

भारतीय उपचर्या परिषद्

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सेन्टर, ओखला फेज - 1, नई दिल्ली - 110020



INDIAN NURSING COUNCIL

8th Floor, NBCC Centre, Plot No. 2, Community Centre
Okhla Phase - I, New Delhi - 110020

स्वास्थ्य एवं परिवार कल्याण मंत्रालय के तहत सांविधिक निकाय
Statutory Body under the Ministry of Health & Family Welfare

F.No. 11-1/2026-INC (I)

Dated: 27/05/2026

**Draft Notification of Indian Nursing Council (Post Basic Diploma in Geriatric Specialty
Nursing - Residency Program) Regulations, 2026.**

General Public is hereby informed that the Indian Nursing Council has drafted “**Post Basic Diploma in Geriatric Specialty Nursing - Residency Program) Regulations 2026**”. The draft notification has been prepared and is attached for comments of the General Public/Stakeholders. Comments may be furnished via email secy.inc@gov.in within 30 (Thirty) days of uploading of this notice.

Encl: As above

Yours faithfully,

Col (Dr) Sarvjeet Kaur
Secretary, INC

**THE GAZETTE OF INDIA
EXTRAORDINARY
PART III—SECTION 4
PUBLISHED BY AUTHORITY
(TO BE GAZETTED)**

**INDIAN NURSING COUNCIL
8th Floor, NBCC Centre, Plot No. 2, Community Centre, Okhla Phase-1, New Delhi-110020**

NOTIFICATION

New Delhi, Dated _____, 2026

F.No. 11-1/2026(I)-INC:— In exercise of the powers conferred by sub-section (1) of Section 16 of Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations, namely: —

1. SHORT TITLE AND COMMENCEMENT

- i. These Regulations may be called the **Indian Nursing Council (Post Basic Diploma in Geriatric Specialty Nursing - Residency Program) Regulations, 2026**.
- ii. These Regulations shall come into force on the date of notification of the same in the Official Gazette of India.

2. DEFINITIONS

In these Regulations, unless the context otherwise requires,

- i. ‘the Act’ means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. ‘the Council’ means the Indian Nursing Council constituted under the Act;
- iii. ‘SNRC’ means the State Nurse and Midwives Registration Council, by whichever name constituted, by the respective State Governments;
- iv. ‘RN & RM’ means a Registered Nurse and Registered Midwife (RN & RM) and denotes a nurse who has completed successfully, recognised Bachelor of Nursing (B.Sc. Nursing) or Diploma in General Nursing and Midwifery (GNM) course, as prescribed by the Council and is registered in a SNRC as Registered Nurse and Registered Midwife;
- v. ‘Nurses Registration & Tracking System (NRTS)’ means a system developed by the Council and software developed in association with National Informatics Centre (NIC), Government of India, and hosted by NIC for the purpose of maintenance and operation of the Indian Nurses Register. It has standardised forms for collection of the data of Registered Nurse and Registered Midwife (RN & RM)/Registered Auxiliary Nurse Midwife (RANM)/Registered Lady Health Visitor (RLHV) upon Aadhar based biometric authentication;
- vi. ‘NUID’ is the Nurses Unique Identification Number given to the registrants in the NRTS system;
- vii. ‘General Nursing and Midwifery (GNM)’ means Diploma in General Nursing and Midwifery qualification recognized by the Council under Section 10 of the Act and included in Part-I of the Schedule of the Act.

POST BASIC DIPLOMA IN GERIATRIC SPECIALTY NURSING - RESIDENCY PROGRAM

I. INTRODUCTION

Population ageing is a worldwide phenomenon. India has a rapidly growing elderly population. In 2022, India had approximately 149 million people aged 60 and above, representing 10.5% of its total population. It is projected to increase more than double to an estimated 349 million by 2025, comprising of 20.8% of the total population. India has the second largest aged population in the world. The health status of older people varies, and it is influenced by many factors such as living conditions, lifestyle and supporting factors of family, community and health care delivery system. The magnitude of the problems of older population is also expected to increase. This invites for promotive, preventive, curative, rehabilitative and home-based care as needed. Provision of accessible, affordable long term quality health care, to an ageing population has emerged as a major concern for health system in India.

National Health Policy (2017), National Population Policy (2015), and National Program for Health Care of the Older Adults (2014), have emphasized the need for provision of quality and specialized health care of the older population. NHP (2017) emphasizes significant expansion in tertiary care services both in public and private health sectors. National Policy for Older People (1999) has recognized the older persons’ right to health and directed special provisions for older adults regarding welfare measures and special provision for health care services. Comprehensive care provided to older adults reduces the burden on tertiary care by focusing on preventive, primary and community-based interventions.

Nurses play an important role in rendering health care to the older adults both in the hospital and community settings. Specialized educational preparation will enable them to assess and participate in promoting health, health

maintenance, health restoration, rehabilitation, and palliative care for older adult patients with chronic/critical illnesses. This challenge in health care demands for older adults, requires adequate number of nurses specially trained in geriatric nursing. It is essential for the health care system to meet such needs effectively.

Post Basic Diploma in Geriatric Specialty Nursing - a Residency Program is designed to develop specially trained geriatric nurses to assume such responsibility and accountability for the holistic care of older adults under his/her care in the institutions and community settings.

II. PHILOSOPHY

The Council believes that registered nurses need to be further trained as specialist nurses to function in various emerging specialty areas of practice and the training should be competency based. One such area that demands specialist nurses is geriatric care. Expanding roles of nurses and advances in geriatric care necessitates additional training to prepare nurses with specialized skills, knowledge and attitude to deliver competent, intelligent and appropriate care to older adults in institutions and community settings.

III. CURRICULUM FRAMEWORK

The Post Basic Diploma in Geriatric Specialty Nursing is a one-year residency program. The curriculum is conceptualized with foundational short courses and major specialty courses for specialty nursing.

The foundations to the program include professionalism, communication, patient education, clinical leadership, resource management and evidenced based and applied research which are short courses that aim to provide the students the knowledge, attitude and competencies for clinical practice to function as accountable, sincere, safe and competent specialist nurses. The clinical specialty courses are divided into two major parts which are Geriatric Specialty Nursing I and Geriatric Specialty Nursing II. The Geriatric Specialty Nursing I comprises of introduction to geriatric nursing, the concepts, principles and practices in geriatric care and basic sciences applied to geriatric nursing. Geriatric Specialty Nursing II comprises of nursing management of specific geriatric health problems including geriatric health assessment, diagnosis, treatment and patient safety, quality, illness specific considerations related to ageing including rehabilitation, palliative care, and end of life care

The curricular framework for the Geriatric Specialty Nursing - Residency Program is illustrated in the following **Figure-1**.

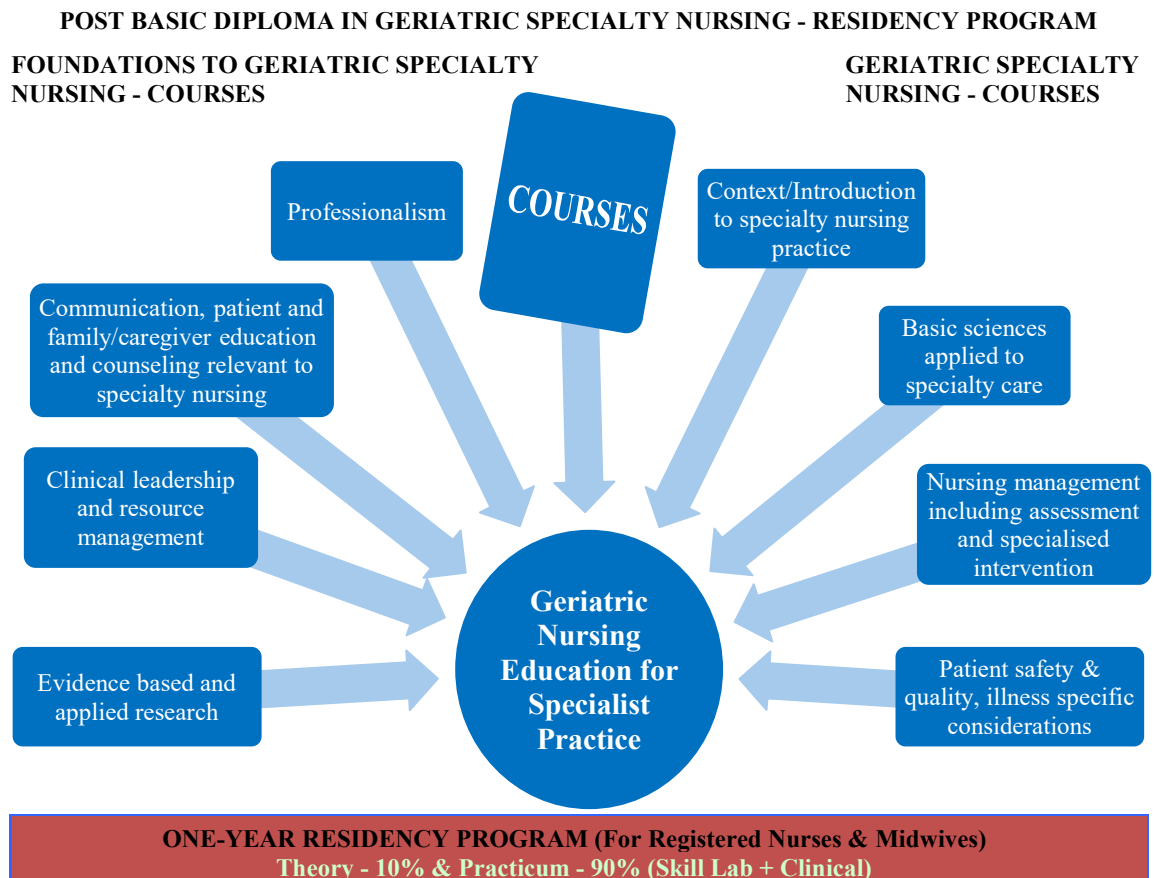


Figure 1. Curricular Framework for Geriatric Specialty Nursing - Residency Program

IV. AIM/PURPOSE AND COMPETENCIES

The Post Basic Diploma in Geriatric Specialty Nursing program aims to develop nurses with specialized skills, knowledge and attitude in providing quality care to older adults. The program focusses on supporting healthy ageing and improvement of quality of life for older adults and their families. The goal is to prepare technically qualified and trained specialist nurses who will function effectively by applying principles of geriatric nursing care management in elderly population and develop skills and attitude in providing comprehensive and competent nursing care to older adults requiring specialized care in different settings such as hospitals, elderly homes, long term care and community settings, providing high standards of care.

