

Overview on Units of Learning Outcomes

Key Activities and Professional Competences

Qualification: **Geriatric Nurse (Staatlich anerkannte/r Altenpfleger/in)**

GQF Level: 4

Key Activities and Professional Competences
<p>Taking over basic nursing care duties</p> <p>Assist Elderly People with Personal Hygiene Care Reassuring Elderly People Assist the Elderly with Resting and Sleeping Supporting Elderly People with their Mobility and with Disruptions in Motion Considering the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation Providing Professional First Aid Assistance in Emergencies To speak with, advise, and guide elderly people</p>
<p>Implementing personal and situation-related nursing care for elderly people</p> <p>Assisting elderly people with nutritional intake and treating disruptions in the digestive system Assist elderly people with urinary excretion and treat disruptions in the urogenital system Assisting the maintenance of heart-circulation functions and respiration of the client, as well as carrying out treatment of disruptions in the heart-circulation system and respiration Nursing care for elderly people suffering illnesses of the endocrine system and metabolism Nursing care for elderly people with disruptions of the sensory organs Nursing care for elderly people with neurological, psychiatric, and geronto-psychiatric diseases Attending elderly people in the dying process</p>
<p>Assisting elderly people in their daily life situation and to maintain and activate the independence of elderly people</p> <p>Using the assessment of the lifestyle and the social environment of elderly people as the basis for situation-adequate nursing care Assisting elderly people with contributing to community life Arranging the daily schedule of elderly people and their care-takers Assisting elderly people with housekeeping and with the creation of a development-secure living space and environment</p>
<p>Contributing to clinical diagnostics and therapy</p> <p>To responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team Contributing to the diagnostic process Independently carrying out doctor-ordered therapeutic treatments in the nursing care context Professional care for chronic wounds Securing the administration of pharmaceuticals Contributing to neurological, psychiatric, and geronto-psychiatric diagnoses and therapy procedures</p>

Key Activities and Professional Competences (continued)

Evaluating, planning and documenting nursing care for elderly people

Planning Nursing Processes

Evaluate and Document Nursing Processes

Contributing to Quality Assurance Procedures in Geriatric Nursing

Operating economically and socially responsible in a facility for elderly nursing care

Considering the health and socio-political framework of elderly nursing care activity

Considering the business framework as well as the structural and personnel conditions in a nursing home facility

Guiding family members and nursing care personnel in the care of elderly people

Dealing with conflicts and difficult social situations

Recognizing and preventing the psycho-social strain of one's own person, as well as maintaining and promoting one's own physical health

Legal Framework:

- Curriculum valid for the federal state of Saxony: *Sächsisches Staatsministerium für Kultus (Hrsg.): Lehrpläne für die Berufsfachschule: Altenpfleger/Altenpflegerin, Fachlicher Bereich, Klassenstufen 1 bis 3, August 2003*
- Law for Practicing Geriatric Nursing: *Gesetz über die Berufe in der Altenpflege (Altenpflegegesetz - AltPflG) vom 17.11.2000, zuletzt geändert am 20. Dezember 2011*
- Training and Assessment Regulations for the profession „Geriatric Nurse“: *Ausbildungs- und Prüfungsverordnung für den Beruf der Altenpflegerin und des Altenpflegers (Altenpflege-Ausbildungs- und Prüfungsverordnung - AltPflAPrV) vom 26. November 2002, zuletzt geändert am 6. Dezember 2011*

