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YOUTH & INFORMATION



Centre of Occupational Studies
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THE CENTRE OF OCCUPATIONAL STUDIES

CURRICULUM

Developed By

THE CENTRE OF OCCUPATIONAL STUDIES

MINISTRY OF EDUCATION, YOUTH and INFORMATION
JAMAICA

OCCUPATIONAL ASSOCIATE DEGREE in ALLIED HEALTH CARE (GERIATRICS)

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COS 2017

INTRODUCTION

Aligned with the goals of the National Development Plan for Jamaica, is the thrust for educational development through opportunities of higher learning and professional development. One element of this thrust is the development and implementation of Occupational Programmes of Study. Occupational Certification is designed to bridge the gap between traditional and TVET education at the tertiary level.

Occupational Studies involves the training and assessment to support the development of competence in specific skills/occupations, designed to prepare individuals for employment. Occupational programmes are defined by the methodologies of Competency Based Education and Training (CBET), and the Technical Vocational Education Training (TVET) strategies for the development of competent workforces. A critical operational principle of the CBET Policy is that the development of Training, Assessment and Certification Programmes must be designed upon the occupational competencies of the workplace that is the needs, demands and requirements of employment.

The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. The design and development of this Occupational Associate Degree curriculum has incorporated the CBET Principles, the National Vocational Qualification of Jamaica, benchmarked against other international standards and similarly recognized international programmes of like nature. It is also reflective of the Educational, TVET, Social, Cultural and Economic goals of the Vision 2030 Development Plan for Jamaica.

The Occupational Degree Curriculum is designed to aid the professional and competency based pathway for persons to develop occupational competencies across the specific skill areas at various levels, with an emphasis on academic and personal cognitive development. This parallel pathway will allow persons to have comparable credentials of recognition to those of their counterpart perusing academic studies.

OCCUPATIONAL RATIONALE

A country's global competitiveness is a function of the quality of its workforce and therefore, a skilled workforce is essential for sustainable, and balanced growth. The Planning Institute of Jamaica, in the 2012 survey of living conditions, reported that the age 14 and over population without certification at any level was 69.6 per cent. Some 90.7 per cent of the poorest in the population had no certification while among the wealthiest, the figure was 53.5 per cent. Non-certification among the Prime Working Age (25 – 29) was at 70.1 percent, males with no certification was 77.1 percent, and females were 64.0 percent. In the Jamaica's capital, Kingston, the number of people without formal certification was 39.4 percent. Clearly, there is the need for relevant and accessible educational training opportunities that are designed to create a globally competitive workforce. The industry through a needs analysis, also clearly identified and defined the need for a workforce complimented by qualified employees with applied knowledge and skills in selected areas of study; to provide effective and efficient supervisory and leadership competencies.

The development of occupational certification is further rationaled by the obvious necessity to align higher education with the emerging needs of workplace and industry as well as the growing relevance of occupational certification internationally.

Philosophical Principles

Occupational Studies Programmes in are developed against the philosophical principles that,

- Professional knowledge is what a learner should know and understand regarding the subject.
- Professional skills are what a learner should be able to do.
- Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including Information Technology skills needed for that job.
- Responsibility aspect determines the
 - Nature of working relationship,

- Level of responsibility for self and others
- Managing change and
- Accountability for actions

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Occupational Associate Degree in Allied Health Care (Geriatric) - Course Listing by Name	Course Code	
1. Applied Health Care Calculations	GCMAT101S1	
2. Using Communication Skills 1	GCCOM102S1	
3. Using Computer Applications For Health Care Facilities	GCCAP103S1	
4. Orientating To The Geriatric Care Sector	GCORI104S1	
5. Using Anatomical and Physiological Knowledge 1	GCAPK105S1	
6. Practicing Occupational Health and Safety	GCOCC106S1	
7. Using Anatomical and Physiological Knowledge II	GCAPK107S2	
8. Using Communication Skills II	GCCOM108S2	
9. Applying Conversational Spanish	GCSPA109S2	

10. Applying The Theories of Aging to Geriatric Care	GCAGI110S2	
11. Promoting Health & Wellness in The Older Adults	GCPHW111S2	
12. Applying Contemporary Ethics/Legal Principles To Geriatric Care	GCELP112S2	

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Acknowledgement

The Centre of Occupational Studies acknowledges the professional and intellectual contribution of the institutions and organisations which served in the development of the Occupational Associate Degree in Allied Health Care (Geriatric).

This Curriculum being designed on workplace competencies and recognized Occupational Standards, required the input and validation of trainers, lecturers, instructors, industry professionals and learning resource developers.

Paramount to the development of this curriculum was the collaborative efforts of representatives from the below entities. It is therefore with respect and regard for competent learning, up-skilling and quality service that the Centre of Occupational Studies acknowledges:

- ❖ HEART –Trust/NTA
- ❖ Excelsior Community College
- ❖ Garmex Heart Academy
- ❖ Northern Caribbean University
- ❖ University of Technology

Matriculation Requirements

For matriculation or entry into the Occupational Associate Degree programme applicants must meet/possess at least one of the below requirements:

- Career Advancement Programme (CAP) NVQ/CVQ, Minimum Level 2 Certification
- HEART Trust/NTA, NVQ – Minimum Level 2 Certification
- Other entry requirements – in accordance with the respective COS Institution minimum entry requirements.

- **Mature Entry**

Applicants with relevant experience of service in the sector may seek to pursue this programme. The mature entry status should be further specified and confirmed in accordance with the relevant policies and procedures established at the institution hosting this programme. Applicants who qualify under this category must pass a college readiness test of English and Mathematics and are required to submit a professional portfolio which will be used to determine eligibility. Mature entrants may be required to complete bridging courses prior to enrollment into this programme being guided by the institutional policies and procedures specific to same.

Entry Test

All applicants requesting enrollment into this programme **MUST** sit the COS recommended entry test (ASSET Test).

Entry Points

- Entry at the start of the programme: Candidates can enter this OAD Programme at the commencement, year 1 semester 1.
- Entry at the start of the year two: Candidates can enter this OAD programme at the commencement of year 2 semester 1, provided the candidate satisfies the minimum proficiency rating of the demonstrated occupational outcomes of all prerequisite and prior sequenced courses in the year 1.

Exemptions

Prior Learning Assessment/Advanced placement may be sought by trainees who have successfully completed courses taken through a recognized technical vocational institution or recognized certifying body. Trainees may apply for credit transfer in accordance with the Transfer Policies and Procedures of the institution offering this programme, in consultation with the COS. Successful applicants will receive exemptions from eligible units of competency once requirements for obtaining credit transfer are satisfied.

Design Format

This Curriculum is packaged in discrete Courses of Employable Skills which can be independently delivered and assessed; however, there are courses which are competency builders for others. These courses, although independently teachable and assessable, may be prerequisite courses and should be attained by the student prior to commencement of the respective course to be pursued.

Programme Structure

The Occupational Associate Degree Programme is structured to be delivered over 4/5 semesters. The programme should be completed within the limits as stated below:

- By full-time study the programme is normally two years. The time limit to complete the programme must not exceed three years.
- By part-time study, the programme is expected to be completed within three years, but must not exceed four years.

The programmes are structured to provide a mixture of:

- general education courses
- support courses
- specialized courses
- industry experience

The Programme Structure consists of a number of Courses. The following are the components of each course:

1. Course Parameters

The parameters detail the name of the *faculty*, the *programme name*, the *course name*, the *course code*, the *credit hours*, the *credit value*, *semester and year*, *prerequisite course*; and the *approving authority*.

2. Learning Outcomes and Instructional Objectives

The set the boundaries for the learners' attainment, as well, as that for the instructors'/lecturers' delivery of content.

3. Units

The Units are the building blocks for the course; they have *Specific Objectives*, which form the instructional strategies for the delivery of the unit and the basis for the development of assessment strategies and project assignments. The course content is each Unit. It sets the range and depth of knowledge, skills and attitudes to be covered by each instructor/lecturer. It serves to standardize the instructors/lecturers.

4. Credit Hours & Credit Value

Credit Hours is the time suggested for the duration of the delivery time. Credit Value is the credit requirements aligned with the credit hours, for certification or the granting of the Award. The theory courses are calculated as 15 hours per credit with a minimum of 45 hours of instruction and practical courses are calculated at 45 hours per credit with a maximum of 4-6 credits per course.

5. Capstone Experience

The Capstone Experience outlines industry specific tasks/assignments the students will undertake to consolidate their learning by incorporating the competencies gained. Students' capstone experience is represented in a project, undertaken after successful completing and acquiring the requisite competencies of all courses in the programme.

6. Resources

The resources required to support the attainment of the learning and instructional objectives are indicated, these often include: human resources, materials, text, etc.

7. Industry Experience – Internship/Externship

The Associate Degree programmes include a work experience component which allows students to gain practical skills and observe and apply management principles and theories. Students

pursuing an this degree are required to complete 240 hours of Industry Experience. Exemptions may be granted at the discretion of the institution.

8. Methodology

The methods of delivery are the suggested instructional strategies use in the delivery of the specific programme. **These learning strategies are intended to encourage, in each student, the following competencies; the ability to:**

- manage resources within defined areas of work
- make independent choices and solve routine problems independently
- transfer and apply theoretical concepts and technical skills to a range of contexts
- judge the reliability and validity of different sources of information
- manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices
- understand the importance of Standard English in written, spoken or visual messages in the field of Renewable Energy
- understand the value of life-long learning to a professional in the field of Renewable Energy
- demonstrate awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks
- demonstrate tolerance and temperance when interacting with others.
- develop the performance of the requisite technical competencies relevant to the unit and the course of study
- increase the independence of the learner
- create critical thinkers
- equip learners to enter the corporate world

A variety of strategies will be used to facilitate student learning and competency development. The list includes, but is not limited to, combinations of the following:

- Interactive lectures
- guest lectures

- group discussions/ Think-pair-share
- case studies
- audio visual presentations
- independent study
- individual/group research/projects
- individual/group presentations
- laboratory work
- practical demonstrations
- problem solving
- site visits (including virtual visits)
- seminars/workshops
- blended delivery to include the use of the Internet/Intranet

9. Occupational Assessment (OA) & Evaluation

The curriculum is designed to accommodate occupational assessment and evaluation, similar to that of competency based assessment. This is where student learning, competency development and demonstrated performance is assessed on an on-going basis in alignment with the specific learning outcomes for each course. This approach allows for corrective development and learning.

All assessment is designed to measure the level of mastery a student has achieved of the competencies stated in the course syllabus. Student competencies are displayed, as much as possible, in a real or simulated workplace environment. Where it is not possible for this to be done, students are presented with an opportunity to display competencies in a context that is familiar to them.

Assessment instruments are designed to produce valid and reliable grades that are used to inform planning, and competencies are measured in contexts which are student-centered, and provide opportunity for verification of the authenticity of students' work.

Occupational Assessment for this programme will outline in each course outline:

- the suggested unit/ cluster-of-units to be assessed, (for example, UNIT I, II and III)
- the suggested strategy/type(s) of Occupational Assessment (OA), (example, OA – Group research paper and presentation)
- the percentage weight which each grade will represent in the final grading for rating, (for example, 20%)

An occupational assessment/evaluation can be a combination of any of the following.

- Tests/written paper
- Laboratory activities
- Practical demonstrations (in-class, field)
- Projects (individual or group)
- Oral reports and presentations (in-class)
- Graphical displays
- Self and peer evaluations

In applying an on-going assessment approach, the view of final examination will must not be observed, instead assessment which is scheduled at the end of the semester will cover the remaining units to be to be assessed. The facilitating team within the institution has the liberty to determine to, should the need be observed, minimally include previously assessed units based on an alignment with the main units to be assessed.

The end of semester assessment will be any of or a combination of any of the following:

- Multiple Choice Questions (MCQs) & Structure Questions (SQs)
- Practical Assignments (PAs)

Portfolio of Assessment

A Portfolio of Occupational Assessment will be developed by each student on a per semester basis. The portfolio is intended to capture for external verification purposes, evidences of

occupational assessment activities and related outcomes. The institution is required to provide mentoring to students in the development of individual portfolios.

Feedback

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence/instrument.

10. Proficiency Rating/Grading Scheme

A student's *final grade* which determines the *competency rating* is calculated by the combination of the on-going assessment grades. *See the Grading Scheme below.*

11. Recommendations to Programme Administrators/Lecturers

This Occupational Associate Degree is designed on the CBET Principles to reflect the requirements of industry, as well as, that of the learning institution. It is therefore important that individuals responsible for programme administration, programme delivery and the management of the assessment and certification processes exercises due process to actualize the principles of Competency Based Education and Training (CBET) in the Teaching and Learning experiences. It is being recommended that Experiential Learning Strategies be a critical feature of the process. The Assessment Processes employs Authentic and Fair Assessment Strategies to confirm students' competencies. Assessment should not only be for the confirmation of competence but also be used as a catalyst for improving the instructional process and students' achievements.

Awarding of Degree

Upon completion of the below, participants who have pursued the Allied Health (Geriatrics) programme will be awarded an *Occupational Associate Degree in Allied Health (Geriatrics)*

Participants must have:

1. completed all courses as specified by the programme
2. completed two hundred and forty (240) hours of Work Experience

3. met all other requirements as outlined by individual institutions and the *Centre of Occupational Studies within the Ministry of Education Youth and Information.*

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COS PROFICIENCY RATING GRID

Mark Range (where applicable)	Grade Point Average (GPA)	Letter Grade	Description
90 – 100%	4.00	A	High Competence: where the student has demonstrated highly original, relevant and sophisticated applications of research, appraisal, enquiry and evaluation techniques resulting in innovative concepts that challenge existing conventions In the field of study.
85 – 89%	3.70	A-	Competence with Distinction: where the student has demonstrated a high level of performance indicating depth and breadth in research, appraisal, enquiry and evaluation with broad application of knowledge of theoretical concepts, and applied analytical thought.
80 – 84%	3.30	B	
75 – 79%	3.00		Competent: where student has met all requirements of assessment tasks to a satisfactory level.
70-74	2.70	B-	
65-69	2.30	C	
60-65	2.00		
55-59	1.70		
50-54	1.30	C-	
Under 50 (45-49)	1.00	D	NYC: where the student has not demonstrated satisfactory performance in assessment tasks or has not met subject requirements.
Under 45	1.00	E	
NYC of a 'must pass event'			Not Yet Competent: where the student has an overall mark for the subject at a passing level, but has not demonstrated satisfactory performance to be deemed competent.
Withdrawn no penalty:			
<ul style="list-style-type: none"> a) Where the student has withdrawn from the subject on or before the census date b) Where the student has withdrawn from subject after consultation, without penalty c) Where the student has withdrawn from the subject due to serious illness or misadventure 			
Deferred result: Where, for approved reasons, health or misadventure, a student is allowed to resubmit an assessment or sit an exam at a later date.			

PROFILE
OCCUPATIONAL ASSOCIATE DEGREE
ALLIED HEALTH CARE (GERIATRICS)

Programme Rationale

According to the Journal of Gerontology & Geriatric Research (2018), Gerontological nurses work in partnership with older adults, their families, and communities to support healthy aging, maximum functioning, and quality of life. The term Gerontological nursing, which replaced the term Geriatric Nursing in the 1970s, is seen as being more consistent with the specialty's broader focus on health and wellness, in addition to illness.”

The latest official data from the Planning Institute of Jamaica (PIOJ) indicates that Jamaica’s population is ageing, with some 280,000 Jamaicans now at the age of 60 years and over. Further, the fastest growing segment of the country’s population is the age cohort of 65 years and over (Jamaica Information Service (JIS), 2011). With this data increasing throughout the years, it has confirmed that more persons are living longer, hence, more interest in older people as their numbers in society increases. The longer life is credited to the care for health and the practice of wellness. More people than ever before is surviving to their senior years which substantially makes the demand for more working nurses in gerontology/geriatric care.

On a global level the number of elderly people in society is increasing and is evidenced by literature. It is projected that by 2025, the number of elderly people will increase by 146% to 1.25 billion worldwide. Over the past two decades in Australia, the number of elderly people has increased by 170.6%. Routasalo (2013). The growth in this population of older people is staggering, posing tremendous challenges in caring for this group and their chronic conditions and hence substantiates the importance of training in Gerontological nursing.

Local and global data has informed entrepreneurial activities which has led to an expansion in nursing home and private residential care as well as the increase in the number of retirement communities in Jamaica are beneficiaries of the aging population and the fact that many returning retired residents have the need for health and wellness services. Along with the change in longevity and lifestyle, and the impact on the health and wellness industries, is also the need to develop and satisfy the emerging health and wellness needs of the aged. As such, several institutions have opted to provide training in allied health care, practical nursing and patient care at levels 1 & 2.

These factors together, helped to form the conclusion for the need for advanced occupational training in this discipline, coupled with the fact that this occupational programme provides a pathway for advance technical and professional development of persons trained/being trained and or practicing in the industry.

Programme Description

The Occupational Associate Degree Programme in Allied Health Care (Geriatrics) is an Applied Associate Degree which is designed to accommodate workplace competencies. It is developed for persons who are desirous of developing the knowledge, skills and attitudes necessary to become well-rounded in providing direct health care to the elderly, involving, providing related support services critical to the other health professionals; applying the theories and principles of aging to care adult disorders, nutrition for the elderly with special needs, sexuality, alternative medicine, etc; as well as the application of legal principle to professional engagements, among others.

As an occupational programme the development of competencies in allied health care (geriatrics) are enabled through the integration of academia and technical/vocational training relevant to the occupational programme. The duration of study is projected for two years across four administrative semesters and a summer internship/externship (work attachment component) component. The programme design combines related underpinning academic competencies with the practical occupational competencies. The programme allows for a “work-ready” and “employable” graduate who can contribute to and create/add value to their place of employment, the industry and the nation. The development of these competencies are complimented by the professional development courses in in this programme; aimed at developing an occupational and workplace competent individual, through application of critical employability skills; science, technology, engineering, arts and mathematics (STEAM) skills and a general awareness of, sensitivity to and appreciation for human diversity. As such, the programme takes a learner-centred approach to instruction and considers the varied needs of students in the use of instructional and assessment strategies.

The programme is also designed at a level where graduates can not only earn an institutional certification, but in addition, professional and or industry recognitions including license required for professional practice.

At the end of the programme, students who are deemed competent in the specific requirements for this programme/successful will be awarded an **Occupational Associate Degree in Allied Health Care (Geriatrics)**

Programme Goals

The Allied Health Care (Geriatrics) Programme addresses the growing need for competencies related to the occupational discipline. The programme seeks to produce rounder graduates who will exhibit the abilities and competencies to function as junior supervisors with the capacity to grow and develop in the industry and continue on to higher levels of education.

Upon completion of this programme graduates should be able to:

- supervise employee and processes in the care of the elderly
- efficiently apply the theories of aging to geriatric care
- promote and supervise health and wellness in the elderly/older adults
- consistently apply relevant legal requirements and ethical principles to legal geriatric care
- apply an understanding if complementary and alternative medicine & polypharmacy issues in older adults
- promote safety while interacting with the elderly
- appropriately apply the understanding of sexuality in older adults
- apply the understanding of age related disorders in geriatric care

Employment/Career Opportunities

The competencies and professional skills to be developed by this programme are the basis for an expanding variety of rewarding careers locally and internationally. Upon completion, graduates may be eligible for employment as:

- Geriatric Supervisor
- Patient Care Coordinator/ Assistant
- Personal Care Giver/Assistant
- Assistant Geriatric Nurse Assistant
- Infirmary, Hospice and Nursing Homes Care Supervisors

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PROGRAMME STRUCTURE AND SEMESTERISATION

Year 1 – Semester 1

Course Code	Course	Credit Value	Credit Hours
GCORI104S1	Orientating to Geriatric Care	3	45
GCCAP103S1	Using Computer Applications	2	90
GCAPK105S1	Using Anatomical & Physiological Knowledge 1	3	45
GCOCC106S1	Practising Occupational Health and Safety	3	45
GCCOM102S1	Using Communication Skills I	3	45
GCMAT101S1	Applied Health Care Calculations	3	45
Total	6		

Year 1 – Semester 2

Course Code	Course	Credit Value	Credit Hours
GCAPK107S2	Using Anatomical & Physiological Knowledge 2	3	45
GCCOM108S2	Using Communication Skills II	3	45
GCPHW111S2	Promoting Health & Wellness in the Older Adults	3	45
GCAGI110S2	Applying the Theories of Aging to Geriatric Care	3	45
GCELP112S2	Applying Contemporary Ethics / legal Principles to Geriatric care	3	45
GCSPA109S2	Conversational Spanish	2	30
Total	6		

Year 2 – Semester 3

Course Code	Course	Credit Value	Credit Hours
	Using Psychology and Counselling Strategies for Geriatric Nursing	3	45
	Managing Age- related Conditions/ Disorders	3	45
	Understanding Complementary And Alternative Medicine & Polypharmacy issues in Older Adults	3	45
	Understanding Sexuality in Older Adults	3	45
	Working with Mental Health Issues	3	45
	Addressing the Nutritional needs of the Aged	3	45
Total	6		

Year 2 – Semester 4

Course Code	Course	Credit Value	Credit Hours
	Using Employability Skills	3	45
	Developing Entrepreneurial Strategies	3	45
	Applying Voice & Speech to the Workplace	3	45
	Major Capstone Project	3	45
	Externship (Work Attachment)/Practicum	6	270
	Acquiring professional and industry recognitions	3	45
Total	6		

COURSE OUTLINES

YEAR 1

SEMESTER 1

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	APPLIED HEALTH CARE CALCULATIONS
COURSE CODE:	GCMAT101S1
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is designed to equip students with the mathematical foundation needed to perform mathematical calculations in a demanding field, gain experience in logic and reasoning and overall improve their critical thinking skills. They are given further opportunities to hone their problem solving skills in resolving the challenges posed in practical situations. The projects designed in this course is in furtherance of this aim.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. convert from the metric system of measurement to the imperial system
2. recognize geometrical figures/shapes and equipment used in the field
3. compute the perimeter and areas of plane figures as well as the surface area and volume of solids
4. use formula transposition and dimensional analysis in manipulating formulae and in the

- determination of their validity
5. demonstrate competence in reading labels and in calculating dosages
 6. demonstrate knowledge of the necessary medical terminology
 7. calculate basic IV drip rate including medication in units/hr and mg/hr
 8. show proficiency in calculating paediatric dosages by weight, etc.
 9. use statistics to process and analyse data and present reports

