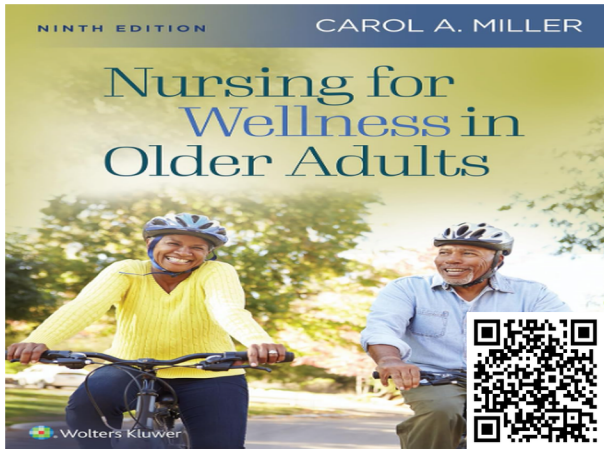


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NINTH EDITION

CAROL A. MILLER

# Nursing for Wellness in Older Adults



**NINTH EDITION**

# **Nursing for Wellness in Older Adults**

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Ninth Edition

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## Dedications

*I lovingly dedicate this book to my parents,  
Margaret 'n' Bob Miller,  
who gave me boundless support, encouragement,  
and inspiration. They were shining examples  
of living long and full lives.*

*This book also is dedicated  
to the many older adults and their families and caregivers  
who teach invaluable lessons about successfully  
navigating  
the challenges of older adulthood.*

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## Contributors

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## Preface

During the process of developing this ninth edition of *Nursing for Wellness in Older Adults*, I was acutely aware of the unprecedented events occurring everywhere and affecting everyone, including the pandemic, inequities affecting diverse minorities, and extreme weather and climate events. Issues such as these were serious concerns for people of all ages, and geriatric and gerontological journals and references were saturated with articles about the effects of these issues on older adults and health care systems.

As I kept up to date on research for this edition, I focused on ways in which nurses promoted wellness for older adults during these challenging times. Articles about the Age-Friendly Health Systems initiative—launched shortly after the publication of the eighth edition—provided an evidence-based framework based on the 4Ms: What Matters, Medication, Mentation, and Mobility. These four topics had been incorporated in previous editions of this textbook, but the theme of What Matters particularly resonated with my Functional Consequences Theory for Promoting Wellness in Older Adults, which has been the underlying structure of this text since the first edition. In this ninth edition, the idea of What Matters provided a framework for updating content and incorporating new content. In accordance with this approach, in Chapter 6 of this edition, “Current Foci of Nursing Care for Older Adults,” I grouped topics about evolving initiatives that focus on promoting wellness for older adults. Another way this ninth edition addresses current issues is with the addition of Health Inequities boxes, which highlight information about inequities that affect health care for older adults.

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## ORGANIZATION

*Nursing for Wellness in Older Adults*, Ninth Edition is organized into five parts. Chapters in Parts 1 and 2 introduce topics relevant to aging, wellness, diversity, older adults, and the role of nurses in promoting wellness in older adults. Chapters in Parts 3 and 4 are organized around the Functional Consequences Theory for Promoting Wellness in Older Adults, so each facet of physiologic or psychosocial function is presented according to age-related changes, risk factors, functional consequences, nursing assessment, nursing interventions, and wellness outcomes. Chapters in Part 5 help nurses apply a wellness perspective as they care for older adults who are ill, experiencing pain, or at the end of life.

Part 1, *Older Adults and Wellness*, helps nurses apply a wellness philosophy to their care of older adults.

- Chapter 1 debunks myths and stereotypes about aging and provides an overview of characteristics and diversity of older adults, with emphasis on the uniqueness of each older adult.
- Chapter 2 addresses the important topics of health inequities, health literacy, and social determinants of health. As in previous editions, this chapter provides information about culturally appropriate care and diverse groups of older adults.
- Chapter 3 explicates the Functional Consequences Theory for Promoting Wellness in Older Adults, which is applied throughout this text as a framework for wellness-oriented nursing care of older adults.
- Chapter 4 provides an overview of theories that are pertinent to aging well.

