



## COURSE OUTLINE: GER132 - PHYSICAL HEALTH

Prepared: MaryAnne P. Shannon, PhD, RN, GCNS-BC

Approved: Bob Chapman, Dean, Health

<b>Course Code: Title</b>	GER132: PHYSICAL HEALTH OF THE ELDERLY PERSON
<b>Program Number: Name</b>	3041: GERONTOLOGY
<b>Department:</b>	DEAN, HEALTH & COMM. SERV.
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	In this course students will explore the meaning of physical health for elderly clients. Basic health assessments will be discussed using holistic perspectives that addresses how physical health can impact the emotional, social, environmental, and communication well-being of older persons.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<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 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.

<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
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<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Late assignments will be penalized (10% per day late). There are no make up assignments and submission deadlines are strictly adhered to as they build upon one another in this course. If the student has extenuating circumstances, please advise the course instructor as soon as possible.
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<b>Books and Required Resources:</b>	<p>Millers Nursing for Wellness in Older Adults (w/Bind-in AC) Canadian by Hirst, S., Lane, A., &amp; Miller, C.          Publisher: Wolters Kluwer Health/ Lippincott Williams &amp; Wilkins Edition: Canadian Edition          ISBN: 9781451193916          9781496318091 eBook</p> <p>Current scholarly articles as assigned</p>
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<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Identify normally expected physiological changes associated with advancing age.</td> <td>           1.1. Identify strategies that promote an optimal level of physical health in older persons.            1.2. Differentiate between a physical and a functional health assessment of elders.            1.3. Differentiate between Activities of Daily Living (ADL`s)and Instrumental Activities of Daily Living (IADL`s) used to assess function in relation to the physical health of older persons.            1.4. Assist an older person in developing a physical health promotion plan.            1.5. Conduct a sexual health interview in a simulated environment with an elder focused on health promotion.            1.6. Identify age-specific considerations that need to be put into place when conducting a health history with an older person.            1.7. Consider structural and functional changes in all body systems that are a part of the normal aging process.            1.8. Discuss how physical health can impact the emotional, social, environmental, and communication well-being of older persons.         </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify normally expected physiological changes associated with advancing age.	1.1. Identify strategies that promote an optimal level of physical health in older persons. 1.2. Differentiate between a physical and a functional health assessment of elders. 1.3. Differentiate between Activities of Daily Living (ADL`s)and Instrumental Activities of Daily Living (IADL`s) used to assess function in relation to the physical health of older persons. 1.4. Assist an older person in developing a physical health promotion plan. 1.5. Conduct a sexual health interview in a simulated environment with an elder focused on health promotion. 1.6. Identify age-specific considerations that need to be put into place when conducting a health history with an older person. 1.7. Consider structural and functional changes in all body systems that are a part of the normal aging process. 1.8. Discuss how physical health can impact the emotional, social, environmental, and communication well-being of older persons.
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	1.9. Explore safety components associated with expected physical changes due to advancing age alone.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Categorize common pathological physical conditions/diseases commonly associated with advancing age.	<p>2.1. Identify common conditions/diseases seen in older populations.</p> <p>2.2 Differentiate among the four common eye conditions in older persons (cataracts, glaucoma, macular degeneration, and diabetic retinopathy).</p> <p>2.2 Differentiate among structural and functional changes in all body systems that are different from those due to the normal aging process alone.</p> <p>2.3. Identify characteristics of breathing that are associated with respiratory disease in older persons.</p> <p>2.4. Identify physical indicators associated with circulatory disease in older persons.</p> <p>2.5. Identify the role that co-morbidities play in disease management of older persons.</p> <p>2.6 Identify when a reported change in an elder's physical/functional status warrants medical referral.</p> <p>2.7. Recognize the impact elder incontinence (urine and/or feces) has on the physical, psychological, and social quality of life for the elders.</p> <p>2.8. Differentiate how disease signs and symptoms present in young versus older adults.</p> <p>2.9. Identify how chronic diseases commonly seen in older persons impact body structure and function.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Communicate effectively with older persons (and their support team members) when conducting a physical health assessment that includes teaching for their health promotion, disease prevention and risk reduction.	<p>3.1. Use appropriate communication and commonly understood health terms when interviewing older persons.</p> <p>3.2. Identify environmental factors to promote successful elder/provider interactions.</p> <p>3.2. Consistently demonstrate respect and dignity when interacting with older persons about health.</p> <p>3.3. Provide the older person time to respond as you obtain small information bytes in conducting components of the basic physical health assessment.</p> <p>3.5. Demonstrate the ability to communicate with the older person's family and significant others who may serve as the elder's support system.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Utilize knowledge of biological aging theories during the basic physical	<p>4.1. Define biological aging as an involuntary process that starts with birth.</p> <p>4.2. Recognize that no one theory alone can explain aging.</p>



