



IMPERIAL VALLEY COLLEGE

## AHP 032 Introduction to Working with Older Adults

### Basic Course Information

Semester:	Fall 2023	Instructor Name:	Rebecca Agundez RN MSN CNE CDP
Course Title & #:	AHP 032 Introduction to Working with Older Adults	Email:	Rebecca.agundez@imperial.edu
CRN #:	11106	Webpage (optional):	
Classroom:	2139	Office #:	
Class Dates:	Aug. 14 – Sept.27	Office Hours:	6:30 – 7:30 pm Mon and Wed
Class Days:	Mond and Wed	Office Phone #:	760-550-9206
Class Times:	4:00 – 6:30 pm	Emergency Contact:	Beatriz Trillas – 760-355-6468
Units:	2	Class Format/Modality:	On ground

### Course Description

This course is designed to introduce the common aging changes of the body and cognition, plus implications of age-related changes will be discussed. Study of the aging process from a gerontological perspective including changes in physical health, cognition, mental health, and social relationships later in life. The course will also cover the understanding of healthy aging as well as chronic conditions later in life; health behaviors and lifestyle factors that contribute to good health, and wellness practices that contribute to disease prevention and health promotion. (Nontransferable, AA/AS degree only)

### Course Prerequisite(s) and/or Corequisite(s)

None

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe common changes to body systems as we age
2. Verbalize steps that a person can take to improve well-being and decrease despair
3. Demonstrate effective communication techniques to use with clients with dementia

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe methods for providing care to the elderly, including physiological, psychological, and social changes that occur as the adult ages.
2. Plan care for the older adult that demonstrates an appreciation for the older adult's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health promoting behaviors.

Updated 6/2023

3. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with older adults and professional relationships with members of the inter-professional health-care team.
4. Discuss the aging and mental health of older adults, and some of the more common disorders that can occur with aging, response to medications, and polypharmacy.
5. Differentiate between delirium, dementia, and Alzheimer's Disease, the factors that can cause it, progression of symptoms and how to care for the patient and family.
6. List common age-related changes to the cardiovascular, respiratory, gastrointestinal, genitourinary, musculoskeletal, nervous, endocrine, immune, and integumentary systems.
7. List communication obstacles resulting from hearing and visual impairments.
8. Demonstrate the personal care and communication skills necessary for working in the patient's home, assisted living, independent living, and hospice environments.
9. Explore concepts related to the US population aged 65 years and older such as life expectancy, income, and living conditions.

### Textbooks & Other Resources or Links

The following textbooks **are not required** for the course; the instructor will use information from these books during class:

1. Sasser, J. R., and Moody, H. R.. 2018. *Gerontology: The basics*. First Edition -Routledge. ISBN: 978-1138775824.
  2. Robnett, R. H., Brossoie, N. and Chop, W. C.. 2018. *Gerontology for the Health Care Professional*. Fourth Edition -Jones and Bartlett Learning. ISBN: 978-1284140569.
- Open Education Resources (OER) online course: Personal and Social Frameworks for Nutrition and Healthy Aging: <https://www.oercommons.org/courses/personal-and-social-frameworks-for-nutrition-and-healthy-aging-course-website>
  - National Institute on Aging website: <https://www.nia.nih.gov/health/topics>
  - VeryWellMind webpage: <https://www.verywellmind.com/integrity-versus-despair-2795738>

### Course Requirements and Instructional Methods

#### Audio Visual

DVD's on Aging process, YouTube videos on communication with visually and auditory impaired clients and clients with dementia, PowerPoints

#### Demonstration

Practice communication techniques to use with older adults

#### Discussion

Getting students to critically think on the aging process, common changes to body systems, and how to encourage wellness, and prevention of diseases.

#### Lecture

As per schedule



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## Course Grading Based on Course Objectives

Total points possible for this class: **100 points**

5 Reflections in Canvas, each worth 10 possible points = 50 points

Final Exam (in class pencil and paper) = 24 points

Attendance: 2 points for each class where student was less than 10 minutes late = 26 points

\* There will be Review Quizzes at the beginning of class to review material from previous classes. Some of the questions from these quizzes will be used on the Final Exam. The grades from these quizzes will not count towards your final grade.

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Course Policies

### Attendance:

- Regular attendance in all classes is expected of all students.
- This course consists of a total of 32.5 hours.
- Students taking the course for credit (certificate option) need to be in class for 27.5 hours or more (85%) in order to pass the class. This means you may only be absent for 2 classes.
- Students taking the course for the Pass/No Pass option must be in class 23 hours or more (70%) in order to pass the class. This means you may only be absent for 4 classes.
- Any student who is running late to class or needs to be absent must notify the instructor by text (760-550-9206) or email (rebecca.agundez@imperial.edu).