Part 2, *Nursing Considerations for Older Adults*, focuses on unique challenges of caring for older adults. Content has been expanded and reorganized to better address the changes in health care systems that significantly affect nursing care of older adults.

- Chapter 5 discusses nursing care of older adults as a specialization and as a responsibility for all nurses. This chapter also addresses health promotion, with emphasis on ways in

which nurses can apply evidence-based guidelines to help older adults develop health-promoting behaviors.

- Chapter 6 presents information about current foci of gerontological nursing, including the Age-Friendly Health Systems initiative, Quality and Safety Education for Nurses (QSEN), transitional care, interprofessional collaboration, technology to promote wellness in older adults, and addressing needs of caregivers.
- Chapter 7 helps nurses identify the many types of community-based services and health care programs that address the complex needs of older adults. It also discusses sources of payment for health care services.
- Chapters 8 to 10 cover the multifaceted topics of assessment, medications, and legal and ethical concerns so that nurses can address these aspects of care for older adults.
- The important topic of elder abuse and neglect is addressed in Chapter 11, with emphasis on the roles of nurses in preventing, identifying, and addressing this serious—and all too common—issue.

Part 3, *Promoting Wellness in Psychosocial Function*, covers aspects of cognitive and psychosocial function.

- Chapters 12 to 14 present information about cognitive and psychosocial function, including guidelines for a comprehensive nursing assessment of psychosocial function.
- Chapters 15 and 16 cover conditions associated with impaired cognitive and affective function: delirium, dementia, depression, and suicide.

Part 4 (Chapters 17 to 27), *Promoting Wellness in Physical Function*, includes chapters that address each of the following specific aspects of functioning in older adults: hearing, vision, digestion and nutrition, urinary function, cardiovascular function, respiratory function, safe mobility, integumentary function, sleep and rest, thermoregulation, and sexual function. Selected common pathologic

conditions are also addressed in these chapters when these conditions affect a particular aspect of functioning in older adults.

Part 5 (Chapters 28 to 30), *Promoting Wellness During Illness and Transitions in Care*, addresses topics of caring for older adults during illness and when they are experiencing pain or are at the end of life. A Transitional Care Clinical Judgment Unfolding Case unfolds across these three chapters.

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## SPECIAL FEATURES

Special features that enhance this ninth edition include the following:

- **NEW! Health Inequities** boxes, which have been added in many chapters, alert students to inequities that may affect health care for older adults.
- **NEW!** In Chapter 2, expanded coverage of **health inequities**, **health literacy**, and **social determinants of health** familiarizes students with current information on these important topics.
- **NEW!** Added content in Chapter 6 includes new information to help nurses implement principles of the **Age-Friendly Health Systems initiative**. Topics that have been expanded include **Quality and Safety Education for Nurses (QSEN)**, **transitional care**, **interprofessional collaboration**, **technology to promote wellness in older adults**, and **addressing needs of caregivers**.
- **Case Studies:**
  - Multipart **Clinical Judgment Unfolding Cases** within the chapters provide real-life examples of the cumulative effects of age-related changes and risk factors, beginning in young-old adulthood and continuing through all the stages of later adulthood. **Think Like A Nurse** questions at the end of each case segment and **Nursing Care Plans** after the concluding segments assist the student in applying the content of the chapter to the case example. For your convenience, a list of the parts of these case studies, along with their location in the book, appears in the “Case Studies in This Book” section later in this frontmatter.
  - A **Transitional Care Clinical Judgment Unfolding Case**, which unfolds across Chapters 28 to 30, illustrates ways in which nurses can provide effective transitional care to an older adult whose progressively worsening condition requires that her needs be met in several settings. For your convenience, a list of

the parts of this case study, along with their location in the book, appears in the “Case Studies in This Book” section later in this frontmatter.

