

ALLIED HEALTH CARE

Course Learning Outcomes Sample 1

ALLIED HEALTH CARE

COURSE OUTCOMES

ORIENTATION TO GERIATRIC CARE

1. Know important terminologies associated with Geriatric Care.
2. Demonstrate knowledge of the interdisciplinary nature of Geriatric Care.
3. Apply knowledge to the Geriatric Sector. to the performance of their jobs.
4. Demonstrate required professionalism and quality in practice.
5. Demonstrate knowledge of the structure and scope of the Geriatric Care Sector.
6. Explain the roles and functions of regulatory and professional bodies.
7. Demonstrate understanding of the different professionals and related professional roles performed in the sector.
8. Practice lifelong learning required for development in the sector.
9. Understand their own roles and responsibilities in geriatrics.
10. Orientate clientele to the services of geriatric care.

FUNDAMENTALS OF INFORMATION TECHNOLOGY

ANATOMICAL & PHYSIOLOGICAL KNOWLEDGE 1

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. Assess 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. Examine the anatomy and physiology of the skin.
8. Examine the anatomy and physiology of the skeletal system.
9. Examine the anatomy and physiology of the muscular system.
10. Examine the anatomy and physiology of the sensory organs.

OCCUPATIONAL HEALTH AND SAFETY

1. Understand local and international safety procedures in accordance with Occupational Safety and Health (OSH) regulations.
2. Demonstrate an understanding of the safety procedures when using mechanical and electrical to prevent injury to self, clients and colleagues at the workplace.
3. Evaluate hazards and hazardous situations important to maintain a healthy and safe working environment.
4. Conduct occupational health and safety drills using various types of fire extinguishers.
5. Apply basic first aid and CPR.
6. Manage workplace and occupational risks by practising accident prevention as outlined by OHS Laws Regulations and Policies.

Course Learning Outcomes Sample 1

7. conduct assessment of Geriatric Facilities and Home.

COMMUNICATION I

HEALTH CARE CALCULATIONS

1. convert from the metric system of measurement to the imperial system.
2. recognize geometrical figures/shapes and equipment used in the field.
3. interpret statistical parameters.
4. use formula transposition and dimensional analysis in manipulating formulae and in the determination of their validity.
5. demonstrate competency in calculating ratio and proportion.
6. understand principles of consumer arithmetic.
7. demonstrate competence in reading prescription labels and in calculating dosage for geriatric patients.
8. calculate basic IV drip rate including medication in units/hr and mg/hr

ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE II

1. discuss the functional and structural anatomy and physiology of the nervous system.
2. discuss the functional and structural anatomy and physiology of the cardiovascular system.
3. discuss the functional and structural anatomy and physiology of the respiratory system.
4. discuss the functional and structural anatomy and physiology of the digestive system.
5. discuss the functional and structural anatomy and physiology of the excretory system.
6. discuss the functional and structural anatomy and physiology of the endocrine system.
7. discuss the functional and structural anatomy and physiology of the integumentary system.
8. understand the role of the immune system in disease development.
9. understand homeostasis of body fluids.

COMMUNICATION II

HEALTH & WELLNESS IN THE OLDER ADULTS

1. use terminologies associated with the health and wellness of the geriatric patient.
2. demonstrate an understanding of different techniques of the sensory and motor skills used to promote the health and wellness of the geriatric patient.
3. demonstrate an understanding of normal vital signs in the geriatric patient.
4. recognize the changes in sleep patterns for the older adult.
5. evaluate the importance of basic foot and oral hygiene in the older adult.
6. appreciate various strategies for pain management in the older adult.

THEORIES OF AGEING IN GERIATRIC CARE

1. uses key terminologies.
2. understand the core values and principles of Geriatrics and Gerontology.

Course Learning Outcomes Sample 1

3. use the Theories of Ageing in professional practice.
4. create an awareness of Ageism.
5. identify myths of ageing and their impact on ageism.
6. understand characteristics and risk factors associated with aging.
7. explain the transition and dimensions of ageing: Demography & Epidemiology.
8. differentiate the appropriate Settings and Living Arrangements of the elderly.

CONTEMPORARY ETHICS/ LEGAL PRINCIPLES TO GERIATRIC CARE

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 implications 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.

FOREIGN LANGUAGE I

1. Effectively greet, make introductions and say goodbye in Spanish.
2. Count, recognize and manipulate numbers from zero to one thousand.
3. Conjugate and use appropriate regular verbs in the present.
4. Use common nouns in the correct context
5. Recognize and use appropriate vocabulary to tell the time and state the date.
6. Conjugate and use appropriate the verb TENER, SER, ESTER in the present tense.
7. Describe the family in terms of size, physical features, age etc.) Using appropriate expressions...
8. Ask for and give appropriate direction.
9. Use the verb GUSTAR and similar verbs to state likes and dislikes and performance
10. Place and facilitate an order for food using appropriate vocabulary.

PSYCHOLOGY AND COUNSELLING STRATEGIES

1. demonstrate understanding of the importance of psychology in maintaining healthy relationships with colleagues and clients.
2. develop an understanding of the theories in the study of psychology.
3. develop an understanding of the role of the theorists in the study of psychology.
4. examine the biological and developmental bases of behaviour as it relates to the elderly.
5. use counselling strategies on the elderly according to international standards.

AGE-RELATED DISORDERS

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.

Course Learning Outcomes Sample 1

4. evaluate age-related illnesses affecting the endocrine system.
5. examine conditions affecting the gastrointestinal.
6. demonstrate knowledge of the hematologic system.

COMPLEMENTARY AND ALTERNATIVE MEDICINE AND POLYPHARMACY

1. demonstrate an understanding of 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. recommend strategies to improve compliance to medication in the elderly.
4. promote safe and effective use of medication in the elderly.
5. assess the appropriate use of medication in the elderly.

SEXUALITY IN OLDER ADULTS

1. examine the normal changes of ageing 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 adults.
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.

MENTAL HEALTH IN OLDER ADULTS

1. outline the components of the neurological/nervous system.
2. demonstrate knowledge on the normal ageing 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.

NUTRITIONAL NEEDS OF THE OLDER ADULTS

1. outline the normal changes of ageing 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 adults

USING SOCIAL & EMPLOYABILITY SKILLS

ELECTIVE

MAJOR CAPSTONE PROJECT

INTERNSHIP/EXTERNSHIP (WORKPLACE)

Course Learning Outcomes Sample 1

1. Practise theoretical principles.
2. Follow work instructions.
3. Adhere to organisations 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 specialisation.
10. Plan, organise 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 a report.

PROFESSIONAL AND INDUSTRIAL RECOGNITIONS

1. practise theoretical principles through guided learning.
2. review organisational policies, and relevant legislations, regulations, and codes of practices.
3. comply with safety requirements for administering first aid.
4. display competencies acquired/developed in their occupational area.
5. develop work plans for implementation through guided learning
6. plan, organise and implement tasks/assignments according to given instructions and or procedures relative to their area of specialisation.
7. work effectively as part of a team.
8. effectively practise employability skills on the job.
9. provide quality customer service.
10. adhere to dress codes and interpersonal relations standards according to the organisational policies.
11. conduct research industry trends, document lessons learned, prepare career development plan, prepare, and submit a report.