UNIT I: ASSOCIATE MEASUREMENTS/CONVERSIONS WITH INSTRUMENTS 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 convert lengths, weight and other quantities from metric and imperial measures
- 1.2 measure a variety of lengths and angles
- 1.3 recognize the customary angles
- 1.4 convert time readings from a 12-hour clock to a 24-hour clock and vice versa
- 1.5 change temperatures in degrees Celsius to degrees Fahrenheit and vice versa

Content

The content should include but is not limited to:

- Converting for: -
 - lengths within:
 - i. the metric system mm up to km
 - ii. the imperial system inches, feet, yards, chains, furlongs and miles
 - iii. areas (such as acres to hectares) and from mm^2 to m^2 and hm^2
 - iv. volumes in metric (from mm^3 to m^3 , dm^3 and hm^3 ; millilitres (ml) to litres and imperial measures in pints, quarts and gallons and conversions across the two systems
 - v. teaspoon and tablespoon in terms of millilitres
 - weights within:
 - i. the metric system (mg to kg); metric tonne to kg; ounces, pounds, stones and the convert between the systems
 - time from a 24-hour clock to that a 12-hour clock and vice versa

- temperature from Celsius to Fahrenheit
- Measure lengths with ruler in inches and centimetres

UNIT II: DEMONSTRATE COMPETENCE IN BASIC GEOMETRY

4 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1. recognize plane shapes and solids encountered
- 2.2. develop a visual recognition of commonly used angles
- 2.3. calculate unknown angles using the theorems relating to angles on a straight line, angles at a point, angles in a triangle, in a quadrilateral

Content

The content should include but is not limited to:

- Recognition of shapes:
 - plane figures: triangles, quadrilaterals (squares, rectangles, parallelogram, trapezium, rhombus, polygons)
 - solids: cubes, cuboids, prisms, cylinders, cones, spheres, and pyramid
 - laboratory equipment: test tubes, beakers, conical flasks, syringe, pipette and pipette dropper, separating funnel, tablespoon and teaspoon
- Development of visual recognition of commonly used angles- 30° , 45° , 60° , 90° & 120°
- Calculation of unknown angles using theorems for:
 - straight lines
 - triangles
 - quadrilaterals
- Computation/Measurement of:
 - the side of a figure with a ruler or metre-rule
 - an angle using a protractor

UNIT III: INTRODUCE STATISTICS IN DATA COMPILATION/INTERPRETATION

8 HOURS

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 3.1 define probability
- 3.2 compute probability for situations involving random or chance events
- 3.3 work with summation notation
- 3.4 calculate measures of central tendency (mean, mode and median)
- 3.5 calculate measures of dispersion (ranges, standard deviation and variance, etc.)
- 3.6 analyse statistical data presented in graphical and tabular forms
- 3.7 prepare charts, histograms and frequency polygons from data collected in the geriatric facility

Content

The content should include but is not limited to:

- Probability: -
 - definition
 - calculation for:
 - experimental objects (deck of cards, die, balls)
 - other situation involving random selections from numbers, alphabet, etc.
- Summation notations
- Measures of central tendency: mean, mode and median
- Measures of dispersion: range, inter-quartile range, quartile deviation (semi-interquartile range), standard deviation and variance, mean deviation and coefficient of variation
- Graphical presentation of statistical data:
 - Charts/graphs: pie, bar and histograms
 - Graphs: line, frequency polygons and cumulative frequency curves (ogives)

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 associate a formula with a specific physical situation/event
- 4.2 test a formula and outcomes for validity using dimensional analysis (the physical units)
- 4.3 transpose a variable to become the subject of a formulae through algebraic manipulations
- 4.4 test the newly derived formula for validity

Content

The content should include but is not limited to:

- Association of formulae with physical phenomenon
 - matter – pressure ($P=F/A$), density ($\rho = M/V$),
 - temperature transposition, $X\text{ }^{\circ}\text{C} = 5/9(Y\text{ }^{\circ}\text{F} - 32)$
 - volume
 - rate of flow = $\frac{\text{quantity of flow}}{\text{time taken}}$
 - speed = $\frac{\text{distance travelled}}{\text{time taken}}$; IV drip rate = $\frac{\text{number of drops}}{\text{time taken}}$
- Test validity of formulae:
 - using dimensional analysis
 - previously confirmed results
- Transposition of formulae using:
 - algebraic manipulations
 - miscellaneous techniques

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 5.1 recognize a ratio as a comparison between measures carried out by division
- 5.2 divide a quantity into a given ratio
- 5.3 express ratios or rates in their simplified forms
- 5.4 distinguish between comparisons expressed as a ratio and those expressed as a rate
- 5.5 obtain the fourth proportional (missing term) in the relation $x: y = a: b$

- 5.6 recognize variation (proportionality) as a special case of functional relations
- 5.7 translate to mathematical form and obtaining solution to verbal statement in variation

Content

The content should include but is not limited to:

- Recognition of a ratio as:
 - a comparison by division (ratio in the form a: b)
 - the simplest natural numbers associating such quantities
- Distinguishing between:
 - quantities expressed as a ratio (a: b) and those as a rate m:1 (price, speed, etc.)
- Ratio/Division of a quantity:
 - division of a quantity gives a ratio in terms of natural numbers
 - expression of a ratio or rate in simplest form
 - obtain the fourth proportional (missing term) in the relation $x: y = a: b$
- Recognition of variations (or proportionality)
 - direct variation (or proportionality) $y \propto x$
 - indirect variations (or proportionality); $y \propto 1/x$
- Translating to mathematical form/Obtaining solution:
 - direct variation: $y = kx$
 - indirect variation $y = k/x$
 -

UNIT VI: USE THE PRINCIPLES OF CONSUMER ARITHMETIC IN CALCULATIONS

12 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 calculate percentages, profit and loss and discounts
- 6.2 solve worded problems involving simple and compound interest together with the related accumulated sum using fixed and variable interest rates
- 6.3 determine profit/gain or loss, percentage profit or loss and cost price or selling price
- 6.4 convert between currencies

- 6.5 calculate VAT such as GCT payable on goods and services
- 6.6 solve worded problems with discounts, percentage discount, initial price and discounted price
- 6.7 solve problems involving wages, salaries, overtime pay, commissions, taxes and personal tax allowance
- 6.8 perform calculations relating to hire purchase
- 6.9 manipulate the variables in simple and compound depreciation and appreciation obtaining percentages, depreciated values, appreciated values or initial values of assets
- 6.10 determine rates applicable in arriving at the sums payable on bills (utilities bills)
- 6.11 develop proficiency in the use of an electronic calculator

Content

The content should include but is not limited to:

- Calculation involving;
 - actual profit or loss, percentage profit or loss, cost price or selling price
 - actual discounts, percentage discount, initial or discounted price
 - valued added tax including GCT on good and services
 - currency conversion
- Solution of worded problems involving:
 - simple and compound interest – actual interest, percentage interest, time and accumulated balance
 - simple and compound depreciation/appreciation – actual depreciation/and appreciation, percentage depreciation, initial value and depreciated/appreciated value of asset
- Performance/Calculation relating to hire purchase:
 - deposit and percentage deposit
 - balance with or without interest
 - duration
 - value of each instalment

- wages/emoluments
 1. regular weekly wage
 2. overtime pay
 3. commission
 4. personal tax allowance applicable
 5. taxable income and tax payable
 6. labour cost and analysis
- Observing/Detecting proficiency in the use of an electronic calculator:
 - observation
 - based on class work
 - in marking quizzes and tests
- Determination of rates;
 - mileage – miles per gallon
 - cost per mile
 - wage bill per week
 - rate applicable in arriving at – utility bills

UNIT VII – DEMONSTRATE COMPETENCE IN READING LABELS AND CALCULATING DOSAGES 9 Hours

Specific Objective:

Upon completion this unit, students should be able to:

- 7.1 demonstrate the ability to read labels
- 7.2 demonstrate proficiency in reading and interpreting the terminology (the jargon)
- 7.3 calculate dosages based on age and body mass index (BMI)
- 7.4 identify the commonly used Roman Numerals

Content:

The content should include but is not limited to:

- Demonstrating the ability/proficiency to:
 - read label
 - interpret the terminology (or jargon)
- Calculation of dosages in terms of:
 - in terms of:
 1. number of tablets (including fractional part)
 2. millilitres per dosage per period specified number of hours/number of times
 3. per day
 4. grams or milligram per dosage per specified number of hours/number of
 5. times per day
 6. dosages in terms of number of teaspoonful or tablespoonful with the
 7. number of times per day specified dosages in terms of weight (mg/dosage)
- Solving weight-based problems for paediatric dosages:
 - weight-based
 - age and others

UNIT VIII– CALCULATE BASIC IV DRIP RATE**8 Hours****Specific Objectives:**

Students are competent when they are able to:

- 8.1 demonstrate proficiency at reading prescription and labels
- 8.2 be aware of the formulae for performing IV rate calculations
- 8.3 manipulate the formulae to obtain the flow rate, infusion time or other related parameters
- 8.4 calculate IV rate in terms of gravity flow (drops/min)
- 8.5 calculate IV rate in terms of pump rate (ml/min)

Content:

The content should include but is not limited to:

- Demonstration of:
 - reading prescription and labels
 - awareness of IV formulae for use in calculation
 - manipulation of formulae to obtain flow rate and infusion time
- Calculation of flow rates:
 - by gravity (drip rate – drops/min or gtt/min)
 - drip factor - millilitres /hr
 - by the pump (ml/hr)
 - convert flow rate in drops per millimetre into drops per minutes (gtt/min)
 - infusion time

CAPSTONE EXPERIENCE

A physician who operates a busy practice would normally rely on his nurse to assist with calculation of dosages and occasionally with IV flow rate and drip rates for his hospital activities.

He would subsequently check these calculations prior to implementation. The nurse who is quite adept at these calculations was absent so he asked her assistant an allied health nurse (or “practical nurse”) to assist. The following problems were given to the allied health nurse for her to solve.

Calculations (examples):

1. Order: Zithromax 1500mg Po; supply Zithromax 500mg tablets. How many tablets should the nurse administer?
2. An IV of 200ml is to infuse in 12hours using a 10gtt/ml flow rate. Calculate the gtt/min flow rate.

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INSTRUCTIONAL METHODS

- Lectures
- Demonstrations
- Discussions

- Simulations
- Project(s)
- Presentations

ASSESSMENT

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

- Oral Assignment/presentations 7%
- Written Assignment 8%
- Mid-semester test/quizzes 15%
- Group Project 30%

Final Assessment 40%

- Written 30%
- Practical Assessment 10%

Total 100%

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	V	Oral Presentation	7%
2	IV	Written Assignment	8%
3	I, II, III	Mid-Semester Test	15%
4	VI,III	Group Project	30%
5	VII,VIII	Final Assessment (Written and Practical)	40%
Total			100%

RESOURCES

1. Egler, L M., Propes, D. & Brown, A. *Basic mathematics for Nursing and Allied Health*
2. Furlonge, E. *Mathematics for CXC*
3. Raymond T., A. *Complete Course with CXC answers*
4. Channon, B., & Tomlinson, T. *Mathematics for Caribbean Schools Book 1-4.*
5. Tutorial sites for additional practice on math concepts covered in this course:
 - www.aaamath.com
 - www.math.com
 - www.teachict.com

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	USING COMMUNICATION SKILLS 1
COURSE CODE:	GCCOM102S1
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is designed to give the students the knowledge, skills and aptitudes to develop and use standard communication and presentation skills that are important to and necessary in the Industry and for their personal and professional development.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon successful completion of this course, students are competent when they are able to:

1. communicate in Standard English
2. identify their behavioral styles and communication challenges associated.
3. use models for feedback, communication and listening
4. organize information in a clear and concise manner in writing and speech
5. create a positively impactful introduction
6. implement techniques for varying tones, pitch and body language
7. use their communications skills to the fullest effect

8. demonstrate the fundamentals of effective public speaking

UNIT I: USE COMMUNICATION PROCESS

9 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 name the elements of the communication process
- 1.2 describe the communication process
- 1.3 identify the barriers to communication
- 1.4 apply the forms of communication to everyday life

Content:

The content should include but is not limited to:

- Elements of communication
- The communication process
- Barriers to effective communication
- Forms of communication

UNIT II: USE DIFFERENT COMMUNICATION STYLES

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 discuss types of sentences, phrases and clauses
- 2.2 identify main ideas
- 2.3 assess idea linkages
- 2.4 practice improving his/her content and delivery

Content

The content should include but is not limited to:

- Types of sentences, phrases and clauses
- Main ideas

- Idea linkages
- Language usage – Figurative, Rhetorical
- How to improve content and delivery

UNIT III: USE LISTENING TECHNIQUES

12 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 focus on the speaker
- 3.2 identify details
- 3.3 empathize with what is being said
- 3.4 analyze and respond to the speaker
- 3.5 identify and address the major barriers to effecting listening.

Content

The content should include but is not limited to:

- How messages are sent and received
- Identifying details
 - Word choice, idioms and cliché
 - Tone and allusion
 - Determining speaker intent
 - Denotation and connotation
- Conversion from direct to indirect speech and vice versa
- Listening techniques
- Deciphering what is important and less important

UNIT IV USE SPEAKING AND WRITING TECHNIQUES

9 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 communicate with customers and coworkers using Standard English
- 4.2 demonstrate speaking techniques
- 4.3 use writing techniques

4.4 write and deliver speeches

Content

The content should include but is not limited to:

- The parts of speech
- Correct use of pronouns
- Comparison of adjectives
- The function of words
- Precise writing and note-taking
- Figures of speech, idioms, metaphors, similes, etc.

UNIT V: COMMUNICATE TO INFLUENCE AND INSPIRE

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 select the correct words and phrases to communicate
- 5.2 use communication inspire and influence customers and coworker
- 5.3 use industry language to communicate and inspire performance

Content

The content should include but is not limited to:

- Methods of communication
- Techniques to Inspire and Influence

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ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

ASSESSMENT:

Course Work 40%

Practical	20%
Final Work	40%

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I	Two in-course tests	20%
2	I,IV	Practical Assignments/Projects	20%
3	I,II,III	Field/Laboratory/Practical Activities	40%
4	II,V	End of Semester Examination	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of:

- Formal lectures
- Discussions
- Visits to Geriatric Care Facilities
- Presentations

RESOURCES

1. Zeuschner, R. *Communicating Today: The Essentials*. (2003). California State University Pearson Education, Inc.
2. Verlinden, J.,W. (2005). *Critical Thinking and Everyday Argument*. Cengage learning

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	USING COMPUTER APPLICATIONS
COURSE CODE:	GCCAP103S1
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is designed to equip students with internet search skills, word processing, spreadsheet, and presentation graphics and database software skills that will allow them to produce documents and perform routine data analysis functions that would be required of an entry level professional.

LEARNER OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon successful completion of this unit, students are competent when they are able to:

1. locate information on the world wide web
2. understand the importance of productivity tools for workplace efficiency
3. develop knowledge and skills useful for producing documents, managing and analyzing data

Specific Objectives

Upon successful completion of this unit, students are competent when they are able to:

- 1.1 use a web browser to access a web page
- 1.2 use a search engine to locate information on the web
- 1.3 send and receive e-mail

Content

The content should include but is not limited to:

- Using a browser (view and clear the history, create bookmarks, open a new window)
- Using a search engine:
 - The difference between the internet and the world wide web
 - Basic search
 - Filter search
 - By time, date, images, maps etc.
- Sending and receiving email (reply, reply to all, forwarding, attachments, copying (cc))

UNIT II – Word Processing**(12 Hours)****Specific Objectives**

Upon successful completion of this unit, students are competent when they are able to:

- 2.1 format a report using pre-defined word processing features
- 2.2 APA or other writing styles to prepare documents
- 2.3 editing tools to increase efficiency
- 2.4 insert objects into a document
- 2.5 prepare letters for multiple recipients
- 2.6 print documents

Content

The content should include but is not limited to:

- Format a report using pre-defined word processing features
 - Text formatting (font type & size, italics, bold, centre, left-align, right-align, underline, subscript, superscript)

- Paragraph formatting (paragraph spacing, line spacing, prevent heading from separating from a paragraph, keep paragraph from separating inappropriately)
- Page formatting (orientation, size, numbering, page break, section break)
- APA or other writing styles to produce term papers
 - insert citations (from books, journals, electronic sources etc)
 - format quotations (long & short)
 - format headings for inclusion in the software-generated table of contents
 - insert headers, footers, footnotes
 - generate bibliography/reference list
 - generate and edit table of contents
- Use editing tools to increase efficiency (copy & paste, find and replace, spell check, bullet and numbering)
- Inserting objects (picture, shapes, organizational chart)
- prepare letters for multiple recipients
 - layout of a block style letter (insert date, centre letter on page)
 - link letter with recipient's list
 - insert recipient information
 - perform mail merge (all records, specific records, for printing)
- Printing (single and multiple copies, selected pages)

UNIT III – PRESENTATION GRAPHICS

(6 Hours)

Specific Objectives

Upon successful completion of this unit, students are competent when they are able to:

- 3.1 create a presentation
- 3.2 run a presentation
- 3.3 modify a presentation
- 3.4 print a presentation

Content

The content should include but is not limited to:

- Creating a presentation/slideshow

- Add new slides
- Insert objects (text, picture, graph, table, video, sound, hyperlink)
- Animate objects (customized animation, timing)
- Run a presentation (from the beginning, from selected slide)
- View and edit presentations
- Modify slides (insert new slides, insert duplicate slides, delete slides, rearrange slides, slide design, slide background)
- Print presentation (single slides, Handouts, Notes Page)

UNIT IV – SPREADSHEETS

(12 Hours)

Specific Objectives

Upon successful completion of this unit, students are competent when they are able to:

- 4.1 use formulas and functions to manipulate and analyze data
- 4.2 use a formula to manipulate data located in another worksheet
- 4.3 format cell data
- 4.4 create and format graphs
- 4.5 format a workbook page
- 4.6 print in spreadsheet

Content

The content should include but is not limited to:

- Formulas and functions:
 - Add, subtract, multiply and divide values in a range
 - Convert measurements from one unit to another
 - Calculate the average of numbers in a range
 - Determine the smallest number in a range
 - Determine the largest number in a range
 - Extract data that meet given criteria
 - Log tables
 - Loan amortization

- Goal seek/data tables
- Round numbers to a specified decimal place
- Use range names
- Data validation prevents inappropriate entries and gives appropriate error message
- Nested functions are used to provide solutions to complex problems
- Use conditional formulas (if, sum if, count if, lookup, hookup)
- Insert/delete row, column, cell, cell data
- Date operations (insert current and other date)
- Calculate the difference between two dates
- Sort data ascending or descending order (using single column, using multiple column)
- Format data (number, date, conditional, protect/lock cells, merge cells, merge & centre)
- Use a formula to manipulate data located in another worksheet
 - Copying formulas and functions (Absolute cell referencing, Relative cell referencing)
- Page formatting:
 - Default margins, Changing the margins (Left, Right, top, bottom)
 - Default paper size, Changing Paper size (Letter size, Legal size)
 - Page Orientation
 - Add header/footer, custom header/footer
- Create and format graphs (including scatter graph, line graph, pie chart, bar graph)
 - Insert chart titles, axes, gridlines, legends, labels, the data source, trend lines
 - Save graph (as separate sheet, as part of current sheet)
- Printing spreadsheet (entire worksheet, specific parts of worksheet, scaling page)

UNIT V – DATABASE MANAGEMENT

(10 Hours)

Specific Objectives

Upon successful completion of this unit, students are competent when they are able to:

- 6.1 define key database terms: field, record, relational database, primary key and foreign key
- 6.2 create a database table
- 6.3 manipulate a database table
- 6.4 create a relationship between two tables

- 6.5 create queries, forms and reports
- 6.6 import data from a spreadsheet

Content

The content should include but is not limited to:

- Define the terms: field, record, relational database, primary key and foreign key
- Create a database table
 - Define fields (data type, properties – default value, validation rule, validation text, data required, duplicates allowed, caption)
 - Select/assign primary key
 - Populate table
- Manipulate a table
 - Modify the structure of a table (delete, move and add fields)
 - Copy records, Insert, delete and change records
- Create a relationship between two tables
- Querying a Database (select, update, delete)
 - Sort data in a query
 - Logical operators (exact match, and, or)
 - Using wildcard to specify search/selection criteria
- Reports
 - Create report (using data from a table, from a query)
 - Insert a picture in a report
- Importing data from a spreadsheet

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ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I,II	Two in-course tests	20%
2	I,II,III	Practical Assignments/Projects	20%
3	I,II,III,IV,V	Field/Laboratory/Practical Activities	40%
4	V	End of Semester Examination	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of:

- Formal lectures
- Discussions
- Geriatric Care Facility Visits
- Presentations

CAPSTONE EXPERIENCE DESCRIPTION

The project should require that students demonstrate competencies in each the use of the productivity tool to:

- format a report/school assignment according to the rules of a formal documentation style
- solve a problem that would be encountered in a Geriatric Care facility workspace.

Students may select their own project for which the measurement criteria for assessing competency attainment would have been given at the beginning of the semester.

The student must provide the teacher with a written project description which will provide evidence that the project is of such that it will allow for students to display the relevant competencies in a context that is applicable to the Geriatric Care sector.

The teacher will give written approval before the student begins work on the project.

As evidence of competence for (a) above, an assignment that was produced for another course in the programme may be submitted for grading. Marks will be awarded for evidence of competencies in the use of a word processing software to create and format an assignment according to the rules of a formal documentation style, not for content.

It is expected that the teacher will provide guidance throughout the life of the project. It is expected, also, that the teacher's feedback will provide information that serve as a guide for students to recognize and correct errors in their work. The intent must always be for students to be able to improve the quality of the evidence of competency that they submit for marking.

It is recommended that students complete each component of the project as the relevant competencies are attained, as this will make the work more manageable.

The project will be submitted for grading at the end of the instructional period. A signed statement by the student, to indicate that the submission is work of his or her own effort, must accompany the submission.

The teacher, having monitored the student throughout, will also submit, along with the grades and a sample taken from the population of student's work, a signed statement that indicate that the teacher has taken all reasonable steps to ensure that each grade was earned by the student's own effort.

