 3 clinical)
Placement in curriculum	Third semester
Faculty	Reimund Serafica, PhD, MSN, RN BHS 440 Office Hours: Tuesdays 11:30 am-3:30 pm (Additional hours by appointment) Office: 702-895-5746 Email: reimund.serafica@unlv.edu

UNLV Email: Please use WebCampus email for course related issues (unless WebCampus becomes unavailable). Faculty response time is 24-48 hours on weekdays and 48-72 hours on weekends and holidays.

Course Description

Apply theories, concepts, and evidence-based practices in care for older adults. Recognize personal and societal attitudes regarding aging and their impact on delivery and quality of health care and the impact of age-related changes and morbidity on illness, treatment, and rehabilitation. Clinical experiences in health care and community settings.

Required Textbooks

1. Ackley, B., & Ladwig, G. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis, MO: Mosby.
2. Touhy, T., & Jett, K. (2016). *Ebersold & Hess toward healthy aging: Human needs & nursing response*. (9th ed.). St. Louis, MO: Mosby Elsevier.
3. Lewis, S.L., Dirksen, S.R., Heitkemper, M.M., Bucher, L., & Camera, I.M., (2014). *Medical-surgical nursing: Assessment and management of clinical problems* (9th ed.). New York: Mosby, Inc.

Recommended Textbooks and Resources

1. Lehne, R. (2010). *Pharmacology for nursing care* (7th ed.). St. Louis: Saunders.

2. Pagana, K., & Pagana, T. (2006). *Mosby's manual of diagnostic and laboratory tests* (3rd ed.). St. Louis, MO: Mosby.

Clinical Instructors

CLINICAL LOCATIONS	INSTRUCTORS
SPRING VALLEY HOSPITAL Prestige Assisted Living @ Mira Loma 2520 Wigwam Parkway Henderson, NV 89074	Angelina Nguyen 561-267-9922 angelina.nguyen@unlv.edu Annette Mullis 702-528-2080 annette.mullis@unlv.edu
SUMMERLIN HOSPITAL Prestige Assisted Living @ Mira Loma 2520 Wigwam Parkway Henderson, NV 89074	Kelly Morrow 702 -526-8510 kelly.morrow@unlv.edu Deanna St. Cyr 702-807-5285 deanna.st.cyr@unlv.edu

Teaching/Learning Methods

A variety of learning opportunities will be offered and may include: case study analysis, Blackboard activities, planned and spontaneous discussion, video presentations, lecture, written papers, and clinical experiences. Course content and learning opportunities may be provided in the classroom, online using Blackboard, or other venues.

Course Objectives and Related Program Outcomes

To accomplish the course outcomes by the end of the semester, the student will be able to:

PROGRAM OUTCOMES	QSEN Competencies	Level 3 OUTCOMES	Course OBJECTIVES
1. Use emerging patient care technologies and information systems to support safe and effective nursing practice.	Evidence- Based Practice Informatics Safety	1. Evaluate data derived from various information technologies for the delivery of safe and effective patient care.	1. Demonstrate an understanding of the need to evaluate safeguards in patient care technology and information systems to create safe practice policy, procedures and environmental structures for both patients and healthcare workers.
2. Integrate leadership concepts, skills and decision making in the provision of high quality nursing care delivery in a variety of settings.	Quality Improvement Safety Teamwork and Collaboration	2. Appraise personal and peer performance related to leadership concepts, skills and decision making in patient care delivery.	2. Develop both nursing and leadership skills that focus on integrating interdisciplinary communication, collaboration, priority-setting and delegation.
3. Apply knowledge of healthcare policy, finance and regulatory environments, including local, state, national and global healthcare trends in nursing practice.	Patient Centered Care Safety	3. Interpret the effect of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.	3. Develop an understanding of the relevance and the integration of health care policy, finance, regulatory entities and ethico-legal concepts in the care of the older adult population.
4. Integrate professional values, attitudes, knowledge, and behaviors into nursing practice.	Patient Centered Care Teamwork and Collaboration	4. Demonstrate accountability for professional practice in patient care management and decision making.	4. Demonstrate the necessary knowledge, skills and attitudes in conforming to core competencies to ascertain successful transition into the nursing profession.
5. Demonstrate sound clinical judgment in the	Evidence-Based Practice	5. Critically appraise primary research reports, systematic	5. Incorporate into practice current and credible gerontological nursing and multidisciplinary research findings in the

