

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>	
<b>Code:</b> Supp 6501	<b>Course title:</b> Elderly Health Problem <b>Year / Level:</b> 2020/2021-1 <sup>st</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing <b>Credit hour system</b>	<b>Number of teaching unit:</b> <b>Theoretical</b> <input type="text" value="2"/> <b>Practical</b> <input type="text" value="-"/>
<b>2- Course aim:</b>	This course aims to equip nursing student with basic principles of the age changes and its effect on health status among elderly, how pathological processes are manifested, progress in the body, primary and secondary effects.
<b>3- Intended learning outcomes (ILOs)</b>	
<b>A- Knowledge and understanding:</b>	a1- Identify normal physiological age related changes a2. Identify health disorders common among the elderly a3. Recognize appropriate knowledge required to make professional judgment on professional nursing practice. a4- Describe the etiology and mechanisms of different health diseases a5. Discuss the chronicity and prognosis of different health diseases a6- Explain the role of the nurse about care for the elderly.
<b>B-Intellectual skills:</b>	b1- Recognize common of elderly disease b2- Discuss the therapeutic interventions in nursing and make decisions based on scientific evidence. b3-Detect and Evaluate appropriate management of disease with aging
<b>C- Professional skills:</b>	C1- Apply the role of the nurse about care for the elderly.
<b>D- General skills</b>	d1- Utilize critical thinking process and problem solving skills in the management of elderly disease . d2- Communicate effectively with elderly.

<b>4- Course content</b>		<b>No. of Hours</b>	
<b>Topic</b>	<b>Lecture</b>	<b>Tutorial /Practical</b>	
Diabetes	2	-	
Arthritis	2	-	
Kideny and Bladder Problem	2	-	
Dementia and Depression	2	-	
Parkinson's disease	2	-	
Alzheimer disease	2	-	
Stroke	2	-	
Cardiovascular Disease	2	-	
Cancer	2	-	
Cataract and Glaucoma	2	-	
Chronic obstructive pulmonary disease (COPD)	2	-	
Hypothyroidism and Hyperthyroidism	3	-	
Prostate Disease	3	-	
<b>Total</b>	<b>28hrs</b>	<b>-</b>	
<b>5- Teaching and learning Methods</b>	1-Lecture 2-Discussion 3-Seminars		
<b>6- Teaching and learning methods for students with learning</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course</li> </ul>		

<b>difficulties:</b>	
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<b>7- Students' evaluation:</b>			
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam		
<b>b-Time</b>	<b>Assessment 1:</b> Final written examination by the end of the 15 weeks		
<b>c- Distribution of Marks/grads :</b>		<b>Mark</b>	<b>Percentage</b>
	Semester work	20 grade	20%
	Mid –Term Examination	20 grade	20%
	Final written Examination	60 grade	60%
	Total	100	100%
<b>8- List of references</b>			
<b>a- Course notes:</b>	<b>Complied course notes prepared by teaching staff</b>		
<b>b- Essential books:</b>	<ul style="list-style-type: none"> <li>• Susan M. Hillier and Georgia M. Barrow, Aging, The Individual &amp; Society (Cengage, 10th edition, 2019).</li> <li>• Linton A. introduction to medical surgical nursing. 4th ed., st. louis : saunders elsevir inc., 2017</li> </ul>		
<b>c- Recommended books:</b>	<ul style="list-style-type: none"> <li>• <b>Barbara</b> Logue. Home and Recreational Safety 2<sup>nd</sup> ed., Lippincott Company, 2018</li> </ul>		
<b>d- Periodicals, scientific journals, ...</b>	<ul style="list-style-type: none"> <li>• Gerontological nursing journal</li> </ul>		

**Teacher /teachers of the course**

No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>			
<b>Code:</b> Elect 6503	<b>Course title:</b> healthy Environment of older adult	<b>Year / Level:</b> 2020/2021-2 <sup>nd</sup> semester	
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit: Theoretical</b>		<b>Practical</b>
	2		-
<b>2- Course aim:</b>	At the end of this course the student will be able to identify the health environment for the elderly		
<b>3- Intended learning outcomes (ILOs)</b>			
<b>A- Knowledge and understanding:</b>	a1- Identifying the health environment for the elderly a2- List Current challenges in elderly environment a3- Explain purpose of environmental health of older adult a4- Identifying the environmental hazards a5. Discuss safety needs of elderly		
<b>B-Intellectual skills:</b>	b1.Demonstrate purpose of environmental health of older adult b2-Apply planning to prevent environmental hazards b3.Evaluate the effectiveness of services in meeting the needs of elderly in the environmental health services		
<b>C- Professional skills:</b>	c1.Apply planning to prevent environmental hazards		
<b>D- General skills</b>	d1- Apply the process of solving problems for the health. d2- Gather between critical thinking and problem solving. d3- Communicate effectively with elderly.		
<b>4- Course content</b>		<b>No. of Hours</b>	
<b>Topic</b>	<b>Lecture</b>	<b>Tutorial /Practical</b>	
Demographics about older population	3	-	
Environmental hazards	3	-	
Safety hazards for elderly	4	-	
Safety needs for elderly	4	-	
Traditional food quality	4	-	
Water and Air quality	4	-	
Challenge of environmental health	4	-	
Infection prevention and control	4	-	

**National Authority for Quality Assurance of Education and Accreditation**  
**Model 1<sup>2</sup>**

<b>Total</b>	30hrs	-													
<b>5- Teaching and learning Methods</b>	1-Lecture 2-Discussion 3-Seminars														
<b>6- Teaching and learning methods for students with learning difficulties:</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course</li> </ul>														
<b>7- Students' evaluation:</b>															
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam														
<b>b-Time</b>	Final written examination by the end of the 15 week														
<b>c- Distribution of Marks/grades</b>	<table border="0"> <tr> <td>Semester work</td> <td>20 grade</td> <td>20%</td> </tr> <tr> <td>Mid –Term Examination</td> <td>20 grade</td> <td>20%</td> </tr> <tr> <td>Final written Examination</td> <td>60 grade</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100</td> <td>100%</td> </tr> </table>			Semester work	20 grade	20%	Mid –Term Examination	20 grade	20%	Final written Examination	60 grade	60%	Total	100	100%
Semester work	20 grade	20%													
Mid –Term Examination	20 grade	20%													
Final written Examination	60 grade	60%													
Total	100	100%													
	<b>Mark</b>	<b>Percentage</b>													
<b>8- List of references</b>															
<b>a- Course notes:</b>	<b>Complied course notes prepared by teaching staff</b>														
<b>b- Essential books:</b>	- World Health Organization, US National Institute of Aging. Global health and aging. Bethesda, Maryland: National Institutes of Health; 2017 (NIH Publication no. 11-7737). 2. A strategy for active, healthy ageing and old age care in the Eastern Mediterranean Region – 2015.														
<b>c- Recommended books:</b>	Dietary change and traditional food system of indigenous people. kuhnelein, HV, and Receuver, O, 2015														
<b>d- Periodicals, scientific journals, ...</b>	Gerontological nursing journal														

Teacher /teachers of the course

Signatures

No student registered

**Head of the department :**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut University

**Faculty/ institute:** Faculty of Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
<b>Code:</b> Med6501	<b>Course title:</b> Geriatric Medicine	<b>Year / Level:</b> 2020-2021 2 <sup>nd</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching hours:</b> <b>Practical</b> <input type="text" value="----"/>	<b>Theoretical</b> <input type="text" value="2"/>

<b>2- Course aim:</b>	<b>By the end of the course, the post graduate diploma student will be able to:</b> Recognize the common chronic diseases encountered older adults in later life and provide the appropriate management for them.
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<b>3- Intended learning outcomes (ILOs)</b>	
<b>A- Knowledge and understanding:</b>	<b>By the end of the course, post graduate diploma student must be able to:</b> a.1 List normal age-related changes of aging affecting all body systems. a.2 Identify common chronic illness among elderly. a.3 Recognize a typical presentations of those chronic disease. a.4 Mention the group of drugs to treat these diseases.
<b>B-Intellectual skills:</b>	<b>By the end of the course, post graduate diploma student must be able to:</b> b.1 Interpret and compare the most important features of chronic illness among the elderly. b.2 Explain the different methods for management of diseases. b.3 Compare between normal age-related changes and abnormal changes in each body system.
<b>C- Professional skills:</b>	c1.Apply competent medical treatment and recommended investigations for common chronic disorders occurs in

	elderly.
<b>D- General skills</b>	<p><b>By end of the course, the post graduate diploma student must be able to:</b></p> <p>d1- Perform effective communication in team work.</p> <p>d2- Apply information technology to serve the management of chronic diseases.</p> <p>d3- Participate in a team and master time management</p>

