



Knowledge and Practice in gerontological nursing in Indian hospitals and Impact of Baccalaureate Nursing programme to improve high-quality Geriatric Long-Term Care

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Abstract

According to a present study, GLTC (Geriatric Long-Term Care) nursing school curriculum falls short when it comes to preparing nurses to care for the elderly or crippled. In order to provide high-quality care to the elderly and handicapped, student nurses must be nurtured or get Care for the Elderly learning and geriatric nursing training. Geriatric Nursing Excellence is working hard to improve nursing curriculums. During the summer of 2008, the inaugural Faculty Learning about Geriatrics programme was launched. In the previous two years, a select group of nursing professors from tribal schools and universities throughout the Upper Midwest has completed the programme. Five-day intensives at the selected area were followed by one-year follow-up mentorships. The programme aims to expand geriatric nursing competence by enhancing teaching and academic leadership abilities and enhancing topic understanding via partnership with academic and geriatric leaders in the academic community. An overview of the educational experience of participants who have been awarded the title of programme fellow is presented in this article.

Keywords: Nursing, Elderly, Emotional, Geriatric Nursing

1. OVERVIEW

Health promotion, prevention, diagnosis, and treatment for aging-related physical, psychological, and social issues are only some of the responsibilities entrusted to this department of GN. Non-skilled care, such as assistance with everyday duties, is the primary function of Care for the Elderly (LTC). With LTC, you may provide high-quality medical care to those who need it most, including those with various chronic diseases common to the elderly or handicapped. In order to integrate the Long-Term Geriatric Care or (GLTC) material, more BSN programmes should consider offering stand-alone courses in Care for the Elderly or (LTC) as well as Geriatric Nursing.

Some of the services provided by GLTC are meant for people with long-term medical conditions,



such as Alzheimer's or Parkinson's, who are unable to take care of themselves for an extended length of period. The GLTC addresses not just a care requirements of the elderly, but also the health issues that arise as a result of impairment as people age. According to an AACN-accredited nationwide mail survey of all bachelor programmes, more than half of the institutions surveyed have gerontology topics incorporated into their curriculum. As a final requirement, students must care for the elderly and the handicapped. According to the majority of studies, if GN curricular material is included into baccalaureate nursing programmes, students' perceptions of GLTC competence might be improved [1-9]. The goal of a baccalaureate GN, GLTC or LTC programme is to help pupils enhance their ability to care for the older as well as handicapped. In addition, after taking GN, LTC, or GLTC courses, the majority of students thought they were better prepared to take on the position of a nurse.

Improved quality education, higher practise standards, and GLTC curriculum certification depend on academic standards, entry-level competency requirements, and faculty development. The lack of specific information concerning the care of elderly persons and handicapped people throughout the globe is a major problem for nursing students. 15 As already stated, GLTC highlighting the health and care requirements of elderly with disabilities that arise as a result of ageing.

2. INDIA'S BACCALAUREATE NURSING INITIATIVES OFFER COURSES IN NURSING IN THE COMMUNITY

In order to achieve universal health coverage, nursing in the community(CHN) plays an important function in the delivery of healthcare, according to the WHO[10]. More community health nurses are needed to meet the growing demand for community health services across the globe (CHNs). Nursing is anticipated to make up more than half of the shortfall in community health care workers in the United States.

Nurse educators and clinical leaders have a major challenge in preparing students for this ever-changing health care environment [11]. CHNs training and Education working in a primary healthcare or settings in the community is still in their early stages across India. An overview of the challenges faced by the CHN profession and the present state of CHN programmes in Indian baccalaureate nursing programmes is provided in this research.

Current CHN practice in India

There has been a progressive shift in India's nursing services from the clinical treatment of illnesses



to the management of chronic conditions including Alzheimer's, Parkinson's, and dementia, as well as the care of the elderly, long-term care, rehabilitation, and hospice [12]. Annual community health care service visits grew from 610 million in 2017 to 640 million in 2018 [13], according to a study from India's National Health Commission [NHC] (National Health Commission of India). As a result, China has progressed both a chance or a problem for nursing's expansion, given a rapidly ageing population, the growing burden of chronic illnesses, the changing nature of Chinese families, and the skyrocketing costs of healthcare.

34,997 facilities of community health care were in existence in India by the end of 2018, comprising 9,352 health centres and 25,645 health stations. It was estimated that 462,000 professionals in health care worked in the health service centres in the community, including an aggregate of 49 specialists per centre, and 120,000 worked in the health service centres in the community stations, including an aggregate of 5 specialists per station. CHNs comprised 36 percent of all health care workers in the community, including a nurse-doctor ratio of 1.071 despite the World Health Organization's recommendation of a ratio of 2 to 4 [14]. In India, only 5 percent of the overall number of nurses is female. are employed in community health settings.