SCORING RUBRICS

Report

COMPETENCIES	MARKS ALOTTED	MARKS EARNED
Correct margins	1	
- adjusted for binding (1)		
- not adjusted for binding (0)		
Page number	1	
- present <u>and</u> appropriately formatted (1)		
Sections	2	
- page formatting (<i>orientation, size, or margins</i>) changed within the document		
Paragraph formatting	5	
- appropriate indentation (1)		
- appropriate line spacing (1)		
- appropriate font type (1)		
- appropriate font size (1)		
- no inappropriate breaks (1)		
Main headings	3	
- ALL appropriately formatted (2)		
- formatted using the word processing styles feature (1)		
Sub headings	3	
- ALL appropriately formatted (2)		
- formatted using the word processing styles feature (1)		
Object included	1	
Table of contents	1	
- table of content present and generated by software (1)		
- not generated by software (0)		
Citation	1	
- using the appropriate software feature (1)		
- created but not using the software feature (0)		
Reference list appropriately formatted	4	
- appropriately indented (1)		
- appropriately arranged (1)		
- appropriate line spacing (1)		
- generated by software (1)		
TOTAL	22	

LETTER AND MAIL MERGE

COMPETENCIES	MARKS ALOTTED	MARKS EARNED
Appropriate letter head	1	
Date inserted by software	1	
Appropriate formatting	6	
- Correct margins (1)		
- Paragraph spacing (1)		
- indentation Paragraph (1)		
- Line spacing (1)		
- Font (1)		
- Text appropriately positioned on the page (1)		
Mail Merge	5	
Primary document (1)		
Appropriate mail merge fields (1)		
Source document (1)		
Merge is correct (1)		
TOTAL MARKS	13	

SPREADSHEET MARK SCHEME

COMPETENCIES	MARKS ALOTTED	MARKS EARNED
Use formulas and functions:		
Formulas are appropriate for solving the stated problem	2	
Data validation prevents inappropriate entries and gives appropriate error message	2	
Sort data using more than one variable	1	
Formula duplicated and data is correct <i>(Constants are placed in cells, data is not placed directly in formula)</i>	1	
Lookup function returns correct values from table in a separate spreadsheet	1	
Correct action is performed based on given criterion or other appropriate data	1	
Measurement is correctly converted from one unit to another	1	
Numbers are rounded using appropriate spreadsheet function	1	
Conditional formatting is used to highlight exceptions	1	
Date function appropriately used	1	
Goal seek/Data table/log table appropriately used and produces correct information	2	
Formatting/Layout		
Spreadsheet is laid out to facilitate insertion/deletion	1	
Spreadsheet is laid out so that it can be easily interpreted	1	
Inserted row/column does not affect previously inserted spreadsheet formulae	1	
Footer/header used to communicate appropriate information	1	

Column and row headings are appropriate	1	
Page size/orientation appropriate	1	
Graphs		
Appropriate charts to represent spreadsheet data are created	2	
Graphs are appropriately labelled	1	
Extracting data to allow summary information	2	
TOTAL	25	

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DATABASE MARK SCHEME

COMPETENCIES	MARKS ALOTTED	MARKS EARNED
Create and Maintain a SQL Database:		
Create tables using correct field definition and data type	3	
appropriate primary key defined	1	
Modify data (<i>add/delete, sort</i>)	2	
Modify table structure (<i>add/delete fields, change field properties</i>)	1	
Querying a Database		
data from multiple tables/queries used to generate a new table	2	
query used to modify field content	1	
query used to remove records	1	
multiple conditions used in queries	2	
Reports		
Report on specified fields are generated	2	
Data is grouped	1	
Data is sorted	1	
Data is appropriately summarised (<i>totalled, averaged, counted etc</i>)	2	
Header/footer is appropriately used	1	
TOTAL MARKS	20	

COMPETENCIES	MARKS ALOTTED	MARKS EARNED
Create a Presentation	8	
- insert a slide (1)		
- insert duplicate slides (1)		
- delete slide (1)		
- re-arrange slide (1)		
- change presentation design (1)		
- change design for selected slides only (1)		
- format presentation background (1)		
- format individual slide background (1)		
Inserting Elements (graphics, video, sound)	3	
- graphics (1)		
- video (1)		
- sound (1)		
Animation	2	
- animate an object (1)		
- animate a slide (1)		
Timing	2	
- slide transition (1)		

- object transition (1)		
TOTAL MARKS	15	

Draft

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE ALLIED HEALTH-GERIATRIC CARE
COURSE NAME:	ORIENTATING TO THE GERIATRIC CARE SECTOR
COURSE CODE:	GCORI104S1
COURSE HOURS:	60 HOURS
CREDIT VALUE:	4
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is designed to provide training to entry students who want to work in residential geriatric care facilities, community care, residential (homes) and nursing home, or as support workers in hospitals. The course will equip students with the competencies to join employment in the Geriatric Care Sector. Students who pursue the OAD programme will gain the skills, knowledge and attributes required to provide services to the individual with special or complex needs and work with the elderly and disable to lend more dignified lives. Students will work under the supervision of nurses or other health care professionals.

This course will orientate students to the geriatric profession, the structure and professional relationship in the sectors with which they will have to interface. It will also expose them to the level of professionalism that they must demonstrate while working in the sector. This course will

provide students with information to understand the issues related to aging and in the care of older adults and to provide the foundation of quality geriatric care.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

3. apply knowledge to the Geriatric Sector. to the performance of their jobs
4. demonstrate knowledge of the interdisciplinary nature of Geriatric Care
5. use terminologies associated with Geriatric Care
6. demonstrate required professionalism and quality Practices
7. explain the roles and functions of regulatory and professional bodies
8. demonstrate knowledge of the structure of the Geriatric Care Sector
9. demonstrate understanding of the different professionals and related professional roles performed in the sector.
10. develop and practice lifelong learning required for development in the sector.
11. understand own roles and responsibilities in geriatrics
12. orientate clientele to the services of geriatric care

UNIT I: APPLY KNOWLEDGE OF THE GERIATRIC SECTOR

10 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.6 apply knowledge of the Geriatric Care Sector
- 1.7 assess the history of Geriatric Care Sector in Jamaica
- 1.8 identify sources of Geriatric Care training
- 1.9 identify careers path ways within the industry
- 1.10 identify sources of employment of opportunities
- 1.11 explore job opportunities in the sector

- 1.12 identify types of risks associated with the sectors
- 1.13 evaluate the nature of competition in the industry
- 1.14 identify the types of Jobs available in the sectors
- 1.15 comprehend the role of arts, science and technology in the sector
- 1.16 evaluate contribution of the geriatric care sector to the economy
- 1.17 use terminologies associated with the practice of geriatric care

Content

The content should include but is not limited to:

- Opportunities for employment and professional development
- Nature of the competition
- Types of jobs
- History- prior and post-independence
- Impact of arts, science and technology
- Contribution to economic activities
- Nature of and employment patterns
- Career path ways

UNIT II: ASSESS THE NATURE AND STRUCTURE OF THE GERIATRIC CARE

SECTOR 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 identify the major divisions of the Geriatric Care Sector
- 2.2 identify the roles and functions of professional working in the sector
- 2.3 assess public and private sector roles in Geriatric Care Sector
- 2.4 classify types of Geriatric Care facilities

- 2.5 identify specialty division of Geriatric Care Sector
- 2.6 determine the roles of Geriatric Care Givers
- 2.7 evaluate the roles of medical practitioners and nursing homes
- 2.8 assess Geriatric Care as an Inter-disciplinary occupation

Content

The content should include but is not limited to:

- Major Divisions: Residential Homes, Hospitals, Infirmary Nursing Homes
- Classifying Types facilities: Public, private, residential, non-residential
- Classify by Jobs types
- Specialty Division
- Roles of Service Providers
- Roles of Nurses and other support professional
- Roles of medical practitioners and nursing homes
- Inter-disciplinary nature

UNIT III: ADHERE TO THE ESTABLISHED GERIATRIC CARE PROCESSES

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 explain the importance of following the established Geriatric Care processes
- 3.2 determine the major steps in the geriatric process
- 3.3 determine the principles and methods to accomplished processes
- 3.4 adhere to the established procedures
- 3.5 investigate the impact of Code and Regulations
- 3.6 evaluate the effects of the processes on productivity

Content

The content should include but is not limited to:

- Care Development Procedures
 - Responsibilities of facilities managers, care givers, owners of care facilities
- Major Steps:
 - Care Development Processes
 - Needs analysis for geriatric care services
 - Preparation of plans, specifications and cost estimates
 - Obtaining approval from Regulatory Agencies
- Principles and Methods to accomplish Care processes
- Codes and Regulations
 - Health Codes and Regulations (Jamaican)
 - Professional
 - Environmental
 - Other Regulations
- Effects on Productivity
 - Output per labour hour
 - Impact of Inflation
 - Improvement in care management
 - Labour training and utilization
 - Impact of regulations
 - Impact of poor management and stakeholder's relationships
 - Reducing care costs (planning, selection and training of staff, efficient scheduling of resources, proper work organizing, labour saving techniques, minimize rework, quality control, accident prevention)

UNIT IV: DEMONSTRATE ELEMENTS OF GERIATRIC CARE MANAGEMENT

10 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 explain the term Geriatric Care Management
- 4.2 identify the basic resources for providing Geriatric Care Management
- 4.3 determine the impact of skilful Geriatric Care Management
- 4.4 evaluate the effect of poor Geriatric Care Management
- 4.5 execute the scope of Geriatric Care Management Strategies
- 4.6 identify the roles of Geriatric Care Manager
- 4.7 investigate reasons for construction company facility

Content

The content should include but is not limited to:

- Definitions of Terms: Geriatric, Gerontology, Ageism etc.
- Basic Resources: human resources, equipment, physical facilities, materials, money (income, expenditure, cash flow), time, work processes, standards
- Skilful Management Input:
 - On-time completion of work assignment
 - Services completed within budget
 - Safety, Risk mitigation
 - Positive Worker Morale and Motivation
 - Public and professional relations
 - Productivity improvement
 - Innovation
 - Improvement of technology

- Minimize industrial/workplace conflicts
- Minimize inefficiencies
- Minimize reputational risks
- Poor Management:
 - Poor services
 - Increase labour and equipment cost
 - Increase cost of funds borrowed
 - Failure of work processes
 - High material costs
 - Poor purchasing process/ procedures
 - Inefficient material handling and/or loss
 - Increased cost and poor work quality
 - Poor inter- relations
 - Poor safety records
 - Low profit margin or loss in constructive volume
- Roles of Geriatric Facilities Managers
- Reasons for Failure:
 - Lack of adequate capital
 - Poor cost estimating
 - Inadequate cost accounting
 - Lack of general management ability
 - Elements of poor management
 - Incompetent and or poorly trained Care Givers

UNIT V: USE QUALITY MANAGEMENT FOR GERIATRIC CARE

6 Hours

Upon completion of this unit, students are competent when they are able to:

- 5.1 define the terms Quality management and quality assurance
- 5.2 explain the difference between Quality Assurance and Quality Control
- 5.3 determine the role of the Care Givers in the quality management
- 5.4 determine the role of the Standards in Quality Management
- 5.5 apply Quality Management System to Geriatric Care Process
- 5.6 use the elements of Quality Management in caring for clients
- 5.7 mitigate against hazards and unsafe activities/ situations
- 5.8 identify and minimize sources of risks
- 5.9 use computers to improves quality management
- 5.10 evaluate the different types of geriatric organizations
- 5.11 assess trends, problems and prospects in the sectors
- 5.12 explain statistic-based methods of quality Assurance

Content:

The content should include but is not limited to:

- Statistical Based Methods of quality assurance
 - Test sampling of elements of geriatric care
 - Verification of test supplies taken
 - Analyse variation in test results of material and processes
 - Establishing acceptable levels of variation in sample results
 - Development payment schedule to reward or penalize contractor based on level of product quality
- Occupational Health and Safety
 - Hazards identification
 - Migration plan

- Types of injuries
- OSHA Regulation
- Sources of Major risks and Hazards
- Worker Health Hazards
 - Environmental hazards (noise, dust, radiation, toxic materials, extreme temperature)
- Definition of terms:
 - Quality Assurance
 - Quality control
 - Quality Management
- Role of Geriatric Care givers
- Role of Geriatric Nurse, Geriatric supervisor
- Comparison of Role of Geriatric Nurse versus Geriatric Care Givers
- Quality Management:
 - Service Specifications development
 - Process/Service control
 - Service Acceptance
 - Data verification
 - Training and Communication
 - Planning process
 - Resource selection
- Quality Assurance:
 - Testing
 - Inspection
 - Validation/ Verification
- Types Geriatric Facilities

- Nursing Homes
- Hospital
- Private Homes
- Public Infirmary
- Structure of Geriatric Facilities:
 - Management
 - Nursing
 - Support Services
 - Medical Services
 - Accounting
 - Equipment/Plant Maintenance
 - Purchasing
- Computer:
 - Internet/web
- Geriatric trends, Problems Prospects:

UNIT VI: INTERPRET ROLES AND FUNCTIONS OF REGULATORY AND PROFESSIONALS BODIES 8 Hours

Upon completion of this unit, students are competent when they are able to:

- 6.1 explain the importance of Regulations in the Geriatric Care Sector
- 6.2 identify Regulatory Bodies and explain their roles and functions
- 6.3 explain the importance of Professional Bodies
- 6.4 discuss the roles of Professional Bodies in development of the sector
- 6.5 interpret the roles and functions of Regulatory and Professional Bodies
- 6.6 use regulations to provide quality professional services

Content:

The content should include but is not limited to:

- Roles and Functions
- Regulatory and Professional Bodies in the sector
- Regulations
- Features of Quality Professional Services
- Interpretation Processes

UNIT VII: PROVIDE PROFESSIONAL AND QUALITY GERIATRIC SERVICES**10 Hours**

Upon completion of this unit, students are competent when they are able to:

- 7.1 use terminologies associated with the geriatric sector
- 7.2 demonstrate qualities of a professional Geriatric Care Giver
- 7.3 explain the importance of quality service in Geriatric Care
- 7.4 provide Professional and Quality Geriatric Services
- 7.5 use establish procedures to select appropriate professional support services
- 7.6 follow established procedures to provide professional services
- 7.7 demonstrate knowledge of the roles of different Geriatric professionals in the sector
- 7.8 demonstrate knowledge of the roles of related Geriatric professionals in the sector
- 7.9 develop and practise lifelong learning to enhance professionalism

Content:

The content should include but is not limited to:

- Features of quality services
- Terminologies
- Life Long Learning Practices
- Roles and Functions of the different Professional
- Types of Professionals
- Types of Related Professionals
- Establish Procedures
- Support Professional Services
- Importance of Professionalism

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I, II, III,	Oral Assignment	20%
2	IV, V	Written Assignment	20%
3	VI, VII, VIII	Group Project	40%
4	IX, X	Written	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

- Lectures
- Field Trips
- Internet
- Guest Lecturers
- Group Presentations
- Research/Assignments

RESOURCES

1. Tabloski, Patricia A. Gerontological Nursing, Pearson Health Science
2. Ageing: Myth and reality. (n.d.). Retrieved <http://www.communityservices.qld.gov.au/seniors/publications/documents/ageing-myth-reality.pdf>
3. Allen, J. (July 2008). Older people and wellbeing. Institute for Public Policy Research. Retrieved http://www.vhscotland.org.uk/library/misc/ippr_older_people_and_wellbeing.pdf
4. Benokraitis, N.V. (2007). Marriage and families: Changes, choices and constraints (6th ed.). Prentice Hall
5. Birchenall, J.M., Streight, M.E. & Streight, E. (2003). Mosby's textbook for the home care aide. St. Louis, MO: Mosby.
6. Blue Cross of Jamaica. (2001) *The Jamaican Handbook for the elderly*. Kingston, Jamaica: LMH Publishing.

7. Breitung, J.C. (1987). *Caring for older adults: Basic Nursing skills and concepts*. Philadelphia, PA: W. B. Saunders.
8. Capezuti, E.A., Siegler, E.L. & Mezey, M.D. (Ed) (2008). *Encyclopedia of elder care: The comprehensive resource on geriatric and social care*. New York, NY: Springer.
9. Coping through transitions. (n.d). Retrieved
<http://www.med.umich.edu/cancer/support/signs-of-grief.shtml>
10. Ellis, G. & Langhorne, P. (2004). Comprehensive geriatric assessment for older hospital patients. *British medical bulletin*. Retrieved
<http://bmb.oxfordjournals.org/content/71/1/45.full>
11. Ellis, J.R., Nowlis, E.A. & Bentz, B. M. (1996). *Modules for basic nursing skills (6th ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins.
12. Gallo, J.J., Reichel, W. & Anderson, L.M. (1995). *Handbook of geriatric assessment (2nd ed.)*. Gaithersburg, MD: Aspen.
13. Gingerich, B.S. & Ondeck, D. M. (2009). *Pocket guide for the home care aide (2nd ed.)*. Sudbury, MA: Jones and Bartlett.
14. Leahy, W., Fuzy, J. & Grafe, J. (2004). *Providing home care: A textbook for home health aides*. Albuquerque, NM: Hartman.
15. Nasso, J. & Celia, L. (2004). *Home care aide: In-service training modules*. Clifton Park, NY: Delimar.
16. Ritsatakis, A. (Ed.) (2008). Demystifying the myths of ageing. Retrieved
http://www.euro.who.int/_data/assets/pdf_file/0006/98277/E91885.pdf
17. Smith, S. & Gove, J, E. (2005). Physical changes of aging. Retrieved
<http://edis.ifas.ufl.edu/pdffiles/HE/HE01900.pdf>
18. Supporting a grieving person: Helping others through grief, loss and bereavement. (n.d.). Retrieved http://www.helpguide.org/mental/helping_grieving.htm
19. The stages of grief: A normal life process. (n.d.). Retrieved
http://www.hr.upenn.edu/emergency/STAGES_OF_GRIEF.pdf

20. United Nations principles for older persons. (n.d.). Retrieved
<http://www2.ohchr.org/english/law/pdf/olderpersons.pdf>

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FACULTY OF NURSING AND COMMUNITY HEALTH

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE ALLIED HEALTH- GERIATRICS CARE
COURSE NAME:	USING ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE 1
COURSE CODE:	GCAPK105S1
COURSE HOURS:	60 HOURS
CREDIT VALUE:	4
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1

COURSE DESCRIPTION

This course provides a basic study of the structure and function of the human body. It is designed to enable students to acquire and apply the requisite knowledge, skills and attributes of the human anatomical and physiological systems. The Course comprises a basic study of the body systems, as well as, an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. 5.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. demonstrate an understanding of the basic anatomical characteristics in each of the organ systems
2. demonstrate knowledge of the basic functional characteristics in each of the organ systems
3. understand Homeostatic and functional interrelationship between the organ systems
4. explain the importance of anatomy and physiology in Geriatric Management
5. observe Muscular Coordination and assist in corrective measures
6. identify deficiencies in muscular coordination
7. describe the anatomy and physiology of the skin
8. describe the anatomy and physiology of the skeletal system
9. describe the anatomy and physiology of the muscular system
10. describe the anatomy and physiology of the sensory organs

UNIT I: USE ANATOMICAL AND PHYSIOLOGICAL TERMINOLOGIES 3 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 explain anatomical terms
- 1.2 explain physiological terms
- 1.3 explain the importance of anatomical and physiology in Fitness management
- 1.4 describe anatomical positions
- 1.5 explain the characteristics of Life
- 1.6 explain the maintenance of Life
- 1.7 identify levels of organism

Content

The content should include but is not limited to:

- Body cavities
- Anatomical and physiological terms
- Anatomical positions
- Directional planes

UNIT II: USE KNOWLEDGE OF BASIC CHEMISTRY

12 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 use basic terminologies in chemistry
- 2.2 write balance equations for various types of reactions
- 2.3 discuss various terms associated with biochemistry
- 2.4 carry out basic chemistry procedures
- 2.5 explain the chemical basis of life
- 2.6 describe the structure of matter
- 2.7 explain the chemical constituents of cells
- 2.8 applying reactions in basic chemistry to aid in nursing interventions

Content

The content should include but is not limited to:

- Terminologies in basic chemistry
 - Atom
 - Element
 - Structure of an atom
 - Compounds
 - Mixtures

- Inorganic Chemistry procedures
 - Acid-Base Reactions
 - Acid- Carbonates Reactions
- Biochemistry procedures
- Nursing Inventions
 - Acid Reflux – Acid – Carbonate Reactions

UNIT III: DEMONSTRATE KNOWLEDGE OF CELLS

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 explain the structure of Cells
- 3.2 describe the functions of Cells
- 3.3 explain movement through cell membrane
- 3.4 draw the Life cycle of cells
- 3.5 describe the process of cell reproduction
- 3.6 discuss the terms mitosis and meiosis
- 3.7 evaluate cellular metabolism

Content

The content should include but is not limited to:

- Life Cycle
- Mitosis and Meiosis
- Cell Reproduction
- Structure and Functions
- Movement of cells
- Metabolic processes

- Control of metabolic reactions
- Energy and metabolic reactions
- Metabolic pathway
- Nucleic Acids and Protein Synthesis
- Change in Genetic Information

UNIT IV: DEMONSTRATE KNOWLEDGE OF PRIMARY TISSUES

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 explain the importance of Primary Tissues
- 4.2 identify the types of Tissues
- 4.3 explain the use of tissue knowledge in Geriatric Care

Content

The content should include but is not limited to:

- Epithelial tissues
- Connective tissues, cartilage and bone
- Glands-exocrine versus endocrine
- Muscular tissues
- Nervous tissues

UNIT V: DEMONSTRATE KNOWLEDGE OF INTEGUMENTARY SYSTEM

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 describe the anatomy and physiology of the skin
- 5.2 assess the structure of the skin and the integumentary system

- 5.3 identify accessory organs of the skin
- 5.4 discuss types of skin conditions and disorder
- 5.5 explain the function of the skin in regulation of body temperature

Content

The content should include but is not limited to:

- Functions of the Integumentary system
- Skin conditions (dryness, dehydration, discoloration, lesions, ulcers)
- Skin Layers (Dermis, Epidermis)
- Organs of the skin
- Temperature Regulation

UNIT VI: DEMONSTRATE KNOWLEDGE OF SKELETAL SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 describe the anatomy and physiology of the skeletal system
- 6.2 explain the importance and functions of the skeletal system
- 6.3 describe the bone structure and the organization of the skeleton
- 6.4 explain bone development functions
- 6.5 identify and classify joints of the skeletal system
- 6.6 explain types of joint movements

Content

The content should include but is not limited to:

- Bone development and growth
- Axial and appendicular skeletal bones

- Articulations
- Organization of the skeletal system
- Types of joints
- Types of joint movement

UNIT VII: DEMONSTRATE KNOWLEDGE OF MUSCULAR SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 7.1 describe physiology of muscular contraction
- 7.2 explain the structure of a skeletal muscle
- 7.3 explain the importance and functions of the muscular system
- 7.4 describe the characteristics of smooth, cardiac and skeletal muscles
- 7.5 identify types of movement
- 7.6 identify and classify muscular response
- 7.7 explain skeletal muscle actions