COMPETENCIES

On completion of the program, the Geriatric specialist nurses will be able to:

1. Demonstrate professional accountability for the delivery of nursing care which are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in Geriatric nursing.
2. Communicate effectively with older adults, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Educate and counsel older adults and their families to participate effectively in treatment and care and enhance their coping abilities through crisis and bereavement.
4. Demonstrate understanding of clinical leadership and resource management strategies and use them in geriatric care settings promoting collaborative and effective teamwork.
5. Identify, evaluate and use the best current evidence in geriatric care and treatment coupled with clinical expertise and consideration of elder's preferences, experience and values to make practical decisions in geriatric nursing practice.
6. Participate in research studies that contribute to evidence-based geriatric nursing care interventions with basic understanding of research process.
7. Apply the concepts and principles of geriatric nursing and basic sciences in the assessment, diagnosis, treatment and management of the physiological, physical, psychological, social and spiritual problems of older adults and their families requiring specialized geriatric care.
8. Apply nursing process in the care of older adults.
9. Demonstrate specialized practice competencies/skills relevant in providing care to the older adults with various health problems/conditions.
10. Identify treatment related adverse effects and geriatric emergencies and manage them effectively in primary, secondary and tertiary care settings.
11. Ensure access to palliative, rehabilitative care and community resources that contribute to improve quality and cost-effective health services.
12. Develop an understanding of the method of drug procurement, storage, administering and maintenance of common drugs used in different morbidity conditions of older adults.
13. Conduct clinical audit and participate in quality assurance activities in geriatric care unit.
14. Demonstrate safe delivery of various therapies to older adults and protect them from occupational harm.
15. Identify caregiver stress and provide adequate support.
16. Identify abuse of older adults, counsel them, their families and community.
17. Demonstrate the team management skills in organizing and conducting injury prevention, counselling and rehabilitation services for older adults.
18. Demonstrate specialized practice competencies/skills relevant in supporting end of life care, loss, grief and bereavement.
19. Provide end of life care to older adults with emphasis to promoting comfort and dignity respecting individual cultural and spiritual needs and differences.
20. Creating a healing environment to promote a peaceful death.

V. PROGRAM DESCRIPTION AND SCOPE OF PRACTICE

The Post Basic Diploma in Geriatric Specialty Nursing - Residency Program is a one-year residency program designed to prepare registered nurses (GNM/B.Sc. Nursing) with specialized knowledge, skills and attitude in providing safe and competent care to older adults, with a focus on competency-based training. The theory includes foundational courses, specialty courses and bedside practicum. The theory component comprises of 10% and practicum 90% (Clinical and Lab). The candidates will be able to practice as per the competencies/clinical skills as specified in the log book.

On completion of the program and certification, and registration as additional qualification with respective SNRC, the specialist nurses will be employed in the specialty hospital/department/unit as specialist nurses as well as in long term care and community settings. They will be able to practice as per the competencies trained during the program particularly the specialized procedural competencies/clinical skills as per the logbook of the Council syllabus. The specialist nurses can be privileged to practice those specialized procedural competencies by the respective institution as per institution protocols. Specialist nurse cadre/positions should be created at

government/public/private sectors. **The diploma will be awarded by the respective Examination Board/SNRC/University approved by the Council.**

VI. MINIMUM REQUIREMENTS/GUIDELINES FOR STARTING THE POST BASIC DIPLOMA IN GERIATRIC SPECIALTY NURSING - RESIDENCY PROGRAM

1. The program may be offered at

a. College of Nursing offering degree programs in nursing attached to parent specialty hospital/tertiary hospital having minimum of 200 beds with a minimum of 30 bedded geriatric ward with diagnostic, therapeutic and supportive services such as orthopaedics, neurology, physiotherapy, occupational therapy, ophthalmology, gynaecology, dentistry, rheumatology, psychiatry, rehabilitative and community health services. The hospital can have affiliation to old age homes.

OR

Hospitals offering DNB/Fellowship programs in Geriatric Medicine/Family Medicine/General Medicine having minimum of 200 beds with diagnostic, therapeutic and supportive services such as orthopaedics, neurology, physiotherapy, occupational therapy, ophthalmology, gynaecology, dentistry, rheumatology, psychiatry, rehabilitative and community health services. The hospital can have affiliation to old age homes.

b. The above eligible institution shall get recognition from the concerned SNRC for Post Basic Diploma in Geriatric Specialty Nursing – Residency Program for the particular academic year, which is a mandatory requirement.

c. The Council shall after receipt of the above documents/proposal would then conduct statutory inspection of the recognized training nursing institution under Section 13 of the Act in order to assess suitability with regard to availability of teaching faculty, clinical and infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

2. Nursing Teaching Faculty

a. Full time teaching Faculty in the ratio of 1:10.

b. Minimum number of faculty should be two.

c. Qualification and Number:

i. M.Sc. Nursing with Medical Surgical Nursing/Community Health Nursing or Nurse Practitioner in Geriatric Nursing - 1.

ii. Post Basic Diploma in Geriatric Nursing with Basic B.Sc. Nursing/P.B.B.Sc. Nursing - 1.

d. Experience: Minimum three years of clinical experience in Medical Surgical Nursing/Geriatric Nursing/Community Health Nursing.

e. Guest Faculty: Multi-disciplinary in related specialties (Pharmacology, Pathophysiology, Geriatric Medicine, General Medicine and General Surgery, Cardiology, Orthopaedics, Gynaecology, Dentistry, Rheumatology, Psychiatry, Rehabilitative Psychiatry, Community Medicine, Family Medicine, Physiotherapy, and Occupational therapy).

f. Preceptors:

- Nursing Preceptor: Full time qualified GNM with 6 years' of experience in specialty nursing (Geriatric nursing) or B.Sc. Nursing with 2 years' experience in Geriatric Nursing/Medical Surgical Nursing/M.Sc. in Medical Surgical Nursing/Community Health Nursing or M.Sc. (NP in Geriatric Nursing/NP in Family Health) with one-year of work experience in geriatric care unit.

- Medical Preceptor: Specialist Geriatric Medicine/General Medicine/Family Medicine doctor with PG qualification (with 3 years post PG experience/Faculty level/consultant level preferable).

- Preceptor student ratio: Nursing 1:10, Medical 1:10 (Every student must have a medical and nursing preceptor).

3. Budget

There should be budgetary provision for staff salary, honorarium for guest faculty, and part time teachers, clerical assistance, library and contingency expenditure for the program in the overall budget of the institution.

4. Physical and Learning Resource at Hospital/College

a. One classroom/conference room in the specified clinical area.

b. Skill Lab for simulated learning at the hospital/college. Skill Lab requirements are listed in **Appendix-1.**

c. Library and computer facilities with access to online journals.

- i. College library having current books journals and periodicals related to Geriatric Nursing, Nursing Administration, Nursing Education, Nursing Research and Statistics. There should be provision for access to online journals.

OR

Permission to use medical college/hospital library having current books, journals and periodicals related to Geriatric Nursing, Nursing Administration, Nursing Education, Nursing Research and Statistics.

- ii. Computer with internet facility
- d. E-Learning facilities
- e. Teaching Aids - Facilities for use of
 - i. Overhead projectors,
 - ii. Video viewing facility,
- iii. LCD projector,
- iv. CDs, DVDs and DVD players,
- v. Appropriate equipment, manikins and simulators for skill learning.
- f. Office facilities
 - i. Services of typist, office attendant, housekeeping staff
 - ii. Facilities for office, equipment and supplies such as
 - Stationery,
 - Computer with Printer,
 - Xerox Machine,
 - Telephone and Fax.

5. Clinical Facilities

- a. Parent specialty hospital/tertiary hospital having minimum of 200 beds and should have 30 geriatric beds with specialized nursing care facilities. The Geriatric Medicine Unit with inpatient facility, a functioning geriatric care OPD and home visits every week for patients in and around the town.
- b. There should be diagnostic, therapeutic, supportive services such as orthopaedics, neurology, physiotherapy, occupational therapy, ophthalmology, gynaecology, dentistry, rheumatology, psychiatry, rehabilitative and community health services. The hospital can have affiliation to old age homes.
- c. Nurse staffing of units as per the Council recommended norms.
- d. Student patient ratio - 1:3

6. Admission Terms and Conditions/Entry Requirements

The student seeking admission to this program should:

- a. Be a registered nurse and midwife (R.N.&R.M.) or equivalent with any SNRC having NUID number.
- b. Possess a minimum of one-year clinical experience as a staff nurse preferably in Geriatric/Medical Surgical Nursing/Community Health Nursing/Psychiatric Nursing prior to enrolment.
- c. Be physically fit.
- d. Selection must be based on the merit of an entrance examination and interview held by the competent authority.
- e. Nurses from other countries must obtain an equivalence certificate from the Council before admission.

7. Number of Seats

- a. For hospital having 200 beds and 30 geriatrics specialty beds, number of seats = 10
- b. For hospital having 500 beds and more with 60 geriatric specialty beds, the number of seats = 20

8. Number of Candidates

One candidate for 3 specialty beds.

9. Salary

- a. In-service candidates will get regular salary.
- b. Stipend/Salary will be given to other candidates as per the salary structure of the hospital where the program is conducted.

VII. EXAMINATION REGULATIONS AND CERTIFICATION

EXAMINATION REGULATIONS

Examining and Diploma Awarding Authority: Respective Examination Board/SNRC/University approved by the Council.

1. Eligibility for Appearing in the Examination

- Attendance:* Theory and Practical - 80%. However, 100% clinical attendance have to be obtained prior to certification
- The candidate who successfully completes the necessary requirements such as logbook and clinical requirements will be eligible to appear for final examination.

