

### Module Description: Gerontological Nursing (21R01411102)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	V
<b>Person responsible for the module</b>	Andi Masyitha Irwan, S.Kep., Ns., MAN., PhD.
<b>Lecturer</b>	<ol style="list-style-type: none"> <li>1. Kusrini Kadar, SKp., MN., PhD.</li> <li>2. Silvia Malasari, S.Kep., Ns, .MN</li> <li>3. Nurhaya Nurdin, S.Kep., Ns., MN., MPH</li> <li>4. Wa Ode Nur Isnah S., S.Kep., Ns., M.Kes.</li> </ol>
<b>Language</b>	Bilingual, Bahasa Indonesia and English
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 5 <sup>th</sup> semester.
<b>Teaching methods</b>	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Lecture (i.e., SGD, Problem Based Learning, Focus Group Discussion, TPS, TGT, NHT, case study, demonstration, and video-based learning)</li> <li>- Structured assignments (i.e., report and mind mapping)</li> <li>- Practice in Nursing Laboratory (i.e., Clinical Skill Lab)</li> <li>- Team based project during Clinical Fieldwork (i.e., field observation)</li> </ul> <p>The class size for lecture is approximately 60 students, while for clinical skill lab is about 15 -20 students for each lecturer and clinical field work is about 7 – 10 students for each lecturer.</p> <p>Contact hours for lecture is 26.67 hours, assignments are 32 hours, and practice are 90,67 hours.</p>
<b>Workload (incl. contact hours, self-study hours)</b>	<p>For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 26,67 hours for lecture,</li> <li>- 32 hours for structured assignments,</li> <li>- 32 hours for private study,</li> <li>- 90,67 hours for clinical skill laboratories and clinical fieldwork.</li> </ul>
<b>Credit points</b>	4 credit points (equivalent with 6.04 ECTS)
<b>Recommend and Requirements prerequisites for joining the module</b>	Students must have attended all classes and submitted all class assignments that are scheduled before the final tests. Students must have taken all basic nursing courses.

<b>Module objectives/intended learning outcomes</b>	<p>After completing the course and given with a gerontological nursing case, students will be:</p> <p><b>Attitude:</b>  <b>CLO 1.</b> Demonstrate ethical principles and cultural sensitivity in managing gerontic nursing care <b>(A)</b>.</p> <p><b>Knowledge:</b>  <b>CLO 2.</b> Formulate a plan of gerontic nursing care. <b>(K)</b></p> <p><b>Competencies:</b>  <b>CLO 3.</b> Simulate interventions for appropriate management of gerontic nursing problems. <b>(C1)</b>  <b>CLO 4.</b> Demonstrate gerontic nursing care in both clinical and community settings. <b>(C1)</b>  <b>CLO 5.</b> Integrate research findings into gerontic nursing care. <b>(C4)</b>  <b>CLO 6.</b> Apply critical thinking skills in providing nursing care and health education <b>(C5)</b></p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Basic concept of gerontological nursing</li> <li>- Aging process and changes due to aging</li> <li>- Regulation, policy and strategic issue of national older people health</li> <li>- Therapeutic communication for older people</li> <li>- Data analysis, nursing diagnosis and nursing intervention for older people</li> <li>- Assessment for older people</li> <li>- Safety management for older people at the hospital, home and community setting</li> <li>- Family and nurses role in caring older people at different settings</li> <li>- Modality therapy in gerontological nursing</li> </ul>
<b>Examination Forms</b>	<p><b>Form of examination:</b>  Written exam: Multiple Choice Questions using Vignettes</p> <p>OSCE: Objective Structured Clinical Examination</p>
<b>Study and examination requirements</b>	<p><b>Study and examination requirements:</b></p> <ul style="list-style-type: none"> <li>- Students must attend 15 minutes before the class starts.</li> <li>- Students must inform the lecturer if they will not attend the class due to sickness, etc.</li> <li>- Students must submit all class assignments before the deadline.</li> <li>- Students must attend all classes of clinical skill laboratories.</li> <li>- Student must attend OSCE to get final clinical grade.</li> <li>- Students must attend the exam to get final grade.</li> </ul>
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Meiner S.E. (2015). <i>Gerontologic Nursing</i>. Mosby: Elsevier Inc.</li> <li>2. Black, JM., Matassin E. (2002). <i>Medical surgicalnursing, clinicalmanagement for continuity of care</i>. JB. Lipincott.co</li> <li>3. Lowdermilk, D.L., Perry, S.E., Cashion, M.C. (2013). <i>Keperawatan Maternitas</i> (2-vol set). Edisi Bahasa Indonesia 8. Mosby: Elsevier (Singapore) Pte Ltd.</li> <li>4. Craven, R.F., Hirnle, C.J. (2007). <i>Fundamental of nursing: Human health and function. Fifth edition</i>. Philadelphia: Lippincott Williams &amp; Wilkins</li> </ol>

