

COURSE SYLLABUS 2019-20

Basic information on the course			
Course:	Aging Nursing		
Course code:	15093214	Plan:	Nursing Degree (Plan 2009)
Academic Year:	2019-20	Undergraduate/Graduate:	Degree
Degree Year:	3	Type:	Obligatory
Duration:	First quarter		
TIME DISTRIBUTION ACCORDING TO REGULATIONS			
Credits:	6		
Total time:	150		
USE OF LEARNING PLATFORM:	Teaching support		

TEACHERS			
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OTHER IMPORTANT INFORMATION

Content justification

Aging has important consequences and repercussions in different circumstances. In the individual sphere it produces bio-psycho-social changes that modify the needs of the elderly and favor disease and dependence. In the collective sphere (population aging), it has social, economic and political consequences of great importance. All this demands from the Educational System a formative response that sensitizes and trains the nursing professional towards the phenomenon of old age in all its aspects, integrating the physical, psychological and social components.

The Aging Nursing training allows the future professional to acquire knowledge and skills to carry out health promotion and disease / dependency prevention activities as well as provide care for the elderly in different areas and situations holistically, integrating the resources of proximity and support.

As a whole, the program proposed in the Teaching Guide aims to be consistent with the situation that older people currently have, their care needs and Nursing training by competences of the degree.

Courses related in Study Plan

It is related to the contents of the subjects of Structure / Function of the human body and pathophysiological processes, Fundamentals of Nursing, Nursing of Adult I, Nursing of Adult II and Community Nursing.

Pre-required knowledge

No prerequisites are collected

COMPETENCES

Basic and general competences

Basic competences

- Knowledge application
- Ability to make judgments
- Ability to communicate and social aptitude
- Learning ability

General competences

Key competences University of Almeria

- Social competence and global citizenship

- Ability to solve problems
- Oral and written communication in their own language
- Skill in the use of ICT
- Critical and self-critical capacity
- Teamwork
- Ethical commitment
- Ability to learn to work autonomously

Specific competences

CE10 - Identify the changes associated with the aging process.

Understand the changes associated with the aging process and its impact on health. Identify the structural, functional, psychological and lifestyle changes associated with the aging process.

CE11 - Know the most frequent health problems in the elderly.

Know the most frequent health problems in the elderly. Select targeted care consultations to treat or prevent health problems and their adaptation to daily life through proximity resources and support for the elderly.

LEARNING OUTCOMES

SUBJECT OBJECTIVE

The learning objective of the NURSING AGING course is to acquire the knowledge, skills and attitudes necessary to provide comprehensive quality care to older adults and their families.

LEARNING OUTCOMES

At the end of the NURSING AGING course, students must have been able to:

1. Demonstrate an inquisitive behavior and interested in the foundations on which the ideas, actions and judgments of their own and others are based.
2. Demonstrate a professional and respectful attitude towards the rest of the community of which they are part.
3. Demonstrate the ability to effectively communicate ideas, judgments, knowledge and solutions to problems related to the subject.
4. Demonstrate the ability to make proper use of ICT and work autonomously as part of the teaching-learning process.
5. Demonstrate reflective and self-critical ability to identify their own strengths and weaknesses related to the specific competences of the subject.

6. Demonstrate having acquired the theoretical knowledge that underlies nursing practice in the care of older adults and their families.
7. Demonstrate ability to identify the changes associated with the aging process and its implications on the health of individuals.
8. Demonstrate ability to identify the most common health problems in older adults.
9. Demonstrate the ability to implement the nursing care process in providing holistic and humanistic care for the elderly and their families.
10. Demonstrate ability to promote the active aging of individuals.

PLANNING

Contents

Module I	GENERALITIES AND CHANGES ASSOCIATED WITH THE AGING PROCESS.
Content	<p>Unit 1. Generalities: concepts, demography and theories of aging.</p> <p>Unit 2. Biological changes in the elderly and their clinical implications.</p> <p>Unit 3. Associated psychological, social and economic changes in the elderly.</p>
Module II	MOST FREQUENT HEALTH PROBLEMS IN THE ELDERLY ADULT.
Content	<p>Unit 4. Health problems related to the hematopoietic, immune and endocrine systems in the elderly.</p> <p>Unit 5. Health problems related to the cardiovascular system in the elderly.</p> <p>Unit 6. Health problems related to the respiratory system in the elderly.</p> <p>Unit 7. Health problems related to the gastrointestinal and urogenital systems in the elderly.</p> <p>Unit 8. Health problems related to the integumentary and musculoskeletal systems in the elderly.</p> <p>Unit 9. Health problems related to the nervous system in the elderly.</p> <p>Unit 10. Health problems related to the sensory system in the elderly.</p>

