30 ECTS Gerontological nursing Module

Key learning outcomes of the gerontological nursing module (30 ects)

The module prepares nurses who are able to plan, implement and develop gerontological nursing practice in a multi professional healthcare team. Nurses are trained to promote health and prevent diseases, provide care, support, guidance and rehabilitation. The student who has passed the module can operate flexibly in multi-professional gerontological care settings promoting health and providing care to individuals, families and communities. They possess professional knowledge in gerontological nursing and are able to apply their knowledge in the diverse, changing and digital environments. They are able to perform professional nursing tasks based on the best possible evidence in various gerontological nursing environments. They can comply with ethical principles and are able to assume responsibility for developing themselves and their field of work as a nursing professional in a multiprofessional team.

Blended, student oriented learning

The learning methods in the module are student centered. These include practical training to promote professional skills, project work, simulations and versatile student centered methods such as problem based learning. Learning takes place in classrooms, living labs, online and clinical practice settings.

Competence framework

The GeNEdu competence framework describes the competences for gerontological nurses in China. The competence framework contains six competences for the Gerontological Nurse.
These are:
1. Providing gerontological care
2. Communication and collaboration
3. Organisation of gerontological nursing care
4. Health promotion
5. Evidence-based nursing and lifelong learning
6. Professional behaviour

The competences are interrelated and applicable in different care settings, for older persons with different kind of health problems. This implies that all competences can be executed in the different situations of care and health care environments including homecare, hospital care, acute care, long term care and end of life care. The competences and related learning outcomes are presented in table 1.

1. PROVIDING GERONTOLOGICAL CARE
Competence: Providing gerontological care The gerontological nurse assesses, analyses, plans, implements and evaluates the care for older persons comprehensively. The gerontological nurse is able to utilize evidence-based knowledge and critical thinking when making decisions and providing person centered and holistic care in different care settings, considering the wishes

and physical and mental wellbeing of the older person and their family by supporting their active participation.

a) Assessment

Conduct a comprehensive gerontological assessment in a systematic way from the older person and when necessary, from his/her family or caregivers, about the individual's physical and mental wellbeing, medical history, personal life history, housing conditions and social participation and loneliness. Identify the needs, wishes and possibilities to increase the comfort of the older person. Assess the level of nursing needs.

b) Nursing diagnosis

Analyse the data collected from the gerontological assessment and form a diagnosis ~~after~~ through careful consideration using knowledge about healthy ageing, most common health problems of older people and geriatric syndromes. Identify the problems and the risk factors for the older person and his/her family. Diagnose the required nursing care using current theoretical and clinical knowledge in the nursing process.

c) Planning

Develop a clear, timely, and appropriate plan for person centred nursing care with the focus on recovery, optimal health, wellbeing and quality of life for the older person and his/her family. Use practice based and evidence based interventions and if possible include the use of technology for the benefits of the patient and the family members. Use appropriate techniques for shared decision making.

d) Implementation of nursing interventions

Provide accurate implementation of the care plan and perform the nursing interventions based on professional nursing standards in different care settings, such as homecare, hospital care, long term care and hospice care. Guarantee person centred and holistic care.

e) Evaluation

Evaluate and adjust care plans for the older person on a continuing basis with the purpose of providing optimal nursing care for the person and his/her family.

2. COMMUNICATION AND COLLABORATION

Competence: Communication and collaboration

The gerontological nurse communicates and collaborates with the older person, with family members and other informal caregivers and with other health and social care professionals to provide person centred care and is able to use ICT properly for this purpose.

a) Person centred communication and empowerment

Form strong positive professional relationships with older persons based on empathy, trust, respect and reciprocity. Communicate in a clear and effective way considering older person's individuality, cultural social background, health problems and needs. Collaborate with patients, use shared decision making and empower older persons to take responsibility for their own health and comfort.

b) Collaborate with family members and informal caregivers

Work together with older people's supportive family, informal caregivers and their social network to encourage appropriate informal care and support. Be aware of older patients suffering from loneliness and family members suffering from caregiver burden.

c) Collaborate with nursing colleagues and the multidisciplinary team

Work effectively together with other professionals for integrated care and support. Multi- and inter-professional cooperation to achieve optimal support and care for the older persons with a goal of optimising their health, wellbeing and quality of life in multiple locations.

