



Philadelphia University
Faculty of Nursing
Second Semester, 2020/2021
Course syllabus

Course Title: : <i>Gerontology Nursing</i>	Course code: 910431
Course Level: 4th year	Course prerequisite(s) and/or corequisite(s): All courses of 1 st year
Lecture Time: Monday 9:10am-12pm	Credit hours: 3 credit hours

Academic Staff Specifics

Name	Office Info	Office Hours	E-mail Address
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Course Description:

This course provides information on the care of the elderly. The theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and the appropriate nursing interventions are discussed. Ethical and legal aspects of caring for the elderly are also addressed.

Course Goal

The course content seeks to provide a sound knowledge base from which student can practice gerontological nursing and to cultivate within the student a respect and appreciation for the older adult.

Course Objectives: Upon successful completion of this course, the student will:

- 1- Integrate basic principles related to characteristics of the aging population, concepts of geriatric nursing care, theories of aging, and ethical and legal aspects of geriatric nursing care into the care of the aging adult.
- 2- Incorporate the nursing process in the care of the geriatric patient.

- 3- Incorporate physiologic and psychosocial health in the care of older adults.
 - 4- Identify the principles of medication administration that are important to the elderly and the effects of medications in the elderly.
- 5- Integrate principles of biological and psychological sciences to identify and deal with common physiologic and psychological problems facing the elderly.

Learning Outcomes:

A. Knowledge and understanding

1. Explain differences between younger and older adults in sleep stages and cycles.
2. Describe factors that may disturb sleep in older adults.
3. Describe pharmacologic and nonpharmacologic means to promote sleep.
4. Discuss the importance of pain control for promoting rest and sleep.
5. List age-related factors that affect dietary requirements in late life.
6. Identify risks associated with the use of nutritional supplements.
7. List the special nutritional needs of aging women.
8. Describe age-related changes affecting hydration in older adults.
9. Identify causative factors and signs of dehydration.
10. Describe oral health problems that could influence nutritional status and recommended oral hygiene for older adults.
11. Outline threats to good nutrition in late life and ways to minimize them.
12. List the impact of age-related changes on respiratory health.
13. Describe measures to promote respiratory health in older adults.
14. Discuss the risks, symptoms, and care considerations associated with selected respiratory illnesses.
15. Describe interventions that can aid in preventing complications and promoting self-care in older persons with respiratory conditions.
16. Describe the effects of aging on cardiovascular health and circulation.
17. List factors that promote cardiovascular health.
18. Identify unique features of common cardiovascular diseases in older adults.
19. Describe nursing actions to assist patients with cardiovascular conditions.
20. Explain the importance of good vision and hearing and the impact of visual and hearing deficits on older adults.
21. Describe the effects of aging on vision and hearing.
22. List measures to promote healthy vision and hearing in older adults.
23. Identify signs of and nursing interventions for older adults with cataracts, glaucoma, macular degeneration, detached retina, corneal ulcers, and hearing impairment.
24. Summarize the effects of aging on the skin.
25. List practices that promote good skin health in older adults.
26. Describe signs of and nursing care for pruritus, keratosis, seborrheic keratosis, skin cancer, stasis dermatitis, and pressure injury in older adults.
27. Discuss measures that help older patients cope with skin problems and feel normal.

28. Identify alternative therapies that promote good skin health in older adults.
29. Describe how aging affects gastrointestinal health.
30. Discuss measures to promote gastrointestinal health in older adults.
31. List symptoms and management of selected gastrointestinal conditions in older adults.
32. List common age-related changes at the cellular level; in physical appearance; and to the respiratory, cardiovascular, gastrointestinal, urinary, reproductive, musculoskeletal, nervous, endocrine, integumentary, and immune systems, the sensory organs, and thermoregulation.
33. Describe psychological changes experienced with age.
34. Discuss nursing actions to promote health and reduce risks associated with age-related changes.
35. Describe the effects of aging on the nervous system.
36. List risk factors for neurologic problems in older adults.
37. Describe measures to promote neurologic health in older adults.
38. Identify signs and symptoms of neurologic disorders in older adults.
39. Describe the symptoms, unique features, and related nursing care for Parkinson's disease, transient ischemic attacks, and cerebrovascular accidents in older adults.
40. Discuss actions that promote independence in older persons with neurologic problems.
41. Describe measures to reduce the risk of injury in older persons with neurologic problems
42. Discuss the difficulty people may experience in facing death.
43. Describe the stages people commonly go through when facing death and describe related nursing interventions.
44. List physical care needs of dying individuals and related nursing interventions.
45. Discuss ways in which nurses can support family and friends of dying individuals.
46. Discuss ways in which nurses can support other nursing staff dealing with dying patients.