Content

The content should include but is not limited to:

- Structure of Skeletal Muscle
- Muscular response
- Muscular Contraction
- Smooth muscles
- Cardiac muscles
- Types of joint movement
- Neuromuscular junction and chemo- transmission

UNIT VIII: DEMONSTRATE KNOWLEDGE OF SENSORY ORGANS 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 8.1 explain the functions of the Sensory Organs
- 8.2 identify the types and explain the functions of receptors
- 8.3 explain the relationship between receptors and sensation
- 8.4 compare Somatic and Special Senses.
- 8.5 identify the types of Senses
- 8.6 discuss the relationships between the senses and the nervous system

Content

The content should include but is not limited to:

- Functions of the Sensory Organs
- Receptors and sensation
- Types of senses (smell, taste, hearing sight, equilibrium)
- Special Senses
- Somatic Sense
- Identification of the sensory organs

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I, II	Oral Assignment	20%
2	III, IV	Written Assignment	20%
3	V, VI	Group Project	40%
4	VII,VIII	Written	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

- Lectures
- Research Papers
- Group Presentation
- Guest Lecturers
- Laboratory Activities (where applicable)

RESOURCES

1. Anatomy and Physiology. Retrieved <https://openstaxcollege.org/textbooks/anatomy-andphysiology>
2. Human Anatomy Khan Academy. Retrieved <https://www.khanacademy.org/>

3. The Biology Corner. Retrieved <http://www.biologycorner.com/>
4. Hole's Human Anatomy online text book Companion site. McGraw-Hill All Rights Reserved. Retrieved http://highered.mheducation.com/sites/0073378275/student_view0/index.html
5. Introduction to Anatomy. Retrieved https://www.youtube.com/reults?search_query=Introduction+body+quadrants
6. Anatomy. Retrieved <http://bioweb.uwlax.edu/APlab/Index.htm>
7. Virtual Lab McGraw-Hill All Rights Reserved. Retrieved http://mhhe.com/biosci/genbio/virtual_labs/
8. Anatomy & Physiology - Coloring Workbook Complete Study Guide

FACULTY OF NURSING AND COMMUNITY HEALTH

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE ALLIED HEALTH- GERIATRICS CARE
COURSE NAME:	PRACTICING OCCUPATIONAL HEALTH AND SAFETY
COURSE CODE :	GCOCC106S1
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course will cover all major safety and health principles and practices including personal safety, first aid, CPR, environmental issues, and handling of hazardous materials or substances at the workplace.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. understand local and international Occupational Safety and Health regulations (OSH).
2. demonstrate an understanding of the safety procedures to prevent injury to self, clients and colleagues at the workplace

3. use mechanical and electrical operations safely
4. use tools and equipment safely
5. conduct and participate in occupational health and safety drills
6. use various types of fire extinguishers
7. apply basic first aid and CPR
8. maintain a healthy and safe working environment
9. conduct geriatric assessment of Geriatric Facilities and Home
10. detect and prevent hazards and hazardous situations
11. practice accident prevention
12. adhere to OHS Laws, Regulations and Policies
13. manage workplace and occupational risks
14. understand the effects of disease on a person (aged)
15. demonstrate nursing/care giving considerations in the geriatric environment

UNIT I – ADHERE TO OHS REQUIREMENTS

9 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 explain the importance of health and safety at the workplace
- 1.2 outline the history of health and safety at the workplace
- 1.3 research applicable local and international legislations/regulations affecting the work environment
- 1.4 identify causes of accidents and the types of hazards workers are exposed to at the workplace
- 1.5 outline procedures to prevent injury
- 1.6 write an accident report

- 1.7 demonstrate safety awareness and procedures that can prevent injury to self and colleagues
- 1.8 investigate how to access emergency services
- 1.9 determine employers' and employee's responsibilities towards safety
- 1.10 demonstrate safe work practices when using tools, equipment and materials/substances at work
- 1.11 apply correct techniques when lifting heavy objects
- 1.12 wear Personal Protective Equipment (PPE) in the working environment
- 1.13 adhere to OHS requirements, laws and regulations for Geriatric Care environment
- 1.14 follow workplace and professional standards to maintain OHS Laws

Content:

The content should include but is not limited to:

- Health and safety – its importance for the work environment
- Brief history of OSH in the workplace
- Local and international law/regulations on OSH – Factories Regulation, ILO, WHO etc
- Causes of accidents and workplace hazards: chemical, biological, accidents etc
- General accident prevention measures
- Making an accident report
- Safety procedures to prevent injury to self and colleagues
- Accessing emergency services: fire, ambulance, natural disasters and other services
- Employers' responsibilities towards the management of safety in the workplace and Employees 'responsibilities.
- Safe working practices when using tools, equipment and consumable materials while working.
- Lifting techniques and safety gears

- Features of safe work and healthy work environment
- Geriatric requirements for OHS

UNIT II – FOLLOW ELECTRICAL AND MECHANICAL EQUIPMENT SAFETY REQUIREMENTS 9 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1. identify electrical equipment and electrical hazards
- 2.2. Identify mechanical equipment hazards
- 2.3. use safety procedures with electrical equipment and electricity
- 2.4. apply safe electrical practices and operation at work
- 2.5. interpret electrical hazard safety signs correctly
- 2.6. demonstrate safe electrical installation of equipment, fixtures and appliances.
- 2.7. use first aid to treat electrical shocks
- 2.8. follow safety procedures in using geriatric procedures, tools and equipment

Content:

The content should include but is not limited to:

- Electrical equipment and electrical hazards
- Safety precautions when using electrical equipment and electricity
- Safe electrical practices and operations
- Electrical safety hazard signs
- Recognizing safe electrical installations of equipment, fixtures and appliances
- Treating electrical shocks – how to isolate an injured person and apply first aid.
- Geriatric tools, equipment and procedures

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 identify various hazardous materials/substances related to the job or occupation
- 3.2 detect and prevent hazardous situations in the delivering geriatric care
- 3.3 recognize and explain the various hazard signs and symbols used in the workplace
- 3.4 demonstrate correct safety precautions and procedures when handling hazardous materials
- 3.5 practice personal hygiene, skin protection/care and use Personal Protective Equipment
- 3.6 handle and store hazardous materials/substances
- 3.7 describe the procedures for the proper handling and disposal of hazardous materials/substances
- 3.8 investigate the impacts of hazardous materials and substance on the human and natural environment
- 3.9 protect clients from hazardous materials and situations
- 3.10 report hazards and hazardous situations

Content:

The content should include but is not limited to:

- Types of hazardous materials/substances at the workplace: toxic materials, flammable, corrosive, explosive, fumes gases, radioactive etc.
- Hazard symbols and signage
- Correct safety precautions and procedures when using hazardous materials – flammable gases, acids etc.
- Personal Protective Equipment (PPE) and the role of personal hygiene at work

- Safe storage and handling of hazardous materials/substances
- Procedures for disposal of hazardous materials
- Environmental and human effects of hazardous materials and substances

UNIT IV – PRACTICE FIRE SAFETY AND HAZARDS MITIGATION

9 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 identify the types of fire hazards common to the work environment and fire hazards symbols
- 4.2 demonstrate the correct selection and use of fire extinguishing equipment
- 4.3 describe the proper location of fire extinguishing equipment at the workplace
- 4.4 demonstrate the correct procedures when extinguishing different types of fires at the workplace.
- 4.5 plan and participate in a fire drill in a lab-setting or a work environment and write a report on the activity.
- 4.6 describe the safety procedures and precautions used to handle and store flammable materials
- 4.7 explain the importance and use of an assembly point at the workplace

Content:

The content should include but is not limited to:

- Fire hazards at work and fire hazards symbols
- Fire extinguishers demonstration and selection and use of various types of fire extinguishers
- Proper fire extinguishers location at the workplace

- Correct procedures to use when approaching and extinguishing various types of fires
- Fire drills and Fire Drill Report: time; number of participants; fire drill plan, safety protocol etc
- Safety procedures and precautions in handling and storing of flammable materials
- Assembly points

UNIT V – ADMINISTER FIRST AID AND CPR

12 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 explain the concept “first aid”, CPR and the importance at the workplace (Geriatric Care)
- 5.2 outline the steps taken when an accident occurs
- 5.3 follow the ABC Assessment for first aid
- 5.4 demonstrate how to treat cuts and bruises with first aid (demonstration/simulation)
- 5.5 use a first aid kit and select an appropriate location for the kit
- 5.6 demonstrate the application of first aid and CPR to injured colleagues (Simulation)
- 5.7 identify various emergency services available in the work community
- 5.8 examine the role of having trained first-aider at the workplace
- 5.9 follow establish procedures to administer First Aid and CRP procedures to Clients/Colleagues
- 5.10 take steps to acquire professional certification in First Aid and CPR
- 5.11 assess the role of the Government Agencies, Professional Bodies in OHS compliance
- 5.12 take responsibility for personal safety and safety of clients in one’s own care

Content:

The content should include but is not limited to:

- First aid and its importance

- Steps to be taken when an accident occurs
- First aid – Airway, Breathing, and Circulatory assessments
- Treating cuts and bruises (simulation/demonstration)
- First Aid Kit – its location and use
- Administering first aid and CPR to the injured
- Emergency services in the work community – ambulance, fire, police, accident, natural disaster organizations etc
- Role of trained first-aider at the workplace
- Roles: Ministry of Labour, Labour Organizations, Nursing Council, Fire Brigade Service, Emergency, ODPEM
- Responsibility for personal safety

UNIT VI – PRACTICE ACCIDENT AND INJURY PREVENTION AND SAFETY

12 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 explain the general principles of accident and injury prevention
- 6.2 examine the role of OSH Committee in preventing injury at the workplace
- 6.3 investigate the types of safety and security issues that will affect employees, clients and the work environment
- 6.4 develop an occupational safety and health programme for a workplace of your choice (*Group Project consisting of three (3) students*)
- 6.5 evaluate workplace practices in order to identify hazards to clients, workers and the work environment
- 6.6 research an emergency preparedness plan for a workplace of your choice

- 6.7 describe how an emergency preparedness plan helps to prevent injury at the workplace
- 6.8 describe how to develop a safety culture in a work environment
- 6.9 maintain workplace occupational health and safety
- 6.10 participate in workplace safety procedures
- 6.11 maintain a safe, healthy, clean and productive work environment
- 6.12 contribute to the development of OHS policies, standards and procedures for the workplace and the profession.
- 6.13 perform measures to reduce the spread of diseases within the geriatric facility

Content:

The content should include but is not limited to:

- General principles of injury prevention: education, enforcement/enactment; engineering, economic incentives/penalties
- Role of OSH Committee: forum to discuss safety issues at work, recommendations regarding OHS
- Types of safety and security issues at work: health, confined space, slip, fall, fire, mal- functioning equipment, disgruntled customer/employee, human error etc
- OHS Programme for a selected workplace
- Workplace safety Audit
- Workplace Emergency Preparedness plan
- Workplace Preparedness Plan and injury prevention
- Safety Culture development at work: safety processes, procedure manual, education and training, safety laws, rewards, scheduled equipment maintenance, use of personal protective equipment, etc.
- Vector and Disease Control Measures within the Geriatric Facility

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 7.1 explain the importance of assessing geriatric environment
- 7.2 identify types of geriatric facilities/environment
- 7.3 identify range of clients/users of geriatric facilities
- 7.4 adhere to establish policies, standards and procedures to conduct assessment
- 7.5 conduct geriatric assessments
- 7.6 analyse assessment findings
- 7.7 work as part of Geriatric Assessment Team
- 7.8 evaluate the factors to be considered in conducting geriatric assessments
- 7.9 assess the importance of culture, ethnicity, class/status, diversity and education in conducting assessment of geriatric environment

Content:

The content should include but is not limited to:

- Environment: Homes, Nursing Homes, Infirmary, Public and Private Hospitals
- Factors to Consider: Stairs, Bathrooms (Bathing and Toileting), Medications, Predetermined wishes of elderly, Family situations, Nutrition and Cooking, Falls, Smoke detectors, Emergency Contacts, Utilities, Temperatures (Home and Water), Safety of Neighbourhood, Emergency Exits, Flooring, Financial Situations
- Impact of: Education, Status/Class, Diversity, Ethnicity, Culture
- Profile of Assessment Team
- Procedures for Assessment Conduct

- Analysis and Reporting Procedures

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I, II, III,	Oral Assignment	20%
2	IV, V	Written Assignment	20%
3	VI, VII	Group Project	40%
4	II	Written	20%
Total			100%

FEEDBACK

- Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work

5. Presentations
6. Guest Lecturers
7. Video Presentations
8. Research
9. Simulation
10. Role playing
11. Case Studies

RESOURCE:

Prescribed:

Goetsch; David L. (2011). *Occupational Safety and Health for Technologists, Engineers, and Managers, (7 Ed.)* Prentice Hall NJ

Recommended:

1. Benjamin, O., A. (2008) *Fundamental Principles of Occupational Health and Safety, (2ed)* International Labour Organization
2. Goold, G.(latest edition) *First Aid in the Workplace.* Prentice Hall NJ, USA
3. Koradecka, D.(2010) *Handbook of Occupational Safety and health,* CRC Publishers

Internet

International Labour Organization: Retrieved <http://www.ilo.org/global/topics/safety-and-health-at->

Other online resources

<https://www.ebscohost.com> www.springerlink.com/books

COURSE OUTLINES

YEAR 1

SEMESTER 2

FACULTY OF NURSING AND COMMUNITY HEALTH

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE ALLIED HEALTH- GERIATRICS CARE
COURSE NAME:	USING ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE II
COURSE CODE :	GCAPK107S2
COURSE HOURS:	60 HOURS
CREDIT VALUE:	4
PREREQUISITES:	USING ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE 1
YEAR/SEM.:	YEAR 1, SEMESTER 2

COURSE DESCRIPTION

This course provides a basic study of the structure and function of the human body. It is designed to enable students to acquire and apply the requisite knowledge, skills and attributes of the human anatomical and physiological systems. The Course comprises a basic study of the body systems,

as well as, an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. describe the anatomy and physiology of the nervous system
2. describe the anatomy and physiology of the integumentary system
3. describe the anatomy and physiology of the endocrine system
4. describe the anatomy and physiology of the cardiovascular system
5. describe the anatomy and physiology of the respiratory system
6. describe the anatomy and physiology of the digestive system
7. understand immunity system
8. understand Homeostasis of body fluids
9. describe the anatomy and physiology of the excretory system

UNIT I: DEMONSTRATE KNOWLEDGE OF NERVOUS SYSTEM

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 describe the anatomy and physiology of the nervous system
- 1.2 explain the structure of the Central Nervous system
- 1.3 critique the structure of the Peripheral Nervous system
- 1.4 evaluate the mechanics of neural impulse and reflex arcs
- 1.5 assess the structure of the Autonomic system

Content

The content should include but is not limited to:

- Function of the Nervous System
- Nervous Tissues
- Processing impulses
- Classification of Neurons and Nerve Fibre
- Nerve Pathway
- Spinal Cord
- Meninges
- Brain
- Peripheral Nervous System
- Autonomic Nervous System

UNIT II: Demonstrate Knowledge of Cardiovascular System

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 assess the anatomy and functions of the cardiovascular system
- 2.2 explain the systemic and pulmonary circulation
- 2.3 explain the functions of blood and lymph
- 2.4 discuss cardiac control and vasomotor reflex mechanism
- 2.5 compare and Contrast the Lymphatic system and Reticulo-endothelial system

Content

The content should include but is not limited to:

- Cardiovascular structure and functions
- Blood and Lymph
- Cardiac Control

- Vasomotor
- Reflex Mechanism
- Spinal Cord
- Meninges
- Brain
- Peripheral Nervous System
- Autonomic Nervous System

UNIT III: DEMONSTRATE KNOWLEDGE OF RESPIRATORY SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 evaluate the anatomy and physiology of the respiratory system
- 3.2 explain the terms ventilation, diffusion, perfusion and gas transport
- 3.3 discuss neural and chemical regulation

Content

The content should include but is not limited to:

- Respiratory System
- Pulmonary anatomy
- Ventilation, Diffusion, Perfusion,
- Neural and Chemical Regulation

UNIT IV: DEMONSTRATE KNOWLEDGE OF DIGESTIVE SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 describe the anatomy of the gastrointestinal tract

- 4.2 evaluate the physiology of digestion and absorption
- 4.3 discuss accessory digestive organs
- 4.4 explain the metabolism of carbohydrates, lipids and proteins
- 4.5 assess the importance of nutrition including vitamins and minerals

Content

The content should include but is not limited to:

- Function of digestive system
- Digestive Organs
- Accessory Digestive Organs
- Nutrition, Vitamins, Minerals
- Process of digestion and absorption

UNIT V: DEMONSTRATE KNOWLEDGE OF EXCRETORY SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 describe the anatomy of the excretory system
- 5.2 explain nephron and renal anatomy
- 5.3 illustrate urine formation and regulation glomerular filtrate tubular secretion

Content

The content should include but is not limited to:

- Structure and Functions of the Excretory System
- Nephron and Renal Anatomy
- Characteristics of the Excretory System

UNIT VI: DEMONSTRATE KNOWLEDGE OF HOMEOSTASIS 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 explain the Homeostasis of body fluids
- 6.2 assess the regulation of fluid balance
- 6.3 explain the regulation of electrolyte balance
- 6.4 explain the regulation of pH-respiratory and urinary compensation

Content

The content should include but is not limited to:

- Regulation of fluid balance
- Regulation of electrolyte balance
- Regulation of pH
- Respiratory and urinary compensation

UNIT VII: DEMONSTRATE KNOWLEDGE OF ENDOCRINE SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 7.1 explain the anatomy of the endocrine system
- 7.2 explain the importance of hormones for various functions within the human body
- 7.3 identify types of hormones
- 7.4 assess the thyroid and parathyroid functions
- 7.5 discuss the hypothalamus and negative feedback mechanism
- 7.6 evaluate adrenal cortical and medullary hormones

Content

The content should include but is not limited to:

- Functions of the endocrine system
- Pituitary hormones
- Gonadal hormones
- Pancreatic hormones
- Adrenal cortical and medullary hormones

UNIT VIII: DEMONSTRATE KNOWLEDGE OF IMMUNITY SYSTEM **3 Hours**

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 8.1 explain the importance of the immunity system
- 8.2 discuss types of immunity
- 8.3 examine the functions of immunity
- 8.4 discuss nursing interventions aligned to increasing immunity among elderly patients
- 8.5 identify the types of vaccines used within the health system

Content

The content should include but is not limited to:

- Function of immunity
- Innate immunity
- Adaptive immunity
- Acquired immunity
- Vaccines
- Importance of immunity in Gerontology

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I, II	Oral Assignment	20%
2	III, IV	Written Assignment	20%
3	V, VI	Group Project	40%
4	VII,VIII	Written	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

- Lectures
- Research Papers
- Group Presentation
- Guest Lecturers
- Laboratory Activities (where applicable)

RESOURCES

1. Betts, J. G.(2013). *Anatomy & physiology*. Retrieved <https://openstaxcollege.org/textbooks/anatomy-andphysiology>
2. Human Anatomy Khan Academy. Retrieved <https://www.khanacademy.org/>
3. The Biology Corner Shannan Muskopf Work. Retrieved <http://www.biologycorner.com/>
4. Hole's Human Anatomy online text book Companion site.
Retrieved.http://highered.mheducation.com/sites/0073378275/student_view0/index.html
5. Introduction to Anatomy. Retrieved https://www.youtube.com/reults?search_query=Introduction+body+quadrants
6. Anatomy Zone Retrieved <http://bioweb.uwlax.edu/APlab/Index.htm>
7. Virtual Lab. Retrieved http://mhhe.com/biosci/genbio/virtual_labs/
8. Marieb, E.N.(n.d.) *Anatomy &Physiology-Coloring Workbook Complete Study Guide*.

FACULTY OF NURSING AND COMMUNITY HEALTH

PROGRAMME:	OCCUATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	USING COMMUNICATION SKILLS II
COURSE CODE:	GCCOM108S2
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course aims to enhance students' communicative competence in the world of work. It includes a detailed look at the communication process, examining the intricacies of technical writing and promotes critical thinking skills that will allow the students to engage in informative discourse that would be beneficial to their field of expertise and by extension the wider society.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students competent when they are able to:

1. communicates clearly, concisely and correctly within the requirements of the environment and context
2. responds to written, spoken or visual messages in a manner that ensures effective communication
3. makes independent choices and solves routine communication problems with keen attention to ethical practices
4. demonstrates tolerance and temperance when interacting with others
5. empathizes and makes informed decisions

UNIT I: USE ORGANIZATION'S COMMUNICATION SYSTEMS

15 Hours

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 1.1. explain the importance of ethical behavior in communicating
- 1.2. assess own role in workplace communication
- 1.3. explain the importance of communication flow within an organization
- 1.4. demonstrate sensitivity to diverse audience when communicating
- 1.5. use communication systems and procedures
- 1.6. interpret communication policies

Content

The content should include but is not limited to:

- Copyright /intellectual property (digital, print, audio)
- Use of company property for personal use (photocopier, printer, computer, phone, stationery, social media accounts etc.)
- Collection, storage, retrieval and disposal of confidential information

- Interpersonal abuse (physical violence, sexual harassment, emotional abuse, abuse of one's position, racism, and sexism)
- External communication – purpose, advantages and disadvantages of (Networking, negotiating, sharing of ideas)
- Internal communication – purpose, advantages and disadvantages of (Hierarchy, downward flow, upward flow, lateral/horizontal communication, diagonal communication, grapevine/informal communication)
- The rights of individual/groups to religious, ethnic, political, and cultural beliefs and practices
- The rights of disabled individuals/groups in the workplace
- The effects of discrimination in the workplace (gender, age, education, social status, sexual orientation)
- The advantages and disadvantages of diversity in the workplace

UNIT II: BUILD PROFESSIONAL IMAGE

3 Hours

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 2.1. explain the importance of building professional image
- 2.2. justify the need for maintaining a professional image
- 2.3. adhere to work place etiquette
- 2.4. maintain professionalism
- 2.5. pursue personal development

Content

To include but not limited to:

- Work place etiquette – (the opening of a door for somebody, waiting for someone to come out of an elevator before going in, social etiquette etc), managing your emotions

- Professionalism - Tattoos, adornments, inappropriate dressing, grooming, inappropriate conversation, conduct when representing the organization
- Personal Development

UNIT III: PREPARE BUSINESS DOCUMENTS

2 Hours

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 3.1. produce quality written information
- 3.2. complete commonly used business forms

Content:

The content should include but is not limited to:

- Reports (accident, technical), letters (request, complaint, apology, job application), e-mails, Forms, notices, schedules, logs used in the related industry

UNIT IV: Prepare Correspondences for Meetings

6 Hours

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 4.1. produce documents for business meetings
- 4.2. conduct a business meeting

Content:

The content should include but is not limited to:

- Memo, agenda, minutes
- Action plan

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 5.1. conduct professional presentation
- 5.2. communicate effectively

Content

The content should include but is not limited to:

- Tone, intonation, pitch, rhythm, body language, attire, etc.
- Important elements of public speaking.
 - Audience analysis
 - Presentation purpose
 - Language correctness
 - Stage presence
 - Proper use of stage & props

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

Course Work	40%
Practical	20%
Theory Work	40%

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Two in-course tests	20%
2		Practical Assignments/Projects	20%
3		Field/Laboratory/Practical Activities	40%
4		End of Semester Examination	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of:

- Formal lectures
- Discussions
- Geriatric Care Facilities
- Presentations.

