

Teaching Guide of the subject

Year 2025 - 2026

NURSING CARE DURING THE AGEING PROCESS

Code: 106113

ECTS credits: 6

Titulation	Type	Course	Semester
2500891 Nursing	OB	3	2

Contact	Use of languages
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Prerequisites

There are no official prerequisites, but it is advisable 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 subject is for students to be able to analyse the ageing process of health-disease, chronic disease and the care and treatment of the person at this stage of life. Knowing the alterations related to geriatric syndromes that consequently generate a state of frailty requires the necessary skill to lead care with criteria of safety, efficiency and quality. Finally, it aims to provide tools for nursing care focused on the elderly person, both healthy and sick, on the family, on the main caregiver and also on the interdisciplinary health team.

Learning objectives of the subject

1. Differentiate the physical, psychological, social, economic and cultural changes related to the aging process.
2. To analyse the characteristics of the ageing process in human beings 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. Identify the determining risk factors in the health-disease process at the physical, emotional, social and environmental levels.
5. To analyse the most appropriate interventions in relation to the type of health problem, causes, consequences related to the ageing process and the end of life.
6. To identify nursing care and interventions aimed at the elderly and their families through scientific evidence and clinical practice guidelines.
7. To describe the care oriented by health promotion and education in gerontological care, and readaptation of daily life through proximity and support resources.
8. To design care aimed at the person in a situation of advanced illness and in an end-of-life situation, considering the values and preferences of the person and their family.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
E01. To provide technical and professional health care appropriate to the health needs of the people being cared for, 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. To identify the structural, functional, psychological and lifestyle modifications associated with the aging process, as well as the nursing care needs that derive from these modifications.</p> <p>E01.19. Describe the most prevalent health disorders in the elderly, their manifestations (altered needs) and the nursing care to be developed in these health problems.</p> <p>E01.23. To describe interventions aimed at the readaptation of daily life through proximity and support resources.</p>
E02. Plan and provide nursing care aimed at individuals, families or groups, focused on health outcomes, evaluating its impact through clinical practice and care guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.	E02. 01. Identify clinical practice and care guidelines related to attention to people's health demands throughout the life cycle and in the alterations that may occur.

<p>E05. Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.</p>	<p>E05.05. Design nursing care using the appropriate instruments for the person's situation throughout their life cycle, paying attention to current regulations, the best existing evidence and quality and safety standards.</p> <p>E05.06. Apply knowledge about pathophysiology and health determinants in nursing care.</p>
<p>E06. Base nursing interventions on scientific evidence and available means.</p>	<p>E06.06. Analyse nursing interventions, justifying them with scientific evidence or contributions from experts to support them.</p>
<p>E09. Promote healthy lifestyles, self-care, supporting knowledge of preventive and therapeutic behaviors.</p>	<p>E09.05. Identify the determining 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 the people, family or groups served by guaranteeing their safety.</p>	<p>E10.07. Describe the safety standards to be considered in the event of problems caused by clinical situations related to pharmacological administration in accordance with current regulations.</p>
<p>E18. Demonstrate knowledge of the strategies for adopting comfort measures and symptom care aimed at the person and the family, in the application of palliative care that contributes to alleviating the situation of patients in advanced and terminal situations.</p>	<p>E18.01. Identify the care needs and nursing care strategies for people in advanced illness and at the end of life, as well as those of their families.</p> <p>E18.02. To analyse the basis of palliative care in people in critical situations and end-of-life processes.</p> <p>E18.03. To analyze the bases of care in people with pain.</p> <p>E18.04. Identify the different measures of comfort at a physical, emotional and spiritual level in the advanced phase of the disease and at the end of life.</p> <p>E18.05. Design care aimed at people in a situation of advanced illness and in an end-of-life situation that includes the appropriate strategies to improve comfort and alleviate the situation, paying attention to 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 individuals and families in these circumstances.</p>
<p>E20. Use scientific methodology in their interventions.</p>	<p>E20.03. Develop skills in the application of the scientific method to nursing interventions.</p>

GENERAL / BASIC

G01. To introduce changes in the methods and processes of the field of knowledge in order 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 the field of their own knowledge, assessing the social, economic and environmental impact.

G02.01. Identify the social, economic and environmental implications of academic and professional activities in the 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. To analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.

G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.

G04.02. To analyse gender inequalities, as well as the factors that sustain them from the different systems: the family system, the kinship system, the economic system, the political system, symbolism and educational systems.

