

## 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><b>Take over basic nursing care duties</b></p> <p>Assist Elderly People with Personal Hygiene Care            Reassure Elderly People            Assist the Elderly with Resting and Sleeping            Support Elderly People with their Mobility and with Disruptions in Motion            Consider the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation            Provide Professional First Aid Assistance in Emergencies            To speak with, advise, and guide elderly people</p>
<p><b>Implement personal and situation-related nursing care for elderly people</b></p> <p>Assist 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            Assist the maintenance of heart-circulation functions and respiration of the client, as well as carry 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            Attend elderly people in the dying process</p>
<p><b>Assist elderly people in their daily life situation and to maintain and activate the independence of elderly people</b></p> <p>Use the assessment of the lifestyle and the social environment of elderly people as the basis for situation-adequate nursing care            Assist elderly people with Contribute to community life            Arrange the daily schedule of elderly people and their care-takers            Assist elderly people with housekeeping and with the creation of a development-secure living space and environment</p>
<p><b>Contribute to clinical diagnostics and therapy</b></p> <p>Responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team            Contribute to the diagnostic process            Independently carry out doctor-ordered therapeutic treatments in the nursing care context            Administer professional care for chronic wounds            Secure the administration of pharmaceuticals            Contribute to neurological, psychiatric, and geronto-psychiatric diagnoses and therapy procedures</p>

Key Activities and Professional Competences (continued)

**Evaluate, Plan and document nursing care for elderly people**

Plan Nursing Processes  
 Evaluate and Document Nursing Processes  
 Contribute to Quality Assurance Procedures in Geriatric Nursing

**Operate economically and socially responsible in a facility for elderly nursing care**

Consider the health and socio-political framework of elderly nursing care activity  
 Consider the business framework as well as the structural and personnel conditions in a nursing home facility  
 Guide family members and nursing care personnel in the care of elderly people  
 Deal with conflicts and difficult social situations  
 Recognize and Prevent 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*

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

<b>Professional Competence</b> <b>Support Elderly People with their Mobility and with Disruptions in Motion</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Observe posture, positioning, and walk. And on this basis Recognize pathological changes of the skeletal-muscular system</li> <li>Help the elderly get around due to changes in the skeletal-muscular system</li> <li>Implement target-oriented prophylactic measures to maintain mobility</li> <li>Reduce the risks to mobility constraints through prophylactic measures and to assist elderly people with changing positions</li> <li>Perform exercises in dressing with elderly people</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the anatomy and physiology of the active and passive muscular system</li> <li>Describe changes due to old age</li> <li>Explain the causes and consequences of mobility dysfunctions</li> <li>Explain and differentiate the diseases of the muscular-skeletal system, including their causes (rheumatic and degenerative diseases and diseases of the spinal column)</li> <li>Describe prophylactic procedures</li> </ul>
<b>Professional Competence</b> <b>Consider the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the subject matter of Psychology</li> <li>Explain the significance of every day psychology and professional psychology</li> <li>Give an overview of the goals, discipline and methods of Psychology</li> <li>Explain the terms „motivation“ and „emotion“</li> <li>Describe the development of motives</li> <li>Differentiate primary and secondary needs</li> <li>Explain „Hierarchy of Needs“ according to Maslow</li> <li>Describe needs fulfilment as well as the importance of borders for these needs, and their consequences in nursing home care</li> <li>Explain the development, components and functions of emotions</li> <li>Explain the concept, components, and functions of attitudes</li> <li>Describe the importance of attitude for perception and behaviour</li> <li>Describe the psychically limited situation of elderly people with illness:               <ul style="list-style-type: none"> <li>Lack of Motivation</li> <li>Fear</li> <li>Aggression</li> </ul> </li> </ul>

