

**Learning to Live with and Accompany the Dying Process**

Code: 101817  
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OT	4	0

## Errata

There has been changes in the contact, the current teacher is Sergio Martinez Morato ([Sergio.Martinez.Morato@uab.cat](mailto:Sergio.Martinez.Morato@uab.cat))

## 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

Justo Rueda López

## Prerequisites

There are no established prerequisites, but it is recommended to have passed the previous courses.

## Objectives and Contextualisation

In learning to live and accompany in the process of dying, nursing care for the elderly represents an important field of specialization in continuous expansion. In addition, this trend is expected to continue. For years, society has undergone a process of progressive aging, which has an important feature: the increase in the number of elderly people. The data published by the Spanish Ministry of Labor and Social Affairs confirms that the number of people over 65 in our country is 7.2 million, with a life expectancy in men of 75.7 years and in women of 83.1 years. In the same report it is stated that the situation continues as it has been until now, the projection for 2050 will be 16.3 million people over 65 years of age. This data would place us in the second oldest country, just behind Japan. This group of elderly people is usually affected by more than one pathology, a fact that produces a greater use of the healthcare network. Multipathology is not a direct cause of aging, but a complication of previous processes initiated in adulthood. However, this situation, together with the physiological changes implied by the aging process, usually generates a greater degree of dependence. This dependence triggers a series of unmet needs, which have to be met. Therefore, as a nursing group, following a conceptual model, we have to cover these needs with the appropriate attention directed to the elderly. These attentions have to have bio-psycho-social characteristics suitable for them. Always looking for a primordial objective, which is the independence of the person or the care of oneself, through a methodology that teaches the elderly to take care of themselves.

All this is a reason to deepen the global process of aging, to be able to assist these people in a comprehensive, integrative and interdisciplinary way.

Caring for the elderly is a challenge for the nurse in a multitude of environments and situations, from the third level hospital centers or socio-healthcenters, to the environmental complexity of the patient's home.

For this reason, this subject aims to ensure that the nursing student acquires the basic knowledge to care for the elderly in various life situations, facing dependence and death, both in the institutional (hospital, social health) and in the community (primary assistance, domiciliary). That is why we will use a conceptual model of care that pursues an integrative and interdisciplinary trend, which can be learned to apply in the two healthcare environments (institutional and community).

Before inevitable death, people, especially in old age, always consider why, and this makes them go through a series of psychological states that sometimes prevents them from enjoying life. To face these fears and concerns it is necessary to know death better, and with this in mind, the educator can exercise a fundamental task, offering ideas and proposals that can help people to know, understand and face many of the negative aspects of the death.

## Competences

- Base nursing interventions on scientific evidence and the available media.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- 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.

## Learning Outcomes

1. Apply nursing care to the elderly in their environment.
2. Defend the planning of cares for the elderly and in their environment according to contrasted scientific evidence.
3. Develop independent learning strategies.
4. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
5. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.

## Content

Principles and Concepts:

1. Normal aging. Adaptation mechanisms.
2. Multidisciplinary work in the care of the elderly: Composition of the care teams.
3. Integral geriatric assessment of the elderly: Instruments and objectives of geriatric assessment.
4. Bio-psycho-social changes to the elderly: Description of the changes that affect the elderly in all the experiential spheres.
5. Death and aging: encounter with the Condition of mortal: Death experience of society, taboos and current cultures regarding the same from the social multiculturalism.
6. Attitudes Before the death of the elderly:

7. The role of religions: Christianity, Buddhism, Hinduism, Islam, Judaism. Characteristics and similarities.

8. Accompany the dying process. Losses and grieving processes: Strategies to deal with situations that are suffered in the face of death.

9. The need to learn to die. Experiences before the process both from the professional aspect and the personal experience.

## Methodology

The methodology used is theory sessions, specialized seminars and conceptual mapping, both the master sessions and seminars, as well as the development of a portfolio of reflective learning (portfolio).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
THEORY (TE)	52	2.08	4, 5
Type: Autonomous			
PERSONAL STUDY / READING ARTICLES / REPORTS OF INTEREST	96.5	3.86	4, 5

## Assessment

The competences of this subject are evaluated in a continuous and formative way following a rubric in both the PBL seminars, and in the sequential delivery and delivery of a student learning portfolio, which will compile the acquired knowledge and the evidences of the sources used. The competences are also evaluated through the elaboration of conceptual maps, both of the master sessions and of the seminars. This task will be evaluated in the discussion sessions using rubrics and with an oral defense of the portfolio and of the conceptual maps.

The subject includes a shared assessment, a self-assessment, a peer evaluation and a tutor evaluation.

The weights are distributed as follows:de will be the sum of the different parts that make up the subject. The final qualification according to agreement

Self-evaluation: 30% (Rubric)

Peer evaluation: 20% (Rubric)

Teacher evaluation: 50% (working folder) (Presentation, defense with rubrics)

From the sum of the weight of all these evaluations, the final grade is obtained.

Obtaining the final grade:

1. The requirement for obtaining the final grade is having done all the evaluable units.

2. The student who has missed all scheduled sessions is considered non-evaluable.

3. The final grade of the Governing Council 17/11/2010 of the evaluation regulations, are the following:

• 0-4,9 = Fail

• 5-6.9 = Pass

• 7-8.9 = Good

• 9-9.5 = Merit

• 9,6-10 = Honour distinction

4. The student has the right to review the evaluations. For this purpose the date will be specified in the Virtual Campus.

5. The valuation of special and particular situations will be valued by an evaluation commission set up for this purpose.

6. A recovery process after the provisional publication of the tests carried out, with the oral delivery and defense

of thereports / written work notapproved, rectified and updated, will be evaluated through a rubric. In learning to live and accompany in the process of dying, nursing care for the elderly represents an important field of specialization in continuous expansion. In addition, this trend is expected to continue.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance and active participation in class and seminars	20	0.5	0.02	1, 2, 3, 4, 5
Delivery of reports / written work	50	0.5	0.02	1, 2, 3, 4, 5
Oral defense of the works	30	0.5	0.02	1, 2, 3, 4, 5

## Bibliography

In line with the methodology used for Problem Based Learning (PBL) and given that one of the general competences that the student is expected to acquire is to develop strategies for autonomous learning, no bibliography is specified.

The student has to become competent in the search and management of the information.