

Nursing Care throughout the Aging Process

Code: 101795
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OB	2	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Andrea Moreu Valls

Prerequisites

The subject Nursing Care in the Elderly is a basic training subject of the degree. It is included in the area of clinical nursing along with Nursing Care for Adults I and II, Nursing care in Childhood, Adolescence and Women, Nursing Care to Mental Health, and Nursing Care in Complex Situations.

There are no prerequisites, however it is recommended to have studied in the first year of the degree the subjects Scientific Research, Communication and TICs, Culture Society and Health and Nutrition.

Objectives and Contextualisation

- To learn the biological, psychological, social and economic changes that occur to the healthy old person.
- To learn the geriatric pathologies with more prevalence.
- To identify care and nursing interventions focused on the elderly and their families through scientific evidence and healthcare guides.
- To learn the clinical resources and services focused on the gerontological care.

Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Analyse and synthesise complex phenomena.
- Base nursing interventions on scientific evidence and the available media.

- Demonstrate knowledge of strategies to adopt measures of comfort and care of symptoms, the patient and family run, in the application of palliative care that will contribute to alleviate the situation of advanced and terminal patients.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- Identify, analyse and solve ethical problems in complex situations.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Respect diversity in ideas, people and situations.

Learning Outcomes

1. Analyse and synthesise complex phenomena.
2. Argue with scientific evidence selecting those most suitable nursing care for adequate professional attention to the health needs of people.
3. Arguing nursing interventions with scientific evidence.
4. Design strategies that consider the cultural aspects and guarantee respect for opinions, beliefs and values as well as the right to privacy and professional secrecy.
5. Develop independent learning strategies.
6. Draw up a care plan according to the stage and/or phase of the illness at which the patient is, using theoretical and practical principles of nursing and evaluating the results.
7. Establish a relationship between theory and practice.
8. Evaluate and treat the health needs of the elderly holistically.
9. Examine the care needs and nursing strategies for people in situations of advanced and terminal illness and their families.
10. Explain the risk factors involved in the health and illness process.
11. Identify and explain practical clinical and care guides related to attending to health demands of people during their entire life cycle and the changes that may occur, and to offer the necessary care at each stage.
12. Identify and prioritise the different measures of physical, emotional and spiritual comfort in advanced stages of illness and at the end of life.
13. Identify and understand the psychosocial responses to loss and death, and understand the appropriate measures for helping people and their families in these circumstances.
14. Identify health needs during the different stages of the life cycle, from the moment of birth to the end of life.
15. Identify strategies aimed at the readaptation of daily life through resources of proximity and support.
16. Identify the most frequent health problems in the elderly.
17. Identify the psychosocial components of individuals and their beliefs which identify them as autonomous and independent individuals throughout their life cycles.
18. Identify the risk factors in the health-illness process on a physical, emotional and social level.
19. Identify the strategies and bases of nursing care in controlling the symptoms of terminal illness.
20. Identify, analyse and solve ethical problems in complex situations.
21. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
22. Interpret the cultural aspects and values that determine health behaviour.
23. Justify nursing actions with physiopathological processes.
24. Justify quality nursing care that is adequate for health needs.

25. Justifying analyze nursing interventions with scientific evidence and / or expert contributions sustain.
26. Plan nursing cures aimed at people, families or groups.
27. Plan proposals for scientifically-based analysis in accordance with resources.
28. Propose protocols for care aimed at people at risk of becoming ill.
29. Respect diversity in ideas, people and situations.
30. Select the basic aspects related to a healthy life, self-care and preventative and therapeutic actions in relation to health needs, directing the actions to the person as well as the families or responsible carers.

Content

CONEXTUALIZATION OF THE GERONTOLOGICAL CARE

- General Concepts
- Demographic evolution
- Stereotypes, myths and stigma

GERONTOLOGICAL ATTENTION

- Fields of work
 - Hospital gerontological
 - Gerontological care in primary care
 - Domiciliary gerontological care
- Gerontological nursing
 - Nursing role
 - Geriatric Integral evaluation
- Resources
 - Dependency level
 - Social, economic and technological resources
 - TIC's and older people

THE HEALTHY OLD PERSON

- Biological, psychological, cognitive, and social changes in ageing.
- Health Promotion and prevention: healthy and active ageing

ILLNESS AND HEALTH PROBLEMS OF THE ELDERLY

- Most prevalent pathologies
- Geriatric syndromes with more prevalence
- Cognitive impairment and dementia
- The fragility
- Loneliness in the elderly

Methodology

PROBLEM BASED LEARNING IN MIXED GROUP

The methodology used will be problem-based learning in mixed group (PBLMG) that will be carried out through sessions analysing a situation. Through this situation/problem, the student acquires skills to identify problems, prioritize and find information, make decisions and evaluate their activity.

The characteristic of PBLMG is that the first session will be done with the whole class group with a teacher and the two remaining seminars in small groups of 25 students and a teacher.

