

1. OVERVIEW

Subject area	Geriatric Nursing
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Third
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 5

2. INTRODUCTION

The subject area “Geriatric Nursing” provides students with specific knowledge about the human ageing process, with the aim of understanding the structural, functional and social changes that occur in this stage of life, which is becoming increasingly prolonged in the western world and specifically in Spain. The focus of this subject area is to revise geriatric health assessment instruments, risk factors and stages of disease, in order to acquire knowledge and above all to develop the students’ skills. The assessment stage will give way to an approach to care for the most prevalent geriatric health problems and syndromes, taking into account the need to base such care on scientific evidence. This subject area will enable students to develop a holistic, comprehensive and integrated “view” of care for healthy and sick elderly people, from a multidisciplinary approach and based on nursing interventions that promote independence, measures for adapting to daily life in dependency and the inclusion of the family as caregivers. Students should gain a broad overview of existing resources for the elderly and their appropriate use, with the aim of treating and/or preventing problems in the elderly and their carers.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish)

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

General European skills (CUE, by the acronym in Spanish)

- CUE1: Independently diagnose the necessary nursing care using theory and medical knowledge, and plan, organise and administer nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with point 6(a), (b) and (c), in order to improve professional practice.
- CUE5: Independently give advice, guidance and provide support to people in need of care, as well as those close to them.

General skills (CG, by the acronym in Spanish)

- CG2. Plan and provide nursing care directed at individuals, families or groups, geared towards effective results for health and assess their impact through clinical care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- CG6. Base nursing interventions on scientific evidence and available resources.
- CG7. To understand people, without prejudice, as autonomous and independent individuals, taking into account their physical, psychological and social aspects, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy through confidentiality and professional secrecy.

Cross-curricular skills (CT by their acronym in Spanish)

- CT1. Students will be able to analyse and evaluate aspects of their own professional activity from an ethical point of view, making decisions and assuming the consequences of their own and other people's actions.
- CT3. Contribute actively in work teams, assuming shared responsibilities.
- CT5. Be oriented towards the development of others by understanding their attitudes, interests, needs and perspectives.

Specific skills (CE, by their acronym in Spanish)

- CE22. Understand the changes associated with the ageing process and their impact on health and identify the structural, functional, psychological and lifestyle changes associated with the ageing process.
- CE23. Know the most common health problems in the elderly and choose appropriate healthcare interventions aimed at treating or preventing health problems and adapt them to daily life, through outreach resources and support for elderly people.

Learning outcomes

- RA1. To recognise older people as autonomous, independent individuals and active members of society.
- RA2. Without making judgements, describe the ageing process, including its physical, psychological and social aspects.
- RA3. Apply different risk assessment and health/illness assessment tools or procedures.
- RA4. Explain the most common/disabling health problems in the elderly.
- RA5. Planning care for the elderly, families or groups, basing interventions on scientific evidence.
- RA6. Planning care for the elderly, families or groups, taking into account their opinions, beliefs and values.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CG7, CT1, CT5	RA1. To recognise older people as autonomous, independent individuals and active members of society.
CB3, CG7, CT1, CE22, CE23	RA2. Without making judgements, describe the ageing process, including its physical, psychological and social aspects.
CB1, CUE1, CE23	RA4. Explain the most common/disabling health problems in the elderly.
CB1, CB5, CUE1, CUE5, CG2, CG6, CT3, CE22, CE23	RA3. Apply different risk assessment and health/illness assessment tools or procedures.
CUE1, CUE5, CG2, CG7, CT3, CT5, CE23	RA5. Planning care for the elderly, families or groups, basing interventions on scientific evidence. RA6. Planning care for the elderly, families or groups, taking into account their opinions, beliefs and values.

4. CONTENTS

The subject area is organised into six units, which in turn are divided into topics:

Unit 1. General aspects of ageing. Explanatory theories of the ageing process. Demographic aspects. Social/health resources for the elderly in the Spanish healthcare system.

Unit 2. Description of the ageing process. Physical, psychological and social changes.

Unit 3. Assessment of the elderly person's state of health. The use of assessment scales.

Unit 4. Healthy elderly: current needs and demands.

Unit 5. The main geriatric syndromes.

Unit 6. Care in situations of illness leading to dependency.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture
- Case study
- Collaborative learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures	32 h
Asynchronous lectures	10h
Reports and written work	24 h
Group theory	2 h
Case studies	20 h
Oral presentations	6 h
Simulation activities	2 h
On-campus knowledge tests	4 h
Independent working	50 h
TOTAL	150 h

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

Assessment system	Weighting
On-campus knowledge test	45%
Oral presentation: Group Activity	15%
Case study/problem: Individual activity	40%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

8. BIBLIOGRAPHY

The works of reference for following up this subject area are:

- Eliopoulou C. Enfermería Geriátrica y Gerontológica. 9ª Edición. Wolters Kluwer. 2019
- Williams P. Enfermería Geriátrica. 7ª Edición. Elsevier. 2020