3. ORGANISATION OF GERONTOLOGICAL NURSING CARE

Competence: Organisation of gerontological nursing care

The nurse plans and coordinates high-quality and safe person centered care for older people, is involved in quality assurance activities and contributes to innovation of care for older people, including the use of suitable technical applications in care.

a) Planning and coordination of care and services

Plan, arrange, and coordinate the nursing care and services provided by nurses and other formal and informal health and social care workers, across different organizations, to provide the best personalized care and support for the older person and their family. Ensure continuity of care.

b) Innovation and technology

Use innovative ideas, theories and methods to improve gerontological nursing practice including the use of technological applications.

	c) **Quality management**	
	Initiate, monitor and participate in quality management activities to provide high-quality and safe person centred nursing care for older people. Establish assessment mechanisms and processes for continuous quality improvement.	
4. HEALTH PROMOTION		
	Competence: Health promotion	
	The gerontological nurse is able to prevent further functional decline and promotes healthy ageing and healthy lifestyle. The nurse supports older people and their families to find comprehensive person-centred solutions within the entire healthcare system.	
	a) Plan person-centered health promotion	
	Identifies early risk factors that can impact the functional ability of the older person, and plans holistic and person-centered health promotion interventions.	
	b) Perform health promotion interventions	
	Works closely together in partnerships with patients, informal caregivers and other health care professionals to promote a healthy lifestyle and to work towards improved self-care of older people.	
5. EVIDENCE-BASED NURSING AND LIFELONG LEARNING		
	Competence: Evidence based nursing and lifelong learning	
	The gerontological nurse uses evidence based practice and lifelong learning activities to be able to provide the best nursing care for older people and their families.	
	a) **Lifelong learning and professional development**	
	Increase knowledge, understanding, and skills in gerontological nursing through continuous education and professional development. Demonstrate commitment to lifelong learning.	
	b) **Evidence based practice**	
	Uses and supports the implementation of the theoretical and methodological principles of evidence based nursing in elderly care.	
	c) **Training and coaching**	
	Participate as a teacher and coach in education and training activities about gerontological nursing for staff, students and teachers. Strengthen the competences of nursing staff in gerontological nursing.	
6. PROFESSIONAL BEHAVIOUR		
	Competence: Professional behaviour	
	The gerontological nurse shows a professional attitude, is aware of professional guidelines and is committed to provide appropriate person centered care for older people and their families.	
	a) **Professional ethics**	
	Provide nursing care for older people in accordance with the professional and personal ethics, legal guidelines and cultural sensitivities.	
	b) **Professional commitment and personal awareness**	
	Demonstrate commitment to provide appropriate gerontological nursing care for older people and their families. Be aware of personal values and assumptions influencing professional practice and can act within professional frameworks and legislation.	

Table 1: An overview of the 6 competences and corresponding learning outcomes

The module integrates all six competences. Each competence contains a comprehensive set of learning outcomes that together form the complete profile of the gerontological nurse. The providing of gerontological care can be seen as the core competence in which the nurse integrates all other competences as these are inseparable from each other. The competences are divided over 6 courses in the module. An overview of the integration of the competences in the module is presented in table 2.

COMPENTENCES &LEARNING OUTCOMES	Basics of Gerontological Care	Health promotion in Gerontological Nursing	Home nursing and Rehabilitation in gerontological nursing	Advanced Gerontological nursing	Project in gerontological nursing	Clinical practice in gerontological nursing
Gerontological Care	x		x	x		x
Assessment	o		o	o		-o
Nursing Diagnosis	o		o	o		-o
Planning	-o		o	o		o
Implementation of nursing interventions			o	o		-o
Evaluation						-o
Communication and collaboration	x	x	x		x	x
Patient centered communication and empowerment	o	o				o
Collaborate with family members and informal caregivers		o				o
collaborate with nursing colleagues and the multidisciplinary team					o	o
Organisation of gerontological nursing care				x	x	
Planning and coordination of care and services				o		
Innovation and technology				o	o	
Quality management				o	o	
Health Promotion		x				x
Plan person centered health promotion		o				o
Perform health promotion interventions		o				o
Evicence based Nursing and life long learning	x	x		x	x	

lifelong learning and professional development					o	
evidence based practice	o	o		o	o	
training and coaching		o			o	

Professional Behaviour			**x**			**x**
Professional ethics			o			o
Professional commitment and profesional awareness			o			o

Table 2. Distribution of competences in the module over the 6 courses

The 30 ECTS module

The module consists of six gerontological nursing courses. Four of the courses are mainly theoretical where learning mostly happens in classroom and living lab. One course is project work where students innovate and develop working life related group work. The sixth course is clinical practice that is implemented in real healthcare settings. The level of complexity increases, through the courses in the module.
The course descriptions are presented below.

