



CNA Gerontology Study Group

COURSE SYLLABUS

2024

Course Facilitator: Mary-Lynn Peters

Course Offering: de Souza Institute

Course Format: eLearning and Workshop

Contact Information: mlpeters.np@gmail.com

Registration: Required

A. COURSE DESCRIPTION

Canada's population is aging and continues to include a growing number and proportion of older adults. Many older adults in Canada are healthy, active, independent, and living well in their community. Other older adults, however, experiencing multiple co-morbidities, require more extensive care from healthcare professional to maintain an optimum quality of life (Baumbusch, Dahlke, & Phinney, 2012).

Gerontological nursing "is a dynamic interaction between the older person and nurse to achieve health and wellbeing and respond to illnesses experienced by older people within the environment" (Canadian Gerontological Nursing Association, 2019, p.9). Gerontology nurses require specialized knowledge to competently care for patients with multi-morbidities, and in some scenarios, to provide palliative and end of life care.

Gerontological nurses "understand that nursing practice is complex and is delivered as an integrated whole, involving enactment of each of the SIX standards that underpin gerontological nursing care. These standards are Relational Care, Ethical Care, Evidence- Informed Care, Aesthetic/Artful Care, Safe Care and Socio-Political Engaged Care. These six standards often overlap and therefore should be all considered in the planning and provision of care. Canadian gerontological nurses enact the standards simultaneously, committing to a professional way-of-being that supports and reinforces continuous learning, innovating, care partner participating, community building, team building, mentoring, student guiding and health system advocacy. Through these actions gerontological nurses contribute to the strengthening of a healthy culture within which the health needs of older people and their care partners are met" (Canadian Gerontological Nursing Association, 2019, p.10).

The de Souza Gerontology Study Group offers preparatory work to assist independent adult learners as they study to write the CNA Gerontology exam. Participants will examine theories and concepts, and their application in clinical encounters in order to achieve specific competencies as outlined in the CNA exam study guide blueprint. Based on this blueprint, the exam content consists of competencies of a fully competent practicing gerontology nurse (LPNs/RPNs, & RNs) with at least two years of experience.

B. COURSE OBJECTIVES

By the end of the study group, you will be able to:

1. Identify normal age-related changes, common conditions and diseases, and atypical presentations
2. Articulate the unique and primary responsibility of the gerontology nurse to advocate for the rights of older adults.
3. Describe how to care for and support the older adult and their family with co-morbidities, some requiring palliation, and at end of life.
4. Describe how to work in partnership with older adults to incorporate their individual preferences, expectations, needs and experiences into the goals of care and subsequent intervention.
5. Identify how to collaborate with members of an interprofessional team to meet the physical, psychosocial and spiritual needs of the older adult.
6. Describe and articulate how exemplary care is guided by best practice, is evidence-informed and respects the dignity and integrity of the older adult.
7. Interpret how gerontological nursing includes a therapeutic relationship.
8. Describe the implementation of a comprehensive, coordinated care plan that emphasizes compassionate whole-person care, including the physical, psychosocial and spiritual domains.
9. Describe and identify care that spans the continuum, from the diagnosis of a co-morbidity or life-limiting illness until death of the older adult.
10. Interpret specialized knowledge, skill, attitude and creativity as integral components of primary, secondary and tertiary care provided to the older adult and their family.
11. Differentiate and use the unique body of knowledge of gerontological nursing practice that includes health promotion and disease prevention, assessment and management of pain and other symptoms, as well as psychosocial, functional, social, cultural, development, environmental, spiritual, grief and bereavement needs of an older adult.
12. Describe and demonstrate through case studies ethical principles that are integrated in the provision of gerontological nursing and service delivery.
13. Incorporate leadership, education, research, mentorship, collaboration, coordination and advocacy as essential components to advance the clinical delivery of gerontological nursing.