RESOURCES

1. Zeuschner, R. (2003). *Communicating Today: The Essentials*. California State University Pearson Education, Inc.

2. Verlinden, J., W (2005). *Critical Thinking and Everyday Argument*. Cengage learning

FACULTY OF NURSING AND COMMUNITY HEALTH

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE ALLIED HEALTH- GERIATRICS CARE
COURSE NAME:	APPLYING THE THEORIES OF AGING TO GERIATRIC CARE
COURSE CODE:	GCAGI110S2
COURSE HOURS:	60 HOURS
CREDIT VALUE:	4
PREREQUISITES:	ORIENTATING TO GERIATRIC CARE
YEAR/SEM.:	YEAR 1, SEMESTER 2

COURSE DESCRIPTION

This course description is designed to expose students to the theories of aging. In addition, it will give them the knowledge, skills and attitudes to use these theories to provide excellent geriatric care to the elderly persons for which they have geriatric care responsibilities. The course will give students comprehensive understanding of the ageism and its impact in their ability to provide quality client service.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. use the Theories of Ageing in professional practice
2. understand the core values and principles of Geriatrics and Gerontology
3. create an awareness of Ageism
4. understand the history of Gerontology
5. uses key Terminologies
6. compare and contrast major theories of aging
7. identify myths of aging and their impact on ageism
8. state the Myths & attitude / culture associated with ageing
9. describe the characteristics of ageing in the elderly
10. describe the effect of chronic disease on the elderly
11. state the risk factors associated with ageing
12. explain the transition and dimensions of ageing: Demography & Epidemiology
13. differentiate the appropriate Settings and Living Arrangements of the elderly
14. describe the main causes of disability among older adults

UNIT I: Understanding the Principles of Gerontology

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 explain understanding of the values and principles of geriatric and gerontology
- 1.2 explain the importance of aging on economic and social life
- 1.3 explain the aging process
- 1.4 demonstrate knowledge of the History of gerontology as a new science
- 1.5 identify the stages of life or aging process
- 1.6 describe the effect of Chronic Diseases on the elderly
- 1.7 use key terms associated with Gerontology
- 1.8 identify mortality data related to aging
- 1.9 describe leading causes of disability among the elder/older adults

- 1.10 evaluate the natural history of disease using principles of epidemiology
- 1.11 describe the relationship between demographics and aging
- 1.12 assessing longevity and the sex differential
- 1.13 explore nursing/care interventions to promote wellness in the elderly

Content

The content should include but is not limited to:

- History of science of gerontology
- Demographics and Aging
 - Impact on economy
 - Social life
 - Family
 - Financial
 - Geriatric Care needs
- Effect of chronic disease
- Causers of Disability
- Mortality Rate: race, gender and age.
- Terminologies
 - Epidemiology, geriatrics, gerontology
 - Homeostasis, homeostenosis
 - Life expectancy, life span
 - Risk factors, senescence
- Longevity and Sex differential
- Interventions to promote health
 - Primary Prevention- Health Promotion
 - Secondary Prevention- Early diagnosis and Prompt treatment

- Tertiary Prevention- Restoration and Rehabilitation
- Causes of disability
 - Degenerative Joint Disease
 - Chronic Back Pain
 - Atherosclerosis
 - Lung or respiratory problems
 - Deafness or hearing problems
 - Mental or emotional problems
 - Diabetes Mellitus
 - Blindness or vision problems
 - Stroke

UNIT II: APPLY THEORIES OF AGING TO GERIATRIC CARE

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 explain the importance of the theories of aging
- 2.2 compare and contrast major theories of aging
- 2.3 apply theories of aging to deliver care
- 2.4 explain the impact of aging on body's organs and functions
- 2.5 describe how multiple processes can affect how humans age
- 2.6 identify types of change of aging
- 2.7 explain why the process of aging differs on individuals
- 2.8 examine the importance of body equilibrium in the aging process
- 2.9 use terms associated with aging
- 2.10 identify major groups in which the theories of aging may fall
- 2.11 assess the importance of working with patients and their families

Content

The content should include but is not limited to:

- Theories of Aging:
 - Biological Theories
 - Programmed Theories
 - Error Theories
 - Psychological Theories
 - Erikson Development Theory
 - Sociological Theories
 - Disengagement Theory
 - Activity Theory
 - Continuity Theory
- Body Equilibrium Importance
- Changes of Aging
- Terminologies:
 - Senescence
 - Homeostasis
 - Homeostenosis
- Organs impacted by Aging:
 - Heart
 - Arteries
 - Lungs and Brain
 - Kidneys and Bladder
 - Body fats, muscles

- Bone, sight
- Hearing and personality

UNIT III: CREATE AWARENESS OF AGEISM

4 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 define the term *ageism*
- 3.2 explain the concepts of *ageism*
- 3.3 create awareness of ageism among stakeholders
- 3.4 describe age-related changes that impair psychological and cognitive functions
- 3.5 explain the impact of age-related changes
- 3.6 discuss risk factors that influence cognitive functioning in the elderly
- 3.7 determine appropriate care interventions directed towards assisting the elderly to develop coping resources and mechanisms
- 3.8 encourage others to have positive attitudes to the elderly

Content

The content should include but is not limited to:

- Key terms related to ageism
- Attitudes towards older adults
- Build awareness through education
- Coping resources
- Care interventions
- Risks factors
- Age-related Changes

UNIT IV: UNDERSTAND MYTHS AND ATTITUDE TOWARDS AGING

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 explain the impact of myths associated with the elderly
- 4.2 describe the types of myths
- 4.3 identify the sources of myths
- 4.4 explain the relationships between myths and attitudes toward aging
- 4.5 analyze the validity of the myths
- 4.6 take appropriate action to eliminate myths and improve attitudes

Content

The content should include but is not limited to:

- Common myths
- Cultural practices
- Social practices
- Sources of myths
- Validity
- Appropriate actions
- Types of myth

UNIT V: IDENTIFY CHARACTERISTICS AND RISK FACTORS ASSOCIATED WITH AGING 4 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 analyze the characteristics associated with the normal physiological changes of ageing
- 5.2 analyze the characteristics associated with the normal cognitive changes
- 5.3 identify the risk factors associated with ageing in the elderly
- 5.4 determine strategies to mitigate risks
- 5.5 identify sensory deficits

Content

The content should include but is not limited to:

- Body systems related characteristics – e.g. integumentary
- Increase medication use
- Falls
- Sensory deficits
- Strategies
- Methods of analyses

UNIT VI: UNDERSTAND DIMENSIONS AND TRANSITIONS OF AGING 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 outline the dimensions of aging
- 6.2 explain the importance of transition of aging
- 6.3 articulate an understanding of the transition of ageing as is related to the demography and epidemia

Content

The content should include but is not limited to:

- Physical
- Demographic

- Social
- Economic
- psychosocial

UNIT VII: ORGANIZE HEALTH CARE SETTINGS AND LIVING ARRANGEMENTS

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 7.1 explain the importance of organizing settings and living arrangements
- 7.2 demonstrate understanding of the appropriate health care settings
- 7.3 plan the living arrangements in elderly care in defined areas (residential, homes and hospice)
- 7.4 adhere to established for organizing settings and living arrangements
- 7.5 monitor settings and living arrangements

Content:

The content should include but is not limited to:

- Methods of organization
- Established procedures
- Hospice
- Hospitals / Health Centres
- Residential care homes
- Personal dwelling
- Day Care Centres

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ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I, II, III,	Oral Assignment	20%
2	IV, V	Written Assignment	20%
3	VI, VII, VIII	Group Project	40%
4	IX, X	Written	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

- Lectures
- Field Trips
- Internet
- Guest Lecturers

- Group Presentations
- Research/Assignments

RESOURCES

1. Anatomy and Physiology. Retrieved <https://openstaxcollege.org/textbooks/anatomy-andphysiology>
2. Human Anatomy Khan Academy. Retrieved <https://www.khanacademy.org/>
3. The Biology Corner. Retrieved <http://www.biologycorner.com/>
4. Hole's Human Anatomy online text book Companion site. McGraw-Hill All Rights Reserved. Retrieved http://highered.mheducation.com/sites/0073378275/student_view0/index.html
5. Introduction to Anatomy. Retrieved https://www.youtube.com/reults?search_query=Introduction+body+quadrants
6. Anatomy. Retrieved <http://bioweb.uwlax.edu/APlab/Index.htm>
7. Virtual Lab McGraw-Hill All Rights Reserved. Retrieved http://mhhe.com/biosci/genbio/virtual_labs/
8. Anatomy & Physiology - Coloring Workbook Complete Study Guide

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	USING CONVERSATIONAL SPANISH
COURSE CODE:	GCSPA109S2
COURSE HOURS:	30 HOURS
CREDIT VALUE:	2
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is planned for students with little or no familiarity to Spanish, and wishes to be able to converse in the language about day-to-day situations at a basic to intermediate level. It therefore introduces students to the communicative functions and structures of the Spanish language through developing the four skills of listening, speaking, reading and writing, as well as exposure to different aspects of Hispanic culture. It is prearranged around 4 units that facilitate the use of the target language to identify, describe and characterize people, objects, places and events, and expressions of feelings and ideas. Classes will include situational role-play and responses, reporting, mini-dialogues, memorizing short poems, songs, games etc. and preparing

simple materials in the target language. In addition, there will be the use of authentic materials, magazines, brochures, videos, DVDs, cassettes, broadcasts from Spanish television stations and access to interactive online programmes.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students will be able to relate to concepts, theories and techniques, which are studied; develop and practice a range of technical competencies, personal competencies and social competencies; identify and develop career paths within their industry. It will also encourage students to develop important employability skills, make contacts with potential employers and construct work experience profiles commensurate with the demands of future employers and explore entrepreneurial opportunities.

Upon completion of this course, students are competent when they are able to:

1. converse meaningfully on a variety of topics in Spanish;
2. respond appropriately to written material such as short statements, notices, signs and e-mails related to their lives and experiences;
3. write simple dialogues relevant to their lives and experiences
4. enact simple dialogues relevant to their lives and experiences;
5. present information on a variety of topics delivered in Spanish;
6. participate in planned activities of the Spanish culture in the Caribbean and Latin America.

UNIT I: GREET CLIENTS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 recite greetings/welcome.
- 1.2 greet/welcome individuals

- 1.3 bid farewell to different individuals.
- 1.4 introduce self and others
- 1.5 respond to introductions, paying attention to name, age, address and nationality

Content

The content should include but is not limited to:

- Forms of welcoming and greeting
- Forms of salutation
- Introductions of self, co-workers, staff
- Name, age, date of birth: months, days and year
- Address and nationality
- Pronunciation of the Spanish alphabet

UNIT II: DESCRIBE SELF AND OTHERS

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 introduce self, giving name, and other pertinent details
- 2.2 describe occupations and business interest.
- 2.3 exchange information
- 2.4 prepare information about the geriatric care program

Content

The content should include but is not limited to:

- Physical description and personal trait
- Occupations and businesses
- Components of a fitness program

UNIT III: DESCRIBE SCHOOL AND DAILY ROUTINE

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 discuss various subjects taken at school.
- 3.2 exchange opinions or information on teachers and school environment
- 3.3 compare a typical day in their lives

Content

The content should include but is not limited to:

- Subjects done at school
- The teacher and the school environment
- A typical day at school/daily life

UNIT IV: DESCRIBE OCCUPATIONS, PROFESSIONS & FUTURE PLANS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 exchange information about occupations and professions
- 4.2 communicate in a simple language about occupations, careers and future plans
- 4.3 listen to interviews and conversations related to various occupations, careers and future plans
- 4.4 express basic ideas and opinions about various professions and future plans

Content

The content should include but is not limited to:

- Occupation/profession

- Future plans
- Career preferences

.....

INSTRUCTIONAL METHODS

- Lecture/Demonstration
- Role Play
- Group work

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%
2		Written Assignment	20%
3		Group Project	20%
4		Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

1. Britton, J., Haylett, C., & Leacock, M., et.al. (2007). *Que Hay. Book 1*. Nelson Thornes Publishers
2. Carter, S. (2001). *Functional Spanish for Caribbean students*. Ian Randle Publishers.
3. Garcia, N. A. & McMinn, J. T. (2006). *TratoHecho: Spanish for real life*.(3rd ED). New Jersey: Prentice Hall.
4. Lebrede, J. (1981). *Basic Spanish grammar workbook*. Heath & Co.: Toronto
5. Lewis, M.J.; Nelson- Springer, Y. &Padmore, E. (2003). *Dime*. Macmillan Caribbean
6. Lewis, M.J.; Nelson- Springer, Y. &Padmore, E. (2003). *Dime mucho*. Macmillan Caribbean.
7. Nassi, R. J. & Levy, S.L. (2001). *Spanish two years. Workbook Edition*. New York. Amsco School Publications.
8. Smith, R. (2010). *Hablemos CXC Spanish oral examination manual*. Jamaica.

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	PROMOTING HEALTH & WELLNESS IN THE OLDER ADULTS
COURSE CODE:	GCPHW111S2
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 2

COURSE DESCRIPTION

The existing fitness guidelines for adults suggest that partaking in moderate aerobic activity in addition to engaging in muscle strengthening activity 2 or more days per week will increase the longevity of one's life. These activities are greatly reduced as one ages due to muscular and bone degeneration as well as other debilitating illnesses. This course is committed to providing students with a worthwhile and enjoyable learning environment while providing the necessary knowledge and tools to adhere to a lifetime of activity and better health.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. use terminologies associated with the health and wellness of the geriatric patient

2. demonstrate an understanding of different techniques used to promote the health and wellness of the geriatric patient
3. demonstrate an understanding of normal vital signs in the geriatric patient
4. demonstrate knowledge of equipment used to measure the vital signs of patients

UNIT I: STIMULATING SENSORY AND MOTOR SKILLS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 list common nursing diagnoses of older persons related to sensory problems
- 1.2 demonstrate nursing interventions that can be implemented to assist the aging patient with sensory changes
- 1.3 identify medications that may aggravate sensory dysfunction

Content

To include but is not limited to:

- **Sensory Problems**
 - Accommodation
 - Cataract cerumen
 - Conductive hearing loss
 - Diabetic retinopathy
 - Glaucoma
 - Hyposmia
 - Presbycusis
 - Presbyopia
 - Tinnitus
 - Xerostomia
- **Nursing Interventions**

- Appetite Enhancement Strategies
- Aromatherapy
- Physiotherapy Techniques to including stretching techniques

UNIT II: MEASURING VITAL SIGNS IN THE ELDERLY

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 define relevant terms
- 2.2 discuss the value of establishing individual norms
- 2.3 use equipment and procedures required to measure the vital signs of an elderly patient
- 2.4 assess factors that will impact the selection of site for procedure
- 2.5 recommend rate of recurrence for readings of vital signs in relation to patient's condition.
- 2.6 report procedures for reporting deviations in readings

Content

The content should include but is not limited to:

- Pulse Sites
- Systolic
- Diastolic
- Hypotension
- Hypertension
- Hypothalamus
- Heat Production
- Pulse Rate
- Nasal Packing
- Patterns of respiration

- Aromatherapy
- Stretching Techniques
- Factors affecting vital signs
 - Environmental triggers
 - Life-style
 - Fear and Anxiety
 - Disease
 - Medication
 - Age
 - Infectious
 - Time of day
 - State of hydration
 - Physical Activities
 - Position of Client (sitting)
 - Heredity
- Vital Signs
 - Blood Pressure
 - Pulse
 - Respiration
 - Temperature

UNIT III: ENCOURAGING A SLEEP PATTERN FOR THE ELDERLY

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 defend the importance of obtaining adequate sleep and the sleep cycle
- 3.2 assess normal changes in sleep occurring with aging
- 3.3 discuss potential causes of sleep in older persons

- 3.4 assess the risks and benefits of pharmacological and non-pharmacological interventions for sleep disturbance
- 3.5 employing nursing interventions for geriatric patients with sleep disturbance

Content

The content should include but is not limited to:

- Sleep Cycle
- Sleep disturbance
- Pharmacological and Non-pharmacological interventions
- Nursing Interventions for Sleep Disturbance

UNIT IV: EMPLOYING BASIC FOOT AND ORAL HYGIENE

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 identify common diseases of older persons in the mouth and oral cavity
- 4.2 identify Medications that may cause or aggravate oral problems
- 4.3 recognize nursing interventions that can be implemented to assist the geriatric patient with oral problems
- 4.4 list common nursing diagnoses of older persons related to the feet
- 4.5 recognize nursing interventions that can be implemented to assist the geriatric patient with problems associated with the feet

Content

The content should include but is not limited to:

- Diseases of the oral cavity and mouth
 - Angular cheilosis
 - Caries

- Edentulous
- Gingivitis
- Glossitis
- Hypogeusia
- Leucoplakia
- Periodontal disease
- Stomatitis
- Effects Medications and Oral Health
 - Antihistamines
 - Diuretic
 - Antipsychotics
 - Antidepressants
 - Anticholinergics
 - Chemotherapeutic Agents
 - Antiparkinson Drugs
- Foot Disorders
 - Overlapping toes
 - Bunions
 - Hallux Limitus
 - Ingrown Toenail
 - Athlete's Foot or Tinea Pedis
- Nursing Interventions for Foot Care
- Nursing Interventions for Oral Care

UNIT V: EMPLOYING PAIN MANAGEMENT TECHNIQUES FOR THE ELDERLY

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 define the term “Pain”
- 5.2 assess the consequences of pain in the geriatric patient
- 5.3 employ appropriate pain assessment techniques
- 5.4 evaluate pharmacological and nonpharmacological approaches useful in treating pain in the geriatric patient

Content

The content should include but is not limited to:

- Definition of terms
- Pain Assessment Techniques
 - Geriatric Pain Assessment
 - Faces Pain Scale
 - Numeric Rating Scale
 - Verbal Descriptor Scale
 - Sample of Pain Interview questions
- Pharmacological Management
- Non-Pharmacological Management

UNIT VI: DELIVERING NURSING CARE TO CLIENTS REQUIRING PALLIATIVE

CARE 8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 examine the level of vulnerability present in the workplace for clients requiring

- palliative care
- 6.2 demonstrate first aid strategies relevant to palliative patients
- 6.3 employ energy conservation techniques to the geriatric patient
- 6.4 adherence to ethical requirements, legislation and policies

Content

The content should include but is not limited to:

- Strategies to maintain energy levels for the palliative patient
 - first aid strategies relevant to palliative patients
 - vulnerability of palliative patients
-

INSTRUCTIONAL METHODS

- Lecture/Demonstration
- Role Play
- Group work

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	III	Oral Assignment	20%
2	VI	Written Assignment	20%
3	V	Group Project	20%
4	I,II,III,IV,V,VI	Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

1. Society of Chiropractors and Podiatrists (2010) *A Guide to the Benefits of Podiatry to Patient Care*. London: SCP.
2. National Institute for Health and Care Excellence (2004) *Type 2 Diabetes Foot Problems: Prevention and Management of Foot Problems*.
3. Dunn J.E., et al. (2004). Prevalence of foot and ankle conditions in a multiethnic community sample of older adults. *American Journal of Epidemiology*; 159: 5, 491-498.

