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| **Suggested Form No. (2) Course Description** |

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| **Faculty** | **Princess Aisha Bint Al-Hussein College for nursing and health sciences** | | | | |
| **Department** | **Nursing** | | | **Level in Framework** | 7 |
| **Course Name** | Gerontological Nursing and Individuals with Special Needs and Rehabilitation | **Number** | 0901412 | **Prerequisite** | 0901342 |
| **Credit Hours** | 3 | **Theoretical** | 3 | **Practical** | **-** |
| **Course Coordinator** | Dr. Sahar Mohammed Al-Shuqerat | **Email** | [Sahar.m.alshgeerat@ahu.edu.jo](mailto:Sahar.m.alshgeerat@ahu.edu.jo) | | |
| **Teachers Educators** | Dr. Sahar Mohammed Al-Shuqerat | **Emails** | [Sahar.m.alshgeerat@ahu.edu.jo](mailto:Sahar.m.alshgeerat@ahu.edu.jo) | | |
| **Lecture Time** | Sunday, Tuesday, Thursday  1.30-2.30 | **Place** | **Hall 106, Classroom Complex Two**  **E-learning and Microsoft teams** | **Attendance Type** | Blinded learning |
| **Semester** | 2semester 2024/2025 | **Preparation Date** | 20.1.2024 | **Modification Date** | 12.3.2025 |

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| **Abridged Course Description** |
| This course aims to prepare nursing students with the essential knowledge to deliver effective and compassionate care to elderly individuals. Emphasizing health promotion, disease prevention, and holistic care, it addresses the nursing management of physical, psychosocial, and ethical challenges associated with aging. Key topics include Gerontological nursing principles, aging demographics, health changes in older adults, and end-of-life care, preparing students to meet the diverse needs of elderly populations in various healthcare settings. |
| **Course Objectives** |
| 1. Enable students to understand the foundational concepts and theories of Gerontological nursing 2. Assist students to identify and analyze the physiological, psychosocial, and health-related challenges faced by the elderly population to provide appropriate and effective nursing care. 3. Empower students to examine the impact of global and local population aging trends on healthcare systems and services, with a focus on cultural and ethical considerations. |

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| **CILOs (Learning Outcomes)** |
| **Knowledge** |
| a1. Define the basic concepts of Gerontology nursing, the roles of Gerontological nurse, theories of Gerontological nursing and their role in guiding nursing practice toward elderly patients and  a2. Describe the factors that affect aging process, and the demographic shifts associated with global and local population aging, including factors contributing demographic transition, increased life expectancy and declining birth rates.  a3. Identify physiological and psychosocial changes associated with aging and their implications for nursing care delivery in different setting.  a4. Discuss the unique healthcare needs and ethical issues of older adults with special needs, including those with chronic illnesses, disabilities, cognitive impairments, end of life issues, and the appropriate health promotion strategies to improve their quality of life. |
| **Skills** |
| b1. Demonstrate critical thinking by integrating theoretical knowledge, ethical and legal principles into clinical reasoning and decision-making for nursing care of older adults in complex clinical situations.  b2. Develop evidence-based communication plan tailored to the specific needs and disabilities of older adults. |
| **Competences** |
| c1. Develop the ability to integrate, apply, analyze, synthesize, and evaluate research evidence pertinent to Gerontological nursing care, and reflect this knowledge across the different roles of a Gerontological nurse.  c2. Demonstrate effective and professional communication with peers, reflecting collaborative abilities to accomplish the required assignment. |
| **Teaching & Learning Methods** |
| 1. Lecture-based learning 2. Class discussion 3. Flipped classroom 4. Case-based learning |
| **Assessment Tools** |
| 1.Quizzes and exercises  2. Written examinations  3. Written Assignments  4. Case studies |