planning, provision, and evaluation of evidence-based nursing care at the individual, group, and community levels.	Patient Centered Care	reviews, and clinical practice guidelines, as well as recognize and differentiate evidence ratings when reading the health care literature.	holistic and multidimensional care of older adults.
6. Apply principles that enhance safety for patients and health care providers through both individual performance and system effectiveness.	Patient Centered Care Quality Improvement Safety	6. Analyze the factors that create a culture of safety within the practice setting.	6. Develop awareness of safe practices through evidence-based nursing to provide high quality care for older adult patients, their families and communities
7. Demonstrate effective inter- and intra-professional communication and collaboration for improving patient outcomes.	Patient Centered Care Quality Improvement Safety	7. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.	7. Integrate effective therapeutic communication skills to facilitate favorable healthcare delivery in the care of the older adult population.
8. Use clinical prevention strategies to promote health and prevent disease across the life span at the individual and population levels.	Evidence-Based Practice Patient Centered Care	8. Evaluate the effectiveness of health promotion/clinical prevention/health restoration strategies with patients and families.	8. Apply the basic principles of population health, disease and injury prevention in caring for the older adult population.

***This syllabus is intended to assist you in planning your course work and will be followed as closely as possible. However, it can be modified and amended as needed.**

Grading Scale

The grading scale follows the basic scale of the School of Nursing. Numerical value on assignments will be carried out to two decimal places. The point value will not be increased to the next highest number, for example 79.99% will not be rounded off to become 80%.

93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
75-77	C
70-74	C-
68-69	D+
63-67	D
60-62	D-
59- below	F

75.00 is required to pass the course.

Course Requirements and Grade Computation Evaluation Methods

Students will be evaluated and graded through the following methods:

Method	Percentage of Final Grade
Exam 1	15
Exam 2	20
Exam 3	25
HESI Gero Nursing Exam	15
Senior Wellness Project	15
End of Life Reflection Paper	10
Laboratory (Clinical)	Pass/Fail
Math Computation Competency	Pass/Fail
Total Final Points Possible	100

A minimum average of at least 75% on course examinations 1, 2, 3, & HESI Gerontological Nursing Exam is required for the student to pass the course. Average exam scores are calculated using the weighted scoring method for each exam. **If a student's weighted individual exam average (including the HESI) is not $\geq 75\%$, the final points for the Senior Wellness Project and Case Study will not be included in the final grade and the individual weighted exam average will be the final grade for the course.**

Any student who scored less than 850 in HESI must contact their academic advisor and must complete the appropriate remediation.

NOTE: Exam grades will be posted 72 hours after the exam on the course website via webcampus. Exam review will occur in the classroom one week after the exam.

Classroom Attendance: Classroom attendance is the student's prerogative. Since I introduce new material every class day, your attendance is vital to your success in this class. You are responsible for all material, information, and announcement covered in class, whether or not you are present. If you miss a class, it is your responsibility to get the notes from a classmate and come prepared to the next class.

Classroom Tardiness: Be on time to class as late arrivals are disruptive to your professor and your classmates, and important announcements and quizzes usually occur at the beginning of the session. An exam missed due to lateness is an exam you cannot make up.

End of Life Reflection Essay (10% of final grade). The paper will be submitted via Blackboard (Assignment #1) on March 1, 2016 (@11:59 PST). Details of this assignment can be found under course website.

Senior Wellness Project (15% of final grade). The paper will be submitted via Blackboard (Assignment #2) on April 18, 2016 (@11:59 PST). Details of this assignment can be found under course website.

Clinical Performance

Absence/Tardiness Policy

Clinical Attendance Policy:

Complete attendance is expected for clinical. In an emergency, you must call the assigned instructor directly via CELL phone. Attendance is mandatory in all courses with a clinical component. Missed clinical days will be made up at the discretion of the instructor dependent on faculty availability, site availability, and/or appropriateness of situation for student to attend.