Key Activity Taking over basic nursing care duties	
Qualification Geriatric Nurse	GQF Level: 4
Professional Competence Assist Elderly People with Personal Hygiene Care Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> To assist older people with personal hygiene care, whereby assistance should support the patient's own abilities to help themselves To maintain as much as possible the independence of older people in taking care of themselves 	Knowledge <ul style="list-style-type: none"> Explaining the importance and goals of personal hygiene of the elderly Describe various procedures for personal hygiene care (e.g. personal hygiene in bed and bath, mouth and eye care, hare care) Describing prophylactic methods for prevention of complications of the skin, mucous membranes, and cellular metabolism (i.e., skin and hair) Describing the importance and function of clothing in accordance with the needs of elderly people
Professional Competence Reassuring Elderly People Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Preventing accidents through the conscientious behaviour in nursing home duties Organise nursing home activities in accordance with hygiene regulations and guidelines Recognising infections Carrying out infection prophylaxis and abatement Implementing appropriate treatment for chronic pain patients Carrying out nursery home duties in accordance with the intimate sphere of the elderly 	Knowledge <ul style="list-style-type: none"> Explaining procedures for accident prevention Describing procedure in the case of an emergency Describing the functions and contents of hygiene regulations Describing the origin and spread of infections in nursing homes Describing procedures for infection prophylaxis and abatement The origin of pain, describing and differentiating the signs and types Explaining the fundamental rules for dealing with chronic pain patients
Professional Competence Assist the Elderly with Resting and Sleeping Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Monitoring the sleeping habits of elderly people, and take note of possible treatments Carrying out treatments to aid sleeping To set up a bed in accordance with the hygiene requirements and the needs of elderly people 	Knowledge <ul style="list-style-type: none"> Explaining the importance of sleep as well as sleeping disorders Describing procedures to aid sleep Describing the set-up and function of a nursing bed and its accessories Demonstrating procedures for setting up beds as well as hygiene requirements

<p>Professional Competence</p> <p>Supporting Elderly People with their Mobility and with Disruptions in Motion</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Observe posture, positioning, and walk. And on this basis recognizing pathological changes of the skeletal-muscular system • Helping the elderly get around due to changes in the skeletal-muscular system • Implement target-oriented prophylactic measures to maintain mobility • Reducing the risks to mobility constraints through prophylactic measures and to assist elderly people with changing positions • Exercises in dressing 	<p>Knowledge</p> <ul style="list-style-type: none"> • Describing the anatomy and physiology of the active and passive muscular system • Describing changes due to old age • Explaining the causes and consequences of mobility dysfunctions • Explaining and differentiating the diseases of the muscular-skeletal system, including their causes (rheumatic and degenerative diseases and diseases of the spinal column) • Describing prophylactic procedures
<p>Professional Competence</p> <p>Considering the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • To recognize and understand the experience and behaviour of elderly people in connection with their life story and mental state. To consider this when fulfilling nursing care duties 	<p>Knowledge</p> <ul style="list-style-type: none"> • Describe the subject matter of Psychology • Explain the significance of every day psychology and professional psychology • Give an overview of the goals, discipline and methods of Psychology • Explain the terms „motivation“ and „emotion“ • Describe the development of motives • Differentiate primary and secondary needs • Explaining „Hierarchy of Needs“ according to Maslow • Describe needs fulfilment as well as the importance of borders for these needs, and their consequences in nursing home care • Explaining the development, components and functions of emotions • Explaining the concept, components, and functions of attitudes • Describing the importance of attitude for perception and behaviour • Describe the psychically limited situation of elderly people with illness: • Lack of Motivation • Fear • Aggression

<p>Professional Competence</p> <p>Providing Professional First Aid Assistance in Emergencies</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Provide Professional First-Aid assistance 	<p>Knowledge</p> <ul style="list-style-type: none"> • Describing First-Aid procedures concerning: • Illnesses and Traumas of the Sensory Organs • Illnesses of the Endocrine systems and metabolism • Traumas of the muscular-skeletal system • Dysfunctions of the digestive system • Dysfunctions of the urogenital system • Dysfunctions of the heart-circulatory system • Dysfunctions of the Respiratory system • Neurological dysfunctions or traumas of the nervous system
<p>Professional Competence</p> <p>To speak with, advise, and guide elderly people</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • To produce discussion-promoting conditions in the interaction with elderly people • To understand the problems of elderly people through communication • To advise elderly people in personal and social matters • Produce appreciative and motivating guidance for elderly people • Understanding intensive relationship work as a prerequisite for successful activation and rehabilitation 	<p>Knowledge</p> <ul style="list-style-type: none"> • Explaining nursing care relevant basis of communications: <ul style="list-style-type: none"> - Social interaction and communication - Verbal and non-verbal communication - Levels of meaning in messages - Communication breakdowns - Self-perception and perception of others • Discuss nursing home relevant discussion and questioning methods • Explaining the possibilities of creating a discussion-promoting atmosphere • Explaining goals and contents of professional nursing care counselling • Explain goals and contents of nursing care guidance
<p>Personal Competences</p> <ul style="list-style-type: none"> • Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. • Justify processes and results. • Provide comprehensive communication on facts and circumstances. • Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them. 	