2. Practical Examination

- OSCE:* Objective Structured Clinical Examination type of examination (for Basic competency assessment) will be conducted alongside viva (oral examination) both in the internal and final examination (Detailed guidelines are given in guidebook).
- Observed Practical/Clinical:* Final internal and external examination will also include assessment of actual clinical performance in real settings including viva and mini clinical evaluation exercise for 3-4 hours (Nursing process application and direct observation of procedural competencies). Minimum period of assessment in the clinical area is 5-6 hours. (Evaluation guidelines are given in guidebook).
- Maximum number of students per day = 10 students.
- Practical examination should be held in clinical area only.
- The team of practical examiners will include one internal examiner [(M.Sc. Nursing faculty with two years of experience in teaching the respective specialty program/M.Sc. (Medical Surgical Nursing) faculty with 5 years of Post PG experience], one external examiner (nursing faculty with the same qualification and experience stated as above) and one medical internal examiner who should be preceptor for the respective specialty program.
- The practical examiner and the theory examiner should be the same nursing faculty.

3. Standard of Passing

- In order to pass, a candidate should obtain at least 60% marks in aggregate of internal assessment and external examination both together, in each of the theory and practical papers. Less than 60% is considered fail.
- Students will be given opportunity of maximum of 3 attempts for passing.
- If the student fails in either theory or practical, he/she needs to appear for the exam failed either theory or practical only.

4. Certification

- TITLE - Post Basic Diploma in Geriatric Specialty Nursing
- A diploma will be awarded by the Examination Board/SNRC/University approved by the Council, upon successful completion of the prescribed study program, which will state that
 - Candidate has completed all the courses of study under the Post Basic Diploma in Geriatric Specialty Nursing - Residency Program.
 - Candidate has completed 80% Theory and 100% Clinical requirements.
 - Candidate has passed the prescribed examination.

VIII. SCHEME OF EXAMINATION

Courses	Internal assessment marks	External assessment marks	Total marks	Exam hours (external)
<i>Theory - Experiential/Residential Learning</i>				
Geriatric Specialty Nursing (Part I and Part II) {Part I - Geriatric Specialty Nursing I including Foundations, Part II - Geriatric Specialty Nursing II}	25 (10+15)	75 (35+40)	100	3
<i>Practicum - Geriatric Specialty Nursing</i>				
<ul style="list-style-type: none"> • OSCE including Viva • Observed practical/clinical (Direct observation of actual performance in real setting) including 	75 (25+50) (OSCE-25 & Observed Practical-50)	150 (50+100) (OSCE-50 & Observed Practical-100)	225	Minimum 5-6 hours in the clinical area

Courses	Internal assessment marks	External assessment marks	Total marks	Exam hours (external)
viva - with mini clinical evaluation exercise for 3-4 hours (Nursing process application and direct observation of procedural competencies)				
Grand Total	100	225	325	

IX. PROGRAM ORGANIZATION/STRUCTURE

1. Courses of Instruction
2. Implementation of Curriculum
3. Clinical Practice (Residency Posting)
4. Teaching Methods
5. Methods of Assessment
6. Logbook and Clinical Requirements

1. Courses of Instruction: Delivered through Mastery of Learning (Skill Lab Practice) and Experiential Learning (including Clinical Practice) Approaches

Unit	Courses	Theory (hours)	Lab/Skill Lab (hours)	Clinical (hours)
I	Foundations to Geriatric Specialty Nursing Practice 1. Professionalism 2. Communication, patient and family/caregiver education and counseling relevant to specialty nursing 3. Clinical leadership and resource management in the specialty care setting 4. Evidence based and applied research in specialty nursing	40	-	-
II	Geriatric Specialty Nursing Courses Geriatric Specialty Nursing I 1. Context/Introduction to specialty nursing 2. Basic sciences applied to specialty care: diagnosis and treatment of clinical conditions (Anatomy and Physiology, Microbiology, Pharmacology, Pathophysiology, Psychology and Sociology)	50	10	1730
	Geriatric Specialty Nursing II 3. Nursing management of clinical conditions including assessment, diagnosis, treatment and specialized interventions 4. Patient safety and quality 5. Specialty/Illness specific considerations (Supportive care/palliative care/rehabilitation, impact of illness on individual, family, and community)	110	30	
	TOTAL = 1970 hours	200 (5 weeks)	40 (1 week)	1730 (38 weeks)

Total weeks available in a year = 52 weeks

- Annual Leave + Casual Leave + Sick Leave + Public Holidays = 6 weeks
- Exam Preparation and Exam = 2 weeks
- Theory and Practical = 44 weeks

2. Implementation of the Curriculum (Theory - 10% and Skill Lab + Clinical - 90%)

- Block classes - 2 weeks × 40 hours per week = 80 hours
- Residency - 42 weeks × 45 hours per week = 1890 hours

Total = 1970 hours

- Block classes - Theory and Skill Lab experience = 2 weeks × 40 hours per week (80 hours)
{Theory = 74 hours, Skill Lab = 6 hours, Total = 80 hours}
- Clinical Practice including Theory and Skill Lab = 42 weeks × 45 hours per week (1890 hours)
{Theory = 126 hours, Skill Lab = 34 hours, Clinical = 1730 hours, Total = 1890 hours}
- Theory = 200 (74 + 126) hours, Skill Lab = 40 (6 + 34) hours, Clinical = 1730 hours
- 126 hours of Theory and 34 hours of Skill Lab learning can be integrated during Clinical Experience. Mastery learning and experimental learning approaches are used in training the students throughout the program. Skill Lab requirements are listed in **Appendix-1**.

3. Clinical Practice (Residency Posting)

Clinical Residency Experience: A minimum of 45 hours per week is prescribed, however, it is flexible with different shifts and OFF followed by on call duty every week or fortnight.

Clinical Placements: The students will be posted to the under mentioned clinical areas during the training period.

S.No.	Clinical Areas	Weeks
1	Geriatric Wards	10
2	Geriatric Clinics/OPDs	2
3	General Medical Wards	4
4	General Surgical Wards	4
5	ICU/CCU	2
6	Orthopedic OPD	2
7	Neuro Ward/OPD	2
8	Urology and Nephrology Wards	2
9	Oncology OPD/Wards	2
10	Emergency Ward	2
11	Ophthalmology Ward	1
12	Physiotherapy/Occupational Therapy	1
13	Rehabilitation Centre	2
14	Community Field Practice Area	3
15	Old Age Homes and Day Care Centre	2
16	Field Visits/Hospice/Palliative Care	1
	TOTAL	42 weeks

The residency students will follow the same duty schedule as staff nurses with different shift duties. In addition to that 4 hours every week are dedicated for their learning that can be offered for theory (faculty lecture - 1 hour, nursing and interdisciplinary rounds - 1 hour, clinical presentations, case study report, and clinical assignments - 1 hour and skill lab practice - 1 hour) to cover a total of 126 hours of theory and 34 hours of skill lab practice. A small group research project can be conducted during clinical posting applying the steps of research process and written reports to be submitted.

4. Teaching Methods

Theoretical, Skill Lab and Clinical teaching can be done in the following methods and integrated during clinical posting:

- Case/clinical presentation
- Case study report
- Drug study and presentation
- Bedside clinic/Nursing rounds/Interdisciplinary rounds
- Clinical seminar/Conference
- Journal clubs
- Faculty lecture and discussion in the clinical area
- Demonstration and skill training in skill lab and at bedside
- Directed reading/Self study

- Role play
- Symposium/group presentation
- Group research project
- Clinical assignments/term papers
- Workshops
- Field Visits
- Patient engagement exercise (engaging patients in care decisions to improve health outcomes using information technology) for example discharge planning and follow up

5. Method of Assessment

- Written test (Case or scenario based)
- Practical examination - OSCE and Observed Practical (Direct observation of actual clinical performance at real settings)
- Written assignments
- Project
- Case studies/care plans/clinical presentation/drug study
- Clinical performance evaluation
- Completion of clinical procedural competencies and clinical requirements
For assessment guidelines refer **Appendix-2**

6. Clinical Logbook and Clinical Requirements

At the end of each Clinical Posting, Clinical Logbook (Specific Procedural Competencies/Clinical Skills) (**Appendix-3**) and Clinical Requirements (**Appendix-4**) and Clinical Experience Details (**Appendix-5**) must be signed by the concerned clinical faculty/preceptor.

X. COURSE SYLLABUS

FOUNDATIONS TO GERIATRIC SPECIALTY NURSING PRACTICE:

PROFESSIONALISM, COMMUNICATION, PATIENT EDUCATION & COUNSELLING, CLINICAL LEADERSHIP & RESOURCE MANAGEMENT, QUALITY CARE, EVIDENCE BASED AND APPLICATION OF RESEARCH IN GERIATRIC NURSING PRACTICE

Total Theory: 40 hours

Course Description: This course is designed to develop an understanding of professionalism, communication, patient education and counselling, clinical leadership, resource management, quality care, evidence based and applied research in geriatric nursing practice.

