

Nursing Care during the Ageing Process

Code: 106113
ECTS Credits: 6

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Degree	Type	Year
2500891 Nursing	OB	3

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 bases for care in patients who are in pain.
5. Analyse the bases for palliative care for critical patients and end of life processes.
6. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
7. Apply knowledge of physiopathology and factors affecting health in nursing care.
8. Critically analyse the principles and values that regulate the exercising of the nursing profession.
9. Describe interventions aimed at the readaptation to daily life using local support resources.
10. Describe the most prevalent changes in the health of elderly people, their manifestations (changing needs) and the nursing care to address their health problems.
11. Describe the safety rules to be followed in cases of problems arising from clinical situations related to pharmacological administration in accordance with the current regulations.
12. 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.
13. Design nursing care using instruments adequate for the situation of people throughout their life cycle taking into account the current regulations, the best existing evidence and standards of quality and safety.
14. Develop skills for the application of the scientific method in nursing interventions.
15. Identify guides for clinical and care practice related to caring for the health demands of people during the whole life cycle and in changes which may occur.
16. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
17. Identify the care need and nursing care strategies for care receivers at an advanced stage of illness and in situations of end of life and their families.
18. Identify the different measures for physical, emotional and spiritual comfort in advanced stages of illness and in situations of end of life.
19. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
20. Identify the structural, functional and psychological modifications and changes in lifestyle associated with the ageing process as well as the nursing care needs deriving from these changes.
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

Hospital Care, Primary care and Home Care

Gerontological nursing, Nursing role

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Problem Based Learning	30	1.2	1, 8, 2, 6, 3, 7, 9, 10, 11, 14, 13, 16, 15, 19, 17, 23, 21
Type: Autonomous			
Personal study	108	4.32	20, 22

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 (12-15) 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 5 situations in groups of 12-15 students, each situation will consist of 3 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance and active participation	50	6	0.24	1, 8, 2, 6, 3, 7, 9, 10, 11, 14, 13, 16, 15, 19, 20, 17, 23, 22
Courseworks elaboration	10	4	0.16	4, 5, 2, 6, 12, 16, 18, 19, 20, 17, 21
Written evaluation: objective test	40	2	0.08	10, 16, 15, 19, 20, 23, 22

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 2 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.

Single evaluation is not allowed. When students do not submit one or any of the planned evaluation activities, they will receive the grade of not assessable.

Bibliography

One of the general competences in PBL is to develop strategies for 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

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.