C. MODE OF LEARNING

The main mechanisms to facilitate learning in this course will entail eLearning and a half day virtual workshop. An integrative approach will be used with the competency categories embedded throughout each learning mode. This approach is reflective of the requirements for knowledge synthesis for the CNA exam and the complexities nurses experience in clinical practice.

eLearning

eLearning, offered through the de Souza eLearning centre, will cover the following activities: the application of knowledge, self-directed reading assignments, quizzes, activities and optional discussion forum participation. The eLearning environment fosters a self-directed approach for participants to progress through the modules at a convenient time, either at home or work. The course timetable in Section H on pages 7-8 of the course syllabus outlines weekly expectations for participants.

- Learning and application: Sections and modules are developed by the de Souza education team to reflect the latest knowledge in Gerontology. The content is up to date and the learning format is interactive.
- Readings are intended to enhance the eLearning content surrounding key topic areas.
- Quizzes via the eLearning platform will be included after each section and are intended to assess knowledge acquisition, understanding, and application directly linked to the content covered by the units/sections and modules.
- Technical support will be provided throughout the course.

Workshop/ symposium

A ½ day (webcast) symposium will be held for participants to facilitate targeted review of the CNA competencies. The competencies selected for review will be based on the study group participants' knowledge gaps identified in the pre-study group knowledge quiz, and based on participants' initial areas of lower confidence in practice. In addition, a mock exam will be made available online following the symposium. Date: TBD.

D. MODES OF EVALUATION

As part of the evaluation process, you are required to complete the following:

- A baseline evaluation: this survey assesses your knowledge, attitude, confidence, and learning methods before you begin the eLearning modules for the course.
- eLearning modules/units/sections, quizzes, activities, required readings and discussion forum postings: It is recommended that you will participate in a meaningful way to demonstrate learning through the weekly collaborative forum discussions.
- Symposium: attending the half day symposium is **optional**. If you attend the symposium, you must complete the symposium day evaluation.
- Post evaluation: At the end of the course, you will be required to complete a post course evaluation. This will be facilitated electronically through eLearning.

When you have met the all the above requirements, you will receive a downloadable certificate of completion via your *My Account* and will receive 20 learning hours. Please note: the certificate of completion will be available two weeks after the closing of the online course.

E. COMPETENCIES

This course gives learners the opportunity to apply theoretical and clinical competencies of a practicing gerontological nurse with at least two years of experience (CNA Gerontology LPN/RPN Exam Blueprint, 2019, p. 1; RN Exam Blueprint, 2016, p. 1).

A number of competencies will be evident within each module and encompasses both the College of Nurses of Ontario Standards of Practice and Canadian Nurses Association Hospice Gerontology Exam blueprint.

Participants will study the following competency categories that will prepare them to certify as a fully competent gerontological nurse (CNA RN Gerontology Exam Blueprint, 2016, p. 4; CNA LPN/RPN Gerontology Exam Blueprint, 2019, p. 4):

1. Culture and Human Diversity
2. Assessment
3. Health Promotion and Risk Reduction
4. Illness and Disease Management
5. Ethical, Legal and Health System Issues
6. Professional Practice
7. Information and Health Technologies

See Appendix A and B to view Summary Chart of Gerontological Nursing Exam Development Guidelines.

College of Nurses of Ontario Standards

- Accountability
- Continuing competence
- Knowledge
- Knowledge application
- Leadership
- Relationships
- Professional relationships

Standards & guidelines link:

<http://www.cno.org/learn-about-standards-guidelines/standards-and-guidelines/>

F. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS

To be successful in completing the requirements of this study group, you are encouraged to set aside 2 to 3 hours each week to complete each section as learning is primarily self-directed. The total learning hours for this course is **20** hours.

Sections and modules are to be completed sequentially; participants can choose to go ahead and complete learning activities in multiple sections and modules at once.

Your course activity completion will be reflected in your grade book. Evidence of engagement through active participation will result in a positive learning experience. You will be expected to complete all four sections/ modules through the eLearning system. It is strongly recommended for participants not to plan a vacation during the course offering period.

For the final workshop session, participants have the option to attend a half day workshop. For more information about the workshop refer to Section C.

