

Teaching Guide of the subject

Year 2026 - 2027

## NURSING CARE IN THE AGING PROCESS

Code: 106113

ECTS credits: 6

| Qualification   | Types | 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 Basics of Nursing subject and is scheduled in the second semester of the third year.

The purpose of the course is for students to be able to analyse the ageing process, as well as the health-disease processes, chronic disease and the needs of care and treatment of the person at this stage of life. Likewise, it is intended that they know the alterations related to geriatric syndromes that can generate situations of fragility, and that they develop the necessary skills to lead care with criteria of safety, efficiency and quality. Finally, it offers tools for nursing care focused on the elderly, both healthy and sick, as well as their family, the main caregiver and the interdisciplinary health team.

### Learning objectives of the subject

1. Differentiate the physical, psychological, social, economic and cultural changes related to the ageing process.
2. To analyse the characteristics of the ageing process in human beings and therapeutic and rehabilitative conditions in personal care.

3. Describe the health disorders related to the most prevalent geriatric syndromes.
4. Identify the risk factors that determine the health-disease process at a physical, emotional, social and environmental level.
5. Analyze the most appropriate interventions in relation to the type of health problem, causes, consequences related to the ageing process and 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. Describe care oriented by the promotion and education of health in gerontological care, and readaptation of daily life through proximity and support resources.
8. To design care aimed at people with advanced illness and at the end of life, taking into account the values and preferences of the person and their family.

### Learning outcomes

| Learning Outcomes of the DEGREE (RAT)                                                                                                                                                                     | Learning Outcomes of the SUBJECT (RAM)                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KT02.</b> Describe the structure and functioning of the human body, the physiological and biochemical foundations, and the pathophysiological processes across the different stages of the life cycle. | <b>KM30.</b> Identify the structural, functional, and psychological changes associated with ageing and their impact on health (KT02).                                                                                                                                                                                                                 |
| <b>KT03.</b> Define the fundamental concepts of health and well-being of individuals, families, or the community.                                                                                         | <b>KM31.</b> Describe the diseases and health problems of older adults, as well as their most frequent causes and clinical manifestations (KT03).<br><b>KM34.</b> Describe the foundations of palliative care (KT03).                                                                                                                                 |
| <b>KT05.</b> Explain the functioning of health systems, their roles, and their funding, taking into account sustainability and the appropriate use of resources.                                          | <b>KM32.</b> Identify community and proximity resources that support older adults in adapting to daily life (KT05).                                                                                                                                                                                                                                   |
| <b>ST02.</b> Design nursing care by exchanging information, solving difficulties, assuming responsibilities, and contributing to process integration and continuity of care.                              | <b>SM33.</b> Design comfort strategies for individuals and their families in the application of palliative care (ST02).                                                                                                                                                                                                                               |
| <b>ST03.</b> Plan nursing care directed at individuals, families, or the community and oriented toward health outcomes.                                                                                   | <b>SM28.</b> Plan nursing interventions to promote, maintain, or restore the health of older adults (ST03).                                                                                                                                                                                                                                           |
| <b>ST04.</b> Formulate clinical judgments based on clinical and care practice guidelines, applying diagnostic and therapeutic reasoning in care delivery.                                                 | <b>SM27.</b> Analyse the data collected during the comprehensive geriatric assessment of older adults with diseases or health problems to identify their care needs (ST04).<br><b>SM29.</b> Apply techniques and procedures related to nursing care for older adults with diseases or health problems, based on available scientific evidence (ST04). |
| <b>CT01.</b> Apply comprehensive and continuous nursing care in health and social care settings, ensuring the health and well-being of individuals, families, or the community,                           | <b>CM19.</b> Apply nursing interventions in health and social care settings, establishing a therapeutic relationship with older adults and their families (CT01).                                                                                                                                                                                     |

based on available scientific evidence, clinical practice guidelines, and current legislation to guarantee well-being, quality, and safety.