<b>4- Course content:</b>		
<b>Topic</b>	<b>No.of Hours</b>	
	<b>Lecture</b>	<b>Tutorial /Practic</b>
Overview of Geriatric medicine	۴	----
Hypertension	۴	-----
Falls, osteoporosis and osteoarthritis	۴	-----
Diabetes mellitus	4	-----
Medications of elderly	4	-----
Stroke in elderly	3	-----
Respiratory system for elderly	4	-----
Dementia and confusion	۳	
Total	30hrs	-----
<b>5- Teaching and learning Methods</b>	1-Lecture 1- Discussion 2- Brain storming	
<b>6- Teaching and learning methods for students with learning difficulties:</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course</li> </ul>	
<b>7- Students' evaluation:</b>		
<b>a- Methods for evaluation</b>	1- Semester Work 3- Mid - term Examination 4- Oral exam 3 - written exam	

<b>b-Time</b>	<b>Final written examination</b> by the end of the...15.... week
<b>c- Distribution of Marks/grads :</b>	<b>Mark</b>
	Semester work 10 grade
	Midterm exam 10 grade
	Oral exam 20
	Final written Examination 60 grade
	Total 100
	<b>Percentage</b>

<b>8- List of references</b>	
<b>a- Course notes:</b>	Department course Note (lectures )
<b>b- Essential books: (Text Books)</b>	<ul style="list-style-type: none"> <li>• Barton, A.; Mulley, G. (2018). "History of the development of geriatric medicine in the UK". <i>Postgraduate Medical Journal</i>. 79 (930): 229–234.</li> <li>• Davidson D., 2017, comprehensive geriatric assessment 4ed , Lippincott</li> <li>• Nicholas C., Claire N., webster s., wilson k.j., (2014): Geriatric Medicine, eight edition</li> </ul>
<b>c- Recommended books:</b>	<ul style="list-style-type: none"> <li>• "A giant of geriatric medicine - Professor Bernard Isaacs (2019)". <i>British Geriatrics Society</i>. Retrieved 23 October 2019.</li> <li>• Richard J.Ham, (2014), Primary care geriatrics: A case based approach, 6<sup>th</sup> edition, library of congress cataloging</li> </ul>
<b>d- Periodicals, scientific journals, ...</b>	<ul style="list-style-type: none"> <li>• Public health and preventive medicine journals</li> <li>• Egyptian Knowledge bank</li> </ul>

**Teacher /teachers of the course**

No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut University

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**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

1-Course information					
Code: Nur٦٠٠١	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Course title: Gerontological Nursing</td> <td style="width: 33%;">Year / Level:2020-2021/ 2<sup>nd</sup> semester</td> </tr> </table>	Course title: Gerontological Nursing	Year / Level:2020-2021/ 2 <sup>nd</sup> semester		
Course title: Gerontological Nursing	Year / Level:2020-2021/ 2 <sup>nd</sup> semester				
Speciality: Diploma in Gerontological Nursing Credit hour system	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Number of teaching hours: Theoretical</td> <td style="width: 33%; text-align: center;">3</td> </tr> <tr> <td>Practical</td> <td style="text-align: center;">6</td> </tr> </table>	Number of teaching hours: Theoretical	3	Practical	6
Number of teaching hours: Theoretical	3				
Practical	6				
2- Course aims:	<p><b>By the end of the course ,the post graduate diploma student must be able to</b></p> <p>1-The student will be able to provide a holistic care either physical psychological or social for all older adult resided in different health care setting .</p> <p>2-Prepare a nurse able to participate and work with members of the health team.</p>				
3- Intended learning outcomes (ILOs)					
A- Knowledge and understanding:	<p><b>By the end of the course, the post graduate diploma student must be able to:</b></p> <p>a1- list the different assessment tools for common disorders in orthopedic urology ophthalmology and critical care units demographic</p> <p>a2-List aspects of aging.</p> <p>a3- Mention common disorders in orthopedic units and its management in older adults</p> <p>a4- Identify &amp;define aging.</p> <p>a5- Illustrate how to maintain the health of the elderly.</p> <p>a6 - Identify health disorders common among the elderly.</p> <p>a7- list community services for the elderly.</p> <p>a8- Recognize the factors that affect aging .</p> <p>a9- Explain the role of the nurse about care for the elderly.</p> <p>a10- Discuss theories of aging.</p> <p>a11- Explain physiological problems that occur with aging.</p> <p>a12- Recognize ethical principles to work with the elderly</p> <p>a13- Explain principles of effective communication</p> <p>a14- Identify common diseases encountered older patients in urology, neurology, ophthalmology and critical care units</p> <p>a15- Recognize the presentation of diseases for old age in different health care settings.</p>				
B- Intellectual skills:	<p><b>By the end of the course, students must be able to:</b></p> <p>b1- Discuss the nursing interventions and make decisions based on scientific evidence.</p>				

	<p><b>b2-</b> Evaluate health strategies for the elderly .</p> <p><b>b3-</b> Summarize indicators of health promotion.</p> <p><b>b4-</b> Compares the age related changes that occur to the elderly and conditions.</p> <p><b>b5-</b> Enumerate the principles of care provided to older adults suffering from different health disorders.</p> <p><b>b6-</b> State the rehabilitation modalities for older adults with orthopedic disorders or neurological disorders.</p>
<b>C- Professional skills:</b>	<p><b>By the end of the course post graduate diploma student be able to:</b></p> <p><b>c1-</b> Apply the physical examination for the elderly.</p> <p><b>c2-</b> Demonstrate the nutritional status of the elderly.</p> <p><b>c3-</b> Demonstrate breast self-examination .</p> <p><b>c4-</b>Apply methods of prevention of bed sores .</p> <p><b>c5-</b> Demonstrate care for (the feet and nails, dentures).</p> <p><b>c6-</b> Conduct communication with deaf person, visually impaired person and aphasic person.</p> <p><b>c7-</b>Apply the nursing process to provide comprehensive nursing care for the elderly.</p> <p><b>c8-</b> Examine older adults suffering from different health disorders.</p>
<b>D- General skills</b>	<p><b>By the end of the course, post graduate diploma student be able to:</b></p> <p><b>d1-</b> Utilize critical thinking process and problem solving skills in the care of elderly patients and their families.</p> <p><b>d2-</b> Communicate effectively with elderly.</p>

4- Course content:		No.of Hours		
Topic	Lecture	Tutorial /Practical		
Over view of geriatric nursing	2	1- Orthopedic section -Fractures ( neck of femur) and other fractures -Treatment modalities -Assessment of orthopedic patients	6	
Theories of aging	2			
Comprehensive Geriatric Assessment	2			
Communication with Older Adults	2			
Health Promotion of Geriatrics	2			
Ethical and legal concern	2			
Medications administration for elderly	2			
Digestive system in elderly	2	2- Urology unit	1	1
Musculoskeletal system of elderly	2			
Integumentary system of elderly	2			
Respiratory system of elderly	2			
Genitourinary system of elderly	2	3- ophthalmology section	1	1
Cardiovascular system of elderly	2			
Endocrine system of elderly	3			
Neurological system of elderly	3			
Sensory system of elderly	3			
Hematological system of elderly	2	4- Critical care	1	1
Immune system of elderly	2			
Psychosocial problems	2			
Safety needs for elderly	2			
End of life and palliative care	2	5- Rehabilitation	1	1
<b>Total =</b>	<b>45hrs</b>			<b>90 hrs.</b>