A. Tardiness: arriving anytime beyond the expected designated clinical start time.

i. First occurrence of tardiness will result in a clinical contract

1. Student will not be automatically sent home, unless appropriate (i.e. student not prepared for clinical, not dressed in appropriate attire, not physically or mentally able to provide patient care)
 - ii. Second occurrence of tardiness in the same clinical will result in failure of that clinical.
- B. No Call/No Show:** no prior notification to the clinical instructor of tardiness or absence prior to assigned clinical shift.
- i. One (1) No Call/No Show will result in a clinical failure.
- C. Absence:** any missed clinical day.

Professionalism mandates the student arrive in the clinical area on time with appropriate dress code including the hospital acquired badge. Any tardiness, unprepared, or unprofessional appearance is unacceptable and will be considered an unexcused absence for the day in the clinical setting and the student shall be sent home. More than any one missed clinical absence (excused or unexcused) during the entire semester will result in clinical failure. Correct arrival times will be designated by the clinical instructor

Laboratory (Clinical) Activities: The clinical experience is graded as Pass/Fail. A failing grade in the clinical area will result in failure for the entire course. If the student fails the clinical component of the course, the final grade will be adjusted according to the Clinical and Math Exam Failure Policy noted below.

On the day prior to the assigned clinical day, students shall obtain their clinical patient assignment from the assigned facility unit. It should take approximately 1 hour for students to review the patient records, and obtain information needed to prepare for the following clinical day. Students are expected to collect pertinent patient information that is necessary to understand the patient's health condition and to assist in development of a care plan or concept map that will facilitate and document the care delivered during the clinical day.

At the beginning of the clinical day the instructor will review the data collected, planning for care delivery and understanding of their assigned patients' condition and medical and nursing interventions. If a student is determined by the instructor not to be adequately prepared for patient care or unsafe to practice, they may be directed to leave for the day or reassigned to other activities for that day and may be assigned an absence for the day. Any absence from clinical MUST be made up. Students may also be removed from the clinical setting for unprofessional conduct.

Student clinical performance will be assessed throughout the clinical experiences. If at any time a student is determined by the instructor to be unsafe or unable to perform a clinical procedure,

they will be referred to the clinical skills lab. Students must perform the specified skills in the lab successfully and obtain the signature of the faculty or staff member evaluating the student's performance prior to performing that skill in the clinical setting again. Students may be excluded at the discretion of the clinical instructor from clinical until they have demonstrated safe skill performance in the skills lab.

Students will be evaluated in clinical at mid-term of their clinical rotation and at the end of the clinical rotation. Students will be evaluated according to the NURS 401 Clinical Evaluation Objectives (file located on the course web site).

Concept Mapping Activities: concept mapping makes visible the connections or relationships between ideas; the map represents the relationships between planning of patient care, the identification of assessment findings, the nursing interventions, medical interventions, drug therapy, or the learning needs of the patient. Concept mapping helps to comprehend multifaceted care. By using mapping you will be able to see associations or relationships through

1. Your reading in your texts
2. Your discussions with your classmates
3. Your discussions with your teachers
4. Your investigation of the patient ' s record
5. Your clinical assessments
6. Your prior knowledge with new knowledge

Deadlines: Clinical faculty will determine the number and when each Concept Map is due. **Each student will complete adequate concepts maps this semester.** Additional maps may be requested of the student by their instructor if level of performance is in question.

School of Nursing and UNLV Policies

The student is responsible for reviewing the student handbook for the Department of Nursing and the UNLV Undergraduate Catalog. All policies within these publications will be adhered to in this course and clinical experience.

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Dress code: Students must wear white or red scrubs for the entire semester, including their preceptorship experiences. Uniforms/scrubs must be pressed; shoes clean without open toes (no clogs allowed). White athletic shoes are acceptable.

UNLV nametags and patch (affixed to white lab coat) must be worn in addition to agency ID's, when supplied by the agency. Hair should be clean, well groomed and with long hair secured

back from the face. No artificial nails. Jewelry is limited to a wedding band and small pierced earrings without dangles.

Basic cardiac life support: ALL students who enroll in clinical courses at UNLV, School of Nursing, will be required to show proof of certification in **Basic Cardiac Life Support** each semester. If at this time you have not obtained certification, you will not be allowed to remain in this clinical area.

Professional liability insurance: Although not required by the School of Nursing, the faculty strongly recommends students purchase Professional Liability Insurance. A list of companies is available in the departmental office or may be obtained through the Student Nurses' Association in the School of Nursing.

