**NUR 3289  Fundamentals of Gerontology**

**Course Description:** This course focuses on the special healthcare needs of the geriatric population. Students will learn the physical, physiological, psychosocial and geropharmacologic implications related to aging. The trends in the changing demographics and the social consequences of aging will be identified. Established geriatric assessment and evaluative tools will also be discussed.

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<tr>
<th>Course Competency</th>
<th>Learning Outcomes</th>
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<td><strong>Competency 1:</strong> The student will recognize one’s own and other’s attitudes, values and expectations about aging and the impact on care of older adults and their families by:</td>
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| 1. Identifying the consequences of ageism on society and the elderly.  
2. Applying sociological theories to the elderly and their plight with isolation, depression, and other struggles.  
3. Describing geriatric health promotion activities and providing anticipatory counseling and guidance. | |
| **Competency 2:** The student will adopt the concept of individualized care as the standard of practice with older adults by: | |
| 1. Identifying evidence-based guidelines for elderly care.  
2. Obtaining a health history from an elderly client.  
3. Performing a comprehensive health assessment differentiating between normal and abnormal findings. | |
| **Competency 3:** The student will recognize and incorporate reliable tools to assess the functional, physical, cognitive, psychological, social and spiritual status of older adults by: | |
| 1. Assessing normal from abnormal findings as it pertains to an elderly person. | |
2. Identifying the implications of the normal age-related changes in the human body, along with the health promotion of the elderly adult.
3. Differentiating normal changes of aging from potential pathological aging.
4. Using tools to measure psychological and psychosocial variables.
5. Evaluating laboratory and diagnostic tests as it applies to the elderly.

**Competency 4:** The student will assess older adults' living environment with special awareness of the functional, physical, cognitive, psychological and social changes common in old age by:
1. Identifying the various health threats present in an elderly person’s environment.
2. Analyzing the safety hazards which may be present in an elderly person’s environment.

**Competency 5:** The student will assess family skills which are necessary to deliver care to older adults by:
1. Describing the importance of a functional assessment for the elderly client.
2. Listing the components of a complete health history of an elderly client.

**Competency 6:** The student will prevent or reduce common risk factors that contribute to functional decline, impaired quality of life and excess disability in older adults by:
1. Analyzing the interplay of medications that may occur with polypharmacy.
2. Preventing problems by advising and counseling the client and client's family about medication usage.
3. Recognizing factors that contribute to functional decline, impaired quality of life and excess disability in the elderly.

**Competency 7:** The student will apply evidence-based standards to screen, immunize and promote healthy activities in older adults by:
1. Describing the common syndromes of the elderly so they may be better managed.
2. Evaluating evidence-based standards for promotion of health.
3. Describing application of evidence-based evaluation tools for all aspects of an elderly person's life.

**Competency 8:** The student will recognize and manage geriatric syndromes common to older adults by:

1. Evaluating the common syndromes of the elderly so they may be better managed.
2. Analyzing the reasons behind certain syndromes applying to elderly individuals.
3. Evaluating means of avoiding common geriatric syndromes.

**Competency 9:** The student will appreciate the influence of attitudes, roles, language, culture, race, religion, gender and lifestyle on how families and assistive personnel provide long-term care to older adults by:

1. Describing the role of multiculturism in a balanced and self-fulfilling model of care.
2. Evaluating the effect of various attitudes, roles, language, culture, race, religion, gender and lifestyle on the elderly.
3. Promoting individualization in selection of factors that shape the individual's belief system.

**Competency 10:** The student will evaluate different international models of geriatric care by:

1. Describing several different models of geriatric care for possible use in a hybrid model.
2. Differentiating palliative and restorative models of elderly care.
3. Comparing the relationship of cultural components and the international models of elderly care.

**Competency 11:** The student will recognize the benefits of interdisciplinary team participation in care of older adults by:

1. Describing the complex nature of caring for an elderly person.
2. Explaining the relationship between the mental and physical aspects of the human body that makes the interdisciplinary approach necessary.  
3. Differentiating the benefits of several different modes of therapy for the advancement of the elderly towards holistic health.  

**Competency 12:** The student will evaluate the utility of complementary and integrative health care practices on health promotion and symptoms management for older adults by:

| 1. Explaining the role of complementary and integrative health care practices for the elderly. |
| 2. Describing the importance of complementary or integrative health care practices in the management of the holistic care of the elderly. |