Course Learning Outcomes Sample 1

COURSE	
ORIENTATION TO GERIATRIC CARE	LEARNER OUTCOMES
UNIT I - KNOWLEDGE OF THE GERIATRIC SECTOR	<ol style="list-style-type: none"> 1. Define terminologies associated with the practice of geriatric care. 2. Outline the history of Geriatric Care Sector in Jamaica. 3. Summarise the function of regulatory and professional bodies. 4. Identify sources of Geriatric Care training. 5. Identify career pathways within the industry. 6. Identify sources of employment opportunities. 7. Explore job opportunities in the sector. 8. Identify the types of jobs available in the sectors. 9. Evaluate the nature of competition in the industry. 10. Identify types of risks associated with the sectors. 11. Comprehend the role of arts, science, and technology in the sector. 12. Evaluate the contribution of the geriatric care sector to the economy. 13. Apply knowledge of the Geriatric Care Sector.
UNIT II - NATURE AND STRUCTURE OF THE GERIATRIC CARE SECTOR	<ol style="list-style-type: none"> 1. Identify the major divisions of the Geriatric Care Sector. 2. Identify the roles and functions of professionals working in the sector. 3. Assess public and private sector roles in Geriatric Care Sector. 4. Classify types of Geriatric Care facilities. 5. Identify specialty divisions of Geriatric Care Sector. 6. Determine the roles of Geriatric Care Givers. 7. Evaluate the roles of medical practitioners and nursing homes. 8. Assess Geriatric Care as an Interdisciplinary occupation.

Course Learning Outcomes Sample 1

<p>UNIT III - ESTABLISHED GERIATRIC CARE PROCESSES</p>	<ol style="list-style-type: none"> 1. Explain the importance of following the established Geriatric Care processes. 2. Determine the major steps in the geriatric process. 3. Determine the principles and methods to accomplish processes in Geriatric Care. 4. Validate to the established procedures. 5. Investigate the impact of Code and Regulations in Geriatric Care. 6. Evaluate the effects of the geriatric processes on productivity.
<p>UNIT IV - ELEMENTS OF GERIATRIC CARE MANAGEMENT</p>	<ol style="list-style-type: none"> 1. Explain term used in Geriatric Care Management. 2. Identify the roles of Geriatric Care Manager. 3. Identify the basic resources for providing Geriatric Care Management. 4. Determine the impact of skillful Geriatric Care Management. 5. Evaluate the effect of poor Geriatric Care Management. 6. Execute the scope of Geriatric Care Management Strategies. 7. Investigate reasons for construction company facility.
<p>UNIT V - QUALITY MANAGEMENT FOR GERIATRIC CARE</p>	<ol style="list-style-type: none"> 1. Define the terms Quality Management, Quality Assurance and Quality Control. 2. Explain the difference between Quality Assurance and Quality Control. 3. Determine the role of the Caregivers in the quality management. 4. Determine the role of the Standards in Quality Management according to the Occupational Health and Safety (OSHA) regulations. 5. Apply Quality Management System to Geriatric Care Process. 6. Use the elements of Quality Management in caring for clients. 7. Mitigate against hazards and unsafe activities/ situations. 8. Identify and minimise sources of risks. 9. Use computers to improve quality management. 10. Evaluate the different types of risk in geriatric facilities. 11. Assess trends, problems and prospects in the sectors. 12. Explain statistical-based methods of quality Assurance.

Course Learning Outcomes Sample 1

<p>UNIT VI - ROLES AND FUNCTIONS OF REGULATORY AND PROFESSIONAL BODIES</p>	<ol style="list-style-type: none"> 1. Explain the importance of Regulations in the Geriatric Care Sector. 2. Identify Regulatory Bodies and explain their roles and functions. 3. Explain the importance of Professional Bodies. 4. Examine the roles of Professional Bodies in development of the sector. 5. Interpret the roles and functions of Regulatory and Professional Bodies. 6. Use regulations to provide quality professional services.
<p>UNIT VII - PROVIDE PROFESSIONAL AND QUALITY GERIATRIC SERVICES</p>	<ol style="list-style-type: none"> 1. Define terminologies associated with the geriatric sector. 2. Explain the importance of quality service in Geriatric Care. 3. Demonstrate qualities of a professional Geriatric Care Giver. 4. Provide Professional and Quality Geriatric Services. 5. Use established procedures to select appropriate professional support services. 6. Follow established procedures to provide professional services. 7. Demonstrate knowledge of the roles of different Geriatric professionals in the sector. 8. Demonstrate knowledge of the roles of related Geriatric professionals in the sector. 9. Develop and practise lifelong learning to enhance professionalism.

<p>COURSE</p>	
<p>ANATOMICAL & PHYSIOLOGICAL KNOWLEDGE 1</p>	<p>LEARNER OUTCOMES</p>
<p>UNIT I - INTRODUCTION TO THE HUMAN BODY ANATOMY AND PHYSIOLOGY</p>	<ol style="list-style-type: none"> 1. define terms related to the anatomy and physiology of the body. 2. explain the importance of anatomical and physiology in fitness management. 3. describe anatomical positions of the human body.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 4. outline the five main characteristics of life related to the human body. 5. outline the five main characteristics of the maintenance of life. 6. relate at least ten (10) directional planes of the body.
UNIT II - BASIC CHEMISTRY OF THE HUMAN BODY	<ol style="list-style-type: none"> 1. basic terminologies in chemistry. 2. write balance equations for various types of chemical reactions. 3. summarise various terms associated with biochemistry. 4. carry out basic chemistry procedures. 5. explain the chemical basis of life. 6. describe the structure of matter. 7. explain the chemical constituents of cells. 8. apply reactions in basic chemistry to aid in nursing interventions.
UNIT III - CELL STRUCTURE AND FUNCTION	<ol style="list-style-type: none"> 1. explain the structure of cells. 2. describe the functions of cells. 3. explain movement through the cell membrane. 4. draw the Life cycle of cells. 5. describe the process of cell reproduction. 6. differentiate between the terms mitosis and meiosis. 7. evaluate cellular metabolism.
UNIT IV - PRIMARY TISSUES OF THE HUMAN BODY	<ol style="list-style-type: none"> 1. identify the types of tissues in primary tissues. 2. explain the importance of primary tissues in the human body. 3. explain the use of tissue knowledge in Geriatric Care.
UNIT V - INTEGUMENTARY SYSTEM	<ol style="list-style-type: none"> 1. describe the anatomy and physiology of the skin. 2. assess the structure of the skin and the integumentary system. 3. identify accessory organs of the skin. 4. outline types of skin conditions and disorders. 5. explain the function of the skin in regulation of body temperature.
UNIT VI - SKELETAL SYSTEM	<ol style="list-style-type: none"> 1. describe the anatomy and physiology of the skeletal system. 2. explain the importance and functions of the skeletal system. 3. describe the bone structure and the organisation of the skeleton.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 4. explain bone development functions. 5. classify joints of the skeletal system. 6. explain types of joint movements.
UNIT VII - MUSCULAR SYSTEM	<ol style="list-style-type: none"> 1. describe physiology of muscular contraction. 2. explain the structure of a skeletal muscle. 3. explain the importance and functions of the muscular system. 4. describe the characteristics of smooth, cardiac, and skeletal muscles. 5. identify types of movement. 6. classify muscular response. 7. explain skeletal muscle actions.
UNIT VIII - SENSORY ORGANS	<ol style="list-style-type: none"> 1. explain the functions of the Sensory Organs. 2. identify the types and explain the functions of receptors. 3. explain the relationship between receptors and sensation. 4. compare Somatic and Special Senses. 5. identify the types of Senses. 6. investigate the relationships between the senses and the nervous system