<p><b>5- Teaching and learning Methods</b></p>	<p>1 -Lectures (for acquisition of knowledge and intellectual skill outcomes).                  2 - Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course.                  3-Case Study.                  4-seminars.                  5-Group discussion.                  6- Role play</p>																		
<p><b>6- Teaching and learning methods for students with learning difficulties:</b></p>	<p>1- Extra teaching hours for theoretical or training hours                  2- Special classes outside the teaching schedule</p>																		
<p><b>7- Students' evaluation:</b></p>																			
<p><b>a- Methods for evaluation</b></p>	<p>1-Semester work as (Case study, Seminar and Quiz exam)                  2- Mid –Term Examination                  3 - Final Practical exam                  4- Final Oral examination                  5 - Final written exam</p>																		
<p><b>b-Time</b></p>	<p><b>Assessment 1:</b> Semester work through academic year.  <b>Assessment 2:</b> Final written examination by the end of the...15.... Week  <b>Assessment 3:</b> Final oral examination by the end of the...15..... Week</p>																		
<p><b>c-Distribution of Marks/grads :</b></p>	<table border="0"> <thead> <tr> <th></th> <th colspan="2" style="text-align: right;"><b>Mark</b></th> </tr> </thead> <tbody> <tr> <td>Semiester work</td> <td style="text-align: right;">25 grade</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Mid –Term Examination</td> <td style="text-align: right;">25 grade</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Final Practical exam</td> <td style="text-align: right;">50 grade</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final Oral examination</td> <td style="text-align: right;">50 grade</td> <td style="text-align: right;">20%</td> </tr> <tr> <td colspan="3" style="text-align: right;"><b>Percentage</b></td> </tr> </tbody> </table>		<b>Mark</b>		Semiester work	25 grade	10%	Mid –Term Examination	25 grade	10%	Final Practical exam	50 grade	20%	Final Oral examination	50 grade	20%	<b>Percentage</b>		
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Mid –Term Examination	25 grade	10%																	
Final Practical exam	50 grade	20%																	
Final Oral examination	50 grade	20%																	
<b>Percentage</b>																			

	Final written Examination	100 grade	40%
	Total	250	100%
<b>8- List of references</b>			
<b>a- Course notes:</b>	<b>Complied course notes prepared by teaching staff</b>		
<b>b- Essential books: (Text Books)</b>	<ul style="list-style-type: none"> <li>• <b>Miller C. A., (٢٠١٨):</b> Nursing for Wellness in Older Adult,<sup>٨<sup>th</sup></sup> edition, Lippincott Williams &amp; Wilkins</li> <li>• <b>Susan &amp; Duck (2016);</b> Nursing care for older adults</li> <li>• <b>Mauk, K L;(2017);</b>Gerontological Nursing Competencies for care 3<sup>rd</sup> edition</li> </ul>		
<b>c- Recommended books:</b>	<ul style="list-style-type: none"> <li>• <b>Charlotte eliopoulos,(2018),</b> Gerontological nursing,9th edition, lippincott Williams&amp;wikins</li> </ul>		
<b>d- Periodicals, scientific journals, ...</b>	Gerontological nursing journal		

**Teacher /teachers of the course**

**Signatures**

No student registered

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

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**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
<b>Code:</b> Supp6504	<b>Course title:</b> Health Education for elderly	<b>Year / Level:</b> 2020-2021/ 1 <sup>st</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching hours:</b> <b>Theoretical</b> <input type="text" value="2"/> <b>Practical</b> <input type="text" value="-----"/>	
<b>2- Course aim:</b>	<b><i>By the end of the course, students will be able to:</i></b> Acquire knowledge related to older adults, teaching that enable them to be a health education model for older adults in different health care settings .	
<b>3- Intended learning outcomes (ILOs)</b>		
<b>A- Knowledge and understanding:</b>	<b>By the end of the course, the post graduate student will be able to:</b> <b>a1-</b> Identify health education and related terminology.	

	<p>a2- Describe the evolution of the health education concept.</p> <p>a3- Explain the philosophy, goal, and approaches of health education.</p> <p>a4- List the objectives of health education.</p> <p>a5- Recognize the different scopes, areas of health education.</p> <p>a6- Explain the three types of learning domains.</p> <p>a7- Recall the phases of the teaching-learning process.</p> <p>a8- Identify the principles of teaching for older adults</p> <p>a9- List factors hindering teaching- learning process for older adults and measures to overcome</p> <p>a10- mention the characteristics of educational environment for older adults.</p>
<b>B-Intellectual skills:</b>	<p><b>By the end of the course, the post graduate student must be able to:</b></p> <p>b1- Conclude the concepts of health promotion &amp; levels of prevention</p> <p>b2-Differentiate between the three identified learning theories</p> <p>b3- Classify the principles of H.E</p> <p>b4- Compare the H.E. process to the nursing process</p> <p>b5- Summarize barriers and factors affecting H.E process</p> <p>b6- Construct the environment that is suitable for teaching older adults.</p> <p>b7- Differentiate between learning and teaching.</p>
<b>C- Professional skills:</b>	<p>c1-Apply the phases of the teaching-learning process.</p> <p>c2- Apply lesson plan for teaching older adults.</p>
<b>D- General skills</b>	<p><b>By the end of the course, the post graduate student must be able to:</b></p> <p>d1-Apply information technology to serve the development of the nursing profession.</p> <p>d2- Communicate effectively.</p> <p>d3- Participate in a team and master time management.</p> <p>d4- Provide required counseling for older adults.</p>

<b>4- Course content:</b>		<b>No.of Hours</b>	
<b>Topic</b>	<b>Lecture</b>	<b>Tutorial /Practical</b>	
Overview of health education for elderly	3		-----
Characteristics of an Effective Health Education	3		-----
Health Educational Models according to Age related changes	3		-----
Health education with group	3		----
Methods of health education	3		----
Counseling for elderly	3		-----
Health education for older adults suffering from visual and hearing problems	3		----
Nursing informatics and information technology	3		----
Distance and traditional health education	2		
Health literacy for elderly	2		
Total	28		
<b>5- Teaching and learning Methods</b>	1-Discussion    2- Seminars    3-Lecture		
<b>6- Teaching and learning methods for students with learning difficulties:</b>	1- Special classes outside the teaching schedule 2- Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course. 3-Extra teaching hours		
<b>7- Students' evaluation:</b>			
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam		
<b>b-Time</b>	Assessment 1: Final written examination by the end of the...14.... week		
<b>c- Distribution of Marks/grads :</b>	<b>Percentage</b>	<b>Mark</b>	

	Semester work	20 grade	20%
	Mid –Term Examination	20 grade	20%
	Final written Examination	60 grade	60%
	Total	100	100%

<b>8- List of references</b>	
<b>a- Course notes:</b>	<b>Department course Note (lectures)</b>
<b>b- Essential books:</b> (Text Books)	<ul style="list-style-type: none"> <li>• Bastable SB.(2013) Nurse as Educator: Principles of Teaching and Learning for Nursing Practice. 4th ed. Burlington, MA: Jones and Bartlett.</li> </ul>
<b>c-Recommended books:</b>	<ul style="list-style-type: none"> <li>• McKenzie, J., Neiger, B., Thackeray, R. (2016). Planning, Implementing, &amp; Evaluating Health Promotion Programs. 7th edition. San Francisco, CA: Pearson Education, Inc.</li> </ul>
<b>d- Periodicals, scientific journals, ...</b>	<ul style="list-style-type: none"> <li>• Geriatric health education journal</li> </ul>

**Teacher /teachers of the course**

**Signatures**

No student registered

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut University

**Faculty/ institute:** Faculty of Nursing

**Department:** Gerontological Nursing Department

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
<b>Code:</b> Supp6507	<b>Course title:</b> Geriatric nutrition	<b>Year / Level:</b> 2020-2021/ 2 <sup>nd</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching hours:</b> <b>Theoretical</b> <input type="text" value="2"/> <b>Practical</b> <input type="text" value="-----"/>	

<b>2- Course aim:</b>	<b>By the end of the course, post graduate diploma student will be able to:</b> Provide an estimate the daily nutritional requirement for healthy older
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	adult and those suffering from chronic diseases.
<b>3- Intended learning outcomes (ILOs)</b>	
<b>A- Knowledge and understanding</b>	<p><b>By the end of the course, post graduate student will be able to:</b></p> <p>a1-Recognize the importance of using nutrition in health promotion and disease prevention.</p> <p>a 2-List the cultural, social and psychological factors that influence food t</p> <p>a 3-Explain common problems in the nutritional status of elderly</p> <p>a4- Recognize the major areas of nutritional assessment and factors. that influence dietary patterns.</p>
<b>B- Intellectual skills:</b>	<p><b>By the end of the course, post graduate student must be able to:</b></p> <p>b1 -Summarize the major areas of nutritional assessment and functions that influence dietary patterns..</p> <p>b2- Select own values in relation to specific health care issues related to nutritional needs..</p> <p>b3- Explain the nursing process as an approach for presenting the health problems that affect the nutritional status of older adults.</p> <p>b4- Summarize methods for controlling body weight</p> <p>b5- Organize the calories content of foods based on their daily requirement</p> <p>b6- Estimate the daily nutritional requirement for older adults.</p> <p>b7-Mention the common nutritional problems encountered older adults in later life.</p>
<b>C- Professional skills:</b>	c1- Design diet planning for older adults with different nutritional problems.