Course information
GENERAL INFORMATION

Course Unit Title	Basics of Gerontological nursing
Course Unit Code	
Type of Course Unit Core Studies	Theory and Practice
Recommended Year of Study and Semester	2nd year (3rd Semester)
Prerequisites and co-requisites	First year nursing studies completed
Course credits	5ECTS

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	Students •Understand the relevant theories of gerontological nursing •Understand the concept of palliative and end-of-life care as well as the technologies of palliative and end-of-life care for the older person. •are familiar with the methods of disease prevention for the aged. •Master the knowledge of gerontological nursing assessment and older person safety. •are familiar with the acute problems and geriatric syndrome of the older person, and understand how to manage geriatric syndrome. •Understand the characteristics of older adults in different care settings. •students demonstrate skills in communication with older persons and understand humanistic care methods •understand the importance of evidence-based nursing knowledge in gerontological nursing.
Competences	• Gerontological care Gerontology nurses can evaluate and analyze the nursing of the older person. Nurses understand evidence-based knowledge and have critical thinking. Older people nurses can improve the happiness of the older person through active participation. • Communication and collaboration Gerontological nurses can effectively communicate with older person and provide person-centered care.

	• Evidence based nursing and lifelong learning Gerontological nurses are familiar with evidence-based knowledge and how to provide care for older persons.
Course Contents	• The relevant theories of gerontological nursing. Geriatric health assessment, safe care for the older person, palliative care and end-of-life care. Common mental disorders of the older person, memory disorders, common acute problems of the older person, geriatric syndrome nursing, cognitive characteristics of the older person in different geriatric nursing institutions. •Older people communication, humanistic care Common psychological problems of the older person and their psychological nursing skills. •Learning the basic knowledge of evidence-based nursing.
Course Material	Text books Related scientific articles Online material
Items of Assessment	Assignment, practical exam in labs, final exam
Student Workload in Hours	• Lectures 16h • Clinical practice 12h • Assignments 32h • Simulations 16h • Independent study 59h • Total (one ECTS credit equals 27 hours of student work)

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	Case study Lecture Simulation Group work Clinical practice
Work Placements	Living lab, Nursing home

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	**Outstanding (5 = 95-100):** Students master the relevant theories of gerontological nursing, palliative and end of life care. They show excellent ability to conduct health assessments. They can describe the common health problems in various situations. Students can accurately choose the methods of daily life care for older person. They demonstrate excellent ability in communicating with older person according to the situation. Students apply evidence based information in their work **Very good (4=85-94):** Students can explain the relevant theories of gerontological nursing. They show high ability to conducting health assessments and can describe common health problems. Students can choose methods of daily life care for older person, and demonstrate the daily care of older person. Students are able to show high ability in communicating with older person. Students use evidence-based nursing information in their work. **Good (3=75-84):** Students are familiar with the relevant theories of gerontological nursing, and show good ability to conduct health assessments and recognize the common health problems. Students can implement basic daily life care for older person according to the situation of older person, and can demonstrate the daily care of older person; Students are able to show good ability in communicating with older person. Students mostly use evidence-based nursing information in their work. **Fairly good (2=65-74):** Students can describe the relevant theories of gerontological nursing, and

	show ability to conduct health assessments and can name the common health problems. Students can implement basic daily life care for older person, and can fairly demonstrate the daily care of older person; Students can communicate with older person in basic situations. Students show ability to apply the evidence-based nursing information in their work. **Limited (1=60-64):** Students recognize the relevant theories of gerontological nursing, and can summarize health assessment theory and list the common health problems. Students have challenges in implementing basic daily life care for older person, and can demonstrate the daily care of older person supported. Students can communicate with older person supported. Students struggle to use evidence-based nursing information in their work. **Fail (0=Under 60 poor):** Students lack of the relevant theories of gerontological nursing, and ability to conduct health assessments and cannot solve the common health problems. Students cannot implement basic daily life care for older person according to the situation of older person, and can fairly demonstrate the daily care of older person. Lack of ability in communicating with older person. Students lack of the ability to apply the evidence-based nursing information in their work.
Grading scale	0-100

Course information
GENERAL INFORMATION

Course Unit Title	Health promotion in gerontological nursing
Course Unit Code	
Type of Course Unit Core Studies	Theory and practice
Recommended Year of Study and Semester	3rd year (5th Semester)
Prerequisites and co-requisites	Student master the fundamental gerontological nursing skills and some practical skills, students are familiar with basic statistics and research methods