G. FACILITATOR AVAILABILITY

As the facilitator for this course, I will be responsible to answer questions related to course content, to monitor the registration process, to facilitate the eLearning modules, and be available to you for questions throughout the course. You can expect me to respond to your queries within 48-hour time period during the business week and 72 hours on the weekend.

Technical support is available by contacting support@desouzainstitute.com .

H. COURSE TIMELINE

The baseline survey must be completed first. The sections/modules can be completed in any order. The course timeline provided below is provided as a guide.

| Section/ Module | Topic | Post Date | Date to complete |
|------------------------|--|-----------------------------------|-----------------------------------|
| Introduction | eLearning Center Orientation | Within first week of the course | End of first week of the course |
| Getting Started | Baseline Participant Survey | Within first week of the course | End of first week of the course |
| 1 | Care of the Person and Family | Within first week of the course | End of first week of the course |
| 2 | Pain Assessment and Management | Within second week of the course | End of second week of the course |
| 3 | Disease Assessment and Management: Sleep, sensory, integumentary | Within second week of the course | End of second week of the course |
| 4 | Disease Assessment and Management: Neurological, cognitive, delirium, dementia, and mental illness | Within third week of the course | End of third week of the course |
| 5 | Disease Assessment and Management: Nutrition, GI, GU, Sexual function | Within fourth week of the course | End of fourth week of the course |
| 6 | Disease Assessment and Management: Cardiovascular, Respiratory, and Musculoskeletal | Within fifth week of the course | End of fifth week of the course |
| 7 | Disease Assessment and Management: Endocrine/metabolic, and infections | Within sixth week of the course | End of sixth week of the course |
| 8 | Disease Assessment and Management: Cancer | Within seventh week of the course | End of seventh week of the course |
| 9 | Safety: Abuse, Restraint Use, Polypharmacy, Falls | Within seventh week of the course | End of seventh week of the course |

| | | | |
|-------------------------|---|--|----------------------------------|
| 10 | End of Life | Within eighth week of the course | End of eighth week of the course |
| 11 | Ethics, legal and health system issues | Within eighth week of the course | End of eighth week of the course |
| Workshop | Date to be determined – March/April. 2024 | | |
| Final Evaluation | Final Study Group Evaluation | End of study group – Complete by the course end date | |

In order to receive a certificate of completion all course requirements must be met and successfully completed by the course end date.

I. FACILITATOR’S BIOGRAPHY

Mary-Lynn Peters, RN(EC)- Adult

Mary-Lynn Peters is a Nurse Practitioner with many years’ experience working with older adults. Mary-Lynn’s interest in geriatrics developed during her years working in the Emergency Department at Credit Valley Hospital in Mississauga. Realizing that geriatric nursing was her true passion, she returned to school to obtain a Master’s Degree in Nursing, followed by additional education to become a Nurse Practitioner and certification in gerontological nursing from the Canadian Nurses Association.

Mary-Lynn has been engaged in a wide range of geriatric-focused initiatives at Trillium Health Partners, ranging from policy creation to best practice guidelines to clinical teaching, mentorship and clinical care provision. Regionally, Mary-Lynn has been involved in geriatrics-related initiatives such as the Mississauga Halton LHIN Responsive Behaviours Community of Practice and the Senior Friendly Community of Practice for the Toronto Academic Health Science Network.

Her clinical interests are delirium, dementia, and frailty.

Additional Information Regarding Learning At de Souza Institute

A. GUIDELINES FOR ONLINE DISCUSSION

Discussion related to course content will take place in the collaboration discussion forums. The collaboration discussion forums in this course is optional. However, you can use it to share ideas and clarify your understanding of course content and readings.

B. SOCIAL FORUM

This social forum is provided for you, the participants, to post news, items of general interest, share information about yourselves and to raise topics of interest beyond the specific questions being discussed in the module-specific forums. All messages of a social nature can be posted in the social forum. This forum is open to all participants, including the facilitator.