Key Activity Implementing personal and situation-related nursing care for elderly people	
Qualification Geriatric Nurse	GQF Level: 4
Professional Competence Assist elderly people with nutritional intake and treating disruptions in the digestive system Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Assessing the nutritional condition and the eating habits of older people Offering appropriate support, care and advice on nutritional intake and excretion Create the connection between eating habits and psychological limiting conditions and initiate appropriate measures Evaluate and observe changes in eating and digestion and initiate appropriate measures Carry out appropriate treatment concerning incontinence, constipation and diarrhoea 	Knowledge <ul style="list-style-type: none"> Explaining the anatomy, physiology, and pathology of the digestive organs Describing changes of the digestive organs in old age Describing specific specialty foods, their use and function Explaining the process of fluid balancing Demonstrating the monitoring criterion of stool excrement
Professional Competence Assist elderly people with urinary excretion and treat disruptions in the urogenital system Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Caring for elderly people with incontinence Supporting elderly people with urinal excretion Use of aids for urinary excrement, e.g. use of colostomy bags, urinal condoms, absorbent incontinence material Carry out selected treatments to support continence and prophylactics against urinary tract disease Carrying out preventative measures to maintain control over excrement movements Council on how deal with artificial urinary excretion or artificial intestinal excretion 	Knowledge <ul style="list-style-type: none"> Explaining the anatomy, physiology, construction and function of the urogenital system Explaining and differentiating the diseases of the urogenital system Explaining changes of the urogenital system in old age Describe the hydro and electrolyte maintenance balance in elderly people Describing and differentiating the diseases of the urogenital system: <ul style="list-style-type: none"> Diseases of the urinary tract, e.g. cystitis, bladder carcinoma, kidney stones Diseases of the kidneys, e.g. pyelonephritis, nephrolithiasis, tumours, renal insufficiency Diseases of the female genital organs and mammary glands, e.g. descensus uteri, vaginitis, vulva carcinoma, mammary carcinoma Diseases of the male genital organs, e.g. phimosis, hydrocele, prostatic hyperplasia, prostatic carcinoma Describing the importance of urinary excretion Demonstrate the monitoring criteria for urinary excretion Explaining the causes and treatment of urinary incontinence

<p>Professional Competence</p> <p>Assisting the maintenance of heart-circulation functions and respiration of the client, as well as carrying out treatment of disruptions in the heart-circulation system and respiration</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> Monitoring and measuring vital functions and recognizing pathological deviations: <ul style="list-style-type: none"> pulse blood pressure consciousness body temperature breathing Carrying out selected treatments for diseases of the heart-circulation system Carrying out procedures for pneumonia prophylaxis, breathing stimulation, and breathing support 	<p>Knowledge</p> <ul style="list-style-type: none"> Explaining the anatomy and physiology of the heart-circulatory system Describing the essential diseases of the heart-circulatory system and of the breathing organs
<p>Professional Competence</p> <p>Carry out nursing care for elderly people suffering illnesses of the endocrine system and metabolism</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> Recognizing and preventing disruptions of the endocrine systems and the metabolisms of elderly people Carrying out selected treatments of elderly people with endocrine and metabolism-related illnesses, e.g. diabetes mellitus Council elderly people and assist them to cope with the illness Providing First Aid in cases of metabolic imbalance 	<p>Knowledge</p> <ul style="list-style-type: none"> Explaining the anatomy and physiology of the endocrine system as well as describing age-typical changes Describing metabolic processes Differentiate endocrine and metabolic-related cases Describing necessary changes in lifestyle by various illnesses of the endocrine system
<p>Professional Competence</p> <p>Carry out nursing care for elderly people with disruptions of the sensory organs</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> Carrying out treatment for the skin/epidermis in accordance with the physiological conditions and pathological changes Carrying out treatment for the eyes in accordance with the physiological conditions and pathological changes Carrying out treatment for seeing-impaired and blind elderly people with particular consideration of their needs Carrying out treatment for the ears in accordance with the physiological conditions and pathological changes Carrying out treatment for hearing-impaired elderly people with particular consideration of their needs Technical help and treatment of the hearing-impaired Supporting elderly people in dealing with changes in sensory perception 	<p>Knowledge</p> <ul style="list-style-type: none"> Describing the anatomy and physiology of the sense organs: <ul style="list-style-type: none"> Skin Eyes Ears Explaining the age-typical diseases of the sensory organs

