

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA



## **CURRICULUM GUIDE**

### **OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH CARE (GERIATRICS)**



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## Acknowledgement

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## Table of Contents

1. Background.....	3
2. Programme Rationale .....	6
3. Programme Description .....	8
4. Programme Goals .....	9
5. Matriculation Requirements .....	10
6. Target Group.....	11
7. Programme Duration .....	12
8. Programme Review Alignment Summary.....	13
9. Programme Structure.....	41
10. Programme Semester Table.....	43
11. Programme Profile.....	48
12. Delivery and Learning Strategies .....	48
13. Evaluation and Assessment Strategies.....	51
14. Grading Scheme.....	531
15. Graduate Profile.....	54
16. Employment/Career Opportunities.....	55
17. Course Descriptions.....	55
18. Programme Requirements .....	63
19. References.....	63
20. Course Outlines.....	64

## 1. Background

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Vocational Training is embedded in the building of skills for education and employment. Thereby positioning graduates for workplace readiness. As the scope of medical care evolves there is need for caregivers to have the competencies which will afford them the skills to adapt and function in their daily operations. This requires analytical and creative thinking within a global perspective. The Competency Based Education and Training (CBET) methodology focuses on performance-based assessment and seeks to improve on the traditional delivery of education. This methodology of education was first introduced in primary and vocational teachers in the USA in the 1970 according to Deißinger and Hellwig (2011). They further advanced that this performance-based approach is measured by industry standards therefore the concept of the training as measured against the Australian standards allow for participants to learn in a self-paced manner as their knowledge, skills and attitudes are developed. The core of CBET is to provide market-ready students and the training is market-driven.

This course is developed with this framework for persons desirous of being trained as a Geriatric Nurse. The approach used by the CBET curriculum will require learners to actively participate in the teaching and learning environment. While the core of the didactical portions of many courses remains fundamental to vocational education. The CBET curriculum is strengthened by its alignment to the needs of the workplace.

The qualifications gain from the CBET curriculum is standardized across many groups through communication, planned, and organized activities. These activities are supported by technologies to integrate relevant practical and theoretical information for the development of competencies in students. Thereby bridging the gap between the classroom theoretical knowledge and their workplace readiness.

CBET curriculum with its well-trained educators bring credence to the qualification of the

graduates hold. Other stakeholders who will guide the curriculum are the employers and the industry leaders. As such they guide the framework of the curriculum from inception to operationalization.

The goal of CBET is to transform the learners and to synchronize the training competences with those required by the industry partners to make for workplace competent employees.

As we observe the emergence of an ageing population the market will demand more trained specialist in Geriatric Nursing who will execute the desired ethical behaviour, employability skills and technical and professional competencies in to meet the industry demands.

## 2. Programme Rationale

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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 are 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.

### 3. Programme Description

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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. The specific courses will address issues of aging related to the human body such as decreased function of the central nervous, respiratory, and circulatory, decreased sensitivity to pain, changes in the body's response to nutrients, reduce acuity, overall physical and mental capacity.

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 is 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.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September  
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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)**

#### **4. Programme Goals**

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Occupational Associate Degree in Allied Health Care (Geriatrics) Programme addresses the growing need for competencies related to the occupational discipline. The programme seeks to produce well- rounded 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:

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

## 5. Matriculation Requirements

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

- NVQJ or CVQ – Level 2 Certification
- Other Academic Entry Requirements – in accordance with CCCJ's entry requirements.
- Prior Learning Assessment Recognition
- 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 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 or the Occupational Diploma programme, in accordance with the institutions' policy and procedures for matriculation.

## **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.

## **6. Target Group**

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The goal of the programme is to provide students with a learning environment in which they can build capacity to be proficient in geriatric care. This will be realized through the knowledge, skills and attitudes the programme will develop, the strengthen of the students to be self-directed learner, which will be enhanced by their interactions and collaborative engagements with their peers, through the challenges, shared experiences and ideas exchanged to make new meaning and build new knowledge.

Target group focus

- Persons desirous of pursuing a career in patient care assistance for older adults.
- Persons desirous of acquiring the competence to work in Nursing Homes to care for older adults.
- Persons desirous in providing general patient care especially to the older adults.
- Persons desirous of being employed in Hospitals and other Health Care Facilities to care for older adults.

## 7. Programme Duration

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The programme may be offered as follows:

Schedule	Duration	Days Offered
Full-time	Four (4) semesters (2 years)	Weekdays, evenings, and weekends. Flexibility is applied based on preference of target group.
Part-time	Six (6) semesters (3 years or 2 summers)	

## 8. Programme Review Alignment Summary

<b>General Adjustments</b>	<b>Reviewed, restructured, and created</b>
Programme Rationale, description, Target group and semester table	Reviewed
Methodology page 12	
<b>Occupational Associate Degree in Allied Health Care (Geriatrics)</b>	Inserted to replace Allied Health Care Geriatrics under programme Goals page 20
Nomeclature of course page 21-22	All names of Courses were reviewed
Credit Values and hours	Adjusted for some courses
Rubrics	Created for Externship and Volunteerism

<b>Semester 1</b>	<b>Adjustments</b>
<b>Orientation to the Geriatric Care Sector</b>	<p><b>Name of the course</b> Restructure – Orienting to Geriatric Care Sector- <b>Orientation to the Geriatric Care Sector</b></p> <p><b>Credit Value</b> changed from 4 (60 hours) to 3 (45 hours)</p> <p><b>Prerequisites/Corequisites</b></p> <p><b>Course description-</b> revise the course description.</p> <p><b>Course outcomes-</b> rephrase statement “ Upon completion of this course, students are competent when they are able to:</p> <p><b>Unit name</b> All unit names were revised.</p> <p><b>Learner outcomes/objectives</b> Restructure - rephrase statement “Upon completion of this course, students are competent when they are able to:</p> <p><b>Content</b> – rephrase statement “The content should include but is not limited to: “Restructure-</p> <p><b>Learner outcomes and content-</b> revised and reordered for sequential understanding.</p> <p>Unit I hours were adjusted - 6 hours</p> <p><b>Course outcomes</b></p> <p>Reordered and changed Objective 1 – know important terminologies. Changed Objective 8 to “Practice” Changed Objective 5 added “scope.”</p>

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

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	<p><b>Learner Outcomes</b></p> <p>Reordered learning outcomes Objective 1.12 is now Objective 1.1 use was changed to define terminologies.</p> <p>Objective 1.1 is now 1.12 1.2 - assess changed to outline. 1.3 is added summarize the function of the regulatory and professional body.</p> <p>Objective 1.4 is now 1.6 1.6 is now 1.7 1.7 is now 1.10</p> <p>Content – reorder to match sequential order of learning outcomes</p> <p>Unit II hours were adjusted - 3 hours Name changed removed the words “Assess the.”</p> <p>Objective 2.8 words added “assess Geriatric Care as an Inter-disciplinary occupation.”</p> <p>Unit III hours remained - 6 hours</p> <p>Name of unit changed removed the words “Adhere to the established.” Objective 3.6 the word “geriatric” was inserted before process.</p> <p>Unit IV hours were adjusted - 6 hours Name of unit changed removed the words “Demonstrate.”</p> <p>Objective 4.1 the words “used in” were inserted before term. And “the” was removed. Objective 4.6 is now 4.2</p> <p>Content</p> <ul style="list-style-type: none"> <li>• Roles of Geriatric Facilities Managers is now the second item under content.</li> </ul>
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	<p>Unit V hours were adjusted - 9 hours  Name of unit changed removed the words “Use.”  Objective 5.1 the word Quality Control was added to coincide with content.  5.4 the words “according to the Occupational Health and Safety (OSHA) regulations” were added.</p> <p>5.10 was restated.  1. evaluate the different types of risk in geriatric facilities.</p> <p>Unit VI hours were adjusted - 3 hours.  Name of unit changed removed the words “Interpret”  Objective 6.5 the word discuss was changed to examine.  Content  Heading – Regulatory and Professional bodies  All other information are subheadings.</p> <p>Unit VII hours were adjusted - 6 hours.  Name of unit changed removed the words “Provide.”</p> <p>Objective 7.1 the word “use” was replaced by define.  Objective 7.2 is now 7.3.</p> <p>Content reordered to match chronological teaching of the objectives.  <b>Method of delivery</b>  <b>Method of Assessment-</b> changed “METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS ASSESSMENT- METHOD OF ASSESSMENT AND EVALUATION: <b>Continuous assessment.</b></p> <p><b>RESOURCES replaced with RESOURCE MATERIAL</b> Resource replace  – alphabetize  -Added material</p> <p>Include headings Prescribed, Recommended Other online resources</p>
<p>Computer Applications for</p>	<p>Restructure – Name of the course  Credit Value 2 credits – 1 Theory and 1 Lab</p>

<p>Health Care Facilities</p>	<p>Hours - 60 hours</p> <p>Prerequisites/Corequisites</p> <p>Course description</p> <p>The last sentence was added.</p> <p>Course outcomes:</p> <p>Objective 1 was rephrased to “apply information and assistive identified on the world wide web to geriatric care.”</p> <p>A 4<sup>th</sup> Objective was added -  “reflect on legal/ethical aspects concerning the structure and the use of information system in health care.”</p> <p>Unit name - The name of Unit I and V were revised.</p> <p>Unit I - removed the word “USE”.</p> <p>Unit V the name changed from Database Management to Database Management and Privacy to incorporate Objective 4 in the Course Outcomes</p> <p>Restructure -Learner outcomes/objective</p> <p>Unit I - additional objectives</p> <p>Objectives 1.1 and 1.2 were inserted.</p> <p>Restructure- Content</p> <p>Added Terminologies</p> <p>URL, http, IP address</p> <p>Sending and receiving emails- added blind copy (Bcc)</p> <p>Unit II</p> <p>Objectives</p> <p>2.2 insert a new objective – “Use word processing software to create, edit and format documents.”</p> <p>2.2 to 2.3 and changes made – added “reference document using American Psychological Association.”</p> <p>2.3 added verb “utilize.”</p> <p>Unit III</p>
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	<p>Hours changed from 8 hours to 10 hours.</p> <p>Objective 3.1 - Create a presentation was changed to create a presentation using at least one (1) software to create, edit, and enhance presentations.</p> <p>Objective 3.2 run a presentation changed to display your presentation starting at any slide.</p> <p>Unit IV</p> <p>Hours changed from 12 hours to 18 hours.</p> <p>Objective 4.7 added – “Use spreadsheet software to calculate, organize, edit and present numerical data.</p> <p>” UNIT V Hours changed from 10 hours to 15 hours.</p> <p>Added Objective 5.7 and recognize appropriate data security practices and information assurance.</p> <p>Content</p> <p>The verbs were removed at the beginning of each content item- “define, create, manipulate, import and querying”.</p> <p>Manipulate table -changed to – Table manipulation.</p> <p>Importing data changed to Data importation</p> <p>Rubric</p> <p>Competencies with no value (0) were removed:</p> <p>Correct Margin - not adjusted for binding (0)</p> <p>Table of content - not generated by software (0)</p> <p>Citation created but not using the software feature (0)</p> <p>Content inserted - PowerPoint and other templates.</p> <p>Method of Assessment- Final Examination Units were changed. Capstone project renamed. Rubric reviewed. Resource – alphabetize. -Added material</p>
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<p>Anatomical and Physiological Knowledge 1</p>	<p>Restructure – Name of the course  The word “using” was removed from the title.  Credit Value changed from 4 to 3 ( 3 Theory hours ) 45 hours</p> <p>Course description  This was completely revised.</p> <p>Course outcomes</p> <p>Objectives  4 verbs changed from explain to assess.  7, 8, 9 and 10 verbs changed from describe to examine</p> <p>Unit 1  Unit name – the word “use” was removed.  <b>ANATOMICAL AND PHYSIOLOGICAL TERMINOLOGIES changed to INTRODUCTION TO THE HUMAN BODY ANATOMY AND PHYSIOLOGY</b></p> <p>Restructure -Learner outcomes/objective  Objectives  1. explain the term anatomical.  2. explain the term physiological.  merged as define terms related to the anatomy and physiology of the body.</p> <p>1.3 describe anatomical positions changed to “describe anatomical positions of the human body.”  1.4 explain the characters of Life changed to “outline the five main characteristics of life-related to the human body.”  1.5 explain the maintenance of Life changed to “outline the five main characteristics of the maintenance of life.”  1.6 identify levels of organism changed to “relate at least ten (10) directional planes of the body” to support information in the contents.</p> <p>Restructure- Content  Five main characteristics of life related to the human body.  Homeostasis</p>
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	<p>Reproduction Metabolism DNA/Hereditiy</p> <p>Maintenance features Respiration Nutrition Digestion Excretion reproduction Metabolism</p> <p>Directional planes</p> <p>Anterior Posterior Distal Proximal Dorsal Ventral Superior Inferior Lateral Medial Rostral Caudal Bilateral Unilateral Parietal Visceral Axial Intermediate</p> <p>Unit II Rename the title. <b>USE KNOWLEDGE OF BASIC CHEMISTRY changed to BASIC CHEMISTRY OF THE HUMAN BODY</b></p> <p>Objectives</p>
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	<p>2.1 remove the word “use.”</p> <p>2.2 chemical inserted before reactions.</p> <p>2.3 discuss changed to summarize.</p> <p>2.8 applying changed to apply.</p> <p>Unit III</p> <p>Name change</p> <p><b>DEMONSTRATE KNOWLEDGE OF CELLS to CELL STRUCTURE AND FUNCTION</b></p> <p>Objective 3.6 discuss changed to differentiate between</p> <p>Unit IV</p> <p>Name change</p> <p><b>DEMONSTRATE KNOWLEDGE OF PRIMARY TISSUES changed to PRIMARY TISSUES OF THE HUMAN BODY</b></p> <p>Hours changed from 8 hours to 3 hours.</p> <p>Unit V, VI, VII, VIII</p> <p>Name change</p> <p>Demonstrate knowledge was removed from all unit names</p> <p>Eg,</p> <p><b>DEMONSTRATE KNOWLEDGE OF INTEGUMENTARY SYSTEM to INTEGUMENTARY SYSTEM</b></p> <p>Change of unit hours</p> <p>Unit II from 12 hours to 8 hours</p> <p>Unit III, IV, V from 8 hours to 3 hours</p> <p>Objectives</p> <p>Unit V</p> <p>5.4 Discuss changed to outline.</p> <p>Unit VI</p> <p>6.5 Identify and classify changed to “classify.”</p> <p>Unit VII</p>
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	<p>8.6 discuss changed to investigate.</p> <p>7.6 Identify and classify changed to “classify.”</p> <p>Content Remove the words Identification of the from the last item in the content.</p> <p>Method of delivery Method of Assessment</p> <p>Inserted <b>Instruction for written assignment</b></p> <p>The following should be adhered to when writing the paper:</p> <ul style="list-style-type: none"> <li>• Length: 4-5 pages (not including references).</li> <li>• Format: typed, double spaced, with 1” margins on the top and bottom and 1” on the sides.</li> <li>• References: minimum 5 research papers on your topic.</li> </ul> <p>The following should be adhered to for the oral presentation: • 15-20 min in length.</p> <ul style="list-style-type: none"> <li>• 3–4-page PowerPoint handout provided to class members. (6 slides per page)</li> <li>• To be discussed- Class preference for handouts to be submitted electronically or in hard copy.</li> </ul> <p>Resource – alphabetize.</p>
Occupational Health and Safety	<p>Restructure – Name of the course Remove the word “Practising.”</p> <p>Course description This was revised.</p> <p>Course outcomes revised Objectives 5 changed, the word participate was removed from “conduct and participate”</p> <p>9 the word ‘geriatric’ was removed from the statement. 10 the words detect and prevent was replace with evaluate.</p> <p>Unit name</p>

	<p>All units the names were changed. The first letter the verb was removed from all unit names.</p> <p>Restructure -Learner outcomes/objective Unit objectives were revised and reordered.</p> <p>Objective Unit I 1.12 wear was changed to “select appropriate”.</p> <p>Restructure- Content Content item 2 - removed the word brief.</p> <p>Unit II Objectives 2.3 use was changed to recognize.</p> <p>Unit III 3.2 detect and prevent was changed to formulate two objectives. 3.3 was changed to 3.4 and recognize and explain was changed to recognize. 3.7 handle and store changed to Store.</p> <p>Unit IV  Objectives 4.1 least five (5) types inserted after identify. 4.5 Plan and participate changed to Participate in a planned fire drill</p> <p>Unit V - name change First Aid and Cardiopulmonary resuscitation (CPR)</p> <p>Objective 5.5 rephrase, the word use omitted. 5.5 Changed to “select an appropriate location for the first aid kit. 5.12 take responsibility changed to accept responsibility.</p>
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	<p>Unit VI</p> <p>Objectives were revised.</p> <p>Objective 6.4</p> <p>6.1 develop an occupational safety and health programme for a workplace of your choice (<b><i>Group Project consisting of three (3) students</i></b>)</p> <p>The instruction for Group project replaces under assessment.</p> <p>Method of delivery</p> <p>Method of Assessment changes made to the units to be assessed.</p> <p>Resource – alphabetize.</p>
<p>Communication Skills 1</p>	<p>Restructure – Name of the course</p> <p>Remove the word “Use.”</p> <p>Course description -information was added.</p> <p>Complete revision</p> <p>Course outcomes</p> <p>Objectives were revised.</p> <p>Objective</p> <p>5 remove the word “positively.”</p> <p>Unit name</p> <p>All units were renamed by removing the word “USE” at the beginning of each unit name.</p> <p>All units’ objectives and contents were revised.</p> <p>Unit II</p> <p>Objective 2.1 the word “discuss” was changed to “Outline at least three (3)”</p> <p>2.2 and 2.2 the words “ in a sentence” was added to the end of the statement</p> <p>Restructure -Learner outcomes/objective</p> <p>Restructure- Content</p> <p>Method of delivery</p> <p>Method of Assessment</p> <p>Resource – alphabetize.</p> <p>-Added material</p>

	All Unit names were changed, and objectives revised.
Health Care Calculations	<p>Restructure – Name of the course Applied removed from the name.</p> <p>Course description Descriptor revised.</p> <p>Removed from the descriptor “The projects designed in this course is in furtherance of this aim.”</p> <p>Course outcomes The word “prescription” was inserted before labels in item 5.</p> <p>All unit names, objectives, and contents were revised.</p> <p>Unit I Content The phrase “with ruler in” replace with dimensions</p> <p>Unit VI Objective 6.5 VAT such as GCT changed to Value Added Tax (VAT) such as General Consumption Take (GCT)</p> <p>Unit 7 Added Objective 7.2 outline the elements of a label All objectives were revised for sequential teaching.</p> <p>The content listing was revised to align with objectives</p> <p>Content added to support objective 2 Elements of the label i. Date ii. Doctors/Physician’s Name</p>