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	APPLYING CONTEMPORARY ETHICS/LEGAL PRINCIPLES to GERIATRIC CARE
COURSE CODE:	GCELP112S2
COURSE HOURS:	30 HOURS
CREDIT VALUE:	2
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

While interfacing with the geriatric care facility and its clients many legal and ethical issues may arise. This informs the way forward for many geriatric care institutions in the development and administering of care management plans for the health and welfare of senior citizens. This coupled with financing long-term care, advanced directives, power of attorney and determination of mental competence to make decisions, are issues that will be discussed in the course. In addition, geriatric care managers learn legal issues of building their own geriatric care management business.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. demonstrate an understanding of the language of bioethics and its importance while interfacing with a geriatric patient
2. demonstrate knowledge of the nursing codes and policy of senior citizens and its possible legal implication if not adhered to
3. encourage the development of a Health Care Proxy for a geriatric care facility
4. demonstrating knowledge of the ethical and legal care for the dying older adult
5. demonstrate an understanding of past and current cases involving a geriatric patient both locally and globally
6. demonstrating the legal and ethical considerations involved while interfacing with the geriatric patient

UNIT I: ASSESSING THE CODE OF CONDUCT FOR HEALTH CARE NURSES

4 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 define the term 'ethics'
- 1.2 examine the six language of bioethics
- 1.3 discuss the nursing code of ethics
- 1.4 evaluate the national policy for senior citizens

Content

The content should include but is not limited to:

- Language of Bioethics
 - Autonomy
 - Beneficence
 - Non-maleficence,
 - Justice
 - Veracity

- Fidelity
- Nursing Codes for Jamaica
- National Senior Citizen Policy

UNIT II: DEVELOPING A HEALTH CARE PROXY

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1. define the term 'Health Proxy'
- 2.2. recognize the components of a health proxy
- 2.3. discuss the importance of a health proxy within the geriatric care facility
- 2.4. development a health proxy for a geriatric care facility

Content

The content should include but is not limited to:

- Health Proxy
 - Components of health proxy
 - Importance of health proxy
 -

UNIT III: ASSESSING THE ETHICAL AND LEGAL CARE FOR THE DYING

OLDER ADULT 8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 define relevant terms and concepts
- 3.2 examine the factors contributing to death in the elderly
- 3.3 discuss the ethical dilemma for treatments available to preserve life
- 3.4 defend ethical dilemmas related to death and dying
- 3.5 outline practice guidelines for reporting and documenting changes/findings

3.6 examine the procedures and ethical guidelines for post mortem care

Content

The content should include but is not limited to:

- Terms and Concepts
 - Assessment
 - Physical and mental changes
 - Individualized response
 - Impending death
 - Baseline data
 - Beliefs, values and preferences
 - Rights to privacy
- Monitoring dying process
 - Cleaning
 - Grooming
 - Tagging of body
 - Post Mortem care/procedure
- Assessment
 - Initial assessment
 - Problem focused assessment
 - Emergency
 - Time elapsed reassessment
- Guidelines for reporting and documenting changes/findings
- Ethical Dilemmas for the dying geriatric patient
 - Use of feed tubes
 - Use of CPR
 - Use of euthanasia

- Religious practices and beliefs

UNIT IV: ASSESSING CASES WITHIN A GERIATRIC CARE FACILITY

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 discuss the end-result of cases both locally and globally involving the geriatric patient
- 5.2 judge situations within the geriatric facility for legal and ethical implications

Content

The content should include but is not limited to:

- Review the following cases
 - The Terri Schiavo case: Legal, ethical, and medical perspectives
 - In Re the Guardianship of Jeffers J. Tschumy

UNIT V: DEMONSTRATING KNOWLEDGE OF LEGAL CONSIDERATIONS

4 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 employ legal considerations when interfacing with geriatric patients
- 5.2 assess the importance of adhering to advance directives
- 5.3 evaluate the role of the power of an attorney while interfacing with a geriatric patient
- 5.4 evaluating the legal and ethical issues when interacting with a geriatric patient having a mental disorder

Content

The content should include but is not limited to:

- Financial planning for long term care
- Advanced directives

- Power of the attorney
- Wills for the mentally challenged having no family
- Confusion assessment method

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INSTRUCTIONAL METHODS

- Lecture/Demonstration
- Role Play
- Group work

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I	Oral Assignment	20%
2	II	Written Assignment	20%
3	V	Group Project	20%
4	I,III,IV	Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

1. Pérez-Cárceles M D, Pereñiguez J E, Osuna E. et al. *Balancing confidentiality and the information provided to families of patients in primary care*. J Med Ethics 200531531–535. [PMC free article]
2. Beauchamp T L, Childress J F. (2001). *Principles of biomedical ethics*. 5th edn. New York: Oxford University Press.
3. Berg J W, Applebaum P S, Lidz C W. et al. (2001). *Informed consent: legal theory and clinical practice*. 2nd edn. New York: Oxford University Press
4. Schneider C E.(1998). *The practice of autonomy: patients, doctors and medical decisions*. New York: Oxford University Press

COURSE OUTLINES

YEAR 2

SEMESTER 3

Draft

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	USING PSYCHOLOGY AND COUNSELLING STRATEGIES
COURSE CODE:	GCPCS213S3
COURSE HOURS:	45 HOURS (45 Hours Theory)
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 2, SEMESTER 3
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course provides students with the knowledge, skills and values of counselling and communicating within the Geriatric Care profession. Students will understand and apply the skills of interviewing, listening, dealing with difficult situations and drawing on concepts of theoretical frameworks in working with and conducting basic counselling sessions and building the helping relationship between counselee and worker.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon successful completion of this course, the students are competent when they are able to:

1. demonstrate understanding of the importance psychology in maintaining healthy relationships with colleagues and clients.

2. develop an understanding of the theories and the role of the theorists in the study of psychology
3. examine the biological and developmental bases of behavior as it relates to the elderly
4. use counselling strategies on the elderly according to international standards

UNIT I: ACQUIRING KNOWLEDGE OF PSYCHOLOGY

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 define the term “psychology”
- 1.2 Debate the importance of psychology within the geriatric care facility
- 1.3 examine the eight critical thinking guidelines in psychology
- 1.4 examine at least five (5) major approaches to the study of psychology and their proponents
- 1.5 use the various psychological theories of development to explain behaviour of the elderly analyze the methods and tools used by psychologists to investigate psychological issues

Content

To include but is not limited to:

- Definition of term “psychology”
- Importance of course to the Geriatric Care facility
- Eight critical thinking guidelines in
 - Structuralism
 - Functionalism
 - Gestalt
 - Biological
 - Cognitive

- Behavioural
- Humanistic
- Evolutionary
- Psychodynamic/Psychoanalytical
- Psychological thinkers and their theories:
 - Freud
 - Erikson
 - Piaget
 - Watson
 - Skinner
 - Maslow
 - Pavlov
 - Rogers
- Methods of testing
 - tests
 - experiment
 - survey
 - case study
 - observation
 - correlation

UNIT II: ASSESSING THE BIOLOGICAL AND DEVELOPMENTAL BEHAVIOUR

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 describe the divisions of the nervous system

- 2.2 explain how behaviour is driven by the nervous system
- 2.3 discuss the relationship among genes, environment and behaviour
- 2.4 define the term “developmental psychology”
- 2.5 discuss the factors that affects the development of behaviour
- 2.6 assess the different approaches to psychological development in the elderly
- 2.7 use the theories of psychological development to explain human behaviour in the elderly
- 2.8 relate the stages of psychological development to types of behaviour

Content

To include but is not limited to:

- Parts of the nervous system
 - CNS
 - PNS etc.
- Genetic influences on behaviour
- Definition of developmental psychology
- Factors that influence development
- Theories of development
 - Kohlberg (moral reasoning)
 - Freud (psychosexual)
 - Piaget (cognitive)
 - Erikson (psychosocial)

UNIT III: ANALYSING PERCEPTION AND ATTITUDE

4

Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 define the terms “perception and attitude”
- 3.2 assess the relationship between perception and behaviour
- 3.3 examine the components of attitude
- 3.4 examine the development of cognitive dissonance, prejudice and stereotyping

Content

To include but is not limited to:

- Definition of terms “perception and attitude” (definition)
- Factors influencing perception
 - Motives
 - Interests
 - Person
 - Target
- Illusion
 - Constancies (size, shape, brightness, colour)
 - Figure ground
- Components and formation of attitude
 - affective
 - behavioural
 - cognitive
- Changing Attitudes
 - cognitive dissonance
 - prejudice
 - stereotyping

UNIT IV: MANAGING PERSONALITY AND MOTIVATION

10 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 define the term “personality” compare the two (2 theories of personality
- 4.2 assess the importance of positive self concept to the development of self esteem
- 4.3 examine the use of different types of defence mechanisms in various situations
- 4.4 apply the theories of motivation to the explanation of behaviour in given situations within the geriatric care facility

Content

To include but is not limited to:

- Definition of terms personality and motivation
- Theories of Personality
 - Psychoanalytic (Freud)
 - Humanistic (Rogers)
- The Big Five Personality (Eysenck)
- Development of self-concept/ self-esteem
- Defence mechanisms (types and uses)
- Theories of motivation
 - Abraham Maslow: Maslow Hierarchy of Needs
 - Frederick Herzberg: Two Factor Theory
 - David McClelland: Theory of Needs

UNIT V: APPLYING COUNSELLING INTERVENTIONS TO THE ELDERLY

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 use appropriately various counselling interventions for given situations

Content

To include but is not limited to:

- Counselling Interventions
 - Allowing the Client to Explore
 - Using Silences
 - Paraphrasing
 - Rational Emotive Behaviour Therapy (REBT)
 - Positive Verbal Encourages such as “Yes” and “OK”
 - Directive Counselling
 - Congruence
 - Summaries
 - Closed Questions
 - Person-Centred Approach
 - Cognitive Behavioural Therapy
 - Solution Focused Therapy
 - d. Psychodynamic Therapy
 - Attachment Therapy
 - Narrative Therapy

UNIT VI: DEALING WITH CONFLICT AND CHANGE

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 define the terms “conflict” and “change”
- 6.2 propose potential causes of conflicts in various situations within the geriatric care facility
- 6.3 employ appropriate conflict resolution techniques to given situations
- 6.4 evaluate the effects of conflict on patient/caregiver relationship
- 6.5 apply the approach-avoidance theory in situations in Jamaica
- 6.6 give reasons for resistance to change
- 6.7 demonstrate techniques for reducing resistance to change

Content

To include but is not limited to:

- Definition of terms “Conflict and Change”
- Lewin’s Approach-Avoidance Theory
- Types of Conflict
 - approach-approach
 - avoidance-approach
 - avoidance-avoidance
 - double approach-avoidance
- Causes of conflict
- Conflict resolution techniques
 - Collaboration
 - Compromise
 - Competition
 - Avoidance
 - Accommodation
 - Effects of conflict
- Change Agent

- Role
- types (internal and external)
- Reasons for resistance to change
- Techniques for reducing resistance to change

INSTRUCTIONAL METHODS

- Lectures
- Case Studies
- Class Work
- Class Quizzes
- Video Presentations
- Discussions
- Research
- Simulation
- Role Play

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%
2		Written Assignment	20%

3		Group Project	20%
4		Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

1. Wade, C. & Tavris, C. (2010). *Psychology* (10th ed). Upper New Saddle, NJ: Pearson Education.
2. Rathus, S. A. (2002). *Essentials of psychology*. (7th ed.). FL: Harcourt Publishing.
3. Miller, L. (2006). *Counselling skills for social work*. London: Sage Publishing Ltd.
4. Sheafor, BW, & Horejsi, CR (2008). *Techniques and Guidelines for Social Work Practice* (8th ed.). Boston: Allyn & Bacon.
5. Sedan, J. (2005). *Counselling Skills in Social Work Practice* (2nd ed.). UK: Open University Press.
6. Johnson, Louise & Yanca, Stephen (2010). *Social Work Practice: A Generalist Approach*. 10 th Edition. Pearson Education, Inc.

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	MANAGING AGE RELATED DISORDERS
COURSE CODE:	GCARD214S3
COURSE HOURS:	45 HOURS (45 Hours Theory)
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 2, SEMESTER 3
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course will provide the learner with knowledge of diseases that affects various systems within the human body as the individual ages. The course will evaluate the causes and diagnosis of various conditions affecting the elderly.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students will be exposed age-related illnesses aiming to develop their technical, practical and professional skills which will allow them to function with minimum supervision as they provide care within a geriatric care facility.

Upon successful completion of this course, the students are competent when they are able to:

1. Demonstrate knowledge of diseases affecting the cardiovascular system
2. Assess age-related illnesses affecting the respiratory system
3. Examine conditions affecting the musculoskeletal system
4. Evaluate age-related illnesses affecting the endocrine system
5. Examine conditions affecting the gastrointestinal
6. Demonstrate knowledge of the hematologic system

UNIT I: ASSESSING DISORDERS OF THE CARDIOVASCULAR SYSTEM 8

HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Outline the changes that occurs with the cardiovascular system as an individual ages
- 1.2 Propose focus areas of assessment for cardiovascular patients
- 1.3 Relate physiological concepts to the diagnosis and management of common cardiovascular conditions

Content

To include but is not limited to:

- Changes in cardiovascular system
- Assessment of cardiovascular patients
- Diagnosis and management
 - Hypertension
 - Hypotension
 - Hyperlipidemia
 - Metabolic syndrome
 - Chest Pain

- Angina
- Myocardial infraction
- Valvular Heart Disease
- Heart Failure
- Arrhythmias and Conduction disorders
- Peripheral vascular disease

UNIT II: MANAGING CONDITIONS OF THE RESPIRATORY SYSTEM 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1. Point out normal changes of aging of the respiratory system
- 2.2. Outline appropriate health promotion and disease prevention guidelines relating to the respiratory system
- 2.3. Examine the nurse's role in caring for older persons with respiratory conditions
- 2.4. Write the assessment process and formulation of diagnosis relating to the respiratory system

Content

To include but is not limited to:

- Healthy signs of an aging respiratory system
- Health promotion and disease prevention guidelines for respiratory illnesses
- Assessment process and diagnosis for the following diseases
 - Asthma
 - Chronic obstructive pulmonary disease
 - Tuberculosis
 - Lung Cancer
 - Respiratory Infections
 - Acute bronchitis

- Pulmonary Embolism

UNIT III: WORKING WITH CONDITIONS OF THE MUSCULOSKELETAL SYSTEM

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Evaluate normal changes in the musculoskeletal system associated with aging
- 3.2 Outline risk factors for the older person having musculoskeletal conditions
- 3.3 Formulate the pharmacological management and nursing responsibilities related to the older person with musculoskeletal problems
- 3.4 Formulate the non-pharmacological management and nursing responsibilities related to the older person with musculoskeletal problems

Content

To include but is not limited to:

- Normal Changes in musculoskeletal system
- Risk factors for musculoskeletal conditions
- Pharmacological and Non-Pharmacological Management of the following:
 - Osteoporosis
 - Osteomalacia
 - Paget's Disease
 - Osteoarthritis
 - Rheumatoid arthritis
 - Gout
 - Pseudogout
 - Hip Fractures

- Joint Disorders

UNIT IV: DEALING WITH CONDITIONS OF THE ENDOCRINE AND GASTROINTESTINAL SYSTEM 8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Describe age-related changes that affect the endocrine and gastrointestinal system
- 4.2 Outline risk factors to the health of an older person with endocrine and gastrointestinal problems
- 4.3 Identify physical and emotional presentations of diabetes and thyroid problems in older persons
- 4.4 Employ appropriate nursing interventions directed toward assisting older adults with endocrine and gastrointestinal problems

Content

To include but is not limited to:

- Age-Related Changes
- Risk Factors for Endocrine Problems
- Nursing interventions for Endocrine Problems
 - Diabetes
 - Thyroid Disorders
- Nursing interventions for Gastrointestinal Problems
 - Esophageal Disorders
 - Dysphagia
 - Gastroesophageal Reflux Disease
 - Gastric Disorders

- Lower gastrointestinal tract disorders
- Thyroid Disorders

UNIT V: WORKING WITH HEMATOLOGIC DISORDERS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Describe age-related changes that affect the hematologic system
- 5.2 Outline risk factors to the health of an older person with hematologic problems
- 5.3 Employ appropriate nursing interventions directed toward assisting older adults with hematologic problems

Content

To include but is not limited to:

- Age-Related Changes
- Risk Factors for hematologic Problems
- Nursing interventions for Endocrine Problems
 - Anaemia
 - Chronic myeloproliferative Disorders
 - Hematologic Malignancies
 - Lymphomas

UNIT VI: MANAGING DISORDERS OF THE IMMUNE SYSTEM

8

Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Explain the importance of the immune system in the maintenance of health
- 2.2 Outline the three (3) characteristics that are unique to the immune system
- 2.3 Compare and contrast between the humoral immune response and the cellular immune response
- 2.4 Examine the pathology that underlies illnesses associated with both excessive and deficient immune responses
- 2.5 Outline the unique characteristics associated with HIV infection in the older person
- 2.6 Relate the care of a patient with a rheumatoid disorder to the pathology involved
- 2.7 Employ appropriate nursing interventions directed toward assisting older adults with immune problems

Content

To include but is not limited to:

- Importance of a healthy immune system
- Characteristics of the immune system
- Humoral immune response and cellular immune response
- Excessive Immune Response
- HIV
- Rheumatoid Disorder
- Nursing Interventions and Management for the following:
 - Hypersensitivity
 - Primary Immune Deficiency Disorders
 - Pneumonia
 - Urinary Tract Infection
 - Bacteremia
 - Skin Infections

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INSTRUCTIONAL METHODS

- Lecture/Demonstration
- Role Play
- Group work
- Case Studies
- Video Presentation
- Simulation
- Field Trips
- Laboratory Assessments

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%
2		Written Assignment	20%
3		Group Project	20%
4		Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

Tabloski, P.A. (2010). *Gerontological Nursing*. Upper Saddle River, New Jersey

FACULTY OF NURSING AND COMMUNITY HEALTH CARE	
PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	UNDERSTANDING COMPLEMENTARY AND ALTERNATIVE MEDICINE AND POLYPHARMACY ISSUES IN OLDER ADULTS
COURSE CODE:	GCCAP215S3
COURSE HOURS:	45 HOURS (45 Hours Theory)
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 2. SEMESTER 3

COURSE DESCRIPTION

This course will focus on developing awareness of the importance of contraindications associated with the concurrent use of various medication. It aims at developing skills, knowledge, attitudes, and thinking skills needed to manage an elderly person within the geriatric care facility.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students will be to various pharmacological and non-pharmacological methods used in caring for the elderly. This course aims to develop their technical, practical and professional skills, which will allow them to function with minimum supervision as they provide care within a geriatric care facility.

Upon successful completion of this course, students are competent when they are able to:

1. Demonstrate an understanding the impact of cultural diversity, medication use and pharmacokinetic alterations in the elderly
2. Examine the adverse effects from drug-drug interactions and drug-herb interactions
3. Promote medication effectiveness and use
4. Use appropriately psychotropic in the elderly
5. Assess the appropriate use of medication in the elderly

UNIT I: ASSESSING THE EFFECT OF PHARMACOKINETIC ALTERATIONS IN THE ELDERLY **8 Hours**

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Explain the interaction between normal aging and response to drug therapy in the elderly
- 1.2 Define the following terms “pharmacokinetics” and “pharmacodynamics”

1.3 Examine the impact renal degeneration in the choice of drug administered

1.4 Calculate the creatinine clearance for an elderly person

1.5 Assess the importance of observing the creatinine clearance and its impact on drug administration

1.6 Evaluate the impact of concurrent conditions and therapy on drug administration

Content

To include but is not limited to:

- Effects of Aging on drug therapy
- Definition of terms “pharmacokinetics” and “pharmacodynamics”
- Impact of renal degeneration on drug administration
- Calculating creatinine clearance
- Impact of concurrent conditions on drug administration

UNIT II: MANAGING ADVERSE DRUG REACTIONS AND IATROGENESIS

4 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

2.1 Define the following terms “adverse drug reactions”, “iatrogenesis”, polypharmacy

2.2 Outline medications causing various adverse reactions in the elderly

2.3 Employ appropriate nursing interventions directed toward assisting older adults with having adverse drug reactions

Content

To include but is not limited to:

- Definition of terms “adverse drug reactions” and “iatrogenesis”
- Medication associated with the following:

- Cognitive Effects
- Anticholinergic Syndrome
- Gastric and Esophageal Effects
- Nursing Interventions for the following adverse drug events
 - Cognitive Effects
 - Anticholinergic Syndrome
 - Gastric and Esophageal Effects

UNIT III: PREVENTING DRUG INTERACTIONS 8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Define the “Beers Criteria”
- 3.2 Use the beers criteria to indicate drugs potentially inappropriate for use in elderly patients
- 3.3 Examine the top ten drug-drug interactions associated with long-term care
- 3.4 Outline the effects of over-the-counter drugs with various prescribed medications
- 3.5 Outline the effects of common herbal preparations with various prescribed medications
- 3.6 Use systems and procedures to report adverse drug events

Content

To include but is not limited to:

- Beers Criteria
- Top ten Drug-Drug Interactions in long term care
 1. Warfarin – NSAIDS
 2. Warfarin – Sulphur Drugs
 3. Warfarin – macrolides
 4. Warfarin – Quinolones

5. Warfarin – Phenytoin
 6. ACE Inhibitors – potassium supplements
 7. ACE Inhibitors – spironolactone
 8. Digoxin – amiodarone
 9. Theophylline - quinolones
- Interactions of OTC Drugs with prescribed medications
 - Acetaminophen
 - Alcohol
 - Antacids and Calcium Supplements
 - Cimetidine
 - Decongestants
 - NSAIDS
 - Vitamin A
 - Vitamin E
 - Vitamin C
 - Interactions of herbal preparations with prescribed medications
 - Echinacea
 - Ephedra
 - Garlic
 - Ginseng
 - Ginkgo
 - Kava
 - St.John’s Wart
 - Valerian
 - Guinea Hen Weed
 - Moringa

- Sour Sop Leaf
- Reporting Mechanisms
 - MedWatch

UNIT IV: PROMOTING COMPLIANCE TO MEDICATION REGIMEN

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Define the following term “Drug Regimen Unassisted Grading Scale (DRUGS)”
- 4.2 Use the “Drug Regimen Unassisted Grading Scale” to assess an elderly person’s ability to administer his/her own medication
- 4.3 Employ strategies to promote compliance and adherence to the medication regimen

Content

To include but is not limited to:

- Drug Regimen Unassisted Grading Scale (DRUGS)
- Medication Regimen Compliance Strategies

UNIT V: SUPPORTING SAFE USE OF DRUGS IN THE ELDERLY

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Assess the effect of medication errors on the elderly
- 5.2 Use the medication reconciliation process as an elderly patient move from one care facility to the next
- 5.3 Judge the use of internet pharmacies in purchasing medications for the elderly

5.4 Prepare a basic emergency supply kit with medication

5.5 Outline at least five (5) unsafe practices associated with a medication regimen

Content

To include but is not limited to:

- Effects of Medication Errors
- Medication Reconciliation
- Internet Pharmacies
- Unsafe Practices
 - Sharing other's medications
 - Using imported medication
 - Using outdated medication

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Two in-course tests	20%
2		Practical Assignments/Projects	20%
3		Field/Laboratory/Practical Activities	40%
4		End of Semester Examination	20%

Total		100%
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FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of:

- Formal lectures
- Discussions
- Field Trips
- Presentations
- Simulations
- Demonstration with Return Demonstration
- Case Studies

RESOURCES

Tabloski, P.A. (2010). *Gerontological Nursing*. Upper Saddle River, New Jersey

Draft

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME: OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED
HEALTH – GERIATRIC CARE

COURSE NAME: UNDERSTANDING SEXUALITY IN OLDER ADULTS

COURSE CODE: GCSOA216S3

CREDIT HOURS: 45 HOURS

CREDIT VALUE: 3

PREREQUISITES: NONE

YEAR/SEM: YEAR 2, SEMESTER 3

COURSE DESCRIPTION:

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students are competent when they are able to:

1. Examine the normal changes of aging in the physiology of the genitourinary and renal systems
2. Differentiate among normal and disease-related changes in the genitourinary and renal functions of older adult
3. Outline the impact of changes in urinary function on quality of life in older persons
4. Assess the effect of the social and physical environment on genitourinary concerns in the elderly
5. Perform appropriate nursing interventions for improving the effect of genitourinary status on the quality of the elderly

UNIT I: MANAGING CHANGES OF AGING IN THE GENITOURINARY SYSTEM

7 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Examine the normal aging of the male urinary system
- 1.2 Outline the normal aging of the female urinary system
- 1.3 Assess the changes in the bladder and urethra in an older adult
- 1.4 Evaluate the effect of decreased levels of antidiuretic hormone on the elderly

Content

To include but not limited to:

- Aging process of the male urinary system
- Aging process of the female urinary system
- Antidiuretic Hormone and the Aging Process