COURSE	
OCCUPATIONAL HEALTH AND SAFETY	LEARNER OUTCOMES
UNIT I – OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS	<ol style="list-style-type: none"> 1. explain the importance of health and safety at the workplace. 2. outline the history of health and safety at the workplace. 3. research applicable local and international legislations/regulations affecting the work environment. 4. identify causes of accidents and the types of hazards workers are exposed to at the workplace. 5. outline procedures to prevent injury.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 6. write an accident report. 7. demonstrate safety awareness and procedures to prevent injury to self and colleagues. 8. investigate how to access emergency services. 9. determine employers' and employee's responsibilities towards safety. 10. demonstrate safe work practices when using tools, equipment and materials/substances at work. 11. apply correct techniques when lifting heavy objects. 12. select appropriate Personal Protective Equipment (PPE) in the working environment. 13. adhere to OHS requirements, laws and regulations for Geriatric Care environment. 14. follow workplace and professional standards to maintain OHS Laws.
<p>UNIT II - ELECTRICAL AND MECHANICAL EQUIPMENT SAFETY REQUIREMENTS</p>	<ol style="list-style-type: none"> 1. identify electrical equipment and electrical hazards. 2. identify mechanical equipment hazards. 3. recognize safety procedures with electrical equipment and electricity. 4. apply safe electrical practices and operation at work. 5. interpret electrical hazard safety signs correctly. 6. demonstrate safe electrical installation of equipment, fixtures and appliances. 7. use first aid to treat electrical shocks. 8. follow safety procedures in using geriatric procedures, tools and equipment
<p>UNIT III – HAZARDOUS MATERIALS/SUBSTANCES</p>	<ol style="list-style-type: none"> 1. identify various hazardous materials/substances related to the job or occupation. 2. detect hazardous situations in the delivering geriatric care. 3. prevent hazardous situations in delivering geriatric care. 4. recognize various hazard signs and symbols used in the workplace. 5. demonstrate correct safety precautions and procedures when handling hazardous materials. 6. practise personal hygiene, skin protection/care and use Personal Protective Equipment. 7. store hazardous materials/substances.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 8. describe the procedures for the proper handling and disposal of hazardous materials/substances. 9. investigate the impacts of hazardous materials and substances on the human and natural environment. 10. protect clients from hazardous materials and situations. 11. report hazards and hazardous situations.
<p>UNIT IV – FIRE SAFETY AND HAZARDS MITIGATION</p>	<ol style="list-style-type: none"> 1. identify at least five (5) types of fire hazards common to the work environment and fire hazards symbols. 2. demonstrate the correct selection and use of fire extinguishing equipment. 3. describe the proper location of fire extinguishing equipment at the workplace. 4. demonstrate the correct procedures when extinguishing different types of fires at the workplace. 5. participate in a planned fire drill in a lab-setting or a work environment and write a report on the activity. 6. describe the safety procedures and precautions used to handle and store flammable materials. 7. explain the importance and use of an assembly point at the workplace.
<p>UNIT V - FIRST AID AND CARDIOPULMONARY RESUSCITATION (CPR)</p>	<ol style="list-style-type: none"> 1. explain the concept “first aid”, CPR and their importance in the workplace (Geriatric Care). 2. list the steps taken when an accident occurs. 3. demonstrate the Compression, Airway, Breathing (ABC) Assessment for first aid. 4. demonstrate how to treat cuts and bruises with first aid (demonstration/simulation). 5. select an appropriate location for the first aid kit. 6. demonstrate the application of first aid and CPR to injured colleagues (Simulation). 7. identify various emergency services available in the work community. 8. examine the role of having trained first-aiders at the workplace. 9. list the steps in acquiring professional certification in First Aid and CPR. 10. administer First Aid and CPR procedures to Clients/Colleagues according to establish procedures.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 11. assess the role of the Government Agencies, Professional Bodies in OHS compliance. 12. accept responsibility for personal safety and safety of clients in one's own care.
<p>UNIT VI – ACCIDENT AND INJURY PREVENTION AND SAFETY</p>	<ol style="list-style-type: none"> 1. explain the general principles of accident and injury prevention. 2. examine the role of OHS Committee in preventing injury at the workplace. 3. investigate the types of safety and security issues that will affect employees, clients and the work environment. 4. research an emergency preparedness plan for a workplace of your choice. 5. describe how an emergency preparedness plan helps to prevent injury at the workplace. 6. maintain a safety culture in the work environment. 7. participate in workplace safety procedures. 8. contribute to the development of OHS policies, standards and procedures for the workplace and the profession. 9. perform measures to reduce the spread of diseases within the geriatric facility. 10. develop an occupational safety and health programme for a workplace of your choice. 11. evaluate workplace practices in order to identify hazards to clients, workers and the work environment
<p>UNIT VII - ASSESSMENT OF GERIATRIC ENVIRONMENT</p>	<ol style="list-style-type: none"> 1. identify types of geriatric facilities/environment. 2. identify the range of clients/users of geriatric facilities. 3. explain the importance of assessing geriatric environment. 4. evaluate the factors to be considered in conducting geriatric assessments according to established policies, standards and procedures. 5. conduct assessment assessments of geriatric environment according to established policies, standards and procedures. 6. analyse findings of assessment according to established policies, standards and procedures. 7. assess the importance of culture, ethnicity, class/status, diversity and education in conducting assessment of geriatric environment.

Course Learning Outcomes Sample 1

COURSE	
HEALTH CARE CALCULATIONS	LEARNER OUTCOMES
UNIT I - MEASUREMENTS/CONVERSIONS WITH INSTRUMENTS	<ol style="list-style-type: none"> 1. convert lengths, weight, and other quantities from metric and imperial measures. 2. measure a variety of lengths and angles. 3. recognize the customary angles. 4. convert time readings from a 12-hour clock to a 24-hour clock and vice versa. 5. change temperatures in degrees Celsius to degrees Fahrenheit and vice versa.
UNIT II - BASIC GEOMETRY	<ol style="list-style-type: none"> 1. recognize plane shapes and solids encountered. 2. develop a visual recognition of commonly used angles. 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.
UNIT III - INTRODUCTION TO STATISTICS IN DATA COMPILATION /INTERPRETATION	<ol style="list-style-type: none"> 1. define 'probability'. 2. compute probability for situations involving random or chance events. 3. work with summation notation. 4. calculate measures of central tendency (mean, mode and median). 5. calculate measures of dispersion (ranges, standard deviation and variance, etc.). 6. present data in graphical and tabular forms. 7. analyse statistical data.
UNIT IV - TRANSPOSE BASIC FORMULAE	<ol style="list-style-type: none"> 1. identify the variables and constants in the given simple equation. 2. articulate the rules of transposition. 3. associate a formula with a specific physical situation/event.

