

Course Description

NUR3289 | Foundations of Gerontology | 3.00 credits

This course focuses on the special healthcare needs of the geriatric population. Students will learn the physical, physiological, psychosocial and, gero-pharmacologic implications related to aging. The trends in the changing demographics and the social consequences of aging will be identified. Established geriatric assessment and evaluative tools will also be discussed. Prerequisite: Admission to the BSN - RN program N9100

Course Competencies:

Competency 1: The student will recognize one's own and other's attitudes, values, and expectations about aging and the impact on the care of older adults and their families by:

1. Identifying the consequences of ageism on society and the elderly
2. Applying sociological theories to the elderly and their plight with isolation, depression, and other struggles
3. Describing geriatric health promotion activities and provide anticipatory counseling and guidance

Competency 2: The student will adopt the concept of individualized care as the standard of practice with older adults by:

1. Identifying evidence-based guidelines for elderly care
2. Obtaining a health history from an elderly client
3. Performing a comprehensive health assessment differentiating between normal and abnormal findings

Competency 3: The student will recognize and incorporate reliable tools to assess the functional, physical, cognitive, psychological, social, and spiritual status of older adults by:

1. Assessing the average from abnormal findings as they pertain to an elderly person
2. Identifying the implications of normal age-related changes in the human body and promoting the health of elderly adults
3. Differentiating regular changes of aging from potential pathological aging
4. Using tools to measure psychological and psychosocial variables
5. Evaluating laboratory and diagnostic tests as they apply to the elderly

Competency 4: The student will assess older adults' living environment with particular awareness of the functional, physical, cognitive, psychological, and social changes common in old age by:

1. Identifying the various health threats in an elderly person's environment
2. Analyzing the safety hazards that may be present in an elderly person's environment

Competency 5: The student will assess family skills that are necessary to deliver care to older adults by:

1. Describing the importance of a functional assessment for the elderly client
2. Listing the components of a complete health history of an elderly client

Competency 6: The student will prevent or reduce common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults by:

1. Analyzing the interplay of medications that may occur with polypharmacy
2. Preventing problems by advising and counseling the client and family about medication usage
3. Recognizing factors contributing to functional decline, impaired quality of life, and excess disability in the elderly

Competency 7: The student will apply evidence-based standards to screen, immunize, and promote healthy activities in older adults by:

1. Describing the common syndromes of the elderly so they may be better managed
2. Evaluating evidence-based standards for the promotion of health
3. Describing the application of evidence-based evaluation tools for all aspects of an elderly person's life

Competency 8: The student will recognize and manage geriatric syndromes common to older adults by:

1. Evaluating the common syndromes of the elderly so they may be better managed
2. Analyzing the reasons behind specific syndromes applying to elderly individuals
3. Evaluating means of avoiding common geriatric syndromes

Competency 9: The student will appreciate the influence of attitudes, roles, language, culture, race, religion, gender and lifestyle on how families and assistive personnel provide long-term care to older adults by:

1. Describing the role of multiculturalism in a balanced and self-fulfilling model of care
2. Evaluating the effect of various attitudes, roles, language, culture, race, religion, gender, and lifestyle on the elderly
3. Promoting individualization in selecting factors that shape the individual's belief system

Competency 10: The student will evaluate different international models of senior care by:

1. Describing several different models of senior care for possible use in a hybrid model
2. Differentiating palliative and therapeutic models of elderly care
3. Comparing the relationship of cultural components and the international models of elderly care

Competency 11: The student will recognize the benefits of interdisciplinary team participation in care of older adults by:

1. Describing the complex nature of caring for an elderly person
2. Explaining the relationship between the mental and physical aspects of the human body that makes the interdisciplinary approach necessary
3. Differentiating the benefits of several different modes of therapy for the advancement of the elderly towards holistic health

Competency 12: The student will evaluate the utility of complementary and integrative health care practices on health promotion and symptom management for older adults by:

1. Explaining the role of complementary and integrative health care practices for the elderly
2. Describing the importance of complementary or integrative health care practices in managing the holistic care of the elderly

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of diverse cultures including global and historical perspectives
- Create strategies that can be used to fulfill personal, civic, and social responsibilities
- Demonstrate knowledge of ethical thinking and its application to issues in society