	<ul style="list-style-type: none"> <li>iii. Patient’s name</li> <li>iv. Instructions</li> <li>v. Quantities of drugs</li> <li>vi. Dosage form of the drug</li> </ul> <p>Content “Solving weight-based problems for pediatric dosage Weight-based Age and others</p> <p>Changed to Solve problems based on:</p> <ul style="list-style-type: none"> <li>i. Age</li> <li>ii. Weight</li> </ul> <p>Unit VII</p> <p>Objective 8.2 be aware of the formulae for performing IV rate calculations changed to calculate using the correct formula IV drip rate</p> <p>Content</p> <p>Reviewed</p> <p>Demonstration of reading prescriptions and labels, awareness of IV formulae for use in calculation changed</p> <p>Method of Assessment <b>CAPSTONE EXPERIENCE changed to Tutorial Question</b></p> <p>Resource – alphabetize -Added material</p>
<b>Semester 2</b>	

<p>Anatomical and Physiological Knowledge II</p>	<p>Restructure – Name of the course Remove the word USING</p> <p>Credit Value 4 credits changed to 2 credits 1 Theory (15 hours and 1 Lab (45 hours)</p> <p>Course description Revised</p> <p>Course outcomes Changed the verb describe to discuss objectives 1-6 and 9. Statement now reads 'discuss the functional and structural'</p> <p>All unit names were revised</p> <p>All unit objectives were revised</p> <p>Objective 7 “understand immunity system” changed to understand the role of the immune system in disease development</p> <p>Unit name All unit names were amended</p> <p>Unit hours changed Units I, II, III and IV 8 hours Units 5 changed to 6 hours Units VI, VII and IX 6 hours Unit VII changed from 6 hours to 4 hours</p> <p>Phrase- <b>Demonstrate Knowledge of</b> was removed from all names Restructure -Learner outcomes/objective</p>
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	<p>Objective added to all units Units 1 to Unit IV, Unit V and Unit VI  The objective to list the organ was added for example  “list the organs of the nervous, integumentary, endocrine, cardiovascular, respiratory, digestive and excretory system</p> <p>Unit 1</p> <p>Inserted Objective 1.1 define terms used in related the nervous system</p> <p>a. Now...1.6 assess the structure of the Autonomic System changed to access the structure of the two divisions Autonomic System</p> <p>Unit II</p> <p>1. Objective 3.3 discuss neural and chemical regulation changed to outline summarize the role of neural and chemical regulation in the process of respiration</p> <p>Unit III</p> <p>Content to support objective 1</p> <p>2. Organs Upper Respiratory system</p> <p>3. Nose.</p> <p>4. Mouth.</p> <p>5. Nasal cavity</p> <p>b. Lower Respiratory system</p> <p>6. Throat (pharynx)</p> <p>7. Voice box (larynx)</p> <p>8. Windpipe (trachea)</p> <p>9. Airways (bronchi)</p> <p>10. Lungs.</p>
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	<ul style="list-style-type: none"> <li>3. Structure and function of the hypodermis, dermis, and epidermis</li> <li>4. Function of the integumentary system <ul style="list-style-type: none"> <li>a. Protection</li> <li>b. Sensation</li> <li>c. Temperature regulation</li> <li>d. Vitamin D production</li> <li>e. Excretion</li> </ul> </li> <li>5. Outline the changes of the skin, hair, glands, and nails in the aged</li> </ul> <p>Method of delivery  Method of Assessment  Resource – alphabetize  -Added material</p>
<p>Communication Skills II</p>	<p>Restructure – Name of the course</p> <p>Prerequisites/Corequisites Communication Skills I GCOCCM102S1</p> <p>Course description</p> <p>Course outcomes revised</p> <p>Unit name- all names revised</p> <p>Unit III and IV were merged</p> <p>Only has 4 units</p> <p>Restructure -Learner outcomes/objective and content</p> <p>All unit objectives were revised</p> <p>Resource – alphabetize  -Added material</p>
<p>Health &amp; Wellness in The Older Adults</p>	<p>Restructure – Name of the course</p> <p>Remove the word “Promoting”</p> <p>Credit Value</p> <p>Prerequisites/Corequisites</p> <p>Course description</p>

	<p>“The existing fitness guidelines for adults suggest that partaking in moderate aerobic activity in addition to engaging in muscle strengthening activity two (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.</p> <p>Changed to</p> <p>This course will introduce students to the key concepts of the health needs of older adults. It will outline the physical, social, and emotional needs of the older population. It will outline some negatives effectives of aging of the human body, integrate and expand students’ existing knowledge, skills, and experience of the aged population. The emergent knowledge will augment students’ ability to use specific techniques in the addressing the biological, psychological, and social experiences of older adults.</p> <p>Course outcomes These were changed</p> <ol style="list-style-type: none"><li>1. use terminologies associated with the health and wellness of the geriatric patient</li><li>2. demonstrate an understanding of different techniques used to promote the health and wellness of the geriatric patient</li><li>3. demonstrate an understanding of normal vital signs in the geriatric patient</li></ol>
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	<p>4. demonstrate knowledge of equipment used to measure the vital signs of patients</p> <p>New outcomes</p> <ol style="list-style-type: none"> <li>1. use terminologies associated with the health and wellness of the geriatric patient</li> <li>2. demonstrate an understanding of different techniques used to promote the health and wellness of the geriatric patient</li> <li>3. demonstrate an understanding of normal vital signs in the geriatric patient</li> <li>4. recognize the changes in sleep patterns for the older adult</li> <li>5. evaluate the importance of basic foot and oral hygiene</li> <li>6. appreciate various strategies for pain management in the older adult</li> <li>7. recognize the benefit of palliative care in the older adult</li> </ol> <p>Unit name</p> <p>All unit names were amended.</p> <p>Restructure -Learner outcomes/objective  Objective 1.1 inserted to align with course outcome  Objective 1.2 remove the word “nursing” before diagnoses sensory problem is now sensory skills  Objective 1.3 was added to address motor skill challenges  Objective 1.4 motor skills is added after sensory  Objective 1.5 motor was added before dysfunction</p> <p>Restructure- Content</p>
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	<p>Unit I Sensory Problem is now Sensory and Motor Problems Walking and writing added to the listing</p> <p>Content added to support objective 1.5</p> <p>Medications aggravating sensory and motor skills</p> <ul style="list-style-type: none"> <li>Antihistamine</li> <li>Antihypertensives</li> <li>Antipsychotics</li> </ul> <p>Unit II Remove Measure from unit name Objective 2.2 discuss changed to outline Method of delivery Method of Assessment Resource – alphabetize -Added material</p>
<p>Theories of Aging in Geriatric Care</p>	<p>Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material</p>
<p>Contemporary Ethics/Legal Principles To Geriatric Care</p>	<p>Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Tool- Confusion Assessment Method (CAM) Diagnostic Algorithm</p> <p><a href="https://www.mnhospitals.org/Portals/0/Documents/ptsafety/LEAPT%20Delirium/Confusion%20Assessment%20Method%20-%20CAM.pdf">https://www.mnhospitals.org/Portals/0/Documents/ptsafety/LEAPT%20Delirium/Confusion%20Assessment%20Method%20-%20CAM.pdf</a></p> <p>Resource – alphabetize -Added material</p>



	Inouye SK, van Dyck CH, Alessi CA, Balkin S, Siegal AP, Horwitz RI. Clarifying confusion: the confusion assessment method. A new method for detection of delirium. <i>Ann Intern Med.</i> 1990;113(12):941-948.
Conversational Spanish	<p>Elective</p> <p>Restructure – Name of the course  Restructure – Name of the course adjusted</p> <p>Course outcomes revised</p> <p>Unit name- All unit names revised</p> <p>Restructure -Learner outcomes/objective and Content revised for all units</p> <p>Method of Assessment adjusted</p> <p>Resource – alphabetize  -Added material</p>
<b>Semester 3</b>	
Psychology and Counselling Strategies	<p>Restructure – Name of the course</p> <p>Remove the word Using from the name.</p> <p>Credit Value</p> <p>Prerequisites/Corequisites</p> <p>Course description</p> <p>Inserted in the second line of the description“understand and apply theories of psychology while utilizing skills</p> <p>Inserted as the last line of the descriptor Students enrolled in this course will promote positive aging and well-being from the viewpoint of psychology.</p> <p>Course outcomes</p> <p>Changed to two objectives- “develop an understanding of the theories and the role of the theorists in the study of psychology”</p> <p>Develop an understanding of the theories of psychology</p>

	<p>Develop and understanding of the role of the theorists in the study of psychology</p> <p>Restructure -Learner outcomes/objective and content</p> <p>Unit name Unit 1 Name changed from Acquiring knowledge of psychology to Introduction to psychology Objective 1.2 now objective 1.4</p> <p style="padding-left: 40px;">Objective 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</p> <p>Should be covered in a separate Unit. Now Unit 2 A new unit was developed- Theories and Theorist of Psychology Four (4) objectives and content were added for objective 1 and 2 Content for Unit 2 the first names were added</p> <p>Unit 3 Title the word Assessing was removed Objective 3.3 and 3.6 the word “discuss” was changed to summarize and outline respectively</p> <p>Unit 4 Title the word Analysizing was removed</p> <p>Unit 5 Title the word managing was removed</p> <p>Objective 1. define the term “personality” compare at least two (2) theories of personality changed to 2. define the term “personality”</p>
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	<p>3. compare at least two (2) theories of personality</p> <p>Unit 6</p> <p>Only one objective was assigned to this unit</p> <p>5.1 use appropriately various counselling interventions for given situations</p> <p>changes made now Units 6 with 4 objectives</p> <p>6.1 describe fundamental concepts of counselling intervention methods in older adults</p> <p>6.2 explain the importance of gaining skills in legal and ethical practices of intervention methods in older adults</p> <p>6.3 describe at least four (4) counselling intervention methods</p> <p>6.4 roleplay various counselling interventions for given situations</p> <p>Method of delivery</p> <p>Method of Assessment</p> <p>Resource – alphabetize</p> <p>-Added material</p> <p>The Gerontological Society of America. (2012). <i>Communicating with older adults: an evidence-based review of what really works</i>. Gerontological Society of America.</p>
<p>Age-related disorders</p>	<p>Restructure – Name of the course</p> <p>Credit Value</p> <p>Prerequisites Health and Wellness in the Older Adult GCPHN11S2</p> <p>Course description</p> <p>This paragraph was under the course outcome</p> <p>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.</p> <p>Course outcomes</p> <p>Change the heading “LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES to Course outcome To” Course Outcomes”</p>

	<p>Restructure -Learner outcomes/objective and content Unit name of Units</p> <p>Unit 1 Word removed from title Assessing Insert new objective review the function of the cardiovascular system</p> <p>Objective 1.2 now 1.3 the phrase “propose focus areas” was changed to indicate</p> <p>Unit II Word removed from title Managing Objective 1.2 changed “point out” to summarize <ul style="list-style-type: none"> <li>• Objective 2.5 “respiratory system changed to respiratory conditions</li> </ul> </p> <p>Unit III Word removed from title Working <ul style="list-style-type: none"> <li>• Objectives 3.3 and 3.4 “formulate “ was changed to identify</li> <li>• Thyroid Disorders removed from the content covered as Gastrointestinal. It should be covered under Endocrine</li> </ul> </p> <p>Unit IV Word removed from title dealing Hours changed from 8 hours to 10 hours</p> <p>Unit V Word removed from title Working Hours changed from 8 hours to 6 hours</p> <p>Unit VI Word removed from title Managing Objectives renumbers 2.1 now 6.1 Objectives 6.2 and 6.5 now reads with the phrase “at least” outline at least three (3) Content was adjusted for flow of delivery</p>
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	<p>Method of delivery Method of Assessment</p>
<p>Complementary and Alternative Medicine and Polypharmacy</p>	<p>Restructure – Name of the course The word “Understanding” was removed from the title Course description Revised</p> <p>Course outcomes Objective 3 Promote medication effectiveness and use changed to Promote safe and effective use of medication in the elderly changed to Objective 4</p> <p>1. Objective 4 “Use appropriately psychotropic in the elderly “ changed to recommend strategies to improve compliance to medication in the elderly</p> <p>Restructure -Learner outcomes/objective Restructure- Content Unit 1 Unit name changed Removed from the title ASSESSING Objective 1.2 now 1.1 define the following terms “pharmacokinetics” and “pharmacodynamics”</p> <p>1. Added to the content Importance of observing creatine clearance a. Interpreting the results</p>

	<p>Unit II Unit name changed</p> <p>Removed from the title MANAGING Objective 2.2 outline changed to identify</p> <p>Unit III Unit name changed Removed from the title PREVENTING</p> <p>Objective 3.4 “of over-the-counter” changed to non-prescription as well as at content 4</p> <p>All units adjusted Method of Assessment Resource – alphabetize -Added material</p>
Sexuality in Older Adults	<p>Restructure – Name of the course Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material</p>
Mental Health in Older Adults	<p>Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material</p>
Nutritional needs of the Older Adults	<p>Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize</p>

	-Added material
<b>Semester 4</b>	
Employability Skills	Restructure – Name of the course Credit Value Prerequisites/Corequisites Course description Course outcomes Unit name Restructure -Learner outcomes/objective Restructure- Content Method of delivery Method of Assessment Resource – alphabetize -Added material
Entrepreneurship Strategies	Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material
Voice and Speech in the Workplace	Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material
Internship/Externship (Workplace)	Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material Resource – alphabetize

	-Added material
Professional and Industry recognitions	Restructure – Name of the course adjusted Course outcomes revised Unit name- All unit names revised Restructure -Learner outcomes/objective and Content revised for all units Method of Assessment adjusted Resource – alphabetize -Added material  Field assessment and Journal rubric added



## 9. Programme Structure

Curriculum Courses/ Modules	Modules/ Course Codes	Number of Credits	Theory Hours	Lab/ Practical Hours	Pre-requisites
Orientation to the Geriatric Care Sector	AHGC1100	3	45	0	None
Fundamentals of Information Technology	ITEC1104	3	30	45	None
Anatomical and Physiological Knowledge I	AHAP1111	3	45	0	None
Occupational Health and Safety	AHHS1102	3	45	0	None
Communication I	COMM1101	3	45	0	None
Health Care Calculations	AHHC1103	3	45	0	Anatomical and Physiological Knowledge 1
Anatomical and Physiological Knowledge II	AHAP1211	3	15	45	Anatomical and Physiological Knowledge 1
Communication II	COMM1202	3	45	0	Communication Skills 1
Health & Wellness in The Older Adults	AHHW1201	3	45	0	None
Theories of Aging in Geriatric Care	AHTG1203	3	45	0	Orientation to the Geriatric Care Sector
Contemporary Ethics/Legal Principles to Geriatric Care	AHCL1212	2	30	0	None
Foreign Language I	LANG2301	3	45	0	None
Psychology and Counselling Strategies for Geriatric Nursing	AHPS2100	3	45	0	None

Age-related conditions/disorders	AHAD2111	3	45	0	Health & Wellness in The Older Adults
Complementary and Alternative Medicine and Polypharmacy issues in Older Adults	AHCP2103	3	45	0	None
Sexuality in Older Adults	AHSO2113	3	45	0	Anatomical and Physiological Knowledge 1 And Anatomical and Physiological Knowledge 1
Mental Health in Older Adults	AHMH2114	3	45	0	None
Nutritional needs of the Older Adults	AHNA2115	3	45	0	None
Using Social & Employability Skills	USEK1100	3	45	0	None
Small Business Management	MGMT2405	3	45	0	None
Major Capstone Project	AHMC1100	3	45	0	
Internship/Externship (Workplace)	AHIE1100	3	45	0	Completion of Semesters 1, 2, 3 and 9 credits in Semester 4
Professional and Industry recognitions	AHPI2200	3	45	0	None

**10. Programme Semester Table****(FULL TIME)****YEAR 1****Semester I**

<b>Course Code</b>	<b>Course</b>	<b>Credit Value</b>	<b>Credit Hours</b>
AHGC1100	Orientation to Geriatric Care	3	45
ITEC1104	Fundamentals of Information Technology	3	75
AHAP1111	Anatomical & Physiological Knowledge 1	3	45
AHHS1102	Occupational Health and Safety	3	45
COMM1101	Communication I	3	45
AHHC1103	Health Care Calculations	3	45
<b>Total</b>	<b>6</b>	<b>18</b>	<b>300</b>

**Semester II**

<b>Course Code</b>	<b>Course</b>	<b>Credit Value</b>	<b>Credit Hours</b>
AHAP1211	Anatomical and Physiological Knowledge II	2	60
COMM1202	Communication II	3	45
AHHW1201	Health & Wellness in The Older Adults	3	45
AHTG1203	Theories of Aging in Geriatric Care	3	45
AHCL1212	Contemporary Ethics/Legal Principles to Geriatric Care	2	30
LANG2301	Foreign Language I	3	45
<b>Total</b>	<b>6</b>	<b>16</b>	<b>270</b>

## YEAR 2

### Semester III

CODE	COURSE	CREDITS (HOURS)
AHPS2100	Psychology and Counselling Strategies	3 (45)
AHAD2111	Age-related disorders	3 (45)
AHCP2103	Complementary and Alternative Medicine and Polypharmacy	3 (45)
AHSO2113	Sexuality in Older Adults	3 (45)
AHMH2114	Mental Health in Older Adults	3 (45)
AHNA2115	Nutritional needs of the Older Adults	3 (45)
<b>Total</b>	<b>6</b>	<b>18(270)</b>

### Semester IV

CODE	COURSE	CREDITS (HOURS)
USEK1100	Using Social & Employability Skills	3 (45)
MGMT2405	Small Business Management	3 (45)
	<i>Elective</i>	3 (45)
AHMC1100	Major Capstone Project	3 (45)
AHIE1100	Internship/Externship (Workplace)	6 (240)
AHPI2200	Professional and Industry recognitions	3 (45)
<b>Total</b>	<b>6</b>	<b>21 (465)</b>

## 11. Programme Profile

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In addition to core content, there are some components that will be infused into the programme to promote holistic development of graduates. Infusion of these elements will be done through such strategies as presentations, seminars and workshops and will not affect the length of the programme. The programme features the following components: -

- **Work Experience/ Practicum** Learners are required to complete six (6) weeks (240 hours minimum) of industry attachment/practicum or work experience during the training. The hands-on nature of the teaching and learning process ensures that learners complement their knowledge with practical skills. This will provide an opportunity for them to apply and strengthen the knowledge, skills and attitudes acquired during their training in the programme.
  