	<ol style="list-style-type: none"> <li>5. Chenitz, W.C, Stone, J.T., Salisbury, S.A. (1991). <i>Clinical Gerontological Nursing: a guide to advanced practice</i>. Philadelphia: WB Saunders.</li> <li>6. Touhy, T., Jett, K. (2016). <i>Ebersole &amp; Hess' Toward Healthy Aging</i>. 10<sup>th</sup> edition. Mosby: Elsevier Inc.</li> <li>7. Kozier, B., Erb, G., Berman, A.J. &amp; Snyder (2004). <i>Fundamental nursing: Concepts, process, and practice. Seventh edition</i>. New Jersey: Pearson Education, Inc.</li> <li>8. Matteson, MA. And Mc Connel, E.S (1988). <i>Gerontological Nursing: concept and practice. Philadelphia: WB Saunders</i>.</li> <li>9. Miller, C.A. (2004). <i>Nursing for wellness in older adults: theory and practice</i>. Philadelphia: Lippincott Williams &amp; Wilkin.</li> <li>10. Miller, C. A. (2005). <i>Nursing care of older adults : theory and practice</i>. Philadelphia: JB. Lippincot.</li> <li>11. Irwan, A.M., Iryanidar, I. &amp; Nurhadijah, S. (2023). <i>Self-care lansia dengan hipertensi di komunitas. Edisi pertama. Jawa Tengah: Omera Pustaka.</i></li> <li>12. Potter, P.A. &amp; Perry, A.G. (2010). <i>Fundamental Keperawatan (3-vot set)</i>. Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte.Ltd.</li> <li>13. Roach, S. (2006). <i>Introductory Gerontological Nursing</i>. Philadelphia :Lippincot.</li> <li>14. Sherwood, L. (2004). <i>Human physiology: From cells to systems</i>, (5<sup>th</sup>ed.). Ch 31, pp 459-509. California: Thomson Learning.</li> <li>15. Stanhope M. &amp; Lancaster J. (2013). <i>Foundation of Nursing in the Community: Community-Oriented Practice, 4<sup>th</sup> edition</i>. Mosby: Elsevier Inc.</li> <li>16. Stanhope M. &amp; Lancaster J. (2016). <i>Public Health Nursing</i>, 9<sup>th</sup> edition. Mosby: Elsevier Inc.</li> <li>17. Stanley, M. &amp; Beare, P.G. (1999). <i>Gerontological nursing: a health promotion/ protection approach</i>. 2<sup>nd</sup> ed. Philadephia: F. A. Davis Company</li> <li>18. Nanda International. (2009). <i>Nursing diagnoses: definition &amp; classification 2009-2011</i>. United Kingdom: Blackwell Publishing.</li> <li>19. Bulechek G.M., Butcher H.K., Dochterman J.M., Wagner C. (2013). <i>Nursing Interventions Classifications (NIC)</i>. 6<sup>th</sup> edition. Mosby: Elsevier Inc.</li> <li>20. Moorhead S., Johnson M., Maas M.L., Swanson E. (2013). <i>Nursing Outcomes Classifications (NOC): Measurement of Health Outcomes</i>. 5<sup>th</sup> edition. Mosby: Elsevier Inc.</li> </ol>
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills
<b>Forms of Assessment</b>	<ul style="list-style-type: none"> <li>- Class/group participation ((10%)</li> <li>- Assignment: Case study report (10%), reflection paper (10%), journal reading (10%), older people assessment (20%)</li> <li>- Written Test (25%)</li> <li>- OSCE (15%)</li> </ul>
<b>Date of Last Amendment Date</b>	June 2022