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| **Course Content** |

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| **Week** | **Hours** | **learning outcomes** | **Course Topics** | **Teaching & learning methods** | **Assessment tools** |
| 1 | 3 | a1, a2 | Introduction to nursing Gerontology and global aging  Person Centered Gerontological Nursing an overview Across care setting  The Evolution of Nursing for older adult historical perspective | * Lecture based learning/ Class discussion * Flipped classroom | Written examinations |
| 2 | 3 | a1 | Theories in aging  A guide about theories of aging 2016 | * Lecture-based learning/ Class discussion * Flipped classroom | Written examinations |
| 3 | 3 | a3 | Physiology of Aging | * Lecture-based learning/ Class discussion * Flipped classroom | Written examinations |
| 4 | 3 | a3 | Nutrition and Fluids Intake  Assessing Nutrition in Older Adults MNA | * Lecture-based learning/ Class discussion * Flipped classroom | Written examinations |
| 5 | 3 | a3 | Assessment of the Older Adult | Lecture-based learning, Class discussion | Written examinations |
| 6 | 3 | a3 | Sensory Changes | * Lecture-based learning/ Class discussion * Flipped classroom | Written examinations  Quiz |
| 7 | 3 | a4,b2,c1,c2 | communication with older adults with specific needs and disabilities | * Flipped classroom/ Class discussion | Written assignments |
| 8 | 3 | a3,a4 | Identifying and Management of Common Risk Factors and problems Elderly | * Lecture-based learning * Class discussion * Case-based learning * Flipped classroom | Written examinations  Case studies |
| 9 | 3 | a3, a4, b1 | Identifying and Management of Common Risk Factors and problems Elderly | * Lecture-based learning * Class discussion * Case-based learning * Flipped classroom | Case studies  Written examinations |
| 10 | 3 | a2 | Services for the Elderly in Jordan | * Lecture-based learning * Class discussion * Flipped classroom | Written examinations |
| 11 | 3 | a2 | Current Status of Elderly Homes in Jordan | * Lecture-based learning * Class discussion * Flipped classroom | Written examinations |
| 12 | 3 | a4,b1 | Ethical issues | * Lecture-based learning * Class discussion * Case-based learning * Flipped classroom | Written examinations  Case studies |
| 13 | 3 | a4 | Quality of life and Elder Abuse | * Lecture-based learning * Class discussion * Flipped classroom | Written examination |
| 14 | 3 | a4,b1 | End of Life Care | * Lecture-based learning * Class discussion * Case-based learning * Flipped classroom | Written examination  Case study |
| 15 | 3 | a4 | Nursing care for individuals with diverse types of special needs | * Lecture-based learning * Class discussion * Flipped classroom | Written examinations |
| Week 16 | 1.5 | a1, a2, a3, a4, b1, b2, | FINAL EXAM |  | Written examination |

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| **Constituents Components** | |
| Component | Details |
| Textbook | Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett |
| References | Theris, T. A., & Jett, K. F. (2017). Ebersole and Hess’ Gerontological Nursing & Healthy Aging. |
| Recommended for Reading | <https://dosweb.dos.gov.jo/ar/persons_201809/> |
| Electronic Material | **AHU electronic library -** [**https://ahulibrary-coe.app.deepknowledge.io/**](https://ahulibrary-coe.app.deepknowledge.io/)  [**National Institute on Aging (NIA)**](https://www.nia.nih.gov/) – Research, clinical guidelines, and resources on aging and geriatric care.  [**The Gerontological Society of America**](https://www.geron.org/) – Provides research, journals, and clinical guidelines for gerontological nursing.  [**American Geriatrics Society**](https://www.americangeriatrics.org/) – Offers resources on aging, healthcare standards, and geriatric care. |
| Other Sites | - |

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|  | **Course Gerontological Nursing and Individuals with Special Needs and Rehabilitation Plan** | | | | | | | | | | |
| **Assessment tools** | | | **Grade** |  | **Outcomes** | | | | | | |
|  | | | a1 | a2 | a3 | a4 | b1 | b2 | c1 | c2 |
| First examination (Mid) | | | 30 | 13 | 7 | 10 |  |  |  |  |  |
| Final examination | | | 50 | 5 | 3 | 15 | 20 | 7 |  |  |  |
| Semester works | | |  |  |  |  |  |  |  |  |  |
| **Semester Work Assessment** | | Written assignments | 10 |  |  |  | 3 |  | 3 | 2 | 2 |
| Case study (formative not graded) |  |  |  |  |  |  |  |  |  |
| Quiz | 10 |  |  | 10 |  |  |  |  |  |
| Total | 100 | 18 | 10 | 35 | 23 | 7 | 3 | 2 | 2 |