<b>D- General skills</b>	<p><b>By the end of the course, post graduate student must be able to:</b></p> <p><b>d1-</b> Apply the process of solving problems related to nutrition</p> <p><b>d2-</b> Communicate effectively with elderly.</p>
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<b>4- Course content:</b>		
<b>Topic</b>	<b>NO .of hours</b>	
	<b>Lecture</b>	<b>Tutori</b>

		<b>Practical</b>	
Overview of Nutrition	3	---	
Nutrition for elderly patients with GIT diseases	3	----	
Nutrition for elderly patients with respiratory diseases	3	---	
Nutrition for elderly patients with cardiovascular diseases	3	----	
Nutrition for elderly patients with musculoskeletal diseases	3	---	
Nutrition for elderly patients with neurological diseases	3	----	
Nutrition for elderly patients with renal diseases	2	---	
Nutrition for elderly patients with diabetic diseases	2	----	
Nutrition problems ( obesity- underweight- cachexia)	2	---	
Nutrition for elderly patients with Anemia	2	----	
Fluids and electrolyte balance	2	---	
Enteral and Parenteral Nutrition in Elderly	2	----	
<b>Total</b>	<b>30 hrs.</b>		
<b>5- Teaching and learning Methods</b>	1. Lectures 2. Group discussion		
<b>6-Teaching and learning methods for students with learning difficulties:</b>	1- Special classes outside the teaching schedule 2- Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course. 3-Extra teaching hours .		
<b>7- Students' evaluation:</b>			
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam		
<b>b-Time</b>	Final written examination by the end of the 15 week		

<b>c- Distribution of Marks/grads :</b>	<b>Mark</b>	<b>Percentage</b>
Semester work	20 grade	20%
Mid –Term Examination	20 grade	20%
Final written Examination	60 grade	60%
Total	100	100%
<b>8- List of references</b>		
<b>a- Course notes:</b>	Nutrition for elderly	
<b>b- Essential books: (Text Books)</b>	<ul style="list-style-type: none"> <li>• Miller C. A., (٢٠١٨): Nursing for Wellness in Older Adult,<sup>٨</sup>th edition, Lippincott Williams &amp; Wilkins</li> <li>• Lyman, B. (2016). A psychology of food: More than a matter of taste. New York: Van Nostrand Reinhold Co.</li> <li>• Tabloski A. P., and Connell F. W., (2013); “nutrition and health”, Gerontological nursing, 1st edition, Pearson Prentice Hall Mexico, P.p 41:48.</li> </ul>	
<b>c- Recommended books:</b>	<ul style="list-style-type: none"> <li>• EUFIC. "European Food Information Council Review". Eufic.org. Retrieved 2020.</li> <li>• Department of Health and Human Services. Healthy People 2015, 2nd ed. Government Printing Office;, Washington, DC.US</li> <li>• Department of Health and Human Services. Healthy People 2014, 2nd ed. Government Printing Office;, Washington, DC. US</li> </ul>	
<b>d- Periodicals, scientific journals, ...</b>	<ul style="list-style-type: none"> <li>• Geriatric Nutrition Journal</li> </ul>	

**Teacher /teachers of the course**

No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>			
<b>Code:</b> Supp 6502	<b>Course title:</b> Basic Needs for Elderly	<b>Year / Level:</b> 2020/2021-1 <sup>st</sup> semester	
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit: Theoretical</b> <span style="border: 1px solid black; padding: 2px;">2</span>		
<b>2- Course aim:</b>	At the end of this course the student will be able to identify the basic needs for older adult and how fulfil this needs.		
<b>3- Intended learning outcomes (ILOs)</b>			
<b>A- Knowledge and understanding:</b>	a1- list the needs of older people a2- Identify how meeting the needs of older people a3- Discuss physical, emotional, social needs for elderly and its component a4- List health and social care services to meet the needs of older people		
<b>B-Intellectual skills:</b>	b1- Analyze how integrated health, social care meet service user groups' needs: b2- Evaluate the effectiveness of services in meeting the needs of service users		
<b>C- Professional skills:</b>	C10 Apply health and social care services to meet the needs of older people		
<b>D- General skills</b>	<b>By the end of the course, post graduatediploma nurse must be able to:</b> <b>d1-</b> Apply the process of solving problems for the health <b>d2-</b> Compare between critical thinking and problem solving <b>d3-</b> Communicate effectively with elderly.		
<b>4- Course content</b>		<b>No. of Hours</b>	
<b>Topic</b>	<b>Lecture</b>	<b>Tutorial /Practical</b>	
Basic needs of older adult	3	-	
Physical Needs of elderly	3	-	
Intellectual Needs of elderly	3	-	
Social Needs of elderly	3	-	
Emotional Needs of elderly	4	-	
Self-actualization	4	-	
Activity and Exercise	4		
Social Care Service and elderly basic needs	4	-	
<b>Total</b>	28hrs	-	

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<b>5- Teaching and learning Methods</b>	<p>1-Lecture</p> <p>2-Discussion</p> <p>3-Seminars</p>															
<b>6- Teaching and learning methods for students with learning difficulties:</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course</li> </ul>															
<b>7- Students' evaluation:</b>																
<b>a- Methods for evaluation</b>	<p>1- Semester Work</p> <p>2- Mid - term Examination</p> <p>3 - written exam</p>															
<b>b-Time</b>	Final written examination by the end of the 15 week															
<b>c- Distribution of Marks/grads :</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;"><b>Mark</b></th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Semester work</td> <td style="text-align: center;">20 grade</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Mid –Term Examination</td> <td style="text-align: center;">20 grade</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Final written Examination</td> <td style="text-align: center;">60 grade</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p><b>Percentage</b></p>		<b>Mark</b>		Semester work	20 grade	20%	Mid –Term Examination	20 grade	20%	Final written Examination	60 grade	60%	Total	100	100%
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Final written Examination	60 grade	60%														
Total	100	100%														
<b>8- List of references</b>																
<b>a- Course notes:</b>	<b>Complied course notes prepared by teaching staff</b>															
<b>b- Essential books:</b>	<p>- Laura E. Berk, Development Through the Lifespan, (Allyn &amp; Bacon, 2018).</p> <p>- Haq, R. 2016. “Life Satisfaction and Basic Needs among Elderly People in Pakistan: Evidence from the PSES Data,” The Pakistan Development Review 51 (4): 536–537, Stable URL: <a href="http://www.jstor.org/stable/23734783">http://www.jstor.org/stable/23734783</a>.</p> <p>- Mabuza, E., M. Poggenpoel, and C. Myburgh. 2015. “Perceived Basic Needs and Resource for the Elderly in the Peri-urban and Rural Communities in the Hhohho Region in Swaziland,” Curationis 33 (1): 23–32, <a href="http://hdl.handle.net/10520/EJC135401">http://hdl.handle.net/10520/EJC135401</a>.</p>															
<b>c- Recommended books:</b>	Melvin A. Kimble, Susan H. McFadden, James W. Ellor, eds., Aging, Spirituality, and Religion: A Handbook, Vol 1 (Fortress, 2019),.															

