
 EUI-SANT PAU Centre adscrit a la UAB	GRAU INFERMERIA - EUI SANT PAU	 HOSPITAL DE LA SANTA CREU I SANT PAU <small>FUNDACIÓ DE GESTIÓ SANITÀRIA UNIVERSITAT AUTÒNOMA DE BARCELONA</small>
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“ Nursing Care in the Process of Aging ”
2022/2023

Code : 106113

Credits ECTS: 6

Degree	Type	Course	Semester
2500891 Nursing	Mandatory	3	2

Contact	Use of languages:
Responsible for the Subject:	Principal working language: Catalan
Hernández Martínez-Esparza, Elvira ehernandezma@santpau.cat	Groups entirely in English: No
Teacher:	Groups entirely in Catalan: Yes
Abades Porcel, Mercedes mabades@santpau.cat	Groups entirely in Spanish: No
Hernández Martínez-Esparza, Elvira ehernandezma@santpau.cat	

Prerequisites

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

Contextualization and objectives

It is a compulsory subject of 6 ECTS credits that belongs to the Nursing Sciences module (60 ECTS), is part of the subject Bases of Nursing and is scheduled in the second semester of the third year.

The purpose of the course is that the student is able to analyze the aging process of health-illness, chronic disease and the care and treatment of the person in this vital stage. Knowing the alterations related to geriatric syndromes that as a consequence generate a state of fragility, requires the necessary ability to lead care with criteria of safety, efficiency and quality. Finally, it aims to provide nursing care focused on the elderly person, both healthy and ill, the family, the main caregiver and also the interdisciplinary health team.

Learning objectives of the Subject

1. Differentiate the physical, psychological, social, economic and cultural modifications related to the aging process.
2. To analyze the characteristics of the aging process in the human being and therapeutic and rehabilitative conditioning factors in the care of the person.
3. To describe the health alterations related to the most prevalent geriatric syndromes.
4. To identify the determinant risk factors in the health-disease process at the physical, emotional, social and environmental levels.
5. To analyze the most appropriate interventions in relation to the type of health problem, causes, consequences related to the aging process and end of life.
6. Identify the nursing care and interventions directed to the elderly person and their families by means of scientific evidence and clinical practice guidelines.
7. Describe the care oriented to health promotion and education in gerontological care, and readaptation of daily life by means of proximity and support resources.
8. Design care directed to the person in advanced disease and end of life situation taking into account the values and preferences of the person and his family.

Learning competences and outcomes

Competences	Learning outcomes
SPECIFIC	
E01. Provide technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards.	<p>E01.18. Identify the structural, functional, psychological and lifestyle changes associated with the aging process, as well as the nursing care needs arising from these changes.</p> <p>E01.19. Describe the most prevalent health alterations in the elderly person, their manifestations (altered needs) and the nursing care to develop in these health problems.</p> <p>E01.23. Describe interventions aimed at the readaptation of daily life through proximity and support resources.</p>
E02. Plan and provide nursing care to individuals, families or groups, oriented to health outcomes, evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.	E02.01. Identify the clinical and care practice guidelines related to the attention to the health demands of people throughout the life cycle and in the alterations that may occur.

<p>E05. Design systems of care for individuals, families or groups, evaluating their impact and establishing the appropriate modifications.</p>	<p>E05.05. Design nursing care using the instruments appropriate to the situation of the person throughout the life cycle, taking into account current regulations, the best existing evidence and quality and safety standards.</p> <p>E05.06. Apply knowledge of pathophysiology and health determinants in nursing care.</p>
<p>E06. Base nursing interventions on scientific evidence and available means.</p>	<p>E06.06. Analyze nursing interventions, justifying them with scientific evidence and/or expert contributions that support them.</p>
<p>E09. Promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.</p>	<p>E09.05. Identify the determinant risk factors in the health-disease process at the physical, emotional, social and environmental levels.</p>
<p>E10. Protect the health and well-being of individuals, families or groups served, ensuring their safety.</p>	<p>E10.07. Describe the safety standards to be taken into account when facing problems produced by clinical situations related to pharmacological administration according to current regulations.</p>
<p>E18. Demonstrate knowledge of strategies for adopting comfort and symptom management measures for patients and families in the application of palliative care that contribute to alleviating the situation of advanced and terminally ill patients.</p>	<p>E18.01. Identify the care needs and nursing care strategies for people in advanced disease and end-of-life situation and their families.</p> <p>E18.02. Analyze the basis of palliative care for critically ill persons and end-of-life processes.</p> <p>E18.03. Analyze the basis of care for people in pain.</p> <p>E18.04. Identify the different measures of comfort at the physical, emotional and spiritual level in the advanced stage of the disease and in end-of-life situation.</p> <p>E18.05. Design care for people in advanced illness and end-of-life situations that includes appropriate strategies to improve comfort and alleviate the situation, taking into account the values and preferences of sick people and their families.</p> <p>E18.06. Recognize psychosocial responses to loss and death and know the appropriate measures to help people and families in these circumstances..</p>

