

Nursing Care during the Ageing Process

Code: 106113
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	3	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: No
Some groups entirely in Spanish: No

Teachers

Andrea Moreu Valls
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Prerequisites

Not required

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

- 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.
- Generate innovative and competitive proposals for research and professional activities.
- 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.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Respect diversity in ideas, people and situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use scientific methodology in interventions.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse gender inequalities and the factors on which they are based in different systems: family system, parents, economic, political, symbolism and educational systems.
3. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
4. Analyse the factors involved in the health and welfare of people, families and groups attended to and ensure their safety.
5. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
6. Apply knowledge of physiopathology and factors affecting health in nursing care.
7. Critically analyse the principles and values that regulate the exercising of the nursing profession.
8. Describe interventions aimed at the readaptation to daily life using local support resources.
9. Design care aimed at patients in situations of advanced illness and end of life which includes the appropriate strategies to improve their comfort and alleviate the situation, taking into account the values and preferences of care receivers and their families.
10. Develop skills for the application of the scientific method in nursing interventions.
11. Examine the care needs and nursing strategies for people in situations of advanced and terminal illness and their families.
12. Explain the dietetic principles involved in the nursing activities aimed at food health education.
13. Explain the nutritional principles involved in nursing activities aimed at food health education.
14. Identify and prioritise the different measures of physical, emotional and spiritual comfort in advanced stages of illness and at the end of life.
15. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
16. Identify the different measures for physical, emotional and spiritual comfort in advanced stages of illness and in situations of end of life.
17. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
18. Identify the strategies and bases of nursing care in controlling the symptoms of terminal illness.
19. Justify nursing actions with physiopathological processes.
20. Propose protocols for care aimed at people at risk of becoming ill.
21. Recognise psychosocial responses to loss and death and understand the measures that can help patients and their families in these circumstances.
22. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
23. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

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

The methodology used will be Problem Based Learning (PBL), an active learning focused on the students responsible for the learning process, in which a group of students (10-12) work with a situation that will guide the research and therefore the acquisition of knowledge. This situation will allow students to develop explanatory hypotheses, create a work plan and identify learning needs that allow them to better understand the problem and achieve the established learning outcomes. Students will learn both to develop reasoning strategies and to acquire knowledge of the subject by developing cognitive skills, such as analysis, argumentation or problem solving and interpersonal and social skills, such as communication and cooperation. Students will work on 6 situations in groups of 10-12 students, each situation will consist of 2 sessions.

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			
Problem Based Learning	30	1.2	
Type: Autonomous			
Personal study	108	4.32	

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 (50%) The resolution of problems, attendance and active participation in class will be evaluated. Attendance at class will be obligatory. Students who will miss 4 or more sessions 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 Moodle. 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 pass 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
Assistance and active participation	50	6	0.24	1, 7, 4, 2, 5, 3, 6, 8, 10, 9, 11, 12, 13, 15, 14, 16, 18, 17, 19, 20, 23, 22, 21
Courseworks elaboration	10	4	0.16	1, 7, 4, 2, 5, 6, 9, 11, 15, 14, 16, 18, 17, 19, 22, 21
Written evaluation: objective test	40	2	0.08	1, 7, 2, 5, 17, 23

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.

Software

Not required