d- Periodicals, scientific journals, ...	Gerontological nursing journal
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**Teacher /teachers of the course**

**Signatures**

No student registered

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>	
<b>Code:</b> Supp 6506	<b>Course title:</b> New trends in gerontological nursing
	<b>Year / Level:</b> 2020/2021-1 <sup>st</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit:</b> <b>Theoretical</b> <span style="border: 1px solid black; padding: 2px;">2</span> <b>Practical</b> <span style="border: 1px solid black; padding: 2px;">-</span>
<b>2- Course aim:</b>	<b>At the end of this course the student will be able to</b> Improve their overall knowledge and practical skills about new issues and trends in gerontological nursing..
<b>3- Intended learning outcomes (ILOs)</b>	
<b>A- Knowledge and understanding :</b>	a1- Identify new trends in gerontological nursing practice. a2- Discuss Complementary therapy in elderly. a3- Describe current and future trends in gerontological nursing. a4- Clarify principles of quality improvement in Gerontological nursing practice. a5- Discuss the impact of applying quality improvement strategies on performance of Gerontological nurses in field practice. a6-. Recognize basic terminology related to nursing & allied sciences. a7- Discuss health promotion activity of elderly person a8- Explain successful aging and quality improvement of aging. a9- Discuss Gerontological nursing challenges in the future.
<b>B-Intellectual skills:</b>	b1- Recognize evidence based practice and future trends. b2-Analyze new Issues and trends in gerontological nursing practice. b3- Evaluate challenges of professional practice in both academic

	and practice fields. b4- Design performance improvement and staff development plan for Gerontological nursing in both academic and practice fields. b5- Decides actions for educational problems by using evidence based practice approach.
<b>C- Professional skills:</b>	C1.Apply evidence based practice in gerontological nursing
<b>D- General skills</b>	d1- Use information technology in academic and practice fields. d2- Upgrades their knowledge and skills as essential for lifelong learning. d3- Apply the concept of continuous learning in professional practice.

<b>4- Course content</b>		<b>No. of Hours</b>	
<b>Topic</b>	<b>Lecture</b>	<b>Tutorial /Practical</b>	
Current and future trends in gerontological nursing	4	-	
Evidence based practice in gerontological nursing	4	-	
Successful aging	4	-	
Quality improvement in gerontological nursing	4	-	
Gerontological nurse challenges in the future	4	-	
End of life issues	4	-	
Complementary therapy	4	-	
<b>Total</b>	28hrs	-	
<b>5- Teaching and learning Methods</b>	1-Lecture 2-Discussion 3-Seminars		
<b>6- Teaching and learning methods</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course</li> </ul>		

<b>for students with learning difficulties:</b>																										
<b>7- Students' evaluation:</b>																										
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam																									
<b>b-Time</b>	Final written examination by the end of the 15 week																									
<b>c- Distribution of Marks/grades :</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%; text-align: center;">Mark</th> <th style="width: 15%; text-align: center;">Percentage</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Semester work</td> <td></td> <td>20 grade</td> <td>20%</td> <td></td> </tr> <tr> <td>Mid –Term Examination</td> <td></td> <td>20 grade</td> <td>20%</td> <td></td> </tr> <tr> <td>Final written Examination</td> <td></td> <td>60 grade</td> <td>60%</td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>100</td> <td>100%</td> <td></td> </tr> </tbody> </table>		Mark	Percentage			Semester work		20 grade	20%		Mid –Term Examination		20 grade	20%		Final written Examination		60 grade	60%		Total		100	100%	
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Final written Examination		60 grade	60%																							
Total		100	100%																							

<b>8- List of references</b>	
<b>a- Course notes:</b>	<b>Complied course notes prepared by teaching staff</b>
<b>b- Essential books:</b>	<ul style="list-style-type: none"> <li>- Eliopoulos, Charlotte (2018). Gerontological Nursing. 428 East Preston Street Baltimore, Lippincott Williams &amp; Wilkins.</li> <li>- Knodel L., (2016): Nurse to Nurse, Nursing Management, second edition</li> </ul>
<b>c- Recommended books:</b>	- "Gerontological Advanced Practice Nurses Association (GAPNA)". www.gapna.org. 2017-05-19. Retrieved 2017-11-24.
<b>d- Periodicals , scientific journals, ...</b>	- Gerontological nursing journal

**Teacher /teachers of the course**  
 No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
<b>Code:</b> Supp 6505	<b>Course title:</b> Administration and assessment of older adult special services	<b>Year / Level:</b> 2020/2021 1 <sup>nd</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit:</b> <b>Theoretical</b> <input type="text" value="2"/> <b>Practical</b> <input type="text" value="-"/>	
<b>2- Course aims:</b>	<ul style="list-style-type: none"> <li>• To enable candidates update nursing knowledge as well as clinical experience and competence in the area of critical elderly care &amp; dealing with emergent cases in emergency unit.</li> <li>• Provide candidates with fundamental knowledge in elderly critical care unit as regards; dealing with seniors critically ill patients, ICU equipments, techniques, indications, contraindications and training skills of different critical care techniques.</li> </ul>	
<b>3- Intended learning outcomes (ILOs)</b>		
<b>A- Knowledge and understanding:</b>	a.1- Explain age related responsibilities in relation to the prevention and control of infection. a.2- Recognize needs for palliative care support among older adult. a.3- List steps of basic component regarding communication when dealing with older adult suffering from several impairments. a.4- Explain disability prevention for older adults.	
<b>B-Intellectual skills:</b>	b.1– Summarize strategies for preventing disability and enhancing health promotion. b.2- Organize health strategies for the elderly . b.3- Conclude patients regarding behavior change and chronic disease management.	
<b>C- Professional skills:</b>	C.1- apply health strategies for disability prevention.	

<b>D- General skills</b>	d.1- Apply the process of solving problems for the health. d.2 - Communicate effectively with elderly
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**4- Course content:-**

Topic	No. of Hours		Tutorial / Practical
	Lecture	Practical	
Infection Control and Prevention	8	-	-
Palliative Care Support	8	-	-
Safety and Health needs for elderly	6	-	-
Disability prevention	6	-	-
<b>Total</b>	28	-	-

<b>5- Teaching and learning Methods</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Case Study</li> <li>• Seminars</li> <li>• Problem Solving</li> </ul>
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<b>6- Teaching and learning methods for students with learning difficulties:</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course.</li> </ul>
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**7- Students' evaluation:**

<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam
<b>b-Time</b>	Final written examination by the end of the 15 week

c- distribution of Marks/grads :		Mark	Percentage
	Semester work	20 grade	20%
	Mid –Term Examination	20 grade	20%
	Final written Examination	60 grade	60%
	Total	100	100%

8- List of references	
a- Course notes:	Complied course notes prepared by teaching staff
b- Essential books:	• <b>Sadock B &amp; Sadock V (2017):</b> Kaplan & sadock’s Comprehensive Textbook, 7th ed. Philadelphia: Lippincott Williams & Wilkins
c- Recommended books:	• <b>Wellness for older adult(2019)</b>
d- Periodicals, scientific journals, ...	Gerontological nursing journal

**Teacher /teachers of the course**

**Signatures**

No student registered

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

1-Course information		
<b>Code:</b> Elect 6501	<b>Course title:</b> Home Care of Elderly	<b>Year / Level:</b> 2020/2021-1 <sup>nd</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit:</b> <b>Theoretical</b> <b>Practical</b>	2

<b>2- Course aim:</b>	At the end of this course the student will be able to identify the home health care for the elderly and its relationship with primary health care services
<b>3- Intended learning outcomes (ILOs)</b>	
<b>A- Knowledge and understanding:</b>	<p>a1- Identify the home health care for the elderly and its relationship with primary health care services</p> <p>a2- Discuss current challenges in elderly health services</p> <p>a3- List services that can be offered in home settings</p> <p>a4- Identify benefits and cost-effectiveness of home health care</p> <p>a5. Clarify infection prevention and control, and patient safety, in home health care</p> <p>a6. Identify the role of gerontological nurse in the home health care for the elderly</p>
<b>B- Intellectual skills:</b>	<p>b1. Demonstrate problem solving technique common clinical situation related medical emergency</p> <p>b2- Evaluate the effectiveness of services in meeting the needs of elderly in the home</p>
<b>C- Professional skills:</b>	c1-Apply planning about who can provide home health care
<b>D- General skills</b>	<p>d1-Utilize critical thinking process and problem solving skills in the care of elderly at the home</p> <p>d2- Communicate effectively with elderly.</p>