C. VIRTUAL LIBRARY

de Souza Institute has a virtual library that can be accessed by those registered in this course or any other de Souza Institute continuing education program. This resource enables you to access over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHALL or Ovid-Medline. You can use the virtual library to access the required reading materials for your course. The virtual library can be accessed 24 hours a day at any location that has internet access using a login and password.

The direct link is <https://library.desouzainstitute.com/login>

D. TECHNICAL SUPPORT

eLearning Centre Orientation

If this is the first time you are taking a course offered by de Souza Institute, please complete the eLearning Centre Orientation course (free of charge). This course is designed to introduce you to online learning and help you understand how to navigate through the de Souza Institute eLearning centre and courses. It is strongly recommended that you complete this orientation so you will be able to successfully navigate de Souza's eLearning environment.

de Souza Support

If you have questions about the content of a course please email your course facilitator. If you need assistance accessing or navigating the eLearning Centre, please refer to the eLearning Orientation course. If you have questions or have any general technical difficulties please contact support@desouzainstitute.com.

E. POLICIES AND PROCEDURES

Click the links below to read de Souza Institute's Academic Honesty and Copyright; and Cancellation, Incomplete and No Show policies.

[Academic Honesty and Copyright Policy](#)

[Cancellations, Incomplete and No Show Policy](#)

[Request for Accommodation Policy](#)

Course content and resources provided in this course are based on best practice guidelines from provincial and national bodies. Please consult your educator if you have specific questions related to local protocols and policies as they vary among healthcare organizations.

Appendix A: LPN/RPN

Summary Chart Gerontological Nursing Certification Exam Development Guidelines as seen in Exam Blueprint and Specialty Competencies by Canadian Nurses Association 2019 (page p. 8).

Summary Chart

Gerontological Nursing for LPNs/RPNs Certification Exam Development Guidelines

| STRUCTURAL VARIABLES | | | | | | | | | | | | | | | |
|---|---|-----------------------------|---------------------|-------------|---------------------|-------------------------------------|---------------------|--------------------------------|---------------------|---|--------------------|-----------------------|-------------------|-------------------------------------|-------------------|
| Examination Length and Format | Approximately 160-165 multiple choice questions | | | | | | | | | | | | | | |
| Question Presentation | 55-70% independent questions 30-45% case-based questions | | | | | | | | | | | | | | |
| The Cognitive Domain | <table border="0"> <tr> <td>Knowledge/Comprehension</td> <td>15-25% of questions</td> </tr> <tr> <td>Application</td> <td>45-55% of questions</td> </tr> <tr> <td>Critical Thinking</td> <td>25-35% of questions</td> </tr> </table> | Knowledge/Comprehension | 15-25% of questions | Application | 45-55% of questions | Critical Thinking | 25-35% of questions | | | | | | | | |
| Knowledge/Comprehension | 15-25% of questions | | | | | | | | | | | | | | |
| Application | 45-55% of questions | | | | | | | | | | | | | | |
| Critical Thinking | 25-35% of questions | | | | | | | | | | | | | | |
| Competency Categories | <table border="0"> <tr> <td>Culture and Human Diversity</td> <td>4-9% of questions</td> </tr> <tr> <td>Assessment</td> <td>18-25% of questions</td> </tr> <tr> <td>Health Promotion and Risk Reduction</td> <td>22-30% of questions</td> </tr> <tr> <td>Illness and Disease Management</td> <td>22-30% of questions</td> </tr> <tr> <td>Ethical, Legal and Health System Issues</td> <td>8-12% of questions</td> </tr> <tr> <td>Professional Practice</td> <td>3-7% of questions</td> </tr> <tr> <td>Information and Health Technologies</td> <td>3-7% of questions</td> </tr> </table> | Culture and Human Diversity | 4-9% of questions | Assessment | 18-25% of questions | Health Promotion and Risk Reduction | 22-30% of questions | Illness and Disease Management | 22-30% of questions | Ethical, Legal and Health System Issues | 8-12% of questions | Professional Practice | 3-7% of questions | Information and Health Technologies | 3-7% of questions |
| Culture and Human Diversity | 4-9% of questions | | | | | | | | | | | | | | |
| Assessment | 18-25% of questions | | | | | | | | | | | | | | |
| Health Promotion and Risk Reduction | 22-30% of questions | | | | | | | | | | | | | | |
| Illness and Disease Management | 22-30% of questions | | | | | | | | | | | | | | |
| Ethical, Legal and Health System Issues | 8-12% of questions | | | | | | | | | | | | | | |
| Professional Practice | 3-7% of questions | | | | | | | | | | | | | | |
| Information and Health Technologies | 3-7% of questions | | | | | | | | | | | | | | |
| CONTEXTUAL VARIABLES | | | | | | | | | | | | | | | |
| Client Age and Gender | The age of the client will be 60 years and over and will be determined by the health situations presented in the questions. The questions will be inclusive of all genders and identities. | | | | | | | | | | | | | | |
| Client Health Situation | In the development of the Gerontological Nursing for LPNs/RPNs Certification Exam, the client is viewed comprehensively within the physiological, psychological, functional, social, cultural, developmental, environmental and spiritual dimensions of a total life experience up to and including death. | | | | | | | | | | | | | | |
| Health-Care Environment | It is recognized that gerontological nursing is practiced in a variety of settings. The health-care environment is specified only where it is required for clarity or in order to provide guidance to the examinee. | | | | | | | | | | | | | | |

