



The University of Southern Queensland

Course specification

Description: Gerontics and Cross-Cultural Issues						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3040	50940	1, 2006	ONC	1.00	Wide Bay

Academic group:	FOSCI
Academic org:	FOS004
Student contribution band:	National Priority Nursing
ASCED code:	060301

STAFFING

Examiner: Wendy Kyle

OTHER-REQUISITES

Recommended prior study: 12 BNUR courses

RATIONALE

This course has a dual focus on gerontic and cultural issues. It will explore the role of the professional nurse in increasing an individual's integrity, thus reducing vulnerability to the ageing process. The proportion of older people in our communities is increasing to the extent that it is likely that health care professionals of the future will be working predominantly with this group of people. This course will also focus on the legitimacy of non-Anglo and Non-European approaches to health care and of the need and obligation of health systems to provide for a greater diversity of approaches.

SYNOPSIS

This course addresses Gerontic and Cross-Cultural Issues in the Australian Health Care System. Module 1 - The course explores the Australian colonial history, the experience of migration and the effects these processes have on the health and illness of migrant people. It also examines how colonisation and related issues have impacted on the access and utilisation patterns of health services by migrant populations. In taking a cross-cultural perspective this course examines the health issues of migrant populations, and in particular those from non-English speaking background (NESB) and the impact these issues have on nursing as a discipline and profession. Module 2 - As the presence of older adults in diverse health care settings continues to increase, this course will address the crucial need in such settings for nurses with gerontic nursing knowledge. The course explores normal aging, unique presentation and management of geriatric health problems, psychological challenges, socio-economic issues, unique risks to health and wellbeing, and available resources. By possessing gerontic nursing knowledge and skills, nurses can promote efficient, effective and appropriate health care services to older adults in a variety of settings.

OBJECTIVES

On successful completion of this course students will be able to:

1. discuss the population trends in Australia and the implications for future social planning;
2. critically analyse the Australian colonial history, the experience of migration and the effects these processes have on the health and illness of migrant people;
3. examine the concept of culture and discuss how values, beliefs, norms, and life-ways of particular people guide their thinking, decisions and actions in health and illness;
4. discuss their own cultural beliefs, values and behaviours that can affect nursing and health care if not acknowledged and accounted for when caring for a patient/client from another culture;
5. explore the role of participatory decision making in meeting the unique health care needs of people in non Anglo-Celtic communities;
6. examine the role of traditional healing practices and alternative interventions in delivering culturally sensitive and culturally appropriate care;
7. critically discuss the concept of cultural safety and its impact on clinical practice;
8. propose strategies to enable the nurse to develop interpersonal competence and sensitivity when caring for a patient/client from another culture; and
9. propose forward strategies for achieving cultural safety to enhance the delivery of health care through culturally safe nursing practices.
10. examine the contextual framework for aged health care delivery in Australia;
11. determine age specific care interventions based on concepts from growth and development theory;
12. determine the biopsychosocial and spiritual alterations experienced by the ageing individual; and
13. develop practices that promote healthy ageing for individuals in community and residential environments.

TOPICS

	Description	Weighting (%)
1.	Module 1: Australian colonial history and the experience of migration and their effects on the health and illness of migrant people.	10.00
2.	Knowledge of culture, how values, beliefs, norms, and life-ways of particular people guide their thinking, decisions.	10.00
3.	Exploring health issues/needs of non-Anglo-Celtic communities in Australia and determining ways to meet these needs.	15.00
4.	Theories of transcultural nursing, and cultural safety.	15.00
5.	Module 2 : Aged care policies; current global and national population ageing trends.	5.00
6.	Healthy/successful ageing processes: principles of gerontology, theories of ageing, ageing in place - environment, psychological, social, biological & spiritual integrity.	15.00
7.	Exploring health issues/needs of older people in Australia and determine ways to meet these needs.	25.00
8.	Innovative and future direction in aged health care needs.	5.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Crisp, J & Taylor, C (Eds) 2005, *Potter & Perry's fundamentals of nursing*, 2nd edn, Australian Adaptation, Mosby, Sydney.

Nay, R & Garrett, S (Eds) 2004, *Nursing older people: issues and innovations*, Churchill Livingstone, Sydney.

Rogers-Clark C, Martin-McDonald K, & McCarthy A (Eds) 2005, *Living with illness: Psychosocial challenges for nursing*, Elsevier, Sydney.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Andrews, MM & Boyle, JS 1999, *Transcultural concepts in nursing care*, 3rd edn, Lippincott, Philadelphia.

