The University of Southern Queensland

Course Specification

Description: Gerontics and Cross-Cultural Issues

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>NUR</td>
<td>3040</td>
<td>10468</td>
<td>1, 2002</td>
<td>ONC</td>
<td>1.00</td>
<td>TWMBB</td>
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Academic Group: FOSCI
Academic Org: FOS004
HECS Band: 1
ASCED Code: 060301

STAFFING
Examiner: Christine Neville
Moderator: Donald Gorman

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:

- discuss the population trends in Australia and the implications for future social planning;
- examine the contextual framework for aged health care delivery in Australia;
- critically analyse the Australian colonial history, the experience of migration and the effects these processes have on the health and illness of migrant people;
- 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;
- 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;
- explore the role of participatory decision making in meeting the unique health care needs of people in ethnic communities;
- examine the role of traditional healing practices and alternative interventions in delivering culturally sensitive and culturally appropriate care;
- critically discuss the concept of cultural safety and its impact on clinical practice;
- propose strategies to enable the nurse to develop interpersonal competence and sensitivity when caring for a patient/client from another culture; and
- propose forward strategies for achieving cultural safety to enhance the delivery of health care through culturally safe nursing practices.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Module 1: Australian colonial history &amp; its effects on aged care policies; current global and national population ageing trends.</td>
<td>5.00</td>
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<tr>
<td>2. Healthy/successful ageing processes: - principles of gerontology - theories of ageing - ageing in place - environment - psychological, social, biological &amp; spiritual integrity.</td>
<td>15.00</td>
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<td>3. The culture of ageing: - gender and culture - ageing and multiculturalism - population diversity - culture and health practice - values, beliefs, rituals - attitudes towards ageing.</td>
<td>15.00</td>
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<td>4. Innovative and future direction in aged health care needs.</td>
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<td>5. Module 2: Australian colonial history and the experience of migration and their effects on the health and illness of migrant people.</td>
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<td>6. Knowledge of culture, how values, beliefs, norms, and life-ways of particular people guide their thinking, decisions.</td>
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7. Exploring health issues/needs of the ethnic communities in Australia and determining ways to meet these needs. 15.00
8. Theories of transcultural nursing, and cultural safety. 15.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
Instructional Guide, 2002 Course NUR3040 Gerontics & Cross Cultural Nursing, USQ Distance Education Centre, Toowoomba.

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.

Galanti, G., 1997 Caring for patients from different cultures: case studies from American hospitals, University of Pennsylvania Press.
Hogstel, M.O., 2001 Gerontology: nursing care of the older adult, Delmar, USA.
STUDENT WORKLOAD REQUIREMENTS

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
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</tr>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorial</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
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<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ASSIGNMENT 1</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>25.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<td></td>
<td></td>
<td></td>
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<td>(see note 2)</td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. Attendance Requirements: It is the students' responsibility to actively participate in all classes scheduled for them, and to study all material provided to them or required to be accessed by them to maximize their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Assignments: Students must retain a copy of each item submitted for assessment. This must be produced within 48 hours if required by the Examiner. In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances. This policy may be found in the USQ Handbook, the Distance Education Student Guide and the Faculty of Sciences' Orientation Handbook for on-campus students. All students are advised to study and follow the guidelines.
associated with this policy. An assignment, submitted after the due date without an extension approved by the Examiner, will attract a penalty of 20 percent of the assigned mark for each day (or part thereof) that the assignment is late.

3 Minimum Requirements to Pass the Course: To be assured of a pass in this course, students must: (a) obtain an overall mark of at least 50%; and (b) complete all pieces of assessment.

4 Grading: Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment Details and by considering the students' level of achievement of the objectives of the course.