UNIT II: OUTLINING THE CHANGES IN THE MALE AND FEMALE

REPRODUCTIVE SYSTEM OF THE ELDERLY

5 HOURS

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 2.1 Outline the effect of reduced hormones levels on the sexual response in the elderly
- 2.2 State the physical changes on the elderly because of the aging reproductive system
- 2.3 Examine the effects of the aging process on the families of the elderly

Content

To include but not limited to:

- Effect of reduced hormone levels
- Age-Related Changes in the following:
 - Kidney
 - Bladder and Urethra
 - Male Reproductive Tract
 - Female Reproductive Tract

UNIT III: MANAGING GENITOURINARY CONDITIONS

8 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Outline the differences between acute and chronic renal failure in the elderly
- 3.2 Examine the causes of renal failure in the elder adults
- 3.3 State nursing interventions to manage renal failure in adults.
- 3.4 Outline the signs and symptoms of urinary tract infection.
- 3.5 State the types of urinary continence in the elderly
- 3.6 Discuss the effects of urinary incontinence in the elderly
- 3.7 Create a bladder record for an older person
- 3.8 Assess the nursing interventions to manage genitourinary conditions in the elderly
- 3.9 Perform exercises to manage genitourinary conditions in the elderly

Content

To include but not limited to:

- Acute and Chronic Renal Failure
- Causes of Renal Failure
- Types of Urinary Continence
- Bladder Record Sample
- Exercises
 - Pelvic Floor Exercises
 - Kegel Exercises
 - Bladder Training
- Nursing Interventions
 - Renal Failure
 - Urinary Tract Infection
 - Urinary Incontinence
 - Benign Prostatic Hyperlasia

UNIT IV: EMPLOYING INTERVENTIONS FOR SEXUAL CONCERNS 7 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Assess the concerns associated with menopause in the elderly females
- 4.2 Examine the causes of erectile dysfunction in elderly males
- 4.3 Evaluate the signs/symptoms of sexually transmitted diseases
- 4.4 Perform interventions to manage sexuality in the elderly in long-term care facilities

4.5 Analyzing complementary and alternative therapies to manage sexuality in the elderly

Content

To include but is not limited to:

- Menopause
- Erectile Dysfunction
- Sexually Transmitted Diseases
- Nursing Interventions
 - Menopause
 - Erectile Dysfunction
 - Sexually Transmitted Diseases
 - Complementary and Alternatives Therapies
 - Sexuality in the elderly

UNIT V: MANAGING GENITOURINARY MALIGNANCIES 7 HOURS

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

- 5.1 State at least five (5) common types of cancers affecting the elderly
- 5.2 Outline the signs and symptoms of various cancers affecting the elderly
- 5.3 Perform nursing interventions to manage genitourinary malignancies in the elderly

Content

To include but is not limited to:

- Genitomalignancies

- Prostate Cancer
- Bladder Cancer
- Breast Cancer
- Uterus Cancer
- Ovary Cancer
- Kidney Cancer
- Nursing interventions

INSTRUCTIONAL METHODS

- Lecture
- Demonstrations
- Simulations
- Practical Assessments
- Video Presentations
- Case Study

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight

1		Test	10%
2		Group research	20%
3		Group Presentations	20%
4		Field work	10%
5		Case Study	40%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCES

Tabloski, P.A. (2010). *Gerontological Nursing*. Upper Saddle River, New Jersey

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC CARE
COURSE NAME:	WORKING WITH MENTAL HEALTH ISSUES
COURSE CODE:	GCMHI217S3
COURSE HOURS:	45 HOURS (45 Theory Hours)
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 2, SEMESTER 3
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course aims at providing the learner with the knowledge of mental illnesses affecting the elderly. This course will further provide appropriate nursing interventions to manage mental illnesses in the elderly.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. Outline the components of the neurological system
2. Demonstrate knowledge on the normal aging of the neurologic system
3. Outline conditions affecting the central nervous system in the elderly
4. Use the confusion assessment method for the management of neurologic conditions
5. Perform nursing interventions to manage mental conditions existing in the elderly.

UNIT I: MANAGING DEPRESSION AND DELIRIUM IN THE ELDERLY

8

Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Describe the main components of the nervous system
- 1.2 Outline the normal changes of aging of the neurologic system
in the elderly
- 1.3 Outline the signs and symptoms of depression in the elderly
- 1.4 Outline the signs and symptoms of delirium in the elderly
- 1.5 Use the SIG E CAPS test to determine if an older adult is
depressed
- 1.6 Perform nursing interventions to manage depression and
delirium in the elderly

Content

To include but is not limited to:

- Components of the nervous system
- Normal Changes of Aging in Neurologic System

- Signs and Symptoms
 - Depression
 - Delirium
- SIG E CAPS
- Nursing Interventions
 - Depression
 - Delirium

UNIT II: MANAGING DEMENTIA IN THE ELDERLY

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Define the term “dementia”
- 2.2 Examine the signs and symptoms of dementia in the elderly
- 2.3 State the types of dementia in the elderly
- 2.4 Evaluate the stages of dementia in the elderly
- 2.5 Use the confusion assessment method for an elderly person in the intensive care unit
- 2.6 Outline interventions to manage apathy and agitation in persons with dementia
- 2.7 Assess treatment options to manage dementia in the elderly

Content

To include but is not limited to:

- Definition of term “dementia”
- Signs and Symptoms of dementia
- Types of dementia
 - Mild Cognitive Impairment
 - Vascular Dementia
 - Lewy Body Dementia

- Frontotemporal Dementia
- Stages of Dementia
 - Mild
 - Moderate
 - Severe
- Interventions for Apathy and Agitation
- Confusion Assessment Method
- Treatment Options
 - Pharmacologic Therapy
 - Complementary and Alternative Therapy

UNIT III: EMPLOYING NURSING INTERVENTIONS TO MANAGE ALZHEIMER'S DISEASE 8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Outline the signs and symptoms of Alzheimer's disease in the elderly
- 3.2 Assess guidelines to manage various conditions of an elderly having Alzheimer's disease
- 3.3 Outline commonly used medications for older persons with Alzheimer's Disease
- 3.4 Use techniques to prevent and break the cycle of behaviours used to refuse food in the later stages of Alzheimer's Disease

Content

To include but is not limited to:

- Signs and Symptoms
- Management Guidelines of Various Conditions
 - Recent Injury

- Discomfort or Pain
- Physical Complications
- Uncomfortable Environment
- Frustrating Interaction
- Chaotic Environment
- Overly complex task request
- Nothing to occupy time
- Patterns
- Events
- Dementia
- Mood Disorders
- Delusions or Hallucinations
- Functional Impairment
- Anxiety
- Dependence in activities of daily living
- Inability to initiate meaningful activities
- Spatial Disorientation
- Commonly Used Medications
 - Selective Serotonin
 - Reuptake Inhibitors
 - Typical Neuroleptics
 - Atypical Neuroleptics
 - Benzodiazepines
 - Azaspirone
- Preventing and Breaking Behaviours to refuse Food
 - Provide Sensory Stimulation

- Gently Encourage
- Do not force; distract; wait

UNIT IV: DEALING WITH PARKINSON'S DISEASE

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Define "Parkinson's Disease"
- 4.2 Outline the signs and symptoms of parkinson's disease
- 4.3 Outline commonly used medications for older persons with Parkinson's Disease
- 4.4 Use nursing interventions to manage Parkinson's disease in the elderly

Content

To include but is not limited to:

- Signs and Symptoms
- Commonly Used Medication
- Nursing Intervention

UNIT V: MANAGING PERSONALITY AND PSYCHOTIC DISORDERS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Define the following terms "personality disorder" and psychotic disorder"
- 5.2 Observe the signs and symptoms of personality disorders
- 5.3 Outline the signs and symptoms of bipolar depression in an older adult

Content

To include but is not limited to:

- Personality Disorder
- Bipolar Depression
- Katz Index of Independence in activities of daily living
- Pulses Profile
- SPICES

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INSTRUCTIONAL METHODS

- Lecture/Demonstration
- Role Play
- Group work
- Simulation
- Demonstration with Return Demonstration
- Practical Assessment
- Case Study

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%

2		Written Assignment	20%
3		Group Project - Case Study	20%
4		Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

Tabloski, P.A. (2010). *Gerontological Nursing*. Upper Saddle River, New Jersey

FACULTY OF NURSING AND COMMUNITY HEALTH CARE

PROGRAMME: OCCUPATIONAL ASSOCIATE DEGREE IN GERIATRIC
CARE

COURSE NAME: ADDRESSING THE NUTRITIONAL NEEDS OF THE
AGED

COURSE CODE: GCNUT218S3

COURSE HOURS: 45 HOURS

CREDIT VALUE: 3

PREREQUISITES: NONE

YEAR/SEM.: YEAR 2, SEMESTER 3

COURSE DESCRIPTION

This course is geared at providing the learner with knowledge on the nutritional requirements of the elderly. The course will inform the learner of strategies and interventions that can be employed to address the nutritional needs of the elderly.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. Outline the normal changes of aging in body composition and digestion, absorption and metabolism of nutrients
2. Differentiate between normal and disease-related risk factors for undernutrition in the older adult
3. Examine normal nutritional requirements for the older adult
4. Judge the causes and consequences of undernutrition in older adult
5. Use tools and parameters to assess nutrition status of an older adult
6. Demonstrate knowledge on appropriate nursing interventions and treatment for nutrition –related problems in the older adult
7. Demonstrate an understanding of dietary approaches to chronic disease in the older adult

UNIT I: MANAGING ORAL AND GASTROINTESTINAL CHANGES WITH AGING

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Define the term “edentulism”
- 1.2 Discuss conditions affecting digestion, absorption and metabolism of nutrients in the older adult
- 1.3 Outline risk factors for dehydration in the older adult
- 1.4 Propose symptoms of dehydration in the older adult
- 1.5 Assess nutrition-related changes associated with aging in the elderly
- 1.6 Examine medications having nutritional implications on the older adult
- 1.7 Evaluate nursing interventions to manage conditions with oral and gastrointestinal tract

Content

To include but is not limited to:

- Definition of term “edentulism”
- Digestion, Absorption and Metabolism Conditions
 - Dentition
 - Xerostomia
 - Atrophic Gastritis
 - Appetite Dysregulation
 - Constipation
 - Thirst Dysregulation
- Risk Factors for Dehydration
 - Physical Changes of Aging
 - Lack of access to fluids
 - Voluntary Fluid Restriction

- Increase insensitive fluid losses
- Symptoms of Dehydration
 - Darkened Urine
 - Confusion
 - Lethargy
 - Headache
 - Light-headedness
 - Sunken Eyes
 - Dry mucous membranes
 - Dry axillae
 - Long tongue furrows
 - Postural changes in pulse and blood pressure
- Nutrition-Related Changes with Aging
 - Lean Body Mass
 - Metabolic Rate
 - Bone Mineral Density
 - Saliva Production
 - Thirst Perception
 - Production of gastric acid and fluids
 - Cholecystokinin and early satiety
- Medications with Nutritional Implications
 - Antacids
 - Antipsychotics
 - Antiparkinson
 - Colchicine
 - Digoxin

- Penicillamine
- Phenytoin
- Nursing Interventions

UNIT II: ADHERING TO THE NUTRITIONAL REQUIREMENTS OF THE ELDERLY

6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Calculate estimated energy requirements (EERs) for the older adult
- 2.2 Assess the required amounts of Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E for the older adult according to international standards
- 2.3 Propose at least five (5) food source of Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E
- 2.4 State at least five (5) effects of Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E deficiency in the older adult
- 2.5 Propose nursing interventions to manage nutrient deficiencies in the older adult

Content

To include but is not limited to:

- Estimated Energy Requirement
- Required Amounts
 - Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E
- Food Source
 - Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E
- Nursing Interventions for Deficiencies

- Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E

UNIT III: MEASURING NUTRITIONAL PARAMETERS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Define the term “Anthropometrics”
- 3.2 Use appropriate methods to measure weight, height, body mass index, body fat measurement and muscle mass measurement in the older adult
- 3.3 Determine appropriate weight, height, body mass index, body fat measurement and muscle mass according to gender and age.
- 3.4 Examine laboratory requirements for used in a routine nutritional assessment

Content

To include but is not limited to:

- Definition of the term “anthropometrics”
- Methods to Measure
 - Weight
 - Height
 - Body Mass Index (BMI)
 - Body Fat Measurement
 - Muscle
- Appropriate weight, height, body mass index, body fat measurement and muscle mass according to gender and age.
- Laboratory Requirements
 - Albumin
 - Retinol-binding prealbumin
 - Complete Blood Count (CBC)

- Serum Folate and B₁₂ assays

UNIT IV: DEALING WITH UNINTENTIONAL WEIGHT LOSS

8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Assess the etiology of unintentional weight loss in the older adult
- 4.2 Examine the causes of unintentional weight loss in the elderly
- 4.3 Debate the consequences of unintentional weight loss and undernutrition in the elderly
- 4.4 Propose nursing interventions for undernutrition in the elderly

Content

To include but is not limited to:

- Etiology of unintentional weight loss
- Causes of unintentional weight loss
 - Insufficient Intake
 1. Side Effects of Medication
 2. Xerostomia
 3. Sensory Changes
 4. Therapeutic Diet
 5. Iatrogenic
 - Nutrient Losses
 1. Malabsorption Disease
 2. Medication
 3. Diarrhea/Vomiting
 - Hypermetabolism
- Consequences of unintentional weight loss
- Nursing interventions of unintentional weight loss

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Discuss the importance of performing nutrition screening and assessment on the elderly
- 5.2 Outline important parameters aligned to the nutrition screening initiative for the elderly
- 5.3 Use the Mini-Nutritional Assessment to obtain nutritional status of the older adult
- 5.4 Outline the checklist aligned to Minimum Data Set (MDS) for the elderly

Content

To include but is not limited to:

- Importance of nutrition screening
- Mini-Nutritional Assessment
- Minimum Data Set

INSTRUCTIONAL METHODS

- Lecture/Demonstration
- Role Play
- Group work
- Simulation
- Demonstration with Return Demonstration
- Practical Assessment
- Case Study

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%
2		Written Assignment	20%
3		Group Project	20%
4		Final Assessment	40%
Total			100%

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE

Tabloski, P.A. (2010). *Gerontological Nursing*. Upper Saddle River, New Jersey

SEMESTER 4

COURSE OUTLINES

FACULTY OF COMMUNITY HEALTH AND NURSING CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH (GERIATRIC CARE)
COURSE NAME:	USING EMPLOYABILITY SKILLS
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 2, SEMESTER 4
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is designed to enable students to develop the requisite knowledge, skills and attitudes to use employability skills to develop professionalism.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students will be able to incorporate a multi-faceted approach in fostering the necessary skills and attributes that will be needed to meet and exceed personal and professional standards within the Allied Health Sector.

Upon successful completion of this course, students are competent when they are able to:

1. Develop an awareness of key fundamental steps in identifying their career journey
2. Display an awareness of professional standards and principles that guide their development
3. Demonstrate a working knowledge of the interpersonal skills needed by a professional employee within the allied health care sector.
4. Develop the competences required in managing change within the organization and industry and
5. Design a plan for professional and personal development through self-assessment

UNIT I: PLAN PROFESSIONAL DEVELOPMENT

6 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Define the scope of Professional Development
- 1.2 Recognize the importance of Professional Development
- 1.3 Define who is a Professional
- 1.4 Identify Key skills/characteristics and core values of a professional
- 1.5 Discuss the importance of being a life-long learner

Content

To include but not limited to:

- Definition of Professional Development
- Importance of Professional Development
- Definition of a Professional
- Key skills/characteristics of a Professional
- Innate vs. Learnt Behaviour
- Core Values vs. Beliefs
- Evaluation of traits and habits of successful business persons

- Life-Long Learner

UNIT II – ADHERE TO PROFESSIONAL STANDARDS

6 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Identify the professional standards of the sector.
- 2.2 Demonstrate awareness in the practices involved in professional development.

Content

To include but not limited to:

- Ability, Attitude and Aptitude
- Principles to guide the quest for Professional Development - Great Respect And Consideration for Everyone (G.R.A.C.E), Treating others as you would want to be treated etc.
- Industry standards for Tourism, Hospitality & Culinary Arts & Production

UNIT III – ANALYZE AND DISCOVER SELF

3 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Assess current status in their personal & professional development
- 3.2 Undertake personal S.W.O.T Appraisal
- 3.3 Suggest techniques to improve identified weaknesses and threats

Content

To include but not limited to:

- Who am I?
- What do I really want to do
- S.W.O.T Analysis

- Aptitude Assessment

UNIT IV – IMPLEMENT CAREER DEVELOPMENT PLANS AND GOALS

3 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Recognize the importance of Goal Setting
- 4.2 Create S.M.A.R.T Goals linked to their Career Development Process
- 4.3 Identify what needs to be done in completing their career development process

Content

To include but not limited to:

- Definition of Goal Setting
- Classification of the acronym S.M.A.R.T
- Career Development Process

UNIT V: APPLY BUSINESS ETIQUETTE, PROTOCOL AND GROOMING

6 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Demonstrate good business etiquette
- 5.2 Demonstrate confidence in all aspects of dining etiquette
- 5.3 Apply the techniques for dressing on a budget
- 5.4 Recognize the importance of employing proper grooming

Content

To include but not limited to:

- Business etiquette
- Dining etiquette
- Executive presence
- First Impressions
- Dressing on a Budget
- Grooming

UNIT VI: MANAGE CHANGE

8 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 Recognize the dynamic nature of renewable energy sector
- 6.2 Demonstrate behaviour required to managing change
- 6.3 Explore the various ways employees respond to the changing work environment
- 6.4 Recognize and adapt to the diversity within the work place

Content

To include but not limited to:

- Stress Management and Techniques
- Time Management and Techniques
- Emotional Intelligence
- Management Styles
- Understand the corporate culture
- Diversity - Gender - Race - Ethnicity - Sexual Orientation - Religion

UNIT VII– PRACTICE BUSINESS COMMUNICATION

8 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

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- 7.1 Identify the key elements of writing a successful Resume & Cover Letter
- 7.2 Design a Resume & Cover Letter
- 7.3 Recognize the differences in written communication
- 7.4 Recognizing the Communication Process and Chain of Command of Organization:
- 7.5 Use principles that guide Audio Visual Presentations

Content

To include but not limited to:

- Communication
- Resume Writing
- Cover Letters
- Written Communication - memorandums, speeches emails etc
- Oral presentations
- Audio visual presentations

UNIT VIII– BUILD PERSONAL BRAND

5 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 8.1 Recognize that each individual is a brand
- 8.2 Identify ways in which to facilitate continuous self- improvement
- 8.3 Recognize the importance of Networking: face-to-face & social media – LinkedIn etc.
- 8.4 Discuss the importance of Financial Management

Content

To include but not limited to:

- Individual as a Brand

- What are my unique selling points?
- Marketing yourself as a brand
- Social Media
- Networking
- Cover Letters

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ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Participation	5%
2		Field Assessment	15%
3		Job Interview	15%
4		Business Meeting	15%
5		Journal Entries	10%
6		Presentations	10%
7		Executive Portfolio	30%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be document on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of formal lectures, discussions, role plays, case studies and presentations.

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FACULTY OF COMMUNITY HEALTH AND NURSING CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH (GERIATRIC CARE)
COURSE NAME:	ACQUIRING PROFESSIONAL AND INDUSTRY RECOGNITIONS
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	1
PREREQUISITES:	COMPLETION OF YEAR TWO COURSES
YEAR/SEM.:	YEAR 2, SEMESTER 4
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

PROGRAMME DESCRIPTION

This Professional Recognitions Development Programme is designed to provide the students with the opportunity to pursue professional and industrial recognitions' programmes which will lead them acquiring professional and or industry certification, licenses' or licensure. These types of recognitions will in addition, to their educational and or training institutional certification gives them a high level of employment standing and competitiveness in their sector of employment and career paths.

The student should be assigned a workplace mentor and or programme advisor who will facilitate and guide the student's goal achievements towards professional recognitions. The students should be encouraged to commence these pursuits before the completion of their course of study

PROGRAMME OBJECTIVES COMPETENCY OUTCOME

The recognitions programme is integral to the implementation of the delivery of the Fitness Management Programme. Institutions are encouraged to use creative strategies in administering its implementation. There are varieties of teaching and learning modalities that may be used in attaining the programme's objectives.

The programme objectives are:

1. Expose students to the need for accuracy professional and/or industry recognitions
2. Enhance students understanding of the social-economic and cultural impacts of Professional and Industrial Recognitions.
3. Developing students' professional ethics, business protocols good personality traits, habits and professionalism
4. Pursue Professional Recognitions as part of their life-long learning strategies
5. Use Professional Recognitions to continuously improve work processes, productivity and value creation.
6. Use Professional Recognitions for competitive advantages in the workplace.
7. Comply with legislations, regulations and related conventions governing occupational professional practices.
8. Recognize the aims of Professional Recognitions on the public's health, safety and security
9. Recognize the intent of Professional Recognitions to enhance compliance with requirements of the Fair-Trading Act, Consumer Protection Act, and the provision of Quality Customer Services.
10. Recognize the becoming involved in Voluntarism.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this attachment programme students will be able to relate to concepts, theories and techniques, which are studied, to develop and practice a range of technical competencies, personal competencies and social competencies; help students to identify and develop career paths within their industry. It will also encourage students to develop important employability skills make contacts with potential employers and to construct work experience profiles commensurate with the demands of future employers and or explore entrepreneurial opportunities.