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/ Assessment Methods
I	3 (T)	Demonstrate understanding of professionalism and exhibit professionalism in the practice of geriatric nursing	Professionalism <ul style="list-style-type: none"> • Meaning and elements - accountability, knowledge, visibility and ethics in geriatric specialty nursing practice • Professional values and professional behaviour • INC code of ethics, code of professional conduct and practice standards • Ethical principles, ethical decision making - advance directive, will, euthanasia • Ethical issues related to geriatric nursing • Expanding role of nurse - geriatric specialist nurse, geriatric nurse practitioner • Professional organizations • Continuing nursing education 	<ul style="list-style-type: none"> • Lecture and discussion • Case-based learning 	<ul style="list-style-type: none"> • Write about Code of Ethics related to geriatric nursing practice

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/ Assessment Methods
II	3 (T)	Describe medico-legal aspects of geriatric nursing	Medico-Legal Issues <ul style="list-style-type: none"> • Legislations and regulations related to care of older adults • Consumer protection act • Negligence and malpractice • Medico-legal aspects • Records and reports • Legal responsibilities of geriatric specialist nurses 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Maintain medico legal records of older adult patients
III	12 (T)	<p>Communicate effectively with older adult patients, their families and professional colleagues/ interdisciplinary team fostering mutual respect and shared decision making to enhance health outcomes</p> <p>Educate and counsel patients and families to participate effectively in treatment and care</p>	Communication <ul style="list-style-type: none"> • Basic principles of communication • Channels and techniques of communication • Culturally sensitive communication • Shared decision making • Breaking bad news • Crisis communication • Information technology tools for communication • Team communication Patient and Family/ Caregiver Education <ul style="list-style-type: none"> • Principles of teaching and learning • Principles of health education • Assessment of information needs and education needs of patients and families/ caregivers • Developing patient education materials Counselling <ul style="list-style-type: none"> • Counselling techniques • Patient and family counselling during breaking bad news, intensive treatment, crisis intervention and end of life stage 	<ul style="list-style-type: none"> • Lecture Module <ul style="list-style-type: none"> • Communication • Breaking bad news - Role play <ul style="list-style-type: none"> • Peer teaching • Patient engagement exercise, e.g. discharge planning and planning for home care • Lecture <ul style="list-style-type: none"> • Counselling sessions 	<ul style="list-style-type: none"> • Maintain digital records Assignment <ul style="list-style-type: none"> • Prepare patient education materials on relevant topics • Conduct a group education program for older adult patients <ul style="list-style-type: none"> • Report
IV	12 (T)	Demonstrate understanding of clinical leadership and management strategies and use them in geriatric care settings promoting collaborative, interdisciplinary and effective teamwork	Clinical Leadership and Resource Management in the Geriatric Health Care Unit <ul style="list-style-type: none"> • Leadership and management • Elements of management of geriatric nursing care - planning, organizing, staffing, reporting, recording, and budgeting 	<ul style="list-style-type: none"> • Lecture and discussion 	Assignment <ul style="list-style-type: none"> • Prepare the job description of the in-charge/senior geriatric nurse • Plan a duty roster for the junior nursing officers/ staff nurses working in the geriatric care units

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/ Assessment Methods
		<p>Demonstrate skills in setting up a geriatric care unit</p> <p>Conduct clinical audit and participate in quality assurance activities in geriatric care unit</p>	<ul style="list-style-type: none"> • Clinical leadership and its challenges • Delegation • Managing human resources in geriatric care units • Material management • Emotional intelligence and self-management skills • Working as interdisciplinary team member • Designing an ideal geriatric care unit in hospital, long term care and community settings • Participation in making policies relevant to care of older adults • Development of nursing care records, flow sheets for documentation • Electronic health records in geriatric care areas • Use of electronic devices for practice support and enhancement <p>Quality Assurance Program</p> <ul style="list-style-type: none"> • Nursing audit • Nursing standards for a geriatric care unit • Quality assurance 	<ul style="list-style-type: none"> • Demo - Preparation of geriatric care unit • Lecture • Module/consult on accreditation and practice standards 	<p>Assignment</p> <ul style="list-style-type: none"> • Design an ideal Geriatric Care Unit • Develop SOPs for geriatric nursing care practice in a geriatric care unit <p>Written Assignment</p> <ul style="list-style-type: none"> • Prepare a survey of problem issues of the geriatric care unit with root cause analysis and the solutions
V	10 (T)	<p>Describe research process and perform basic statistical tests</p> <p>Identify and apply evidence-based/ best practices in geriatric nursing practice</p>	<p>Evidence based practice and clinical application of research</p> <ul style="list-style-type: none"> • Introduction to nursing research and research process • Data presentation, basic statistical tests and its application • Research priorities in geriatric nursing • Formulation of problem/ question relevant to geriatric nursing practice • Review of literature to identify evidenced based/ best practices in geriatric nursing practice • Preparation of a project proposal in geriatric care unit • Implementation of evidenced based practice in daily professional practice 	<ul style="list-style-type: none"> • Lecture and discussion <p>Module</p> <ul style="list-style-type: none"> • Writing of scientific paper 	<ul style="list-style-type: none"> • Prepare a statistical data of the geriatric care unit for the last 5 years • Conduct literature review on nursing interventions relevant to geriatric nursing interventions • Perform an evidence based practice group project

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/ Assessment Methods
			<ul style="list-style-type: none"> Ethics in research 		

GERIATRIC SPECIALTY NURSING - I

CONTEXT/INTRODUCTION TO GERIATRIC NURSING AND BASIC SCIENCES APPLIED TO GERIATRIC NURSING PRACTICE

(Applied Psychology, Sociology, Anatomy & Physiology, Microbiology, Pharmacology & Pathophysiology)

Theory: 50 hours and Lab: 10 hours

Course Description: This course is designed for students to develop understanding and in-depth knowledge regarding the context of care of older adults and application of principles of geriatric nursing, application of basic sciences in the diagnosis and treatment of older adult patients suffering from medical and surgical disorders and age-related health conditions.

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/Assessment Methods
I	8 (T)	Describe the concepts, principles, and scope of geriatric nursing practice Describe the levels of health care, geriatric health care team and roles, responsibilities of geriatric specialist nurses	Introduction to Geriatric Nursing Principles, Practices of Geriatric Nursing and Roles and Responsibilities of Geriatric Specialist Nurses <ul style="list-style-type: none"> Ageing and ageing process Definition of geriatric nursing Global and Indian perspective of geriatric care Principles of geriatric care/geriatric nursing Scope of geriatric nursing Levels of geriatric care Geriatric health care team Role of geriatric specialist nurses 	<ul style="list-style-type: none"> Lecture and discussion 	Written Assignment <ul style="list-style-type: none"> Describe a day of the nurse in the geriatric care areas/old age home and explain their roles
II	6 (T) 2 (L)	Describe psychosocial and spiritual aspects in the care of older adult patients/family Perform psychosocial and spiritual needs assessment of older adults/families Develop counselling skills for families of older adult patients admitted in geriatric care unit with acute/	Psychosocial and Spiritual Aspects <ul style="list-style-type: none"> Human behaviour and psychosocial reactions Psychosocial assessment of older adult patients/family Factors influencing psychosocial adjustment for older adult patients suffering from acute/ chronic illnesses and terminally ill Stress and coping in emergency/crisis situations Nursing interventions of psychosocial issues and problems of older adults/ patients 	<ul style="list-style-type: none"> Lecture and discussion Role play 	Written Assignment <ul style="list-style-type: none"> Describe the psychosocial assessment of older adult patients/family in stress and crisis Case presentation

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/Assessment Methods
		chronic illnesses/ terminally ill	<ul style="list-style-type: none"> • Socio-cultural influences on care of older adults/ patients • Social organizations and community resources • Spiritual assessment and spiritual care interventions 		
III	4 (T)	Coordinate with key stakeholders in providing care to older adults in hospital and community settings	<p>Social support and health services for older adults</p> <ul style="list-style-type: none"> • Implementation of National Health Policy (NHP) for older adults • National Program for the Health Care of the Elderly (NPHCE) • Regional Geriatric Centres (RGCs) • National Centres of Ageing (NCAs) • National Non-communicable Diseases Control Program • Ayushman Bharat Pradhan Mantri Jan Arogya Yojana • Rastriya Vayo Shri Yojana • Role of Governmental organizations and NGOs • Agencies working for the health care of older population: National and State • Social support and social networking, self-help groups, elderly clubs, role of police • Welfare measures and provisions for the older adults 	<ul style="list-style-type: none"> • Visit to CHC/ PHC/HWCs 	<ul style="list-style-type: none"> • Report presentation
IV	4 (T) 2 (L)	Acquire knowledge on principles and practices related to end-of-life care among older adult patients on palliative care Develop skills on managing end of	<p>End of Life Care</p> <ul style="list-style-type: none"> • Principles of good death • Principles for best care for the dying person • End of life care in different settings • Communication with the family and support of family members • Talking about death and dying • Common symptoms in last 48 hours • End of life care at home • Care after death 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play on counselling 	<ul style="list-style-type: none"> • Clinical evaluation • Case presentation

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/Assessment Methods
		life care situations and grief counselling both in hospital and community settings	<ul style="list-style-type: none"> • Registration of death and death certificate • Organ donation • Postmortem • Role of Nurses in end-of-life care • Grief counselling after death of an older adult 		
V	6 (T) 2 (L)	Explain the infection control measures in geriatric care units and community settings	Applied Microbiology <ul style="list-style-type: none"> • Infection prevention and control practices • Principles of asepsis, sterilization and disinfection • Standard safety measures • Biomedical waste management • Infection control practices for older adults in different settings • HICC audit 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration 	<ul style="list-style-type: none"> • Clinical evaluation Assignment <ul style="list-style-type: none"> • Infection control in geriatric care unit • SOPs for infection control in community geriatric care settings
VI	12 (T) 2 (L)	Describe the basic anatomy and physiology of various systems	Review of applied anatomy and physiology - Structural and functional changes applicable to ageing <ul style="list-style-type: none"> • Neurological system • Respiratory system • Cardiovascular system • Gastro intestinal system • Endocrine system • Musculoskeletal system • Genitourinary system • Reproductive system • Sensory organs 	<ul style="list-style-type: none"> • Lecture and discussion • Self-study • Video show 	<ul style="list-style-type: none"> • Quiz • Assignment
VII	8 (T)	Explain pharmacotherapy for different conditions affecting older adults	Applied Pharmacology <ul style="list-style-type: none"> • Principles of drug administration in older adults • Role of nurses and care of drugs • Pharmacodynamics and pharmacokinetics of common drugs used in the management of health problems of older adults • Analgesics • Antipyretics • Anti-inflammatory agents • Opioids • Anxiolytics • Corticosteroids • Bronchodilators • Diuretics • Anticholinergics 	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • Quiz • Drug presentation

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assignments/Assessment Methods
			<ul style="list-style-type: none"> • Anti-ulcer drugs • Laxatives • Anti diarrheal • Antiemetics • Nutritional supplementary drugs • Supplemental oxygen 		
VIII	2 (T) 2 (L)	Describe the alternative therapies in the care of older adults	Complementary and Alternative therapy in the care of older adults <ul style="list-style-type: none"> • Mind-body intervention • Meditation • Relaxation techniques • Guided imagery • Hypnosis • Biofeedback • Music therapy • Special diet • Massage therapy • Aroma therapy • Reflexology • Acupressure • Hydrotherapy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Return demonstration of selective alternative therapy methods

GERIATRIC SPECIALTY NURSING - II

NURSING MANAGEMENT OF CLINICAL CONDITIONS INCLUDING ASSESSMENT, DIAGNOSIS, TREATMENT AND SPECIALIZED INTERVENTIONS, PATIENT SAFETY, AND SPECIALITY ILLNESS SPECIFIC CONSIDERATIONS (Supportive Care/Palliative Care/Rehabilitation)

Theory: 110 hours and Lab: 30 hours

Course Description: This course is designed for students to develop an understanding and in-depth knowledge and competencies required for assessment, diagnosis, treatment, nursing management, supportive/palliative care to older adults with various geriatric health conditions including rehabilitation and end-of-life care.