- **Single-part Case Studies** in some chapters illustrate application of content to clinical settings. For your convenience, a list of these case studies, along with their location in the book, appears in the “Case Studies in This Book” section later in this frontmatter.
- **Unfolding Patient Stories**, written by the National League for Nursing, are an engaging way to begin meaningful conversations in the classroom. These vignettes, which open each unit, feature patients from Wolters Kluwer’s *vSim for Nursing | Gerontology* (co-developed with Laerdal Medical) and DocuCare products; however, each Unfolding Patient Story in the book stands alone, not requiring purchase of these products. For your convenience, a list of these case studies, along with their location in the book, appears in the “Case Studies in This Book” section later in this frontmatter.
- **Technology to Promote Wellness in Older Adults** boxes describe examples of recently developed technology-based interventions that can be effective for promoting wellness for older adults.
- **Interprofessional Collaboration (IPC)** material, which is found in boxes or is highlighted with orange bars in the margins, indicates the responsibilities and opportunities of nurses to collaborate with other professionals and paraprofessionals in health care and community-based settings when caring for older adults.
- **QSEN examples** of application of knowledge, skills, and attitudes for care plans relate to unfolding case examples.
- **Online Learning Activities** cited throughout every chapter point readers to the book’s companion web page, where readers can access enhanced information related to the topic, including resources, articles, and evidence-based guidelines.
- **Icons** identify the five major components of the Functional Consequences Theory for Promoting Wellness in Older Adults:



Age-related changes



Risk factors



Functional consequences



Nursing assessment



Nursing interventions

- **Wellness Opportunities** are sprinkled throughout the clinically oriented chapters to draw attention to ways in which nurses can promote wellness during the usual course of their care activities.
- **Figures** illustrate important points, including timelines to illustrate major trends pertinent to the care of older adults.
- Chapter-opening features:
  - **Learning Objectives** help readers identify important chapter content and focus their reading.
  - **Key Terms** listed at the beginning of each chapter and bolded in the text highlight important vocabulary.
  - **Theory Illustrations** at the beginning of each chapter on specific aspects of functioning present an overview of the Functional Consequences Theory for Promoting Wellness in Older Adults in the context of the nursing process.
- Special boxes:
  - **Assessment** boxes provide the reader with specific approaches for nursing assessment. Commonly used assessment tools are described (and, in many cases, illustrated).
  - **Interventions** boxes provide succinct guides for nursing interventions, with a strong focus on health promotion. Guides for “best practices” in nursing interventions are given. Many of the interventions boxes can be used as tools for teaching older adults and their caregivers about how to improve functional abilities.
  - **Evidence-Based Practice** boxes are included in clinically oriented chapters to summarize guidelines for research-based care of older adults.
  - **Cultural Considerations** boxes broaden your awareness of possible cultural variations.
- Chapter-ending features:
  - **Chapter Highlights** facilitate review of the material.
  - **Critical Thinking Exercises** help readers gain insight and develop problem-solving skills through purposeful, goal-directed thinking.
  - **References** give readers additional information about the most up-to-date research that supports evidence-based practice.

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## A COMPREHENSIVE PACKAGE FOR TEACHING AND LEARNING

To further facilitate teaching and learning, a carefully designed ancillary package has been developed to assist faculty and students.

### Instructor Resources

The following tools to assist you with teaching your course are available upon adoption of this text at <http://thepoint.lww.com/Miller9e>:

- An **eBook** allows access to the book's full text and images online.
- The **Test Generator** lets you generate new tests from a bank of NCLEX-style questions to help you assess your students' understanding of the course material.
- **PowerPoint Presentations** provide an easy way for you to integrate the textbook with your students' classroom experience, via either slide shows or handouts. Multiple-choice and True/False questions are integrated into the presentations to promote class participation and allow you to use i-clicker technology.
- **Case Studies** with answers can be used as a class activity or group assignment.
- **Assignments** (and suggested answers) include group, written, clinical, and Web assignments to engage students in varied activities and assess their learning.
- A sample **Syllabus** provides guidance for structuring your course.
- An **Interprofessional Collaboration (IPC) Guide** describes the IPC content that appears in the book and indicates where it can be found.
- A **QSEN Map** shows how book content integrates QSEN concepts.
- An **Image Bank** contains all the illustrations and tables from the book in formats suitable for printing and incorporating into PowerPoint presentations and Internet sites.
- **Learning Objectives** from the textbook.
- Access to all **Student Resources** is provided so that you can understand the student experience and use these resources in your course as well.