In PBLMG, the role of the student is active because he is responsible for the process of his learning. The teacher's role is the facilitator and student's guide in this process.

First session (2.5 hours)

The first session is with the whole group class with the aim to design the work plan.

Step 1. Analysis the situation (40 minutes). First work in groups

Step 2. Questions asked (20 minutes). First plenary session

Break (15 minutes)

Step 3. Work plan (30 minutes). Second work in groups

Step 4. Pooling of the work plan (20 minutes). Second plenary session

Step 5. Selection of study topics (15 minutes). Third plenary session

Each group must send its work plan to the corresponding teacher

Second session (3 hours)

In small groups students discuss the individual search strategies and query sources used to critically evaluate the collected information (reliability of sources, research methods used, statistical methods applied...). The planned work plan is discussed, all members of the group must have the opportunity to explain the information they have studied. After putting the information in common, students are qualified to critically evaluate and correct their previous knowledge, while developing the ability to critically assess their reasoning. As a result of the discussion, a summary of knowledge and abstraction of the principles and concepts that could be applied to other analogous situations should be extracted.

Third session (2 hours)

In small groups, the problem situation worked is analysed and a synthesis of the learning and objectives achieved is done answering the following questions: What has been learned working on the problem? What learning is related to the objectives? What new principles or concepts have been discussed? What have been learnt? What will help to understand different problems or situations in the future? What areas of learning were identified but not worked?

This third session is finished with self-assessment, peer assessment and teacher evaluation.

Lectures (3.5 hours)

We also include lectures of experts of the big group in order to clarify doubts and consolidate theoretical knowledge.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS (SPSE)	15	0.6	1, 25, 2, 3, 5, 4, 6, 7, 9, 10, 18, 16, 15, 13, 11, 12, 19, 14, 17, 21, 20, 22, 24, 23, 26, 27, 28, 29, 30, 8
THEORY (TH)	11	0.44	1, 25, 2, 3, 5, 4, 6, 7, 9, 10, 18, 16, 15, 13, 11, 12, 19, 14, 17, 21, 20, 22, 24, 23, 26, 27, 28, 29, 30, 8
Type: Autonomous			
COURSEWORKS/PERSONAL STUDY/ RESEARCH REVIEWS	45	1.8	1, 25, 3, 7, 20, 27, 29

Assessment

The evaluation system is organized into 3 modules each of which will have a specific weight in the final grade:

Assistance and active participation in class and seminars (50%)

Specialized seminars (ABPGM) that is evaluated continuously and formative and has a weight of 50%. The resolution of problems, attendance and active participation in seminars will be evaluated. Attendance at seminars will be obligatory. Students who will miss 3 or more seminars will not be evaluated and not allowed take the final exam.

Written evaluation: Objective tests (40%)

Final exam which will include all the content that has been worked in the course. The exam date will be determined by the UAB exam calendar for the current year.

Delivery of reports (10%)

It has a value of 10% in the final mark. Students will submit a reflection of an audio-visual material related to the content of the subject via Moddle. The report will be reviewed by the tutor responsible for each seminar group. No submissions will be accepted after the established period. The fact of confirming plagiarism in any of the exercises will entail the immediate fail of the course with no option to pass.

Evaluation criteria:

In order to approve the subject by the continuous assessment: Student must take a minimum of 4.5 in the final exam, and a minimum of 5 in the seminar and in the report delivered, in order to calculate the final grade. The final grade is the average of the three modules. In order to pass the subject, a minimum grade of 5 is required.

Student with specific situations: in the event of any specific case, an evaluating committee will be set up for this purpose.

Students who have not passed the subject through continuous assessment will take a second-chance exam.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written evaluation: Objective tests	50%	1.5	0.06	1, 25, 2, 3, 5, 4, 6, 7, 9, 10, 18, 16, 15, 13, 11, 12, 19, 14, 17, 21, 20, 22, 24, 23, 26, 27, 28, 29, 30, 8
Assistance and active participation in class and seminars	40%	1.5	0.06	1, 25, 2, 3, 5, 4, 6, 7, 9, 10, 18, 16, 15, 13, 11, 12, 19, 14, 17, 21, 20, 22, 24, 23, 26, 27, 28, 29, 30, 8
Reports submission	10%	1	0.04	1, 25, 3, 5, 4, 7, 9, 10, 18, 15, 13, 12, 19, 14, 17, 21, 20, 22, 24, 23, 27, 29, 30, 8

Bibliography

One of the general competences in PBL is to develop strategies for an autonomous learning.

Applying PBL, the student has to be competent in the search for information and critical reading. In the first session, the student finds out what are the resources suitable for their work plan. In the second session the student shares the information and explains the difficulties that have had in the search and confront the findings and evidences.

These are the fundamental reasons for which it is not considered appropriate for the teacher to include a specific referent list.