	Unit 11. Other health problems in the elderly (Geriatric Syndromes).
Module III	CARE FOR THE TREATMENT AND PREVENTION OF HEALTH ISSUES IN THE ELDERLY ADULT.
Content	<p>Unit 12. Nutrition in the elderly patient.</p> <p>Unit 13. Physical activity in the elderly patient.</p> <p>Unit 14. The role of nursing in the care of the elderly.</p> <p>Unit 15. Nursing care in the most frequent health problems in the elderly.</p> <p>Unit 16. The interdisciplinary team in the care of the elderly.</p> <p>Unit 17. The social and family environment of the elderly.</p> <p>Unit 18. Abuse and abuse of the elderly.</p> <p>Unit 19. The informal caregiver of the elderly person.</p> <p>Unit 20. Resources and organization of care for the elderly.</p> <p>Unit 21. Active aging and quality of life in the elderly.</p>
Module IV	FUNDAMENTAL SKILLS FOR THE CARE OF THE ELDERLY PATIENT. WORKSHOPS THEORETICAL-PRACTICES.
Content	<p>Unit 22. Prevention, assessment and treatment of pressure ulcers in the elderly patient. PART I.</p> <p>Unit 23. Polypharmacy and medication reconciliation in the elderly patient.</p> <p>Unit 24. Communication with the elderly patient and his family using the SAGE & THYME model.</p> <p>Unit 25. Clinical assessment of the elderly patient in a situation of acute deterioration.</p> <p>Topic 26. Interprofessional communication and exchange of clinical information on the elderly patient.</p> <p>Unit 27. Morphofunctional changes and assessment of the risk of falls in the elderly.</p> <p>Unit 28. Management of falls in the elderly.</p> <p>Unit 29. Comprehensive approach to pain in patients with</p>

	<p>cognitive impairment.</p> <p>Unit 30. Prevention, assessment and treatment of pressure ulcers in the elderly patient. PART II</p>
Learning system and methodology	
<p>Master classes in large group. Participatory master classes. Problem-based learning. Simulation practices. Theoretical-practical workshops. Inverted classroom. Academically directed activities. Practical seminar.</p>	
Teaching innovation activities	
<p>This subject participates in a teaching innovation group entitled "The inverted class and rap music as a teaching strategy to improve the competence of nursing students in chronic wound care." Practical seminars of compulsory attendance will be organized as part of an academically directed activity that will represent 20% of the final grade of the subject in its ordinary call.</p>	
COMPETENCY ASSESSMENT	
Criteria and assessment tools	
<p>The acquisition of skills assigned to the subject AGING NURSING will be evaluated as follows:</p> <p>WRITTEN TESTS: 8 points.</p> <p>Test type test 35 questions with 4 answer options (4 points)</p> <p>Practical case resolution applying the Nursing Care Process (4 points)</p> <p>IMPORTANT: 50% or more must be obtained in both tests to add the rest of the evaluation components.</p> <p>WORK PERFORMANCE: 2 points.</p> <p>Academically directed activity semipresencial.</p> <p>Reading of resources and activities written through the Virtual Classroom (1 point).</p> <p>Active participation in face-to-face seminars of compulsory attendance (1 point).</p> <p>TP ASSISTANCE: Attendance at the theoretical and practical workshops (TP) of the subject is mandatory. Lack of assistance to workshops are unjustifiable. Failures to attend TP workshops will have the following impact on the final grade of the subject:</p> <p>1 lack of attendance = -0.5 points in the final qualification.</p> <p>2 or more absences = suspense in TP.</p> <p>Students who suspend the TP will have to attend the extraordinary call with the complete subject.</p>	

Follow-Up Mechanisms

- Tutoring Assistance
- Attendance and participation in seminars
- Registration and access to the virtual classroom
- Participation in communication tools (discussion forums, emails)
- Delivery of activities in class
- Delivery of virtual classroom activities

Functional diversity / Functional disability.

- Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity, this fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COURSE MATERIALS

Recommended course materials

Basic

- Millán Calenti JC.. Gerontología y geriatría: valoración e intervención. Médica Panamericana. 2010.
- García Hernández M & Martínez Sellarés R. Enfermería y envejecimiento. Elsevier Masson, D.L.. 2012.
- DHyves C & Gutiérrez Robledo LM. Geriatría. El Manual Moderno. 2014.
- Rubio Guerra AF & Castro Martínez MG. Controversias en geriatría. Alfil. 2012.
- Gaztañaga Ugarte M. Apuntes de geriatría en equipo. ECU. 2013.
- Macías Núñez JF & Álvarez Gregor J. Dependencia en geriatría. Universidad de Salamanca. 2014.
- Rockwood K. Brocklehurst's Textbook of Geriatric Medicine and Gerontology. Saunders. 2010.
- Goikoetxea MJ, Zurbanobeaskoetxea L, Mosquera A. Código ético para la atención sanitaria de personas mayores. Universidad de Deusto. 2015.
- Pérez Serrano G & Juanas Oliva A. Calidad de vida en personas adultas y mayores. UNED - Universidad Nacional de Educación a Distancia. 2013.
- Gracia Ibáñez J. El maltrato familiar hacia las personas mayores: un análisis sociojurídico. Prensas de la Universidad de Zaragoza. 2012.

Complementary

- Rey Cao A et al. Atención, memoria y motricidad : tareas motrices de estimulación cognitiva para personas mayores. Paidotribo. 2015.
- López Sánchez F. Sexualidad y afectos en la vejez. Difusora Larousse - Ediciones Pirámide. 2012.
- Gonzalez López F. El ascenso de Geras: seguridad en la atención del anciano hospitalizado. Universidad Colegio Mayor de Nuestra Señora del Rosario, Escuela de Medicina y Ciencias de la Salud. 2012.
- Nieto Morales C. Los efectos del trabajo con personas mayores dependientes institucionalizadas. Dykinson. 2014.
- Gento Palacios S, Pérez Serrano G & Pérez de Guzmán Puya MV. Tratamiento educativo de la diversidad en personas mayores. UNED - Universidad Nacional de Educación a Distancia. 2011.

Other materials

- Bulechek GM, Butcher HK & Mccluskey Dochterman J. Clasificación de intervenciones de enfermería (NIC). Elsevier. 2014.
- Moorhead S. Clasificación de resultados de enfermería (NOC). Elsevier. 2010.
- Herman TH & Kamitsuru S. Diagnósticos enfermeros: definiciones y clasificación 2015-2017. Elsevier. 2015.
- Ceberio MR. El cielo puede esperar: la cuarta edad: ser anciano en el siglo XXI. Morata SL. 2013.
- Palacios Ceña D & Salvadores Fuentes P. Cuidados en personas mayores con alteraciones cognitivas y emocionales en residencias: intervención multidisciplinar. Dykinson. 2013.
- Yuni JA & Urbano CA. Envejecer aprendiendo: claves para un envejecimiento activo. Brujas. 2016.
- Vila Miravent J. Guía práctica para entender los comportamientos de los enfermos de Alzheimer. Ediciones Octaedro SL. 2013.
- García Santafé P, Jiménez Segado PR & Osorio Otero M. Características y necesidades de las personas en situación de dependencia. McGraw-Hill. 2013.
- Berciano I. Cómo envejecer con dignidad y aprovechamiento. Desclée de Brouwer. 2012.

Couse materials available in UAL's library

You can see the bibliography currently available in the Library Management System by consulting at the following address:

<http://almirez.ual.es/search/e?SEARCH=ENFERMERIA>

WEBSITE

- http://www.imserso.es/imserso_01/index.htm

Imsero. Instituto de Mayores y Servicios Sociales

- <http://www.arrakis.es/~seegg/>
Sociedad Española de Enfermería Geriátrica y Gerontología
- <https://www.journals.elsevier.com/ageing-research-reviews>
Ageing Research Review (Journal)
- <https://www.journals.elsevier.com/geriatric-nursing>
Geriatric Nursing (Journal)
- <https://academic.oup.com/ageing>
Age and ageing (Journal)
- <http://www.aginganddisease.org/EN/column/column212.shtml>
Aging and disease (Journal)
- <https://www.karger.com/Journal/Home/224226>
Dementia and Geriatric Cognitive Disorders (Journal)