### Classroom etiquette:

- Electronic devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by instructor. The instructor may collect cell phones at the beginning of class and return them at the end of class if this rule is not followed.
- Tape recorders or cell phone recording or video will not be allowed in the classroom due to HIPAA laws.
- Food and drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception.
- Disruptive students: Students who disrupt or interfere with a class, such as students who come in late, leave and enter class several times or are repeatedly talking during lecture may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to class.

Updated 6/2023



- The instructor reserves the right to assign student seating.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children and family members are not allowed.

### Other Course Information

- Students have two options when taking this class: for credit (receive a letter grade), and Pass/No Pass. Students taking the class as a Pass/No Pass course are expected to attend every class, participate, and complete all assignments in order to pass the course, but will not receive a letter grade for the class. Students interested in taking the class as a Pass/No Pass course need to let the instructor know the first day of class.
- All IVC students may print up to \$3.00 (30 copies) in any IVC computer lab or in the library at the beginning of each semester. Students need to log into Paper Cut using their IVC email and password in order to print/ make copies.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Course Objective or SLO
<b>Week 1</b> August 14 & 16	<ul style="list-style-type: none"> <li>○ Syllabus &amp; Introduction to class</li> <li>○ Concepts related to the US population aged 65 years and older such as life expectancy, income, and living conditions.</li> <li>○ Take Aging Quiz</li> <li>○ <b>Reflection:</b> Pick a topic from the Aging Quiz you found interesting.</li> </ul>	CO 9
<b>Week 2</b> August 21 & 23	<ul style="list-style-type: none"> <li>○ Common changes to body systems as we age</li> <li>○ <b>Reflection:</b> Select one topic from the National Institute on Aging website:               <ul style="list-style-type: none"> <li>○ heart health,</li> <li>○ smoking,</li> <li>○ healthy eating and nutrition,</li> <li>○ bladder health and incontinence,</li> <li>○ older adults and balance problems,</li> <li>○ brain health,</li> <li>○ diabetes,</li> <li>○ vision and vision loss,</li> <li>○ skin care and aging</li> </ul> </li> <li>○ Write down information about changes that an older adult will experience in that body system and how they can avoid complications.</li> </ul>	CO 1 & 6, SLO 1
<b>Week 3</b> August 28 & 30	<ul style="list-style-type: none"> <li>○ Common disorders that can occur with aging, how the body responds to medications, and polypharmacy.</li> </ul>	CO 4



Date or Week	Activity, Assignment, and/or Topic	Course Objective or SLO
	<ul style="list-style-type: none"> <li>○ Sexuality and Intimacy in Older Adults   National Institute on Aging (nih.gov)</li> <li>○ <b>Reflection:</b> After reading the information from the National Institute on Aging webpage, mention some illnesses, disabilities, and surgeries can affect an older adult's ability to have and enjoy sex.</li> </ul>	
<b>Week 4</b> Sept. 4 No Class IVC closed for Labor Day Sept. 6	<ul style="list-style-type: none"> <li>○ How to plan care for the older adult that demonstrates an appreciation for the older adult's cultural, spiritual, and developmental variations.</li> <li>○ Recommendations for the adoption of health promoting behaviors.</li> <li>○ <b>In-class discussion:</b> Describe various ways in which we can live well in the face of aging-related changes and challenges.</li> </ul>	CO 2
<b>Week 5</b> Sept. 11 & 13	<ul style="list-style-type: none"> <li>○ Aging and mental health of older adults</li> <li>○ Erikson's final stage of development: Integrity vs. Despair</li> <li>○ Steps that a person can take to improve well-being and decrease despair</li> <li>○ <b>Reflection:</b> After reading the following webpage: <a href="https://www.verywellmind.com/integrity-versus-despair-2795738">https://www.verywellmind.com/integrity-versus-despair-2795738</a>, write down how older adults can improve integrity and decrease despair</li> </ul>	CO 4, SLO 2
<b>Week 6</b> Sept. 18 & 20	<ul style="list-style-type: none"> <li>○ Delirium, Dementia, and Alzheimer's Disease</li> <li>○ <b>Reflection:</b> After watching the Dementia Village video, write an answer to the instructor's questions and post to the discussion board</li> </ul>	CO 5
<b>Week 7</b> Sept. 25 & 27	<ul style="list-style-type: none"> <li>○ Effective communication techniques to use with clients with dementia</li> <li>○ Communication obstacles resulting from hearing and visual impairments</li> <li>○ Verbal and nonverbal communication that promotes caring, therapeutic relationships with older adults</li> <li>○ In-class role play scenarios: Communication with clients who have visual/auditory impairment or dementia</li> <li>○ <b>Final Exam</b></li> </ul>	CO 3, 7 & 8, SLO 3

\*\*\*Tentative schedule, Subject to change\*\*\*