E20. Use scientific methodology in their interventions.	E20.03. Develop skills in the application of the scientific method in nursing interventions.
GENERALS / BASICS	
G01. Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.	G01.03. Acquire and use the necessary tools to develop a critical and reflective attitude.
G02. Act in their own field of knowledge valuing the social, economic and environmental impact.	G02.01. Identify the social, economic and environmental implications of the academic-professional activities in one's field of knowledge.
G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.	G03.02. Critically analyze the principles and values that govern the practice of the nursing profession. G03.03. Analyze the difficulties, prejudices and discriminations, in the short or long term, in relation to certain persons or groups.
G04. Act in one's field of knowledge by evaluating inequalities based on sex/gender.	G04.02. Analyze gender inequalities, as well as the factors that sustain them from different systems: Family system, kinship system, economic system, political system, symbolism and educational systems.
B01. Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.	
B03. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.	

Contents

MODULE 1. Contextualization of gerontology.

- 1.1. General concepts: gerontology, geriatrics, aging.
- 1.2. Historical evolution of geriatric nursing.
- 1.3. Theories of aging.
- 1.4. Stereotypes, myths and stigmas.

MODULE 2. Aging process and the healthy elderly person.

- 2.1. Physical changes.
- 2.2. Psychic changes.
- 2.3. Social and cultural changes. Retirement.
- 2.4. Health needs in the stage of old age.
- 2.5. Healthy elderly person. Health and quality of life in the elderly.
- 2.6. Active aging. Prevention activities aimed at the elderly.
Physical exercise.
- 2.7. Gerontological nursing model and characteristics in the care of the needs of the older person.
elderly person.
- 2.8. Proximity and support resources aimed at the elderly person and family. Socio-sanitary care.
- 2.9. Prevention and health promotion.
- 2.10. Competences of the nurse in gerontological care.

MODULE 3. The sick elderly person.

- 3.1. Disease process in the elderly person. Characteristics and symptomatology.
- 3.2. Comprehensive geriatric assessment. Life history.
- 3.3. Determining risk factors in the process of health-disease at the physical, emotional and social level of the and social level of the elderly person and environment. Gender inequalities.
- 3.4. Consequences of the disease in the person's environment. Formal and informal resources.
- 3.4. Health problems of the elderly and gender: Health plan. Geriatric diseases.
- 3.5. Specific aspects of pharmacological therapeutics in the elderly. Polypharmacology and rehabilitation.
- 3.6. Nursing care in relation to the health needs of the elderly person:
 - 3.6.1 Diagnosis, objectives, interventions and assessment.
 - 3.6.2 The affective therapeutic communication in geriatrics.
- 3.7. Ethical problems of old age.
- 3.8. Loss and bereavement in the end-of-life process.
- 3.9. Comfort measures at physical, emotional and spiritual level in the advanced phase of the disease and in the end-of-life situation in the end-of-life situation.
- 3.10. Nursing care to the elderly at the end of life and in the process of death.

Methodology

The methodological approach of the course is based on considering that the protagonist in the teaching-learning process is the student. The student has to be active and participative in the whole process and the teacher gives support to the student, providing the necessary information and resources for learning to take place. The table below shows the planning of directed, supervised and autonomous activities.

Directed activity:

The course has only one group. In order to encourage active participation, students are provided with articles and links to broaden their knowledge so that they can read up on the topics covered in class.

Supervised activity:

Tutored group work is carried out in small groups. For the realization of these activities a script is provided to the students.

Tutorials are carried out in person or electronically, individually and/or in small groups.

The student must attend the seminars scheduled before the clinical practice in health care centers that allow the acquisition of clinical skills and the competences of the subject through classroom practice. Attendance is 100% compulsory.

Training Activities

Activity	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory Classroom practice	33	1.32	E01.18, E01.19, E01.23, E06.06, E09.05, E10.07, E18.02, E18.04, E18.06. B01, B03 G01.03, G02.01, G03.02, G03.03, G04.02
Type: Supervised			
Scheduled tutorials:	1	0.04	E02.01, E05.05, E05.06, E18.01, E18.03, E18.05, E20.03 B01, B03
Seminars	12	0.48	G01.03, G03.02, G03.03, G04.01, G04.02
Type: Autonomous			
Personal study, bibliographic consultations and documents. Elaboration of works.	90	3,6	E01.18, E01.19, E01.23, E05.05, E05.06, E06.06, E09.05, E10.07, E18.02, E18.04, E18.06. B01, B03 G01.03, G02.01, G03.02, G03.03, G04.02

Assessment

There are three key moments in the evaluation of the subject: initial evaluation, continuous evaluation and final evaluation.