<p>Professional Competence</p> <p>Nursing care for elderly people with neurological, psychiatric, and geronto-psychiatric diseases</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Providing care for elderly people with diseases of the central nervous system • carrying out preventative care • providing medicinal therapy • Monitoring and assessing signs of illness, recognizing the reduction of cognitive abilities, noticing disruptions and changes, if applicable, initializing appropriate measures 	<p>Knowledge</p> <ul style="list-style-type: none"> • Explaining the anatomy and physiology of the central, peripheral, and vegetative nervous systems • Describing and differentiating selected neurological, psychiatric and geriatric-psychiatric illnesses and syndromes • Explaining the possibilities of medicinal therapies • Explaining the principle neurological rehabilitation concepts
<p>Professional Competence</p> <p>Attending elderly people in the dying process</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Recognize the needs of dying people and initiating appropriate procedures • Recognizing the signs of approaching death • Carrying out the necessary procedures after death has occurred • Supporting family members in the grieving process 	<p>Knowledge</p> <ul style="list-style-type: none"> • Describing medical-care support needs of the dying in reference to personal hygiene, nutrition, fluid intake, bedding, breathing • Recognize and differentiate the phases of dying • Explaining the possible effects of the process of dying and its phases on the behaviour of the terminally ill and their relatives • Knowing the importance and the methods of the grieving process
<p>Personal Competences</p> <ul style="list-style-type: none"> • Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. • Justify processes and results. • Provide comprehensive communication on facts and circumstances. • Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them. 	

Key Activity Assisting elderly people in their daily life situation and to maintain and activate the independence of elderly people	
Qualification Geriatric Nurse	DQR Level: 4
Professional Competence Using the assessment of the lifestyle and the social environment of elderly people as the basis for situation-adequate nursing care Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> • To ensure the situation-relevant care of elderly people on the basis of gerontological knowledge • Recognize the problems of the elderly in their present condition and develop ways to improve life quality • Assess the social structure of an elderly person and, on this basis, offer a way to promote social interaction 	Knowledge <ul style="list-style-type: none"> • Understanding the age demographic of the populace, demographic development, as well as social image of age as factors of influence on the world of the elderly • Explaining Developmental and Age theories • Understanding aging as an individual developmental process • Critical reflection on the challenges, possibilities and risks of retirement and on entering the life phase of being in one's retirement years • Understanding people as individuals and as part of various social structures (groups, society, culture) • Explaining the features of social relationships in old age <ul style="list-style-type: none"> - Explaining the basic terms of Sociology: <ul style="list-style-type: none"> - Values and norms - Social roles, position, and status - Attitudes, prejudices, and stereotypes - Identity • Explaining the forms and functions of groups, particularly in consideration of the everyday world of elderly people • Explain and understand the importance of the family of elderly people and their burden as care-taking family members
Professional Competence Assisting elderly people with contributing to community life Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> • Support elderly people to contribute to society • Organizing celebrations and festivities as the high point in the daily life of the elderly • Motivate elderly people to make contacts with others • Motivate elderly people to make use of various forms of media • Taking into consideration the biography and interests, as well as the readiness of elderly when motivating them to become socially active 	Knowledge <ul style="list-style-type: none"> • Explaining the importance of celebrations and festivities in the course of the year for elderly people • Demonstrate the goals of various celebrations and offer example of how to organize them • Illustrate the importance of social interaction for elderly people • Know the importance of celebrations for increasing the social interaction of elderly people • Differentiate among the various ways to use different forms of media