Confidentiality: An important part of nursing ethics is maintaining the patient's confidentiality. Therefore, written work submitted to the instructor must **never** contain his/her full name. Patient's problems must not be discussed with family or friends. If the School ascertains that a patient's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

Examinations during the semester: It is expected that students take examinations on the date and at the time scheduled. It is the student's responsibility to notify the instructor **prior** to the exam time if she/he will not be able to take the exam as scheduled. Make-up exams will be at the discretion of the instructor. If a student misses an examination without prior approval by the instructor, a grade of "F" will be recorded for the examination. It is the instructor's responsibility to make known the tentative dates of examinations and method of final grade calculation at the beginning of the semester.

In NURS 401, make up exams are provided only under exceptional circumstances. An alternative exam date must be scheduled prior to the scheduled day of the exam. If a student misses the alternative exam date, a grade of "zero" will be given for that test. If a student arrives after an exam has begun, no additional time will be allowed for completion of the exam. No alternative exams or exam dates will be allowed for the final exam. Make up exams may be in a significantly different format from the scheduled exam and it may be impossible to duplicate the content of the primary exam, however the alternate exam will be relevant to the subject matter tested in the primary exam.

Final examinations: The University requires an examination to be given at the end of the semester in all courses at the time specified in the class schedule. The final exam schedule of the SON will be used due to alternative scheduling utilized by the SON.

Clinical and Math Computation Competency Quiz failure: Any student failing to successfully complete the clinical experience or math computation competency quiz will be assigned a failing

grade for the course. Students will be given 3 opportunities to pass the math computation competency quiz. **Failure to pass the math computation competency quiz after 3 attempts will result in failure of the course.** Clinical faculty will determine when the competency will be administered.

Late Assignments: Assignments may be submitted no later than the date and time designated in the course topical outline without resulting in a reduction in the grade. Grades for assignments submitted after the due date and time will be reduced 5% for each day late (one day is 24 hours beginning at the designated due date and time). Written assignments must be submitted electronically in the format and to the location designated by the instructor in the assignment guidelines. Assignments may be screened using Turnitin and/or other tools for the evaluation of the originality of student work. Assignments will be assigned a grade 0 points (F) if submitted more than 5 days past the due date.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at : <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to **the instructor** during office hours so that **you** may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach **the instructor** before or after class to discuss your accommodation needs.

Religious Holidays Policy - Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>

Incomplete Grade:

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Teaching Evaluations: In order to evaluate the effectiveness of teaching at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and

legitimacy of these instruments be maintained. The minimum standards for administering these evaluations (Anonymity, Objectivity and Post-Evaluation Procedures) are outlined in the document "Minimum Standards for Teaching Evaluation by Students." The Academic Council of Deans and the Executive Vice President and Provost have approved this document unanimously as reflecting the minimum standards that apply to all departments/schools/units when administering student evaluations of teaching. To review the policy, please see "Evaluations by Students - Minimum Standards for" in the alphabetical listing at: <http://provost.unlv.edu/policies.html#liste>.

Library Resources –Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/

**University of Nevada, Las Vegas
NURS 401 (Spring 2016)*
Weekly Topic Outline ****

Course Title: Nursing Care of Older Adults
Location: BHS 134
Day & Time: Mondays & Tuesdays 10:00-11:20 am (PST)
Professor: Dr. Rei Serafica

Week	Date	Topic	Required Readings
1	1/4	Course Orientation MODULE 1: INTRODUCTION to NUR 401 Course Overview <ul style="list-style-type: none"> • Health and Wellness in an Aging Society • Gerontological Nursing • Theories of Aging • Cross-Cultural Caring and Aging 	Touhy & Jett Chapters 1, 2,3,4
	1/5	Module 1 Continuation	

