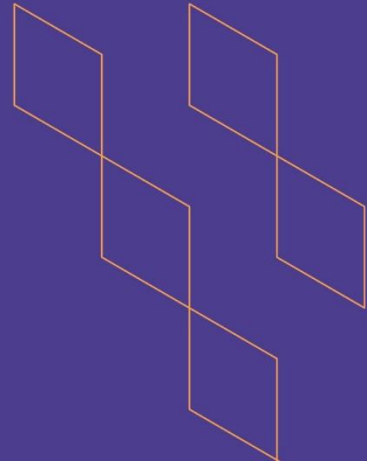


T-104  
2022

## Course Specification



<b>Course Title: Geriatric Nursing</b>
<b>Course Code: 456NUR-2</b>
<b>Program: Bachelor In Nursing</b>
<b>Department: Nursing</b>
<b>College: College of Nursing</b>
<b>Institution: Jazan University</b>
<b>Version :2024</b>
<b>Last Revision Date: February 2023</b>

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## A. General information about the course:

Course Identification			
1. Credit hours:	2		
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>		
3. Level/year at which this course is offered:			11 <sup>th</sup> level/4th Year
4. Course general Description: This course begins with an overview of the aging population and age-related disorders and is integrated into the fundamentals of nursing and social sciences. The adjustment of the geriatric to degenerative changes, nursing home placement, and alternatives to placement in long-term care facilities are discussed. Concepts relevant to pathophysiology, nutrition, pharmacology, psychosocial development, and ethical/legal responsibilities are emphasized. This course is designed to correlate theory and clinical practice in providing care to the geriatric population. Community agencies available to the geriatric are included for discussion.			
5. Pre-requirements for this course (if any): 455NUR-5 (Community Health Nursing)			
6. Co- requirements for this course (if any): None			
7. Course Main Objective(s) At the end of this course, the students will:			
<ol style="list-style-type: none"> <li>1 Demonstrate knowledge of the psychosocial and physiological changes that occur in the aging process and the nursing actions that can assist the elderly client to safely adjust to these changes.</li> <li>2 Interview a client and write a psychosocial history for that person in the clinical area.</li> <li>3 Recognize the myths surrounding aging and older adults in society.</li> <li>4 Explain the demographic and socio-cultural influences affecting elderly population.</li> <li>5 Identify the common health needs of elderly persons.</li> <li>6 Recognize the role of the community health nurse in working with the elderly client in the community, with emphasis on the level of prevention family, and community health.</li> </ol>			

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	(2 x12) = 24	100%
2.	E-learning		



No	Mode of Instruction	Contact Hours	Percentage
3.	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4.	Distance learning		

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	12 x 2= 24
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (small group discussion)	
	Total	24 hour/semester

### A. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the geriatric health nursing terminology, concepts, and theories	K1	Traditional Lectures	Theory written exam
1.2	Recognize the principles and concepts pertain to the geriatric population based on physical and psychological changes	K2	Discussion Active learning	
1.3	Explain etiology, clinical manifestations, management strategies of different disorders affecting geriatric clients and to plan, implement patient centered nursing care based on the priority.	K3	Pre class learning Problem based learning. Blackboard discussion	
2.0	Skills			
2.1	Utilize evidence-based nursing approaches to maintain and promote geriatric health	S1	Seminars (assignments & presentation)	Individual assignment
2.2	Apply basic and advanced skills in the geriatric assessment to diagnose	S2	Collaborative	Class presentation



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	health related problems		learning	
2.3	Use technology and information system skills in communication related to geriatric nursing field	S3		
2.4	Use therapeutic communication skills while delivering nursing care to geriatric clients.	S4		
2.5	Practice critical thinking and decision-making skills to identify the problems and initiate appropriate nursing interventions for life threatening geriatric problems	S5		
3.0	Values, autonomy, and responsibility			
3.1	Comply with professional and academic values, standards, and ethical code of conduct for nursing practice in geriatric population	V1		Observation
			Class discussion	Student discussion
3.2	Display teamwork, management, and leadership skills for professional development	V2		Class participation & Attendance

