



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210205 **Name:** Care for Elderly People

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Nursing sciences

Subject Matter: Nursing at different stages of the life cycle **Type:** Compulsory

Field of knowledge: Health care

Department: Nursing

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1122E	<u>Elena Castellano Rioja</u> (Responsible Lecturer)	elena.castellano@ucv.es
1212A	<u>Lucia Prieto Contreras</u> (Responsible Lecturer)	lucia.prieto@ucv.es
1212B	<u>Lucia Prieto Contreras</u> (Responsible Lecturer)	lucia.prieto@ucv.es
1212C	<u>Pablo Álvarez Nölting</u> (Responsible Lecturer)	pablo.alvarez@ucv.es
1212E	<u>Claudia Emmanuela Sanchis Sanchis</u> (Responsible Lecturer)	ce.sanchis@ucv.es
1212F	<u>Claudia Emmanuela Sanchis Sanchis</u> (Responsible Lecturer)	ce.sanchis@ucv.es



Module organization

Nursing sciences

Subject Matter	ECTS	Subject	ECTS	Year/semester
Nursing bases	12,00	Fundamentals of Nursing	6,00	1/1
		Nursing Methodology	6,00	1/2
Community nursing	10,50	Community Health Nursing I	6,00	1/2
		Community Health Nursing II	4,50	3/2
Nursing at different stages of the life cycle	16,50	Care for Elderly People	6,00	2/2
		Care for Women	4,50	3/1
		Nursing Care in Childhood and Adolescence	6,00	2/2
Clinical nursing	12,00	Nursing Care of the Adult I	6,00	2/2
		Nursing Care of the Adult II	6,00	3/1
Mental health nursing	6,00	Nursing Care in Mental Health	6,00	4/1
Legislation and management	4,50	Legislation and Management of Nursing Services	4,50	3/2
Palliative care	6,00	Palliative Care	6,00	3/1



Recommended knowledge

Not required.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Design individualized care plans based on the needs identified in the assessment and evaluate their impact on the person's health status at each stage of the life cycle.
- R2 Select nursing care based on scientific evidence.
- R3 Explain and provide examples of preventive and therapeutic behaviors that promote healthy lifestyles.
- R4 Demonstrate proficiency in performing nursing care techniques and procedures.
- R5 Identify the normal characteristics of individuals at each stage of their life cycle.
- R6 Describe the most common health problems of individuals at each stage of their life cycle and their manifestations.
- R7 Analyze nursing assessment data.
- R8 Select specific nursing interventions and activities for each individual based on their needs and the stage of the life cycle they are in.
- R9 Identify the psychological and physical problems resulting from gender-based violence and demonstrate skills that enable students to prevent, early detect, provide assistance, and rehabilitate victims by working in collaboration with other professionals and social institutions.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.				X
CB3	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.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.			X	

GENERAL		Weighting			
		1	2	3	4
5	To design caring systems directed towards persons, families or groups, evaluating the impact of such systems and establishing the appropriate modifications.				X
6	To base interventions in nursing on scientific evidence and on the available means.		X		
9	To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.			X	



SPECIFIC	Weighting			
	1	2	3	4
15b	To know and identify physiological and physical problems derived from gender violence and to train the students in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.	X		
15c	To identify care needs derived from health problems.		X	
18c	To select interventions leading to treating or preventing the problems derived from the deviations of health.			X
29c	To understand changes associated with the process of ageing and their effects on health.			X
30c	To identify structural, functional, psychological, and lifestyle modifications associated with the process of ageing.			X
31c	To know the more frequent health problems of the elderly.			X
32c	To select interventions provided to give care, treat, or prevent health problems and their adaptation to daily life by giving help and support to the elderly.			X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R5, R6, R7, R8, R9	70,00%	Theoretical written exams
R1, R2, R3, R4, R5, R6, R7, R8, R9	30,00%	Practical tests and works

Observations

ASSESSMENT CRITERIA In each of the assessment blocks, spelling, grammar and written expression will be assessed, and 10% of the mark for that block may be subtracted for this concept. In order to be eligible for the common mark for the different assessment instruments, it will be necessary to pass each and every one of these assessment instruments.

1. Theoretical written test (70%):

The theoretical evaluation will be carried out at the end of the course, through a final written test. This test will consist of two parts: -Objective multiple-choice questions (30%). Wrong answers are penalised according to the formula $A - (E/n - 1)$, where A corresponds to the number of correct answers, E to the number of errors and n to the number of options for each question (30 multiple-choice questions). -Short answer questions (40%), four in total, 2 of which are related to a clinical case such as those worked on in the classroom. The student's ability to summarise the information and reason the contents of the subject will be assessed. The minimum grade to pass the written test will be 5 out of 10.