Appendix B: RN

Summary Chart Gerontological Nursing Certification Exam Development Guidelines as seen in Exam Blueprint and Specialty Competencies by Canadian Nurses Association 2016 (page p. 8).

Summary Chart

Gerontological Nursing Exam Development Guidelines

| STRUCTURAL VARIABLES | | |
|-------------------------------|---|---------------------|
| Examination Length and Format | Approximately 165 multiple choice questions | |
| Question Presentation | 65-80% independent questions 20-35% case-based questions | |
| The Cognitive Domain | Knowledge/Comprehension | 15-25% of questions |
| | Application | 45-55% of questions |
| | Critical Thinking | 25-35% of questions |
| Competency Categories | Culture and Human Diversity | 4-11% of questions |
| | Assessment | 18-25% of questions |
| | Health Promotion and Risk Reduction | 21-28% of questions |
| | Illness and Disease Management | 21-28% of questions |
| | Ethical, Legal and Health System Issues | 5-12% of questions |
| | Professional Practice | 3-7% of questions |
| | Information and Health Technologies | 3-7% of questions |
| CONTEXTUAL VARIABLES | | |
| Client Age and Gender | The age of the client will be 65 years and over and will be determined by the health situations presented in the questions. The questions will divide equally between gender. | |
| Client Health Situation | In the development of the Gerontological Nursing Examination, the client is viewed comprehensively within the physiological, psychological, functional, social, cultural, developmental, environmental and spiritual dimensions of a total life experience. | |
| Health-Care Environment | It is recognized that gerontological nursing is practiced in a variety of settings. The health-care environment is specified only where it is required for clarity or in order to provide guidance to the examinee. | |

Bibliography (key references)

<https://www.cna-aiic.ca/en/certification/exam-preparation/bibliographies/gerontological-nursing-certification-bibliography-rns>

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3. Hirst, S. P., Lane, A. M., & Miller, C. A. (2015). Miller's nursing for wellness in older adults (Cdn. ed.). Philadelphia: Lippincott, Williams and Wilkins.
4. Mauk, K. L. (Ed.). (2014). Gerontological nursing: Competencies for care (3rd ed.). Burlington, MA: Jones and Bartlett.
5. Meiner, S. (Ed.). (2015). Gerontologic nursing (5th ed.). St. Louis: Mosby Elsevier.
6. Tabloski, P., A. (2013). Gerontological nursing (3rd ed.). Don Mills, ON: Pearson Education.
7. Touhy, T. A., & Jett, K. F. (2016). Ebersole and Hess' toward healthy aging: Human needs and nursing response (9th ed.). St. Louis: Elsevier.