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes Student What the student can do/know after the course	**Communication and collaboration:** Student can utilize evidence based techniques in communication, collaborate and deliver health promotion interventions in development of activities suitable for older people settings and diverse clients. **Health promotion:** -Identify early risk factors that can impact the functional ability of the older person and plan holistic and person-centered health promotion interventions - knows the health promotion framework, principles and key concepts. **Evidence-based nursing and lifelong learning:** -Student is able to use evidence-based information when planning and implementing health promotion interventions in a person-centered approach care planning.
Competences	• Communication and collaboration • Health promotion • Evidence based nursing and life-long learning
Course Contents	1. Trans-theoretical model of behavior(TTM) or Health belief model 2. Self -care 3.Short goal and long term goal setting method 4. Assessments (physical, psychological, social, Family relations) 5. Communication and collaboration Strategies: a) Improve the social support system b) Enhance the self-care awareness

	c) Establishing a partnership between health care and the older people
	 d) carry out community health education
	 Nutrition
	     a) Eat less and eat more, light, high quality protein, various type of foods, etc.
	 Healthy aging and life style
	     a) Moderate exercise, Quit smoking and drinking (trans-theoretical model of behavior),
	     b) Teaching the self-monitoring methods to the older people
	 Health education
	     a) The ability of assessment, communication, building good relationship, education ability, scale use, etc.
	 Communication
	     a) The ability of communication with older people and their family members,
	     b) The cooperation ability of doctors, nutritionists, and other fields staff.

Course Material	Text books Related scientific articles Online material
Items of Assessment	Person centered case analysis with role play presentation to other students Person centered health education practical exam
Student Workload in Hours	Total: 135 hours Lectures 24h Assignments 32h Clinical practice 20 hours Independent study 20h E-learning 15h Simulations 24h

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	Case study Role play PBL Clinical practice E-learning Simulations
Work Placements	Placement in Lab, visit patients in community or home setting

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	**5= 95-100 Outstanding** Student is able to explain fully the importance and differences in communicating with older persons in varied care settings. Student can plan and critically justify evidence based health promotion intervention for older person. **4=85-94 Very good** Student is able to explain mostly the importance and differences in communicating with older persons in varied care settings. Student can plan and interpret evidence based health promotion intervention for older person. **3=75-84 Good** Student is able to identify the importance and differences in communicating with older persons in varied care settings. Student can plan and explain evidence based health promotion intervention for older person. **2=65-74 Fairly good**

	Student recognize the importance and differences in communicating with older persons in varied care settings. Student can plan and partially justify evidence based health promotion intervention for older person. **1=60-64 Limited** Student struggles to recognize the importance and differences in communicating with older persons in varied care settings. Student can repeat a plan and state some evidence based health promotion intervention for older person. **0(Fail)=Under 60** Student cannot explain the importance and differences in communicating with older persons in varied care settings. Student is not able to plan and or justify evidence based health promotion intervention for older person.
Grading scale	

Course information
GENERAL INFORMATION

Course Unit Title	Home nursing and Rehabilitation in gerontological nursing
Course Unit Code	
Type of Course Unit Core Studies	Theory and placement
Recommended Year of Study and Semester	3rd year (5th Semester)
Prerequisites and co-requisites	Student masters the fundamental knowledge of gerontological care

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	**Gerontological care:** Students understand and apply nursing process (assesses, analysis and diagnosis, plans, implements and evaluates) the care for older persons with disabilities or chronic illnesses encounter a unique set of patient needs at specific situation (home, rehabilitation setting, hospice center, etc.) **Communication and collaboration:** Students are able to communicate with older persons at certain situation (home, rehabilitation setting, hospice center, etc.) **Professional behavior:** Student comprehends the ethical situations in older people care and is able to act within professional frameworks and legislation.
Competences	Gerontological care Communication and collaboration Evidence-based knowledge and critical thinking
Course Contents	Homecare, functional ability evaluation, medical rehabilitation plan: 1. Epidemiology of Aging, Disability, Frailty 2. Osteoporosis and Fragility Fractures 3. Fall Prevention & Intervention 4. Central Nervous System Disorders Affecting Mobility in Older Adults 5. Peripheral Nervous & Vascular Disorders Affecting Mobility in Older Adults 6. Arthritis and Joint Replacement 7. Pelvic floor dysfunction rehabilitation 8. Swallowing and Nutritional Issues in the Geriatric Population 9. Diagnosis and Rehabilitation of Hearing Disorders in the Older people 10. Principles of Rehabilitation in Musculoskeletal & Sports Injuries in Older Adults 11. Geriatric Psychiatric & Cognitive Disorders: Depression, Dementia, Delirium