2. Practical tests (30%):

-Practical activity (25%): Intervention project to improve the quality of life of the elderly. The teacher will guide the student in carrying out the practical activity throughout the course. The minimum passing grade will be 5 out of 10.

-Workshop activity (5%) related to elderly care. On the day of the workshop, at the end of the workshop, the evaluation test will take place. The student will have two dates to attend and therefore two dates to evaluate the workshop. The exam will consist of 10 multiple-choice questions. Wrong answers will be penalised according to the formula $A - (E/n - 1)$, where A corresponds to the number of correct answers, E to the number of errors and n to the number of options for each question. The teacher will indicate to the student the day and format of the test. The minimum passing grade will be 5 out of 10.

DEVELOPMENT OF THE SUBJECT FOR ERASMUS/MUNDUS STUDENTS (INTERNATIONAL)

In order to be eligible for the common mark for the different assessment instruments, it will be



necessary to pass each and every one of these assessment instruments. The ERASMUS/MUNDUS/SICUE student must inform the teacher of his/her absence during the course together with the date of departure and the date of return in order to be able to organise the appropriate achievement of the competences of the course. When a student who has been granted an ERASMUS/MUNDUS/SICUE mobility, plans to carry out his/her mobility in the second term and has to sit the second exam in any of the subjects taken, it will be the course coordinator who will set the dates in coordination with the subject leader and the international coordinator. In these cases, the second sittings will take place once the mobility period is over and students will know the dates before leaving for the destination country. In each of the assessment blocks, spelling, grammar and written expression will be assessed, and 10% of the mark for that block may be subtracted for this concept.

1. Theoretical written test (70%): With the same characteristics as the evaluation for non-ERASMUS/MUNDUS students.

The theoretical evaluation will be carried out at the end of the course, through a final written test. This test will consist of two parts: -Multiple-choice objective questions (30%). Wrong answers are penalised according to the formula $A - (E/n - 1)$, where A corresponds to the number of correct answers, E to the number of errors and n to the number of options for each question (30 multiple-choice questions). -Short answer questions (40%), four in total, 2 of which are related to a clinical case such as those worked on in the classroom. The student's ability to summarise the information and reason the contents of the subject will be assessed. The minimum grade to pass the written test will be 5 out of 10.

2. Practical tests (30%):

-Practical activity (30%): Intervention project to improve the quality of life of the elderly. The teacher will guide the student to carry out the practical activity throughout the course. The minimum passing grade will be 5 out of 10.

DEVELOPMENT OF THE SUBJECT IN THE SECOND AND SUBSEQUENT

ENROLMENTS: In order to qualify for the common mark for the different assessment instruments, it will be necessary to pass each and every one of these assessment instruments. Assessment criteria: In each of the evaluation blocks, spelling, grammar and written expression will be assessed, and 10% of the mark for that block may be subtracted for this concept.

1. Theoretical written test (70%):

The theoretical evaluation will be carried out at the end of the course, through a final written test. This test will consist of two parts: -Objective multiple-choice questions (30%). Wrong answers are penalised according to the formula $A - (E/n - 1)$, where A corresponds to the number of correct answers, E to the number of errors and n to the number of options for each question (30 multiple-choice questions). -Short answer questions (40%), four in total, 2 of which are related to a clinical case such as those worked on in the classroom. The student's ability to summarise the information and reason the contents of the subject will be assessed. The minimum grade to pass the written test will be 5 out of 10.

2. Practical tests (30%):



-Practical activity (25%): Intervention project to improve the quality of life of the elderly. The teacher will guide the student in carrying out the practical activity throughout the course. The student will not be allowed to present the same work that he/she has done in previous sessions. The minimum passing grade will be 5 out of 10.

-Workshop activity (5%) related to elderly care. On the day of the workshop, at the end of the workshop, the evaluation test will take place. The student will have two dates to attend and therefore two dates to evaluate the workshop. The exam will consist of 10 multiple-choice questions. Wrong answers will be penalised according to the formula $A - (E/n - 1)$, where A corresponds to the number of correct answers, E to the number of errors and n to the number of options for each question. The teacher will indicate to the student the day and format of the test. The minimum passing grade will be 5 out of 10.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M5 Activities developed in spaces and with specialized equipment.



- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M11 An oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to specialised and non-specialized audience.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-campus interactive lecture M1	R6, R7, R8	24,00	0,96
Practice Classes M2	R1, R2, R7, R9	12,00	0,48
Seminar M3	R3, R7, R8	12,00	0,48
Laboratory M5	R4, R7	4,00	0,16
Tutorial M6	R1, R2, R3, R5, R6, R7, R8, R9	4,00	0,16
Evaluation M7, M9	R1, R2, R3, R5, R6, R7, R8, R9	4,00	0,16
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R5, R6, R7, R8, R9	45,00	1,80
Group work M9	R1, R2, R3, R5, R6, R7, R8, R9	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I- Geriatrics and Geriatric Assessment	Topic 1. Geriatrics and Gerontology. General concepts. Psychological implications of old age Topic 2. Comprehensive Geriatric Assessment Topic 3. Health Promotion, Prevention of Dependence and Polypharmacy. Domain: Health Promotion Topic 4. Pharmacotherapy in the elderly. Domain: Safety Topic 5. Emergencies in Geriatrics. Domain: Safety
DIDACTIC UNIT II- Clinical sphere. Geriatric Pathology and Syndromes. Domains: Perception/Cognition, Safety, Comfort, Activity and Rest, Health Promotion	Topic 6. Central Nervous System. Alzheimer's disease and other related dementias. Acute Confusional Syndrome Topic 7. Osteoarticular and immune system Topic 8. Functions and changes of the skin in the elderly. Topic 9. Gastrointestinal and endocrine system Topic 10. Cardiovascular and respiratory system
DIDACTIC UNIT III-Functional sphere. Geriatric Pathology and Syndromes. Domains: Perception/Cognition, Safety, Comfort, Activity and Rest, Health Promotion	Topic 11. Disorders in the elderly related to faecal and urinary elimination: incontinence and ostomies. Topic 12 Falls, safety and abuse. Topic 13. Frailty and decline syndrome Topic 14. Immobility in the geriatric patient
DIDACTIC UNIT IV. Psychological and social sphere. Geriatric Pathology and Syndromes. Domains: Perception/Cognition, Safety, Comfort, Activity and Rest, Health Promotion	Topic 15. Depression, sleep disturbances, loneliness and social isolation. Topic 16. Socio-health care levels



Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I- Geriatrics and Geriatric Assessment	10,00	20,00
DIDACTIC UNIT II- Clinical sphere. Geriatric Pathology and Syndromes. Domains: Perception/Cognition, Safety, Comfort, Activity and Rest, Health Promotion	8,00	16,00
DIDACTIC UNIT III-Functional sphere. Geriatric Pathology and Syndromes. Domains: Perception/Cognition, Safety, Comfort, Activity and Rest, Health Promotion	10,00	20,00
DIDACTIC UNIT IV. Psychological and social sphere. Geriatric Pathology and Syndromes. Domains: Perception/Cognition, Safety, Comfort, Activity and Rest, Health Promotion	2,00	4,00

References

- BASICS:**Williams P.Geriatric nursing, 7th ed. Spain: Elsevier; 2020.ISBN: 978-84-9113-799-3
Spanish Society of Geriatrics and Gerontology. Geriatrics treatise for residents.Madrid:Spanish Society of Geriatrics and Gerontology; 2011.
Coordinator, Manuel Sánchez Pérez, [authors, Luis F. Agüera Ortiz...et al.] Essential guide to psychogeriatrics. Madrid. Médica Panamericana, cop 2015
García López MV. Nursing of the elderly. Madrid: DAE, 2017
- COMPLEMENTARY:**Guillén Lera F. Pérez del Molí Martín J, Petidier Torregrosa R. Síndromes y Cuidados En ElGeriatric Patient. Barcelona: Elsevier-Masson, 2008.
Millán Calenti J.C. Gerontology and geriatrics: assessment and intervention.Madrid: Médica Panamericana, D.L. 2010.Panamericana, D.L. 2010.
Watchel TJ, Fretwell M. Practical guide for the care of the geriatric patient. Barcelona:Elsevier-Masson, 2009.
García Hernández M. Nursing and ageing. Elsevier 2012. ISBN: 978-84-458-2117-6
Ministry of Health. Update of the consensus document on prevention of frailty in the elderly (2022). Madrid; 2022. Pola Fernández E, Zuza Santacilla I, Gil Tarragato S, Justo Gil S, campos Esteban P, Lopez Franco, A. Promoting healthy ageing by addressing frailty. Rev Esp Public Health. 2021; Vol. 95.