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/Assessment Methods
I	6 (T) 2 (L)	Demonstrate skill in assessing older adult patients with common cardiovascular conditions Prepare/assist in diagnostic tests Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common cardiovascular disorders	MANAGEMENT OF COMMON DISEASES OF OLDER ADULTS CARDIOVASCULAR SYSTEM Assessment and diagnostic tests Common cardiovascular orders of older adults <ul style="list-style-type: none"> • Hypertension • Coronary Artery Disease • Acute myocardial infarction • Congestive cardiac failure • Syncope 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of CPR and ECG taking and interpretation 	<ul style="list-style-type: none"> • Case Presentation • Interpretation of normal ECG • Return demonstration of CPR • Use of Defibrillator

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		Develop skill in providing nursing care to older adult patients with cardiovascular disorders applying nursing process both in hospital and community settings	<ul style="list-style-type: none"> • Hyperlipidemia • Other common problems Application of Nursing Process		
II	8 (T) 2 (L)	<p>Demonstrate skill in assessing older adult patients with common endocrine conditions</p> <p>Prepare/assist in diagnostic tests</p> <p>Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common endocrine disorders</p> <p>Develop skill in providing nursing care to older adult patients with endocrine disorders applying nursing process both in hospital and community settings</p>	ENDOCRINE SYSTEM Assessment and diagnostic tests Management of common endocrine disorders of older adults <ul style="list-style-type: none"> • Diabetes mellitus • Hypo/hyperthyroidism • Pituitary disorders • Obesity • Osteoporosis • Vitamin D deficiency Application of Nursing Process	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of insulin therapy • Foot assessment • Foot care 	<ul style="list-style-type: none"> • Quiz • Return demonstration • Health education on diabetic diet
III	8 (T) 2 (L)	<p>Demonstrate skill in assessing older adult patients with common gastrointestinal conditions including nutritional assessment</p> <p>Prepare/assist in diagnostic tests</p> <p>Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common gastrointestinal disorders</p>	GASTROINTESTINAL SYSTEM Assessment and monitoring of gastrointestinal system Assessment of nutritional status Management of common gastrointestinal disorders of older adults <ul style="list-style-type: none"> • Acid Peptic Disease • Non-ulcer dyspepsia • GERD • Acute abdomen • Gastrointestinal bleeding • Acute pancreatitis • Hernia • Hepatobiliary disease 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of enteral nutrition, gastrostomy/ jejunostomy colostomy care 	<ul style="list-style-type: none"> • Case presentation • Return demonstration of enteral nutrition, gastrostomy/ jejunostomy

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		Develop skill in providing nursing care to older adult patients with gastrointestinal disorders applying nursing process both in hospital and community settings	Management modalities <ul style="list-style-type: none"> • Therapeutic diet planning • Surgery • Stoma and Ostomy Application of Nursing Process <ul style="list-style-type: none"> • Preoperative care • Post operative care • Care of surgical wound • Suture removal 	<ul style="list-style-type: none"> • Demonstration of surgical wound dressing • Suture removal 	<ul style="list-style-type: none"> • Return demonstration
IV	8 (T) 2 (L)	Demonstrate skill in assessing older adult patients with common neurological disorders Prepare/assist in diagnostic tests Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common neurological disorder Develop skill in providing nursing care to older adult patients with neurological disorders applying nursing process both in hospital and community settings	NERVOUS SYSTEM Assessment and diagnostic tests Management of common neurological disorders of older adults <ul style="list-style-type: none"> • Cerebrovascular Disease and CVA • Seizure disorders • Parkinson's syndrome • Dementia • Delirium, Unconsciousness, Coma • Alzheimer's disease • Problems related to thermoregulation Application of Nursing Process	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of ICP monitoring • Coma status monitoring 	<ul style="list-style-type: none"> • Quiz • Return demonstration • Case presentation
V	8 (T) 2 (L)	Demonstrate skill in assessing older adult patients with common respiratory disorders Prepare/assist in diagnostic tests Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common respiratory disorders	RESPIRATORY SYSTEM Assessment and diagnostic tests Management of common respiratory disorders of older adults <ul style="list-style-type: none"> • Bronchial asthma • COPD • Pneumonia • Pleural effusion • Acute Respiratory Distress Syndrome • Tuberculosis • Common allergies 	<ul style="list-style-type: none"> • Lecture • Discussion • Videos on ventilatory management • Demonstration of airway management • Demonstration of setting up of mechanical ventilator 	<ul style="list-style-type: none"> • Return demonstration of airway management • Interpretation of ABG analysis

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		Develop skill in providing nursing care applying nursing process to older adult patients with respiratory disorders both in hospital and community settings	Management modalities <ul style="list-style-type: none"> • Airway management • Ventilatory management - invasive, noninvasive, deep breathing exercise, chest physiotherapy, chest drainage Application of Nursing Process		
VI	8 (T) 2 (L)	Demonstrate skill in assessing older adult patients with common genitourinary and renal disorders Prepare/assist in diagnostic tests Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with genitourinary and renal disorders Develop skill in providing nursing care applying nursing process to older adult patients with common genitourinary and renal disorders both in hospital and community settings	GENITOURINARY & RENAL SYSTEM Assessment and Diagnostic tests Management of common genitourinary and renal disorders of older adults <ul style="list-style-type: none"> • Urinary tract infection • Urinary incontinence types, classification • Catheter associated infections • Overactive bladder • BPH • Renal stones • Chronic kidney disease Management Modalities <ul style="list-style-type: none"> • Haemodialysis • Management of incontinence • Pelvic floor exercise • Fluid replacement Application of Nursing Process	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of catheterization • Pelvic floor exercises • Health counselling 	<ul style="list-style-type: none"> • Return demonstration • Health teaching on bladder training and pelvic floor exercises • Health teaching on renal diet
VII	8 (T) 2 (L)	Demonstrate skill in assessing older adult patients with common musculoskeletal disorders Prepare/assist in diagnostic tests Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common	MUSCULOSKELETAL SYSTEM Assessment and diagnostic tests Management of common musculoskeletal disorders of older adults <ul style="list-style-type: none"> • Osteoporosis • Osteoarthritis • Rheumatoid arthritis • Falls, Injuries • Fractures • Low back disorders • Spondylosis 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of exercises and use of assistive devices 	<ul style="list-style-type: none"> • Nursing rounds • Case presentation • Return demonstration of exercises and use of assistive devices

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		<p>musculoskeletal disorders</p> <p>Develop skill in providing nursing care applying nursing process to older adult patients with common musculoskeletal disorders both in hospital and community settings</p>	<p>Application of Nursing Process</p>		
VIII	6 (T) 2 (L)	<p>Demonstrate skill in performing assessment of common emergency conditions of older adults</p> <p>Explain the clinical features, diagnosis and management: medical, surgical and nursing management of various injuries, various types of shock, SIRS, MODS, drug overdose, poisoning and AIDS</p> <p>Prepare/assist in diagnostic tests</p> <p>Develop skill in providing nursing care applying nursing process to older adult patients with common emergency conditions both in hospital and community settings</p>	<p>MANAGEMENT OF OTHER EMERGENCY CONDITIONS</p> <ul style="list-style-type: none"> • Trauma and Injuries • Shock • Inflammatory Response: Systemic Inflammatory Response Syndrome (SIRS) and Multiple Organ Dysfunction Syndrome (MODS) • Drug overdose and poisoning • Alert signs: sudden chest pain, dyspnoea, sudden weakness/ numbness, loss of consciousness, severe bleeding, seizures, severe abdominal pain, high fever <p>Response to alert signs</p> <p>Assessment and diagnostic tests</p> <p>Application of Nursing Process</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of assessments 	<ul style="list-style-type: none"> • Return demonstration on assessments - primary and secondary survey
IX	2 (T)	<p>Demonstrate skill in assessing older adult patients with common dermatological problems</p> <p>Prepare/assist in diagnostic tests</p> <p>Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older</p>	<p>INTEGUMENTARY SYSTEM</p> <p>Assessment and diagnostic tests</p> <p>Management of common dermatological problems of older adults</p> <ul style="list-style-type: none"> • Skin infections – Herpes, Scabies, Pyoderma • Pruritus’ Dermatitis • Eczema • Psoriasis 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of wound care 	<ul style="list-style-type: none"> • Health education on prevention of pressure sores

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		<p>adult patients with common dermatological problems</p> <p>Develop skill in providing nursing care applying nursing process to older adult patients with common dermatological problems both in hospital and community settings</p>	<ul style="list-style-type: none"> • Decubitus ulcers • Burns • Allergies and drug reactions <p>Application of Nursing Process</p>		
X	2 (T) 1 (L)	<p>Demonstrate skill in assessing older adult patients with common eye problems</p> <p>Prepare/assist in diagnostic tests</p> <p>Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common eye problems</p> <p>Develop skill in providing nursing care applying nursing process to older adult patients with common eye problems both in hospital and community settings</p>	<p>VISUAL SYSTEM</p> <p>Assessment and diagnostic tests</p> <p>Management of common eye problems of older adults</p> <ul style="list-style-type: none"> • Cataract • Glaucoma • Macular degeneration • Presbyopia • Retinopathy • Vision screening <p>Application of Nursing Process</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of screening for vision 	<ul style="list-style-type: none"> • Report on vision screening
XI	2 (T)	<p>Demonstrate skill in assessing older adult patients with common ENT problems</p> <p>Prepare/assist in diagnostic tests</p> <p>Describe etiology, pathophysiology, clinical manifestations, diagnosis and management of older adult patients with common ENT problems</p>	<p>EAR, NOSE, THROAT</p> <p>Assessment and diagnostic tests</p> <p>Management of common ENT problems of older adults</p> <ul style="list-style-type: none"> • Presbycusis • Tinnitus • Cerumen (ear wax) • Rhinitis • Anosmia • Chronic sinusitis • Dysphagia • Presbyphonia • Laryngopharyngeal reflux 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Return demonstration on use of hearing aids