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

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

<b>Professional Competence</b> Assist the maintenance of heart-circulation functions and respiration of the client, as well as carry out treatment of disruptions in the heart-circulation system and respiration	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Monitor and measuring vital functions and Recognize pathological deviations:             <ul style="list-style-type: none"> <li>• pulse</li> <li>• blood pressure</li> <li>• consciousness</li> <li>• body temperature</li> <li>• breathing</li> </ul> </li> <li>• Carry out selected treatments for diseases of the heart-circulation system</li> <li>• Carry out selected treatments for diseases of the respiratory system</li> <li>• Carry out procedures for pneumonia prophylaxis, breathing stimulation, and breathing support</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of the heart-circulatory system</li> <li>• Describe the essential diseases of the heart-circulatory system and of the breathing organs</li> </ul>
<b>Professional Competence</b> Carry out nursing care for elderly people suffering illnesses of the endocrine system and metabolism	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Recognize and Prevent disruptions of the endocrine systems and the metabolisms of elderly people</li> <li>• Carry out selected treatments of elderly people with endocrine and metabolism-related illnesses, e.g. diabetes mellitus</li> <li>• Council elderly people and assist them to cope with the illness</li> <li>• Provide First Aid in cases of metabolic imbalance</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of the endocrine system as well as Describe age-typical changes</li> <li>• Describe metabolic processes</li> <li>• Differentiate endocrine and metabolic-related cases</li> <li>• Describe necessary changes in lifestyle by various illnesses of the endocrine system</li> </ul>
<b>Professional Competence</b> Carry out nursing care for elderly people with disruptions of the sensory organs	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Carry out treatment for the skin/epidermis in accordance with the physiological conditions and pathological changes</li> <li>• Carry out treatment for the eyes in accordance with the physiological conditions and pathological changes</li> <li>• Carry out treatment for seeing-impaired and blind elderly people with particular consideration of their needs</li> <li>• Carry out treatment for the ears in accordance with the physiological conditions and pathological changes</li> <li>• Carry out treatment for hearing-impaired elderly people with particular consideration of their needs</li> <li>• Use and maintain technical devices for the support of the hearing-impaired</li> <li>• Support elderly people in dealing with changes in sensory perception</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the anatomy and physiology of the sense organs:             <ul style="list-style-type: none"> <li>• Skin</li> <li>• Eyes</li> <li>• Ears</li> </ul> </li> <li>• Explain the age-typical diseases of the sensory organs</li> </ul>

<b>Professional Competence</b> Carry out nursing care for elderly people with neurological, psychiatric, and geronto-psychiatric diseases	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Provide care for elderly people with diseases of the central nervous system</li> <li>• Carry out preventative care</li> <li>• Provide medicinal therapy</li> <li>• Monitor and Assess signs of illness, Recognize the reduction of cognitive abilities, noticing disruptions and changes, if applicable, initializing appropriate measures</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of the central, peripheral, and vegetative nervous systems</li> <li>• Describe and differentiate selected neurological, psychiatric and geriatric-psychiatric illnesses and syndromes</li> <li>• Explain the possibilities of medicinal therapies</li> <li>• Explain the principle neurological rehabilitation concepts</li> </ul>
<b>Professional Competence</b> Attend elderly people in the dying process	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Recognize the needs of dying people and initiating appropriate procedures</li> <li>• Recognize the signs of approaching death</li> <li>• Carry out the necessary procedures after death has occurred</li> <li>• Support family members in the grieving process</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe medical-care support needs of the dying in reference to personal hygiene, nutrition, fluid intake, bedding, breathing</li> <li>• Recognize and differentiate the phases of dying</li> <li>• Explain the possible effects of the process of dying and its phases on the behaviour of the terminally ill and their relatives</li> <li>• Critically reflect importance and methods of the grieving process</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	



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

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

<b>Key Activity</b> Contribute to clinical diagnostics and therapy	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> To responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team	
<b>Skills</b> <ul style="list-style-type: none"> <li>Discern the scope of action of one's own professional group while acting in a client-oriented manner</li> <li>Coordinate (e.g. making appointments, Organize transportation) preparing, accompanying, following-up medical examinations and therapies</li> <li>Prepare clients for diagnostic and therapeutic sessions</li> <li>Secure a continuous information flow in the therapeutic team</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain elderly care assignments and competence areas of other professional groups in interdisciplinary collaboration</li> <li>Explain independent actions in reference to § 3 AltPflG</li> <li>Explain the regulations for a geriatric nurse when Assist in a doctor's diagnosis and therapy</li> <li>Explain the typical course when discussing a case</li> <li>Describe the procedure by the Plan from team or case discussions</li> <li>Explain the terms „managerial authority“ and „implementation responsibility“</li> </ul>
<b>Professional Competence</b> Contribute to the diagnostic process	
<b>Skills</b> <ul style="list-style-type: none"> <li>Assist in the retrieval und examination of excrement</li> <li>Assist in withdrawing and examining blood</li> <li>Assist in the supervision of the vital functions</li> <li>Carry out client observation in with the intended medical procedure</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the diagnosis process and diagnosis strategies</li> <li>Differentiate and Explain diagnosis procedures</li> <li>Explain the procedure for retrieval of excrement and blood for laboratory-chemical examination</li> <li>Explain visible changes in excrement, blood and important vital, as well as the possible origins</li> </ul>
<b>Professional Competence</b> Independently carry out doctor-ordered therapeutic treatments in the nursing care context	
<b>Skills</b> <ul style="list-style-type: none"> <li>Carry out doctor-ordered therapeutic measures independently and in accordance with hygiene requirements</li> <li>Inform elderly people before and during a procedure as to what is happening, Deal with fears, objections, and needs</li> <li>Carry out doctor ordered lab tests (e.g. strip indicator quick tests)</li> <li>Place permanent bladder catheter and single-use catheter</li> <li>Implement various forms of laxative</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain therapeutic strategies and therapeutic procedures</li> <li>Problematize 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</li> <li>Explain 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)</li> </ul>

