Nursing competence in Geriatric and/or Long Term Care Curriculum Development for Baccalaureate Nursing Program: A systematic review

Presenter: Pei-Lun Hsieh

Authors: 1 Pei-Lun Hsieh, 2 Ching-Min Chen
1 MSN, RN, Doctoral Student, Institute of Allied Health Sciences, College of Medicine; 2 DNS, RN, Professor, Department of Nursing, National Cheng Kung University, Tainan, Taiwan

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Population Projections for R.O.C. (Taiwan): 2014~2060

Source:

Note:
- Dependency ratio = \( \frac{(\text{Age 0-14} + \text{Age 65+})}{\text{Age } 15-64} \) \times 100%
- Potential support ratio = \( \frac{\text{Age } 15-64}{\text{Age } 65+} \)
Research Gap

- Few nursing students have been exposed to specialized knowledge about care of older adults or disable people.
- Lack of nursing care competence of older adults or disable people.
- Lack of standards of geriatric long-term care nursing education curriculum investigation.

Geriatric Long Term Care (GLTC) education......
- All student nurses do not have the gerontology or long term care knowledge, and experience to address this issue.
Purpose

- To **review** and **discuss** the current geriatric and long term care curriculum in baccalaureate nursing programs.

- To **explore** the nursing program of **curriculum design, contents**, and **effectiveness** in student’s **knowledge, attitude, clinical practice** and **nursing competence** of GLTC.
Data sources and search strategy

**Keywords** through database searching:

“geriatric nursing curriculum”, OR
“long term care curriculum”, AND
“effect” “impact” “influence”, “baccalaureate", "nursing student””, “ Knowledge “, “ Attitude “,” competence”

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<th>Inclusion criteria</th>
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<td>• (1) articles published from January since <strong>2000</strong> between <strong>2015</strong></td>
<td>• Research focusing on educating for registration nurses or nurse petitioners</td>
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<td>• (2) quasi-experimental, cohort, cross-sectional survey, or qualitative studies;</td>
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<td>• (3) peer-reviewed research;</td>
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<td>• (4) research was on <strong>GLTC curriculum/program/course for undergraduate nursing student</strong>;</td>
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<td>• (5) English or Chinese language</td>
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**Articles on synthesis:**
They were all published in 2004 between 2015.

**Quasi-experimental (3):** Knowledge, Attitude

**Cross-sectional (13):** program development, clinical practice, knowledge, teaching strategy, competence

**Qualitative (2):** Attitude
Results
Characteristics and Description of the Studies

Knowledge & Attitude
(Baumbusch et al., 2012; Aud et al., 2006; Lo, Lai, & Tsui, 2010; Deschodt, Casterl, & Milisen, 2010; Brown, Nolan, Davies, Nolan, & Keady, 2008; McLafferty, 2005; Ryan, & McCauley, 2004);

Clinical Care Practice, Experience
(Aud et al., 2006; Shellman, 2007; Deschodt et al, 2010; Rebecca, Beel-Bates, & Jensen, 2008; Brown et al., 2008; Xiao, Paterson, Henderson, & Kelton, 2008; Blais, Mikolaj, Jedlicka, Strayer, & Stanek, 2006)

Faculty development & Teaching strategy
(Berman et al., 2005; Plowfield, Raymond, & Hayes, 2006; Burbank, Dowling-Castronovo, Growther, & Capezuti, 2006)

GLTC Core Competency
(Aud et al., 2006; Shellman, 2007; Plowfield, Raymond, & Hayes, 2006)

Research Background
US, Hong Kong, Belgium, Canada and United Kingdom (UK)

