

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. Theories of Aging
3. Elder Providers and Assessment
4. Overall Physical Changes with Healthy Aging
5. Promoting Healthy Skin & Feet
6. Promoting Healthy Bones & Joints
7. Promoting Healthy Nutrition & GI
8. Promoting Healthy Continence & GU
9. Promoting Healthy Cognition & Emotional Health
10. Promoting Healthy Cardiac & Respiratory Health
14. Aging & Chronic Disease Management
15. Social Issues & Aging: Families, Finances, Housing & Environmental Safety
16. Abuse, Legal & Ethical Issues
17. Sleep/Rest/Activity
18. Managing Pain & Comfort in Aging
19. Culture & Aging
20. End-of-Life, Loss & Death Issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

a. Textbook:

Touhy, T., Jett, K., Boscart, V., & McCleary, L. (2012). *Ebersole and Hess' Gerontological Nursing & Healthy Aging. (1st Canadian ed.)*. Toronto, ON: Elsevier.

b. Current scholarly articles

c. Full computer Internet and LMS Access

V. EVALUATION PROCESS/GRADING SYSTEM:

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|-----------------------|--------------|
| a. Test 1 (midterm) | = 30 % |
| b. Test 2 (final) | = 50 % |
| c. Group Presentation | = 20% |
| TOTAL | 100 % |

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Punctuality:

Faculty and students are expected to be present for the full scheduled class time. All assigned work is due at the start of the class period noted on the weekly guide. It is the norm that late papers/assignments will not be accepted (unless deemed an emergency situation as determined by the course instructor).

VII. COURSE OUTLINE ADDENDUM:

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