Course Learning Outcomes Sample 1

	<p>4. test a formula and outcomes for validity using dimensional analysis (the physical units).</p> <p>5. transpose a variable to become the subject of a formulae through algebraic manipulations.</p>
<p>UNIT V - RATIO AND PROPORTION</p>	<p>1. define ratios and proportions.</p> <p>2. write ratio and proportions in their simplified forms.</p> <p>3. translate to mathematical form and obtain solutions to verbal statements.</p> <p>4. recognize a ratio as a comparison between measures carried out by division.</p> <p>5. distinguish between comparisons expressed as a ratio and those expressed as a rate.</p> <p>6. compute ratio and proportion to obtain the fourth proportional (missing term) in the relation $x: y = a: b$.</p> <p>7. recognize variation (proportionality) as a special case of functional relations.</p> <p>8. solve problems with ratio and proportions.</p>
<p>UNIT VI - PRINCIPLES OF CONSUMER ARITHMETIC</p>	<p>1. calculate percentages, profit and loss and discounts.</p> <p>2. solve problems involving simple and compound interest together with the related accumulated sum using fixed and variable interest rates.</p> <p>3. determine profit/gain or loss, percentage profit or loss and cost price or selling price.</p> <p>4. convert between currencies.</p> <p>5. calculate Value Added Tax (VAT) such as General Consumption Tax (GCT) payable on goods and services.</p> <p>6. solve problems with discounts, percentage discount, initial price and discounted price.</p> <p>7. solve problems involving wages, salaries, overtime pay, commissions, taxes and personal tax allowance.</p> <p>8. perform calculations relating to hire purchase.</p> <p>9. manipulate the variables in simple and compound depreciation and appreciation obtaining percentages, depreciated values, appreciated values or initial values of assets.</p>

Course Learning Outcomes Sample 1

	<p>10. determine rates applicable in arriving at the sums payable on bills (utilities bills).</p> <p>11. develop proficiency in the use of an electronic calculator.</p>
<p>UNIT VII – PRESCRIPTION LABELS AND DOSAGE CALCULATIONS</p>	<p>1. identify the commonly used Roman Numerals.</p> <p>2. demonstrate proficiency in reading and interpreting the terminology (the jargon) outline the elements of a label.</p> <p>3. demonstrate the ability to read labels by identifying information on a prescription label to determine dosage.</p> <p>4. calculate dosages based on age and body mass index (BMI).</p>
<p>UNIT VIII – INTRAVENOUS (IV) DRIP RATE</p>	<p>1. demonstrate proficiency at reading prescription and labels.</p> <p>2. calculate using the correct formula IV drip rate.</p> <p>3. manipulate the formula to obtain the flow rate, infusion time or other related parameters.</p> <p>4. calculate IV rate in terms of gravity flow (drops/min).</p> <p>5. calculate IV rate in terms of pump rate (ml/min).</p>

COURSE	
<p>ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE II</p>	<p>LEARNER OUTCOMES</p>
<p>UNIT I - NERVOUS SYSTEM</p>	<p>1. list the organs of the nervous system.</p> <p>2. define terms used in relation to the nervous system.</p> <p>3. describe the anatomy and physiology of the nervous system.</p> <p>4. explain the structure of the Central Nervous System.</p> <p>5. critique the structure of the Peripheral Nervous system.</p> <p>6. evaluate the mechanics of neural impulse and reflex arcs.</p>

Course Learning Outcomes Sample 1

	7. assess the structure of the two divisions Autonomic System
UNIT II - CARDIOVASCULAR SYSTEM	<ol style="list-style-type: none"> 1. list the organs of the cardiovascular system. 2. assess the anatomy and functions of the cardiovascular system. 3. explain the systemic and pulmonary circulation. 4. explain the functions of blood and lymph. 5. outline cardiac control and vasomotor reflex mechanism. 6. compare the function of the Lymphatic system and Reticulo-endothelial system.
UNIT III - RESPIRATORY SYSTEM	<ol style="list-style-type: none"> 1. list the organs of the respiratory system. 2. explain the terms ventilation, diffusion, perfusion, and gas transport. 3. explain the process of gaseous exchange. 4. evaluate the anatomy and physiology of the respiratory system. 5. summarise the role of neural and chemical regulation in the process of respiration.
UNIT IV - DIGESTIVE SYSTEM	<ol style="list-style-type: none"> 1. list the organs of the digestive system. 2. describe the anatomy of the gastrointestinal tract. 3. evaluate the physiology of digestion and absorption. 4. describe accessory digestive organs. 5. explain the metabolism of carbohydrates, lipids and proteins. 6. assess the importance of nutrition including vitamins and minerals.
UNIT V - EXCRETORY SYSTEM	<ol style="list-style-type: none"> 1. list the organs of the excretory system. 2. describe the anatomy of the excretory system. 3. explain nephron and renal anatomy. 4. illustrate urine formation and regulation of glomerular filtration tubular secretion.
UNIT VI - ENDOCRINE SYSTEM	<ol style="list-style-type: none"> 1. list the organs of the endocrine system. 2. explain the anatomy of the endocrine system. 3. explain the importance of hormones for various functions within the human body. 4. identify types of hormones. 5. assess the thyroid and parathyroid functions.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 6. explain the role of the hypothalamus in negative feedback mechanism. 7. evaluate adrenal cortical and medullary hormones.
UNIT VII - IMMUNE SYSTEM	<ol style="list-style-type: none"> 1. explain the importance of the immunity system. 2. summarise at least four ways to acquire immunity. 3. examine the functions of immunity. 4. examine nursing interventions aligned to increasing immunity among elderly patients. 5. identify the types of vaccines used within the health system.
UNIT VIII - INTEGUMENTARY SYSTEM	<ol style="list-style-type: none"> 1. list the organs of the integumentary system. 2. name the glands of the skin. 3. describe the structure and function of the hypodermis, dermis, and epidermis. 4. outline the function of the integumentary system. 5. outline the changes of the skin, hair, glands, and nails in the aged.
UNIT IX - HOMEOSTASIS	<ol style="list-style-type: none"> 1. explain the Homeostasis of body fluids. 2. assess the regulation of fluid balance. 3. explain the regulation of electrolyte balance. 4. explain the regulation of pH-respiratory and urinary compensation.