- **Entrepreneurship** The programme aims to continue the development of entrepreneurial competencies of graduates, including their level of creativity and innovation to enable them to successfully operate a business venture and/or create new products/services, which should ultimately lead to the creation of employment and wealth for self and others. The focus of this component will be:
  - Applying knowledge of financial requirements for operating a business.
  - Demonstrating knowledge of production and operations management.
  - Outlining principles and practices of business law

- **Employability Skills**                      The programme promotes development of the following critical employability skills:

- Communication
- Professionalism and Ethics
- Teamwork
- Problem Solving and Critical Thinking
- Leadership
- Planning and Organizing
- Appreciation of Diversity

- **STEAM**    The programme is designed to produce graduates of the highest caliber who are not only able to function effectively and efficiently in the workplace but are also able to make significant contributions to the growth and development of their workplaces and the industry. As such, the courses incorporate relevant aspects of Science, Technology, Engineering, Arts and Mathematics (STEAM) in real-world and problem-based contexts. This supports the development of graduates who possess critical 21<sup>st</sup>-century skills that drive innovation. The core STEAM Skills include the following:

- Inquiry
- Communication
- Self-direction
- Problem Solving
- Creativity and Innovation
- Collaboration
- Analysis and Critical Thinking
- Applications of technology

- **Foreign Language**

The programme includes a conversational course in Spanish, or German, Mandarin or French. It is intended to introduce learners to the fundamentals of the foreign language (phonics, grammar, syntax, vocabulary, etc.) and culture. The focus of the course is conversational competence. This will equip graduates to communicate competently at this level in a foreign language in current and emerging labour markets.
- **Gender Sensitivity**

The programme is designed to produce graduates who are conscious of the need to avoid gender stereotyping and making gender distinctions that limit the roles of men and women based on sex or gender.
- **Cultural Diversity/Sensitivity**

The programme is designed to produce graduates who are sensitive to the cultural diversity within the wider society. Learners are encouraged to have an appreciation of the need to coexist in an institution with variations in religion, ethnicity, racial and socio-economic situations. Learners should understand how to be tolerant and to be accommodating to persons of other cultures.
- **Sustainable Environmental Practices**

Learners are required to develop awareness of environmental issues and their correlation with sustainable development. Sustainability and current environmental practices must be infused in training and in practice. Examples of areas that should be included are: protection of the environment, optimizing use of resources and ensuring

use of environmentally friendly products and methods of waste disposal.

## 12. Delivery and Learning Strategies

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The methods of delivery or modes of instruction and learning are expected to deliver/facilitate content appropriate to the subject area and learning styles of students to ensure that course objectives are met. The teaching-learning strategies to be employed will incorporate relevant and current technologies and will also include but are not limited to:

- Interactive lectures
- Simulations
- Demonstrations
- Project-based learning
- Field-based learning
- Case studies and Analysis
- Role plays
- Research
- Observations
- Presentations
- Laboratory exercises
- Self-directed learning
- Problem solving
- Discussions
- Guided practice
- Guest Lectures

### **The delivery and learning strategies/modes of instruction are intended to:**

1. increase the independence of the learner
2. create critical thinkers
3. equip learners to enter the corporate world or start their own business
4. assist the learner to:
  - a. develop research skills
  - b. analyze and evaluate data
  - c. plan, design and implement projects



Faculty members or teams will determine for themselves the appropriate teaching/learning strategies for each curriculum unit, based on the intended learning outcomes, the needs of their learners and the availability of resources. It is intended that teaching/learning strategies utilized are those which encourage the progressive development of the learners' independent learning skills in all courses.

### 13. Evaluation and Assessment Strategies

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Evaluation of student learning is aligned with the stated intended learning outcomes for each course. This involves a multi-faceted approach which is used to assess students' critical thinking as well as attitudinal skills. For this reason, evaluation is a blend of practical and theoretical tasks divided in a pre-defined ratio<sup>1</sup>of coursework to end of semester examination<sup>2</sup>. In some cases, summative assessments will include both a skill assessment and knowledge assessment. The assessment strategies used will include, but are not limited to:

- |                                    |                                |
|------------------------------------|--------------------------------|
| i. Tests                           | Performance Tasks              |
| ii. Laboratory activities          | Demonstrations                 |
| iii. Field based assessment        | Portfolios                     |
| iv. Projects (individual or group) | Oral Reports and Presentations |
| v. Condensed or summary reports    | Graphical Displays             |
| vi. Self and peer evaluations      | Interviews                     |

#### a. Final Examination

In order to improve quality, all applicable General Education courses have a standardized examination. Within an academic year, there are typically three (3) examination sessions: December, May, and August. The end-of-semester exam (Final Examination) will consist of a combination of the following:

- i. Multiple Choice Questions (MCQs)
- ii. Structured Questions (SQs)
- iii. Practical Assignments (PAs)

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<sup>1</sup> The applicable ratio of coursework to end of semester examination is found in the respective course outline <sup>2</sup>In reference to the end of semester examination (Final Examination), with duration of two (2) hours.

## 14. Grading Scheme

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### 1. Grading

Typically, a student's final grade is calculated by the combination of the course work grade and the final examination grade. The specific course outline can be consulted regarding the applicable grading scheme.

A student who attains a combined grade of:

- a. 50% or more is deemed to have passed the course.
- b. at least 45% but less than 49% is deemed to have failed the course, and qualifies for a supplemental examination<sup>3</sup>
- c. less than 44% is deemed to have failed the course and will be required to repeat the course in its entirety.

<sup>3</sup>The supplemental examination must be done at the next available sitting within the current academic year. The grade received therein shall be the student's final grade for the course. A student who fails a supplemental examination is required to repeat the course in its entirety.

### Examination Grades, Points and Distribution

Effective Academic Year September 2014

Percentage Scale	Grade	Grade Point	Student Performance Description
90-100	A	4.00	<b>Excellent</b>
80-89	A-	3.67	
75-79	B+	3.33	<b>Good</b>
70-74	B	3.00	

65-69	B-	2.67	
60-64	C+	2.33	
55-59	C	2.00	
50-54	C-	1.67	<b>Satisfactory</b>
45-49	D+	1.33	<b>Marginal Fail – Re-sit</b>
40-44	D	1.00	<b>Fail – Redo</b>
0-39	U	0.00	<b>Unsatisfactory</b>

### LEVELS OF AWARDS

<b>BACHELOR OF SCIENCE</b>		<b>ASSOCIATE OF ARTS ASSOCIATE OF SCIENCE</b>	
G.P. A	Classification	G.P. A	Classification
3.70 - 4.00	First Class Honours	3.70 - 4.00	Honours
3.30 - 3.69	Second Class Honours (Upper)	2.70 - 3.69	Credit
2.70 - 3.29	Second Class Honours (Lower)		
1.70 - 2.69	Pass	1.70 - 2.69	Pass

## 15. Graduate Profile

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Graduates from the O.A.D. in Allied Health (Geriatric) Care programme should be:

1. Technologically competent
2. World-ready workers
3. Self-directed
4. Life-long learners
5. Critical thinkers
6. Problem-solvers
7. Socially and culturally aware
8. Contributors to community and national development
9. Team players
10. Possess excellent communication skills
11. Entrepreneurial
12. Environmentally aware
13. Gender inclusive
14. Ethical and professional

## **16. Employment/Career Opportunities**

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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:

1. Geriatric Supervisor
2. Patient Care Coordinator/ Assistant
3. Personal Care Giver/Assistant
4. Assistant Geriatric Nurse Assistant
5. Infirmary, Hospice and Nursing Homes Care Supervisors

## 17. Course Descriptions

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### **Age-Related Disorders**

**(AHAD2111)**

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

### **Anatomical and Physiological Knowledge I**

**(AHAP1111)**

This course provides a basic study of the structure and function of the human body. Providing an understanding of the effects of normative aging processes on homeostatic mechanisms, cells, tissues, nutrition, acid-base balance, and electrolytes and how these changes relate to development of disorder and disease in the aged. Students will explore biological changes and their implication for disease in selected systems of the body and appreciate the anatomy of the balance system and the effect of balancing these changes in the aging human.

### **Anatomical and Physiological Knowledge II**

**(AHAP1211)**

This course provides information of the structural and functional concepts in understanding the anatomy and physiology of the human body. It is designed to enable students to acquire and apply the requisite knowledge and skills in managing diseases of various organs and systems in the aged. Students will value the inter-relational functions and the dynamism of homeostasis and how this balance is maintained by cells, tissues, nutrition, acid-base balance, and electrolytes.

### **Communication I**

**(COMM1101)**

This course is designed to develop the community college students' ability to write expository essays, 'projects or papers' and make oral presentations in varying contexts in and out of the classroom. It is hoped that this course will be used by students to help them fulfil the academic evaluation requirements of the courses they will sit at this level and help them to become better communicators. The course gives students practice in the manipulation of secondary sources of information to support their own ideas in writing and speech.

## **Communication II**

**(COMM1202)**

In order to meet the demands of the global market, one must be an effective communicator. Therefore, this course seeks to highlight the various routes of communication and also examine a variety of business documents used in communicating. This will assist learners in developing proficiency in communication. It is designed to provide students with opportunities to produce different types of oral and written communication while selecting and combining forms, media, channels and technologies to maximize communication. Specific emphasis will be placed on producing formal business documents such as letters and reports

## **Complementary and Alternative Medicine and Polypharmacy Issues in Older Adults (AHCP2103)**

This course will focus on developing awareness of the importance of contraindications associated with the concurrent use of various medication. The students will be exposed to various pharmacological and non-pharmacological methods used in caring for the elderly. This course aims to equip and develop students with knowledge, skills and attitudes needed to manage an elderly person within the technical, practical, and professional scope of geriatric care.

## **Contemporary Ethics/Legal Principles to Geriatric Care**

**(AHCL1212)**

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.

## **EXTERNSHIP (WORK ATTACHMENT)/PRACTICUM**

**(AHIE1100)**

This Externship Practicum or Workplace Attachment Programme is designed to provide the students with industrial and 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. The aim is to enhance personal, social and technical competencies, relate theories and integrate techniques in the work environment. 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.

### **Foreign Language I**

**(LANG2301)**

This course is aimed at developing the basic communicative competences in the target language by equipping students with both receptive (listening, reading) and productive (speaking, writing) skills to function in real life situations where Spanish is used. It is also expected to serve as a foundation course for the advanced course and for further studies in the language. The course aims to develop in students the ability and desire to use Spanish effectively for purposes of a practical communication in basic everyday situations. There are two components to the course a conversational and a generic part which are combined to provide learners with a holistic appreciation for the Spanish language.

### **Fundamentals of Information Technology**

**(ITEC1104)**

This course is designed to provide learners with a comprehensive knowledge of the application of computers in different organizations. It includes a thorough introduction to computers and information technology, information systems, computer networks and systems security. It also aims at equipping learners with practical operating system, word processing, presentation, spreadsheet, database and Internet search techniques skills.

### **Health Care Calculations**

**(AHHC1103)**

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 improve their overall critical thinking skills. The concepts taught in this course will develop the competencies of computation of drug dosage, problem-solving skills, and critical thinking in resolving the challenges posed in practical situations and to reduce medication errors.

### **Health & Wellness in the Older Adults**

**(AHHW1201)**

This course will introduce students to the key concepts of the health needs of older adults. It will outline the physical, social, and emotional needs of the older population. It will outline some negatives effectives of aging of the human body, integrate and expand students' existing knowledge, skills, and experience of the aged population. The emergent knowledge will augment

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

students' ability to use specific techniques in the addressing the biological, psychological, and social experiences of older adults.

### **Mental Health Issues in Older Adults**

**(AHMH2114)**

This course aims at providing students with an understanding of social, psychological, and neurological changes which occurs as one ages. Additionally, in this course students will explore basic characteristics of the 'ageing population, underscoring key mental issues in the older adult, and discuss some condition that face those who are mentally ill. Students will be equipped with the tools and techniques to assess patients' mental state thereby offering quality care for the management of various mental illnesses in the elderly.

### **Nutritional Needs of the Aged**

**(AHNA2115)**

As an individual ages there are changes in their nutritional needs. This course will outline fundamentals of the nutritional needs of the older adult, to support their physiological changes. The aim of this course is to inform students of the changes in the human body as it ages and how nutrition influence disease development, weight, absorption, and malabsorption of nutrients. This course will provide the learner with knowledge on the nutritional requirements of the elderly and equip them with strategies and interventions that can be employed to address the nutritional needs of the elderly to maintain optimal ageing and prevention of chronic diseases.

### **Occupational Health and Safety**

**(AHHS1102)**

This course will cover all major safety and health principles and practices including personal safety, first aid, Cardiopulmonary Resuscitation (CPR), environmental issues, and handling of hazardous materials or substances at the workplace. The course will expose students to develop legal, technical, and scientific knowledge to enable them to recognise, appraise, solve problems, and reduce risk in the workplace. Additionally, student will develop a culture of safety in the workplace by adhering to legislations and standards of Occupational Health and Safety (OHS).

### **Orientation to the geriatric Care Sector**

**(AHGC1100)**

This course will orientate students to the geriatric profession by outlining the structure and professional relationships required to work in the sectors. It 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 in a professional environment. Students are being prepared

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

with competencies (the skills, knowledge, and attitudes) to function effectively in residential geriatric care facilities, community care, residential (homes) and nursing home, or as support workers in hospitals according to the Occupational Associate Degree curriculum under direct supervision of licensed and certified nurses and other health care professionals.

### **Professional and Industry Recognitions**

**(AHPI2200)**

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.

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. This programme aims to help students in identifying and developing skills to function within the 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. The student will be assigned a workplace mentor and or programme advisor who will facilitate and guide their goals towards professional recognitions.

### **Psychology and Counselling Strategies**

**(AHPS2100)**

This course provides students with the knowledge, skills and values of counselling and communicating within the Geriatric Care profession. Students will understand and apply theories of psychology while utilizing 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. Students enrolled in this course will promote positive aging and well-being from the viewpoint of psychology.

### **Sexuality in Older Adults**

**(AHSO2113)**

This course will explore complex issues surrounding sexuality of older adults. The phenomenon of sex and sexuality varies among persons of various ages, however, as one ages there are some physiological functions that are reduced impacting overall quality of life. Older person many times

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

experience stigma due to the misunderstanding of the distinct function of the male and female and their desires as they age. It will address issues of physical changes of various organs and systems related to sexual functions in the older adult. Diseases in the human body can reduce the sexual functions, therefore this course will outline some major disease and their effect on the sexuality of the older adult. This course will provide tools and techniques necessary to care for persons with issues related to sexuality and other malignancies of the older adult.

### **Small Business Management**

**(MGMT2405)**

This course is designed to provide learners with an understanding of the requisite tools used in small business management. It will expose learners to the concept of entrepreneurship and the techniques used in launching a small business. In addition, this course will enable learners to understand and apply principles that are critical to developing, growing and managing a new business; the learner should demonstrate mastery by development of a business plan.

### **Theories of Aging to Geriatric Care**

**(AHTG1203)**

This course 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.

### **Using Social & Employability Skills**

**(USEK1100)**

This course is designed to enable students to develop the requisite knowledge, skills and attitudes to identify and develop and use decision-making strategies for the work environment. The emphasis will be on employability skills necessary for professionalism, development of plans and communication skills for workplace engagement.

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.

## 18. Programme Requirements

Institutions seeking to offer this programme will have to demonstrate that they satisfy the minimum programme requirements indicated in the table below.

#	PREPARATORY PROGRAMME REQUIREMENTS FOR IMPLEMENTATION
1	<b>Required Facilities</b>
	Equipped Computer lab
	Equipped Skills training lab
	Adequate Classroom(s)
	Adequate Internet Access
	Equipped SEN facilities, with respect to target group
	Consider flexible learning options, where possible
2	<b>Learning/Training Resources Requirements (<i>Please indicate</i>)</b>
	Investigate the availability of curriculum, Learner guide, Facilitator's manual
	Investigate the availability of Library materials
	Investigate the availability of multimedia content
	Investigate the availability of repurposed content for flexible learning
3	<b>Required training Equipment/Tools/Software/Hardware</b>
	Determine the delivery material requirements (e.g. Electrical wires)
	Determine the required computer software/hardware
	Determine the required tools/equipment
	Determine the required online simulation resources, if applicable
4	<b>Human Resources Requirements</b>
	Determine adequacy of skill Instructors
	Determine the Instructor qualification requirements
	Determine the need for Lab Assistants
	Determine the required Assessors
	Determine the need for additional tutors to support flexible learning modality (if required)
5	<b>Required Assessment Strategies to be Approved with accrediting body</b>
	Determine the requirements for traditional assessment modes
	Determine the requirements for Blended / flexible Assessment modes
	Determine the requirements for Special Education Needs assessment strategies

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

6	<b>Required Delivery Modality</b>
	Determine the requirements for flexible learning/ Blended (Developed content)
	Determine the requirements for Face to Face (Developed delivery content)
	Determine the requirements for SEN Modified Delivery Content
#	<b>PREPARATORY PROGRAMME REQUIREMENTS FOR IMPLEMENTATION</b>
7	<b>Required Programme Budget/Costs/Fees</b>
	Calculate Programme delivery costs
	Calculate Student/Trainee fees
	Other costs

## 19. References

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Deißinger, T., & Hellwig, S. (2011). Structures and functions of competency-based education and training (CBET). *Development, 14*(1), 54-64. [Online]Available from:

[https://www.researchgate.net/publication/30015315\\_Structures\\_and\\_Functions\\_of\\_Competencebased\\_Education\\_and\\_Training\\_CBET\\_a\\_Comparative\\_Perspective/link/5a32863e458515afb6160818/download](https://www.researchgate.net/publication/30015315_Structures_and_Functions_of_Competencebased_Education_and_Training_CBET_a_Comparative_Perspective/link/5a32863e458515afb6160818/download)

# COURSE OUTLINES

CCCJ-OCII/OAD Allied Health (Geriatric Care)

Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03



# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	ORIENTATION TO THE GERIATRIC CARE SECTOR
<b>COURSE CODE:</b>	AHGC1100
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	I

## COURSE DESCRIPTION:

This course will orientate students to the geriatric profession by outlining the structure and professional relationships required to work in the sectors. It 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 in a professional environment. Students are being prepared with competencies (the skills, knowledge, and attitudes) to function effectively in residential geriatric care facilities, community care, residential (homes) and nursing home, or as support workers in hospitals according to the Occupational Associate Degree curriculum under direct supervision of licensed and certified nurses and other health care professionals.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be able to:

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.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September  
Version: 1.2  
Issue Date: 2022 August 19  
Last updated: 202 April 03

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.

## **UNIT I - KNOWLEDGE OF THE GERIATRIC SECTOR**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. define terminologies associated with the practice of geriatric care.
2. outline the history of Geriatric Care Sector in Jamaica.
3. summarize the function of regulatory and professional bodies.
4. identify sources of Geriatric Care training.
5. identify careers 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.

### **Content:**

1. Terminologies associated with Geriatric Care.
2. History- prior and post-independence.
3. Types of jobs.

4. Career pathways:
  - i. Opportunities for employment and professional development
  - ii. Nature of and employment patterns
5. Nature of the competition.
6. Types of risks associated with the sectors.
7. Impact of arts, science, and technology.
8. Contribution to economic activities.

## **UNIT II - NATURE AND STRUCTURE OF THE GERIATRIC CARE SECTOR (3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. identify the major divisions of the Geriatric Care Sector.
2. identify the roles and functions of professional 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 division 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 Inter-disciplinary occupation.

