

The University of Jordan
The Faculty of Nursing
Community Health Nursing Department
2010/2011

Course Title: Nursing Care for Special Cases

Course Number: 0701309

(Credit hours: 3 Credit Hours (2 theory +1 clinical

Prerequisite: 0701304

Faculty: Mahmoud Al-Hussami, D.Sc., Ph.D., Epidemiologist

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Semester Hours: Mondays (10-11) & Tuesdays (3-4).

Time: Monday & Wednesday 2:00-3:30pm (*Medicine School, Room 3*).

Course Description

This course is a three sections course designed to provide the student with opportunities to explore and apply advanced nursing roles in the health care of clients with special needs. The course integrates student's knowledge of assessment, pathophysiology, and pharmacological, with nursing interventions. The first section introduces the BSc. students to the principles of palliative nursing care for clients facing problems associated with serious life threatening illness and their families. The emphasis of this section is on the nurses' role of meeting the physical, psychosocial, cultural and spiritual needs of the clients and their families. The second section involves exploration of clinical presentations, including symptoms and human responses, underlying common health problems in the geriatric population. The third section of this course introduces the students to the principles of nursing care of clients with special needs. The student will learn how provide high quality nursing care through the application of the standards of care with in the comprehensive aspects multidisciplinary team.

Aim of the course

The course content seeks to provide a sound knowledge base from which students can practice gerontological nursing, palliative nursing, and clients with special needs and to cultivate within the student a respect and appreciation for the older adult. The course content seeks to provide a sound knowledge base from which student can practice gerontological and hospice nursing and to cultivate within the student a respect and appreciation for the older adult

Intended Learning Outcomes (ILOs)

Successful completion of the course should lead to the following learning outcomes:

Knowledge & understand:

- ❖ Understand the many factors that facilitate or hinder the aging process.
- ❖ Explore the future trends in gerontologic nursing care along the continuum of care.
- ❖ Understand the interrelationship between the physical and psychological aspects of aging.
- ❖ Understand the different theories underlying care of older adult.
- ❖ Synthesize the knowledge of nursing the provision of culturally competent nursing care at the end of life.

- ❖ Implement the nursing process in the delivery of safe nursing care at the end of life.
- ❖ Manage acute and chronic pain effectively using evidence-based strategies at the end of life.
- ❖ Deliver patient-centered, evidence based, end of life care that reflects patient and family preferences.
- ❖ Identify ethical and legal issues associated with end of life.

Intellectual Skills:

- ❖ Discuss the major demographic trends in the older adult population.
- ❖ Identify the factors responsible for the rapidly growing older adult population.
- ❖ Discuss the biologic, sociologic and psychologic changes associated with the aging process.
- ❖ Describe the effects of functional ability on the overall health status of older adults.
- ❖ Identify the commonest health problems (physical, social, psychological, environmental and functional) of the advanced age.
- ❖ Analyze the aging process from the view of the biologic, sociologic and psychological theories.

Subject Specific Skills:

- ❖ Begin to differentiate normal changes with aging from potentially pathological conditions.
- ❖ Demonstrate ability in planning and executing health education for promoting health as well as health protection and disease prevention.
- ❖ Identify nursing interventions that promote healthy physiological aging.
- ❖ Apply appropriate nursing implications for each of the major biologic, sociologic and psychologic theories of aging.

Transferable Skills:

- ❖ Develop a positive attitude towards the older adults, their unique individual nature and history.
- ❖ Direct self in identifying problem or need areas, strengths and growth goals, seeks feedback on progress toward goal achievement.
- ❖ Appreciation of the importance of restoring and maintaining function and quality of life of older adult.
- ❖ Respect and compassion for older person, specifically of their autonomy and dignity.

:REQUIRED TEXT

- Kristen L. Mauk (2006). *Gerontological Nursing: Competencies for Care*, Boston: Jones and Bartlett Publishers.
- Kuebler, K. K., Davis, M. P., & Moore, C. D. (2005). *Palliative practices an interdisciplinary approach*. St. Louis, MO: Elsevier Mosby Publishers.

References:

- Eliopoulos C., (2001): *Gerontologic Nursing: Health Family Caregiving, Common Geriatric Condition*. (4th ed.) Philadelphia, Lippincott- Raven.
- Luggen A.S. and Meiner St. (2001): *NGNA Core Curriculum for Gerontological Nursing*, (2nd . ed.), A Harcourt Health Sciences Company.
- Clark M. (2003): *Community health nursing, caring for population*, (4th ed.), New Jersey, Person Education, Inc.
- Patricia A. Tabloski (2006). *Gerontology Nursing*, 2nd ed. Prentice Hall.

Learning-Teaching Strategies

This is a one-semester course that will utilize EXTENSIVE interactive lectures, active discussions, case studies analyses, worksheets, assignments, and individual and group efforts to attain the objectives. The use of whiteboard and markers for summarizing major points, audiovisual aids including overhead and slide projectors, handouts when required, online records, and the internet would be invested.

:Course Requirements, Evaluation, and Grading Scale

Requirement	Due date	of final grade % (Must sum to 100%)
First Exam	15/11/2010	30%
Second Exam	15/12/2010	20%
Final Exam	To be Announced	50%

Points earned in class	≥86%	80-85%	75-79%	67-74%	60-66%	55-59%	50-54%	49≥
Letter Grade equivalent	A	B+	B	C+	C	D+	D	F
Grade Points	4	3.5	3	2.5	2	1.5	1	0

Participation and Educational Guidelines:

Each student must recognize that he/she bears the primary responsibility for his/her education. Classroom participation provides an opportunity to both refine your thinking and to practice expressing your ideas. Students are expected to prepare for lectures by reading the assigned materials and reviewing relevant materials. It is assumed that students will have read and thought about assigned materials before class. That is, you should at least have skimmed through them even if you don't understand them. Having documents for the session will be very helpful in following along with the material that is taught in the course. An internet access is highly encouraged.