COURSE	
HEALTH & WELLNESS IN THE OLDER ADULTS	LEARNER OUTCOMES
UNIT I - SENSORY AND MOTOR SKILLS	<ol style="list-style-type: none"> 1. define the terms related to sensory and motor skills. 2. list common diagnoses of older persons related to sensory skills. 3. list common diagnoses of older persons related to motor skills. 4. demonstrate nursing interventions that can be implemented to assist the ageing patient with

Course Learning Outcomes Sample 1

	<p>sensory and motor skill changes.</p> <p>5. identify medications that may aggravate sensory and motor dysfunction.</p>
<p>UNIT II - VITAL SIGNS IN THE ELDERLY</p>	<ol style="list-style-type: none"> 1. define terms related to vital signs. 2. outline the value of establishing individual norms. 3. use equipment and procedures required to measure the vital signs of an elderly patient. 4. assess factors that will impact the selection of site for procedure. 5. recommend rate of recurrence for readings of vital signs in relation to the patient's condition. 6. report procedures for reporting deviations in readings.
<p>UNIT III - SLEEP PATTERN FOR THE ELDERLY</p>	<ol style="list-style-type: none"> 1. outline elements of the sleep cycle. 2. defend the importance of obtaining adequate sleep and the sleep cycle. 3. assess normal changes in sleep occurring with ageing. 4. discuss potential causes of sleep-in older people. 5. evaluate changes in the sleep patterns of the elderly. 6. assess the risks and benefits of pharmacological and non-pharmacological interventions for sleep disturbance. 7. employing nursing interventions for geriatric patients with sleep disturbance.
<p>UNIT IV - BASIC FOOT AND ORAL HYGIENE</p>	<ol style="list-style-type: none"> 1. identify common diseases of the mouth (oral cavity) in older persons. 2. identify medications that may cause or aggravate oral problems. 3. identify common diseases of the foot in older persons. 4. identify medications that may cause or aggravate oral problems. 5. recognize nursing interventions that can be implemented to assist the geriatric patient with oral problems. 6. recognize nursing interventions that can be implemented to assist the geriatric patient with oral problems.

Course Learning Outcomes Sample 1

	7. recognize nursing interventions that can be implemented to assist the geriatric patient with problems associated with the feet.
UNIT V - PAIN MANAGEMENT TECHNIQUES FOR THE ELDERLY	<ol style="list-style-type: none"> 1. define the term "Pain". 2. assess the consequences of pain in the geriatric patient. 3. employ appropriate pain assessment techniques. 4. evaluate pharmacological and nonpharmacological approaches useful in treating pain in the geriatric patient. 5. describe techniques for pain management in the elderly.
UNIT VI - PALLIATIVE CARE	<ol style="list-style-type: none"> 1. define the term 'palliative care'. 2. demonstrate first aid strategies relevant to palliative patients. 3. employ energy palliative care techniques to the geriatric patient. 4. communicate with the patient needing palliative care. 5. administer palliative care in accordance with ethical requirements, legislation, and policies. 6. examine the level of vulnerability present in the workplace for clients requiring palliative care. 7. appreciate the need for palliative care by the nurse for elderly

COURSE	
THEORIES OF AGING TO GERIATRIC CARE	LEARNER OUTCOMES
UNIT I - THE PRINCIPLES OF GERONTOLOGY	<ol style="list-style-type: none"> 1. define the terms gerontology and geriatric. 2. explain the values and principles of geriatric and gerontology.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 3. demonstrate knowledge of the History of gerontology as a new science. 4. identify the stages and process of the ageing process. 5. explain the importance of ageing on economic and social life. 6. describe the effect of Chronic Diseases on the elderly. 7. outline mortality data related to ageing. 8. describe leading causes of disability among the elderly/older adults. 9. evaluate the natural history of disease using principles of epidemiology. 10. describe the relationship between demographics and ageing. 11. assessing longevity and the sex differential. 12. explore nursing/care interventions to promote wellness in the elderly.
<p>UNIT II - THEORIES OF AGING TO GERIATRIC CARE</p>	<ol style="list-style-type: none"> 1. outline at least four (4) theories of aging. 2. critique major theories of aging. 3. apply theories of aging to deliver care. 4. explain the impact of aging on the body's organs and functions. 5. identify types of change of aging. 6. explain why the process of aging differs on individuals. 7. examine the importance of body equilibrium in the aging process. 8. assess the importance of working with patients and their families
<p>UNIT III - AWARENESS OF AGEISM</p>	<ol style="list-style-type: none"> 1. define the term ageism. 2. explain the concepts of ageism. 3. create awareness of ageism among stakeholders. 4. describe age-related changes in the elderly. 5. summarize risk factors that influence cognitive functioning in the elderly. 6. determine appropriate care interventions directed towards assisting the elderly to develop coping and mechanisms.
<p>UNIT IV -</p>	<ol style="list-style-type: none"> 1. identify the sources of myths.

Course Learning Outcomes Sample 1

<p>MYTHS AND ATTITUDE TOWARDS AGING</p>	<ol style="list-style-type: none"> 2. describe the types of myths. 3. explain the impact of myths associated with the elderly. 4. explain the relationships between myths and attitudes toward aging. 5. analyze the validity of the myths. 6. take appropriate action to eliminate myths and improve attitudes.
<p>UNIT V - CHARACTERISTICS AND RISK FACTORS ASSOCIATED WITH AGING</p>	<ol style="list-style-type: none"> 1. review sensory deficits in the aged. 2. analyze the characteristics associated with the normal physiological changes of ageing. 3. analyze the characteristics associated with the normal cognitive changes. 4. identify the risk factors associated with ageing in the elderly. 5. determine strategies to mitigate risks.
<p>UNIT VI - DIMENSIONS AND TRANSITIONS OF AGING</p>	<ol style="list-style-type: none"> 1. outline the dimensions of aging. 2. explain the importance of transitioning aging. 3. articulate an understanding of the transition of ageing as is related to the demography and epidemiology.
<p>UNIT VII - ORGANIZE HEALTH CARE SETTINGS AND LIVING ARRANGEMENTS</p>	<ol style="list-style-type: none"> 1. explain the importance of organizing settings and living arrangements. 2. demonstrate understanding of the appropriate health care settings. 3. organize settings and living arrangements according to the established protocols. 4. plan the living arrangements in elderly care in defined areas (residential, homes and hospice). 5. monitor settings and living arrangements.