### **Content:**

1. Major Divisions: Residential Homes, Hospitals, Infirmity Nursing Homes
2. Classifying Types facilities: Public, private, residential, non-residential
3. Classify by Job types
4. Specialty Division
5. Roles of Service Providers
6. Roles of Nurses and other support professional
7. Roles of medical practitioners and nursing homes
8. Inter-disciplinary nature

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Care Development Procedures.
  - i. Responsibilities of facilities managers, care givers, owners of care facilities
2. Major Steps:
  - i. Care Development Processes
  - ii. Needs analysis for geriatric care services
  - iii. Preparation of plans, specifications and cost estimates
  - iv. Obtaining approval from Regulatory Agencies
3. Principles and Methods to accomplish Care processes.
4. Codes and Regulations:
  - i. Health Codes and Regulations (Jamaican)
  - ii. Professional
  - iii. Environmental
  - iv. Other Regulations
5. Effects on Productivity
  - i. Output per labour hour
  - ii. Impact of Inflation
  - iii. Improvement in care management

CCCC-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

- iv. Labour training and utilization
- v. Impact of regulations
- vi. Impact of poor management and stakeholder's relationships
- vii. Reducing care costs (planning, selection and training of staff, efficient scheduling of, proper work organizing, labour saving techniques, minimize rework, quality control, accident prevention)

## **UNIT IV - ELEMENTS OF GERIATRIC CARE MANAGEMENT**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Definitions of Terms: Geriatric, Gerontology, Ageism etc.
2. Roles of Geriatric Facilities Managers.
3. Basic resources, human resources, equipment, physical facilities, materials, money (income, expenditure, cash flow), time, work processes, standards.
4. Skillful Management Input:
  - i. On-time completion of work assignment
  - ii. Services completed within budget
  - iii. Safety, Risk mitigation
  - iv. Positive Worker Morale and Motivation

- v. Public and professional relations
- vi. Productivity improvement
- vii. Innovation
- viii. Improvement of technology
- ix. Minimize industrial/workplace conflicts
- x. Minimize inefficiencies
- xi. Minimize reputational risks

5. Poor Management:

- i. Poor services
- ii. Increase labour and equipment cost
- iii. Increase cost of funds borrowed
- iv. Failure of work processes
- v. High material costs
- vi. Poor purchasing process/ procedures
- vii. Inefficient material handling and/or loss
- viii. Increased cost and poor work quality
- ix. Poor inter- relations
- x. Poor safety records
- xi. Low profit margin or loss in constructive volume

6. Reasons for Failure:

- i. Lack of adequate capital
- ii. Poor cost estimating
- iii. Inadequate cost accounting
- iv. Lack of general management ability
- v. Elements of poor management
- vi. Incompetent and or poorly trained Care Givers

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 Care Givers 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 minimize 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 statistic-based methods of quality Assurance.

**Content:**

1. Definition of terms:
  - i. Quality Management
  - ii. Quality Assurance
  - iii. Quality control
2. Occupational Health and Safety:
  - i. Hazards identification
  - ii. Migration plan
  - iii. Types of injuries
  - iv. OSHA Regulation
3. Sources of Major risks and Hazards.

4. Worker Health Hazards:
  - i. Environmental hazards (noise, dust, radiation, toxic materials, extreme temperature).
5. Role of Geriatric Care givers in risk management.
6. Role of Geriatric Nurse, Geriatric supervisor.
7. Comparison of Role of Geriatric Nurse versus Geriatric Care Givers.
8. Quality Management:
  - i. Service Specifications development
  - ii. Process/Service control
  - iii. Service Acceptance
  - iv. Data verification
  - v. Training and Communication
  - vi. Planning process
  - vii. resources: selection
9. Quality Assurance:
  - i. Testing
  - ii. Inspection
  - iii. Validation/ Verification
  - iv. Types Geriatric Facilities
  - v. Nursing Homes
  - vi. Hospital
  - vii. Private Homes
  - viii. Public Infirmary
10. Structure of Geriatric Facilities:
  - i. Management
  - ii. Nursing
  - iii. Support Services
  - iv. Medical Services
  - v. Accounting



- vi. Equipment/Plant Maintenance
  - vii. Purchasing
11. Computer:
    - i. Internet/web
  12. Geriatric trends, Problems Prospects.
  13. Statistical Based Methods of quality assurance
    - i. Test sampling of elements of geriatric care
    - ii. Verification of test supplies taken
    - iii. Analyse variation in test results of material and processes
    - iv. Establishing acceptable levels of variation in sample results
    - v. Development payment schedule to reward or penalize contractor based on level of product quality

**UNIT VI - ROLES AND FUNCTIONS OF REGULATORY AND PROFESSIONAL BODIES (3 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Regulatory and Professional Bodies in the sector.
  - a. Role and functions
2. Features of Quality Professional Services.
3. Interpretation Processes.

## **UNIT VII - PROVIDE PROFESSIONAL AND QUALITY GERIATRIC SERVICES (6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Terminologies
2. Features of quality services
3. Roles and Functions of the different Professional
4. Importance of Professionalism
5. Types of Professionals
6. Types of Related Professionals
7. Establish Procedures
8. Support Professional Services
9. Life-long Learning Practices

### **METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## **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. Field Trips
3. Internet
4. Guest Lecturers
5. Group Presentations
6. Research/Assignments

## **RESOURCE MATERIAL:**

### **Prescribed:**

Tabloski, Patricia A. Gerontological Nursing, Pearson Health Science

### **Recommended:**

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](http://www.vhscotland.org.uk/library/misc/ippr_older_people_and_wellbeing.pdf)

Blue Cross of Jamaica. (2001) *The Jamaican Handbook for the elderly*. Kingston, Jamaica: LMH Publishing.

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>

Ellis, J.R., Nowlis, E.A. & Bentz, B. M. (1996). *Modules for basic nursing skills (6<sup>th</sup> ed.)*.

Philadelphia, PA: Lippincott Williams & Wilkins.

Gallo, J.J., Reichel, W. & Anderson, L.M. (1995). *Handbook of geriatric assessment (2<sup>nd</sup> ed.)*.

Gaithersburg, MD: Aspen.

Gingerich, B.S. & Ondeck, D. M. (2009). *Pocket guide for the home care aide (2<sup>nd</sup> ed.)*. Sudbury,

MA: Jones and Bartlett.

Leahy, W., Fuzy, J. & Grafe, J. (2004). *Providing home care: A textbook for home health aides*.

Albuquerque, NM: Hartman.

Nasso, J. & Celia, L. (2004). *Home care aide: In-service training modules*. Clifton Park, NY:

Delimar.

### **Other online resources:**

Ageing: Myth and reality. (n.d.). Retrieved

<http://www.communityservices.qld.gov.au/seniors/publications/documents/ageing-myth->

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CCCI/OAD Allied Health (Geriatric Care)  
Version: 1.2

Implementation Date: 2022 September

Issue Date: 2022 August 19

Last updated: 202 April 03

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Birchenall, J.M., Streight, M.E. & Streight, E. (2003). *Mosby's textbook for the home care aide*. St. Louis, MO: Mosby.

Breitung, J.C. (1987). *Caring for older adults: Basic Nursing skills and concepts*. Philadelphia, PA: W. B. Saunders.

Capezuti, E.A., Siegler, E.L. & Mezey, M.D. (Ed) (2008). *Encyclopedia of elder care: The comprehensive RESOURCE MATERIAL Prescribed: Recommended: Other Online resources: on geriatric and social care*. New York, NY: Springer.

Coping through transitions. (n.d). Retrieved <http://www.med.umich.edu/cancer/support/signs-of-grief.shtml>

Ritsatakis, A. (Ed.) (2008). *Demystifying the myths of ageing*. Retrieved [http://www.euro.who.int/\\_data/assets/pdf\\_file/0006/98277/E91885.pdf](http://www.euro.who.int/_data/assets/pdf_file/0006/98277/E91885.pdf)

Smith, S. & Gove, J, E. (2005). *Physical changes of aging*. Retrieved <http://edis.ifas.ufl.edu/pdffiles/HE/HE01900.pdf>

Supporting a grieving person: Helping others through grief, loss and bereavement. (n.d.). Retrieved [http://www.helpguide.org/mental/helping\\_grieving.htm](http://www.helpguide.org/mental/helping_grieving.htm)

The stages of grief: A normal life process. (n.d.). Retrieved [http://www.hr.upenn.edu/emergency/STAGES\\_OF\\_GRIEF.pdf](http://www.hr.upenn.edu/emergency/STAGES_OF_GRIEF.pdf)

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

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE I
<b>COURSE CODE:</b>	AHAP1111
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	75 HOURS (30 Hours Theory, 45 Hours Practical)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	I

## COURSE DESCRIPTION:

This course provides a basic study of the structure and function of the human body. Providing an understanding of the effects of normative aging processes on homeostatic mechanisms, cells, tissues, nutrition, acid-base balance, and electrolytes and how these changes relate to development of disorder and disease in the aged. Students will explore biological changes and their implication for disease in selected systems of the body and appreciate the anatomy of the balance system and the effect of balancing these changes in the aging human.

## COURSE OUTCOMES:

Upon successful completion of this course, learners will be 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. assess the importance of anatomy and physiology in Geriatric Management.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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.

## **UNIT I - INTRODUCTION TO THE HUMAN BODY ANATOMY AND PHYSIOLOGY (6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
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.

### **Content:**

1. Body cavities
2. Anatomical and physiological terms
3. Anatomical positions:
4. Five main characteristics of the human body:
  - i. Homeostasis
  - ii. Reproduction
  - iii. Metabolism
  - iv. DNA/Heredit
5. Five main maintenance of life features:
  - i. Respiration
  - ii. Nutrition
  - iii. Digestion

- iv. Excretion
  - v. Reproduction
  - vi. Metabolism.
6. Directional planes of the body:
- a. Anterior
  - b. Posterior
  - c. Distal
  - d. Proximal
  - e. Dorsal
  - f. Ventral
  - g. Superior
  - h. Inferior
  - i. Visceral  
Intermediate
  - j. Medial
  - k. Rostral
  - l. Caudal
  - m. Bilateral
  - n. Unilateral
  - o. Parietal
  - p. Lateral
  - q. Axi



**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. basic terminologies in chemistry.
2. write balance equations for various types of chemical reactions.
3. summarize 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.

**Content:**

1. Terminologies in basic chemistry
  - i. Atom
  - ii. Element
  - iii. Structure of an atom
  - iv. Compounds
  - v. Mixtures
2. Inorganic Chemistry procedures
  - i. Acid-Base Reactions
3. Acid- Carbonates Reactions
4. Biochemistry procedures
5. Nursing Inventions
  - i. Acid Reflux – Acid – Carbonate Reactions

## **UNIT III - CELL STRUCTURE AND FUNCTION**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. explain the structure of cells.
2. describe the functions of cells.
3. explain movement through 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.

### **Content:**

1. Structure and Functions
2. Movement of cells
3. Life Cycle
4. Cell Reproduction
5. Metabolic processes
6. Control of metabolic reactions
7. Energy and metabolic reactions
8. Metabolic pathway
9. Mitosis and Meiosis
10. Nucleic Acids and Protein Synthesis
11. Change in Genetic Information

## **UNIT IV - PRIMARY TISSUES OF THE HUMAN BODY**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Epithelial tissues
2. Connective tissues, cartilage and bone
3. Glands-exocrine versus endocrine
4. Muscular tissues
5. Nervous tissues

**UNIT V - INTEGUMENTARY SYSTEM**

**(3 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 disorder.
5. explain the function of the skin in regulation of body temperature.

**Content:**

1. Functions of the Integumentary system.
2. Skin conditions (dryness, dehydration, discoloration, lesions, ulcers).
3. Skin Layers (Dermis, Epidermis).
4. Organs of the skin.
5. Temperature Regulation.

## UNIT VI - SKELETAL SYSTEM

(6 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 organization of the skeleton.
4. explain bone development functions.
5. classify joints of the skeletal system.
6. explain types of joint movements.

### **Content:**

1. Bone development and growth
2. Axial and appendicular skeletal bones
3. Articulations
4. Organization of the skeletal system
5. Types of joints
6. Types of joint movement

## UNIT VII - MUSCULAR SYSTEM

(6 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Structure of Skeletal Muscle
2. Muscular response
3. Muscular Contraction
4. Smooth muscles
5. Cardiac muscles
6. Types of joint movement
7. Neuromuscular junction and chemo- transmission

**UNIT VIII - SENSORY ORGANS**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Functions of the Sensory Organs
2. Receptors and sensation
3. Types of senses (smell, taste, hearing sight, equilibrium)
4. Special Senses
5. Somatic Sense
6. Sensory organs

## METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

### Instruction for written assignment

The following should be adhered to when writing the paper:

1. Length: 4-5 pages (not including references).
2. Format: typed, double spaced, with 1” margins on the top and bottom and 1” on the sides.
3. References: minimum 5 research papers on your topic.
4. The following should be adhered to for the oral presentation: 15-20 min in length.
5. 3–4-page PowerPoint handout provided to class members. (6 slides per page)
6. To be discussed- Class preference for handouts to be submitted electronically or in hard copy.

## **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. Research Papers
3. Group Presentation
4. Guest Lecturers
5. Laboratory Activities (where applicable)

## **RESOURCE MATERIAL**

### **Prescribed:**

Hole's Human Anatomy online textbook Companion site. McGraw-Hill All Rights Reserved.

Retrieved

### **Recommended**

Anatomy & Physiology - Coloring Workbook Complete Study Guide

Virtual Lab McGraw-Hill All Rights Reserved. Retrieved

[http://mhhe.com/biosci/genbio/virtual\\_labs/](http://mhhe.com/biosci/genbio/virtual_labs/)

### **Other Online resources:**

Anatomy. Retrieved from: <http://bioweb.uwlax.edu/APlab/Index.htm>

Human Anatomy Khan Academy. Retrieved from: <https://www.khanacademy.org/>

Introduction to Anatomy. Retrieved from:

[https://www.youtube.com/results?search\\_query=Introduction+body+quadrants](https://www.youtube.com/results?search_query=Introduction+body+quadrants)

The Biology Corner. Retrieved from:<http://www.biologycorner.com/>

[http://highered.mheducation.com/sites/0073378275/student\\_view0/index.html](http://highered.mheducation.com/sites/0073378275/student_view0/index.html)



# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	OCCUPATIONAL HEALTH AND SAFETY
<b>COURSE CODE:</b>	AHHS1102
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 Hours (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	I

## COURSE DESCRIPTION:

This course will cover all major safety and health principles and practices including personal safety, first aid, Cardiopulmonary Resuscitation (CPR), environmental issues, and handling of hazardous materials or substances at the workplace. The course will expose students to develop legal, technical, and scientific knowledge to enable them to recognise, appraise, solve problems, and reduce risk in the workplace. Additionally, student will develop a culture of safety in the workplace by adhering to legislations and standards of Occupational Health and Safety (OHS).

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be able to:

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 practicing accident prevention as outlined by OHS Laws, Regulations and Policies.
7. conduct assessment of Geriatric Facilities and Home.

## **UNIT I – OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS (6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
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.

### **Content:**

1. Health and safety – its importance for the work environment.
2. History of OSH in the workplace.
3. Local and international law/regulations on OSH – Factories Regulation, ILO, WHO etc.
4. Causes of accidents and workplace hazards: chemical, biological, accidents etc.

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

5. General accident prevention measures.
6. Making an accident report.
7. Safety procedures to prevent injury to self and colleagues.
8. Accessing emergency services: fire, ambulance, natural disasters and other services.
9. Employers' responsibilities towards the management of safety in the workplace and Employees 'responsibilities.
10. Safe working practices when using tools, equipment and consumable materials while working.
11. Lifting techniques and safety gears.
12. Features of safe work and healthy work environment.
13. Geriatric requirements for OHS.

## **UNIT II - ELECTRICAL AND MECHANICAL EQUIPMENT SAFETY REQUIREMENTS**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Electrical equipment and electrical hazards.
2. Safety precautions when using electrical equipment and electricity.
3. Safe electrical practices and operations.
4. Electrical safety hazard signs.
5. safe electrical installations of equipment, fixtures and appliances.

6. electrical shocks – how to isolate an injured person and apply first aid.
7. geriatric tools, equipment and procedures.

### **UNIT III – HAZARDOUS MATERIALS/SUBSTANCES**

**(5 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 the 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. practice personal hygiene, skin protection/care and use Personal Protective Equipment.
7. store hazardous materials/substances.
8. describe the procedures for the proper handling and disposal of hazardous materials/substances.
9. investigate the impacts of hazardous materials and substance on the human and natural environment.
10. protect clients from hazardous materials and situations.
11. report hazards and hazardous situations.

#### **Content:**

1. Types of hazardous materials/substances at the workplace: toxic materials, flammable, corrosive, explosive, fumes gases, radioactive etc.
2. Hazard symbols and signage.
3. Correct safety precautions and procedures when using hazardous materials – flammable gases, acids etc.
4. Personal Protective Equipment (PPE) and the role of personal hygiene at work.
5. Safe storage and handling of hazardous materials/substances.
6. Procedures for disposal of hazardous materials.
7. Environmental and human effects of hazardous materials and substances.

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Fire hazards at work and fire hazards symbols.
2. Fire extinguishers demonstration and selection and use of various types of fire extinguishers.
3. Fire extinguisher's location at the workplace.
4. Procedures to use when approaching and extinguishing various types of fires.
5. Fire drills and Fire Drill Report: time; number of participants; fire drill plan, safety protocol etc.
6. Safety procedures and precautions in handling and storing of flammable materials.
7. Assembly points.

## **UNIT V - FIRST AID AND CARDIOPULMONARY RESUSCITATION (CPR) (9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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-aider at the workplace.
9. list the steps in acquiring professional certification in First Aid and CPR.
10. administer First Aid and CRP procedures to Clients/Colleagues according to establish procedures.
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.

### **Content:**

1. First aid and its importance.
2. Steps to be taken when an accident occurs.
3. First aid – Airway, Breathing, and Circulatory assessments.
4. Treating cuts and bruises (simulation/demonstration).
5. First Aid Kit – its location and use.
6. Administering first aid and CPR to the injured.
7. Steps in acquiring First Aid certification.
8. Emergency services in the work community – ambulance, fire, police, accident, natural disaster organizations etc.
9. Role of trained first-aider at the workplace.
10. Roles: Ministry of Labour, Labour Organizations, Nursing Council, Fire Brigade Service, Emergency, ODPEM.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

11. Responsibility for personal safety.

**UNIT VI – ACCIDENT AND INJURY PREVENTION AND SAFETY (8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. explain the general principles of accident and injury prevention.
2. examine the role of OSH 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.

**Content:**

1. General principles of injury prevention: education, enforcement/enactment; engineering, economic incentives/penalties.
2. Role of OSH Committee: forum to discuss safety issues at work, recommendations regarding OHS.
3. Types of safety and security issues at work: health, confined space, slip, fall, fire, malfunctioning equipment, disgruntled customer/employee, human error etc.
4. OHS Programme for a selected workplace.
5. Workplace safety Audit.
6. Workplace Emergency Preparedness plan.

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

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7. Workplace Preparedness Plan and injury prevention.
8. Safety Culture development at work: safety processes, procedure manual, education and training, safety laws, rewards, scheduled equipment maintenance, use of personal protective equipment, etc.
9. Vector and Disease Control Measures within the Geriatric Facility

## **UNIT VII - ASSESSMENT OF GERIATRIC ENVIRONMENT (5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. identify types of geriatric facilities/environment.
2. identify 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.

### **Content:**

1. Environment: Homes, Nursing Homes, Infirmary, Public and Private Hospitals.
2. 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.
3. Impact of: Education, Status/Class, Diversity, Ethnicity, Culture.
4. Profile of Assessment Team.
5. Procedures for Assessment Conduct.
6. Analysis and Reporting Procedures.



## METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

### **Group Project**

Develop an occupational safety and health programme for a workplace of your choice

*(Group Project consisting of three (3) students)*

### **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 MATERIAL:**

### **Prescribed:**

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

### **Recommended:**

Benjamin, O., A. (2008) *Fundamental Principles of Occupational Health and Safety*, (2ed) International Labour Organization.

Goold, G.(2014) *First Aid in the Workplace*. Ed. 1<sup>st</sup> Prentice Hall NJ, USA.

Koradecka, D.(2010) *Handbook of Occupational Safety and health*, CRC Publishers.

### **Other online resources:**

International Labour Organization: Retrieved <http://www.ilo.org/global/topics/safety-and-health-at-> <https://www.ebscohost.com> [www.springerlink.com/books](http://www.springerlink.com/books).

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	HEALTH CARE CALCULATIONS
<b>COURSE CODE:</b>	AHHC1103
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 Hours (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	I

## 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 improve their overall critical thinking skills. The concepts taught in this course will develop the competencies of computation of drug dosage, problem-solving skills, and critical thinking in resolving the challenges posed in practical situations and to reduce medication errors.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be 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. 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.

## **UNIT I - MEASUREMENTS/CONVERSIONS WITH INSTRUMENTS (5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Converting for:
  - a. 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  $\text{mm}^2$  to  $\text{m}^2$  and  $\text{hm}^2$
    - iv. volumes in metric (from  $\text{mm}^3$  to  $\text{m}^3$ ,  $\text{dm}^3$  and  $\text{hm}^3$ ; 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
2. Weights:
  - i. the metric system (mg to kg); metric tonne to kg; ounces, pounds, stones, and the convert between the systems
3. Time from a 24-hour clock to that a 12-hour clock and vice versa.
4. Temperature from Celsius to Fahrenheit.
5. Lengths dimensions inches and centimetres.

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Recognition of shapes:
  - a. plane figures: triangles, quadrilaterals (squares, rectangles, parallelogram, trapezium, rhombus, polygons).
  - b. solids: cubes, cuboids, prisms, cylinders, cones, spheres, and pyramid.
  - c. laboratory equipment: test tubes, beakers, conical flasks, syringe, pipette, and pipette dropper, separating funnel, tablespoon, and teaspoon.
2. Visual recognition of commonly used angles-  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$  &  $120^\circ$
3. Calculation of unknown angles using theorems for:
  - a. straight lines
  - b. triangles
  - c. quadrilaterals
4. Computation/Measurement of:
  - a. the side of a figure with a ruler or metre-rule
  - b. angle using a protractor
  - c. theorems and angles
  - d. straight line
  - e. angles at a point
  - f. angles in a triangle
  - g. quadrilateral

### **UNIT III - INTRODUCTION TO STATISTICS IN DATA COMPILATION /INTERPRETATION**

**(5 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

#### **Content:**

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

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
4. test a formula and outcomes for validity using dimensional analysis (the physical units).
5. transpose a variable to become the subject of a formulae through algebraic manipulations.

**Content:**

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

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. define ratios and proportions.
2. write ratio and proportions in their simplified forms.
3. translate to mathematical form and obtaining solution to verbal statement.
4. recognize a ratio as a comparison between measures carried out by division.
5. distinguish between comparisons expressed as a ratio and those expressed as a rate.
6. compute ratio and proportion to obtain the fourth proportional (missing term) in the relation  $x: y = a: b$ .
7. recognize variation (proportionality) as a special case of functional relations.
8. solve problems with ratio and proportions.

**Content:**

1. Ratios and proportions
  - a. define
  - b. write in their simplest forms
  - c. mathematical form
  - d. solution to verbal statement
2. Recognition of a ratio as:
  - a. a comparison by division (ratio in the form  $a: b$ )
  - b. the simplest natural numbers associating such quantities
3. Distinguishing between:
  - a. quantities expressed as a ratio ( $a: b$ ) and those as a rate  $m:1$  (price, speed, etc.)
4. Ratio/Division of a quantity:
  - a. division of a quantity gives a ratio in terms of natural numbers
  - b. expression of a ratio or rate in simplest form



- c. obtain the fourth proportional (missing term) in the relation  $x: y = a: b$
5. Recognition of variations (or proportionality)
  - a. direct variation (or proportionality)  $y \propto x$
  - b. indirect variations (or proportionality);  $y \propto 1/x$
6. Translating to mathematical form/Obtaining solution:
  - a. direct variation:  $y = kx$
  - b. indirect variation  $y = k/x$
7. Solve problems with ratio and proportions.

## UNIT VI - PRINCIPLES OF CONSUMER ARITHMETIC

(10 hours)

### Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. calculate percentages, profit and loss and discounts.
2. solve problems involving simple and compound interest together with the related accumulated sum using fixed and variable interest rates.
3. determine profit/gain or loss, percentage profit or loss and cost price or selling price.
4. convert between currencies.
5. calculate Value Added Tax (VAT) such as General Consumption Tax (GCT) payable on goods and services.
6. solve problems with discounts, percentage discount, initial price and discounted price.
7. solve problems involving wages, salaries, overtime pay, commissions, taxes and personal tax allowance.
8. perform calculations relating to hire purchase.
9. manipulate the variables in simple and compound depreciation and appreciation obtaining percentages, depreciated values, appreciated values or initial values of assets.
10. determine rates applicable in arriving at the sums payable on bills (utilities bills).
11. develop proficiency in the use of an electronic calculator.

## **Content:**

1. Calculation involving:
  - a. actual profit or loss, percentage profit or loss, cost price or selling price
  - b. actual discounts, percentage discount, initial or discounted price
  - c. valued added tax including GCT on good and services
  - d. currency conversion
  
2. Solution of worded problems involving:
  - a. simple and compound interest – actual interest, percentage interest, time and accumulated balance
  - b. simple and compound depreciation/appreciation – actual depreciation/and appreciation, percentage depreciation, initial value and depreciated/appreciated value of asset
  
3. Performance/Calculation relating to hire purchase:
  - a. deposit and percentage deposit
  - b. balance with or without interest
  - c. duration
  - d. value of each instalment
  - e. wages/emoluments
    - i. regular weekly wage
    - ii. overtime pay
    - iii. commission
    - iv. personal tax allowance applicable
    - v. taxable income and tax payable
    - vi. labour cost and analysis
  
4. Proficiency in the use of an electronic calculator:
  - a. Determination of rates:
    - i. mileage – miles per gallon
    - ii. cost per mile
    - iii. wage bill per week
    - iv. rate applicable in arriving at – utility bills

## **UNIT VII –PRESCRIPTION LABELS AND DOSAGE CALCULATIONS (5 hours)**

### **Learner Outcomes:**

Upon completion this unit, students should be able to:

1. identify the commonly used Roman Numerals.
2. demonstrate proficiency in reading and interpreting the terminology (the jargon) outline the elements of a label.
3. demonstrate the ability to read labels by identifying information on a prescription label to determine dosage.
4. calculate dosages based on age and body mass index (BMI).

### **Content:**

1. Roman Numerals
2. Terminologies
3. Elements of the label
  - a. Date
  - b. Doctors/Physicians' Name
  - c. Patient's name
  - d. Instructions
  - e. Quantities of drugs
  - f. Dosage form of the drug
4. Demonstrating the ability/proficiency to:
  - a. label assessment
  - b. terminology (or jargon) on the label
5. Calculation of dosages in terms of:
  - a. number of tablets (including fractional part)
  - b. millilitres per dosage per period specified number of hours/number of times per day
  - c. grams or milligram per dosage per specified number of hours/number of times per day

- d. number of teaspoonful or tablespoonful with the number of times per day (frequency) specified
  - e. weight (mg/dosage)
6. Solve problems based on:
- a. Age
  - b. Weight
  - c. Height
  - d. Disease state

## **UNIT VIII – INTRAVENOUS (IV) DRIP RATE**

**( 5 hours)**

### **Learner Outcomes:**

Upon completion this unit, students should be able to:

1. demonstrate proficiency at reading prescription and labels.
2. calculate using the correct formula IV drip rate.
3. manipulate the formulae to obtain the flow rate, infusion time or other related parameters.
4. calculate IV rate in terms of gravity flow (drops/min).
5. calculate IV rate in terms of pump rate (ml/min).

### **Content:**

1. Prescription
  - a. read prescription and labels
2. Formulae used in calculating IV drip rate
  - a. manipulation of formulae to obtain flow rate and infusion time
3. Calculation of flow rates:
  - a. gravity (drip rate – drops/min or gtt/min)
  - b. drip factor - millilitres /hr
  - c. the pump (ml/hr)
  - d. convert flow rate in drops per millimetre into drops per minutes (gtt/min)

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

- e. infusion time

### **Tutorial Question**

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):

### **Question 1**

Order: Zithromax 1500mg po x 3/7

Available supply Zithromax 500mg capsules.

- a. How many capsule/s should the nurse administer per dose?
- b. How many capsules should the nurse administer for the three (3) days?

### **Question 2**

Order: An IV of 200ml is to infuse in 12 hours using a 10gtt/ml flow rate.

- a. Calculate the gtt/min flow rate.

.....

## **INSTRUCTIONAL METHODS**

- 1. Lectures
- 2. Demonstrations
- 3. Discussions
- 4. Simulations
- 5. Project(s)
- 6. 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.

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	I, VI, VII, VIII	Final Assessment ✓ Written 30% ✓ Practical Assessment 10%	40%
<b>Total</b>			<b>100%</b>

## RESOURCE MATERIAL

### Prescribed:

Egler, L M., Propes, D. & Brown, A. *Basic mathematics for Nursing and Allied Health*

### Recommended:

Furlonge, E. *Mathematics for CXC*

Raymond T., A. *Complete Course with CXC answers*

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

Channon, B., & Tomlinson, T. *Mathematics for Caribbean Schools Book 1-4*.

**Other online resources:**

Tutorial sites for additional practice on math concepts covered in this course:

- [www.aaamath.com](http://www.aaamath.com)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE II
<b>COURSE CODE:</b>	AHAP1211
<b>CREDITS:</b>	2
<b>CONTACT HOURS:</b>	60 Hours (15 Theory, 45 Practical)
<b>PRE-REQUISITE(S):</b>	ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE I
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	II

## COURSE DESCRIPTION:

This course provides information of the structural and functional concepts in understanding the anatomy and physiology of the human body. It is designed to enable students to acquire and apply the requisite knowledge and skills in managing diseases of various organs and systems in the aged. Students will value the inter-relational functions and the dynamism of homeostasis and how this balance is maintained by cells, tissues, nutrition, acid-base balance, and electrolytes.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be able to:

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 the anatomy and physiology of the endocrine system.
7. discuss the functional and structural anatomy and physiology of the integumentary system.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03



8. understand the role of the immune system in disease development.
9. understand homeostasis of body fluids.

## **UNIT I - NERVOUS SYSTEM**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. list the organs of the nervous system.
2. define terms used in related the nervous system.
3. describe the anatomy and physiology of the nervous system.
4. explain the structure of the Central Nervous System.
5. critique the structure of the Peripheral Nervous system.
6. evaluate the mechanics of neural impulse and reflex arcs.
7. assess the structure of the two divisions Autonomic System.

### **Content:**

1. Terms used in related the nervous system.
  - a. Peripheral Nervous System
  - b. Autonomic Nervous System
  - c. cerebral cortex
  - d. neurons
  - e. neurotransmitters
2. Function of the Nervous System
3. Nerve Tissues
4. Processing impulses
5. Classification of Neurons and Nerve Fibre
6. Nerve Pathway
7. Spinal Cord
8. Meninges
9. Brain

## UNIT II - CARDIOVASCULAR SYSTEM

(8 hours)

### Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

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.

### Content:

1. Cardiovascular structure and functions
2. Blood and Lymph
3. Cardiac Control
4. Vasomotor
5. Reflex Mechanism
6. Spinal Cord
7. Meninges
8. Brain
9. Peripheral Nervous System
10. Autonomic Nervous System

## UNIT III - RESPIRATORY SYSTEM

( 8 hours)

### Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. list the organs of the respiratory system.
2. explain the terms ventilation, diffusion, perfusion, and gas transport.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

3. explain the process of gaseous exchange.
4. evaluate the anatomy and physiology of the respiratory system.
5. summarize the role of neural and chemical regulation in the process of respiration.

**Content:**

1. Respiratory System:
  - a. Organs Upper Respiratory system
    - i. Nose.
    - ii. Mouth.
    - iii. Nasal cavity
  - b. Lower Respiratory system
    - i. Throat (pharynx)
    - ii. Voice box (larynx)
    - iii. Windpipe (trachea)
    - iv. Airways (bronchi)
    - v. Lungs.
  - c. Gaseous exchange
2. Pulmonary anatomy.
3. Ventilation, Diffusion, Perfusion.
4. Neural and Chemical Regulation.

**UNIT IV - DIGESTIVE SYSTEM**

**(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Function of digestive system
2. Digestive Organs
3. Accessory Digestive Organs
4. Nutrition, Vitamins, Minerals
5. Process of digestion and absorption

**UNIT V - EXCRETORY SYSTEM**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 glomerular filtration tubular secretion.

**Content:**

1. Structure and Functions of the Excretory System.
2. Nephron and Renal Anatomy.
3. Characteristics of the Excretory System.
4. Urine formation and regulation glomerular filtration tubular secretion.

**UNIT VI - ENDOCRINE SYSTEM**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

4. identify types of hormones.
5. assess the thyroid and parathyroid functions.
6. explain the role of the hypothalamus in negative feedback mechanism.
7. evaluate adrenal cortical and medullary hormones.

**Content:**

1. Functions of the endocrine system
2. Pituitary hormones
3. Gonadal hormones
4. Pancreatic hormones
5. Adrenal cortical and medullary hormones

**UNIT VII - IMMUNE SYSTEM**

**(4 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:2

1. explain the importance of the immunity system.
2. summarize 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.

**Content:**

1. Function of immunity
2. Innate immunity
3. Adaptive immunity
4. Acquired immunity
5. Vaccines
6. Importance of immunity in Gerontology

## UNIT VIII - INTEGUMENTARY SYSTEM

(6 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Organs of the integumentary system.
2. Glands of the skin.
3. Structure and function of the hypodermis, dermis, and epidermis:
  - a. Protection
  - b. Sensation
  - c. Temperature regulation
  - d. Vitamin D production
  - e. Excretion
4. Function of the integumentary system.
5. Changes of the skin, hair, glands, and nails in the aged.

## UNIT IX - HOMEOSTASIS

(6 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Regulation of fluid balance
2. Regulation of electrolyte balance
3. Regulation of pH
4. Respiratory and urinary compensation

**METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

**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. Research Papers
3. Group Presentation
4. Guest Lecturers
5. Laboratory Activities (where applicable)

## **RESOURCES: MATERIAL**

### **Prescribed:**

Betts, J. G.(2013). *Anatomy & physiology*. Retrieved from:

<https://openstaxcollege.org/textbooks/anatomy-andphysiology>

Human Anatomy Khan Academy. Retrieved from: <https://www.khanacademy.org/>

### **Recommended:**

Marieb, E.N.(n.d.) *Anatomy &Physiology-Coloring Workbook Complete Study Guide*.

Virtual Lab. Retrieved from [http://mhhe.com/biosci/genbio/virtual\\_labs/](http://mhhe.com/biosci/genbio/virtual_labs/)

### **Other Online resources:**

University of Wisconsin-La Crosse and Board of Regents of the University of Wisconsin. (2011).

Anatomy Zone Retrieved from: <http://bioweb.uwlax.edu/APlab/Index.htm>

Hole's Human Anatomy online text book Companion site.

Retrieved from: [http://highered.mheducation.com/sites/0073378275/student\\_view0/index.html](http://highered.mheducation.com/sites/0073378275/student_view0/index.html)

Introduction to Anatomy. Retrieved from:

[https://www.youtube.com/reults?search\\_query=Introduction+body+quadrants](https://www.youtube.com/reults?search_query=Introduction+body+quadrants)

The Biology Corner Shannan Muskopf Work. Retrieved from: <http://www.biologycorner.com/>

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03



# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	HEALTH & WELLNESS IN THE OLDER ADULTS
<b>COURSE CODE:</b>	AHHW1201
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 Hours (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	II

## COURSE DESCRIPTION:

This course will introduce students to the key concepts of the health needs of older adults. It will outline the physical, social, and emotional needs of the older population. It will outline some negatives effectives of aging of the human body, integrate and expand students' existing knowledge, skills, and experience of the aged population. The emergent knowledge will augment students' ability to use specific techniques in the addressing the biological, psychological, and social experiences of older adults.

## COURSE OUTCOMES:

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.

7. recognize the benefit of palliative care in the health and well-being of the older adult.

## **UNIT I - SENSORY AND MOTOR SKILLS**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 aging patient with sensory and motor skill changes.
5. identify medications that may aggravate sensory and motor dysfunction.

### **Content:**

1. Sensory and Motor Problems
  - a. Accommodation
  - b. Cataract cerumen
  - c. Conductive hearing loss
  - d. Diabetic retinopathy
  - e. Glaucoma
  - f. Hyposmia
  - g. Presbycusis
  - h. Presbyopia
  - i. Tinnitus
  - j. Xerostomia
  - k. Walking
  - l. Writing

2. Nursing Interventions:
  - a. Appetite Enhancement Strategies
  - b. Aromatherapy
  - c. Physiotherapy Techniques to including stretching techniques
  
3. Medications aggravating sensory and motor skills:
  - a. Antihistamine
  - b. Antihypertensives
  - c. Antipsychotics

## **UNIT II - VITAL SIGNS IN THE ELDERLY**

**(9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 patient's condition.
6. report procedures for reporting deviations in readings.

### **Content:**

1. Terminologies:
  - a. Pulse Sites
  - b. Systolic
  - c. Diastolic
  - d. Hypotension
  - e. Hypertension
  - f. Hypothalamus
  - g. Heat Production
  - h. Pulse Rate

- i. Nasal Packing
  - j. Patterns of respiration
  - k. Aromatherapy
  - l. Stretching Techniques
  - m. Factors affecting vital signs
- 2. Environmental triggers
  - a. Lifestyle
  - b. Fear and Anxiety
  - c. Disease
  - d. Medication
  - e. Age
  - f. Infectious
  - g. Time of day
  - h. State of hydration
  - i. Physical Activities
  - j. Position of Client (sitting)
  - k. Heredity
- 3. Vital Signs and normal values
  - a. Blood Pressure
  - b. Pulse
  - c. Respiration
  - d. Temperature
- 4. equipment and procedures required to measure the vital signs of an elderly patient.
- 5. factors that will impact the selection of site for procedure.
- 6. readings of vital signs in relation to patient's condition.
- 7. deviations in readings.

### **UNIT III - SLEEP PATTERN FOR THE ELDERLY**

**(6 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

- 1. outline elements of the sleep cycle.
- 2. defend the importance of obtaining adequate sleep and the sleep cycle.

CCCJ-OCII/OAD Allied Health (Geriatric Care)

Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

3. assess normal changes in sleep occurring with aging.
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.

**Content:**

1. Sleep Cycle
2. Sleep disturbance
3. Changing in the sleep pattern
4. Pharmacological and Non-pharmacological interventions
5. Nursing Interventions for Sleep Disturbance

**UNIT IV - BASIC FOOT AND ORAL HYGIENE**

**(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
7. recognize nursing interventions that can be implemented to assist the geriatric patient with problems associated with the feet.