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		Develop skill in providing nursing care applying nursing process to older adult patients with common ENT problems both in hospital and community settings	Application of Nursing Process		
XII	1 (T)	Demonstrate skill in assessing older adult patients with common dental problems Prepare/assist in diagnostic tests	DENTAL SYSTEM Assessment and diagnostic tests Management of common dental problems of older adults <ul style="list-style-type: none"> • Dental caries • Periodontal disease • Denture related issues • Use of dentures 	<ul style="list-style-type: none"> • Lecture • Demonstration on oral examination 	<ul style="list-style-type: none"> • Return demonstration on oral examination
XIII	6 (T) 2 (L)	Demonstrate skill in assessing and screening older adult patients for common malignancies Prepare/assist in diagnostic tests Describe the common malignancies in older adults, apply principles of nursing management in providing treatment and nursing care to these patients including palliative care and hospice care Develop skill in providing nursing care including palliative and hospice care applying nursing process to older adult patients with common malignancies both in hospital and community settings	Management of common malignancies of older adults Assessment and diagnostic tests Malignancies of ageing <ul style="list-style-type: none"> • Cervix, Breast, Prostate, Oral, Lung, Gastrointestinal • Cancer screening • Principles of management - Surgery, Radiotherapy, Chemotherapy • QOL of older adults with cancer • Palliative care • Hospice care • Care of terminally ill Application of Nursing Process	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Field visits 	Written Assignment <ul style="list-style-type: none"> • Field visit reports
XIV	6 (T) 3 (L)	Perform and accurately document a pertinent, comprehensive, and focused physical,	GERIATRIC NURSING ASSESSMENT <ul style="list-style-type: none"> • Comprehensive and focused health history 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration Videos 	<ul style="list-style-type: none"> • Return demonstration • Written assessment reports

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		mental health and cognitive assessment of older adults	<p>and physical assessment</p> <ul style="list-style-type: none"> • Evaluation of newly worsened health status or newly discovered risk factor • Components - clinical, functional, activities of daily living (ADL), cognitive, muscle power, gait, fall risk, pain, pressure sore, environment, social support, mental status examination (MSE), nutrition • Multidisciplinary geriatric assessment • Geriatric nursing assessment using appropriate tools and scales 		
XV	4 (T) 2 (L)	<p>Identify, assess and develop skill in providing relevant care to older adult patients with geriatric syndrome both in hospital and community setting</p> <p>Prepare/assist in diagnostic tests</p> <p>Educate and demonstrate to older adults and their care givers regarding the management of geriatric syndrome</p>	<p>GERIATRIC SYNDROME & SYMPTOM ASSESSMENT AND MANAGEMENT</p> <ul style="list-style-type: none"> • Falls and fractures • Pressure sores • Urinary symptoms - incontinence, overactive bladder, UTI • Joint pain and stiffness • Constipation • Frailty • Nutrition problems • Sleep problems • Delirium • Dementia • Aches and pains • Vision and hearing problems • Mood changes • Role of nurses 		
XVI	5 (T) 2 (L)	<p>Describe the mental health problems/ issues of concern among older adults</p> <p>Recognize, assess, and plan for culture specific mental health interventions for older adults</p> <p>Develop skill in providing care to older adults with</p>	<p>Mental Health of older adults</p> <ul style="list-style-type: none"> • Mental well being • Depression • Psychosis • Anxiety • Sleeping disorders • Self-neglect, social isolation • Drugs and substance abuse 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Videos 	<ul style="list-style-type: none"> • Case presentation • Written assignments • Mini mental health status examination report

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
		mental health problems applying nursing process	<ul style="list-style-type: none"> • Cognitive impairment and dementia • Suicidal risk • Mental health services, counseling services for retirement, relocation, widowhood and bereavement, ambulatory treatment for mental diseases <p>Application of Nursing Process</p>		
XVII	3 (T)	Recognize, prevent and manage elder abuse and violence	<p>Elder Abuse Violence</p> <ul style="list-style-type: none"> • Definition spectrum • Identification of elder abuse • Likely victims • Prevention and management • Counselling clients, abuser/family 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Case presentation
XVIII	2 (T)	Develop skill in assessment of care giver stress/burden and provide support to the care givers/ families	<p>Care Giver Stress/ Burden</p> <ul style="list-style-type: none"> • Burden of care giving • Assessment of care giver burden • Supporting the care giver/family 	<ul style="list-style-type: none"> • Lecture • Discussion 	<p>Written assignment:</p> <ul style="list-style-type: none"> • Report on care giver burden assessment
XIX	8 (T) 2 (L)	<p>Explain the goals and principles of rehabilitation of older adults/patients</p> <p>Assess and manage older adult patients who require palliative, hospice, and rehabilitative care in different health care settings</p> <p>Elaborate on the role of physiotherapy and occupational therapy in the rehabilitation of older adults</p> <p>Develop skill in meeting the rehabilitation training needs of older adult patients</p>	<p>Rehabilitation, Physiotherapy and Occupational Therapy</p> <ul style="list-style-type: none"> • The concepts and history of rehabilitation • Needs and goals of rehabilitation • Principles of rehabilitation • Rehabilitation in older adults • Rehabilitation as teamwork • Self-care evaluation and management of activities of daily living • Bladder and bowel training • Positioning aids • Basic position - sitting, standing, passive • Therapeutic exercises • Gait training • Standing balance wheelchair mobility, transfers 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration exercises and use of assistive devices • Videos 	<ul style="list-style-type: none"> • Case study • Return demonstration exercises and use of assistive devices

Unit	Time (hours)	Learning Outcomes	Content	Teaching/Learning Activity	Assignments/ Assessment Methods
			<ul style="list-style-type: none"> • Assistive devices/aids and application • Innovations • Role of physiotherapy and occupational therapy in older adults • Contractures and other deleterious effects of immobility • Pressure ulcer • Rehabilitation of stroke in the elderly • Rehabilitation of specific diseases • Organization and effectiveness of rehabilitation services <p>Application of Nursing Process</p>		
XX	3 (T)	Describe age friendly environment in the hospital and community settings	<p>Age Friendly Environment</p> <ul style="list-style-type: none"> • Safety considerations - prevention of risks and falls injuries • Modifications in the home, institutions, and community - roads, buildings, public places, old age homes • Technology to enhance independence and safety • Assisting devices • Role of society, neighbours and police 	<ul style="list-style-type: none"> • Lecture • Discussion • Field visits 	<ul style="list-style-type: none"> • Field visit reports
XXI	6 (T) 2 (L)	Identify, assess and develop skill in providing home-based care to older adult patients with geriatric syndrome and common health problems	<p>Home based care to older adults (Review)</p> <ul style="list-style-type: none"> • Pain management at home • Symptom management • Home management older adults with chronic illnesses/ conditions • Nutritional support • Psychosocial support • End-of-life care • Integration of geriatric care into primary health care/HWCs • Role of nurses 	<ul style="list-style-type: none"> • Lecture • Discussion and demonstration 	<ul style="list-style-type: none"> • Case study • Health counselling

PRACTICUM (SKILL LAB AND CLINICAL)

Total hours: 1770 hours (40 + 1730)
(Skill Lab - 40 hours and Clinical - 1730 hours)

Practice Competencies

At the end of the program students will be able to:

1. Perform assessment of functional, physical, cognitive, psychological, social and spiritual status of older adults by using appropriate tools.
2. Assist and perform special procedures in geriatric care settings.
3. Prepare and care for patients admitted in geriatric health care units applying nursing process.
4. Recognize and manage symptoms and common health problems of elderly adults including geriatric syndromes.
5. Assess and manage older adult patients who require critical care, palliative care, hospice care and rehabilitative care in different health care settings.
6. Prepare older adult patients for home care management.
7. Use technology to enhance the functional independence and safety of older adults.
8. Maintain and store drugs and keep daily records relevant in the care of older adults.
9. Provide culturally appropriate end of life care to older adults.
10. Provide bereavement counselling and support.
11. Deal with psychosocial, legal and ethical issues of older adult patient/family.
12. Teach and supervise nurses/health workers/care givers in competencies necessary to deliver care to older adults.
13. Demonstrate skills in management of geriatric care services.
14. Design a plan for organization of geriatric care units in different settings.