Course Learning Outcomes Sample 1

COURSE	
CONTEMPORARY ETHICS/LEGAL PRINCIPLES TO GERIATRIC CARE	LEARNER OUTCOMES
UNIT I - CODE OF CONDUCT FOR HEALTH CARE NURSES	1. define the terms 'ethics and bioethics.' 2. examine the six languages of bioethics. 3. recite the nursing code of ethics of Jamaica. 4. evaluate the national policy for senior citizens
UNIT II - HEALTH CARE PROXY	1. define the term 'Health Proxy'. 2. state the components of a health proxy. 3. evaluate the importance of a health proxy within the geriatric care facility. 4. develop a health proxy for a geriatric care facility according to legal standards.
UNIT III - ETHICAL AND LEGAL CARE FOR THE DYING	1. define legal and ethical terms and concepts relative to dying in the elderly. 2. examine the factors contributing to death in the elderly. 3. debate the ethical dilemma for treatments available to preserve life. 4. defend ethical dilemmas related to death and dying. 5. outline practice guidelines for reporting and documenting changes/findings. 6. examine the procedures and ethical guidelines for postmortem care.
UNIT IV - CASES WITHIN A GERIATRIC CARE FACILITY	1. review the end-result of cases both locally and globally involving the geriatric patient. 2. judge situations within the geriatric facility for legal and ethical implications.
UNIT V- KNOWLEDGE OF LEGAL CONSIDERATIONS	1. employ legal considerations when interfacing with geriatric patients. 2. assess the importance of adhering to advance directives. 3. evaluate the role of the power of an attorney while interfacing with a geriatric patient. 4. evaluating the legal and ethical issues when interacting with a geriatric patient.

Course Learning Outcomes Sample 1

COURSE	
PSYCHOLOGY AND COUNSELLING STRATEGIES	LEARNER OUTCOMES
UNIT I - INTRODUCTION TO PSYCHOLOGY	<ol style="list-style-type: none"> 1. define the term “psychology”. 2. examine the eight critical thinking guidelines in psychology. 3. examine at least five (5) major approaches to the study of psychology and their proponents. 4. debate the importance of psychology within the geriatric care facilities.
UNIT 2 - THEORIES AND THEORIST OF PSYCHOLOGY	<ol style="list-style-type: none"> 1. describe at least three (3) theories identify the role of major researchers and theorists in the development of the field of psychology. 2. outline at least five (5) psychological theories of development. 3. explain the behaviour of the elderly through the lens of the theorist. 4. analyze the methods and tools used by psychologists to investigate psychological issues.

Course Learning Outcomes Sample 1

<p>UNIT III - BIOLOGICAL AND DEVELOPMENTAL BEHAVIOUR</p>	<ol style="list-style-type: none"> 1. describe the divisions of the nervous system. 2. explain how behaviour is driven by the nervous system. 3. summarize the relationship among genes, environment, and behaviour. 4. define the term “developmental psychology”. 5. relate the stages of psychological development to types of behaviour. 6. outline the factors that affect the development of behaviour. 7. assess the different approaches to psychological development in the elderly. 8. use the theories of psychological development to explain human behaviour in the elderly.
<p>UNIT IV - PERCEPTION AND ATTITUDE</p>	<ol style="list-style-type: none"> 1. define the terms “perception and “attitude”. 2. assess the relationship between perception and behaviour. 3. examine the components of attitude. 4. examine the development of cognitive dissonance, prejudice and stereotyping.
<p>UNIT V - PERSONALITY AND MOTIVATION</p>	<ol style="list-style-type: none"> 1. define the term “personality”. 2. compare at least two (2) theories of personality. 3. assess the importance of positive self-concept to the development of self-esteem. 4. examine the use of different types of defence mechanisms in various situations. 5. apply the theories of motivation to the explanation of behaviour in given situations within the geriatric care facility.
<p>UNIT VI - COUNSELLING INTERVENTIONS TO THE ELDERLY</p>	<ol style="list-style-type: none"> 1. describe fundamental concepts of counselling intervention methods in older adults. 2. explain the importance of gaining skills in legal and ethical practices of intervention methods in older adults.

Course Learning Outcomes Sample 1

	<p>3. describe at least four (4) counselling intervention methods.</p> <p>4. roleplay various counselling interventions for given situations</p>
<p>UNIT VII - DEALING WITH CONFLICT AND CHANGE</p>	<p>1. define the terms “conflict” and “change”.</p> <p>2. propose potential causes of conflicts in various situations within the geriatric care facility.</p> <p>3. employ appropriate conflict resolution techniques to given situations.</p> <p>4. evaluate the effects of conflict on patient/caregiver relationship.</p> <p>5. apply the approach-avoidance theory in situations in Jamaica.</p> <p>6. give reasons for resistance to change.</p> <p>7. demonstrate techniques for reducing resistance to change.</p>

<p>COURSE</p>	
<p>AGE-RELATED DISORDERS</p>	<p>LEARNER OUTCOMES</p>
<p>UNIT I - DISORDERS OF THE CARDIOVASCULAR SYSTEM</p>	<p>1. review the function of the cardiovascular system.</p> <p>2. outline the changes that occur with the cardiovascular system as an individual ages.</p> <p>3. indicate assessment for cardiovascular patients.</p> <p>4. relate physiological concepts to the diagnosis and management of common cardiovascular</p>

Course Learning Outcomes Sample 1

	<p>conditions.</p>
<p>UNIT II - CONDITIONS OF THE RESPIRATORY SYSTEM</p>	<ol style="list-style-type: none"> 1. review the function of the respiratory system. 2. summarize normal changes of aging of the respiratory system. 3. outline appropriate health promotion and disease prevention guidelines relating to the respiratory system. 4. examine the nurse's role in caring for older persons with respiratory conditions. 5. write the assessment process and formulation of diagnosis relating to the respiratory conditions.
<p>UNIT III - CONDITIONS OF THE MUSCULOSKELETAL SYSTEM</p>	<ol style="list-style-type: none"> 1. describe the function of the musculoskeletal system. 2. evaluate normal changes in the musculoskeletal system associated with aging. 3. outline risk factors for the older person having musculoskeletal conditions. 4. identify the pharmacological management and nursing responsibilities related to the older person with musculoskeletal problems. 5. identify the non-pharmacological management and nursing responsibilities related to the older person with musculoskeletal problems.
<p>UNIT IV- CONDITIONS OF THE ENDOCRINE AND GASTROINTESTINAL SYSTEM</p>	<ol style="list-style-type: none"> 1. describe the function of the endocrine system. 2. describe the function of the gastrointestinal system. 3. describe age-related changes that affect the endocrine and gastrointestinal system. 4. outline risk factors to the health of an older person with endocrine and gastrointestinal problems. 5. identify physical and emotional presentations of diabetes and thyroid problems in older persons.