4- Course content	No. of Hours		
	Lecture	Tutorial /Practical	
Introduction of home care for elderly	ξ	-	
Current challenges in elderly health services	ξ	-	
Primary care and home health care for the elderly	ξ	-	

primary health care service	2	-	
Medicare and Medicaid in home health care	٢		
Infection prevention and control, and patient safety, in home health care	2	-	
home health care programme	2	-	
Training needs and home health care	4	-	
Trends in the home health care of the elderly	٤	-	
<b>Total</b>	٢٨hrs	-	
<b>5- Teaching and learning Methods</b>			
	1-Lecture 2-Discussion 3-Seminars		
<b>6- Teaching and learning methods for students with learning difficulties:</b>			
	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course.</li> </ul>		
<b>7- Students' evaluation:</b>			
<b>a- Methods for evaluation</b>			
	1- Semester Work 2- Mid - term Examination 3 - written exam		
<b>b-Time</b>			
	Final written examination by the end of the 15 week		
<b>c- Distribution of Marks/grads :</b>			
	<b>Mark</b>	<b>Percentage</b>	
	Semester work	20 grade	20%
	Mid –Term Examination	20 grade	20%
	Final written Examination	60 grade	60%
	Total	100	100%
<b>8- List of references</b>			
<b>a- Course notes:</b>			
	<b>Complied course notes prepared by teaching staff</b>		
<b>b- Essential</b>			
	- World Health Organization, US National Institute of Aging. Global		

<b>books:</b>	health and aging. Bethesda, Maryland: National Institutes of Health; 2017 (NIH Publication no. 11-7737). - A strategy for active, healthy ageing and old age care in the Eastern Mediterranean Region – 2015.
<b>c- Recommend ed books:</b>	<ul style="list-style-type: none"> <li>Barbara Logue. Home and Recreational Safety 2<sup>nd</sup> ed., Lippincott Company, 2018</li> </ul>
<b>d- Periodicals, scientific journals, ...</b>	Gerontological nursing journal

**Teacher /teachers of the course**

No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut

**Faculty/ institute:** Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
<b>Code:</b> Med 6503	<b>Course title:</b> Geriatric disease Pathophysiology	<b>Year / Level:</b> 2020/2021-2 <sup>nd</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit:</b> <b>Theoretical</b>	<b>Practical</b>
	2	-
<b>2- Course aim:</b>	This course aims to equip nursing student with basic principles of the clinical pathology of elderly, how pathological processes are manifested, progress in the body, and primary and secondary effects.	
<b>3- Intended learning outcomes (ILOs)</b>		
<b>A- Knowledge and understanding:</b>	a1- Identify normal physiological aging a2-Describe the etiology and mechanisms of different health diseases a3. discuss the chronicity and prognosis of different health diseases a4.List the principles of general and specific pathological conditions	

<b>B-Intellectual skills:</b>	b1- Recognize pathophysiology of elderly disease b2-Analyze the different pathophysiological disease with aging b3-Detect and Evaluate appropriate management of pathophysiological disease with aging
<b>C- Professional skills:</b>	c1.Apply appropriate management of pathophysiological disease with aging
<b>D- General skills</b>	<b>d1</b> -Utilize critical thinking process and problem solving skills in the care of elderly at the home <b>d2</b> - Communicate effectively with elderly.

4- Course content	No. of Hours		
	Lecture	Tutorial /Practical	
Physiological Aging and Pathophysiological Aging	4	-	
Pathophysiology diseases among elderly	4	-	
Diabetes	4	-	
Arthritis	3	-	
Kideny and Bladder Problem	3	-	
Dementia	2	-	
Parkinsons disease	2	-	
Stroke	2	-	
Heart Failure	3	-	
Cancer	3	-	
<b>Total</b>	30hrs	-	
<b>5- Teaching and learning Methods</b>	1-Lecture 2-Discussion 3-Seminars		
<b>6- Teaching and</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> </ul>		

<b>learning methods for students with learning difficulties:</b>	<ul style="list-style-type: none"> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course</li> </ul>															
<b>7- Students' evaluation:</b>																
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam															
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<b>b- Essential books:</b>	-Thames, Dianne (2019). "Mary Opal Wolanin: A life worth living ... A life of giving, 1 <sup>st</sup> ed Vol 2". Mosby  -Linton A. introduction to medical surgical nursing. 4th ed., st. louis : saunders elsevir inc., 2017															
<b>c- Recommended books:</b>	- Ebersole, Priscilla (2018). Geriatric Nursing text book 6 <sup>th</sup> ed Lippincott															
<b>d- Periodicals, scientific journals, ...</b>	Gerontological nursing journal															

**Teacher /teachers of the course**

No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

University / Academy : Assuit University

Faculty / Institute : Faculty of Nursing

Department : Gerontological Nursing

**Program Specification**  
**Diploma in Gerontological nursing**  
**2020-2021**

**A- Basic Information**

- 1- **Program Title:** Diploma in Internal Gerontological Nursing.
- 2- **Program Type:**  Single  Multiple  Double
- 3- **Department(s):** Gerontological Nursing Department
- 4- **Date:** 1/2021
- 5- **Coordinator:** Dr/ Hanan Abd Allah
- 6- **External Evaluator** Prof. Dr/ Hanaa Shafik Ibrahim
- 7- **Date of Last revision:** 1/2021

**B- Specific Information:**

(

**B- Professional Information:**

**Program aims: Post graduate professional nurse must be able to:**

- 1- Recognize the ongoing problems and vision in the gerontological nursing.
- 2- Identify professional problems and find solutions to them.
- 3- Master professional skills of gerontological nursing.
- 4- Design appropriate technological facilities to serve the area of gerontological nursing.
- 5- Master the basics and methodologies of scientific research and use its different instruments.
- 6- Apply analytical method and its use in gerontological nursing.
- 7- Apply quality approach and its use in gerontological nursing.
- 8- Apply specialized knowledge, in the area of gerontological nursing.
- 9- Select effective communication and has the ability to lead a term.
- 10- Make decision in the field of gerontological nursing.
- 11- Identify his role in community development and environmental safety.
- 12- Explain commitment to integrity and credibility of the rules nursing profession.
- 13- Self-development scientifically and professionally
- 14- Apply evidence based nursing in gerontological field to care for healthy and ill older adults resided either in their homes or in community services.

**1- Intended Learning Outcomes (ILOs)**

**a-Knowledge and Understanding: By the end of the program the students will be able to::**

- a1-Mention theories of ageing particularly biological theory.
- a2-Identify scientific developments related to the field of gerontological nursing.
- a3-State moral and legal principles in gerontological nursing practice .
- a4-The basics and ethics of scientific research.
- a5 Identify common chronic illness and psychological disorders occurs in elderly
- a6- Explain common problems in the nutritional status of individuals.
- a7- Identify basic social and psychological factors affecting family health.
- a8- Define the major concepts in gerontological nursing field.
- a9- Recognize the demography of aging and population transition.
- a10- State normal physiological changes associated with aging process.
- a11- Discuss common health disorders, presentation and their management in geriatric care.

**b-Intellectual Skills : By the end of the program the students will be able to:**

- b1-Analyze the problems faced in the field of gerontological nursing.
- b2-Interpret the problems faced in the field of gerontological nursing
- b3-Integrate knowledge and information to solve different professional problems
- b4-Conclude the risks in gerontological nursing practice.
- b5-Discuss common psychosocial problems in older adult
- b6- Formulate the important professional decisions in the gerontological nursing.
- b7- Summarize the major areas of nutritional assessment and functions that influence dietary patterns of the elderly.
- b8- Use a range of assessment techniques and methods in geriatric care.
- b9- Differentiate between normal and abnormal changes associated with aging process.
- b10- Identify the possible community services suitable for older adults.