Initial evaluation

The initial assessment is carried out on the first day of class of the subject. The objective is to identify the entry level of the students' previous knowledge and their interests regarding the learning contents of the course.

Evaluation instrument: An initial evaluation questionnaire..

Continuous assessment

The objective is to verify the evolution and progress of student learning.

Evaluation instruments:

- Seminars (20%) Attendance to theoretical-practical seminars is compulsory i will be evaluated through reflective activities.
- Written evaluations: objective tests (40%)
- Reports / Group work (20%)
- Reports / Individual work (20%)

The grade of the course is given by the weighted average of the grades obtained in these tests.

In order to pass the course it is necessary to have completed and passed each of the activities with a minimum grade of 5.0 on a scale of 0 - 10.

In the multiple-choice test, negative answers will be subtracted according to the following formula:
 $x = \text{Correct answers} - (\text{errors}/n-1)$, where n is the number of answer options.

The activities and/or assignments of the continuing education must be submitted within the established period. The work will be governed by the EUI's rules for submission of work.

Qualification:

- 0 to 4, 9: Fail
- 5, 0 to 6, 9: Basic Pass
- 7, 0 to 8, 9: Remarkable
- 9, 0 to 10: Excellent (in the event that the student has obtained a grade equal to or greater than 9 may, at the discretion of the teacher, be eligible for an honorary degree).

Recovery Activity

A recovery activity is proposed to students who have been previously evaluated by a set of activities, the minimum weight of which is equivalent to 2/3 of the total grade of the course and who have obtained a final grade lower than 5 and higher than 3.5.

This test will consist of an evaluative activity of the test(s) not passed.

The make-up tests will be determined by the teacher.

The teacher may exclude from the recovery process those activities that, due to their nature, are not recoverable.

In the case that the student passes the recovery test corresponding to the failed part, the maximum grade will be a 5.

The recovery grade will replace the grade originally obtained and the final weighted grade will be recalculated.

Once the subject has been passed, it cannot be re-evaluated.

Non-evaluable:

When the student has not provided sufficient evidence to allow an overall grade for the course, the grade will be recorded as "not evaluable".

It is a reason for lack of sufficient evidence if the student has not participated in any activity of the continuous evaluation.

Examination review

Once the final grade has been published, the student may request a review of the test during the "review" period. Requests for review will not be accepted outside the established deadline.

Assessment Activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Seminars	20%	5,5	0,22	E01.18, E01.19, E01.23, E02.01, E05.05, E05.06, E06.06, E09.05, E10.07, E18.01, E18.02, E18.03, E18.04, E18.05, E18.06, E20.03. B01, B03 G01.03, G02.01, G03.02, G03.03
Written evaluations: objective tests.	40%	2	0,08	E01.18, E01.19, E01.23, E02.01, E05.05, E05.06, E06.06, E09.05, E10.07, E18.01, E18.02, E18.03, E18.04, E18.05, E18.06, E20.03. B01, B03 G02.01, G03.02, G03.03
Delivery of reports / written work: - Individual - Group	20% 20%			E01.18, E01.19, E01.23, E02.01, E05.05, E05.06, E06.06, E09.05, E10.07, E18.01, E18.02, E18.03, E18.04, E18.05, E18.06, E20.03. B01, B03 G01.03, G02.01, G03.02, G03.03, G04.02

BIBLIOGRAPHY

TRATADO DE MEDICINA GERIÁTRICA

Author Abizanda Soler, P; Rodríguez Mañas, L.

Edition Elsevier Masson, Barcelona, 2015

ISBN 84-9022-120-4

ENFERMERÍA Y ENVEJECIMIENTO

Author Misericordia García Hernández y Rosa Martínez Sellarés

Edition Elsevier España S.L. 2012

ISBN 84-458-2117-6

TRATADO DE GERIATRÍA PARA RESIDENTES

Tratado de geriatría para residentes (SEGG)

<https://www.segg.es/tratadogeriatría/main.htm>

Web links:

Sociedad Española de Enfermería Gerontológica y Geriátrica. Disponible en:

<https://seegg.es/>

Societat Catalana de Geriatria i Gerontologia. Disponible en:

<http://scgig.cat/>

Grupo Nacional para el estudio y asesoramiento de las úlceras por presión y las heridas crónicas.

Disponible en:

<https://gneaupp.info/biblioteca-internacional-de-heridas/>