<p>Professional Competence</p> <p>Arranging the daily schedule of elderly people and keeping them occupied</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Create a diverse daily schedule for elderly people • Maintain and perhaps improve the life quality of elderly people through active and meaningful daily activities • To facilitate the social integration of elderly people • Carry out musical, cultural, sport, and handcraft education and activities 	<p>Knowledge</p> <ul style="list-style-type: none"> • Explaining the importance of the possibilities in creating a daily plan • Explain and differentiate among the various functions, goals, and methods in creating a daily plan: <ul style="list-style-type: none"> - Senior gymnastics - Dancing - Playing games - Memory training - Painting - Making music - Reading and giving talks - Sensory perception
<p>Professional Competence</p> <p>Assisting elderly people with housekeeping and with the creation of a development-secure living space and environment</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Perform health care services, hygienically and in an organized fashion • Help elderly people to master their daily routine with supporting tools (e.g. for food shopping) • Health care through food preparation • Help elderly people to set up their private living space • Create a safe environment in nursing facility and domestic living areas • Install help aids in the living area according to need • Deliberately fulfilling one's counseling and nursing care functions. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Describing the basis of personal hygiene and domestic organization • Demonstrate the fundamentals of creating a living space for elderly and handicapped people • Explain the requirements and procedures for securing nursing facilities and domestic living areas • Differentiate among different living arrangements in old age
<p>Personal Competences</p> <ul style="list-style-type: none"> • Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. • Justify processes and results. • Provide comprehensive communication on facts and circumstances. • Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them. 	

Key Activity Contributing to clinical diagnostics and therapy	
Qualification Geriatric Nurse	GQF Level: 4
Professional Competence To responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Discerning the scope of action of one's own professional group while acting in a client-oriented manner Coordinating (e.g. making appointments, organizing transportation) preparing, accompanying, following-up medical examinations and therapies Preparing clients for diagnostic and therapeutic sessions Securing a continuous information flow in the therapeutic team 	Knowledge <ul style="list-style-type: none"> Explaining elderly care assignments and competence areas of other professional groups in interdisciplinary collaboration Explaining independent actions in reference to § 3 AltPflG Explaining the regulations for a geriatric nurse when assisting in a doctor's diagnosis and therapy Explaining the typical course when discussing a case Describing the procedure by the planning from team or case discussions Explaining the terms „managerial authority“ and „implementation responsibility“
Professional Competence Contributing to the diagnostic process Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Assisting in the retrieval und examination of excrement Assisting in withdrawing and examining blood Assisting in the supervision of the vital functions Carrying out client observation in with the intended medical procedure 	Knowledge <ul style="list-style-type: none"> Explaining the diagnosis process and diagnosis strategies Differentiating and explaining diagnosis procedures Explaining the procedure for retrieval of excrement and blood for laboratory-chemical examination Explaining visible changes in excrement, blood and important vital, as well as the possible origins
Professional Competence Independently carrying out doctor-ordered therapeutic treatments in the nursing care context Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Carrying out doctor-ordered therapeutic measures independently and in accordance with hygiene requirements Informing elderly people before and during a procedure as to what is happening, dealing with fears, objections, and needs Carrying out doctor ordered lab tests (e.g. strip indicator quick tests) Place permanent bladder catheter and single-use catheter Implementing various forms of laxative 	Knowledge <ul style="list-style-type: none"> Explaining therapeutic strategies and therapeutic procedures Problematizing the various spatial and personnel conditions of the stationary and ambulatory nursing home facilities in connection with the carrying out of doctor-ordered diagnostic and therapeutic procedures (e.g. X-ray, endoscopies, physio-therapeutic handling, treatment of wounds) and their effects on the tasks of the geriatric nurses Explaining the legalities concerning procedures involving necessary bodily injury (e.g. order and procedural responsibility, Right of Refusal, Duty to Refuse in connection with § 223 StGB)

