



**I. COURSE DESCRIPTION:**

This course is designed to assist students in nursing and from a variety of other health disciplines in gaining a greater understanding of health related issues specifically associated with service delivery to older adults. In addition to exploring physiological and psychological health changes commonly experienced by elderly clients, students will learn how to accurately assess elderly clients in health care situations, and adapt work strategies to effectively meet their needs.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify expected physiological and psychological changes associated with advancing age.
2. Categorize common pathological conditions associated with advancing age.
3. Recognize the impact of one's personal values on the interaction process when working with older individuals.
4. Utilize knowledge of aging theories during interdisciplinary assessment of selected situations common to the elderly client system.
5. Utilize an epidemiological model to explore preventive health and treatment interventions in the promotion of "successful" aging.
6. Critically review strategy options intended to effectively meet the health needs of the older client.
7. Demonstrate a commitment to protect the rights of the older client associated with human dignity.
8. Evaluate community resources aimed at assisting in the care and service to elders in the community.
9. Utilizes evidence-based research and national standards in service delivery to older adults and their families

### III. TOPICS:

1. Introduction to Aging
2. Aging Care Providers
3. Physical Changes with Aging
4. Healthy Skin & Feet
5. Bones & Joints
6. Nutrition & Aging
7. Fluids & Continence
8. Sensory Issues
9. Communication
10. General Psych/Soc. Changes-Theories
11. Cognition
12. Emotional Health
13. Circulatory: Cardiac and Respiratory Issues

#### TEST #1

14. Video-Elder Health Assessment
15. Review of Common Chronic Conditions
16. Geriatric diabetes
17. Financing Health Care Issues for Elders
18. Abuse, Legal and Ethical Issues
19. Sleep/Rest/Activity
20. Pain and Comfort
21. Medication Management
22. Mobility and the Environment
23. Life Spaces-Safe Housing Issues
24. Older Adults and Family Management
25. Culture & Aging
26. Loss, Grief & Death
27. End of Life Care Management

#### TEST #2

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- a. Textbook:

Touhy, T., Jett, K., Boscart, V., & McCleary, L. (2012). *Ebersole & Hess' : Gerontological nursing and healthy aging (1st Canadian ed.)*. Toronto, ON: Elseiver.

- b. Current scholarly articles
- c. Full computer Internet and LMS Access

**V. EVALUATION PROCESS/GRADING SYSTEM:**

a. Test 1 (midterm)	= 30 %
b. Test 2 (final)	= 40 %
c. 4 in-class/in-community reflections after activities with elders (4 at 5 points each)	= 20 %
d. Regular attendance with thoughtful, respectful active class participation and postings	= <u>10 %</u>
<b>TOTAL</b>	<b>100 %</b>

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time, actively participating, and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.