

I. COURSE DESCRIPTION:

The student will study the concept of gerontology. Theories of aging and the aging process will be examined as they relate to the health, wellness and healing of the older adult. Learning activities related to health and healing promotion will enable students to care for the older adult in the practice setting.

II. LEARNING OUTCOMES:

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

1. promote the concept of aging as a normal healthy process.
2. examine personal attitudes and values toward the elderly.
3. analyze theories of aging using problem solving and critical thinking skills.
4. develop and practice oral communication and interpersonal skills necessary to establish and maintain a helping and caring relationship with the elderly and their families.
5. design tools to assess physical and psychosocial needs of the well and frail elderly
6. describe common health issues and contributing factors of the well and frail elderly
7. plan nursing actions to support and promote health and healing in the well and frail elderly.
8. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audiences.
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

III. TOPICS:

Aging

- attitudes, myths, realities
- demographics
- terms, definitions
- process of aging - physical, sociological, psychological, spiritual changes
- developmental needs
- theories of aging

III. TOPICS:

Wellness Promotion and Aging

- review of change theory, teaching/learning principles, adapting wellness promotion to meet the needs of the elderly
- health issues of the well elderly: assessment, contributing factors, health teaching needs
 - physical, emotional, cognitive, psychological, spiritual needs
 - environmental (housing, transportation, safety)
- life closure (death and dying)

Healing and the Frail Elderly

- community options/resources to support frail elderly
- needs of frail elderly: assessment, contributing factors, healing practices

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kozier, B., Erb, G., Blais, K., & Wilkinson, J. (1998). Fundamentals of Nursing, Concepts, Process and Practice (5th ed.). Redwood City, CA: Addison Wesley Nursing

Smeltzer, S. & Bare, B. (1996). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (8th ed.). Toronto: Lippincott.

Wold, G. (1999). Basic Geriatric Nursing. (2nd ed.). Toronto: Mosby.

Health & Healing II Student Resource Package, 1999-2000.

V. EVALUATION PROCESS/GRADING SYSTEM:

The evaluation of the course is divided between term work and the final examination. The term work is worth 70% of the course mark and is composed of one written assignment, two quizzes and 5 learner preparation submissions presentation. The final exam will count as 30% toward the final mark.

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| 1. | Five learner preparation submissions.
Three on the well elderly (#1, 2, 3, 4, 5, 6, 7, and/or 8)
Two on the frail elderly (#9, 10, 11, 12, 13, and/or 14) | 15% |
| 2. | Two quizzes (short answer & multiple choice)
Topics to include changes occurring in normal aging,
nutrition in the elderly, and assessment of physiological/
psychosocial problems of aging. | 30% |

V. EVALUATION PROCESS/GRADING SYSTEM:

3.	Paper: Nursing Care Issues and the Frail Elderly Paper	25%
4.	Final Examination covering the entire semester	<u>30%</u> 100%

Learner preparation submissions must be handed in at the beginning of scheduled class and will be subject to assignment procedure policies as outlined in the Student Success Guide.

Marking schemes for essay and other assignments will differ from professor to professor and from assignment to assignment. Criteria for these assignments will be developed in collaboration with the students. This flexibility recognizes that assignments need to vary in approach to assist students with varying needs to meet the learning outcomes of the course.

There is no supplemental exam.

Please refer to the Sault College Student Handbook, and the School of Health Sciences Student Success Guide for policies and procedures regarding grades, evaluation, assignments, examinations and guidelines for rewrites.

Students with a mark below 60% will be eligible to rewrite or resubmit one failed quiz or written assignment work 10% or more. The highest mark achieved on a rewrite is 60%. This rewrite will be negotiated between the student and the teacher.

GRADING SCHEME:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively and to present the results whether collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, (ie. By way of formal acknowledgement or by footnoting).

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, the documentation format for referencing source material will be defined by the professor. Refer to CMM100 for full information.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.