**c- Professional and practical skill: By the end of the program the students**

**will be able to:**

c1-Perform professional skills with perfection in the gerontological nursing practice.

c2-Document health information professionally.

c3-Apply methods of prevention of bed sores

c4- Apply the assessment tools for older adults in gerontological care.

c5-Examine the older adults suffering from chronic diseases

c6-Demonstrate the health promoting behaviors for older adults in gerontological fields

**d- General and transferable skills: By the end of the program the students will be able to**

d1- Select effective communication of all kin

d2-Manage information technology to serve the nursing profession in gerontological nursing.

d3-Make self- assessment and determine the educational needs of personnel.

d4- Select different sources of information and knowledge.

d5- Apply rules and indicators for assessing the performance of others.

d6- Work in a team in gerontological nursing.

d7-Implement time management efficiently.

d8- Continuous self- learning.

d9- Communicate effectively with older adults and those suffering from visual and hearing disorders

d10- Use technological methods in teaching and providing care for older adults

**3-Academic Standards:**

For post graduate nursing science Academic Reference Standards (ARS) guide which created by NAQAA has been developed by the faculty staff and reapproved by the faculty council in 18/10/2017 and university council in 30/10/2017

**4- The Benchmark:**

Continuous searching about the studying systems that can be suitable for us and it should be considered the ideal one to be applied in our educational process.

**4-The structure and contents of the program:**

**Program structure :- professional diploma in internal nursing**

- Weekly **actual** hours: Theory  Practical  Total

- Credit hours: Required  **Compulsory**  Elective

- Credit hours of basic sciences courses : No.  %

ities sciences courses:- Credit hours of social/huma No.  %

- Credit hours of specialized courses : No.  %

- Credit hours for other courses: No.  %

**- Practical field training:**

- Program levels (in credit hours system) : **2 levels**

5.3. Program levels (in credit hours system) :

- Level 1 : Required to pass **14 Units** as follow :  
 Required 14 **Compulsory** 12..... Elective 2.....
- Level 2 : Required to pass 15.... Unit as follow :
- Required ...15..... **Compulsory** ...13..... Elective 2.....

**6- Program Courses :**

program ---- الدبلوم المهني في تمريض المسنين 6.1. Professional diploma in internal Nursing  
 Semester : ----1<sup>st</sup> semester

a. Required

Code	Course Title		Units	weekly hours	
				Theory	Practical
Supp6501	elderly health problem	المشاكل الصحية للمسنين	5	2	-
Supp6502	Basics Needs for Elderly	الاحتياجات الأساسية للمسنين	2	2	-
Supp6503	Elderly Psychology	علم نفس المسن	2	2	-
Supp6504	Health Education for Elderly	تثقيف صحي للمسنين	2	2	-
Supp6505	Administration and assessment of older adult special services	إدارة وتقييم الخدمات الخاصة لكبار السن	2	2	-
Supp6506	New trends in gerontological nursing	الاتجاهات الحديثة في تمريض المسنين	2	2	-
			<b>Total</b>	<b>12</b>	<b>-</b>

\* Each student choose one elective course from three courses ( Human development ,Human relation, Home Care of Elderly)

Code	Course Title	Units	weekly actual hours		
			Theory	Practical	
Elect 506	Human development تنميه بشريه	2	2	-	
Elect 503	Human relation علاقات أنسانيه	2	2	-	
Elect ٥٠١	Home Care of Elderly الرعاية المنزلية للمسنين	2	2	-	
			<b>Total</b>	<b>6</b>	<b>-</b>

6..... program

Semester : 2<sup>nd</sup> semester

a. Required

Code	Course Title	Units	weekly hours	
			Theory	Practical
Nur 6501	Gerontological nursing	3	3	6
Med6501	Geriatric medicine	2	2	-
Med6502	Geriatric Pharmacology	2	2	-
Supp6507	Geriatric Nutrition	2	2	-
Med6503	Geriatric disease pathophysiology	2	2	-
<b>Total</b>			<b>11</b>	<b>6</b>

\* Each student choose one elective course from three courses (healthy Environment of older adult, Professional ethical and legal Issues, Psychosocial aspects of the elderly)

Code	Course Title	Units	weekly actual hours	
			Theory	Practical
Elect 6502	الجوانب النفسية Psychosocial aspects of the elderly والاجتماعية للمسنين	2	2	-
Elect 502	اداب المهنة Professional ethical and legal Issues والتشريعات القانونية	2	2	-
٦٥٠٣Elect	البيئة الصحية healthy Environment for older adult للمسنين	2	2	-
<b>Total</b>			<b>6</b>	<b>-</b>

According to the general provisions prescribed in the executive bylaw of the  
**law** Organization of universities applicants should fulfill the following:

- A student should hold a bachelor degree in Nursing from one of the universities of Arab Republic of Egypt or an equivalent degree from a college or scientific institute recognized by the Supreme Council of the Universities with at least a pass grade as general grade or pass in the subject of specialization.
- Have spent at least a year experiencing nursing in a public hospital or treatment center.

- The student must meet the requirements of the scientific department and obtain the approval of the relevant department council and college council.
- To meet the requirements of the university (English language). In case the computer course is not studied at the undergraduate level, the student should submit a certificate stating that he has passed ICDL from a recognized center.
- The specialized scientific departments hold tests and interviews for students applying for graduate programs by forming specialized scientific committees to ensure the appropriate level of students.
- Obtain the approval of the employing authority to register.
- The student must complete the required documents and forms from the graduate studied department.
- The college council may add other conditions it deems necessary for admission such as conducting a pre- examination (oral- written) for new students or requesting remedial courses. Adding these conditions should be based on the suggestion of the relevant department council and the approval of the college council.

**8- The organized rule for completing the program.**

- The student gets the professional internal nursing diploma after passing a number of 29 -33 credit hours for compulsory and elective courses.
- should meet the language requirements in accordance with the rules of the university and college.

**9- Methods of the assessment of the learning target output :**

No.	Method of teaching	Learning target output	Assessment methods
1	Lectures	- To assess the knowledge , understanding and intellectual skills	-Final written exam  -Final oral exam
2	Case study	- To assess the knowledge , understanding and intellectual skills	-Final written exam

			-Final oral exam
	Demonstration Role play	-To assess the professional skills	Clinical exam Semester work

**9- Methods of the program evaluation:**

No.	Evaluator	Method	Sample
1	Post graduate students	Questionnaire	2 students
2	Business owners	Report	
3	External Evaluator	Report	
4	Other methods	Not present	

**10- Array of knowledge and skills of the education program:**

Courses	Knowledge	Intellectual Skills	Professional skills	General skills
elderly health problem	A1:A6	B1:B2	-	D1-D2
Basics Needs for Elderly	A1- A4	B1:B2	-	D1-D3
Elderly Psychology	A1:A5	B1- B3	-	D1-D3
Health Education for Elderly	A1, A7	B1:B6	-	D1-D4
Elderly special services administration	A1- A4	B1, B3	-	D1-D3
New trends and Issues for Elderly	A1- A7	B1, B5	-	D1-D3
Gerontological nursing	A1- A7	B1:B5	C1-C6	D1-D2

**National Authority for Quality Assurance of Education and Accreditation**  
**Model 1**

Geriatric medicine	A1- A4	B1, B5	-	D1-D3
Geriatric Pharmacology	A1, A6	B1, B3	-	D1-D3
Geriatric Nutrition	A1- A4	B1:B6	-	D1-D3
Geriatric disease pathophysiology	A1- A4	B1:B3	-	D1-D2

**Responsible for implementation:**

**Signatures**

Vice Dean for postgraduate and research affairs

Prof/: Mimi Mohamed Mekkawy

**Program Coordinator :**

Dr.Hanan Abd Allah

**Assistant Coordinator :**

Dr.Hanan Abd Allah

**Date of specification approval: 1/2021**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut University

**Faculty/ institute:** Faculty of Nursing

**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
Code: Elect ٦٥٠٢	<b>Course title:</b> Psychosocial Aspects of the elderly	<b>Year / Level:</b> 2020/2021 2 <sup>nd</sup> semester
<b>Speciality: :</b> Diploma in Gerontological	<b>Number of teaching hours:</b> Theoretical <b>Practical</b> <input type="text" value="-----"/>	<input type="text" value="2"/>