2	1/11	Module 1 Continuation MODULE 2: AGE-RELATED CHANGES <ul style="list-style-type: none"> • Communicating with Older Adults • Health Assessment and Lab values • Vision, Hearing, Skin Care 	Touhy & Jett Chapters 6, 7, 8 11,12,13
	1/12	MODULE 2: AGE-RELATED CHANGES Cont.	
3	1/19	MODULE 2: AGE-RELATED CHANGES Cont. <ul style="list-style-type: none"> • Disorder focus: (Cardiovascular including cardiomyopathy) <ul style="list-style-type: none"> o Heart Failure o Pulmonary edema o Atrial Fibrillation/Flutter 	Lewis, et al. Chapters 34, 35 Chapter 36 (pp.795-797) Chapter 37 (pp. 826-830)
4	1/25	MODULE 3: BASIC NEEDS OF THE OLDER ADULT/CHRONIC CONDITIONS <ul style="list-style-type: none"> • Disorder focus: <ul style="list-style-type: none"> • Respiratory Disorders • COPD • Pneumonia 	Lewis, et al. Chapter 28 (pp. 522-527) Chapter 29 (pp. 583-601)
	1/26	MODULE 3: BASIC NEEDS OF THE OLDER ADULT/CHRONIC CONDITIONS Cont. <ul style="list-style-type: none"> • Disorder focus: <ul style="list-style-type: none"> • Hematological disorders • Coagulopathies • Anemias 	Lewis et al. Chapter 31 (pp.633-639;650-655;664-669)
5	2/1	MODULE 4: GEROPHARMACOLOGY & HERBS Basic Geropharmacology Herbs and Supplements Nutritional Needs of the Older Adult Guest Lecturer: Dr. Alona Angosta	Touhy & Jett Chapters 9, 10, 14

	2/2	EXAM 1	Modules 1, 2 & 3
6	2/8	<ul style="list-style-type: none"> • Disorder focus: (Gastrointestinal) <ul style="list-style-type: none"> ○ GERD ○ Gastric and duodenal ulcers ○ Constipation ○ Diarrhea ○ Diverticular disease 	<p>Lewis, et al. Chapter 42 (pp. 931-935; 943-951) Chapter 43 (pp. 963-964; 966-969; 994-996). Lewis, et al. Chapter 46 (pp. 1086-1090)</p>
	2/9	Cont. Module 4	
7	2/16	<p>MODULE 5: WELLNESS AND FUNCTION</p> <ul style="list-style-type: none"> • Elimination • Sleep • Skin Care 	<p>Touhy & Jett Chapters 13,16, 17</p> <p>Lewis et al. Chapter 49 Chapter 50 Chapter 55 (pp. 1315-1321)</p>

8	2/22	MODULE 5: WELLNESS AND FUNCTION Cont. <ul style="list-style-type: none"> Disorder focus: Genitourinary <ul style="list-style-type: none"> - Urinary Incontinence - BPH - Prostate Cancer 	
	2/23	MODULE 5: WELLNESS AND FUNCTION Cont. Endocrine <ul style="list-style-type: none"> - DM - Thyroid disorders 	Touhy & Jett Chapter 24 (pp. 309-317)
9	2/29	MODULE 6: Part 1: SAFETY AND VULNERABILITY IN LATE LIFE <ul style="list-style-type: none"> Environmental safety and security Care across the continuum 	
	3/1	MODULE 6: Part 2: SAFETY AND VULNERABILITY IN LATE LIFE Cont. <ul style="list-style-type: none"> Pain and Comfort <p style="color: red;">Assignment # 1 due at 11:59 PST</p>	Chapters 18, 19, 20,27
10	3/7	TBA	
	3/8	MODULE 6: Part 3: SAFETY AND VULNERABILITY IN LATE LIFE Cont. Disorder Focus: Rheumatological disorders (RA) Musculoskeletal disorder <ul style="list-style-type: none"> - Osteoarthritis 	Lewis, et al. Chapter 63 (pp. 1525-1527) Chapter 65 (pp. 1561-1576)

11	3/14	MODULE 7: MENTAL HEALTH AND COGNITIVE IMPAIRMENT Mental health-Depression Cognition and caring for persons with cognitive impairment	Touhy & Jett Chapters 28, 29
	3/15	EXAM 2	Modules 4,5, & 6 (Part 1 & 2)
12	3/28	MODULE 7: MENTAL HEALTH AND COGNITIVE IMPAIRMENT Cont. Disorder focus: Dementia Delirium <ul style="list-style-type: none"> • Disorder focus: o TIA o CVA o Parkinson's disease 	Touhy and Jett (Chapter 23) Lewis, et al. Chapters 58, 60 Chapter 59 (pp. 1432-1437)
12	3/29	MODULE 7: MENTAL HEALTH AND COGNITIVE IMPAIRMENT Cont.	