## Student Resources

Students can visit <http://thepoint.lww.com/Miller9e> and access the following tools and resources using the codes printed in the front of their textbooks:

- **Online Learning Activities** direct readers to websites that provide enhanced information related to the topic, including resources, articles, and evidence-based guidelines.
- **Journal Articles** corresponding to book chapters offer access to current research available in Wolters Kluwer journals.

## ***vSim for Nursing***

*vSim for Nursing*, jointly developed by Laerdal Medical and Wolters Kluwer, offers innovative scenario-based learning modules consisting of Web-based virtual simulations, course learning materials, and curriculum tools designed to develop critical thinking skills and promote clinical confidence and competence. *vSim for Nursing | Gerontology* includes 12 virtual simulations based on the National League for Nursing Advancing Care Excellence for Seniors (ACES) Unfolding Cases. Students can progress through suggested readings, pre- and postsimulation assessments, documentation assignments, and guided reflection questions, and will receive an individualized feedback log immediately upon completion of the simulation. Throughout the student learning experience, the product offers remediation back to trusted Lippincott resources, including Lippincott Nursing Advisor and Lippincott Nursing Procedures—two online, evidence-based, clinical information solutions used in health care facilities throughout the United States. This innovative product provides a comprehensive patient-focused solution for learning and integrating simulation into the classroom.

Contact your Wolters Kluwer sales representative or visit <http://thepoint.lww.com/vsim> for options to enhance your gerontological nursing course with *vSim for Nursing*.

## ***Lippincott DocuCare***

Lippincott DocuCare combines web-based academic EHR simulation software with clinical case scenarios, allowing students to learn how

to use an EHR in a safe, true-to-life setting, while enabling instructors to measure their progress. Lippincott DocuCare's nonlinear solution works well in the classroom, simulation lab, and clinical practice.

Contact your Wolters Kluwer sales representative or visit <http://thepoint.lww.com/docucare> for options to enhance your gerontological nursing course with DocuCare.

## **A Comprehensive, Digital, Integrated Course Solution**

*Lippincott® CoursePoint+* is an integrated, digital curriculum solution for nursing education that provides a completely interactive experience geared to help students understand, retain, and apply their course knowledge and be prepared for practice. The time-tested, easy-to-use, and trusted solution includes engaging learning tools, evidence-based practice, case studies, and in-depth reporting to meet students where they are in their learning, combined with the most trusted nursing education content on the market to help prepare students for practice. This easy-to-use digital learning solution of *Lippincott® CoursePoint+*, combined with unmatched support, gives instructors and students everything they need for course and curriculum success!

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- Preparation for Practice tools improve student competence, confidence, and success in transitioning to practice.
  - vSim for Nursing: Co-developed by Laerdal Medical and Wolters Kluwer, vSim for Nursing simulates real nursing scenarios and allows students to interact with virtual patients in a safe, online environment.
  - Lippincott Advisor for Education: With over 8,500 entries covering the latest evidence-based content and drug information, Lippincott Advisor for Education provides students with the most up-to-date information possible, while giving them valuable experience with the same point-of-care content they will encounter in practice.
- Unparalleled reporting provides in-depth dashboards with several data points to track student progress and help identify strengths and weaknesses.
- Unmatched support includes training coaches, product trainers, and nursing education consultants to help educators and students implement CoursePoint+ with ease.

***Carol A. Miller, MSN, RN-BC***

## Acknowledgments

I am deeply grateful to my family, friends, and colleagues who have supported me on my journey as this book has grown from a dream to a reality and now into its ninth edition. Pat Rehm, in particular, promotes my wellness as I pursue my goals as a nurse and author. My work with older adults and their families provides valuable lessons that have become part of this text. These experiences, which cannot be learned in books, have taught me to care deeply about, and to care sensitively for, older adults. I thank these older adults and their families and appreciate their contributions to my life and my writings.

I appreciate and acknowledge the many people who helped bring this text to fruition. I especially extend my deepest appreciation to all those at Wolters Kluwer who assisted with all phases of development and production. I also thank Sharyn Hunter, author of the Australia/New Zealand edition of this textbook, for allowing me to use design elements and some additional text for the theory illustrations. I thank all these people, and many unnamed people, for advice, guidance, support, assistance, and encouragement on my journey through all nine editions of *Nursing for Wellness in Older Adults*.

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