B01. Students must have demonstrated knowledge in an area of study that is based on general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

B03. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on salient social, scientific, or ethical issues.

Content

MODULE 1. Contextualization of gerontology

- 1.1. General concepts: gerontology, geriatrics, ageing, demography of ageing.
- 1.2. Historical evolution of gerontological and geriatric nursing. Competencies of the nurse in geriatric and gerontological care.
- 1.3. Theories of aging.
- 1.4. Stereotypes, myths and stigmas.

MODULE 2. The process of aging and the healthy old person.

- 2.1. Physical changes.
- 2.2. Psychic changes.
- 2.3. Social and cultural changes. Retirement.
- 2.4. Healthy old person:
 - 2.4.1. Health Needy in Old Age.
 - 2.4.2. Active ageing. Healthy Aging
 - 2.4.3. Health and quality of life in the elderly.
 - 2.4.4. Keys in health intervention: physical exercise and nutrition and activities preventions aimed at the elderly.
 - 2.4.5. Resources for self-care and health promotion

MODULE 3. The sick old person.

- 3.1. Disease process in the elderly. Characteristics and symptoms.
- 3.2. Comprehensive geriatric assessment. Life story.
- 3.3. Health problems of the elderly and gender: Geriatric Syndromes:
 - 3.3.1. Determining risk factors in the health-disease process at the physical level, emotional and social of the old person and environment. Gender inequalities.
 - 3.3.2. Consequences of the disease on the person's environment.
 - 3.3.3. Nursing care in relation to the health needs of the elderly:
Assessment, diagnosis, objectives, prevention, interventions and evaluation.
- 3.4. Gerontological and geriatric care model:
 - 3.4.1. Characteristics and evolution of the care model and integrated care for the person old.
 - 3.4.2. Social and health and intermediate care. Outreach resources and support aimed at old person and family. Formal and informal resources.
- 3.5. Specific aspects of pharmacological therapy in hair. Polypharmacology, criteria of pharmacological and administration conciliation.
- 3.6. Affective therapeutic communication in geriatrics.
- 3.7. Ethical problems of old age.
- 3.8. Loss and grief in the end-of-life process:
 - 3.8.1. Measures of physical, emotional and spiritual comfort in the advanced stage of illness and in an end-of-life situation.
 - 3.8.2. Nursing care of the elderly at the end of life and in the process of death.

Methodology

The methodological approach of the subject is based on considering that the protagonist in the learning process is the student. They must be active and participatory throughout the process and teachers must support them, providing the information and resources necessary for learning to take place. The table below shows the planning of the directed, supervised and autonomous activities.

Directed activity:

The subject has a unique group. To encourage active participation, students are provided with articles and links to expand their knowledge so that they can read the topic in class beforehand.

Students must attend the scheduled seminars, before clinical practice in healthcare centers, which allow the acquisition of clinical skills and the competencies of the subject through classroom practices. Attendance is 100% mandatory.

Supervised activity:

Tutored group work is carried out in small groups. To carry out these activities, students are offered a script.

Tutorials will be carried out in person or electronically, individually or in small groups.

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed			
Theory (TE) Classroom Internship (PAUL)	33	1,32	E01.18, E01.19, E01.23, E06.06, E09.05, E10.07, E18.02, E18.04 E02.01, E05.05, E05.06, E18.01, E18.03, E18.05, E20.03
Seminars (SEM)	12	0,48	B01, B03 G01.03, G02.01, G03.02, G03.03, G04.02
Types: Supervised			
Scheduled tutorials:	1	0,04	B03
Type: Self-employed			
Personal study, bibliographic consultations and documents. Preparation 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. E02.01, E18.03, E18.05, B01, B03 G01.03, G02.01, G03.02, G03.03, G04.02

The teaching staff will allocate approximately 15 minutes once the subject is finished to allow students to answer the assessment surveys on the teaching performance and the subject.

Evaluation

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

Initial assessment

The initial evaluation is carried out on the first day of class of the subject. The objective is to identify the entry level of the students in terms of previous knowledge and their interests regarding the learning content of the subject.

Assessment instrument: An initial assessment questionnaire.

Continuous evaluation

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

Assessment instruments:

- **Seminars (20%):** Attendance at theoretical-practical seminars is mandatory and will be evaluated through individual reflective activities.
- **Written assessments:** objective tests (40%)
- **Reports / Group work** (22.5%)
- **Reports / Individual Assignments** (17.5%)

The grade of the subject is given by the weighted average of the marks obtained in these tests.