CLINICAL POSTINGS

Clinical Areas	Duration (weeks)	Clinical Learning Outcomes	Skills/Procedural Competencies	Assignments	Assessment Methods
Geriatric Wards	10 weeks	Perform assessment of functional physical, cognitive, psychological, social and spiritual status of older adults by using appropriate tools Provide comprehensive high-quality evidence-based nursing care to older adult patients and their families including the underprivileged and disabled, applying nursing process	<ul style="list-style-type: none"> • History taking • Geriatric health assessment • Preparing, performing and assisting in diagnostic tests • Interpretation of the results • Competent nursing care • Health education • Planning for home care 	<ul style="list-style-type: none"> • Geriatric health assessment reports • Case study report • Health counselling • Preparation for home care 	<ul style="list-style-type: none"> • Clinical evaluation • Case study report evaluation • Clinical presentation
Geriatric Clinics/OPDs	2 weeks	Assist in examination of older adult patients with different health conditions Assist in diagnostic procedures	<ul style="list-style-type: none"> • History taking • Physical examination • Health education 	<ul style="list-style-type: none"> • Geriatric health assessment report 	<ul style="list-style-type: none"> • Clinical evaluation • Evaluation of health counselling • Reports on health assessment
General Medical Wards	4 weeks	Provide nursing care for older adult patients with acute and chronic medical	<ul style="list-style-type: none"> • History taking • Physical examination • Assisting in diagnostic tests 	<ul style="list-style-type: none"> • Health assessment • Case study 	<ul style="list-style-type: none"> • Clinical evaluation • Case study report

Clinical Areas	Duration (weeks)	Clinical Learning Outcomes	Skills/Procedural Competencies	Assignments	Assessment Methods
		conditions using nursing process			
General Surgical Wards	4 weeks	<p>Perform pre- and post-operative care for patients undergoing surgeries</p> <p>Perform counselling to patients and their relatives</p> <p>Observe and maintain infection control in the surgical unit</p>	<ul style="list-style-type: none"> • Preparation of patients for surgery • Postoperative care • Wound management • Support during all phases of disease process • Counselling of patients and relatives • Wound assessment and management • Pain assessment and management 	<ul style="list-style-type: none"> • Case study • Counselling session • Report on pain assessment 	<ul style="list-style-type: none"> • Clinical evaluation • Case study report • Report of SOP for infection control in a surgical ward
ICU/CCU	2 weeks	<p>Provide comprehensive care to critically ill older adult patients in the ICU/CCU setup</p> <p>Provide comprehensive care to older adult patients with medical and surgical disorders</p>	<ul style="list-style-type: none"> • Managing patients on ventilator • Advanced airway management • Hemodynamic monitoring of patients • Chest pain assessment • Monitoring CVP and ABP of patients • Taking and interpreting ECG • Preparing patients for cardiac and respiratory critical care interventions • Providing competent care to older adult patients with medical and surgical emergency conditions • Thrombolytic therapy 	<ul style="list-style-type: none"> • Special needs and requirement of older adult patients on ventilator • Cardiovascular and respiratory assessment • ABG interpretation • ECG interpretation 	<ul style="list-style-type: none"> • Clinical evaluation • Assignment evaluation
Orthopedic OPD/Ward	2 weeks	<p>Provide nursing care for older adults with various orthopedic disorders</p> <p>Prepare and assist patients with various immobilizing devices</p> <p>Assist with pain relief</p>	<ul style="list-style-type: none"> • History taking • Physical assessment • Assisting in diagnostic tests • Managing patients with splints/tractions/external fixators • Crutch walking • Assisting with various splints application • Assisting with skin traction application • Performing Log Rolling • Collar care • Assisting with application of compression devices • Pain assessment and management 	<ul style="list-style-type: none"> • Health assessment • Case study • Pain assessment and management 	<ul style="list-style-type: none"> • Clinical evaluation • Health assessment report • Case study report • Prosthetics and orthotics unit visit report • Pain assessment

Clinical Areas	Duration (weeks)	Clinical Learning Outcomes	Skills/Procedural Competencies	Assignments	Assessment Methods
Neurology OPD/Ward	2 weeks	Provide holistic care for older adult patients with neurological disease conditions - transient ischemic attack, cerebrovascular disorders and stroke, Parkinson's disease, seizure disorders	<ul style="list-style-type: none"> • History taking • Neurological assessment • Coma assessment - Glasgow Coma Scale • Preparation of patients for neurological diagnostic and therapeutic procedures • Monitoring patients with neurological conditions • Management of increased intra cranial pressure • Counselling relatives for organ donation 	<ul style="list-style-type: none"> • Health Talk • Neurological assessment 	<ul style="list-style-type: none"> • Clinical evaluation • Case presentation
Urology and Nephrology Wards	2 weeks	Provide nursing care to older adult patients with urinary problems Provide care to older adult patients with renal problems including patients on dialysis	<ul style="list-style-type: none"> • History taking • Assessment of urinary and renal function • Preparation and assisting patients for urodynamic studies • Bladder diary • Catheterization • Pelvic floor exercises 	<ul style="list-style-type: none"> • Urinary and renal function assessment report 	<ul style="list-style-type: none"> • Report evaluation
Oncology OPD/Ward	2 weeks	Provide nursing care to older adult patients undergoing chemotherapy and radiotherapy	<ul style="list-style-type: none"> • Assessment of bedridden older adult cancer patients • Care of bedridden patients (bowel, bladder and skin care) • Post chemo/radiation therapy care 	<ul style="list-style-type: none"> • Demonstration to family care givers 	<ul style="list-style-type: none"> • Clinical rounds
Emergency Ward	2 weeks	Provide nursing care for older adult patients suffering from critical conditions/ disorders Prepare and assist in resuscitation of older adult patients	<ul style="list-style-type: none"> • Triageing • Emergency assessment • Assisting in diagnostic procedures • Preparation of emergency cart for emergency management • Basic life support • Assisting in advanced life support • Transfer to intensive care unit • Patient and family counselling • Initiating and assisting with resuscitation • Resuscitative measures - CPR and early management of trauma • Emergency interventions 	<ul style="list-style-type: none"> • Emergency health assessment report • Health counselling 	<ul style="list-style-type: none"> • Clinical evaluation

Clinical Areas	Duration (weeks)	Clinical Learning Outcomes	Skills/Procedural Competencies	Assignments	Assessment Methods
			<ul style="list-style-type: none"> • Identification of early complications • Use of noninvasive ventilation • Interpretation of ABG analysis • Application restraints • Application of MLC policies in patient care 		
Ophthalmology Ward	1 week	Recognition, assessment, and care/management and appropriate referral for common eye conditions in older adults	<ul style="list-style-type: none"> • Screening for vision problems among older adults - cataract, retinopathy, refraction error 	<ul style="list-style-type: none"> • Report on vision assessment • SOPs for eye emergencies 	<ul style="list-style-type: none"> • Evaluation of assessment report
Physiotherapy/ Occupational Therapy	1 week	Assist older adult patients with orthopedic disorders and rehabilitation needs in performing therapies	<ul style="list-style-type: none"> • Assisting with various therapies provided • Observation of use of modified self-care equipment in meeting daily needs • Preparation, assisting and monitoring patients with TENS 	<ul style="list-style-type: none"> • Written assignment 	<ul style="list-style-type: none"> • Report on modified self-care equipment
Rehabilitation Centre	2 weeks	Provide care for patients with rehabilitation challenges	<ul style="list-style-type: none"> • History taking • Physical examination • Tube feeding • Administration of drugs • Suctioning and tracheostomy care • Dietary assessment • Sleep assessment and maintenance of sleep log • Fall risk assessment • Bladder assessment and maintenance of bladder diary • Performing bladder training • Catheterizing the patient • Intermittent clean catheterization • Bowel assessment and maintenance of bowel diary • Performing bowel training • Performing digital stimulation and digital evacuation • Assisting with swallowing assessment 	<ul style="list-style-type: none"> • Case study report • Drug study report on bladder and bowel training • Preparing and assisting patients for gait analysis 	<ul style="list-style-type: none"> • Clinical evaluation • Assessment of assignments

Clinical Areas	Duration (weeks)	Clinical Learning Outcomes	Skills/Procedural Competencies	Assignments	Assessment Methods
			<ul style="list-style-type: none"> performed by speech therapists • Bedsore care • Position changes every 2 hours • Assisting with psychological assessment performed by psychologist • Working with rehabilitation team • Observation of fitting of prosthetics and orthotics • Preparation and assisting patients for urodynamic • Report of sleep lab • SOP on fall prevention • Preparing and assisting patients for gait analysis 		
Community Field Practice Area	3 weeks		<ul style="list-style-type: none"> • History taking • Symptom assessment • Assisting in therapeutic procedures • Wound management • Pain assessment and pain management • Symptom management • Alternative therapy for symptoms • Home care - Provision of care for management of specific therapies, colostomy, gastrostomy, wounds, oral and skin care, foot care etc. • Nutritional management • Psychosocial support 	<ul style="list-style-type: none"> • Case study 	<ul style="list-style-type: none"> • Case study report
Old Age Home/ Day Care Centers	2 weeks	Observe the activities of old age home/day care center	<ul style="list-style-type: none"> • Report on visit to old age home 	<ul style="list-style-type: none"> • Written assignment 	<ul style="list-style-type: none"> • Report presentation
Field Visits	1 week	Observe the care provided to the older adult patients at the palliative care center and Hospice of old age home/day care center	<ul style="list-style-type: none"> • Report on visit to palliative care center and Hospice 	<ul style="list-style-type: none"> • Written assignment on visit to palliative care center and Hospice 	<ul style="list-style-type: none"> • Field visit report

**APPENDIX 1
SKILL LAB REQUIREMENTS**

Note: In addition to the basic skill lab requirement of College of Nursing, the following are necessary.

S.No.	Skill Lab Requirement	Number
	General Equipment	
1	Electronic ICU cot with related attachments with mattress and bed linen (One for every 5-10 students)	1
2	Bedside trolley with basic patient care equipment and personal protective equipment	1
3	Dressing trolley/over bed trolley	1
4	Sink (deep sink) with hand wash essentials and drier	1
5	IV stand	1
6	Color coded waste bins with lids	1
7	Wall mounted ports for oxygen, medical air and vacuum	1
8	Portable oxygen cylinder with stand and oxygen flow meters	1
9	Nebulizer machine with nebulizer mask (adult)	1
10	Oxygen mask (adult)	1
11	Venturi mask with T piece	1
12	Nasal cannula (adult)	1
13	BP apparatus with adult cuffs	1
14	BP monitor with stethoscope (adult)	1
15	Glucometer	1
	Equipment for Emergency Care	
1	Cardiac/multimodal monitor (hemodynamic monitoring) with accessories including monitor stand	1
2	ECG machine	1
3	Crash cart	1
4	Defibrillator (adult)	1
5	Ventilator	1
6	Ambu bag (adult)	1
7	NIV mask (adult)	1
8	Pressure bag	1
9	Bain circuit (adult)	1
10	Syringe pump with stand	1
11	High concentration mask (adult)	1
12	Ear probe (saturation monitoring)*	1
13	Esophageal temperature probe*	1
14	Bipap machine	1
15	Laryngeal mask airway (adult)	1
16	ABG machine	1
	Tray Sets for Various Procedures	
1	Intubation tray (adult)	1
2	Tracheostomy tray	1
3	CVP tray	1
4	Catheterization tray	1
5	IV cannulation tray	1
6	Blood sample collection tray	1