Professional Competence Professional care for chronic wounds Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Assessing the process of healing process of chronic wounds in consideration of the entire medical history of the patient Recognizing disturbances in the healing process taking care of wounds with selected dressings showing empathy when changing dressings 	Knowledge <ul style="list-style-type: none"> Understanding and facilitating the wound healing as a process in the entire well-being of the client Naming the causes of disruptions in the wound-healing process, observing in connection with the constitution and life-style of the client Explaining wound-healing phases of chronic wounds Explaining the choice dressing of wounds in accordance with the type of wound, and its effect, indications and counter-indications
Professional Competence Securing the administration of pharmaceuticals Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> In consideration of legal regulations, dealing with pharmaceuticals, their acquisition and storage, and responsibly administering Administering doctor-prescribed medicines to elderly people and observing the effects and side-effects Recognizing undesirable reactions to medicine and quickly offering suitable counter-measures 	Knowledge <ul style="list-style-type: none"> Explaining the basic functions of medicines Explaining various forms of application (including injections, infusions) and their professional administration Explaining age-related changes in the effectiveness of medicine and interpreting the side-effects Knowing the Pharmaceutical Drug Law and Narcotics Law and suitably handling drugs/narcotics Describing the duties of geriatric nurse in reference to the acquisition, storage and administration of drugs, and to be conscious of personal responsibility To name the drugs of the various groups of medication
Professional Competence Contributing to neurological, psychiatric, and geronto-psychiatric diagnoses and therapy procedures Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> To inform elderly people about upcoming diagnostic procedures Aid therapists in the implementation of selected concepts 	Knowledge <ul style="list-style-type: none"> Explaining neurological examination procedures Explain psychiatric examination procedures Differentiate the procedures of Neurological therapy and rehabilitation Explaining therapy and rehab in Psychiatry and Geriatric Psychiatry
Personal Competences <ul style="list-style-type: none"> Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. Justify processes and results. Provide comprehensive communication on facts and circumstances. Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them. 	

Key Activity Evaluating, planning and documenting nursing care for elderly people	
Qualification Geriatric Nurse	GQF Level: 4
Professional Competence Planning Nursing Processes Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> On the basis of conscious monitoring of treatment needs as well as assessing the abilities and needs of elderly people on the basis of age restrictive physical changes and limitations Planning health care measures Accumulating information systematically and, on this basis, formulating care problems and diagnosis Define and prioritize health care goals Adjust the goals and procedure to the changes in the patient's situation To consult with the patient and their family members on every step of the nursing process and, in doing that, take into consideration the needs and biography of the elderly people 	Knowledge <ul style="list-style-type: none"> Explain the concepts, models and theories of nursing care, nursing care concepts, as well as attitudes and opinions on health and sickness To know the background, fundamentals, intentions and characteristic of recovery processes Explain the importance of the treatment process for the professional care-taker Explain the steps in care planning Explain the importance of perception and observation in the care processes
Professional Competence Evaluate and Document Nursing Processes Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Selectively using health care documentation to attain information and pass that information on Record care procedures in various health care documentation systems Carry out health treatment evaluations Using branch specific EDV programmes for goal-oriented health care documentation and evaluation 	Knowledge <ul style="list-style-type: none"> To understand the health care documentation as an instrument for the structuring and creation of complex recovery situations and as proof of performance of duties To demonstrate the goals and purpose of health care documentation from a legal standpoint as well as organizationally To understand evaluation as a prerequisite for a continuous adjustment of health care procedures

Professional Competence Contributing to Quality Assurance Procedures in Geriatric Nursing Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> • Integrate requirements for internal and external quality control in geriatric nursing activities • Carry out measures for the internal quality control • To contribute to the continuous development of the health care providing in reference to quality assurance and to maintain achievements of nursing home facilities at the highest possible level 	Knowledge <ul style="list-style-type: none"> • Explain the central terms of quality management (quality, care quality, quality assurance, internal audits) • Explain the legal framework of quality assurance in geriatric nursing • To explain the necessity and importance of a quality management system in geriatric nursing (organisational development, nursing care image, quality goals, employee development) • To know and differentiate the internal and external instruments of quality assurance: <ul style="list-style-type: none"> • Home Supervision Offices • Certification Institutes • Quality Management Supervisor • Nursing Care medical check-ups • Assessing the importance of standards in geriatric nursing, knowing contents and formal requirements as well as describing implementation and further development
Personal Competences <ul style="list-style-type: none"> • Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. • Justify processes and results. • Provide comprehensive communication on facts and circumstances. • Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them. 	