To pass the subject 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 multiple-choice tests, negative answers are 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 work of the continuing education must be delivered within the established period. The works will be governed by the EUI's regulations for the presentation of works.

The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate.

The work evaluation rubric is available in the virtual classroom.

Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: 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 higher than 9, they may opt, at the discretion of the teacher, for an honors degree).

Recovery activity

1. A unique date is determined for the make-up activity for all students.
2. A remedial activity is proposed to students who have been previously evaluated for a set of activities whose minimum weight is equivalent to 2/3 of the total grade of the subject and who have obtained a final grade of less than 5 and higher than 3.5.
3. This test will consist of an evaluation activity of the test(s) not passed.
4. The remedial tests will be determined by the teaching staff.
5. Teachers can exclude from the recovery process those activities that, by their nature, they consider not to be recoverable.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of the same will be a 5.
7. The retake grade will replace the grade originally obtained and the final weighted grade will be recalculated.
8. Once the subject has been passed, it may not be subject to a new evaluation.

Not assessable

It is considered that the subject will not be assessable at the time that one of these circumstances is met:

1. Not having submitted any continuous assessment activity provided for in the teaching guide.
2. Not have attended any of the practical or compulsory sessions, when these are necessary to assess specific competences and this is indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, job defence, etc.), if this represents an essential percentage of the qualification.
4. Not having completed the minimum required participation in training activities (e.g. seminars, presentations, forums, etc.), when these are part of the assessment.
5. Not having submitted the final work or compulsory project, if this constitutes central evidence of the learning of the subject.

Exam Review

Once the final grade has been published, the student can request a review of the test within the established period. Requests for revision are not accepted on dates outside this period.

Procedure in case of copying/plagiarism

1. Copying **or plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).
2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.
3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.
4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

The use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies is regulated according to the type of work to be performed:

1. In the event that the work aims at personal reflection and meaningful learning by the student, **the use of AI technologies is prohibited** in any of its phases of realization. Any work that includes AI-generated fragments (e.g., summaries, translations, text writing or image creation) is considered academic dishonesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.
2. In other jobs, **the restricted use of AI technologies is allowed** only in those support tasks, such as bibliographic or information search, text correction, translations and other specific situations that are indicated. In these cases, the student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

In any case, in the description of each work, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies**.

Aspects of assessment related to values and attitudes

1. The teacher may reduce the grade of the subject by between 1 and 2 points when the student repeatedly does not respect the indications of behavior in the classroom and/or disturbs the normal functioning of the classroom.
2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered.

Other considerations

1. All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.
2. Students who repeat the subject may request at the beginning of the academic year to take only a final synthesis assessment (Article 117, page 46 of the Academic Regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023)).

Students in the second or higher enrolment who have taken all the assessment tests the previous year may choose to take assessment with a single synthesis assessment activity. This activity will consist of an exam at the end of the subject coinciding with the written exam of the subject. Students in the second or higher enrolment who wish to opt for the synthesis exam must notify the teaching staff responsible for the subject in writing two weeks before the published date.

Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
. Assistance and participation active in Seminars (SEM). . Case Evaluation Practical Seminars (SEM)	20%	5,5	0,22	E01.18, E01.19, 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, G04.02
. Written Assessments: Tests Objective.	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 G01.03, G02.01, G03.02, G03.03, G04.02
. Delivery of reports/papers Posted: - Singles - Group	17,5% 22,5%			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

Books:

- **Abizanda Soler, P; Rodríguez Mañas, L.T. of geriatric medicine. 2015.** Elsevier Masson, Barcelona,. ISBN: 84-9022-120-4
- **García Hernández M; Martínez Sellarés, R. Nursing and aging. 2012.** Eslevier España S.L. ISBN: 84-458-2117-6

Online resources:

- Spanish Society of Geriatric and Gerontological Nursing SEEGG: <https://seegg.es/>
- National Group for the Study and Advice on Pressure Ulcers and Chronic Wounds. GNEAUPP: <https://gneaupp.info/>
- Catalan Society of Geriatrics and Gerontology, SCGiG: <https://scgig.cat/>
- Gerokomos Magazine: <https://gerokomos.com/>

Teaching platforms

- Moodle
- Kahoot