## **Contents**

### **MODULE 1. Contextualization of gerontology**

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

### **MODULE 2. The aging process and the healthy elderly.**

- 2.1. Physical changes.
- 2.2. Psychic changes.
- 2.3. Social and cultural changes. Retirement.
- 2.4. Healthy Great Person :
  - 2.4.1. Health needs in old age.
  - 2.4.2. Active ageing and healthy ageing
  - 2.4.3. Health and quality of life in the elderly.
  - 2.4.4. Keys to health intervention: physical exercise, nutrition and prevention activities aimed at the elderly.
  - 2.4.5. Resources for self-care and health promotion

### **MODULE 3. The elderly person is sick.**

- 3.1. Disease process in the elderly: characteristics, symptoms and main most frequent health problems.
- 3.2. Comprehensive geriatric assessment and life history.
- 3.3. Geriatric Syndromes and gender perspective:
  - 3.3.1. Definition and types.
  - 3.3.2. Characteristics, importance and epidemiology.
  - 3.3.3. Causes and risk factors.
  - 3.3.4. Consequences.
  - 3.3.5. Nursing care: assessment, objectives, approach, prevention, nursing 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 elderly.
  - 3.4.2. Social and health and intermediate care. Proximity and support resources aimed at the elderly person and their family. Formal and informal resources.
- 3.5. Specific aspects of pharmacological therapy in the elderly. Polypharmacy, pharmacological and safe administration communication.
- 3.6. Affective therapeutic communication in geriatrics.
- 3.7. Ethical problems in old age.
- 3.8. Loss and grief in the end-of-life process:
  - 3.8.1. Physical, emotional and spiritual comfort measures in the advanced phase of the disease.
  - 3.8.2. Nursing care for the elderly at the end of life and in the dying process.

## Methodology

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

### **Directed activity:**

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

Students must attend the scheduled seminars, before clinical practice in healthcare centres, which allow the acquisition of clinical skills and the learning outcomes of the subject through classroom practices. Attendance is 100% compulsory.

### **Supervised activity:**

Tutored group work is carried out in small groups. For the realization of these activities, students are offered a script.

The tutorials will be held in person or electronically, individually or in small groups.

## Training activities<sup>1</sup>

| Activity                                                                        | Hours | ECTS | Learning Outcomes                                 |
|---------------------------------------------------------------------------------|-------|------|---------------------------------------------------|
| <b>Type: Directed</b>                                                           |       |      |                                                   |
| Theory (TE)<br>Classroom practices (PAUL)                                       | 33    | 1,32 | KM30, KM31, KM32, KM34, SM27, SM28, SM33, CM19    |
| Seminars (SEM)                                                                  | 12    | 0,48 |                                                   |
| <b>Type: Supervised</b>                                                         |       |      |                                                   |
| Scheduled tutorials:                                                            | 1     | 0,04 | SM27 SM28 SM33 CM19                               |
| <b>Type: Autonomous</b>                                                         |       |      |                                                   |
| Personal study<br>bibliographic queries and documents.<br>Preparation of works. | 90    | 3,6  | KM30 KM31 KM34 KM32 SM27 SM28 SM28 SM29 SM33 CM19 |

<sup>1</sup> The teaching staff will allocate approximately 15 minutes once the subject is finished to allow that their students can answer the assessment surveys on teaching and subject.

## **Evaluation**

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

### ***Initial evaluation***

The initial evaluation is carried out on the first day of class of the subject. The objective is to identify the level of entry of the student in terms of previous knowledge and their interests with respect to the learning contents of the subject.

*Assessment instrument:* An initial assessment questionnaire.

### ***Continuous assessment***

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

*Assessment instruments:*

- **Seminars (20%):** Attendance at the theoretical-practical seminars is compulsory and will be evaluated through individual reflective activities.
- **Written evaluations:** Two objective tests (25% each)
- **Reports / Group work** (15%)
- **Reports / Individual assignments** (15%)

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

To pass the subject, you must 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, the negative answers are according to the following formula:

$x = \text{hits} - (\text{errors} / n - 1)$ , where  $n$  is the number of answer options.

The activities and/or work of the continuous training must be delivered within the established period. The works will be governed by the regulations for the presentation of works of the EUI.

