



EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

- A.** Division: Instruction
B. Department / Psychiatric Nursing
Program Area: Degree

Effective Date: September 1, 2006

Revision

New Course

If Revision, Section(s)

Revised:

Date of Prev

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

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

Q: Means of Assessment

The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Prior learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.