

Module Description: Gerontological Nursing (21R01411102)

Module designation	Course Module
Semester(s) in which the module is taught	IX
Person responsible for the module	Silvia Malasari, S.Kep., Ns., MN (coordinator) Andi Masyita Irwan, S.Kep., Ns., MAN., PhD Syahrul Said, S.Kep., Ns., Mkes., PhD Kusrini Kadar, S.Kp., MN., PhD Waode Nurisnah, S.Kep., Ns., M.Kes Arnis Puspitha, S.Kep., Ns., M.Kes Nurhaya Nurdin, S.Kep., Ns., MN., MPH Framitha Rahman, S.Kep., Ns., MSc
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and is offered in the 9 th semester.
Teaching Methods	The teaching methods used in this course are: <ul style="list-style-type: none"> - Pre-post Conference - Clinical tutorial - Bedside teaching demonstration - Bedside teaching supervision - Nursing round - Case Report - JournalCritical Appraisal. <p>The class size for a group of students in clinical and community practice is approximately 5 to 15 students for each facilitator/lecturer.</p>
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 74,67 hours clinical fieldworks in one semester.
Credit points	2 credit points (equivalent to 3.02 ECTS)
Required and recommended prerequisites for joining the module	Students must have taken the following professional nurse courses: <ol style="list-style-type: none"> 1. Basic Science Nursing 2. Medical-Surgical Nursing 1 3. Medical-Surgical Nursing 2 4. Maternity Nursing 5. Pediatric Nursing 6. Psychiatric Nursing 7. Emergency Nursing
Module objectives/intended learning outcomes	After completing the course, the students will be: Attitude: CLO1: Applying the basic concepts of gerontic nursing and the concepts and theories of aging in accordance with ethical and legal considerations (A1) Competence:

	<p>CLO2: Providing gerontic nursing care for elderly individuals in community and hospital settings (C1, A2)</p> <p>CLO3: Delivering professional nursing services and engaging in interprofessional collaboration to enhance the health status of the elderly through effective communication (C2).</p> <p>CLO4: Applying evidence-based practice in gerontological nursing care (C4)</p>
Content	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. Nursing assessment to elderly patient <ul style="list-style-type: none"> ● Health Assessment ● Physical examination ● Daily Activity Independence ● Depression Scale ● Cognitive Measurement ● Insomnia Rating Scale ● Risk Falls Assessment 2. Nursing Diagnoses: Data analysis and nursing diagnoses decision <ul style="list-style-type: none"> ● Nursing diagnoses based on reference. (i.e. NANDA) 3. Nursing Intervention, example: <ul style="list-style-type: none"> ● Non-pharmacological therapy ● Pharmacological therapy ● Posyandu for elderly in community ● Health Education ● Group Activity Therapy ● Modality Therapy ● Complementary Therapy 4. Nursing Documentation & Report <ul style="list-style-type: none"> • Writing patients' report 5. Nursing evaluation : <ul style="list-style-type: none"> • SOAP Method <p>Evidence based-practice in gerontological nursing</p>
Examination forms	<ul style="list-style-type: none"> - Written test, - Direct observation of procedural skill (DOPS), - Subjective Oral Case Analysis (SOCA), - CIR, - Case Report, - Objective Structured Long Examination (OSLER), - Multi-Source Feedback (MSF) 360 - Portopholio
Study and examination requirements	<ol style="list-style-type: none"> 1. Students are engaged in a professional program in accordance with their intended objectives. 2. Students are required to arrive 15 minutes before the start of any activity; if a student is late, they must report to their supervisor. 3. Students must wear the complete attire (appropriate attire as per the professional program regulations and an ID Card). If the attire is incomplete, students are not allowed to participate in practical activities and will be subject to professional duty replacement. 4. Students must carry their nursing kit every day. 5. Students are not permitted to use their mobile phones during practical sessions.

