

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> NURS 104		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Health and Wellness: Aging <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Health Sciences		<b>Department (or program if no department):</b> School of Health Studies															
<b>Calendar Description:</b> In this course, health, environment, and person will be explored with a focus on the aging adult. Family as context, community, and population health will be introduced.																	
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Science in Nursing, NURS 101, NURS 102, NURS 103, HSC 111, and HSC 116.															
<b>Corequisites (if applicable, or NONE):</b>		NURS 105 and NURS 106.															
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td>48</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar hours	12	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:	48	<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> .) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Expected Frequency of Course Offerings:</b> Fall and Winter <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
<b>Department / Program Head or Director:</b> Hannah MacDonald		<b>Date approved:</b> August 30, 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> November 5, 2018															
<b>Dean/Associate VP:</b> Alastair Hodges		<b>Date approved:</b> November 5, 2018															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> January 25, 2019															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 1, 2019															

**Learning Outcomes:**

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

1. Explain the interrelationship between the aging population, health care, and environmental factors.
2. Explore family role changes in relation to the aging individual.
3. Examine developmental, spiritual, and cultural aspects related to the aging adult.
4. Apply physiological and psychosocial concepts to the aging adult.
5. Differentiate between community and population.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lecture, case studies, small group discussion, large group discussion.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Jarvis, C.	Pocket companion for physical examination and health assessment	2 <sup>nd</sup> Can	Elsevier Saunders	2014
2. Kaakinen, J., Coehlo, D., Steel, R., Tabacco, A., & Hanson, S. M.	Family health care nursing: Theory, practice and research	6 <sup>th</sup>	F. A. Davis	2018
3. Ross-Kerr, J. C., Wood, M. J., Astle, B. J., & Duggleby, W.	Canadian fundamentals of nursing	5 <sup>th</sup>	Elsevier Canada	2014
4. Stantrock, J. W., MacKenzie-Rivers, A., Malcomson, T., & Leung, K. H.	Lifespan development	4 <sup>th</sup> Can	McGraw-Hill Ryerson Limited	2014
5. Toughy, T., Jett, K., Boscart, V., & McCleary, L.	Ebersole and Hess' gerontological nursing and health aging	1 <sup>st</sup> Can	Toronto, ON: Elsevier	2012

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	40%	Assignments:	25%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Integration Present.:	5%	Practicum:	%	Other:	%
Quizzes/tests:	%	Class prep assign:	5%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

1. Determinants of Health
  - Environmental factors in the Lower Mainland
    - Socio-economic and political factors in the context of an aging population
    - Social supports
  - Health Care Delivery/Systems
    - Challenges to accessing care
2. Person: Family
  - Aging family members: role changes, role strain
  - Informal caregivers
  - Caregiver stress
  - Generational diversity
3. Person: Culture and spirituality
  - Diversity of local communities
4. Person: Physiological concepts related to the middle to older adult

## Safety, Comfort, Mobility, Oxygenation &amp; Perfusion

- Pneumonia
- Falls
- Hypotension, stroke

## Nutrition, Metabolism and Tissue Integrity

- Nutritional needs of the older adult
- Pressure ulcers

## Infection &amp; Immunity

- Urinary Tract Infections
- Influenza

## Cellular Regulation

- Aging theories

## 5. Person: Psychosocial Concepts Related to the middle to older adult

## Stress &amp; Coping, Grief &amp; Loss

- Loss of personal health and function
- Transitions for the older adult
- Transition from home to hospital to residential care
- Life Review
- Introduction to death and dying

## Cognition &amp; Mood

- Dementia, depression & delirium
- Introduction to person-centered care

## Violence

- Elder abuse

## Sleep &amp; Rest

## Aging &amp; Sexuality

## 6. Person: Community &amp; Population

- Introduction and overview
- General survey of the local regions

\*Concept analysis will be applied to an unfolding family case