	12. Exercise Recommendations for Older Adults for Prevention of Disability 13. Spine Disorders in Older Adults 14. Assistive Technology for Geriatric Population
Course Material	David X. Cifu Henry L. Lew Mooyeon Oh-Park. Geriatric Rehabilitation,1st Edition ISBN: 9780323544542, eBook ISBN: 9780323544559, 22nd January 2018
Items of Assessment	1. Complete the ADL nursing plan for older people, rehabilitation for each disability situation. 2. Complete the communication and collaboration with other members of the interdisciplinary team, and critical thinking during the case analysis. 3. Complete an inter-group evaluation
Student Workload in Hours	Total: 135 hours Lectures 24h Assignments 32h Simulations 24h Clinical practice 20h Independent study 20h E-learning 15h

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	Case study Role play PBL E-learning Simulations Clinical Practice
Work Placements	Placement in Lab, patients visiting at hospital

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	**5= 95-100 Outstanding** use of the knowledge of home and rehabilitation nursing process showing excellent ability to perform person-centered care plan. Student demonstrates excellent communication and collaboration skills with other professionals, patients and family members. Student show outstanding skills in reflecting on ethical and legal issues in home and rehabilitation care of the older people. **4=85-94 Very Good** use of the knowledge of home and rehabilitation nursing process showing high ability to perform person-centered care plan. Student demonstrates very good communication and collaboration skills with other professionals, patients and family members. Student can reflect very well on ethical and legal issues in home and rehabilitation care of the older people. **3=75-84 Good** use of the knowledge of home and rehabilitation nursing process showing good ability to perform person-centered care plan. Student demonstrates good communication and collaboration skills with other professionals, patients and family members. Student can reflect well on ethical and legal issues in home and rehabilitation care of the older people. **2=65-74 Fairly good** use of the knowledge of home and rehabilitation nursing process showing fairly good ability to perform person-centered care plan. Student demonstrates fairly good communication and collaboration skills with other professionals, patients and family members. Student can reflect fairly well on ethical and legal issues in home and rehabilitation care of the older people. **1=60-64 Limited** use of the knowledge of home and rehabilitation

	nursing process showing fair ability to perform person-centered care plan. Student demonstrates limited communication and collaboration skills with other professionals, patients and family members. Student can partly reflect on ethical and legal issues in home and rehabilitation care of the older people. **0 (Fail)=Under 60 Poor** use of the knowledge of home and rehabilitation nursing process showing lack of ability to perform person-centered care plan. Student demonstrates poor communication and collaboration skills with other professionals, patients and family members. Student cannot reflect on ethical and legal issues in home and rehabilitation care of the older people. Students fail to recognize varied ethical questions and being able to discuss of them, they are familiar with ethical and legal recommendations.
Grading scale	1.5 credits

Course information
GENERAL INFORMATION

Course Unit Title	Advanced Gerontological nursing
Course Unit Code	
Type of Course Unit Core Studies	Theory and practice
Recommended Year of Study and Semester	2nd year (4th Semester)
Prerequisites and co-requisites	Basic gerontological nursing knowledge, and basic skills in research
Course credits	5ECTS

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	**Gerontological care** • understand and apply advanced theory, nursing process and technology of gerontological care • master the knowledge and related to interventions of chronic diseases nursing for the older person • are able to implement older person centered holistic care ; **Organization and innovation** • understand the basic theories and methods of gerontological nursing management; **Evidence based nursing and life long learning** • are able to use evidence-based nursing methods to solve practical problems in gerontological nursing
Competences	•Gerontological care •Nursing leadership and innovation •Evidence based nursing and lifelong learning
Course Contents	• Chronic disease care for the older person • Commonly used drug care and hospice care for the older person; • The advanced- theory and technology of gerontological nursing; • The basic theory and method of gerontological nursing management; • The basic process and practice of evidence-based nursing ;
Course Material	Text books Related scientific articles Online material
Items of Assessment	Assignment, practical exam in labs, final exam
Student Workload in Hours	Total 135 hours • Lectures 16h • Clinical practice 12h • Assignments 32h • Simulations16h • Independent study 59h

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	Case study Lecture Group work Clinical practice
Work Placements	Living lab，Nursing home