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

<b>Key Activity</b> Evaluate, Plan and document nursing care for elderly people	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Plan Nursing Processes	
<b>Skills</b> <ul style="list-style-type: none"> <li>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</li> <li>Plan health care measures</li> <li>Accumulate information systematically and, on this basis, formulate care problems and diagnosis</li> <li>Define and prioritize health care goals</li> <li>Adjust the goals and procedure to the changes in the patient's situation</li> <li>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</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the concepts, models and theories of nursing care, nursing care concepts, as well as attitudes and opinions on health and sickness</li> <li>Describe the background, fundamentals, intentions and characteristic of recovery processes</li> <li>Explain the importance of the treatment process for the professional care-taker</li> <li>Explain the steps in care Plan</li> <li>Explain the importance of perception and observation in the care processes</li> </ul>
<b>Professional Competence</b> Evaluate and Document Nursing Processes	
<b>Skills</b> <ul style="list-style-type: none"> <li>Selectively use health care documentation to attain information and pass that information on</li> <li>Record care procedures in various health care documentation systems</li> <li>Carry out health treatment evaluations</li> <li>Use branch specific data processing programmes for goal-oriented health care documentation and evaluation</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of health care documentation as an instrument for the structuring and creation of complex recovery situations and as proof of performance of duties</li> <li>Illustrate the goals and purpose of health care documentation from a legal standpoint as well as organizationally</li> <li>Demonstrate understanding of evaluation as a prerequisite for a continuous adjustment of health care procedures</li> </ul>

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

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



<b>Professional Competence</b> Guide family members and nursing care personnel in the care of elderly people	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Purposefully implement methods of guidance</li> <li>• Assess and alleviate the burden of patients</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the possibilities of institutional support and counselling for nursing home residents</li> <li>• Reflect critically on the relationship dynamic between professional care workers, patients relatives, and the patient</li> <li>• Demonstrate the goals and contents of the nursing care instructions for relatives and other nursing care personnel</li> <li>• Explain the methods of instructions, particularly from persons who are not health care specialists</li> </ul>
<b>Professional Competence</b> Deal with conflicts and difficult social situations	
<b>Skills</b> <ul style="list-style-type: none"> <li>• React appropriately in crises situations</li> <li>• Accept and critically reflect on personal feelings and sensitivities in the daily work routine</li> <li>• Perceive and determine factors that promote or prevent violence and on this basis prevent and stop any violence in the health care situation</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the importance, emergence and causes of conflict</li> <li>• Differentiate among types of conflicts</li> <li>• Describe the consequences of conflict</li> <li>• Explain Deal with conflicts, conflict resolution patterns, and resolution strategies</li> <li>• Describe the stresses and tensions in the geriatric care profession               <ul style="list-style-type: none"> <li>• Older people and younger assistants</li> <li>• Fear and defence</li> <li>• Power and powerlessness</li> <li>• Intimacy, disgust, shame</li> <li>• Closeness and distance</li> </ul> </li> <li>• Explain the causes and targets of violence</li> <li>• Demonstrate and differentiate among forms of violence in a nursing home</li> </ul>
<b>Professional Competence</b> Recognize and Prevent the psycho-social strain of one's own person, as well as maintaining and promoting one's own physical health	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Consciously carry out measures to maintain one's own health</li> <li>• Recognize and prevent risks to health in the everyday work world</li> <li>• Recognize psycho-social burdens and consciously use strategies to deal with it</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Assess the importance of maintaining one's own health</li> <li>• Describe the risks and dangers of abusing alcohol and tobacco, and pharmaceuticals</li> <li>• Describe the preventative measures to maintain physical health (Back School, Ergonomics of the Work Place)</li> <li>• Describe the possibilities for dealing with professional stress (self-care, relaxation techniques, self-help groups)</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	