Nursing Credit hour system	
<b>2- Course aim:</b>	<b>By the end of the course, post graduate diploma nurse will be able to:</b> Equipped with the essential knowledge to understand psychosocial aspects of aging including normal changes and problems and be able to provide comprehensive psychosocial management for elderly persons.
<b>3- Intended learning outcomes (ILOs)</b>	
<b>A- Knowledge and understanding:</b>	<b>By the end of the course, post graduatediploma nurse will be able to:</b> <b>a1-</b> List normal cognitive changes of aging <b>a2-</b> Recognize culture that affect psychological and social adaptation. <b>a3-</b> mention social changes associated with aging process. <b>a4-</b> Recognize the proper communication skills in dealing with older adults(opening, engage, empathy, educate, enlist). <b>a5-</b> Identify social roles that older adult of a society usually fulfill. <b>a6-</b> Explain psychological changes related to geriatric. <b>a7-</b> Identify nursing measures toward older adults suffering <b>from</b> psychosocial problems
<b>B-Intellectual skills:</b>	<b>By the end of the course, post graduatediploma nurse will be able to:</b> <b>b1-</b> Analyze psychological changes associated with aging process. <b>b2-</b> Discuss common psychosocial- related problems in older adult. <b>b3-</b> Interpret how to manage psychosocial changes in old age.
<b>C- Professional skills:</b>	c1.Apply the proper communication skills in different health care settings.
<b>D- General skills</b>	<b>By the end of the course, post graduatediploma nurse will be able to:</b> <b>d1-</b> Apply the process of solving problems for the health <b>d2-</b> Compare between critical thinking and problem solving <b>d3-</b> Communicate effectively with elderly and these suffering from visual and hearing problems. <b>d4-</b> Use technological method to help old adults adapt with major psychosocial changes
<b>4- Course content:</b>	
<b>Topic</b>	<b>No.of Hours</b>

	Lecture	Tutorial /Practical
Relocation to an assisted living facilities	3	----
Attitude toward old age	3	----
Normal psychosocial changes associated with aging	3	----
Psychosocial needs for the elderly	3	----
Gillies for elderly	3	----
Adaptation with psychosocial changes	3	----
Physical and psychological geriatric care	3	----
Common psychosocial problems encountered older adults	3	----
Geriatric characteristic	3	----
Coping with stressors facing older adults	3	----
Total	۳۰	
<b>5- Teaching and learning Methods</b>	3. Lectures 4. Group discussion <b>Facilities required for teaching and learning</b>  1. Smart board 2. Lecture halls 3. Computer and internet facilities 4. Faculty Library	
<b>6- Teaching and learning methods for students with learning difficulties:</b>	1- Special classes outside the teaching schedule  2- Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course.  3-Extra teaching hours	
<b>7- Students' evaluation:</b>		
<b>a- Methods for evaluation</b>	1- Semester Work 2- Mid - term Examination 3 - written exam	

<b>b-Time</b>	Final written examination by the end of the 15 week		
<b>c- Distributi on of Marks/gr ads :</b>		<b>Mark</b>	<b>Percentage</b>
	Semester work	20 grade	20%
	Mid –Term Examination	20 grade	20%
	Final written Examination	60 grade	60%
	Total	100	100%
<b>8- List of references</b>			
<b>a- Course notes:</b>	Geriatric Psychosocial Aspects		
<b>b- Essential books: (Text Books)</b>	<ul style="list-style-type: none"> <li>• Miller E., (2018) Nursing wellness for older adult 7ed</li> <li>• Susan &amp; Duck (2017). Nursing care for older adults</li> </ul>		
<b>c- Recommended books:</b>	<ul style="list-style-type: none"> <li>• Barraclough, J.; Gill, D. (2020). Hughes' outline of modern psychiatry. (4th ed.) New York: John Wiley &amp; Sons.</li> <li>• Erikson F., (2014) Working memory and aging,</li> </ul>		
<b>d- Periodicals, scientific journals, ...</b>	<ul style="list-style-type: none"> <li>• Annual Review of Clinical Psychology</li> <li>• American psychiatric Nursing Association</li> <li>• WHO Mental health for older adult</li> </ul>		

**Teacher /teachers of the course**  
 No student registered

**Signatures**

**Head of the department**  
 Assistant professor/Nermeen Mahmoud Abd-Elaziz

**University/ academy:** Assiut  
**Faculty/ institute:** Nursing  
**Department:** Gerontological Nursing

**Course Specification**  
**Academic year 2020-2021**

<b>1-Course information</b>		
<b>Code:</b> Med ٦٥٠٢	<b>Course title:</b> Geriatric Pharmacology	<b>Year / Level:</b> 2020/2021 - 2 <sup>nd</sup> semester
<b>Speciality:</b> Diploma in Gerontological Nursing Credit hour system	<b>Number of teaching unit:</b> <b>Theoretical</b>	<input type="text" value="٢"/>
	<b>Practical</b>	<input type="text" value="-"/>

<b>2- Course aim:</b>	<b>By the end of the course ,the post graduate diploma student will be able to</b> Acquire the basic knowledge about the normal age related changes affecting the pharmacokinetic and pharmacodynamics of drug and working collaboratively with other professionals groups of the health team to help minimize the risks of medication use in older adults.		
<b>3- Intended learning outcomes (ILOs)</b>			
<b>A- Knowledge and understanding:</b>	a.1- Explain age related pharmacokinetic changes a.2- Recognize potential use of chronic therapy for older adult a.3- List four medication classes with a high potential for toxicity in older adult a.4- Explain drug use patterns and their implication for older adults a.5- list age related changes affecting pharmacodynamics of drug therapy in older adults. a.6- Recognize iatrogenic problems associated with multi-geriatric syndromes and their mediation regimens. a.7- Mention drug related problem as adverse drug reaction, drug-drug interaction and drug toxicity.		
<b>B- Intellectual skills:</b>	b.1– Summarize strategies for preventing polypharmacy and enhancing medication compliance/adherence b.2- Classify adverse reactions to medications commonly occurring in older adults b.3- Calculate the dose adjustment for older adults suffering from chronic diseases..		
<b>C- Professional skills:</b>	c.1– Apply drug use patterns and their implication for older adults c.2– Apply strategies for preventing polypharmacy and enhancing medication compliance/adherence c.3– Use technological devices to help older adults be complaint with their drug intake.		
<b>D- General skills</b>	d.1- Apply the process of solving problems for the health. d.2- Communicate effectively with elderly.		
<b>4- Course content:-</b>			
<b>Topic</b>	<b>No. of Hours</b>		<b>Tutorial / Practical</b>
	<b>Lecture</b>	<b>Practical</b>	
Principles of drugs related to geriatrics	۶	-	-
Pharmacokinetic and pharmacodynamics of drug therapy	۶	-	-
Drug categories used in treatment of chronic diseases	۶		
Adverse drug reaction	۶	-	-
Types of drug that causing hazards for older patients	۶	-	-
<b>Total</b>	<b>30</b>	-	-

<b>5- Teaching and learning Methods</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Case Study</li> <li>• Seminars</li> <li>• Problem Solving</li> </ul>															
<b>6- Teaching and learning methods for students with learning difficulties:</b>	<ul style="list-style-type: none"> <li>• Extra teaching hours for theoretical or training hours</li> <li>• Special classes outside the teaching schedule</li> <li>• Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course.</li> </ul>															
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<b>c- Recommended books:</b>	<ul style="list-style-type: none"><li>• Lisa C. &amp; Hutchison,(2015) Fundamentals of Geriatric Pharmacotherapy: An Evidence-Based Approach, 2 edition (January American Society of Health-Systems Pharmacists;,BCPS springgouse corporation</li></ul>
<b>d- Periodicals, scientific journals, ...</b>	<ul style="list-style-type: none"><li>• Gerontological nursing journal</li></ul>

**Teacher /teachers of the course**

No student registered

**Signatures**

**Head of the department**

Assistant professor/Nermeen Mahmoud Abd-Elaziz