HOW LEARNING WILL BE ASSESSED

Assessment Methods and Criteria	• 5=95-100 Outstanding: Student shows excellent ability in applying advanced theories, technologies, nursing process and interventions in gerontological nursing. They implement holistic older person centered care. Students are able to show excellent ability in demonstrating knowledge and methods of gerontological nursing management and in applying evidence-based nursing methods to solve practical problems in gerontological nursing. • 4=85-94 Very Good: Student shows high ability in applying advanced theories, technologies, nursing process and interventions in gerontological nursing. They demonstrate comprehensive implementation to older person's holistic care. They demonstrate many methods of gerontological nursing management and apply evidence-based nursing methods to solve practical problems in gerontological nursing. • 3=75-84 Good: Student demonstrates good ability in applying advanced knowledge, technologies, nursing process and interventions in gerontological nursing. They show good skills in implementation of older people´s holistic care. They understand methods of gerontological care management and apply the evidence-based nursing methods to solve practical problems in gerontological nursing. • 2=65-74 Fairly good Student has fair skills in applying advanced knowledge, technologies, nursing process and interventions in gerontological nursing. They recognize the basic theories and methods of gerontological care management and have some skills in applying the evidence-based nursing methods to solve practical problems in gerontological nursing. • 1=60-64 Limited Student can list issues of knowledge, technologies, nursing process and interventions in gerontological nursing. They recall the methods of gerontological care management. They lack skills in using evidence-based nursing methods in solving practical problems in gerontological nursing. • 0=Under 60 Fail Student lack the ability to apply the advanced knowledge, technologies, nursing process and interventions in gerontological nursing. They do not recognize the methods of gerontological care management. They do not use evidence based nursing methods in solving problems. te methods of gerontological care management
Grading scale	

Course information

GENERAL INFORMATION

Course Unit Title	Project in gerontological nursing
Course Unit Code	
Type of Course Unit Core Studies	Theory and Practice

Recommended Year of Study and Semester	4th semester, 2nd year (6th semester, 3rd year)
Prerequisites and co-requisites	Students master the basic knowledge and interventions of health care and health promotion for older person.
Course credits	4 credits

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	1.**Communication and collaboration** Student is capable of interaction with all stakeholders participating in the project by utilizing and sharing their expertise. Student understands the importance of multidisciplinary collaboration, and is able to implement multidisciplinary gerontological nursing through teamwork. 2.**Organisation of gerontological nursing care** Student applies project expertise and participates in project quality management and evaluation. They are able to evaluate the development of their teamwork. Student understands the importance of innovation, and is capable of utilizing creative methods to solve problems in person-centered project work. 3.**Evidence-based nursing and life-long learning** Student is able to utilize evidence-based thinking, innovative ideas, theories and methods to improve or implement an older people-related project. Student can utilize additional scientific literature independently, and is able to organize their own program material.
Competences	• Communication and collaboration • Organisation of gerontological nursing care • Evidence-based nursing and life-long learning
Course Contents	1. Project expertise and multi-professional teamwork 2. Project planning and implementation (including designing thinking and customer-oriented design tools) 3. Project management and evaluation 4. Practice of project in the field of GN (including 4 projects) 5. Deepening or broadening professional expertise
Course Material	Related textbooks Clinical typical cases Intelligent Cloud of Vocational Education (ICVE) online platform / Other online teaching platforms Related scientific articles
Items of Assessment	1. Complete an older people-related project, including literature review，selecting project content, formulating project implementation plans, implementing projects, and evaluating project implementation 2. Complete a project implementation report 3. Complete an inter-group evaluation
Student Workload in Hours	Total: 108 hours Lecture 20 hours Simulation 8 hours Independent work 80 hours

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	Active lectures Project work

Work Placements	Gerontological simulation ward or hospital gerontological department Living lab