## C. Course Content

No	List of Topics	Contact Hours
1	Syllabus introduction Overview of nursing gerontology.	2
2	Aging process & theories of aging.	2
3	Normal changes of aging process.	2
4	Common health disorders.	2
5	Basic skills for gerontological nursing Medications and Older Adults	2
6	Physical Care of the Elderly (Activity and Exercise & Sleep and rest)	2
7	Physical Care of Elderly (Care of aging skin and Mucous membranes & Urinary elimination)	2
8	Psychosocial Care of the elderly	2
9	Coping and Stress & Values and Beliefs Health assessment and Communicating of Older	2

10	Sexuality and Aging End-of-Life Care	2
11	Review	2
12	Final Exams	2
Total		24

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Participation	Continuous	5%
2.	Seminars (Assignment & Presentation)	3 – 10 <sup>th</sup>	10%
3.	Quiz1	3 <sup>rd</sup>	10%
4.	Midterm exam	5 <sup>th</sup>	25%
5.	Final exam	12 <sup>th</sup>	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	<ul style="list-style-type: none"> <li>Eliopoulos, C. (2018). Gerontological nursing. (9thed.) Lippincott Williams &amp; Wilkins.</li> <li>Mauk, K.L. (2018). Gerontological nursing: Competencies for care. (4thed.). Jones &amp; Bartlett Publishers.</li> <li>Boltz, M., Capezuti, E., Zwicker, D., &amp; Fulmer, T. T. (Eds.). (2020). Evidence-based geriatric nursing protocols for best practice. Springer Publishing Company.</li> <li>Carnevali D. Pattich M. Nursing management of the elderly. 3rd. ed, 2000; Philadelphia: Lippincott</li> <li>Basic Geriatric Nursing 2nd edition; Gloria Hoffman Wold, RN, BSN, MS</li> </ul>
Supportive References	<ul style="list-style-type: none"> <li>Touhy, T.A. &amp; Jett, K.F. (2018). Ebersole and Hess' gerontological nursing and health aging. (5thed.). C.V. Mosby Co.</li> <li>Miller, C. (2015). Nursing for wellness in older adults. (7thed.) Lippincott – Raven Publishers.</li> <li>Williams, P.A. (2015). Basic geriatric nursing – e book. (6thed.) Mosby.</li> </ul>
Electronic Materials	<ul style="list-style-type: none"> <li>JH Flaherty - The Journals of Gerontology Series A: Biological ..., 2002 - academic.oup.com</li> <li><a href="https://www.termedia.pl/Journal/Archives_of_Medical_Science_Aging-112">https://www.termedia.pl/Journal/Archives_of_Medical_Science_Aging-112</a></li> <li><a href="https://onlinelibrary.wiley.com/journal/24750360">https://onlinelibrary.wiley.com/journal/24750360</a></li> <li>Aging and diseases.</li> <li><a href="https://www.ncbi.nlm.nih.gov/pmc/journals/1732/">https://www.ncbi.nlm.nih.gov/pmc/journals/1732/</a></li> </ul>
Other Learning Materials	

## 2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms
Technology equipment (Projector, smart board, software)	Projector, smart board, software
Other equipment (Depending on the nature of the specialty)	Properly equipped library for textbooks and other reference materials.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Course Report Students' teaching evaluation questionnaire. Continuing feedback from students during the semester.
Effectiveness of student's assessment	Instructor	Course report CLO Evaluation survey Continuing feedback from students during the semester.
Quality of learning resources	Quality Assurance Unit	Students Satisfaction Survey Continuing feedback from students during the semester.
The extent to which CLOs have been achieved	Instructor	Course report CLO Evaluation survey Continuing feedback from students during the semester.
Other		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	PLANS AND CURRICULUM COMMITTEE-COLLEGE OF NURSING
REFERENCE NO.	
DATE	