

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

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 regimens
- 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.

<p>Q: Means of Assessment</p> <p>The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a graded course.</p>	
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Prior learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.</p>	
<p>_____</p> <p>Course Designer(s)</p>	<p>_____</p> <p>Education Council / Curriculum Committee Representative</p>
<p>_____</p> <p>Dean / Director</p>	<p>_____</p> <p>Registrar</p>