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	**Assessment criteria**
	5= 95-100 Outstanding
	Student can fully demonstrate the knowledge of the roles and responsibilities of the members among the multidisciplinary team. They can comprehensively and professionally communicate and cooperate with all stakeholders participating in the project by utilizing and sharing their expertise. Student is outstanding in applying project expertise and participating in project quality management and evaluation. They can independently evaluate the develop their project´s teamwork and are outstanding in illustrating the challenges and positive experiences of the project. Student is outstanding in use of evidence-based thinking, innovative ideas, theories and methods to solve problems in older people-related projects，including developing, implementing and evaluating them. Student utilizes additional scientific literature independently and is outstanding in organizing their own program material.
	4=85-94 Very Good
	Student can partly demonstrate the knowledge of the roles and responsibilities of the members among the multidisciplinary team. They can comprehensively and professionally communicate and cooperate with all stakeholders participating in the project by utilizing and sharing their expertise. They are very good in applying project expertise and participating in project quality management and evaluation. They can independently evaluate the development of their project teamwork and are very good in illustrating the challenges and positive experiences of the project. Student is very good in use of evidence-based thinking, innovative ideas, theories and methods to solve problems in person-centered project work for older person，including developing, implementing and evaluating the project. Student utilizes additional scientific literature independently and is very good in organizing their own program material.
	3=75-84 Good
	Student can partly demonstrate the knowledge of the roles and responsibilities of the members among the multidisciplinary team. They demonstrate good professional skills in communicating and cooperating with all stakeholders participating in the project by utilizing and sharing their expertise. Student is good in applying project expertise and participating in project quality management and evaluation. They can evaluate the development of their project teamwork and are good in illustrating the challenges and positive experiences of the project. Student is good in use of evidence-based thinking, innovative ideas, theories and methods to solve problems in person-centered project work for older person，including developing, implementing and evaluating the project. Student is able to use additional scientific literature independently and is good in organizing their own program material.
	2=65-74 Satisfying
	Student can partly demonstrate the knowledge of the roles and responsibilities of the members among the multidisciplinary team, show satisfying professional skills in communicating and cooperating with all stakeholders participating in the project by utilizing and sharing their expertise. Student has reasonable skills in applying project expertise and participating in project quality management and evaluation. They can evaluate the development of their project teamwork and are satisfying in illustrating the challenges and positive experiences of the project. Student has reasonable skills in use of evidence-based thinking, innovative ideas, theories and methods to solve problems in person-centered project work for older person, including developing, implementing and evaluating the project. Student is able to use additional scientific literature and are has reasonable skills in organizing their own program material.
	1=60-64 Limited
	Student can understand the knowledge of the roles and responsibilities of the members among the multidisciplinary team. They have limited skills in using their expertise in communicating and cooperating with all stakeholders participating in the project. Student has low preparedness in applying project expertise and participating in project quality

	management and evaluation. They can explain the development of their project teamwork but are limited in illustrating the challenges and positive experiences of the project. Student has challenges in evidence-based thinking, innovative ideas, theories and methods to solve problems in person-centered project work for older person, including developing, implementing and evaluating the project. Student uses very little additional scientific literature and is limited in organizing their own program material. **Fail , Under 60** Student is able to repeat some knowledge of the roles and responsibilities of the members among the multidisciplinary team, but communicate and cooperate with all stakeholders participating in the project poorly. Student is poor in applying project expertise and in participating to project quality management and evaluation. They are unable to recall how to evaluate the development of his / her project teamwork. Student is poor in use of evidence-based thinking, innovative ideas, theories and methods to solve problems in person-centered project work for older person, including developing, implementing and evaluating the project. Student lacks skills in using additional scientific literature independently, and is unable to organize their own program material.
Grading scale	0-5

Course information
GENERAL INFORMATION

Course Unit Title	Clinical Practice in Gerontological Nursing
Course Unit Code	
Type of Course Unit Core Studies	Practice
Recommended Year of Study and Semester	6th semester (8th semester), 3rd year (4th year)
Prerequisites and co-requisites	Students master the basic knowledge and interventions of health care and health promotion for older person.
Course credits	6 credits

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	**Gerontological care** Student is able to apply holistic nursing for older persons (including assessing, analysing, planning, implementing and evaluating the care), by using evidence-based knowledge and critical thinking. **Communication and collaboration.** Student can communicate with older persons in a clear and effective way; collaborate with family members and informal caregivers, nursing colleagues and the multidisciplinary team during clinical practice. **Health promotion** Student implements health promotion interventions and interacts with clients by utilizing and sharing their expertise. Student can access and share information or resources with older persons, their families and caregivers. **Professional behaviour** Student shows professional attitude when in clinical practice in gerontological nursing and acts within professional frameworks and legislation.
Competences	- Gerontological care - Communication and collaboration - Health promotion - Professional behaviour