	<ol style="list-style-type: none"> 6. Students are prohibited from taking photos or videos of patients and any part of the hospital premises, and from disseminating information (directly or indirectly) on social media. 7. If a student arrives late (maximum 15 minutes) at the practice location, they are required to serve a 2-day professional duty replacement.
<p>Reading list</p>	<ol style="list-style-type: none"> 1. Bulechek, G.M., Butcher, H.K., Dochterman, J.M. (2013). Nursing intervention classification (NIC). 5th ed. United Kingdom: Elsevier Inc. 2. Daniels. 2010. Nursing Fundamental: Caring & Clinical Decision Making. New York. Delmar Cengage Learning 3. Douglas G., Nicol F., Robertson C., Rudijanto A. (2014). Pemeriksaan Klinis Macleod (dengan 28 online video). Edisi Bahasa Indonesia 13. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd. 4. DPP PPNI, 2016, Standar diagnosis keperawatan Indonesia, definisi dan indikator diagnostik, DPP PPNI. 5. Eliopoulos, C. (2014). Gerontological Nursing, 8th. Philadelphia: Lippincott Williams & Wilkins. 6. Herdman H& Kamitsuru. (2014). Nursing diagnoses: definition & classification 2015-2017. United Kingdom: Blackwell Publishing. 7. Koziar, B., Erb, G., Berwan, A.J., & Burke, K. (2008). Fundamentals of Nursing: Concepts, Process, and Practice. New Jersey: Prentice Hall Health. 8. Lueckenotte, A.G. (1996). Gerontologic nursing. St. Louis: Mosby Year Book. 9. Lynn P. (2011). Taylor's Handbook of Clinical Nursing Skill, China: Wolter Kluwer Health 10. Lynn, P (2011). Taylor's Handbook of Clinical Nursing Skills. 3rd ed. Wolter Kluwer, Lippincott Williams & Wilkins. Philadelphia. 11. Mauk, K. 2014. Gerontological nursing : competencies for care. (3rd ed). The USA : Jones & Bartlett Learning. 12. Meiner, S. E. (2015). Gerontologic nursing (5th Ed.). Missouri: Elsevier Inc. 13. Miller, C.A. (2012). Nursing for wellness in older adults: theory and practice (6th Ed.). Philadelphia: Lippincott Williams & Wilkin. 14. Moorehead, S., Johnson, M., Maas, M.L. & Swanson, E. (2012). Nursing Outcomes Classification (NOC): Measurement of Health Outcomes. 5th edition. Mosby: Elsevier Inc. 15. Nanda International. (2014). Nursing Diagnoses 2015-17: Definitions and Classification (Nanda International). Philadelphia: Wiley Blackwell 16. Perry, potter. 1995. Buku saku ketrampilan dan prosedur dasar edisi 3. Jakarta: buku kedokteran EGC. 17. Rebeiro G., Jack L., Scully N., Wilson D., Novieastari E., Supartini Y. (2015). Keperawatan Dasar: Manual Keterampilan Klinis. Edisi Indonesia. Elsevier (Singapore) Pte Ltd. <p>Supporting References:</p> <ol style="list-style-type: none"> 1. Grodner M., Escott-Stump S., Dorner S. (2016) Nutritional Foundations and Clinical Applications: A Nursing Approach. 6th edition. St. Louis: Mosby Elsevier 2. Huether S.E. and McCance K.L. (2016) Understanding Pathophysiology. 6th edition. Mosby: Elsevier Inc.

	<ol style="list-style-type: none"> 3. Lewis S. L., Dirksen S. R., Heitkemper M. M., Bucher L. (2014). Medical Surgical Nursing, Assessment and Management of Clinical Problems.. 9th edition. Mosby: Elsevier Inc. 4. Madara B, Denino VP, (2008). Pathophysiology; Quick Look Nursing, 2nd ed. Jones and Barklet Publisher, Sudbury 5. Waugh A., Grant A., Nurachmah E., Angriani R. (2011). Dasar-dasar Anatomi dan Fisiologi Ross dan Wilson. Edisi Indonesia 10. Elsevier (Singapore) Pte Ltd. 6. Waugh A., Grant A. (2014). Buku Kerja Anatomi dan Fisiologi Ross and Wilson. Edisi Bahasa Indonesia
Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	<ul style="list-style-type: none"> - Pre-clinic report (5%) - Nursing case report (30%) - Comprehensive exams with DOPS and OSLER (20%) - Case reflection discussion with SOCA and Journal Reading (10%) - Task Performance with DOPS (10%) - Seminar case report with MSF (15%) - Written Test/MCQ (10%)
Date of last amendment made	Juni 2023

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Gerontological Nursing
Code : 21R01411102
Semester : IX
Person responsible for the module : Silvia Malasari, S.Kep., Ns., MN
Lecturers : Silvia Malasari, S.Kep., Ns., MN
 Andi Masyita Irwan, S.Kep., Ns., MAN., PhD
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 Kusrini Kadar, S.Kp., MN., PhD
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 Nurhaya Nurdin, S.Kep., Ns., MN., MPH
 Framitha Rahman, S.Kep., Ns., MSc

