

Philadelphia University	 <b>PHILADELPHIA UNIVERSITY</b> <small>THE WAY TO THE FUTURE</small>	Approval date:
Faculty of Nursing		Issue: 1
Department: Nursing		Credit hours: 3
Academic year 2021-2022		Course Syllabus

### Course information

Course#	Course title	Prerequisite
0910431	Gerontological Nursing\Theory	0911221 With 0910432
<b>Course type</b> <input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory		<b>Class time</b> <b>Mon 8:15-11:00</b>
		<b>Room #</b> <b>9413</b>

### Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
Dr. Mayada A. Daibes	4505	2116	Sun, Mon, Wed 1:00-2:00	<a href="mailto:mdaibes@philadelphia.edu.jo">mdaibes@philadelphia.edu.jo</a>

### Course Delivery Method

Course Delivery Method			
<input checked="" type="checkbox"/> Physical	<input type="checkbox"/> Online	<input type="checkbox"/> Blended	
Learning Model			
Precentage	Synchronous	Asynchronous	Physical
			100%

### Course Description

This course focuses on providing health care for the aging client within the framework of the nursing process. Emphasis is on understanding the unique needs of the aging population, encouraging health promotion and self-care, identifying variable responses of elderly clients to pathological conditions, and maintaining a level of function that promotes quality of life.

### Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes
Knowledge		
<b>K1</b>	Understand basic principles related to characteristics of the aging population, concepts of geriatric nursing care, theories of	<b>KP1</b>

	aging, and ethical and legal aspects of geriatric nursing care into the care of the aging adult.	
<b>K2</b>	Incorporate physiologic and psychosocial health requirements and needs in the care of older adults.	KP2
<b>Skills</b>		
<b>S1</b>	Utilize the nursing process in the care of the elderly patient	SP1
<b>Competencies</b>		
<b>C1</b>	Incorporate professional attitudes, values, and expectations about physical and mental aging in the provision of patient-centered care for older adults and their families	CP2

### Learning Resources

Course textbook	Eliopoulos, C. (2018). Gerontological nursing (9th Edition). Lippincott Williams & Wilkins.
Supporting References	Patricia A. Tabloski. Gerontology Nursing, 3rd ed. Prentice Hall, 2014.
Supporting websites	
Teaching Environment	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> Learning platform <input type="checkbox"/> Other

### Meetings and subjects timetable

Week	Topic	Learning Methods	Tasks	Learning Material
1	- Introduction to the syllabus - Principles of gerontology and	Lecture		
2	Gerontological nursing issues	Lecture	-Assignment -Group discussion	
3	Theories of aging Safety	Lecture, discussion	-Assignment -Group discussion	Chapter 2 Chapter 14
4	Pharmacology and Older Adults	Lecture, Forum Discussion	Glossary development	Chapter 17
5	Sleep and the Older Adult	Flipped learning	-Assignment -Group discussion	Chapter 12
6	Common ageing changes	Flipped class	-Assignment	Chapter 5
7	<b>Pathological changes:</b> the cardiovascular system	Lecture	Glossary development	Chapter 19
8	<b>Mid-term Exam</b>			
9	The respiratory system	Flipped learning	Assignment	Chapter 18
10	The gastrointestinal system, mouth and oral cavity	Lecture	-	Chapter 20
11	Sensation: Hearing, Vision, Taste, Touch, and smell	Lecture	-	Chapter 25
12	The integument	Lecture	-	Chapter 27

<b>13</b>	The musculoskeletal system and mobility	<b>Lecture</b>		<b>Chapter 23</b>
<b>14</b>	The neurologic system - Parkinson - Alzheimer - Delirium and dementia	<b>Lecture</b>	-	<b>Chapter 24</b>
<b>15</b>	Principles of palliative care and End of Life care	<b>Lecture Flipped learning</b>	-	<b>Chapter 36</b>
<b>16</b>	<b>Final Exam</b>			

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

### Course Contributing to Learner Skill Development

<b>Using Technology</b>
Use databases effectively to support evidence-based knowledge and practice
<b>Communication skills</b>
Self-Reflection, Friendliness, Confidence, Empathy, Respect, Responsiveness, Morality
<b>Application of concepts learnt</b>
Leadership skills, and lifelong learning skills

### Assessment Methods and Grade Distribution

<b>Assessment Methods</b>	<b>Grade Weight</b>	<b>Assessment Time (Week No.)</b>	<b>Link to Course Outcomes</b>
<b>Mid Term Exam</b>	<b>% 30</b>	<b>7<sup>th</sup></b>	<b>K1-K2</b>
<b>Various Assessments *</b> Quizzes, Assignments, Forum Discussions, Glossary construction	<b>% 30</b>	<b>2<sup>nd</sup> to 12<sup>th</sup></b>	<b>K1-2, S1, C1</b>
<b>Final Exam</b>	<b>% 40</b>	<b>16<sup>th</sup></b>	<b>K1-2, S1, C1</b>
<b>Total</b>	<b>%100</b>		

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

### Alignment of Course Outcomes with Learning and Assessment Methods

<b>Number</b>	<b>Learning Outcomes</b>	<b>Learning Method*</b>	<b>Assessment Method**</b>
<b>Knowledge</b>			
<b>K1</b>	Understand 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.	Lecture, flipped Class	Quizzes, Assignments, Forum Discussions, Glossary construction
<b>K2</b>	Incorporate physiologic and psychosocial health requirements and needs in the care of older adults.	Lecture, flipped Class	Quizzes, Assignments, Glossary

			construction
<b>Skills</b>			
<b>S1</b>	Utilize the nursing process in the care of the elderly patient	Lecture, flipped Class	Quizzes, Assignments,
<b>Competencies</b>			
<b>C1</b>	Incorporate professional attitudes, values, and expectations about physical and mental aging in the provision of patient-centered care for older adults and their families	Lecture, flipped Class	Forum Discussions, Glossary construction

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

### Course Polices

Policy	Policy Requirements
<b>Passing Grade</b>	The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>• A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.</li> <li>• A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.</li> </ul>
<b>Attendance</b>	The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded.
<b>Academic Honesty</b>	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights.

### Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Target Performance level
<b>KP1</b>	To equip nursing students with theoretical knowledge of nursing science with the aim of promoting and maintaining health, and preventing diseases,	<b>Gerontological Nursing\Theory</b>	<b>Quiz</b>	<b>90% of students pass with grade &gt;= 60%</b>

at all levels of healthcare.			
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### Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
KP1	Independent Quiz held at end of 2 <sup>nd</sup> year level. 90% of students completed Adult nursing 2 shall pass with grade $\geq 60\%$

### Assessment Rubric of the Program Learning Outcome

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