Course Contents	1.Healthy aging 2. Ethics and laws, nurses' quality and etiquette norms in nursing work 3. Nursing process, application of evidence-based nursing 4. Nutrition and diet for older persons, daily life care, and medication safety 5.Health care and promotion of common diseases and mental behavior problems of older persons 6. Health care and promotion for the older persons with dementia 7.Prevention of and response to the health care risks of older persons 8. Older people rehabilitation nursing, health management, and health education 9. Hospice care 10. Occupational safety protection
Course Material	Related textbooks Clinical typical cases Intelligent Cloud of Vocational Education (ICVE) online platform. Related scientific articles.
Items of Assessment	Complete one client's holistic care with plan under the guidance of the mentor and fulfill the nursing record. Case report Presentation Observation and communication Phased theory test
Student Workload in Hours	Total: 162 hours Clinical practice – 120 hours, Student independent work – 42 hours

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	Face-to-face mentoring Clinical practice Case study
Work Placements	Specialized gerontological ward in a hospital Nursing home

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	**5= 95-100 Outstanding** Student uses the knowledge of evidence-based nursing and nursing process comprehensively to perform person-centered nursing assessment, analyze health problems, develop and implement nursing interventions. They are able to present their own developmental ideas in practice. Student identifies the risks of health for the older people completely and propose correct countermeasures correspondingly. The documentation of nursing records is standard, comprehensive and correct, fully reflecting person-centered concept. Student is outstanding in forming strong positive professional relationships with older persons based on patient-centered communication, working effectively together with family members and informal caregivers, nursing colleagues and the multidisciplinary team for integrated care and support. Student can independently complete the health education about common diseases of the older people, and the contents of the health education are comprehensive and fully correct. Student shows an outstanding professional attitude when in clinical practice in gerontological nursing, and is able to fully act within professional frameworks and legislation. **4=85-94 Very Good** Student uses the knowledge of evidence-based nursing and nursing process very well to perform person-centered nursing assessment, analyze health problems, develop and implement nursing interventions. Student is able to identify the risks of health care for the

older people and propose correct countermeasures. The documentation of nursing records is standard, comprehensive and correct, reflecting person-centered concept. Student is very good in forming strong positive professional relationships with older persons based on patient-centered communication, working effectively together with family members and informal caregivers, nursing colleagues and the multidisciplinary team for integrated care and support. Student can independently complete the health education about common diseases of the older people, and most of the contents of the health education are comprehensive and correct. Student shows professional attitude when in clinical practice in gerontological nursing and is able to act within professional frameworks and legislation.

3=75-84 Good
Student is able to perform nursing assessment, analyze health problems, develop and implement nursing interventions. Student can identify the risks of health care for the older people and propose the basic countermeasures. The documentation of nursing records is standard, comprehensive and correct. Student can form positive professional relationships with older persons based on patient-centered communication, working together with family members and informal caregivers, nursing colleagues and the multidisciplinary team for integrated care and support. Student is able to complete the health education about common diseases of the older people, and the contents of the health education are correct but not comprehensive. Student shows professional attitude when in clinical practice in gerontological nursing is and able to act within professional frameworks and legislation.

2=65-74 Fairly good
Student can perform nursing assessment, analyze health problems, develop and implement nursing interventions. Student recognizes and understands the risks and risk prevention methods of health care for the older people. The documentation of nursing cases is standard, correct, but not comprehensive. Student has satisfying skills in forming professional relationships with older persons based on patient-centered communication, working together with family members and informal caregivers, nursing colleagues and the multidisciplinary team for integrated care and support. Student can partially complete health education about some common diseases of the older people, and the contents of the health education are almost correct. Student shows professional attitude when in clinical practice in gerontological nursing and is able to basically act within professional frameworks and legislation.

1=60-64 Limited
Student can partially perform nursing assessment, analyze health problems, develop and implement nursing interventions. Student is to recognize the risks and risk prevention methods of health care for the older people. The documentation of nursing cases is standard basically, correct, but not comprehensive. Student has limited skills in forming professional relationships with older persons based on patient-centered communication, working together with family members and informal caregivers, nursing colleagues and the multidisciplinary team for integrated care and support. Student can partially complete the health education about common diseases of the older people and most of the contents of the health education are correct. Student shows a basic professional attitude when in clinical practice in gerontological nursing and is able to act within professional frameworks and legislation.

0(Fail)=Under 60 Poor
Student has limited skills of nursing assessment, analyzing health problems, developing and implementing nursing interventions. Student recognize the risks of health care for the older people little. The documentation of nursing cases is not standard or correct. Student lacks skills in forming professional relationships with older persons based on patient-centered communication, working together with family members and informal caregivers, nursing colleagues and the multidisciplinary team for integrated care and support. Student can recite the contents of health education about common diseases of the older people. Student fails to show a basic professional attitude when in clinical practice in gerontological nursing and cannot act within professional frameworks and legislation.

Grading scale	0-5