## **Content:**

1. Diseases of the oral cavity and mouth:
  - a. Angular cheilosis
  - b. Caries
  - c. Edentulous
  - d. Gingivitis
  - e. Glossitis
  - f. Hypogeusia
  - g. Leucoplakia
  - h. Periodontal disease
  - i. Stomatitis
  
2. Effects Medications and Oral Health:
  - a. Antihistamines
  - b. Diuretic
  - c. Antipsychotics
  - d. Antidepressants
  - e. Anticholinergics
  - f. Chemotherapeutic Agents
  - g. Antiparkinsonian Drugs
  
3. Foot Disorders:
  - a. Overlapping toes
  - b. Bunions
  - c. Hallux Limitus
  - d. Ingrown Toenail
  - e. Athlete's Foot or Tinea Pedis
  
4. Medication and foot problems:
  - a. Calcium channel blockers
  - b. Steroids
  - c. Antidepressants
  - d. Non-Steroidal anti-inflammatory drugs
  - e. Anti-diabetic drugs

5. Nursing Interventions for Foot Care.
6. Nursing Interventions for Oral Care.

## **UNIT V - PAIN MANAGEMENT TECHNIQUES FOR THE ELDERLY (9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Definition of terms.
2. Pain Assessment Techniques:
  - a. Geriatric Pain Assessment
  - b. Faces Pain Scale
  - c. Numeric Rating Scale
  - d. Verbal Descriptor Scale
  - e. Sample of Pain Interview questions
3. Pharmacological management.
4. Non-Pharmacological management.
5. Techniques for pain management.

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Palliative care:
  - a. Definition
2. first aid strategies relevant to palliative patients
3. ethical requirements, legislation, and policies
4. communication during palliative care:
  - a. attending to countertransference
  - b. practicing active listening and active reflection
  - c. remaining silent and neutral
  - d. naming the emotion.
5. vulnerability of palliative patients.
6. palliative care by the nurse for elderly.



## **INSTRUCTIONAL METHODS:**

1. Lecture/Demonstration
2. Role Play
3. Group work

## **METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## **FEEDBACK**

Students will be given analytic rubrics 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 MATERIAL**

### **Prescribed:**

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.

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

Leader, D., (2022 March, 01). *Normal Adult Vital Signs Temperature, Breathing Rate, Pulse, and Blood Pressure* [Online] Available from: <https://www.verywellhealth.com/normal-adult-vital-signs-914750>

National Institute for Health and Care Excellence (2004) *Type 2 Diabetes Foot Problems: Prevention and Management of Foot Problems.*

Society of Chiropractors and Podiatrists (2010) *A Guide to the Benefits of Podiatry to Patient Care.* London: SCP.

**Recommended:**

Datta-Barua, I., & Hauser, J. (2018). Four communication skills from psychiatry useful in palliative care and how to teach them. *AMA Journal of Ethics*, 20(8), 717-723.

[Available Online] from: <https://pubmed.ncbi.nlm.nih.gov/30118421/>

**Other online resources:**

Rob Newsom, R. and DeBanto, J., (18 March, 2022) *Aging and Sleep* [Online] Available from: <https://www.sleepfoundation.org/aging-and-sleep>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	THEORIES OF AGING TO GERIATRIC CARE
<b>COURSE CODE:</b>	AHTG1203
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	ORIENTATION TO GERIATRIC CARE
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	II

## COURSE DESCRIPTION:

This course 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.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be able to:

1. uses key terminologies.
2. understand the core values and principles of Geriatrics and Gerontology.
3. use the Theories of Ageing in professional practice.
4. create an awareness of Ageism.
5. identify myths of aging 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.

## **UNIT I - THE PRINCIPLES OF GERONTOLOGY**

**(7 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. define the terms gerontology and geriatric.
2. explain the values and principles of geriatric and gerontology.
3. demonstrate knowledge of the History of gerontology as a new science.
4. identify the stages and process of aging process.
5. explain the importance of aging on economic and social life.
6. describe the effect of Chronic Diseases on the elderly.
7. outline mortality data related to aging.
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 aging.
11. assessing longevity and the sex differential.
12. explore nursing/care interventions to promote wellness in the elderly.

### **Content:**

1. Terminologies:
  - a. Geriatrics and Gerontology
  - b. Epidemiology
  - c. Homeostasis, homeostenosis
  - d. Life expectancy, life span
  - e. Risk factors, senescence

2. History of science of gerontology.
  - a. Demographics and Aging:
    - i. Impact on economy
    - ii. Social life
    - iii. Family
    - iv. Financial
    - v. Geriatric Care needs
  - b. Effect of chronic disease
  - c. Causes of Disability
  - d. Mortality Rate: race, gender and age.
  - e. Longevity and Sex differential
  - f. Interventions to promote health:
    - i. Primary Prevention- Health Promotion
    - ii. Secondary Prevention- Early diagnosis and Prompt treatment
    - iii. Tertiary Prevention- Restoration and Rehabilitation
  - g. Causes of disability:
    - i. Degenerative Joint Disease
    - ii. Chronic Back Pain
    - iii. Atherosclerosis
    - iv. Lung or respiratory problems
    - v. Deafness or hearing problems
    - vi. Mental or emotional problems
    - vii. Diabetes Mellitus
    - viii. Blindness or vision problems
    - ix. Stroke

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 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.

**Content:**

1. Theories of Aging:
  - a. Biological Theories
  - b. Programmed Theories
  - c. Error Theories
  - d. Psychological Theories
  - e. Erikson Development Theory
  - f. Sociological Theories
  - g. Disengagement Theory
  - h. Activity Theory
  - i. Continuity Theory
2. Body Equilibrium Importance
3. Changes of Aging
4. Organs impacted by Aging:
  - a. Heart
  - b. Arteries
  - c. Lungs and Brain

- d. Kidneys and Bladder
  - e. Body fats, muscles
  - f. Bone, sight
  - g. Hearing and personality
5. Types of change of aging.
  6. Process of aging on individuals.
  7. Importance of body equilibrium in the aging process.

### **UNIT III - AWARENESS OF AGEISM**

**(5 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

#### **Content:**

1. Ageism:
  - a. definition
  - b. concepts of ageism
  - c. awareness of ageism among stakeholders
2. Age-related changes
  - a. biological
  - b. social
  - c. psychological
  - d. functional
  - e. cognitive

3. Risk factors that influence cognitive functioning in the elderly.
4. Coping and mechanisms.

#### **UNIT IV - MYTHS AND ATTITUDE TOWARDS AGING**

**(6 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. identify the sources of myths.
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.

##### **Content:**

1. Sources of myths:
  - a. Cultural practices
  - b. Social practices
2. Types of myths.
3. Impact of myths.
4. Relationships between myths and attitudes toward aging.
5. Validity of the myths.
6. Appropriate action to eliminate myths and improve attitudes.

#### **UNIT V - CHARACTERISTICS AND RISK FACTORS ASSOCIATED WITH AGING**

**(7 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. review sensory deficits in the aged.

CCCJ-OCII/OAD Allied Health (Geriatric Care)

Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03



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.

**Content:**

1. sensory deficits in the aged.
2. characteristics associated with the normal physiological changes of ageing.
3. characteristics associated with the normal cognitive changes.
4. risk factors associated with ageing in the elderly.
5. strategies to mitigate risks.

**UNIT VI - DIMENSIONS AND TRANSITIONS OF AGING**

**(5 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. outline the dimensions of aging.
2. explain the importance of transition of aging.
3. articulate an understanding of the transition of ageing as is related to the demography and epidemiology.

**Content:**

1. Dimensions of aging:
  - a. physical
  - b. social
  - c. economic
  - d. psychosocial
2. Importance of transition of aging.
3. Transition of ageing relative to demography and epidemiology.

## **UNIT VII - ORGANIZE HEALTH CARE SETTINGS AND LIVING ARRANGEMENTS (7 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Settings and living arrangements.
2. Health care settings:
  - a. Hospice
  - b. Hospitals / Health Centres
  - c. Residential care homes
  - d. Personal dwelling
  - e. Day Care Centres
3. Protocols settings and living arrangements according to the established protocols.
4. Plan the living arrangements in elderly care in defined areas.
5. Monitor settings and living arrangements.

### **METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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	I, VI, VII	Group Project	40%
4	II, IV, V, VI	Written	20%
<b>Total</b>			<b>100%</b>

## 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. Field Trips
3. Internet
4. Guest Lecturers
5. Group Presentations
6. Research/Assignments

## RESOURCE MATERIAL

### Prescribed:

### Recommended:

Evans Madison, H., (2000-2002). Theories of Aging in Gerontologic Nursing 2<sup>nd</sup> Ed., Chapter 2

<https://ogg.osu.edu/media/documents/sage/handouts/SAGE%20Theories%20of%20Aging%20geron%20nurs.pdf>

### **Other online resources:**

Anatomy and Physiology. [Online] Available from:

<https://openstaxcollege.org/textbooks/anatomy-andphysiology>

Hole's Human Anatomy online text book Companion site. McGraw-Hill All Rights Reserved.

[Online] Available from:

[http://highered.mheducation.com/sites/0073378275/student\\_view0/index.html](http://highered.mheducation.com/sites/0073378275/student_view0/index.html)

Human Anatomy Khan Academy. [Online] Available from: <https://www.khanacademy.org/>

Introduction to Anatomy (23 May 2019 [Online] Available from:

<https://www.youtube.com/watch?v=ELRzBa-eAAk>

The Biology Corner (2022). [Online] Available from: <http://www.biologycorner.com/>

University of Wisconsin-La Crosse and Board of Regents of the University of Wisconsin (2016).

Anatomy. [Online] Available from: <http://bioweb.uwlax.edu/APlab/Index.htm>

Virtual Lab McGraw-Hill All Rights Reserved. [Online] Available from:

[http://mhhe.com/biosci/genbio/virtual\\_labs/](http://mhhe.com/biosci/genbio/virtual_labs/)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	CONTEMPORARY ETHICS/LEGAL PRINCIPLES TO GERIATRIC CARE
<b>COURSE CODE:</b>	AHCL1212
<b>CREDITS:</b>	2
<b>CONTACT HOURS:</b>	30 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	NONE
<b>CO-REQUISITE(S):</b>	NONE
<b>SEMESTER:</b>	II

## 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.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be 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 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.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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 - CODE OF CONDUCT FOR HEALTH CARE NURSES**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Definition of terms:
  - a. Ethics
  - b. Bioethics
2. Language of Bioethics:
  - a. Autonomy
  - b. Beneficence
  - c. Non-maleficence,
  - d. Justice
  - e. Veracity
  - f. Fidelity
3. Nursing Codes for Jamaica.
4. National Senior Citizen Policy.

## **UNIT II - HEALTH CARE PROXY**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Health Proxy:
  - a. Components of health proxy
  - b. Importance of health proxy
  - c. Legal standards of health proxy

## **UNIT III - ETHICAL AND LEGAL CARE FOR THE DYING**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

## **Content:**

1. Terms and Concepts:
  - a. Assessment
  - b. Physical and mental changes
  - c. Individualized response
  - d. Impending death
  - e. Baseline data
  - f. Beliefs, values, and preferences
  - g. Rights to privacy
2. Factors contributing to death in the elderly.
3. Ethical dilemma:
  - a. treatments available to preserve life
4. Ethical Dilemmas for the dying geriatric patient:
  - a. Use of feed tubes
  - b. Use of CPR
  - c. Use of euthanasia
  - d. Religious practices and beliefs
5. Practice guidelines for reporting and documenting changes/findings.
6. Procedures and ethical guidelines for postmortem care.
  - a. Monitoring dying process
    - i. Cleaning
    - ii. Grooming
    - iii. Tagging of body
    - iv. Postmortem care/procedure



## **UNIT IV - CASES WITHIN A GERIATRIC CARE FACILITY**

**(4 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Cases:
  - a. The Terri Schiavo case: Legal, ethical, and medical perspectives
  - b. In Re the Guardianship of Jeffers J. Tschumy

## **UNIT V- KNOWLEDGE OF LEGAL CONSIDERATIONS**

**(5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Legal considerations:
  - a. Financial planning
2. Importance of advance directives.
3. Role of the power of an attorney.
4. Legal and ethical issues:
  - a. Wills for the mentally challenged having no family
  - b. Confusion assessment method

## INSTRUCTIONAL METHODS

1. Lecture/Demonstration
2. Role Play
3. Group work

## METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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%
<b>Total</b>			<b>100%</b>

## FEEDBACK

Students will be given analytic rubrics 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 MATERIAL

### Prescribed:

Nurse and Midwives Act of Jamaica (September, 1966) Online Available from:

[https://moj.gov.jm/sites/default/files/laws/Nurses%20and%20Midwives%20Act\\_1.pdf](https://moj.gov.jm/sites/default/files/laws/Nurses%20and%20Midwives%20Act_1.pdf)

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September  
Version: 1.2  
Issue Date: 2022 August 19  
Last updated: 202 April 03

Inouye, S., van Dyck, C., Alessi, C., Balkin, S., Siegal, A. & Horwitz, R. (1990). Clarifying confusion: The confusion assessment method. *Annals of Internal Medicine*, 113(12), 941-948

Inouye, S. K., (2003). Confusion assessment method [Online] Available from:

[https://www.va.gov/covidtraining/docs/The\\_Confusion\\_Assessment\\_Method.pdf](https://www.va.gov/covidtraining/docs/The_Confusion_Assessment_Method.pdf)

### **Recommended:**

Beauchamp T L, Childress J F. (2001). *Principles of biomedical ethics*. 5th ed. New York:

Oxford University Press. [Online] Available from:

[https://books.google.com.jm/books?id=\\_14H7MOw1o4C&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com.jm/books?id=_14H7MOw1o4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

Berg J W, Applebaum P S, Lidz C W. et al. (2001). *Informed consent: legal theory and clinical practice*. 2nd ed. New York: Oxford University Press [Online] Available from:

[https://books.google.com.jm/books?id=b6w7V7gCkSIC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com.jm/books?id=b6w7V7gCkSIC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

Schneider C E. (1998). *The practice of autonomy: patients, doctors and medical decisions*. New York: Oxford University Press

### **Other online resources:**

Pérez-Cárceles M D, Pereñíguez J E, Osuna E. et al. *Balancing confidentiality and the information provided to families of patients in primary care*. *J Med Ethics* 2005;31:531–

535. [Online] Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1734221/>

- [www.teachict.com](http://www.teachict.com)
- [www.math.com](http://www.math.com)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	PSYCHOLOGY AND COUNSELLING STRATEGIES
<b>COURSE CODE:</b>	AHPS2100
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	III

## 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 theories of psychology while utilizing 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. Students enrolled in this course will promote positive aging and well-being from the viewpoint of psychology.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be able to:

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 behavior as it relates to the elderly.
5. use counselling strategies on the elderly according to international standards.

## UNIT I - INTRODUCTION TO PSYCHOLOGY

(4 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

To include but is not limited to:

1. Definition of term “psychology”
2. Importance of course to the Geriatric Care facility
3. Eight critical thinking guidelines in:
  - i. Structuralism
  - ii. Functionalism
  - iii. Gestalt
  - iv. Biological
  - v. Cognitive
  - vi. Behavioural
  - vii. Humanistic
  - viii. Evolutionary
  - ix. Psychodynamic/Psychoanalytical

## UNIT 2 - THEORIES AND THEORIST OF PSYCHOLOGY

(4 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Theories of psychology
  - i. The Behaviourist Theory
  - ii. The Psychodynamic Theory
  - iii. The Humanistic Theory
  - iv. The Cognitive Theory
  - v. The Biological Theory
  - vi. Socio-cultural Theory
2. Psychological thinkers and their theories:
  - i. Sigmund Freud
  - ii. Eric Erikson
  - iii. John Piaget
  - iv. John B. Watson
  - v. B.F. Skinner
  - vi. Abraham Maslow
  - vii. Ivan Pavlov
  - viii. Carl Rogers
3. Methods of testing
  - i. tests
  - ii. experiment
  - iii. survey
  - iv. case study
  - v. observation
  - vi. correlation

## **UNIT III - BIOLOGICAL AND DEVELOPMENTAL BEHAVIOUR**

**(9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Parts of the nervous system
  - a. Central Nervous System (CNS)
  - b. Peripheral Nervous System (PNS) etc.
2. Genetic influences on behaviour
3. Definition of developmental psychology
4. Factors that influence development
5. Theories of development
  - a. Kohlberg (moral reasoning)
  - b. Freud (psychosexual)
  - c. Piaget (cognitive)
  - d. Erikson (psychosocial)

## **UNIT IV - PERCEPTION AND ATTITUDE**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. define the terms “perception and “attitude”.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03



2. assess the relationship between perception and behaviour.
3. examine the components of attitude.
4. examine the development of cognitive dissonance, prejudice and stereotyping.

### **Content.**

1. Definition of terms “perception and attitude” (definition)
2. Factors influencing perception:
  - a. Motives
  - b. Interests
  - c. Person
  - d. Target
3. Illusion:
  - a. Constancies (size, shape, brightness, colour)
  - b. Figure ground
4. Components and formation of attitude
  - a. affective
  - b. behavioural
  - c. cognitive
5. Changing Attitudes
  - a. cognitive dissonance
  - b. prejudice
  - c. stereotyping

## **UNIT V - PERSONALITY AND MOTIVATION**

**(10 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

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

**UNIT VI - COUNSELLING INTERVENTIONS TO THE ELDERLY (6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
3. describe at least four (4) counselling intervention methods.
4. roleplay various counselling interventions for given situations.

**Content:**

1. Fundamentals of counselling intervention methods.
2. Legal and ethical practices of intervention methods.
3. Counselling Interventions:
  - i. Allowing the Client to Explore
  - ii. Using Silences
  - iii. Paraphrasing

- iv. Rational Emotive Behaviour Therapy (REBT)
- v. Positive Verbal Encourages such as “Yes” and “OK”
- vi. Directive Counselling
- vii. Congruence
- viii. Summaries
- ix. Closed Questions
- x. Person-Centred Approach
- xi. Cognitive Behavioural Therapy
- xii. Solution Focused Therapy
- xiii. Psychodynamic Therapy
- xiv. Attachment Therapy
- xv. Narrative Therapy

## **UNIT VII - DEALING WITH CONFLICT AND CHANGE**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. define the terms “conflict” and “change”.
2. propose potential causes of conflicts in various situations within the geriatric care facility.
3. employ appropriate conflict resolution techniques to given situations.
4. evaluate the effects of conflict on patient/caregiver relationship.
5. apply the approach-avoidance theory in situations in Jamaica.
6. give reasons for resistance to change.
7. demonstrate techniques for reducing resistance to change.