**Feedback on the results of the evaluation tests will be made through the classroom and tutorials if necessary.**

**The evaluation rubric of the work is available in the virtual classroom.**

## **Qualification**

- 0 to 4.9: Suspense
- 5.0 to 6.9: Passed
- 7.0 a 8.9: Notable
- 9.0 to 10: Excellent (in the event that the student has obtained a grade equal to or greater than 9, he/she may opt, at the discretion of the teacher, for an honors degree).

### **Recovery activity**

1. A single date for the retake activity is determined for all students.
2. A recovery activity is proposed to students who have been previously evaluated by 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 greater than 3.5.
3. This test will consist of an evaluation activity of the test(s) not passed.
4. The recovery tests will be determined by the teaching staff.
5. Teachers may exclude from the recovery process those activities that, due to their nature, they consider to be not recoverable.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of this 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 cannot be subject to a new evaluation.

### **No available**

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

1. Not having delivered any of the continuous assessment activities provided for in the teaching guide.
2. Not having attended any of the practical or compulsory sessions, when these are necessary to assess learning outcomes and as indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, work defense, etc.), if This represents an essential percentage of the grade.
4. Not having completed the minimum required participation in training activities (for example, seminars, presentations, forums, etc.), when these are part of the evaluation.
5. Not having submitted the final project or compulsory project, if this constitutes central evidence of 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. Review requests are not accepted on dates outside of this period.

### **Procedure in case of copying / plagiarism**

1. Copying **or plagiarism** in any type of evaluation activity constitutes a crime, and will be penalized with a 0 as a grade for 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 assignment in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, the same will be graded with a 0, without the option of recovery, and therefore, the subject will be suspended.
3. A work, activity or exam will be considered to be "copied" when it reproduces all or a significant part of the work of oneself, 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 in paper or 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 carried out:

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 completion.  
Any work that includes AI-generated fragments (e.g. abstracts, translations, text writing or image creation) 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 penalties in cases of seriousness.
2. In other works, **the restricted use of AI technologies is allowed** exclusively in those support tasks, such as bibliographic or information searches, proofreading, 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 they 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 assignment, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies**.

## **Aspects of evaluation 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 same.
2. "No lack of respect for classmates or teachers will be tolerated. Homophobic, sexist or racist attitudes will also not be tolerated. Any student in whom any of the attitudes described above are detected will be classified as having failed the subject."

## **Formal aspects of written work**

In all activities (individual and group) linguistic correction, writing and formal presentation aspects will be taken into account.

## **Other considerations**

1. All the evaluation tests will be published in the daily program and in the calendar of training and evaluation activities.
2. Students who repeat the subject may request at the beginning of the course to carry out only one 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 modified by agreement of the Governing Council of 1 February 2023).

*Students in second or more enrolment who have taken all the assessment tests in the previous year may opt to be assessed 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 second or more enrolment who wish to opt for the final 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                                                        |
|----------------------------------------------------------------------------|------------|-------|------|--------------------------------------------------------------------------|
| . Attendance and participation active in Seminars (SEM).                   | 20%        | 5,5   | 0,22 | KM30, KM31, KM32, KM34, SM27, SM28, SM33, CM19                           |
| . Evaluation through cases Seminars (SEM)                                  |            |       |      | SM27, SM28, SM29, SM33, KM31, KM32, KM34                                 |
| . Written evaluations:<br>• Objective test 1<br>• Objective evidence 2     | 25%<br>25% | 2     | 0,08 | KM30, KM31, KM32, KM34, SM27                                             |
| . Delivery of reports / assignments Writings:<br>• Individuals<br>• Groups | 15%<br>15% |       |      | SM27, SM28, SM29, SM33, KM32, CM19<br>SM27, SM28, SM29, SM33, KM32, CM19 |

## **Bibliography**

### ***Books:***

- **Abizanda Soler, P; Rodríguez Mañas, L.T. in 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

### ***Internet resources:***

- Technical documents of the Spanish Society of Geriatric and Gerontological Nursing SEEGG: <https://seegg.es/>
- Technical documents of the 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/>

## **To the program**

- Moodle
- Kahoot