Nurse certification and community nursing training are needed in India to become a community health nurse, although a specific qualification in community nursing is not required. In India, the majority of CHN nurses are nurses who have been moved from hospitals. New graduates from nursing and medical schools, as well as public health employees and non-degreed individuals, comprised the majority of China's CHNs, according to a research done in 13 Chinese cities (4 percent). Chinese healthcare aides (CHNs) are less educated than their hospital counterparts, especially at the secondary school education Four sources of data studies in various parts of China found that between 53% and 77%, 7% to 42%, 1% to 15%, and 3% to 16% of Nurses in the community had diplomas, auxiliary degrees, bachelor degrees, or no degree at all. China CHN training and education has to be enhanced, despite the huge regional variances, so that health care services can be safe and high-quality in communities.

The Standards for Public Medical System (Basic) in the United States for CHN practise specify "six in one" services as "prevention, health care, medical treatment, rehabilitation, health education, and technical counselling in family planning" [15]] CHNs in China, on the other hand, just perform the same duties as hospital nurses [16]. Though their time spent on therapeutic work decreased



from 68 percent in 2004 to 33 percent in 2010, it was stated that they used the majority of their duty hours. To better understand CHNs' duties and responsibilities, A poll of 403 people in 11 nations was undertaken by the WHO.. Only 6% of nurses defined their job as a form of health promotion illness treatment or preventive, all of that is important aspects of CHN practise, according to the study's findings.

According to this study, community nurses in various nations—with China—have the major mismatch among their training and what they actually perform in the field. As a result, community nurses must have a more defined role if they are to reach their full potential. Many Chinese community service teams are made up of general practitioners, public health physicians and CHNs whose roles and responsibilities are not well defined. A number of CHNs expressed dissatisfaction with the amount of time and effort they had spent on non-professional tasks [17], including billing, data sorting, and data entering. CHN practise has been widely acknowledged, however it isn't working successfully in India's health care delivery system..

Current CHN education

At the bachelor, master, and doctorate levels, Tianjin Medical University, Military University Medical center No. 2 and Medical University in Beijing were the first institutions to offer these programmes. A bachelor's degree in nursing may be obtained at 21 and 209, 86, universities as well as China colleges, respectively. However, only a small number of these schools provide courses in community nursing aimed at training the next generation of community health nurses. Only a few of institutions in China are now establishing Departments of community nursing as well as research and teaching divisions. medical nursing, foundational nursing, as well as nursing learning research and teaching areas are common places to find CHN courses.

A decision by In the 1990s, the State Council and the CPC Central Committee emphasised the significance of health care in the community in China's health care reform and growth. Since then, a new subject called Community Nursing has been added to the curricula of several colleges and institutions. The Central South University School of Nursing mandated community nursing as an undergraduate requirement as early as 1995. Geriatric and community nursing students at Tianjin Medical University have been trained since 2004 in the information and abilities necessary to offer medical assistance for community residents and the older. Unfortunately, the majority of graduates from this programme have opted to work at tertiary-level institutions as clinical nurses [18].



Baccalaureate Curriculum

A bachelor degree in nursing is a four-year college or university programme that includes a wide range of liberal arts courses as well as specialised instruction in the field of nursing. For high school graduates who have no prior nursing experience, this course is a good fit

There are now more than 996 baccalaureate degree programmes in the US. According to the American Association of Colleges of Nursing's fall 2018 survey, there were 363,433 students enrolled in baccalaureate-level nursing programmes out of the 688 schools that responded. Nursing should have at least a bachelor degree, according to a research from the Institute of Medicine, compared to the existing 56%.

The bachelor programme is geared on preparing students for careers in the rapidly expanding and rapidly evolving field of health care. Nurses are required to acquire critical-thinking and communication skills in addition to the traditional nursing training they get in clinics and hospitals. Humanities, social sciences, and fundamental sciences are all part of a student's first two years at a university or college, as are studies in economics, psychology, technology, sociology, ethics, and nutrition.

Depending on the curriculum, students may begin nursing coursework as early as their first or second year, or as late as their junior year. Students who want to pursue a career in nursing must typically have at least a 3.0 grade point average to be considered for admission to the programme. Admission to the last two years of the nursing school may need a preprofessional nursing GPA of 2.5 or better on a 4.0 scale. The cutoff point varies from programme to programme, but the national average is about 2.8.

When students reach their junior and senior years of nursing school, their studies shift from the classroom to clinical settings. Nursing theory, practical skills, and a wide range of nursing responsibilities are taught in this course. Among the topics covered in these programmes are nursing leadership, health promotion, family planning, psychological well-being, environmental and workplace safety, paediatric and adult medical and surgical care, psychiatric treatment, community health, and home health care management and supervision..