B. Cognitive skills (thinking and analysis).

- 1. Discuss assessment and nursing management of common elderly health problems.
- 2. Demonstrate an understanding of the necessary knowledge to provide nursing care for older adults.
- 3. Demonstrate an understanding of elderly information needs.

C. Communication skills (personal and academic).

1. Value the importance of utilizing communication skills in providing quality nursing care.

D. Practical and subject specific skills (Transferable Skills).

1. Work effectively with others.

- Use computers for research & written case study.

• **Teaching Methods & Supporting Materials:**

- Classroom Lecture
- Discussion
- Audio-Visual Aids
- Reading Assignments

• **Modes of Assessment:**

<u>Allocation of Marks</u>	
Assessment Instruments	Mark
Mid Term Exam	30
Final Exam	40
Quizzes, participation, attendance	30
Total	100%

** Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.*

Course Components: Module Outline:

Week	Date	Topic	Notes
1.		- Introduction to the syllabus - Principles of gerontology and Gerontological nursing issues	B1-3, C1, D1
2.		- Theories of aging (Chapter 2)	A5-11, B1-3, C1, D1
3.		- Safety (Chapter 14)	
4.		- Pharmacology and Older Adults (Chapter 17)	B1-3, C1, D1
5.		- Sleep and the Older Adult (Chapter 12) - Common ageing changes (chapter 5)	A32-34 A.1-4 B1-3, C1, D1
6.		- The cardiovascular system (Chapter 19) - The respiratory system (Chapter 18)	A16-19 A12-15, B1-3, C1, D1
7.		- The gastrointestinal system, mouth and oral cavity (Chapter 20)	A29-31, B1-3, C1, D1
8.		- Nutrition (Chapter 11)	A5-11, B1-3, C1, D1
9.		- Sensation: Hearing, Vision, Taste, Touch, and	A20-23, B1-3, C1,

		Smell (chapter 25)	D1
10.		- Sensation: Hearing, Vision, Taste, Touch, and Smell (Chapter 25)	A20-23
11.		- The integument (Chapter 27)	A24-28, B1-3, C1, D1
12.		- The musculoskeletal system and mobility (Chapter 23)	B1-3, C1, D1
13.		- The musculoskeletal system and mobility (chapter 23)	B1-3, C1, D1
14.		- The neurologic system (chapter 24) - Alzheimer - Delirium and dementia (Chapter 427)	A35-41, B1-3, C1, D1
15.		- Principles of palliative care and End of Life care (Chapter 36)	A42-46 B1-3, C1, D1
16.		Revision	

Attendance Policy:

(Example to be adopted & modified.)

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Documentation and Academic Honesty

(Example to be adopted & modified.)

Submit your home work covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).

Any completed homework must be handed in to my office (room IT...) by 15:00 on the due date. After the deadline “zero” will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

You should hand in with your assignments:

- 1- A printed listing of your test programs (if any).
- 2- A brief report to explain your findings.
- 3- Your solution of questions.
- 4-

• Protection by Copyright

(Example to be adopted & modified.)

1. Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such.
2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.
3. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.

• **Avoiding Plagiarism.**

(Example to be adopted & modified.)

1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).

Text Book & Reference

Eliopoulos, C. (2018). Gerontological nursing(9th Edition). Lippincott Williams & Wilkins.

Patricia A. Tabloski. Gerontology Nursing, 3rd ed. Prentice Hall, 2014.

In addition to the above, the students will be provided with handouts by the lecturer.