GLTC Curriculum
(Baumbusch et al., 2012; Aud et al., 2006; Lo, Lai, & Tsui, 2010; Deschodt, Casterl, & Milisen, 2010; Brown, Nolan, Davies, Nolan, & Keady, 2008; McLafferty, 2005; Ryan, & McCauley, 2004; Aud et al., 2006; Shellman, 2007; Deschodt et al, 2010; Rebecca, Beel-Bates, & Jensen, 2008; Brown et al., 2008; Xiao, Paterson, Henderson, & Kelton, 2008; Blais, Mikolaj, Jedlicka, Strayer, & Stanek, 2006; Berman et al., 2005; Plowfield, Raymond, & Hayes, 2006; Burbank, Dowling-Castronovo, Growther, & Capezuti, 2006)
Geriatric Long Term Care (GLTC) Course

- **Credit hours:**
  Theory --> 2 to 3; Clinical practice → 0 to 3.
- **Total course** credits ranged from 2 to 6 credits in the complete the baccalaureate curriculum. → offered in third (Junior) - and fourth (Senior) -year bachelor nursing student → 76% Stand-alone course
- Elective course 24 %
- **Didactic component:**
  Risk assessment of illness associated with old age
  Human development, Nutrition, Pathology, and Pharmacology
  Chronic health problems exacerbated of aging
- **Teaching strategy:** classroom lecture and discussion, videotapes and service learn in long term care fields.

(Aud et al., 2006; Deschott et al, 2010; Gilje, Lacey, & Moore, 2007; Lo, Lai, & Tsui, 2010; Dearnie et al., 2014; Plowfield et al, 2006; Gilje, Lacey, & Moore, 2007; Lo, Lai, & Tsui, 2010)
Contents of Geriatric Nursing and Long Term Care

- Most of knowledge integrated in GLTC course.
- **Knowledge of GLTC including:**
  Health promotion & Disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, health care systems and policy
- **Knowledge would increase** among students taking the geriatric nursing or long term care course.
Attitude of geriatric nursing and elderly care

- **Clinical placement in LTC facilities** (such as nursing home, day care center and community-based care or home care) has been found to **improve nursing students’ negative attitudes toward the elderly and disability people.**

- **Clinical placements** that focus on the generational differences in ways of **learning and perceiving** may enhance positive attitudes toward older adults.

Ex: service learning experience

(Baumbusch et al., 2012; Aud et al., 2006; Ryan, & McCauley, 2004; Blais et al., 2006; Deschodt et al., 2010; Plowfield et al., 2006)
Clinical component & Practicum placement

- Clinical component & practicum placement offered about **40%**.
- **Time**: 32 to 348 hours.
- **Clinical practicum settings**: nursing homes (100%), hospitals or residential or day-care (60%), community-based care or home care (44-60%).
- The **clinical component**: skilled assessment, monitoring of chronic conditions, and identification and treatment of acute conditions, and promotion of health and safety of the health of older adults or disabled patients.

(Aud et al., 2006; Deanna et al., 2014; Deschodt et al., 2010; Plowfield et al., 2006)
Core competency & Role development of GLTC

GLTC Core Competency

- Illness management
- Assessment
- Communication
- Critical thinking
- Technical skills
- Providers of care
- Designer, manager, and coordinator of care
- Member of a profession

(Berman et al. 2005; Aud et al., 2006; Gilje et al., 2007; Deanna et al., 2014; Deschodt et al., 2010; Plowfield et al., 2006).
The outcome of geriatrics and long term care curriculum, included:

Knowledge,
Attitude toward the elder and disable people,
Nursing competence & role development

(Ryan, & McCauley, 2004; Gilje et al, 2007; Burbank, Dowling-Castronovo, Crowther, & Capezuti, 2006; Aud et al., 2006; Deanna et al., 2014; Deschodt et al., 2010; Plowfield et al., 2006).
GLTC course must be recognized and interdisciplinary education in baccalaureate nursing curricula, and need to offer a determined content on geriatric and disable care as a foundation for learning experiences early in the curriculum.

Pre-defined principles to measure the competence of students, as criterion-referenced assessment students’ equitable and reliable test in GLTC.
Hsieh, Pei-Lun

National Cheng Kung University,
Tainan, Taiwan

E-mail: pelen0444 @ gmail.com