

Course Syllabus

1	Course title	Nursing Gerontology	
2	Course number	0711302	
3	Credit hours	3 Credit Hours	
	Contact hours (theory, practical)	(3 Didactic Hours) theory	
4	Prerequisites/co-requisites	Fundamental Nursing and Adult I	
5	Program title	BSc. in Nursing	
6	Program code	NUR	
7	Awarding institution	The University of Jordan	
8	School	School of Nursing	
9	Department	Community Health Nursing	
10	Course level	Third or fourth year	
11	Year of study and semester (s)	2022/2023 Second Semester	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	English	
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	26/2/2023	



17 Course Coordinator:

Name: Maha Albqoor RN, MPH, MSN, PhD

Officenumber: 306

Officehours: Sunday, Tuesday 2:30–3:30, by appointment, and messages on Teams

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18 Other instructors:

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19 Course Description:

As stated in the approved study plan.

This course is designed to help nursing students to meet the challenges of providing care to elderly individuals with a variety of needs in a wide range of health care settings. It also provides a basic theory and practice essential to the nursing assessment and management strategies appropriate to the care of the elderly with a range of health problems. Emphasis is on the promotion of health and prevention of disease as proposed on the concept of health and illness during the life process. Additionally, it provides special attention to psychological and sociocultural issues and aspects of older adult care. This course consists of an introduction to Gerontological nursing; demographics of the aging population (worldwide, third world countries, Jordan, demographic transition, aging and poverty, retirement, and changing policies); aging theories and approaches to long-term health; common physical health changes and health problems related to the aging process (respiratory, cardiac, musculoskeletal, urinary, neurological and sensory, and reproductive) and their nursing care; psychosocial changes, related health problems, and nursing care; issues in healthcare delivery system (needs and implications of the aging population); and ethical issues and end of life care.

20 Course aims and outcomes:

A- Aims:

This course is concerned with the students exploring & developing skills of providing care to elderly population; Lessons seminars planning, presentation skills, group facilitation, use of health aids, etc. That is relevant to provide holistic care for older clients in their clinical setting, families & community.

B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able:

PLOs SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)
1. Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.	1. Define the basic concepts of gerontology nursing.	Understand population aging and their physiological and psychosocial changes in order to provide the appropriate nursing health care for elderly people in different setting.	Understand the recent trends in population aging and how this is reflected on health services capacity in Jordan and worldwide.	Explain factors that affect aging process and its common changes.
2. Apply principles of effective communication with peers, individuals, families, groups, and health care team.	Demonstrate capacity of using information and communication technology in providing nursing care	Search the websites for the relevant assignments.	Utilize roles of nursing care of elderly people.	Describe issues related to assessment, planning, implementing & evaluating nursing health care of elderly people.
3. Utilize critical thinking and problem solving in planning and implementing nursing care for individuals,	Realize the specific needs of elderly population.	Identify the basic domains of aging theories.	Explain the role of aging theories in implicating nursing care.	

families, and groups.				
4. Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	Explain the role of gerontology nurse	Describe setting & target groups of gerontology healthcare.	Identify health related problems facing elderly population.	Recognize cultural and ethical issues related to elderly health care.
5. Demonstrate safety measures to protect self, individuals, families, and groups.	Develop a comprehensive nursing care plan for elderly population with specific health care issues.	Demonstrate undergraduate level skills in integration, application, analysis, synthesis & evaluation of gerontology nursing care.		
6. Translate organizational, leadership, inter professional collaboration, and management concepts into nursing care for individuals, families, and groups.	Analyze the concepts, principles, and the process of continuous quality improvement in providing gerontology health care services.	Demonstrate ability to understand concepts, principles regarding management and leadership in gerontology nursing.	Apply skills and knowledge related to decision making and problem – solving process.	
7. Utilize evidence based practice in providing care for individuals, families, and groups.	Conduct the appropriate evidence in research process.	Differentiate between different levels of evidence based in gerontology nursing practices.		

21. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous/ Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Introduction to nursing gerontology and global aging	1.1 1.3 1.4 4.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/ group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	1.2	Introduction to nursing gerontology and global aging	1.1 1.3 1.4 4.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/ group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
2	2.1	Introduction to nursing gerontology and global aging	1.1 1.3 1.4 4.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/ group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	2.2	Introduction to nursing gerontology and global aging	1.1 1.3 1.4 4.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/ group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.

3	3.1	Theories in aging	1.2 1.4 3.2 3.3	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	3.2	Theories in aging	1.2 1.4 3.2 3.3	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
4	4.1	Theories in aging	1.2 1.4 3.2 3.3	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	4.2	Physical changes	1.2 2.1 2.4 4.3 5.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
5	5.1	Physical changes	1.2 2.1 2.4 4.3 5.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Quiz/group activity	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	5.2	Physical changes	1.2 2.1 2.4 4.3	Face to Face	MS teams and e-learning	Synchronous lecturing	Mid-term exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.