	health assessment process.	<p>4.3. Understand that with the process of aging, there are changes in the body cells, tissues, and fluids that are cumulative in nature.</p> <p>4.4. Recognize that degenerative physical changes of aging are also influenced by environmental factors.</p> <p>4.5 Describe the traditional stochastic and non-stochastic biological aging theories (Free Radical Theory, Orgel/Error Theory, Wear and Tear Theory, Connective Tissue Theory, Programmed Theory, Biological Clock Theory, Neuroendocrine Theory, and Immunologic/AutoImmune Theory).</p> <p>4.6. Identify how growth and development, physiological, sociological, and psychological theories in combination with biologic theories strengthen understanding of normal aging.</p> <p>4.7. Identify the four assumptions of Flood's Theory of Successful Aging.</p>
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Critically review strategy options intended to effectively meet the physical health care needs of the older person.	<p>5.1. Understand the older person's unique view of health and optimal level of wellness.</p> <p>5.2. Consider what is currently known about the structural and functional changes in all body systems of older persons when considering a plan for their care.</p> <p>5.3. View each older person as a unique human being who deserves respect and the dignity to provide input aimed at tailoring available options to best meet their individual needs.</p> <p>5.4. Identify current inter-professional best practice guidelines in addressing services to meet the physical needs of older persons.</p> <p>5.5. Work with the older person/older person's support team to map out appropriate strategy options for service assistance.</p>
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Demonstrate an understanding of commitment to protect the health and safety rights of the older person.	<p>6.1. Define the following terms as they relate to health and safety rights for older persons in Canada: autonomy, competency, and decision making capacity.</p> <p>6.2. Discuss cultural considerations that can impact the process of autonomy, competency, and decision making for older persons.</p> <p>6.3. Discuss ethical issues that are commonly associated with service delivery in the care of older persons.</p> <p>6.4. Discuss some Canadian legal protections focused on elder decision making for health: advance directives (AD), allowing a natural death (AND), artificial nutrition and hydration (ANH),</p>

	do not resuscitate (DNR), guardianship, competency, power of attorney for personal care (health care), minimum data set (MDS), physician orders for life-sustaining treatment (POLST), and others. 6.5. Respond to computerized safety scenarios focused on elder risk reduction in a way that demonstrates that promotion of physical safety for elders in a variety of settings.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Evaluate community resources aimed at assisting in health care service delivery to older persons in the community.	7.1. Use the Internet to explore health services that are being marketed to elders in the community, consider the claims being made on these sites for health items and/or health services. 7.2. Identify the extent to which health care products are being marketed using an anti-aging approach to sales. 7.3. Identify common health scams marketed to older people in the community. 7.4. Compare overall out-of-pocket costs for two competing health care items/services being marketed to older people in our community today. 7.5. Create a concept map with an older person to identify those community resources presently utilized for that individual's supportive health care. 7.6. Discuss community health resources in relation to accessibility by older people in the community.
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
8. Utilize evidence-based research in seeking out quality health care information for older persons and members of the older person's health support team.	8.1. After watching a case conference scenario, draw a concept map to visually identify an older person's support team. 8.2. Analyze the accuracy and quality of a health website from the perspective of an older consumer. 8.3. Identify the difference between the health information on dementia obtained from the Alzheimer's Society of Canada Website with what you receive when you Google search dementia . 8.4. Identify three Internet websites that provide peer-reviewed high quality health information to help older people manage chronic disease.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignment 1	10%
Assignment 2	10%
Discussions	20%
Final Exam	30%
Midterm Exam	30%



**Date:** August 19, 2024

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

