



## COURSE OUTLINE: GER233 - COMPLEMENTARY COMFOR

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Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	GER233: COMPLEMENTARY APPROACHES FOR ELDER COMFO
<b>Program Number: Name</b>	3041: GERONTOLOGY
<b>Department:</b>	DEAN, HEALTH & COMM. SERV.
<b>Semesters/Terms:</b>	21W, 21S
<b>Course Description:</b>	In this course, students will learn the basics of elder comfort, and will discuss how to integrate complementary therapies into the elder care plan to improve the comfort as a quality of life measure for the elderly persons.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3041 - GERONTOLOGY</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Comply with legislation and regulations governing professional practice within the Canadian health care system
	VLO 2 Apply an evidence based perspective to inform current interventions, senior care plan, navigate and advocate for senior care
	VLO 3 Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care
	VLO 4 Analyze the strengths and needs of seniors independently or with an inter-professional team to plan, implement and evaluate programs
	VLO 5 Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging
	VLO 6 Communicate effectively to promote person and family centered care and strengthen inter-professional collaborative practice
	VLO 7 Appraise the important role of the ``elder-advocate`` who works pro-actively as an individual or in inter-professional teams and the impact they have on elderly clients` healthy aging
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology

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- and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Integrative therapies in rehabilitation: Evidence for efficacy in therapy, prevention, and wellness by Davis, C. (2017).  
 Publisher: Slack Inc. U.S.A. Edition: 4th  
 ISBN: 978-1630910433

**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify historical influences as they may affect elder attitudes toward alternative health modalities known as Complementary and Alternative Medicine (CAM) Therapies aimed at managing comfort.	1.1 Define CAM Therapy. 1.2 Define what is meant by managing elder comfort. 1.3 Identify how the body of knowledge about one traditional comfort indicator (sleep and rest patterns) for older persons has advanced over time as reflected in current studies of normal aging. 1.4 Consider factors/experiences that have influenced personal attitudes, fears, and beliefs about the use of complementary therapies by older persons over time. 1.5 Look at present day credentialing/licensing regulations that support the provision of quality complimentary therapy services by individuals as suggested by health care prescribers. 1.6 Identify a cultural and/or spiritual traditional historical practice that may align itself with a complementary therapy in use today. 1.7 Identify key sources from which complementary therapies have evolved over time.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Differentiate common discomforts associated with normal aging with those commonly associated with disease states.	2.1 Identify physical changes associated with normal aging and the discomforts those may bring. 2.2 Identify some common disease/chronic conditions and their presenting symptoms that can bring discomfort to an older patient.

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	<p>2.3 Recognize that elder discomforts may be physical and/or psychological in nature.</p> <p>2.4 Appropriately use a discomfort assessment tool for documenting an elder's level of discomfort once it is fully identified.</p> <p>2.5 Seek out full-information as to how the elder is presently managing the discomforts reported.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>3. Recognize community supports that assist the older adult and his family/significant others in choices for comfort management in old age.</p>	<p>3.1 Define community supports as they relate to comfort services for older persons.</p> <p>3.2 Identify community support systems that older consumers utilize to assist in their comfort management.</p> <p>3.3 Survey older persons as to use of complementary therapies they may have tried (or continue to use) to manage personal discomforts.</p> <p>3.4 Identify a current community indicator that reflects increased older consumer acceptance for usage of complementary therapy today when compared to 20 years ago.</p> <p>3.5 Understand the impact on choice that the use of westernized medications (prescribed and over-the-counter) provide to manage elder discomforts in relation to body changes that are a result from normal aging.</p> <p>3.6 Understand the impact on choice that the use of westernized medications (prescribed and over-the-counter) provide to manage elder discomforts in relation to body changes that are a result of diseases/chronic conditions seen in older patients.</p> <p>3.7 Examine specialty certifications across disciplines for the delivery of CAM therapy providers.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Understand the science that supports three types of complementary therapies to manage elder comfort (energy, mind-body, and bodywork).</p>	<p>4.1 Define three types of complementary therapies.</p> <p>4.2 Explain the holistic approach used with complementary therapies that aid in patient healing and comfort.</p> <p>4.3 Demonstrate clear and appropriate health vocabulary in describing components involved with each complementary therapy examined.</p> <p>4.4 Explain the scientific basis for Naturopathic Practice in their use of CAM Therapies.</p> <p>4.5 Explore psychoneuroimmunity as the mind-body connection as a CAM Therapy foundational block.</p>