### Course Learning Outcome Assessment of Learning Outcomes for Course Modules

**Course Module Name** : Gerontological Nursing  
**Code** : 21R01411102  
**Semester** : V  
**Person responsible for the module** : Andi Masyitha Irwan, S.Kep., Ns., MAN., PhD.  
**Lecturers** : Kusrini Kadar, SKp., MN., PhD.  
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Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Attitude (A):</b></p> <p><i>Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing</i></p>	<p>After completing the course and given with a gerontological nursing case, students will be:</p> <p><b>CLO 1.</b> Demonstrate ethical principles and cultural sensitivity in managing gerontic nursing care <b>(A)</b>.</p>	<p><b>Class participation</b></p> <p><b>Reflection Paper</b></p>	<p>Rubric for class participation</p> <p>Student attendance register</p>
<p><b>Knowledge (K):</b></p> <p>Nursing graduates master nursing science and also information system and technology to provide patients with nursing care based on scientific nursing process and approaches</p>	<p><b>Knowledge:</b></p> <p><b>CLO 2.</b> Formulate a plan of gerontic nursing care. <b>(K)</b></p>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>- Case study report: Students are asked to compile a nursing care report according to the case given in the class</li> <li>- Older people assessment: students are asked to formulate a nursing care plan based on the assessment</li> </ul>	<p><b>Rubric for Multiple Choice Questions</b></p> <ul style="list-style-type: none"> <li>- Scored 1, if the answer is correct.</li> <li>- Scored 0, if the answer is wrong.</li> </ul>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<p>performed to an older people in the community setting</p> <p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <ul style="list-style-type: none"> <li>- Mode of delivery: Online through Learning Management System (LMS) &amp; paper-based exam.</li> <li>- Total number of questions: 100.</li> <li>- Each question must be completed within 1 minute.</li> <li>- Duration of exam: 100 minutes.</li> </ul> <p><b>Individual and group presentation</b></p>	<ul style="list-style-type: none"> <li>- Final grade= Total corrected items divided by total items multiply 100.</li> </ul> <p><b>Rubric for case study report</b></p> <p><b>Rubric for nursing care report</b></p> <p><b>Rubric for Presentation</b></p>
<p><b>Competence (C1):</b></p> <p>Graduates are able to provide comprehensive and continuous nursing care that ensures research-based patient safety in accordance to nursing care standards in all areas of nursing particularly of diseases that are common in Indonesia as a tropical and maritime country.</p>	<p><b>Competence:</b></p> <p><b>CLO 3.</b> Simulate interventions for appropriate management of gerontic nursing problems. (C1)</p>	<p><b>Clinical Skill Lab Mastery:</b></p> <p>art therapy, physical exercise for older people, monthly health check-up, safety and manual handling</p> <p>Objective Structured Clinical Examination (OSCE)</p>	<p><b>Rubric for Clinical Skill Lab Observation</b></p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
	<p><b>CLO 4.</b> Demonstrate gerontic nursing care in both clinical and community settings. (C1)</p>		
<p><b>Competence (C4):</b> Graduates are able to improve the quality of nursing and health services by implementing research skills and integrating nursing theories into practices.</p>	<p><b>CLO 5.</b> Integrate research findings into gerontic nursing care. (C4)</p>	<p><b>Assignment</b> The student will be grouped and are asked to find and make summary of a research article based on common diseases suffered by older people. They will be asked to share the summary before the class begin</p>	<p><b>Rubric for group presentation</b></p>
<p><b>Competence (C5):</b> Able to enhance professional expertise in the field of nursing through lifelong learning.</p>	<p><b>CLO 6.</b> Apply critical thinking skills in providing nursing care and health education (C5)</p>	<p><b>Assignment:</b> Students are asked to discuss and present about various aging theories and its implication for the nursing care and need of health education</p>	<p><b>Rubric for group presentation</b></p>

**Proportion of assessment aspects according to the course learning outcomes.**

No	Code	CLO	Learning Method	Evaluation Method						Proportion	
				Participatory Analysis	Project Result	Assignment	Quiz	Mid-test	Final Test		
1	A	CLO1	Lectures, discussions, case method	<ul style="list-style-type: none"> <li>• Activeness in discussions and presentations 10%</li> <li>• Reflection paper 10%</li> </ul>							20%
2	K	CLO2	Lectures, discussions, case method		Assessment of one older people 20%	Case study 5%				Final test: MCQ 25%	50%
3	C1	CLO3	CSL	OSCE 15%							15%
4	C1	CLO4	CSL								
5	C4	CLO5	Group presentation			Journal reading 10%					10%
6	C5	CLO6	SGD			Case study 5%					5%
<b>Total</b>				35%	20%	20%			25%	100%	

### Example of Written Test Exam

Mr. S, 70 years old, has been complaining of neck stiffness in the last 6 months. During assessment, he said not knowing the etiology of his complaint. He always massaged the back of his neck. His family said the client likes to consume salty fish mainly during the rainy season. There was a smoking history for 20 years. He never seeks treatment from the public health centre. Blood pressure was 170/110 mmHg, breathing 18x/minutes, heart rate 89x/minutes and body temperature 36.7C. (CLO2)

1. Main nursing diagnosis for Mr. S is:
  - A. Decrease of cardiac output
  - B. Knowledge deficiency
  - C. Pain
  - D. Ineffective health management
  - E. Ketidakefektifan regimen pengobatan
  
2. What is the main nursing intervention?
  - A. Educate patient and family about healthy diet
  - B. Perform patient screening regarding his risky behavior ening pasien mengenai kebiasaannya yang berisiko
  - C. Describe rational and benefit of practicing relaxation techniques
  - D. Assess patient's level of knowledge related to disease mechanism
  - E. Explain sign and symptom of the disease, based on need

Mr. A, 68 years old, had a stroke last year. He used a cane to walk. During assessment, he complained that since he got a stroke attack, he could not talk clearly. As a consequence, the family could not understand what he said and frequent arguments occurred between Mr. A and family. In addition, he felt shy to go outside due to difficulty to talk clearly. Blood pressure was 170/mmHg. (CLO2)

3. Main nursing diagnosis for Mr. S is:
  - A. Impaired social interaction
  - B. Decrease heart tissue perfusion
  - C. Activity intolerance
  - D. Impaired mobility
  - E. Fall risk