Community hospitals, clinics, social service agencies, schools, and health maintenance groups all provide this level of instruction. For a successful career in the rapidly expanding health-care industry, it is essential to get experience in a variety of environments.



When it comes to nursing programmes, it's essential to inquire about the following: How much involvement does the faculty have in preparing students for today's health care industry? What kind of ties does the school have with local hospitals and clinics? To what extent can one be sure that their educational background is current enough to meet the demands of today's work market? Is there a wide range of care options available? Do I need to spend a lot of time in clinics to graduate? How many computers and scientific labs does the programme have? Does the school collaborate with local hospitals and community-based organisations to offer health services? How much time does the faculty have to supervise a student's education? What type of assistance is available for students, such as study groups and technology, in the classroom? Students should also know what type of support they may expect from instructors and administration in terms of developing a well-rounded, productive path through the programme.

Elderly care is the focus of geriatrics, which is a medical specialty that is difficult to categorise. Older is favoured over "elderly," although both terms are equally ambiguous; the age >65 is often used, yet most persons do not need geriatrics competence until they are 70, 75, or even 80. Gerontology is the study of the ageing process, which includes changes in one's physical, social, and mental well-being.

3. IMPLICATION

Gerontological nursing knowledge is lacking among nurses and nursing students, according to a study. Nursing students in lower and moderate-income countries, particularly in sub-Saharan Africa, need to be study more to establish their understanding of the care of elderly individuals. The impact of culture on attitudes toward older individuals in Africa and other nations should be studied further. Nursing students in Sub-Saharan Africa seem to favour working with the elderly, although this is not well-documented. A greater understanding of nursing students' preparation in the care of older individuals might be gained by conducting qualitative research into the experiences of nursing students in clinical education with older adults.

This might serve as a starting point for rethinking the curriculum or implementing new teaching methods. There were no studies in the study that looked at nursing school curriculum to see how much attention is paid to gerontological nursing.

More study is needed to prove that nursing curriculum in poorer and middle-income countries have little gerontological material. Stakeholders (faculty, employers, and the regulating body of nurses)



have inadequate information on the preparation of nurses to care for the elderly. Stakeholders' opinions on gerontological nursing education might be useful in determining the level of preparedness for change among those stakeholders. This might also imply a willingness to change and enhance the working surroundings of nurses in order to promote better nursing care for older individuals.

4. CONCLUSION

Ministry of Education issued its thoughts on Nursing in the Community and General Medicine Strengthening Education, it emphasised the need to overhaul CHN education & made recommendations that From a variety of perspectives, the educational system can be improved. such as curriculum setting, community practice and teaching staff. Since that time, several schools and China universities has enlisted the help of specialists both domestically and internationally in order to overhaul their curriculums. The curriculum has been expanded to include Geriatric Nursing, Health Education and Rehabilitation Nursing. Over time, The majority of academic institutions has launched CHN programs, hired part and full-time faculty members, built community practise sites, as well as attempted to reshape the way baccalaureate nursing programmes are taught. Most CHN training programmes in China lack a scientific and effective teaching method that can produce competent CHNs in the country's educational institutions. Curriculum settings in Chinese baccalaureate nursing programmes were evaluated in this research in order to learn more about the current state of CHN education in China and to pinpoint areas in need of improvement.

More than half of Taiwanese universities offered both GN and LTC courses in their BSN programmes, although most of the courses were given as electives and few had comparable practical courses. A further issue is that faculty members are not adequately prepared to teach in India's GN or LTC programmes. With the GLTC competency and teaching experience, the nursing faculty must be well equipped in practise. Some information from the GN and LTC courses was overlapping. As the need for geriatric and Care for the Elderlynurses has grown, so has the need of ensuring that all nursing students are well-versed in the information and skills necessary to care for the olderor handicapped.this was shown whichcandidate clinical placements in Care for the Elderlywith skilled geriatric nurse mentors resulted in good attitudes toward the elderly and an



increased interest in gerontology. Care for the Elderly positions are not included in the nursing curriculum in the same way as acute care hospital settings. Research areas might include: whether clinical environment gives the greatest experience learning, while promoting good attitudes toward the ageing population, and an investigation of mentorships with professional geriatric nurses. Methodological issues, such as lack of psychometrically accurate, reliable techniques to measure attitudes are explored in Neville's et al. paper. According to a number of surveys, pupils were unfamiliar with some of the terms and instruments utilised in the classroom. The MAQ, for example, is a modern attitude questionnaire that needs improvement.

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