Course Learning Outcomes Sample 1

	<p>6. employ appropriate nursing interventions directed toward assisting older adults with endocrine and gastrointestinal problems.</p>
<p>UNIT V - HEMATOLOGIC DISORDERS</p>	<p>1. describe the function of the blood and blood forming organs. 2. describe age-related changes that affect the hematologic system. 3. outline risk factors to the health of an older person with hematologic problems. 4. employ appropriate nursing interventions directed toward assisting older adults with hematologic problems.</p>
<p>UNIT VI - DISORDERS OF THE IMMUNE SYSTEM</p>	<p>1. review the function of the immune system. 2. explain the importance of the immune system in the maintenance of health. 3. outline at least three (3) characteristics that are unique to the immune system. 4. compare and contrast between the humoral immune response and the cellular immune response. 5. examine the pathology that underlies illnesses associated with both excessive and deficient immune responses. 6. outline the at least three (3) unique characteristics associated with HIV infection in the older persons relate the care of a patient with a rheumatoid disorder to the pathology involved. 7. employ appropriate nursing interventions directed toward assisting older adults with immune problems.</p>

<p>COURSE</p>	
<p>COMPLEMENTARY AND ALTERNATIVE MEDICINE AND POLYPHARMACY ISSUES IN OLDER ADULTS</p>	<p>LEARNER OUTCOMES</p>

Course Learning Outcomes Sample 1

<p>UNIT I - THE EFFECT OF PHARMACOKINETIC ALTERNATIONS IN THE ELDERLY</p>	<ol style="list-style-type: none"> 1. define the following terms “pharmacokinetics” and “pharmacodynamics”. 2. explain the interaction between normal aging and response to drug therapy in the elderly. 3. examine the impact renal degeneration in the choice of drug administered. 4. calculate the creatinine clearance for an elderly person. 5. assess the importance of observing the creatinine clearance and its impact on drug administration. 6. evaluate the impact of concurrent conditions and therapy on drug administration.
<p>UNIT II - ADVERSE DRUG REACTIONS AND IATROGENESIS</p>	<ol style="list-style-type: none"> 1. define the following terms “adverse drug reactions” “iatrogenesis”, “polypharmacy”. 2. identify medications causing various adverse reactions in the elderly. 3. employ appropriate nursing interventions directed toward assisting older adults with having adverse drug reactions.
<p>UNIT III - DRUG INTERACTIONS</p>	<ol style="list-style-type: none"> 1. define the “Beers Criteria”. 2. use the beers criteria to indicate drugs potentially inappropriate for use in elderly patients. 3. examine the top ten drug-drug interactions associated with long-term care. 4. outline the effects of non-prescription drugs with various prescribed medications. 5. outline the effects of common herbal preparations with various prescribed medications. 6. use systems and procedures to report adverse drug events.
<p>UNIT IV - STRATEGIES TO IMPROVE COMPLIANCE TO MEDICATION REGIMEN</p>	<ol style="list-style-type: none"> 1. define the following term “Drug Regimen Unassisted Grading Scale (DRUGS)” 2. use the “Drug Regimen Unassisted Grading Scale” to assess an elderly person’s ability to administer his/her own medication. 3. outline strategies to promote compliance and adherence to the medication regimen.

Course Learning Outcomes Sample 1

	4. roleplay scenarios using the strategies to improve compliance and adherence.
UNIT V - SAFE USE OF DRUGS IN THE ELDERLY	<ol style="list-style-type: none"> 1. define the term “medication error”. 2. assess the effect of medication errors on the elderly. 3. use the medication reconciliation process as an elderly patient move from one care facility to the next. 4. judge the use of internet pharmacies in purchasing medications for the elderly. 5. prepare a basic emergency supply kit with medication. 6. outline at least five (5) unsafe practices associated with a medication.

COURSE	
SEXUALITY IN OLDER ADULTS	LEARNER OUTCOMES
UNIT I - CHANGES OF AGING GENITOURINARY SYSTEM	<ol style="list-style-type: none"> 1. describe the normal aging of the male urinary system. 2. outline the normal aging of the female urinary system. 3. assess the changes in the bladder and urethra in an older adult. 4. evaluate the effect of decreased levels of antidiuretic hormone on the elderly
UNIT II - CHANGES IN THE MALE AND FEMALE REPRODUCTIVE SYSTEM OF THE ELDERLY	<ol style="list-style-type: none"> 1. outline the effect of reduced hormone levels on the sexual response in the elderly. 2. state the physical changes in the elderly because of the aging reproductive system. 3. examine the effects of the aging process on the families of the elderly.
UNIT III - GENITOURINARY CONDITIONS	<ol style="list-style-type: none"> 1. outline the differences between acute and chronic renal failure in the elderly. 2. examine the causes of renal failure in elder adults. 3. state nursing interventions to manage renal failure in adults. 4. outline the signs and symptoms of urinary tract infection.

Course Learning Outcomes Sample 1

	<p>5. state the types of urinary continence in the elderly.</p> <p>6. explain the effects of urinary incontinence in the elderly.</p> <p>7. create a bladder record for an older person.</p> <p>8. assess the nursing interventions to manage genitourinary conditions in the elderly 3.9 3.9</p> <p>perform exercises to manage genitourinary conditions in the elderly</p>
<p>UNIT IV - INTERVENTIONS FOR SEXUAL CONCERNS</p>	<p>1. assess the concerns associated with menopause in the elderly females.</p> <p>2. examine the causes of erectile dysfunction in elderly males.</p> <p>3. evaluate the signs/symptoms of sexually transmitted diseases.</p> <p>4. perform interventions to manage sexuality in the elderly in long-term care facilities.</p> <p>5. analyzing complementary and alternative therapies to manage sexuality in the elderly.</p>
<p>UNIT V - MANAGING GENITOURINARY MALIGNANCIES</p>	<p>1. state at least five (5) common types of cancers affecting the elderly.</p> <p>2. outline the signs and symptoms of various cancers affecting the elderly.</p> <p>3. perform nursing interventions to manage genitourinary malignancies in the elderly.</p>

COURSE	
MENTAL HEALTH ISSUES IN OLDER ADULTS	LEARNER OUTCOMES
<p>UNIT I - DEPRESSION AND DELIRIUM IN THE ELDERLY</p>	<p>1. describe the main components of the nervous system.</p> <p>2. outline the normal changes of aging of the neurologic system in the elderly.</p> <p>3. outline the signs and symptoms of depression in the elderly.</p> <p>4. outline the signs and symptoms of delirium in the elderly.</p>

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none"> 5. use the SIG E CAPS test to determine if an older adult is depressed. 6. perform nursing interventions to manage depression and delirium in the elderly.
<p>UNIT II - DEMENTIA IN THE ELDERLY</p>	<ol style="list-style-type: none"> 1. define the term “dementia”. 2. examine the signs and symptoms of dementia in the elderly. 3. state the types of dementia in the elderly. 4. evaluate the stages of dementia in the elderly. 5. use the confusion assessment method for elderly people in the intensive care unit. 6. outline interventions to manage apathy and agitation in persons with dementia. 7. assess treatment options to manage dementia in the elderly.
<p>UNIT III - NURSING INTERVENTIONS TO MANAGE ALZHEIMER’S DISEASE</p>	<ol style="list-style-type: none"> 1. outline the signs and symptoms of Alzheimer’s disease in the elderly. 2. assess guidelines to manage various conditions of an elderly having Alzheimer’s disease. 3. outline commonly used medications for older persons with Alzheimer’s Disease. 4. use techniques to prevent and break the cycle of behaviors used to refuse food in the later stages of Alzheimer’s Disease.
<p>UNIT IV - DEALING WITH PARKINSON’S DISEASE</p>	<ol style="list-style-type: none"> 1. cite the meaning of this condition “Parkinson’s Disease”. 2. outline the signs and symptoms of Parkinson’s disease. 3. outline commonly used medications for older persons with Parkinson’s Disease. 4. use nursing interventions to manage Parkinson’s disease in the elderly.
<p>UNIT V - PERSONALITY AND PSYCHOTIC DISORDERS</p>	<ol style="list-style-type: none"> 1. define the following terms “personality disorder” and psychotic disorder”. 2. observe the signs and symptoms of personality disorders. 3. outline the signs and symptoms of bipolar depression in an older adult.