S.No.	Skill Lab Requirement	Number
7	LP tray	1
8	Thoracentesis tray	1
9	Paracentesis tray	1
10	Arterial line tray	1
11	Suture removal tray	1
12	Dressing tray	1
13	Injection tray	1
14	Suction tray	1
15	ICD/chest drainage tray	1
16	PPE kit	1
17	Spillage kit (Blood and Chemical)	1
18	Tubes, catheters, lines of different sizes, drugs, fluids, syringes, BG sets, micro drip set, IV sets, Arterial lines, Central lines as per skill requirements	1
19	Sterile linen bundle	1

**APPENDIX 2
ASSESSMENT GUIDELINES (THEORY AND PRACTICUM)**

I. THEORY

A. INTERNAL

GERIATRIC SPECIALTY NURSING (Part I - Geriatric Specialty Nursing I including Foundations and Part II - Geriatric Specialty Nursing II) - TOTAL: 25 marks

- Test papers and quiz -10 marks
- Written assignments - 10 marks (Code of ethics relevant to geriatric nursing practice, literature review on EBP in geriatric nursing/infection control practices, nutritional care of patients with chronic disease)
- Group project - 5 marks

B. EXTERNAL/FINAL

GERIATRIC SPECIALTY NURSING (Part I - Geriatric Specialty Nursing I including Foundations and Part II - Geriatric Specialty Nursing II) - TOTAL: 75 marks

Part I - 35 marks (Essay 1 × 15 marks = 15, Short answers 4 × 4 marks = 16, Very short answers 2 × 2 marks = 4) and Part II - 40 marks (Essay 1 × 15 marks = 15, Short answers 5 × 4 marks = 20, Very short answers 5 × 1 mark = 5)

II. PRACTICUM

A. INTERNAL - 75 marks

- OSCE - 25 marks (End of posting OSCE - 10 + Internal end of year OSCE - 15)
- Other Practical - 50 marks
- a) Practical assignments - 20 marks (Clinical presentation and Case study report - 5, Counselling report/Field visit report - 5, Drug study report - 5, and Health talk - 5)
- b) Completion of procedural competencies and clinical requirements - 5 marks
- c) Continuous clinical evaluation of clinical performance - 5 marks
- d) Final Observed Practical (actual performance in clinicals) - 20 marks

B. EXTERNAL - 150 marks

OSCE - 50 marks

Observed Practical - 100 marks

**Detailed guidelines are given in guidebook.*

**APPENDIX 3
CLINICAL LOGBOOK FOR POST BASIC DIPLOMA IN**

GERIATRIC SPECIALTY NURSING - RESIDENCY PROGRAM
(Specific Procedural Competencies/Clinical Skills)

S.No.	Specific Competencies/Skills	Number Performed/ Assisted/Observed (P/A/O)	Date & Signature of the Faculty/ Preceptor
I	FOUNDATIONS TO GERIATRIC SPECIALTY NURSING		
1	Preparation of patient education materials	P	
2	Patient education plan for teaching patients/relatives of older adult patients	P	
3	Preparation of duty roster for nursing officers/staff nurses	P	
4	Writing literature review/systematic review (Identify evidence-based nursing intervention/ practices)	P	
5	Preparation of a manuscript for publication/paper presentation	P	
6	Research Project (Group) Topic	P	
II	GERIATRIC SPECIALTY NURSING		
1	Health Assessment		
1.1	History taking and physical examination of older adult patient with a chronic disease/condition	P	
1.2	History taking and physical examination of a critically ill older adult patient	P	
1.3	Functional assessment - Barthel index - TUG test	P P	
1.4	Assessment of muscle power	P	
1.5	Gait assessment	P	
1.6	Nutritional assessment	P	
1.7	Fall risk assessment	P	
1.8	Pain assessment	P	
1.9	Pressure sore assessment	P	
1.10	Cognitive assessment	P	
1.11	Sleep assessment	P	
1.12	Mini mental status examination	P	
1.13	Geriatric depression assessment	P	
1.14	Vision screening	P	
1.15	Hearing test	P	
1.16	Assessment for Parkinson's syndrome	P	
2	Diagnostic Procedures		
2.1	Blood sampling for blood tests	P	
2.2	Ultrasound	O	
2.3	ECG taking and interpretation	P	
2.4	EEG	O	
2.5	Bronchoscopy	O	
2.6	Gastroscopy	O	
2.7	Post void residual urine	O	
2.8	Uroflowmetry	O	
2.9	Cystoscopy	O	
3	Therapeutic/Specialized Procedures		
3.1	Cardiac monitoring	P	

S.No.	Specific Competencies/Skills	Number Performed/ Assisted/Observed (P/A/O)	Date & Signature of the Faculty/ Preceptor
3.2	Arterial BP monitoring	P	
3.3	ABG analysis	P	
3.4	ECG recording and interpretation	P	
3.5	Insertion of central line	A	
4	Airway Management		
4.1	Application of oropharyngeal airway	P	
4.2	Laryngeal airway	P	
4.3	Pulse oximetry	P	
4.4	Endotracheal intubation	A	
4.5	Endotracheal/tracheal suctioning	P	
4.6	Oral suctioning	P	
4.7	Tracheostomy care	P	
5	Use of infusion pump	P	
6	IV cannulation/therapy	P	
7	Administration of blood and blood products	P	
8	Oxygen Therapy		
8.1	Nasal cannula/venturi/simple face mask	P	
8.2	NIV	P	
8.3	Nebulization	P	
9	ICP monitoring	P	
10	Consciousness status monitoring	P	
11	Rehabilitation of Older Adults		
11.1	Bladder incontinence/Bladder training	P	
11.2	Pelvic floor exercise	P	
11.3	Insertion and removal of urinary catheter	P	
11.4	Condom catheterization	P	
11.5	Diaper use	P	
12	Bowel training	P	
13	Digital evacuation	P	
14	Exercises	P	
14.1	Swallowing and speech	P	
14.2	Brandt-Daroff	P	
14.3	Isotonic	P	
14.4	Isometric	P	
15	Physiotherapy		
15.1	Chest	P	
15.2	Limbs	P	
16	Mobility Training		
16.1	Use of assistive devices	P	
16.2	Use of walkers	P	
16.3	Use of wheelchairs	P	
16.4	Assistive devices for ADL	P	
16.5	Use of prosthesis/hearing aid	P	
17	Use of Restraints		
17.1	Physical	P	
17.2	Chemical	P	

S.No.	Specific Competencies/Skills	Number Performed/ Assisted/Observed (P/A/O)	Date & Signature of the Faculty/ Preceptor
18	Podiatric care	P	
19	Transfer techniques	P	
20	Care of patients on		
20.1	Cast	P	
20.2	Splint	P	
20.3	Traction	P	
20.4	Amputee	P	
21	Diet Planning		
21.1	Soft solid	P	
21.2	Liquid	P	
21.3	Nasogastric tube - insertion and feeding	P	
21.4	Orogastric tube - insertion and feeding	P	
21.5	Gastrostomy/jejunostomy tube feeding	P	
21.6	Total parenteral nutrition	P	
22	Oral care	P	
23	Dental care - dentures	P	
24	Eye care	P	
25	Wound Management		
25.1	Surgical wound dressing	P	
25.2	Care of pressure sore	P	
25.3	Ostomy care	P	
26	Alternative Therapy		
26.1	Diversional therapy	P	
26.2	Cognitive stimulation therapy	P	
26.3	Group therapy	P	
27	Counselling		
27.1	Patient	P	
27.2	Family	P	
28	Handling Challenging Situation		
28.1	Anger/denial/crying/depression	P	
28.2	Breaking bad news	P	
28.3	Bereavement counselling	P	
28.4	Organ donation	P	
28.5	End of life care	P	
29	Community/Home Care Based Procedures		
29.1	Home care of normal older adult	P	
29.2	Home care of older adult patient with a chronic disease/ condition	P	
29.3	Home care of older adult patient with mental illness	P	
29.4	Symptom management at home	P	
30	Health Education/Counselling	P	
30.1	Glucose monitoring	P	
30.2	Home care management of insulin	P	
30.3	Therapeutic diets	P	
30.4	Oral hygiene	P	
30.5	Wound management	P	

S.No.	Specific Competencies/Skills	Number Performed/ Assisted/Observed (P/A/O)	Date & Signature of the Faculty/ Preceptor
30.6	Compliance of medication	P	
30.7	Pain management	P	
30.8	Exercise	P	
30.9	Foot care	P	
30.10	Vaccination	P	
30.11	Home safety measures	P	
31	Asepsis Sterilization/Disinfection		
31.1	Hospital	P	
31.2	Community	P	
32	Quality Control		
32.1	Preparation of SOPs for infection control in geriatric care units	P	
32.2	Preparation of SOPs for home safety measures for older adults	P	
32.3	Conducting geriatric unit audit	P	
33	Field Visits		
33.1	Old age home	O	
33.2	Day care centre	O	
33.3	Geriatric club	O	
33.5	Palliative care centre	O	
33.6	Hospice care centre	O	

Signature of the Program Coordinator/Faculty

Signature of the HOD/Principal

*When the student is found competent to perform the skill, the faculty will sign it.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the faculty signs against each competency.

Faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the student is able to perform that competency without supervision.
- Level 2 competency denotes that the student is able to perform each competency with supervision.
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision.

APPENDIX 4 CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty/Preceptor
1	<i>Health Talk (Geriatric Ward/Home Care)</i>		
1.1	<i>Topic</i>		
1.2	<i>Topic</i>		
2	<i>Counseling Patient and Family</i> Counseling Report - 1		
3	<i>Health Assessment</i>		
3.1	Geriatric Health Assessment - History and Symptoms, Physical Examination (Two written reports) a. Critically ill older adult b. Older adult with NCD c. Normal older adult at home		
4	<i>Journal Club/Clinical Seminar</i> <i>Topic</i>		
5	<i>Case Study/Clinical Presentation and Report - 2</i> <i>Geriatric Ward - 1 and Medical/Surgical Ward - 1</i>		