Upon successful completion of this attachment programme, students are competent when they are able to:

1. Practice theoretical principles.
2. Follow work instructions.
3. Adhere to organizations policies
4. Comply with relevant legislations, regulations and codes of practices
2. Comply with safety requirements
3. Acquire/develop competencies in their occupational area.
4. Apply procedures for work processes.
5. Analyze work plans and implement as instructed
6. Manage area of specialization.
7. Plan, organize and implement tasks/assignments according to given instructions and or procedures.
8. Work effectively as part of a team.
 - Practice employability skills on the job.
 - Be productive, efficient, effective, cost controlled and quality focused
 - Provide excellent customer service
 - Adhere to Dress Codes and Interpersonal Relations Standards

- Conduct research industry trends, document lessons learned, prepare career development plan, prepare and submit report

UNIT I: VALUE THE ROLE OF REGULATORS AND PROFESSIONAL ORGANIZATIONS IN PROFESSIONAL/INDUSTRIAL RECOGNITIONS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Analyze the role of professional organizations and regulations in professional and industrial recognitions
- 1.2 Determine the impact of professional/ industrial recognitions on socio-economic and cultural variables
- 1.3 Recognize the value of regulations in achieving societal and/or commercial objectives
- 1.4 Recognize the function of various organizations involved in Health and Wellness
- 1.5 Recognize the functions of various government agencies responsibility for Health and Wellness
- 1.6 Analyze the potential impact of Professional and Industry Certification

Content

To include but not limited to:

- Legislations, regulation and policies relating to Renewable Energy Sector and other related Sectors and encompassing:
 - Management System Certification ISO 5001:20011
 - Health and Wellness Policies
 - Ministry of Health
 - Ministry of Education
 - Licensing Requirements for Fitness Professionals
- Local, Regional and Internationally Fitness/Wellness Organizations

- Local, Regional and International Professional Certification
- Local, Regional and International Fitness Competitions
- Jamaica Body Builders Association

UNIT II: ACQUIRE PROFESSIONAL RECOGNITION FOR INDUSTRIAL PRACTICE

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Explain the importance of having professional recognition for industry practice
- 2.2 Identify and differentiate types of professional/ industry recognitions
- 2.3 Seek and determine requirements for professional/industry recognitions
- 2.4 Enroll in training programmes for professional/industry recognitions
- 2.5 Access and complete programs of study for professional/ industry recognitions
- 2.6 Apply to appropriate awarding bodies for registration and professional/industry recognitions
- 2.7 Adhere to professional ethics code of preface and quality of service requirements of the recognition
- 2.8 Adhere to recertification requirements

Content

To include but not limited to:

Types of recognitions

- Licensing
- Permits
- Licensure ship
- Industry awards
- ISO certification

- Other international recognitions/awards
- Other local recognitions/awards
- Recognition Awarding Bodies:

South West University	Fitness Certification
	Certified Fitness Instructor
University of Texas at Austin	Leadership in Sport, Fitness and Wellness
University of Florida	Certification in Fitness Management
CompTIA	Project Management
CEFF for	Entrepreneurship

UNIT III: ACQUIRE TRAINING AND OR RECOGNITION IN APPLY FIRST AID

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Explain the importance of applying first aid
- 3.2 Adhere to the principle of first aid when addressing issues requiring first aid
- 3.3 Acquire first aid training and certification
- 3.4 Follow procedures in applying first aid techniques
- 3.5 Evaluate situation above own competence level and seek appropriate assistance and seek appropriate assistance
- 3.6 Contact relevant to authorities in event of serious emergencies
- 3.7 Report and/or document incidents/accidents and actions taken
- 3.8 Follow up with persons who have had first aid treatment and/or resolution to their problems

Content

To include but not limited to:

- Basic first aid procedure

- Sources of assistance
- Company nurse/doctor
- Employees with first aid training/certification
- Emergency Agencies:
 - Fire brigade
 - Police
 - Ambulance/ Paramedics
 - First Aid procedures
- Red Cross of Jamaica Training and Certification Programmes: CPR/First Aid Certification

UNIT IV: PARTICIPATE IN ACTIVITIES OF PROFESSIONAL ORGANIZATION

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Conduct research on professional organization of interest
- 1.2 Interview person having connections with the particular organization.
- 1.3 Analyze data/information obtained on organization of interest
- 1.4 Evaluate the compatibility level of own professional goals with that of the organization.
- 1.5 Collect information on procedures for membership in the organization
- 1.6 Apply for membership in organization of interest
- 1.7 Participate and contribute to the activities of the organization of interest
- 1.8 Take opportunities to exchange learning with other members
- 1.9 Take actions to grow and develop professional internally and externally to the organization
- 1.10 Transfer knowledge gained from association with the organization to the workplace and other colleagues

Content

To include but not limited to:

- Research on organization:
 - Vision, Mission and Goals
 - Membership categories (Full, Associate, Affiliate, Students)
 - Professional Development Programmes
 - Fee Structure
 - Application Procedures
 - Programme of Activities
 - Organization Structure
- Transfer of Learning
- Life Long Learning Opportunities
- Compatibility Evaluation

UNIT V: BUILD PROFESSIONAL RECOGNITION THROUGH VOLUNTARISM

Specific Objective

Upon completion of this unit, students are competent when they are able to:

- 5.1 Investigate the role of voluntarism in developing communities
- 5.2 Explore the roles of voluntarism building and developing competencies
- 5.3 Investigate voluntarism as a vehicles for transfer of learning and life category
- 5.4 Use voluntarism to develop appropriate values and attributes
- 5.5 Interview person who have been awarded natural honors for voluntarism and public service
- 5.6 Identify and acquire critical knowledge, skills and attributes through voluntarism
- 5.7 Use voluntarism to seek motivation and inspiration of others
- 5.8 Prepare and present report on voluntary project/activities

Content

To include but not limited to:

- Role of voluntarism
 - Building
 - Building personal, social and technical competencies
- Interview National Awardees
- Acquire knowledge skills and attributes
 - socio-cultural skills
 - leadership skills
 - economic skills
 - Organizational Skills
 - Negotiation Skills
 - Mediation skills
 - Historical knowledge
 - Counseling skills
 - Social justice
- Motivational and Inspirational Group
 - Youths
 - Young adults
 - Adults
- Development Nature of Voluntarism
- Benefits of Voluntarism
- Values and Attitudes
- Love of Country
- Self-Empowerment
- Gleaner Annual National Award for Voluntarism

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Student Daily Logs	10%
2		Appraisal by employer and tutor	20%
3		Written report on experience	10%
4		Hands-on Experience	60%
Total			100%

FACULTY OF COMMUNITY HEALTH AND NURSING CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH (GERIATIC CARE)
COURSE NAME:	INTERNSHIP/EXTERNSHIP (WORK PLACE ATTACHMENT)
COURSE CODE:	
COURSE HOURS:	240 HOURS
CREDIT VALUE:	6
PREREQUISITES:	COMPLETION OF YEAR 1 COURSES
YEAR/SEM.:	YEAR 1, SEMESTER 2

COURSE DESCRIPTION

This Externship/Work Place Attachment Programme is designed to provide the students with industrial /business placement commensurate with their chosen career. The placement is 240 hours in duration and is intended to give students on-the-job experience appropriate to their occupational area(s) of study. During this period the students are to receive at least one visit from the Tutor and or the Programme Coordinator/Advisor. The student should be assigned a workplace mentor who will facilitate the student's integration into and work experiences in the organization.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this attachment programme students will be able to relate to concepts, theories and techniques, which are studied, to develop and practice a range of technical competencies, personal competencies and social competencies; help students to identify and develop career paths within their industry. It will also encourage students to develop important employability skills make contacts with potential employers and to construct work experience profiles commensurate with the demands of future employers and or explore entrepreneurial opportunities.

Upon successful completion of this attachment programme, students are competent when they are able to:

- 1 Practice theoretical principles.
- 2 Follow work instructions.
- 3 Adhere to organizations policies
- 4 Comply with relevant legislations, regulations and codes of practices
- 5 Comply with safety requirements
- 6 Acquire/develop competencies in their occupational area.
- 7 Apply procedures for work processes.
- 8 Analyse work plans and implement as instructed
- 9 Manage area of specialization.
- 10 Plan, organize and implement tasks/assignments according to given instructions and or procedures.
- 11 Work effectively as part of a team.
- 12 Practice employability skills on the job.
- 13 Be productive, efficient, effective, cost controlled and quality focused
- 14 Provide excellent customer service
- 15 Adhere to Dress Codes and Interpersonal Relations Standards

- 16 Conduct research industry trends, document lessons learned, prepare career development plan, prepare and submit report
-

ASSESSMENT

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Student Daily Logs	10%
2		Appraisal by employer and tutor	20%
3		Written report on experience	100%
4		Hands-on Experience	60%
Total			100%

FACULTY OF COMMUNITY HEALTH AND NURSING CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH (GERIATIC CARE)
COURSE NAME:	APPLYING VOICE AND SPEECH IN THE WORKPLACE
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	1
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION:

This Voice and Speech for the Workplace Course is designed to give students a basic introduction to voice production and effective speaking. It will provide students with the opportunity to develop competency in using their voice successfully in their occupation. This course will expose students to the processes involved in speech and how they can use the speaking voice to best effect while taking care of their most valuable asset; introduce the skills and practices required to effectively prepare for and respond to inquiries related to their area of professional pursuit as well as aid students with the fundamental principles of communication by providing a forum for practice. This course will also give students a competitive edge in their sector of employment and career paths as a result of their acquisition of specific speaking and

listening skills that will help them succeed on the job as they effectively integrate into the working environment.

Students will develop competency in adapting to the needs of people from different backgrounds and culture as well as develop confidence and reduce communication apprehension. Students will be equipped to use their voice effectively, organize meetings and deliver presentations confidently. The interactive voice and speech development model in this course will engage students in interviews, ‘elevator’ talks, quick response discussions and structured formal presentations which will enhance students’ understanding of the importance of speaking with accuracy and using their voice to achieve success in the workplace.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students will be able to relate to concepts, theories and techniques, which are studied; develop and practice a range of technical competencies, personal competencies and social competencies; identify and develop career paths within their industry. It will also encourage students to develop important employability skills, make contacts with potential employers and construct work experience profiles commensurate with the demands of future employers and explore entrepreneurial opportunities.

Upon completion of this course, students are competent when they are able to:

1. Utilize their voice for professional wellbeing
2. Employ active listening techniques in different situations
3. Structure a message for effectiveness in introduction, development, transitions and conclusion
4. Use vocal behaviours appropriate to message and audience
5. Apply effective techniques for vocal delivery
6. Respond to questions while using the best body language
7. Increase confidence in speaking in a public space

8. Apply speaking skills to a variety of contexts

UNIT 1: COMMUNICATION FOR THE WORKPLACE (6 hours)

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Assess the purpose of communication in the workplace
- 1.2 Explain the communication process
- 1.3 Identify the levels of communication at the workplace
- 1.4 Examine the different contexts of communication in the workplace
- 1.5 Explain the importance of telephone etiquette
- 1.6 Apply professional ethics to developing voicemail
- 1.7 Explain the importance of and benefits of good oral communication in the workplace
- 1.8 Explore strategies to overcome communication barriers in the workplace through the use of scenarios
- 1.9 Develop and give effective instructions
- 1.10 Participate in and conduct meetings relevant to the workplace

Content

To include but is not limited to:

- Nature and elements of communication at the workplace
- Verbal and Non-verbal communication and their purpose
- Communication process
- Audience, purpose and context in oral communication
- Barriers to Communication in the workplace
- Telephone etiquette

- Nature and elements of meetings in the workplace

UNIT II: EFFECTIVE LISTENING

(6 hours)

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Explain the listening process
- 2.2 Examine the different purposes for listening in the workplace
- 2.3 Utilize effective listening techniques in given workplace situations
- 2.4 Listen to and critique a speech

Content

To include but not limited to:

- The listening process
- Purposes for listening – discriminative, aesthetic, efferent, critical, therapeutic
- Listening in the workplace context
- Strategies for enhancing listening

UNIT III - NONVERBAL COMMUNICATION AND VOICE QUALITY

(15 hours)

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Utilize the speech organs for effective vocal delivery

- 3.2 Explain how the voice works
- 3.3 Develop appropriate breathing techniques
- 3.4 Employ a variety of vocal elements to enhance speech
- 3.5 Determine the role of non-verbal cues in effective speech production
- 3.6 Explore delivery styles in speech production
- 3.7 Identify nonverbal behaviours and its relationship with voice quality
- 3.8 Practice pronunciation while addressing critical workplace issues
- 3.9 Illustrate how posture affects the voice
- 3.10 Develop a daily workout and vocal checklist

Content

To include but not limited to:

- **Body and Breath**
 - Posture
 - Breathing techniques and breath control
 - Pitch exercises
 - Resonance
 - Tone colour
 - Modulation and projection
- Speech mechanism – tongue, lips, palate, diaphragm, teeth etc – using simple diagrams
- Vocal clarity-articulation, vowel sounds consonant sounds
- Connection between speech and purpose, audience and context

- Pronunciation/ fluency strategies/vocal folds
- Confused words
- The Jamaican dialect in vocal delivery
- Speech Impairments
- Vocal elements – volume, pace, pausing,
- Non verbal behaviours –
 - Body language
 - Reducing fears
 - Seven Cs of communication
 - Strategies for being a good host

UNIT IV – DEVELOPING A SPEECH

(6 hours)

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Write an effective speech outline for a given workplace scenario
- 4.2 Generate effective introductions
- 4.3 Identify research tools and use appropriate citations, references and documentation styles
- 4.4 Draw inferences from various speech acts
- 4.5 Identify transitional cues
- 4.6 Analyze patterns of reasoning/appeals
- 4.7 Critically evaluate a speech

Content

To include but not limited to:

- Types of speeches
- Introduction: Grabber, transitions, thesis statement
- Body: topic sentences, organizational patterns, effective transitions, incorporating support for argument
- Conclusion
- Evidence of Research
- Content- what to include in speech and how to structure it
- Word choice
- Levels of comprehension – knowledge, comprehension, evaluation, synthesis
- Transitional/Cue words
- Organizational patterns in oral communication

UNIT V – DELIVERING A SPEECH

(12 hours)

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Present a speech to a targeted audience
- 5.2 Utilize the principle of Prepare, Practise and Present
- 5.3 Apply the principles of overcoming nervousness and preparing to speak
- 5.4 Integrate appropriate body language
- 5.5 Utilize the technology and basic computer skills to aid presentation
- 5.6 Present a speech using appropriate language techniques that enhances the audiences' understanding.
- 5.7 Utilize the organizational patterns for presenting a speech
- 5.8 Display appropriate appearance and attire for a targeted audience

Content

To include but not limited to:

- Delivery styles
- Strategies of effective speaking
- Types of audience
- Visual aids and technological devices
- Strategies for question and answer section
- Body language
- Preparation and appearance
- Local, Regional and International Voice and Speech Organizations
- Jamaica Toastmasters Club

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Autobiographical Speech (3-5 minutes)	5%
2		Impromptu Speech (emphasis on nonverbal)	10%
3		Critique of Speech	15%

4		Oral Presentation	25%
5	I, II	Written Assessment	15%
6		Simulation Activities (In pairs or groups)	15%
7		Reflection (3 minutes)	10%
8		Attendance and Participation	5%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

INSTRUCTIONAL METHODS

- Direct Instruction
- Interactive student-led discussions
- Student demonstrations individually or as groups
- Presentations via multimedia tools
- Simulated individual or group activities
- Student-led presentations and practice

RESOURCES

21. Lucas, S. (2011). *The Art of Public Speaking*. Avenue of the Americas, NY: McGraw-Hill.

Draft

Draft

FACULTY OF COMMUNITY HEALTH AND HEALTH CARE

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH (GERIATRIC CARE)
COURSE NAME:	DEVELOPING ENTREPRENEURSHIP STRATEGIES
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 2, SEMESTER 4
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

COURSE DESCRIPTION

This course is designed to enable students to develop the requisite knowledge, skills and attitudes to pursue self-employment opportunities through crafting of entrepreneurial strategies.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students will be introduced to entrepreneurial strategies in the operation of small businesses. The essentials of starting a small business from the generation of an idea through the actual operations will be examined.

Upon successful completion of this course, students competent when they are able to:

1. Employ entrepreneurial strategies to create business ventures
2. Apply the concepts and practices of business planning.
3. Develop a financial plan for a small business.
4. Interpret financial statements of a small business.
5. Conduct market research/feasibility study.
6. Prepare a business Plan for a new venture.
7. Distinguish between Sole Trader and Partnership

UNIT I: USE PARAMETERS AND CONCEPTS OF BUSINESS VENTURES 3

HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 Explain the differences between sole proprietorship and partnership
- 1.2 Source Venture Capital

Content

To include but not limited to:

- Sole Proprietorship
- Partnership
- Venture Capital

UNIT II – CONDUCT FEASIBILITY STUDIES 6 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 2.1 Identify the components of a needs analysis
- 2.2 Discuss general market characteristics
- 2.3 Identify the components of a site evaluation

- 2.4 Explain the concept of supply and demand
- 2.5 Discuss characteristics of capital investment
- 2.6 Identify various financing methods

Content

To include but not limited to:

- Needs analysis
- General market characteristics
- Site evaluation
- Supply and demand analysis
- Capital investment
- Financing methods

UNIT III – PREPARE BUDGETS

3 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 3.1 Explain the budget cycle
- 3.2 Identify the long vs. short term budget
- 3.3 Explain an operating budget
- 3.4 Explain a fixed budget

Content

To include but not limited to:

- Cycle
- Long term/short term
- Operating budget
- Fixed budget

UNIT IV– FINANCIAL STATEMENTS

10 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 4.1 Identify and prepare in detail:
- 4.2 The income statement
- 4.3 The balance sheet
- 4.4 The statement of changes in financial position
- 4.5 Differentiate between organizational costs and organizational expenses
- 4.6 Interpret financial statements through the process of ratio analysis
- 4.7 Illustrate and translate break-even analysis given specified criteria
- 4.8 Conclude the business decision-making process given specified criteria from various financial statements
- 4.9 Grants
- 4.10 Fiscal Incentives

Content

To include but not limited to:

- Financial statements

UNIT V– DEVELOP BUSINESS PLAN

20 HOURS

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1 Discuss and identify components of a business plan
- 5.2 Explain the goals and objectives of a business plan
- 5.3 Explain the term “market analysis”

- 5.4 Determine product costing and pricing
- 5.5 Explain the legal requirements when making a business plan
- 5.6 Develop Business Plan

Content

To include but not limited to:

- Components of a business plan
- Goals and Objectives
- Market analysis
- Product costing/pricing
- Legal requirements

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 ...

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course assessments (test, case studies, projects, capstone assignments, projects, presentations) meeting the minimum pass mark requirements.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Presentation	15%
2		Written Assignment	15%

3		Group Project	40%
4		Individual Project (Develop a Business Plan for an Enterprise)	40%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be document on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of formal lectures, discussions, role plays, project and presentations.

RESOURCES

Required:

Small Business Management, 3rd Edition, D Stokes; published by Letts Educational Essentials of Entrepreneurship

ENTREPRENEURSHIP PROJECT

Objectives

1. The project is designed to assist students in developing an appreciation of specified criteria in the business world.
2. To familiarize students with various aspects of record keeping and vital pre-requisites in the development and operation of small business

3. To provide students with the foundation necessary and to create an environment whereby the entrepreneurial skills of the student may be stimulated and brought to the fore.

PROJECT

You are required to select a service-oriented business; e.g., a nursery school, a food service outlet, a mini-mart, tourism ancillary service, etc and establish in a location of your choice. The area will be suitable for the operation you have selected as will be indicated by your feasibility study.

You have a personal savings account of \$----- with which you desire to start operation and need a further amount, which must not exceed \$----- (an amount which you will obtain from your banker or some other financial institution), to form your initial capital base. This loan is optional and should be used only if desired. This business may be set up either as a sole business or as a partnership. Five (5) students may join together to prepare a project.

OUTLINE

The business should be looked at from the following perspectives:

2. Nature and background
3. The feasibility study
4. Organization and control
5. Other factors

NATURE and BACKGROUND

- 1.1 Give a detailed description of the type of business, which you are proposing.
- 1.2 Give the name of the business and the reason for the name you have chosen.
- 1.3 Give the exact location of your proposed business and your proposal for the acquisition of such business, e.g., by rental, purchase, leasing, mortgage, etc.
- 1.4 State the philosophy of the business, its mission and ethics.

- 1.5 State the factors, which will contribute to your business being more successful than similar businesses.

THE FEASIBILITY STUDY

A feasibility study is essentially an analysis of the market information, the operational concepts and the financial considerations that you will gather for your proposal in order to determine whether or not your venture will be a viable one.

The components of the feasibility study should be along the following lines:

- A. The market survey
- B. The site evaluation
- C. The financial aspects
- D. The Market Survey
 - Potential customers
 - Their location, number, income levels, ages and sex
 - Occupational patterns (if applicable)

Surrounding Areas

- Attractions
- Types of industries
- Type of businesses

Competition

- Number and type of service facilities
- The quality of the existing facilities
- Their market share
- Your sales volume potential

- Your turnover rates (if applicable)

Sale Generators

The factors, which will generate business towards your facility (this will depend on the type of facility that your propose).

- Examples would be as follows: conventions, office buildings, factory workers, residential developments, shopping areas, school population, baby boom, etc.

A. Site Evaluation

Physical Characteristics

- Site and shops: a detailed floor plan drawn to scale should be provided (consideration should be given to parking areas, entrances and other exterior areas requires).
- Availability of utilities
- Positional characteristics: relationship to shopping centres, commercial areas, recreational areas, etc.
- Relationship to transportation facilities: easy access to/from site.
- Service facilities - Is the area adequately serviced? e.g., garbage and trash pickup.

B. Financial Aspects

Capital Projections

- Land and construction costs (if applicable). Compile schedule to indicate.
- Furnishing and equipment costs. Include interior decorating, e.g., floor coverings, wall coverings, (if applicable), and exterior decorating, e.g., displays and electric signs (if applicable). Compile schedule to indicate.
- Operating equipment. For hotels, this would include chinaware, glassware, silverware and linen. Compile schedule to indicate.

Revenue Projections

- Operational Capital. A cash flow statement projecting cash considerations for at least the first two years of operation.
- Projected Income. A projected income statement indicating revenues and expenditures for the first two years of operation.

ORGANIZATION AND CONTROL

- 3.1 Records management
- 3.2 State proposal for establishing and maintaining one or more cash accounts within the banking system.
- 3.3 Indicate types of accounts, location of bank, account numbers.
- 3.4 State the accounting system to be pursued: the sales policy; cash or credit.
- 3.5 Indicate proposals for cash disbursements and cheques, filing of purchase and sales invoices, etc.

OTHER FACTORS

- 4.2 Fiscal year
 - End of business
 - Best suited for type of business
- 4.3 Staff
 - Number of employees
 - Remuneration
 - Incentive plan
- 4.4 Advertising
 - Type of advertising
 - Kind of media
 - Estimated costs
 - Objectives
 - Markets

- Age groups, etc.
- 4.5 Further considerations
- Outside services
 - financial
 - legal, etc.
 - Policies of the business
 - Competitive pricing and service
 - Any other consideration important to your particular enterprise.
-

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%
2		Written Assignment	20%
3		Group Project	40%
4		Written Test	20%
Total			100%

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be document on assessment evidence.

INSTRUCTIONAL METHODS

This course will be taught using a combination of formal lectures, discussions, practical demonstration, case studies and presentations.

RESOURCES

Required:



MINISTRY OF EDUCATION,
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