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Attitude (A): Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.	Attitude: CLO1: Applying the basic concepts of gerontic nursing and the concepts and theories of aging in accordance with ethical and legal considerations (A1)	<ul style="list-style-type: none"> - Direct Observation Procedural Knowledge (DOPS) - Objective Structure Long Examination Record (OSLER), <p>*Mode of delivery: Students' attitude will be observed while performing procedural nursing care to a patient/client in DOPS and OSLER</p> <ul style="list-style-type: none"> - Multi Source Feedback (MSF) or 360 Degree, <p>*Mode of delivery: students' attitude will be seen in the feedback of patients/clients, patients' families, health professionals, etc</p>	<p>Rubric for observation</p> <ul style="list-style-type: none"> - DOPS - OSLER <p>Rubric for MSF evaluation</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<ul style="list-style-type: none"> - Written test by using vignettes (try out of Nursing Competencies Exams). <p>*Mode of delivery: paper-based practice</p> <p>Total number of questions : 5; Duration of exam: 5 minutes</p>	<p>Rubric for written test/vignette</p> <ul style="list-style-type: none"> - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong.
<p>Competence (C1):</p> <p>Able to manage comprehensive and continuous nursing care that ensures patient safety based on research outcomes, in accordance with nursing care standards across all nursing areas, according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country (C1).</p>	<p>Competence:</p> <p>CLO 2:</p> <p>Providing gerontic nursing care for elderly individuals in community and hospital settings (C1, A2)</p>	<ul style="list-style-type: none"> - DOPS, - OSLER <p>*Mode of delivery : the students is supervised directly in the settings</p> <p>Duration : no more than 30 minutes per person in one time supervision</p> <ul style="list-style-type: none"> - CIR (if applicable), - Case Report, - Portopholio <p>*Mode of delivery: the students make a paper report about the nursing care</p> <p>Subjective Oral Case Analysis (SOCA)</p> <p>*Mode of delivery: the students will be assessed by interviewing face to face regarding their knowledge and perceptions towards clients/patients' case.</p>	<p>Rubric for supervision (DOPS, OSLER)</p> <p>Rubric for paper/reports (CIR, Case Report, Portopholio)</p> <p>Rubric for interview (SOCA)</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<ul style="list-style-type: none"> - MSF 360 Degree, *Mode of delivery: the students' competencies in conducting nursing care will be examined from the feedback of health professionals, patients/clients, and families - Written test by using vignettes (try out of Nursing Competencies Exams). *Mode of delivery: paper-based practice Total number of questions : 5 Duration of exam: 5 minutes 	<p>Rubric for MSF Evaluation</p> <p>Rubric for written test</p> <ul style="list-style-type: none"> - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. <p>Final grade= Total corrected items divided by total items multiply 100</p>
<p>Competence (C2):</p> <p>Able to conduct therapeutic communication with clients and provide accurate information to clients and/or family/caregivers/advisors to obtain the necessary nursing consent that falls within their responsibility (C2).</p>	<p>Competence:</p> <p>CLO 3: Delivering professional nursing services and engaging in interprofessional collaboration to enhance the health status of the elderly through effective communication (C2).</p>	<ul style="list-style-type: none"> - DOPS, - CIR (if applicable), - Case Report, - OSLER, - MSF 360 Degree, *Mode of delivery : The interaction or the conversations between nurses, doctors, patients or families in the process of nursing care will be observed when they focused on the patients' health outcomes - Written test by using vignettes (try out of Nursing Competencies Exams). 	<p>Rubric for supervision (DOPS, OSLER)</p> <p>Rubric for written test</p> <ul style="list-style-type: none"> - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. <p>Final grade= Total corrected items</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<p>*Mode of delivery: paper-based practice</p> <p>Total number of questions : 5</p> <p>Duration of exam: 5 minutes</p>	<p>divided by total items multiply 100</p>
<p>Competence (C4): Able to enhance the quality of nursing and health services by applying research skills and integrating theory into nursing practice (C4)</p>	<p>Competence: CLO 4: Applying evidence-based practice in gerontological nursing care (C4)</p>	<ul style="list-style-type: none"> - DOPS, - OSLER <p>*Mode of delivery : the students is supervised directly in the settings</p> <p>Duration : no more than 30 minutes per person in one time supervision</p> <ul style="list-style-type: none"> - CIR (if applicable), - Case Report, - Portopholio <p>*Mode of delivery: the students make a paper report about the nursing care</p> <ul style="list-style-type: none"> - Subjective Oral Case Analysis (SOCA) <p>*Mode of delivery: the students will be assessed by interviewing face to face regarding their knowledge and perceptions towards clients/patients' case. The interview questions focus on practice that has been done based on evidence found from journal etc. The article from the journal and its nursing implications must be presented in the report.</p>	<p>Rubric for supervision (DOPS, OSLER)</p> <p>Rubric for paper/reports (CIR, Case Report, Portopholio)</p> <p>Rubric for interview (SOCA)</p>

Example of Written Test Exam

1. A 62 year old woman accompanied by her family came to the consul at the Polygeriatrics, saying she was still thinking about plans for the operation she would undergo. Before surgery, the client is given an explanation of the benefits and possible risks of the procedure. The client is asked to sign an informed consent sheet if they agree to the action plan. **(CLO 1)**

What ethical principles are met?

- a. *Justice*
- b. *Fidelity*
- c. *Benefiscience*
- d. *Non maleficience*
- e. *Respect for autonomy*

2. A 78 year old man, during a home visit, was found lying weak. Assessment results: right legs and arms are weak, right extremity muscle strength is 2 and left 5. The client can eat alone, defecate himself in the toilet. However, clients are still assisted when bathing, moving to the bathroom, and dressing. **(CLO2)**

What is the KATZ ADL independence category for the client above?

- a. category B
- b. category C
- c. category D
- d. **category E**
- e. category F

3. A 65 year old man with Alzheimer's came to the geriatrics clinic for his second routine consultation. During the interview, the client did not cooperate, spoke little, appeared apathetic in non-verbal responses and refused to answer the questions asked. **(CLO 3)**

What is the primary nursing action plan?

- a. Ignore the patient's reaction
- b. Continue the interview process
- c. Termination of the interview process
- d. **Explain the purpose of the interview**
- e. Analyze the questions asked