

## Planning and Quality Assurance Affairs

Form (A)

### Course Specifications

#### General Information

<b>Course name</b>	Adult Health Nursing (3) Gerontology (Practice)
<b>Course number</b>	NURS3218
<b>Faculty</b>	
<b>Department</b>	
<b>Course type</b>	Major Needs
<b>Course level</b>	3
<b>Credit hours (theoretical)</b>	0
<b>Credit hours (practical)</b>	2
<b>Course Prerequisites</b>	

#### Course Objectives

- 1 - • Apply the nursing process in supporting/caring for older adults
- 2 - • Develop and maintain caring relationships with older adults and their families.
- 3 - • Safely administer medications to older adults.
- 4 - • Use leadership skills with peers and colleagues in clinical settings.
- 5 - • Use legal, ethical, and accountable approaches in caring for older adults through practices that adhere to the Standards of Practice, Code of Ethics and Nurse/Client
- 6 - • Relationship guidelines, as well as which appropriately considers policies & procedures of clinical facilities.
- 7 - • Self-reflect and self-evaluate as a way of understanding own practice.
- 8 - • Conduct holistic assessments of older adults.
- 9 - • Utilize theory based skills to provide personal care in a safe, organized way to older adults in the clinical setting.
- 10 - • Integrate theory to practice in clinical setting
- 11 - • Provide safe and supportive environments when caring for older adults.
- 12 - • Recognize various charting systems as a method of professional communication
- 13 - • Report and document, in a professional manner, all care provided by one's self to older Adults

## Intended Learning Outcomes

Knowledge and Understanding	<ul style="list-style-type: none"> <li>* A1-Provide nursing care that reflects knowledge, insight and ethically sound clinical judgment</li> <li>* A2-Embrace a partnership approach to care planning, using valid and reliable evidence based tools which includes the older person in appropriate goal setting</li> <li>* A3-Advocate for the health needs of older adults and especially those with reduced decision making capacity</li> <li>* A4-Acknowledge the older person's continued need to express his/her sexuality</li> <li>* • A5-Promote a positive caring environment based on mutual trust and respect</li> <li>* • A6-Ensure the older person is facilitated with the appropriate support to adapt to significant life events ex. loss of home/independent living/significant people in their lives</li> <li>* • A7-Ensure physical, psychological, social and spiritual care is provided for the dying person and his/her carer</li> </ul>
Intellectual Skills	<ul style="list-style-type: none"> <li>* B1-Participate, as an active member of the multidisciplinary team at case conferences, ward rounds and family meetings</li> <li>* B2-Demonstrate a problem solving multi-disciplinary approach to the promotion and maximization of rehabilitation and independence in older people</li> </ul>
Professional Skills	<ul style="list-style-type: none"> <li>* C1-Perform comprehensive, accurate assessments of Gerontological nursing practice using an appropriate framework</li> <li>* C2-Critically evaluate the use of effective communication skills when planning and implementing care</li> <li>* C3-Utilise specialist knowledge to co-ordinate care in collaboration with the multidisciplinary team</li> <li>* C4-Contribute to service provision which incorporates safe practice and promotes patient dignity and respect</li> <li>* C5-Evaluate patient/carer responses to interventions and negotiate changes to plan with patients and their carers</li> <li>* C6-Demonstrate a critical understanding of the concept of multiple pathology and the implications for caring for older persons</li> <li>* C7-Practice in an ethical manner that reflects knowledge, insight and clinical judgment in the management of patients including collaboration, consultation, referral and discharge planning</li> </ul>
General Skill	<ul style="list-style-type: none"> <li>* D1-Communication Skills</li> <li>* D2-Team work skills</li> </ul>

## Course Contents

1 - Practicum is based on the theoretical course outline.

## Teaching and Learning Methods

- 1 - Group discussions & Interactive lectures
- 2 - Quizzes
- 3 - Demonstrations and Return Demonstrations
- 4 - Simulations
- 5 - Hands-on Skills Practice and Performance
- 6 - Computer Assisted Instruction
- 7 - Critical Thinking Exercises
- 8 - Multimedia activities
- 9 - Interactive educational activities
- 10 - Audio visuals

## Students Assessment

<u>Assessment Method</u>	<u>TIME</u>	<u>MARKS</u>
First mid-term exam	4th week	20%
Second mid-term exam	8th week	20%
Attendance and discussion		5%
Homework and project reports		5%
Final exam	16th week	50%

## Books and References

Essential books	<ul style="list-style-type: none"><li>Archibald, C. (2003) People with dementia in acute hospitals: a practice guide for registered nurses. Stirling: University of Stirling.</li><li>Brooker, D. (2007) Person centered dementia care: making services better. London: Jessica Kingsley</li></ul>
Recommended books	<ul style="list-style-type: none"><li>Capezuti, E. et al (eds) (2008) Evidence?based geriatric nursing, protocols for best practice. 3rd edn. New York: Springer.</li><li>Stanley, M. Blair, K. Beare, P. (2005) (eds) Gerontological nursing: promoting successful ageing with older adults. Philadelphia: FA Davis Co.</li><li>Heath, H. Schofield, I. (1999) Healthy Ageing: nursing older people. London: Mosby</li><li>Matzo, M.L. Sherman, D. W. (eds) (2004) Gerontologic palliative care nursing. London: Mosby</li><li>Heath, H. Schofield, I. (1999) Healthy Ageing: nursing older people. London: Mosby</li></ul>