Course Learning Outcomes Sample 1

COURSE	
NUTRITIONAL NEEDS OF THE AGED	LEARNER OUTCOMES
UNIT I - ORAL AND GASTROINTESTINAL CHANGES WITH AGING	<ol style="list-style-type: none"> 1. define the term “edentulism”. 2. identify conditions affecting digestion, absorption, and metabolism of nutrients in the older adult. 3. outline risk factors for dehydration in the older adult. 4. identify symptoms of dehydration in the older adult. 5. assess nutrition-related changes associated with aging in the elderly. 6. examine medications having nutritional implications on the older adult. 7. evaluate nursing interventions to manage conditions with oral and gastrointestinal tract.
UNIT II - ADHERING TO THE NUTRITIONAL REQUIREMENTS OF THE ELDERLY	<ol style="list-style-type: none"> 1. calculate estimated energy requirements (EERs) for the older adult 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. 3. identify at least five (5) food sources of Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E. 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. 5. chart nursing interventions to manage nutrient deficiencies in the older adult.
UNIT III - NUTRITIONAL PARAMETERS	<ol style="list-style-type: none"> 1. define the term “Anthropometrics”. 2. use appropriate methods to measure weight, height, body mass index, body fat measurement and muscle mass measurement in the older adult. 3. determine appropriate weight, height, body mass index, body fat measurement and muscle

Course Learning Outcomes Sample 1

	<p>mass according to gender and age.</p> <p>4. examine laboratory requirements for used in a routine nutritional assessment</p>
<p>UNIT IV - DEALING WITH UNINTENTIONAL WEIGHT LOSS</p>	<p>1. summarize the importance of performing nutrition screening and assessment on the elderly.</p> <p>2. outline important parameters aligned to the nutrition screening initiative for the elderly.</p> <p>3. use the Mini-Nutritional Assessment to obtain nutritional status of the older adult.</p> <p>4. outline the checklist aligned to Minimum Data Set (MDS) for the elderly.</p>
<p>UNIT V - USING SCREENING TOOLS</p>	<p>1. summarize the importance of performing nutrition screening and assessment on the elderly.</p> <p>2. outline important parameters aligned to the nutrition screening initiative for the elderly.</p> <p>3. use the Mini-Nutritional Assessment to obtain nutritional status of the older adult.</p> <p>4. outline the checklist aligned to Minimum Data Set (MDS) for the elderly.</p>

<p>COURSE</p>	
<p>EXTERNSHIP (WORK ATTACHMENT)</p>	<p>LEARNER OUTCOMES</p>

<p>COURSE</p>	
<p>PROFESSIONAL AND INDUSTRY RECOGNITIONS</p>	<p>LEARNER OUTCOMES</p>

Course Learning Outcomes Sample 1

<p>UNIT I - ROLE OF REGULATORS AND PROFESSIONAL ORGANIZATIONS IN PROFESSIONAL/INDUSTRIAL RECOGNITIONS</p>	<ol style="list-style-type: none"> 1. analyze the role of professional organizations and regulations in professional and industrial recognitions. 2. determine the impact of professional/ industrial recognitions on socio-economic and cultural variables. 3. recognize the value of regulations in achieving societal and/or commercial objectives. 4. recognize the function of various organizations involved in Health and Wellness. 5. recognize the functions of various government agencies responsible for Health and Wellness. 6. analyze the potential impact of Professional and Industry Certification.
<p>UNIT II - ACQUIRE PROFESSIONAL RECOGNITION FOR INDUSTRIAL PRACTICE</p>	<ol style="list-style-type: none"> 1. explain the importance of having professional recognition for industry practice. 2. differentiate types of professional/ industry recognitions. 3. determine requirements for professional/industry recognitions. 4. apply to appropriate awarding bodies for registration and professional/industry recognitions. 5. adhere to professional ethics code of preface and quality of service requirements of the recognition. 6. adhere to recertification requirements.
<p>UNIT III - ACQUIRE TRAINING AND OR RECOGNITION IN APPLY FIRST AID</p>	<ol style="list-style-type: none"> 1. explain the importance of applying first aid. 2. adhere to the principle of first aid when addressing issues requiring first aid. 3. administer first aid to patients of varying status. 4. observe procedures in applying first aid techniques. 5. evaluate competences in first aid techniques. 6. contact relevant authorities in event of serious emergencies. 7. report and/or document incidents/accidents and actions taken. 8. monitor persons who have had first aid treatment and/or resolution to their problems.
<p>UNIT IV - PARTICIPATE IN ACTIVITIES OF PROFESSIONAL ORGANIZATION</p>	<ol style="list-style-type: none"> 1. conduct research on professional organizations of interest.

Course Learning Outcomes Sample 1

	<ol style="list-style-type: none">2. interview person having connections with the particular organization.3. analyze data/information obtained on organization of interest.4. evaluate the compatibility level of one's professional goals with that of the organization.5. collect information on procedures for membership in the organization.6. contribute positively to the activities of the organization.7. collaborate in the learning environment as team players.8. appraise professional internal and external growth and development in an organization.9. transfer knowledge gained from association with the organization to the workplace and other colleagues.
<p>UNIT V- BUILD PROFESSIONAL RECOGNITION THROUGH VOLUNTARISM</p>	<ol style="list-style-type: none">1. investigate the role of voluntarism in developing communities.2. explore the roles of voluntarism building and developing competencies.3. investigate voluntarism as a vehicle for transfer of learning and life category.4. use voluntarism to develop appropriate values and attributes.5. interview person who have been awarded natural honors for voluntarism and public service.6. identify and acquire critical knowledge, skills and attributes through voluntarism.7. use voluntarism to seek motivation and inspiration of others.8. prepare and present report on voluntary project/activities.

Course Learning Outcomes Sample 1

ALLIED HEALTH CARE

Course Learning Outcomes Sample 1

COURSE	UNIT OUTCOMES

REFERENCE PAGE

Most up to date CCJ Curriculum

AHC - <https://ucca.edu.jm/wp-content/uploads/2023/12/OAD-ALLIED-HEALTH-CARE-GERIATRICS-1.pdf>

LSCM - [OCCUPATIONAL ASSOCIATE DEGREE LOGISTICS & SUPPLY CHAIN MANAGEMENT THE CENTRE OF OCCUPATIONAL STUDIES CURRICULUM THE CENTRE O](#)

COURSES

Fundamentals of Information Technology
Communication I
Communication II
Foreign Language I
Using Social & Employability Skills
Small Business Management
Oral Communication
Major Capstone Project

Course Learning Outcomes Sample 1