Nursing Competence in Geriatric and/or Long Term Care Curriculum Development for Baccalaureate Nursing Program: A Systematic Review

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Aim. This paper applies a systematic approach to reviewing the current geriatric educational curriculum in baccalaureate nursing programs.

Design: We conducted a systematic review of research to assess the content of Geriatric of Course on nursing student’s knowledge, care intensity and competence. Electronic databases including MEDLINE, CINAHL, PUBMED and ERIC between 2000 and 2015 were searched in March 2015.

Data synthesis: A total of one hundred thirty publications was identified from the databases, eleven were duplicates. All together from one hundred nineteen publications, 101 publications were excluded due to incorrect population and lack of geriatric education. Eighteen articles were eligible for inclusion in the analysis.

Results: Geriatric nursing program could effectively enhance students’ nursing competence. A literature review of research revealed that most of the curriculums focusing on gerontological education and trends of geriatric content. Common topic including (1) knowledge and attitude of geriatric student nurses; (2) clinical care practice experience among students practicum; (3) faculty preparation; and (4) teaching strategies. The finding indicated the geriatric course significantly improved students’ nursing competence.

Conclusion: Geriatric course must be recognized as a specialty area by requiring stand-alone courses and interdisciplinary education in baccalaureate nursing curricula. The geriatric curriculum development was based on considering the need to offer a determined content on geriatric as a foundation for learning experiences early in the curriculum.

Keywords: geriatric nursing, baccalaureate curriculum, curriculum content, effect, nursing student