			5.1					
6	6.1	Physical changes	1.2 2.1 2.4 4.3 5.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Mid-term exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	6.2	Physical changes	1.2 2.1 2.4 4.3 5.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Mid-term exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
7	7.1	Physical changes	1.2 2.1 2.4 4.3 5.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Mid-term exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	7.2	Physical changes	1.2 2.1 2.4 4.3 5.1	Face to Face	MS teams and e-learning	Synchronous lecturing	quiz	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
8	8.1	Psychosocial changes	1.2 2.3 4.3 7.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	8.2	Psychosocial changes	1.2 2.3	Face to Face	MS teams	Synchronous lecturing	quiz	Mauk, K. L. (2014). Gerontological Nursing: Competencies for

			4.3 7.1		and e-learning			Care (3rd edition). Burlington, MA: Jones & Bartlett.
9	9.1	Psychosocial changes	1.2 2.3 4.3 7.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	9.2	Psychosocial changes	1.2 2.3 4.3 7.1	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
10	10.1	Healthcare systems	3.1 4.2 5.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	10.2	Healthcare systems	3.1 4.2 5.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
11	11.1	Healthcare systems	3.1 4.2 5.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	11.2	Healthcare systems	3.1 4.2 5.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd

								edition). Burlington, MA: Jones & Bartlett.
12	12.1	Healthcare systems	3.1 4.2 5.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	12.2	Ethical issues and end of life care	6.1 6.2 6.3 7.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
13	13.1	Ethical issues and end of life care	6.1 6.2 6.3 7.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	13.2	Ethical issues and end of life care	6.1 6.2 6.3 7.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
14	14.1	Ethical issues and end of life care	6.1 6.2 6.3 7.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.

	14.2	Ethical issues and end of life care	6.1 6.2 6.3 7.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
15	15.1	Ethical issues and end of life care	6.1 6.2 6.3 7.2	Face to Face	MS teams and e-learning	Synchronous lecturing	Final exam	Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.
	15.2	Revision		Face to Face	MS teams and e-learning	Synchronous lecturing		

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Case study 1, case study 2, case study 3, case study 4, case study 5	15 (3 for each)	Introduction to nursing gerontology and global aging	1.1, 1.3, 1.4 4.1	Every other week	In class
Midterm exam	30	Theories in aging Physical changes	1.2, 1.4, 3.2, 3.3 2.1, 2.4, 4.3 5.1	TBD	In class
quiz	15		1.2, 2.3, 4.3	TBD	In class



			7.1		
Final exam	40	All topics are included	All SLOs are included	8/6/2023-20/6/2023	In class

23 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):

24 Course Policies:

A- Attendance policies:

- Attending both face to face and online lectures of the course is mandatory. The university attendance policy will be applied in this course.

B- Absences from exams and submitting assignments on time:

- Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.

C- Health and safety procedures:

- Students should comply with the health and safety procedures imposed by the university and the school

D- Honesty policy regarding cheating, plagiarism, misbehavior:

Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
- Using materials not authorized by the institute.
- Collaborating with another student during a test, without permission.



- Knowingly using, buying, selling, or stealing the contents of a test.
- Plagiarism which means presenting another person's work or ideas as one's own, without attribution.
- Using any media (including mobiles) during the exam
- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.io/ar/LegalAffairs/Regulations.aspx>**

E- Grading policy:

- A grade of (D) is the minimum passing grade for the course.

F- Available university services that support achievement in the course:

- E-Learning website
- Microsoft Teams application

25 References:

A- Required book(s), assigned reading and audio-visuals:

1. Mauk, K. L. (2014). Gerontological Nursing: Competencies for Care (3rd edition). Burlington, MA: Jones & Bartlett.

B- Recommended books, materials and media:

1. Nursing Older Adults, Jan Reed, Charlotte Clarke and Ann Macfarlane, 2012.
2. Essentials of Gerontological Nursing, Meredith Wallace, 2008.

Relevant Website and Journals detected on every class

- Database

Science Direct

PubMed

Google Scholar



The University of Jordan E-LIBRARY


- Website

World Health Organization website

[The Gerontological Society of America](#)

26 Additional information:

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Name of Course Coordinator: Maha Albqoor Signature: Date: 1/3/2022	
Head of Curriculum Committee/Department: ----- Signature: -----	
Head of Department: Dr.Mamdouh Alhneiti	Signature: 
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Head of Curriculum Committee/Faculty: ----- Signature: -----	
Dean: ----- Signature: -----	