

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

A.	Division:	Instruction	j	Effective Date:	Septe	mber 1, 2006	i		
B.	Department /	Psychiatric Nursing]	Revision	New	Course	Χ		
	Program Area:	Degree]	If Revision, Section(s)					
]	Revised:					
				Date of Previous Revision Date of Current Revision					
C:	PNUR 4503	D: Compreh Assessme		eriatric Theory and	E:	3.0			
	Subject & Cou	urse No.	Desc	riptive Title	S	emester Credi	ts		
F:	in the context	lenges of work d expected de ed. Students v	velopmental p	aths,					
	comprehensive assessments approaches and techniques, both for the elder living in the commun those residing in care facilities. Planning and treatment will be discussed, especially around spe- exemplars such as Alzheimer's disease, depression, neglect and abuse, and pharmacology—in c the family and loved ones. Psychiatric nursing roles will be explored, as will all levels of preve and legal implications are dealt with at length as well as issues of caregiver support and the need individuals, families and friends, and nurses working with patients confronting end-of-life conce						vith		
G:	Allocation of	Contact Hours to Type of	H:	Course Prerequisites:					
	Instruction / Learning Settings Primary Methods of Instructional Delivery								
				PNUR 2401, PNUR 2421, PNUR 2430, PN		430, PNUR 24	461		
	and/or Learning Settings:	I:	Course Corequisites:						
	Lecture Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4.0 hours			PNUR 4511, PNUR 4 PNUR 4573	1521, PNUR 4	561, PNUR 4:	575		
			J:	Course for which this	Course is a Pr	rerequisite			
				PNUR 4601, PNUR 4	1644				
	Number of W	veeks per Semester: 15	K:	Maximum Class Size:	:				
				40					
L:	PLEASE IN	DICATE:							
	Non-Credit								
	X College C	Credit Non-Transfer							
	College C	College Credit Transfer:							
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)									

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M:	Course Objectives / Learning Outcomes					
	Upon successful completion of the course the learner will be able to:					
	 Describe who makes up the gerontological population and confront discrimination of the elderly through the examination of long-held, inappropriate myths, beliefs and ageism. Articulate theoretical frameworks of aging and models for working with the elderly. Explain normal development and aging, along with some selected pathological changes that may occur. Consider the range of nursing roles in gerontology Conduct and analyze very comprehensive assessments on elders Understand and utilize new data collection and documentation skills, specifically designed for the older adult. Plan therapeutic and preventative measures for elders and the environments they live in, including hydration and nutrition, fall prevention and socialization. Integrate key theory and practice for individuals that present with exemplars such as: dementia, delirium, substance misuse, neglect and abuse of all kinds, as well as depression, pharmacological considerations and others. Demonstrate awareness of the key role 					
	that psychiatric nurses can play in caregiver support.					
	• Work knowledgeably and sensitively with families, friends and nurses who have to deal with end-of-life concerns.					
N:	Course Content:					
	SECTION 1: FOUNDATIONS					
	Describe the diversity of the older adult population group, along with pertinent facts and trends regarding:					
	-common concerns					
	-demographics, politics and power					
	-economics & education -definitions of aging, along with myths and falsely-held beliefs and attitudes					
	-aging through history, theories of aging and models of care for the aged -development and aging					
	SECTION 2: GERONTOLOGICAL NURSING ROLES					
1	Explain the range of nursing roles and an understanding of:					
	-the development of gerontological nursing					
	-principles and standards guiding gerontological nursing					
	-roles in acute care settings as well as ones in the community					
	-primary, secondary and tertiary prevention in both community and inpatient setting -discharge planning					
	-rehabilitation nursing, environmental concerns					
	-nurses as case/care managers					
	SECTION 3: HEALTH AND AGING					
	Identify and utilize key concepts related to how: -elders learn, what their attention span is					
	-to plan a comprehensive, holistic assessment					
	-to tailor assessments – being flexible					
	-the nurse's attitude and the client's attitude influence assessments					
	-language and other barriers affect assessment -to conduct an holistic, comprehensive assessment					
	-to perform a physical exam on an elder					
	-to deal with issues related to social supports, sexuality and spirituality					
	-to help the older adult avoid falls and other safety hazards					
	-to avoid the dangers of isolation and inactivity					

SECTION 4: OLDER ADULTS AND INPATIENT SETTINGS

Describe and implement concepts and skills related to:

- -therapeutic environment, communication and socialization in inpatient settings
- -appropriate nutrition, hydration regiments
- -avoiding polypharmacy and drug-food interactions
- -sleep and rest requirements and stress reduction techniques

-reducing risks for falls, along with identification and prevention of risk factors

-utilizing the OBRA RAI-MDS Tracking form for collection and analysis of assessment information

SECTION 5: OLDER ADULTS AND THE COMMUNITY

For the exemplar of Depression; Demonstrate a clear understanding of:

- -the needs of the caregiver
- -the strengths and stressors of the caregiver
- -the trajectory of different caregivers' experiences
- -support systems for caregivers
- -one example of community partnerships and caregivers

SECTION 6: PHARMACOLOGY AND AGING

Describe and analyze:

- -pharmacodynamics, pharmacokinetics in relation to the aged
- -age-related risk factors and adverse reactions to drugs and substances
- -polypharmacy and the aged, along with food and drug interactions
- -the safe promotion of drug and substance abuse
- -alternatives to drugs and other chemicals teaching and learning
- -how to respond to drug and substance misuse and abuse
- -effective use of selected techniques and tools in substance assessment

SECTION 7: LEGAL AND ETHICAL CONSIDERATIONS

Appreciation and implementation of nursing interventions with respect to:

- -patient rights
- -a values history
- -the role of consent-informed consent as well as advanced directives and wills
- -research and consent of older adults engaged in research
- -restraints
- -elder abuse and neglect; along with the prevention of abuse and neglect

SECTION 8: END OF LIFE CONCERNS

Describe and utilize knowledge and interventions pertaining to:

- -student's own experiences with death and end-of-life issues
- -family experiences with death and end-of-life concerns
- -nurses working with individuals facing end-of-life issues
- -physical, psychological, emotional, developmental and spiritual needs of the dying patient
- a variety of settings that care for dying individuals
- **O:** Methods of Instruction
 - Students will acquire knowledge and skill and learn to apply concepts through a variety of means of instruction and activities, including: lecture, demonstration, audio-visual aids, case studies, debate forums, critical thinking exercises and teamwork.
- **P:** Textbooks and Materials to be Purchased by Students

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

Q:	Means of A	ssessment
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The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Prior learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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