Australian Bureau of Statistics 1999, *Older people, Australia: A social report*, Australian Bureau of Statistics, Canberra.

Bevan, C & Jeeawody, B 1998, *Successful ageing: perspectives on health and social construction*, Mosby, Sydney.

Campinha-Bacote, J 1998, *The Process of cultural competence in health care: a cultural competent model of care*, 3rd edn, Transcultural CARE Associates, Cincinnati.

Cluning, T 2000, *Ageing at home: practical approaches to community care*, Ausmed Publications, Melbourne.

Devereaux-Melillo K & Crocker-Houde S 2005, *Geropsychiatric and mental health nursing*, Jones & Bartlett Publishers, Massachusetts.

Ebersole, P & Hess, P 2001, *Geriatric nursing and healthy aging*, Mosby, St Louis.

Eliopoulos, C 2005, *Gerontological nursing*, 6th edn, Lippincott, Philadelphia.

Galanti, G 1997, *Caring for patients from different cultures: case studies from American hospitals*, University of Pennsylvania Press, Philadelphia.

Hann, RA 1995, *Sickness and healing: an anthropological perspective*, Yale University Press, New Haven.

Hogstel, MO 2001, *Gerontology: nursing care of the older adult*, Delmar Thomas Learning, Albany.

Kleinman, A 1980, *Patients and healers in the context of culture*, University of California Press, Berkeley.

Koch, S & Garratt, S 2001, *Assessing older people: A practical guide for health professionals*, MacLennan & Petty, Sydney.

Leininger, M 2002, *Transcultural nursing: concepts, theories, research & practice*, 3rd edn, McGraw-Hill, New York.

Maas, ML (et al) 2001, *Nursing care of older adults: diagnoses, outcomes & interventions*, Mosby, St Louis.

McCallum, J & Geiselhart 1996, *Australia's new aged: issues for young and old*, Allen & Unwin, St Leonards, NSW.

Nolan, M, Davies, S & Grant, G 2001, *Working with older people and their families*, Open University Press, Buckingham.

Reid, J & Tromph, P (Eds) 1990, *The health of immigrant Australia: a social perspective*, Harcourt Brace Jovanovich, Sydney.

Spector, RE 2004, *Cultural diversity in health and illness*, 6th edn, Appleton & Lange, Norwalk.

Springhouse 2002, *Better elder care: A nurse's guide to caring for older adults*, Springhouse, Pennsylvania.

Stanley M, Blair K & Gauntlett-Beare P 2004, *Gerontological nursing: promoting successful aging with older adults*, F A Davis Company, Philadelphia.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	115.00
Examinations	3.00
Lectures	26.00
Tutorials	26.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
WORKSHOP CROSS CULTURAL SKILLS	1.00	1.00	07 Mar 2006 (see note 1)
PTA 1.5HR (M/CHOICE) CLSD EXAM	50.00	50.00	END S1 (see note 2)
PTB 1.5HR (S/ANSWER) CLSD EXAM	50.00	50.00	END S1

NOTES

1. Further details about the date and the assessment for the workshop will be supplied by Associate Professor Don Gorman.
2. Examination dates will be available during the semester. Please refer to the examination timetable when published.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, workshop) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting

- the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
 - 3 Penalties for late submission of required work:
N/A
 - 4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and workshop).
 - 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
 - 6 Examination information:
Candidates are allowed to bring only writing and drawing instruments into the Closed examination. Students whose first language is not English, may, with the Examiner's approval, take an appropriate non-electronic translation dictionary (but not technical dictionary) into the examination. Students who wish to use a translation dictionary MUST request and receive written approval from the Examiner at least one week before the examination date. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred examinations for this course will be held during the next examination period.
 - 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 9 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.
- 10 Participation in On-campus Workshops: Module 1 of this course will be taught in one compulsory workshop held on campus. During this workshop, students will engage in practice of techniques for a variety of situations. If circumstances prevent a student from attending a workshop, the student must contact the examiner to arrange an alternative assessment. This could be a written assignment based on the material covered in the missed workshop. Attendance at the workshop or completion of an alternative activity at a standard judged to be appropriate by the Examiner/Moderator is required before the mark for the workshop can be awarded. Students must present appropriate

documentation to verify their inability to attend the cultural workshop, before an alternative activity can be considered.