Students are expected to attend all classes and ask questions as necessary. Successful learning in this course depends upon regular reading, studying, and class attendance. Absenteeism and missing sessions may hurt you significantly if you do not keep pacing with the course materials.

The discussions will be utilized in this course extensively. A constructive contribution helps to move the discussion forward. NONE will be penalized for floating an idea that others debunk. I encourage you to think critically, to challenge your classmates without showing disrespect, and to put forward your own ideas for consideration by others.

A “pop quiz” will be given without prior warning in any session.

Bonuses will be given as per faculty for outstanding participants.

Students are encouraged to seek faculty assistance when they are having difficulty with content or with a specific skill. Seek help early. Don't wait until you are too deeply in trouble to bail yourself out. Office hours are listed above and I am also available only in appointments. Just because you can doesn't mean you should, invest your braining. Students are encouraged to talk with faculty on an individual basis if they want to explore specific content in more depth than is possible in class.

Exam Review Guidelines:

Following each exam, a careful item analysis and critique will be conducted by the faculty for each exam question. This in-class exam review will be conducted during the first 10-15 minutes of the class day following receipt of the exam analysis. At this time, each item will be reviewed and the correct answer/rationale will be given. Any discussion or debate about exam questions will not be entertained during the review time. Students having further questions following the exam review may direct their question to the instructor at office hours or at a mutually agreed upon time.

General Course Policies:***Attendance Policy:***

Attendance is expected. Arrival on time is expected. Students who miss more than seven class sessions with or without excuse will be dismissed from the course automatically. (See the university policies regarding absence).

Cell Phone Policy:

Cell phones should be turned off during class time. Disruption of class by ringing cell phones and cell phone conversations is inconsiderate of fellow students and faculty.

Examination Policy:

Students unable to take a scheduled exam are expected to inform the instructor within 3 days and make arrangements for a make-up one. Make ups will be given only to students who have notified the instructor and set up an alternate time. Any missed exam will result in a grade of zero for that particular examination type.

Academic Integrity:

Work submitted to the course instructor is assumed to be an expression of original ideas by the student. All students in this course are expected to adhere to university standards of academic integrity. Appropriate citation of the intellectual property of other authors is expected. Cheating, plagiarism, and other forms of academic dishonesty will neither be accepted nor tolerated. This includes, but is not limited to, consulting with another person during an exam, turning in written work that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification.

Submitting Papers and Communications:

Contact by an email is highly encouraged and preferred.

Other than contacts by an email, contacts should take place during announced office hours and/or ONLY by appointment.

Contact on phones, preferably office number, also is welcomed during working hours. Please be informed that I have personal and/or institutional commitments those sometime inconvenient to others to whom I usually explain that. Therefore, when needed and based on your situation, you may call on my cell; however, when so, send your name in a separate message before to make your call in order accept your calls.

Any submitted paper should be edited for grammar, punctuation, clarity, and spelling. A percentage of the points for the papers will be allocated to format, spelling, and grammar. I will return written comments on papers submitted traditionally. For papers that received electronically, *I will return them electronically with embedded comments.*

You may submit assignments in several ways:

- Traditional paper format. Please make sure the document is stapled or clipped.
- Via diskette. Document may be in Word, Word Perfect, Adobe, or Zip format. Please make sure you have made a backup of your diskette and label it. Please make sure all documents are free of viruses.
- Via e-mail attachment. Document may be in Word, Word Perfect, Adobe, or Zip format. Please make sure you have virus checked your file. Any papers sent in the body of an e-mail will be returned to you.

To help assure good communications, when you send email messages or turn in papers electronically, please label the **subject** and **attachments** clearly and properly in this format: *Course Name ("AT" is enough), Contact Issue, Your Last Name and First Initial.* Being not adherent to this format will render your email out of consideration. You are solely responsible to do so.

Topics Tentative Schedule*

* Note: The faculty reserves the right to make changes to this syllabus as required throughout the session to better meet the instructional needs of the class.

Week	Content	Instruct
(1)	<ul style="list-style-type: none"> • Principles of Gerontology • Gerontological Nursing Issues 	
(2)	<ul style="list-style-type: none"> • Ageing Theories • Nutrition and Aging 	
(3)	<ul style="list-style-type: none"> • Pharmacology and Older Adults • The Immune System 	
(4)	<ul style="list-style-type: none"> • Psychological and Cognitive Function • The Neurologic System 	
(5)	<ul style="list-style-type: none"> • Sleep and the Older Adult • Pain Management 	
(6)	<ul style="list-style-type: none"> • Eid Holiday 	
(7)	<ul style="list-style-type: none"> • First Exam 25/ 11/ 2010 • Violence and Elder Mistreatment • Care at the End of Life 	
(8)	<ul style="list-style-type: none"> • The dying process • Grief, loss, and Bereavement • Symptom management 	
(9)	<ul style="list-style-type: none"> • Meaning of Hope 	
(10)	<ul style="list-style-type: none"> • Sensation: Hearing, Vision, 	

	Taste, Touch, and Smell	
(11)	<ul style="list-style-type: none"> • The Cardiovascular System • Cultural and spiritual issues. 	
(12)	<ul style="list-style-type: none"> • Second Exam 30/12/2010 • End of Life Decision Making 	
(13)	<ul style="list-style-type: none"> • Ethical Issues. 	
(14)	<ul style="list-style-type: none"> • The Mouth and Oral Cavity 	
(15)	<ul style="list-style-type: none"> • The Interface of Sleep • Final Exam 	