### **Content:**

1. Definition of terms “Conflict and Change”
2. Lewin’s Approach-Avoidance Theory
3. Types of Conflict:
  - i. approach-approach
  - ii. avoidance-approach
  - iii. avoidance-avoidance
  - iv. double approach-avoidance

4. Causes of conflict
5. Conflict resolution techniques:
  - i. Collaboration
  - ii. Compromise
  - iii. Competition
  - iv. Avoidance
  - v. Accommodation
  - vi. Effects of conflict
6. Change Agent:
  - i. Role
  - ii. types (internal and external)
7. Reasons for resistance to change
8. Techniques for reducing resistance to change

#### **INSTRUCTIONAL METHODS:**

1. Lectures
2. Case Studies
3. Class Work
4. Class Quizzes
5. Video Presentations
6. Discussions
7. Research
8. Simulation
9. Role Play

#### **METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## **FEEDBACK**

Students will be given analytic rubrics 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 MATERIAL**

### **Prescribed:**

Johnson, L. & Yanca, S. (2010). *Social Work Practice: A Generalist Approach*. 10<sup>th</sup> Edition. Pearson Education, Inc.

### **Recommended:**

Miller, L. (2006). *Counselling skills for social work*. London: Sage Publishing Ltd.

Rathus, S. A. (2002). *Essentials of psychology*. (7th ed.). FL: Harcourt Publishing.

Sedan, J. (2005). *Counselling Skills in Social Work Practice* (2nd ed.). UK: Open University Press.

Sheafor, BW, & Horejsi, CR (2008). *Techniques and Guidelines for Social Work Practice* (8th ed.). Boston: Allyn & Bacon.

Wade, C. & Tavis, C. (2010). Psychology (10th ed). Upper New Saddle, NJ: Pearson Education.

**Other online resources:**

The Gerontological Society of America. (2012). *Communicating with older adults: an evidence-based review of what really works*. Gerontological Society of America.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	AGE-RELATED DISORDERS
<b>COURSE CODE:</b>	AHAD2111
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	HEALTH AND WELLNESS IN THE OLDER ADULT
<b>CO-REQUISITE(S):</b>	NONE
<b>SEMESTER:</b>	III

## COURSE DESCRIPTION:

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

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be 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.

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. review the function of the cardiovascular system.
2. outline the changes that occur with the cardiovascular system as an individual ages.
3. indicate assessment for cardiovascular patients.
4. relate physiological concepts to the diagnosis and management of common cardiovascular conditions.

**Content:**

1. Function of the cardiovascular system
2. Changes in cardiovascular system
3. Assessment of cardiovascular patients
4. Diagnosis and management:
  - i. Hypertension
  - ii. Hypotension
  - iii. Hyperlipidemia
  - iv. Metabolic syndrome
  - v. Chest Pain
  - vi. Angina
  - vii. Myocardial infraction
  - viii. Valvular Heart Diseased
  - ix. Heart Failure
  - x. Arrhythmias and Conduction disorders
  - xi. Peripheral vascular disease



## **UNIT II - CONDITIONS OF THE RESPIRATORY SYSTEM**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Function of the respiratory system
2. Healthy signs of an aging respiratory system
3. Health promotion and disease prevention guidelines for respiratory illnesses
4. Assessment process and diagnosis for the following diseases:
  - i. Asthma
  - ii. Chronic obstructive pulmonary disease
  - iii. Tuberculosis
  - iv. Lung Cancer
  - v. Respiratory Infections
  - vi. Acute bronchitis
  - vii. Pulmonary Embolism

## **UNIT III - CONDITIONS OF THE MUSCULOSKELETAL SYSTEM**

**(7 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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.

**Content:**

1. Function of the musculoskeletal system
2. Normal Changes in musculoskeletal system
3. Risk factors for musculoskeletal conditions
4. Pharmacological and Non-Pharmacological Management of the following:
  - i. Osteoporosis
  - ii. Osteomalacia
  - iii. Paget's Disease
  - iv. Osteoarthritis
  - v. Rheumatoid arthritis
  - vi. Gout
  - vii. Pseudogout
  - viii. Hip Fractures
  - ix. Joint Disorders

**UNIT IV- CONDITIONS OF THE ENDOCRINE AND GASTROINTESTINAL SYSTEM  
(10 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
6. employ appropriate nursing interventions directed toward assisting older adults with

endocrine and gastrointestinal problems.

**Content:**

1. Function of the endocrine system
2. Function of the gastrointestinal system
3. Age-Related Changes
4. Risk Factors for Endocrine Problems
5. Nursing interventions for Endocrine Problems:
  - i. Diabetes
  - ii. Thyroid Disorders
6. Nursing interventions for Gastrointestinal Problems:
  - i. Esophageal Disorders
  - ii. Dysphagia
  - iii. Gastroesophageal Reflux Disease
  - iv. Gastric Disorders
  - v. Lower gastrointestinal tract disorders

**UNIT V - HEMATOLOGIC DISORDERS**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Function of the blood and blood forming organs
2. Age-Related Changes
3. Risk Factors for hematologic Problems
4. Nursing interventions for Endocrine Problems:
  - i. Anaemia

CCCJ-OCII/OAD Allied Health (Geriatric Care)

Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

- ii. Chronic myeloproliferative Disorders
- iii. Hematologic Malignancies
- iv. Lymphomas

## **UNIT VI - DISORDERS OF THE IMMUNE SYSTEM**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Function of the immune system.
2. Importance of a healthy immune system.
3. Characteristics of the immune system.
4. Humoral immune response and cellular immune response.
5. Pathology of excessive Immune Response.
  - a. Rheumatoid Disorder
6. Characteristics of HIV.
  
7. Nursing Interventions and Management for the following:
  - i. Hypersensitivity

- ii. Primary Immune Deficiency Disorders
- iii. Pneumonia
- iv. Urinary Tract Infection
- v. Bacteraemia
- vi. Skin Infections

## INSTRUCTIONAL METHODS

1. Lecture/Demonstration
2. Role Play
3. Group work
4. Case Studies
5. Video Presentation
6. Simulation
7. Field Trips
8. Laboratory Assessment

## METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## FEEDBACK

Students will be given analytic rubrics 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 MATERIAL:**

### **Prescribed:**

Jaul, E., & Barron, J. (2017). Age-Related Diseases and Clinical and Public Health Implications for the 85 Years Old and Over Population. *Frontiers in public health*, 5, 335.  
<https://doi.org/10.3389/fpubh.2017.00335>

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

### **Recommended:**

Aribi, M. (2017). Introductory Chapter: Immune system dysfunction and autoimmune diseases. *Immunopathog. Immune-Based Ther. Sel. Autoimmune Disord*, 1. [Online] Available from: [Immunopathogenesis and Immune-based Therapy for Selected Autoimmune Disorders - Google Books](#)

### **Other online resources:**

Kazer, M. W., & Neal-Boylan, L. (2012). *Case Studies in Gerontological Nursing for the Advanced Practice Nurse*. John Wiley & Sons. [Online] Available from:  
[https://books.google.com.jm/books?hl=en&lr=&id=Awvd-IQRfOoC&oi=fnd&pg=PT17&dq=neal-boylan++wallace+kazer&ots=4GuAaJLuIM&sig=y75HSe8ADCCNv9frXWjIP8LwILU&redir\\_esc=y#v=onepage&q=neal-boylan%20%20wallace%20kazer&f=false](https://books.google.com.jm/books?hl=en&lr=&id=Awvd-IQRfOoC&oi=fnd&pg=PT17&dq=neal-boylan++wallace+kazer&ots=4GuAaJLuIM&sig=y75HSe8ADCCNv9frXWjIP8LwILU&redir_esc=y#v=onepage&q=neal-boylan%20%20wallace%20kazer&f=false)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	COMPLEMENTARY AND ALTERNATIVE MEDICINE AND POLYPHARMACY ISSUES IN OLDER ADULTS
<b>COURSE CODE:</b>	AHCP2103
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	III

## COURSE DESCRIPTION:

This course will focus on developing awareness of the importance of contraindications associated with the concurrent use of various medication. The students will be exposed to various pharmacological and non-pharmacological methods used in caring for the elderly.

This course aims to equip and develop students with knowledge, skills and attitudes needed to manage an elderly person within the technical, practical, and professional scope of geriatric care.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be able to:

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.

## **UNIT I - THE EFFECT OF PHARMACOKINETIC ALTERNATIONS IN THE ELDERLY (10 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

To include but is not limited to:

1. Definition of terms “pharmacokinetics” and “pharmacodynamics”
2. Effects of Aging on drug therapy
3. Impact of renal degeneration on drug administration
4. Calculating creatinine clearance
5. Importance of observing creatine clearance
  - a. Interpreting the results
6. Impact of concurrent conditions on drug administration

## **UNIT II - ADVERSE DRUG REACTIONS AND IATROGENESIS (8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.



### **Content:**

1. Definition of terms “adverse drug reactions” and “iatrogenesis”.
2. Medication associated with the following:
  - i. Cognitive Effects
  - ii. Anticholinergic Syndrome
  - iii. Gastric and Esophageal Effects
3. Nursing Interventions for the following adverse drug events:
  - i. Cognitive Effects
  - ii. Anticholinergic Syndrome
  - iii. Gastric and Esophageal Effects

## **UNIT III - DRUG INTERACTIONS**

**(10 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Beers Criteria
2. Top ten Drug-Drug Interactions in long term care
  - i. Warfarin – NSAIDS
  - ii. Warfarin – Sulphur Drugs
  - iii. Warfarin – macrolides
  - iv. Warfarin – Quinolones
  - v. Warfarin – Phenytoin
  - vi. ACE Inhibitors – potassium supplements

- vii. ACE Inhibitors – spironolactone
- viii. Digoxin – amiodarone
- ix. Theophylline - quinolones
- 4. Interactions of non-prescription Drugs with prescribed medications
  - i. Acetaminophen
  - ii. Alcohol
  - iii. Antacids and Calcium Supplements
  - iv. Cimetidine
  - v. Decongestants
  - vi. NSAIDS
  - vii. Vitamin A
  - viii. Vitamin E
  - ix. Vitamin C
- 5. Interactions of herbal preparations with prescribed medications:
  - i. Echinacea
  - ii. Ephedra
  - iii. Garlic
  - iv. Ginseng
  - v. Ginkgo
  - vi. Kava
  - vii. St. John’s Wart
  - viii. Valerian
  - ix. Guinea Hen Weed
  - x. Moringa
  - xi. Sour Sop Leaf
- 6. Reporting Mechanisms
  - i. MedWatch

**UNIT IV - STRATEGIES TO IMPROVE COMPLIANCE TO MEDICATION REGIMEN  
(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. define the following term “Drug Regimen Unassisted Grading Scale (DRUGS)”.

CCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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.
4. roleplay scenarios using the strategies to improve compliance and adherence.

**Content:**

1. Drug Regimen Unassisted Grading Scale (DRUGS)
2. Medication Regimen Compliance Strategies

**UNIT V - SAFE USE OF DRUGS IN THE ELDERLY (7 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

**Content:**

1. Medication errors
2. Effects of Medication errors
3. Medication Reconciliation
4. Internet Pharmacies
5. Unsafe Practices:
  - a. imported medication
  - b. using/sharing other’s medications
  - c. using outdated medication

## METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## 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:

1. Formal lectures
2. Discussions
3. Field Trips
4. Presentations
5. Simulations
6. Demonstration with Return Demonstration
7. Case Studies

## **RESOURCE MATERIAL**

### **Prescribed:**

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

Varghese, D., Ishida, C., & Haseer Koya, H. (2022). Polypharmacy. In *StatPearls*. StatPearls Publishing. [Online] Available from: <https://pubmed.ncbi.nlm.nih.gov/30422548/>

### **Recommended:**

Ahuja, A. (2020). Medication safety in elderly patients *MOJ Gerontology & Geriatrics*

DOI:[10.15406/mojgg.2020.05.0022](https://doi.org/10.15406/mojgg.2020.05.0022) [Online] Available from:

<https://medcraveonline.com/MOJGG/MOJGG-05-00228.pdf>

### **Other online resources:**

Resnick, R (20, January, 2022). Ten strategies to improve patient compliance [Online]Available.

from: <https://blog.cureatr.com/10-strategies-improve-patient-compliance-with-medication>(Accessed August 8, 2022)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	SEXUALITY IN OLDER ADULTS
<b>COURSE CODE:</b>	AHSO2113
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE I ANATOMICAL AND PHYSIOLOGICAL KNOWLEDGE II
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	III

## COURSE DESCRIPTION:

This course will explore complex issues surrounding the sexuality of older adults. The phenomenon of sex and sexuality varies among persons of various ages, however, as one ages there are some physiological functions that are reduced impacting overall quality of life. Older person many times experience stigma due to the misunderstanding of the distinct function of the male and female and their desires as they age. It will address issues of physical changes of various organs and systems related to sexual functions in the older adult. Diseases in the human body can reduce sexual functions, therefore this course will outline some major disease and their effect on the sexuality of the older adult. This course will provide tools and techniques necessary to care for persons with issues related to sexuality and other malignancies of the older adult.

## COURSE OUTCOMES:

Upon successful completion of this unit, learners will be 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.

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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 - CHANGES OF AGING GENITOURINARY SYSTEM**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Aging process of the male urinary system
2. Aging process of the female urinary system
3. Changes in the bladder and urethra
4. Antidiuretic Hormone and the Aging Process

## **UNIT II - CHANGES IN THE MALE AND FEMALE REPRODUCTIVE SYSTEM OF THE ELDERLY**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. outline the effect of reduced hormones levels on the sexual response in the elderly.
2. state the physical changes on the elderly because of the aging reproductive system.
3. examine the effects of the aging process on the families of the elderly.

### **Content:**

1. Effect of reduced hormone levels

2. Physical Age-Related Changes in the following:
  - i. Kidney
  - ii. Bladder and Urethra
  - iii. Male Reproductive Tract
  - iv. Female Reproductive Tract
3. Effect of the aging process on families

### **UNIT III - GENITOURINARY CONDITIONS**

**(10 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.
5. state the types of urinary continence in the elderly.
6. explain the effects of urinary incontinence in the elderly.
7. create a bladder record for an older person.
8. assess the nursing interventions to manage genitourinary conditions in the elderly 3.9 3.9  
perform exercises to manage genitourinary conditions in the elderly.

#### **Content:**

1. Acute and Chronic Renal Failure
2. Causes of Renal Failure in the elderly
3. Types of Urinary Continence
4. Bladder Record Sample
5. Exercises
  - i. Pelvic Floor Exercises
  - ii. Kegel Exercises
6. Bladder Training
7. Nursing Interventions
  - i. Renal Failure
  - ii. Urinary Tract Infection



- iii. Urinary Incontinence
- iv. Benign Prostatic Hyperplasia

#### **UNIT IV - INTERVENTIONS FOR SEXUAL CONCERNS**

**(10 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. assess the concerns associated with menopause in the elderly females.
2. examine the causes of erectile dysfunction in elderly males.
3. evaluate the signs/symptoms of sexually transmitted diseases.
4. perform interventions to manage sexuality in the elderly in long-term care facilities.
5. analyzing complementary and alternative therapies to manage sexuality in the elderly.

##### **Content:**

1. Menopause
2. Erectile Dysfunction
3. Sexually Transmitted Diseases
4. Nursing Interventions
  - i. Menopause
  - ii. Erectile Dysfunction
  - iii. Sexually Transmitted Diseases
  - iv. Complementary and Alternatives Therapies
  - v. Sexuality in the elderly

#### **UNIT V - MANAGING GENITOURINARY MALIGNANCIES**

**(9 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. state at least five (5) common types of cancers affecting the elderly.
2. outline the signs and symptoms of various cancers affecting the elderly.
3. perform nursing interventions to manage genitourinary malignancies in the elderly.

## **Content:**

1. Genitomalignancies
  - i. Prostate Cancer
  - ii. Bladder Cancer
  - iii. Breast Cancer
  - iv. Uterus Cancer
  - v. Ovary Cancer
  - vi. Kidney Cancer
2. Sign and symptoms of cancers
3. Nursing interventions

## **INSTRUCTIONAL METHODS**

1. Lecture
2. Demonstrations
3. Simulations
4. Practical Assessments
5. Video Presentations
6. Case Study

## **METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

<b>On-going Assessment Requirements</b>			
<b>No.</b>	<b>Suggested Unit/Unit Cluster</b>	<b>Assessment Strategy</b>	<b>Weight</b>
<b>1</b>	<b>I, II, V</b>	Test	10%
<b>2</b>	<b>I, II, III, IV, V</b>	Group research	20%
<b>3</b>	<b>I, II, III, IV, V</b>	Group Presentations	20%
<b>4</b>	<b>II, III, IV</b>	Field work	10%
<b>5</b>	<b>I, II, III, IV, V</b>	Case Study	40%
<b>Total</b>			<b>100%</b>

## **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.

## **RESOURCE MATERIAL**

### **Prescribed:**

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

### **Recommended:**

Aguilar, R.A. (2017). Sexual expression of nursing home residents: Systemic review of the literature. *Journal of Nursing Scholarship*, 49(5), 470-477. Available at:  
<https://doi.org/10.1111/jnu.12315>.

### **Other online resources:**

Annon, J. (1976). The PLISSIT model: A proposed conceptual scheme for the behavioural treatment of sexual problems. *Journal of Sex Education and Therapy*, 2(2), 1-15.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	MENTAL HEALTH ISSUES IN OLDER ADULTS
<b>COURSE CODE:</b>	AHMH2114
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	III

## COURSE DESCRIPTION:

This course aims to provide students with an understanding of social, psychological, and neurological changes which occur as one ages. Additionally, in this course students will explore basic characteristics of the 'ageing population, underscoring key mental issues in the older adult, and discuss some condition that face those who are mentally ill. Students will be equipped with the tools and techniques to assess patients' mental state, thereby offering quality care for the management of various mental illnesses in the elderly.

## COURSE OUTCOMES

Upon successful completion of this course learners will be able to:

1. outline the components of the neurological/nervous 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.

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. describe the main components of the nervous system.
2. outline the normal changes of aging of the neurologic system in the elderly.
3. outline the signs and symptoms of depression in the elderly.
4. outline the signs and symptoms of delirium in the elderly.
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.

**Content:**

1. Components of the nervous system
2. Normal Changes of Aging in Neurologic System
3. Signs and Symptoms
  - a. Depression
  - b. Delirium
4. SIG E CAPS
  - a. **S**leep: insomnia or hypersomnia
  - b. **I**nterest: reduced, with loss of pleasure
  - c. **G**uilt: often unrealistic
  - d. **E**nergy: mental and physical fatigue
  - e. **C**oncentration: distractibility, memory disturbance, indecisiveness
  - f. **A**ppetite: decreased or increased
  - g. **P**sychomotor: retardation or agitation
  - h. **S**uicide: thoughts, plans, behaviours.
5. Nursing Interventions
  - a. Depression
  - b. Delirium

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 person 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.

**Content:**

1. Definition of term “dementia”
2. Signs and Symptoms of dementia
3. Types of dementia:
  - i. Mild Cognitive Impairment
  - ii. Vascular Dementia
  - iii. Lewy Body Dementia
  - iv. Frontotemporal Dementia
4. Stages of Dementia:
  - i. Mild
  - ii. Moderate
  - iii. Severe
5. Interventions for Apathy and Agitation
6. Confusion Assessment Method
7. Treatment Options:
  - i. Pharmacologic Therapy
  - ii. Complementary and Alternative Therapy

## UNIT III - NURSING INTERVENTIONS TO MANAGE ALZHEIMER'S DISEASE (8 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 behaviours used to refuse food in the later stages of Alzheimer's Disease.

