

Vulnerable Groups in Adulthood and Old Age

Code: 44461
ECTS Credits: 9

| Degree | Type | Year | Semester |
|--|------|------|----------|
| 4317584 Nursing Innovation Applied to Vulnerability and Health | OB | 0 | A |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

Ramón Carreras Collado
Ramón Miralles Basseda
Antonio San José Laporte
Lydia Giménez Llort
Andrea Moreu Valls
Carolina Watson Badia
Olga Mestres Soler
David Giménez Díez
Juan Leyva
Ricard Comet Monte
Olga Herminia Torres Bonafonte
Rebeca Gomez Ibañez
Neus Garcia Monforte

External teachers

Nathalia Rodríguez Zunino

Prerequisites

Not required

Objectives and Contextualisation

In this module the students will acquire the competencies for the detection and management of the vulnerable situations in younger and older adults from the nursing perspective.

Competences

- Develop critical reasoning and social commitment to the diverse facets of today's society, based on respect for fundamental rights, equality between women and men and non-discrimination.
- Develop scientific knowledge, critical reasoning and creativity
- Integrate practice informed by evidence in the area of vulnerability and care.
- Involve bioethics in diagnosis and intervention in situations that place the population at risk of vulnerability.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

Learning Outcomes

1. Analyse the prejudices and discrimination experienced by vulnerable populations in the short and long term.
2. Demonstrate the ability to acquire scientific knowledge autonomously.
3. Design an innovative research proposal relevant to the subject of the master's degree.
4. Develop critical reasoning and social commitment to the diverse facets of today's society, based on respect for fundamental rights, equality between women and men and non-discrimination.
5. Develop scientific knowledge, critical reasoning and creativity
6. The student demonstrates the ability to manage adults in vulnerable situations according to the needs of the individual.

Content

Person- and family-centered care

Value-Based HealthCare

Functional alterations and functional diversity

Transplanted person and quality of life

Elderly nursing care

Prefragility and fragility

Geriatric Assessment

Geriatric syndromes

Advanced models of care for chronicity and dependency

End of life

Unwanted loneliness

Ageism, myths and taboos in older adult

Cognitive impairment in older people

Neurodegenerative pathologies

Dementia and pain

Diversity-focused nursing care

Minority groups

The gypsy community

Immigration

Poverty

Homeless

Sexual and gender

Diversity

Sexually transmitted diseases (STDs)

Nursing care in situations of violence

Gender violence

Obstetric violence

Sex work

Mental health and mental illness

Nurses as a vulnerable group

Emotional intelligence in nurses

Serious mental disorder concept

Nursing care in mental health in people with mental disorders

New professional strategies in the mental health network

Intellectual disability concept

Nursing care in mental health in people with intellectual disabilities

Methodology

Blended learning module.

It begins with 15 hours of virtual master classes taught by the department of nursing and medicine during the first semester of the 21-22 academic year.

During the second semester, a total of 29 hours of face-to-face teaching will be given in a master class format and seminars given by the nursing department, the surgery department, the

obstetrics and gynecology department and the psychiatry department and legal medicine. The seminars will be on problem solving / cases / exercises and with expert patients.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------|
| Type: Directed | | | |
| Face-to-face problem solving/cases/exercises seminars | 4 | 0.16 | 1, 5, 4, 6 |
| Face-to-face seminars with expert patients | 4 | 0.16 | 5, 4, 6 |
| Theoretical lessons | 21 | 0.84 | 1, 2, 5, 4, 3, 6 |
| Virtual theoretical lessons | 15 | 0.6 | 1, 2, 5, 4, 3, 6 |
| Type: Supervised | | | |
| Report elaboration | 20 | 0.8 | 2, 5, 4, 3 |
| Type: Autonomous | | | |
| Personal study | 101 | 4.04 | 2, 5 |

Assessment

The evaluation system is organized into 4 sections, each of which will be assigned a specific weight in the final grade:

Virtual discussion forums (10%) Participation and quality of contributions in virtual discussion forums will be evaluated.

Virtual multiplechoice test (35%) Part of the content of the module will be evaluated by a virtual exam that will be done through the Moodle of the master.

In the case of not passing the exam with a minimum grade of 5, students will have the opportunity to take a second test as long as they have submitted all the courseworks and have a minimum of 5 in the sections on attendance and active participation in class and in the virtual discussion forums.

Attendance and active participation in class (10%) Attendance and participation in face-to-face classes will be evaluated. Attendance at face-to-face sessions is mandatory, students must attend a minimum of 80%. Otherwise, the evaluation of the module will correspond to a NP.

Coursework submission (40%) Between 2 and 4 written reports must be delivered, the average mark of the reports will account for 40% of the final grade. Failure to submit a report means a grade of 0 for that report. Submission after the deadline will not be accepted.

The final grade corresponds to the sum of the previous sections. A minimum of 5 is required in the average of the 4 assessment activities to pass the module.

In the event that the module is not passed, the student will have to enroll again in the module at the next edition of the master's degree. In this case, no marks of the evaluative tests will be saved.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|-----------|-------|------|-------------------|
| Attendance and active participation in face-to-face and/or virtual lessons | 10 | 36 | 1.44 | 1, 2, 5, 4, 6 |
| Coursework submission | 40 | 20 | 0.8 | 2, 5, 4, 3 |
| Virtual discussion forums | 15 | 2 | 0.08 | 5, 4 |
| Virtual multiple choice test | 35 | 2 | 0.08 | 2 |

Bibliography

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Randazzo G, Brown Z. Transitioning From Volume to Value: A Strategic Approach to Design and Implementation. *Nurs Adm Q [Internet]*. 2016 [cited 2018 Aug 22];40(2):130-6.

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Vallejo Ruiloba J. *Introducción a la psicopatología y la psiquiatría*. 8a ed. Barcelona: Elsevier; 2015.

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Software

No required