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	<p>4.6 Explore quantum physics and Systems Theory as a science behind some CAM Therapies.</p> <p>4.7 Explore the principles of energy medicine as a new science of healing.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>5. Report on complementary strategies that focus on energy management for health and healing (Reiki, QiGong, Acupuncture, Dry Needling, Therapeutic Touch).</p>	<p>5.1 Explain the basis behind energy management for health, healing, and comfort.</p> <p>5.2 Identify the five energy management strategies associated with CAM Therapies.</p> <p>5.3 Identify the historical cultural influence for each of the selected five energy management strategies.</p> <p>5.4 Identify training requirements for those who provide each of the selected five energy management therapies.</p> <p>5.5 Identify any ethic/membership/insurance regulations for providers of each of the selected five CAM energy management therapies.</p> <p>5.6 Identify potential safety concerns for elderly consumers who may choose to utilize an energy management CAM Therapy</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
<p>6. Report on complementary strategies that focus on mind-body management for health and healing (Tai-Chi, Biofeedback, Yoga, Pilates, Feldenkrais Method for Awareness through Movement).</p>	<p>6.1 Explain the basis behind mind-body management for health, healing, and comfort.</p> <p>6.2 Identify the five mind-body management strategies associated with CAM Therapies.</p> <p>6.3 Identify the historical cultural influence for each of the selected five mind-body management strategies.</p> <p>6.4 Identify training requirements for those who provide each of the selected five mind-body management therapies.</p> <p>6.5 Identify any ethic/membership/insurance regulations for providers of each of the selected five CAM mind-body management therapies.</p> <p>6.6 Identify potential safety concerns for elderly consumers who may choose to utilize a mind-body management CAM Therapy.</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
<p>7. Report on complementary strategies that focus on bodywork for and healing (Myo-fascial Release, Therapeutic Massage,</p>	<p>7.1 Explain the basis behind bodywork management for health, healing, and comfort.</p> <p>7.2 Identify the five bodywork management strategies associated with CAM Therapies.</p>

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	Cranio-sacral Therapy, Decongestive Therapy, The Ida Rolf Method of Structural Integration.	<p>7.3 Identify the historical cultural influence for each of the selected five bodywork management strategies.</p> <p>7.4 Identify training requirements for those who provide each of the selected five bodywork management therapies.</p> <p>7.5 Identify any ethic/membership/insurance regulations for providers of each of the selected five CAM bodywork management therapies.</p> <p>7.6 Identify potential safety concerns for elderly consumers who may choose to utilize a bodywork management CAM Therapy.</p>
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	8. Use checklists to regularly assess for potential safety hazards/risks/conflicts when utilizing traditional (folk), westernized, and/or complementary therapies in combination to manage comfort in older people.	<p>8.1 Identify standardized checklists that have been used to document comfort levels reported by patients.</p> <p>8.2 Analyze the selected checklist for quality in relation to its ease of use, clarity, completeness and accuracy of documentation over time.</p> <p>8.3 Recognize the value of repeatedly and regularly using the same comfort checklist instrument to assess potential safety of selected therapies as aging changes continue to progress.</p>
	<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
	9. Educate elders on the need to regularly provide full transparency on their use of traditional (folk), westernized, and /or complementary therapies with all members of their health care team.	<p>9.1 Assist the older person in his identification of a personal advocate to help him maintain safety in the strategies the elder selects to maximize personal comfort.</p> <p>9.2 Recognize that an elder’s personal values, attitudes, and expectations about managing comfort can influence open communication with all members of his health care team.</p> <p>9.3 Seek elder input as to the impact of fiscal, sociocultural, and medico-legal factors associated with an elder’s choices on how best to manage personal comfort issues.</p> <p>9.4 Identify strategies for facilitating appropriate levels of patient autonomy to support the right of the older patient for self-determination in making decisions regarding his care, while encouraging transparency via notification of his choices with all members of his health care team.</p>
	<b>Course Outcome 10</b>	<b>Learning Objectives for Course Outcome 10</b>
	10. Demonstrate appropriate supportive activities to assist the elder who in a case study is seeking a therapy to manage his anxiety discomfort.	<p>10.1 Recognize the importance of maintaining a client-centered quality of life perspective in the planning phase of comfort management in the given case study.</p> <p>10.2 Utilize evidence-based data (sequential comfort checklist information and identified therapy risks) when assisting/educating the elder in his selection of management</p>

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	<p>option(s).</p> <p>10.3 Encourage the elder to seek input from all members of his health care team in effort to maintain transparency for his health care planning.</p> <p>10.4 Assist the elder in setting a realistic time frame to evaluate the impact of the management option he selected as a part of his care plan.</p> <p>10.5 Provide a community resource list of comfort/therapy management providers to assist the elder in obtaining the high-quality service of his choice.</p>
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<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>
	CAM Application Assignment	20%
	Test 1 (midterm)	40%
	Test 2 (final)	40%

**Date:** February 5, 2021

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

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