Key Activity Operating economically and socially responsible in a facility for elderly nursing care	
Qualification Geriatric Nurse	GQF Level: 4
Professional Competence Considering the health and socio-political framework of elderly nursing care activity Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> To practice the profession within the given law, as well as in consideration of its educational and professional laws, and individual responsibility, and in the interests of the care of elderly people 	Knowledge <ul style="list-style-type: none"> Explain the development of the health care profession as well as the history of socialized insurance Explain the tasks and purpose of the various grant institutes, services and facilities of the Health and Social System. Explain the Geriatric Nurse-relevant activities of public health insurance Explain the legalities of Geriatric Nurse employment: <ul style="list-style-type: none"> Law for Practicing Geriatric Nursing (Altenpflegegesetz – AltPflG) Health Care Further Development Law Law on the Amendment of nursing care services Supervisory Law Confidentiality and Privacy Laws Care and Supervisory Duties Penalties Liability Laws Contract Law
Professional Competence Considering the business framework as well as the structural and personnel conditions in a nursing home facility Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Skills <ul style="list-style-type: none"> Orient your own elderly care activities according to the requirement/conditions of the nursing home facilities To create work schedules and duty rosters 	Knowledge <ul style="list-style-type: none"> To explain and differentiate operating costs <ul style="list-style-type: none"> Personnel payroll Material costs Organisational/business costs Analyse the structural and personal prerequisites of various nursing home facilities Analyse the cost-benefit relation for nursing home facilities Know the various stages of care and explain what is to be done in these stages Explain third-party funding for the nursing home facilities Explain the interconnection, coordination and cooperation of the health and social welfare system and respective areas of responsibility <ul style="list-style-type: none"> Nursing Care Transfer Interface managing

<p>Professional Competence</p> <p>Guiding family members and nursing care personnel in the care of elderly people</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Purposefully implement methods of guidance • Assess and alleviate the burden of patients 	<p>Knowledge</p> <ul style="list-style-type: none"> • Explain the possibilities of institutional support and counselling for nursing home residents • Reflect critically on the relationship dynamic between professional care workers, patients relatives, and the patient • Demonstrate the goals and contents of the nursing care instructions for relatives and other nursing care personnel • Explain the methods of instructions, particularly from persons who are not health care specialists
<p>Professional Competence</p> <p>Dealing with conflicts and difficult social situations</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Reacting appropriately in crises situations • To accept and critically reflect on personal feelings and sensitivities in the daily work routine • To perceive and determine factors that promote or prevent violence • To prevent and stop any violence in the health care situation 	<p>Knowledge</p> <ul style="list-style-type: none"> • Explain the importance, emergence and causes of conflict • Differentiate among types of conflicts • Describe the consequences of conflict • Explain dealing with conflicts, conflict resolution patterns, and resolution strategies • Describe the stresses and tensions in the geriatric care profession <ul style="list-style-type: none"> • Older people and younger assistants • Fear and defence • Power and powerlessness • Intimacy, disgust, shame • Closeness and distance • Explaining the causes and targets of violence • Demonstrating and differentiating among forms of violence in a nursing home
<p>Professional Competence</p> <p>Recognizing and preventing the psycho-social strain of one's own person, as well as maintaining and promoting one's own physical health</p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Consciously carrying out measures to maintain one's own health • To recognize and prevent risks to health in the everyday work world • To recognize psycho-social burdens and consciously use strategies to deal with it 	<p>Knowledge</p> <ul style="list-style-type: none"> • To assess the importance of maintaining one's own health • Describe the risks and dangers of abusing alcohol and tobacco, and pharmaceuticals • Describe the preventative measures to maintain physical health (Back School, Ergonomics of the Work Place) • Describing the possibilities for dealing with professional stress (self-care, relaxation techniques, self-help groups)

Personal Competences

- Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.
- Justify processes and results.
- Provide comprehensive communication on facts and circumstances.
- Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.