### **Content:**

1. Signs and Symptoms
2. Management Guidelines of Various Conditions:
  - a. Recent Injury
  - b. Discomfort or Pain
  - c. Physical Complications
  - d. Uncomfortable Environment
  - e. Frustrating Interaction
  - f. Chaotic Environment
  - g. Overly complex task request
  - h. Dementia
  - i. Mood Disorders
  - j. Delusions or Hallucinations
  - k. Functional Impairment
  - l. Anxiety
  - m. Dependence in activities of daily living
  - n. Inability to initiate meaningful activities
  - o. Spatial Disorientation
3. Commonly Used Medications:
  - a. Selective Serotonin
  - b. Reuptake Inhibitors
  - c. Typical Neuroleptics
  - d. Atypical Neuroleptics

- e. Benzodiazepines
- 4. Preventing and Breaking Behaviours to refuse Food
  - a. Provide Sensory Stimulation
  - b. Gently Encourage
  - c. Do not force; distract; wait

#### **UNIT IV - DEALING WITH PARKINSON'S DISEASE**

**(10 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

##### **Content:**

1. Parkinson's Disease
  - a. Definition
  - b. Signs and Symptoms
2. Commonly Used Medication
3. Nursing Intervention

#### **UNIT V - PERSONALITY AND PSYCHOTIC DISORDERS**

**(9 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.



**Content:**

1. Personality Disorder
2. Bipolar Depression
3. Katz Index of Independence in activities of daily living
4. Pulses Profile
5. SPICES

**INSTRUCTIONAL METHODS**

1. Lecture/Demonstration
2. Role Play
3. Group work
4. Simulation
5. Demonstration with Return Demonstration
6. Practical Assessment
7. Case Study

**METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## **FEEDBACK**

Students will be given analytic rubrics 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 MATERIAL**

### **Prescribed:**

Katz Index of Independence in Activities of Daily Living [Online] Available from:

<https://www.alz.org/careplanning/downloads/katz-adl.pdf>

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

### **Recommended:**

Bature, F., Guinn, B. A., Pang, D., & Pappas, Y. (2017). Signs and symptoms preceding the diagnosis of Alzheimer's disease: a systematic scoping review of literature from 1937 to 2016. *BMJ open*, 7(8), e015746. <https://doi.org/10.1136/bmjopen-2016-015746>

### **Other online resources:**

Best Practices in Nursing Care to Older Adults, The Hartford Institute for Geriatric Nursing,

New York University, College of Nursing [Online] Available from:

[www.hartfordign.org](http://www.hartfordign.org).

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	NUTRITIONAL NEEDS OF THE AGED
<b>COURSE CODE:</b>	AHNA2115
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 HOURS (Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	III

## COURSE DESCRIPTION:

As an individual ages there are changes in their nutritional needs. This course will outline fundamentals of the nutritional needs of the older adult, to support their physiological changes. The aim of this course is to inform students of the changes in the human body as it ages and how nutrition influence disease development, weight, absorption, and malabsorption of nutrients. This course will provide the learner with knowledge on the nutritional requirements of the elderly and equip them with strategies and interventions that can be employed to address the nutritional needs of the elderly to maintain optimal ageing and prevention of chronic diseases.

## COURSE OUTCOMES

Upon successful completion of this course, learners will be 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 adults.

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 older adults.
7. demonstrate an understanding of dietary approaches to chronic disease in the older adult.

## **UNIT I - ORAL AND GASTROINTESTINAL CHANGES WITH AGING (10 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

1. Definition of term “edentulism”
2. Digestion, Absorption and Metabolism Conditions:
  - a. Dentition
  - b. Xerostomia
  - c. Atrophic Gastritis
  - d. Appetite Dysregulation
  - e. Constipation
  - f. Thirst Dysregulation
3. Risk Factors for Dehydration:
  - a. Physical Changes of Aging
  - b. Lack of access to fluids
  - c. Voluntary Fluid Restriction
  - d. Increase insensitive fluid losses

4. Symptoms of Dehydration:
  - a. Darkened Urine
  - b. Confusion
  - c. Lethargy
  - d. Headache
  - e. Light-headedness
  - f. Sunken Eyes
  - g. Dry mucous membranes
  - h. Dry axillae
  - i. Long tongue furrows
  - j. Postural changes in pulse and blood pressure
5. Nutrition-Related Changes with Aging:
  - a. Lean Body Mass
  - b. Metabolic Rate
  - c. Bone Mineral Density
  - d. Saliva Production
  - e. Thirst Perception
  - f. Production of gastric acid and fluids
  - g. Cholecystokinin and early satiety
6. Medications with Nutritional Implications:
  - a. Antacids
  - b. Antipsychotics
  - c. Antiparkinson
  - d. Colchicine
  - e. Digoxin
  - f. Penicillamine
  - g. Phenytoin
7. Nursing Interventions

## **UNIT II - ADHERING TO THE NUTRITIONAL REQUIREMENTS OF THE ELDERLY (9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. calculate estimated energy requirements (EERs) for the older adult.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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 source 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.

**Content:**

1. Estimated Energy Requirement
2. Required Amounts:
  - a. Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E
3. Food Source and Effects:
 

Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E
4. Nursing Interventions for Deficiencies:
 

Vitamin D, Calcium, Vitamin B12, Vitamin B6, Folic Acid and Vitamin E
5. Nursing intervention

**UNIT III - NUTRITIONAL PARAMETERS (8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 mass according to gender and age.
4. examine laboratory requirements for used in a routine nutritional assessment.

**Content:**

To include but is not limited to:

1. Definition of the term “anthropometrics”

2. Methods to Measure:
  - a. Weight
  - b. Height
  - c. Body Mass Index (BMI)
  - d. Body Fat Measurement
  - e. Muscle
3. Appropriate weight, height, body mass index, body fat measurement and muscle mass according to gender and age.
4. Laboratory Requirements
  - a. Albumin
  - b. Retinol-binding prealbumin
  - c. Complete Blood Count (CBC)
  - d. Serum Folate and B<sub>12</sub> assays

#### **UNIT IV - DEALING WITH UNINTENTIONAL WEIGHT LOSS (9 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. assess the etiology of unintentional weight loss in the older adult.
2. examine the causes of unintentional weight loss in the elderly.
3. debate the consequences of unintentional weight loss and undernutrition in the elderly.
4. outline nursing interventions for undernutrition in the elderly.

##### **Content:**

1. Etiology of unintentional weight loss
2. Causes of unintentional weight loss
  - a. Side Effects of Medication
  - b. Insufficient Intake
  - c. Xerostomia
  - d. Sensory Changes
  - e. Therapeutic Diet

- f. Latrogenic
- g. Nutrient Losses
  - i. Malabsorption Disease
  - ii. Medication
  - iii. Diarrhoea/Vomiting
  - iv. Hypermetabolism
- 3. Consequences of unintentional weight loss
- 4. Nursing interventions of unintentional weight loss

**UNIT V - USING SCREENING TOOLS (9 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. summarize the importance of performing nutrition screening and assessment on the elderly.
2. outline important parameters aligned to the nutrition screening initiative for the elderly.
3. use the Mini-Nutritional Assessment to obtain nutritional status of the older adult.
4. outline the checklist aligned to Minimum Data Set (MDS) for the elderly.

**Content:**

1. Importance of nutrition screening
2. Mini-Nutritional Assessment
3. Minimum Data Set

**INSTRUCTIONAL METHODS:**

1. Lecture/Demonstration
2. Role Play
3. Group work
4. Simulation
5. Demonstration with Return Demonstration



6. Practical Assessment
7. Case Study

## **METHOD OF ASSESSMENT AND EVALUATION: CONTINUOUS 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.

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

## **FEEDBACK**

Students will be given analytic rubrics 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 MATERIAL**

### **Prescribed:**

Nutrition Screening as as A guide to completing the Mini Nutritional Assessment (MNA®)

[Online] Available from: <https://www.mna-elderly.com/sites/default/files/2021-10/mna->

[guide-english.pdf](#)

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

**Recommended:**

Gaddey, H. L., & Holder, K. K. (2014). Unintentional weight loss in older adults. *American family physician*, 89(9), 718-722.

**Other online resources:**

Nutrition Assessment and Classification (2016) [Module 2. Nutrition Assessment and](#)

[Classification \(NACS User's Guide\)](#) [Online] Available from:

<https://www.fantaproject.org/sites/default/files/resources/NACS-Users-Guide-Module2->

May2016.pdf

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	EXTERNSHIP (WORK ATTACHMENT)
<b>PRACTICUM</b>	
<b>COURSE CODE:</b>	AHIE1100
<b>CREDITS:</b>	6
<b>CONTACT HOURS:</b>	240 HOURS (Practical)
<b>PRE-REQUISITE(S):</b>	COMPLETION OF SEMESTER I, II AND III
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	IV

## COURSE DESCRIPTION:

This Externship Practicum or Workplace Attachment Programme is designed to provide the students with industrial and 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. The aim is to enhance personal, social and technical competencies, relate theories and integrate techniques in the work environment. 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.

## COURSE OUTCOMES:

Upon completion of this attachment programme students will be 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.

CCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

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%
<b>Total</b>			<b>100%</b>

## RESOURCE MATERIAL

### Prescribed:

Lafer, G. (2005). Workplace Ethics. *The ethics of human resources and industrial relations*, 273.

**Recommended:**

Ludwick, R., Silva, M. (December 19, 2003). Ethics Column: "Ethical Challenges in the Care of Elderly Persons". *Online Journal of Issues in Nursing*. Vol. 9 No. 1.

**DOI:** 10.3912/OJIN.Vol9No01EthCol01

<https://doi.org/10.3912/OJIN.Vol9No01EthCol01>

**Other online resources:**

Ability Options (2022). 5 Benefits of workplace ethics [Online] Available from:

<https://abilityoptions.org.au/5-benefits-of-diversity-in-the-workplace/>

**PERFORMANCE EVALUATION FORM**

**OCCUPATIONAL ASSOCIATE DEGREE IN ALLIED HEALTH (GERIATRIC CARE)**

**GCEXT219S4: EXTERNSHIP (WORK ATTACHMENT)/ PRACTICUM**

Student Name \_\_\_\_\_ Practicum Period \_\_\_\_\_

**EVALUATION**

Objective: The following area is categorized to give an overall assessment of the student’s capabilities in the work environment.

Rating:

- Above Average: 90 - 100
- Average: 70 - 85
- Below Average: less than 70

Each criteria has a maximum of 5 marks - Range 1-5, highest score 5

**CRITERIA**

**GRADE**

**I. TECHNICAL ABILITY AND COMPETENCE**

- 1. Consistently adhere to legislations, regulations and codes of practices \_\_\_\_\_
- 2. Aware of and performs all required quality control procedures along with routine procedures with reliability and accuracy \_\_\_\_\_
- 3. Manage area of specialization as stipulated by standards and policies \_\_\_\_\_
- 4. Provide excellent customer service \_\_\_\_\_

**II. VOLUME OF WORK**

- 1. Able to organize work so that daily workload is not delayed \_\_\_\_\_
- 2. Able to use initiative in responding to challenges and change \_\_\_\_\_
- 3. Plan, organize and implement tasks/assignments according to given instructions and or procedures. \_\_\_\_\_
- 4. Practice employability skills on the job. \_\_\_\_\_

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September  
 Version: 1.2  
 Issue Date: 2022 August 19  
 Last updated: 202 April 03

5. Work effectively as part of a team. \_\_\_\_\_

### III. DOCUMENT PREPARATION

1. Prepare career development plan \_\_\_\_\_  
2. Prepare and submit report \_\_\_\_\_

### IV. INDUSTRY

1. Able to function appropriately within the geriatric environment \_\_\_\_\_  
2. Establishes the sense of being a team player \_\_\_\_\_

### V. ABILITY TO FOLLOW INSTRUCTIONS

1. Listens to bench instructor carefully and follows instructions without necessity for constant repetition. \_\_\_\_\_  
2. Reads procedure manual and follows established procedures \_\_\_\_\_  
3. Handles reagents according to specified procedures \_\_\_\_\_

### VI. NEATNESS OF WORK

1. Keeps work area and equipment clean \_\_\_\_\_  
2. Replaces reagents and supplies when depleted \_\_\_\_\_

### VII. DEPENDABILITY

1. Is punctual \_\_\_\_\_  
2. Works as part of the team \_\_\_\_\_

### VIII. SAFETY

1. Comply to safety policies and practices standard \_\_\_\_\_  
2. according to protocols and guidelines \_\_\_\_\_  
3. Use the fire extinguisher as per drill \_\_\_\_\_

### GENERAL COMMENTS:

Signature of Supervisors: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

CCCJ-OCII/OAD Allied Health (Geriatric Care) Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

Last updated: 202 April 03

## THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	PROFESSIONAL AND INDUSTRY RECOGNITIONS
<b>COURSE CODE:</b>	AHPI2200
<b>CREDITS:</b>	1
<b>CONTACT HOURS:</b>	45 HOURS (Practical)
<b>PRE-REQUISITE(S):</b>	COMPLETION OF SEMESTER I, II, III & 9 CREDITS IN SEMESTER IV
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	IV

### COURSE 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.

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. This programme aims to help students in identifying and developing skills to function within the 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. The student will be assigned a workplace mentor and or programme advisor who will facilitate and guide their goals towards professional recognitions.

CCCJ-OCII/OAD Allied Health (Geriatric Care)      Implementation Date: 2022 September  
Version: 1.2  
Issue Date: 2022 August 19  
Last updated: 202 April 03



## **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.

## **COURSE OUTCOMES:**

Upon successful completion of this attachment programme, students will be able to:

1. practice theoretical principles through guided learning.
2. review organizational 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, organize and implement tasks/assignments according to given instructions and or procedures relative to their area of specialization.
7. work effectively as part of a team.
8. effectively practice employability skills on the job.
9. provide quality customer service.
10. adhere to dress codes and interpersonal relations standards according to the organizational policies.
11. conduct research industry trends, document lessons learned, prepare career development plan, prepare, and submit report.

## **UNIT I - ROLE OF REGULATORS AND PROFESSIONAL ORGANIZATIONS IN PROFESSIONAL/INDUSTRIAL RECOGNITIONS**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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 responsibility for Health and Wellness.
6. analyze the potential impact of Professional and Industry Certification.

### **Content:**

1. Legislations, regulation, and policies relating to Renewable Energy Sector and other related Sectors and encompassing:
  - a. Management System Certification ISO 5001:20011
  - b. Health and Wellness Policies
  - c. Ministry of Health
  - d. Ministry of Education
  - e. Licensing Requirements for Fitness Professionals

2. Local, Regional and Internationally Fitness/Wellness Organizations
3. Local, Regional and International Professional Certification
4. Local, Regional and International Fitness Competitions
5. Jamaica Body Builders Association

## **UNIT II - ACQUIRE PROFESSIONAL RECOGNITION FOR INDUSTRIAL PRACTICE**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

### **Content:**

To include but not limited to:

Types of recognitions:

1. Licensing
2. Permits
3. Licensure ship
4. Industry awards
5. ISO certification
6. Other international recognitions/awards
7. Other local recognitions/awards
  - a. 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**

#### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

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.

#### **Content:**

To include but not limited to:

1. Basic first aid procedure
2. Sources of assistance
3. Company nurse/doctor
4. Employees with first aid training/certification
5. Emergency Agencies:
  - a. Fire brigade
  - b. Police

- c. Ambulance/ Paramedics
  - d. First Aid procedures
6. Red Cross of Jamaica Training and Certification Programmes: CPR/First Aid Certification.

#### **UNIT IV - PARTICIPATE IN ACTIVITIES OF PROFESSIONAL ORGANIZATION**

##### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. conduct research on professional organization of interest.
2. interview person having connections with the particular organization.
3. analyze data/information obtained on organization of interest.
4. evaluate the compatibility level of own 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 internally and externally growth and development in an organization.
9. transfer knowledge gained from association with the organization to the workplace and other colleagues.

##### **Content:**

To include but not limited to:

1. Research on organization:
  - a. Vision. Mission and Goals
  - b. Membership categories (Full, Associate, Affiliate, Students)
  - c. Professional Development Programmes
  - d. Fee Structure
  - e. Application Procedures
  - f. Programme of Activities
  - g. Organization Structure

CCCJ-OCII/OAD Allied Health (Geriatric Care)

Implementation Date: 2022 September

Version: 1.2

Issue Date: 2022 August 19

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- h. Transfer of Learning
- i. Lifelong Learning Opportunities
- j. Compatibility Evaluation

## **UNIT V- BUILD PROFESSIONAL RECOGNITION THROUGH VOLUNTARISM**

### **Learner Outcomes:**

Upon successful completion of this unit, learners will be able to:

1. investigate the role of voluntarism in developing communities.
2. explore the roles of voluntarism building and developing competencies.
3. investigate voluntarism as a vehicles for transfer of leering 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.

### **Content:**

To include but not limited to:

1. Role of voluntarism
  - a. Building
  - b. Building personal, social, and technical competencies
2. Interview National Awardees
3. Acquire knowledge skills and attributes:
  - a. Socio-cultural skills
  - b. Leadership skills
  - c. Economic skills
  - d. Organizational Skills

- e. Negotiation Skills
  - f. Mediation skills
  - g. Historical knowledge
  - h. Counseling skills
  - i. Social justice
4. Motivational and Inspirational Group
    - a. Youths
    - b. Young adults
    - c. Adults
  5. Development Nature of Voluntarism
  6. Benefits of Voluntarism
  7. Values and Attitudes
  8. Love of Country
  9. Self-Empowerment
  10. Gleaner Annual National Award for Voluntarism

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

## **RESOURCE MATERIAL**

### **Prescribed:**

Grace Kennedy Foundation Lecture 1998. *Vision and Volunteerism Reviving Volunteerism In*

*Jamaica* [Online] Available from: <http://gracekennedy.com/lecture/GKF1998Lecture.pdf>

Worker, S. M., Espinoza, D. M., Kok, C. M., Go, C., & Miller, J. C. (2020). Volunteer outcomes and impact: The contributions and consequences of volunteering in 4-H. *Journal of Youth Development, 15*(4), 6-31. [Online] Available from: <https://jyd.pitt.edu/ojs/jyd/article/view/984>

**Recommended:**

Stukas, A. A., Snyder, M., & Clary, E. G. (2016). Understanding and encouraging volunteerism and community involvement. *The Journal of Social Psychology, 156*(3), 243-255. [Online] Available from: [https://www.researchgate.net/profile/Arthur-Stukas/publication/301217915\\_Understanding\\_and\\_encouraging\\_volunteerism\\_and\\_community\\_involvement/links/5ab03e5da6fdcc1bc0be132a/Understanding-and-encouraging-volunteerism-and-community-involvement.pdf](https://www.researchgate.net/profile/Arthur-Stukas/publication/301217915_Understanding_and_encouraging_volunteerism_and_community_involvement/links/5ab03e5da6fdcc1bc0be132a/Understanding-and-encouraging-volunteerism-and-community-involvement.pdf)

**Other online resources:**

FORUM — THE GLOBAL VOLUNTEERING STANDARD (2021). [Online] Available from: <https://forum-ids.org/wp-content/uploads/2016/03/The-Global-Volunteering-Standard-EN-2021-compressed.pdf>



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