

1. OVERVIEW

Subject area	Elderly Care
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	3st
ECTS	3 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 2

2. INTRODUCTION

The aging of the population can be considered a success of public health and socioeconomic development policies, but it also constitutes a challenge for society, which must adapt to it to maximize the health and functional capacity of older people, as well as their social participation and their safety, Gerontology/Geriatrics, perform a primary function, since it is this subject that acquires the greatest responsibility in the care of the elderly.

Among its functions are assessing, planning, executing, delegating to other professionals and researching in this area. Generalities and concepts. Old age and theories of aging. Demographics and aging. Socio-Health Resources for the elderly. Structural, functional, emotional and psychological changes. Changes in the socio-family and community role. Basic concepts in geriatric assessment. The elderly person with health problems. Concepts. The oldest with pain of musculoskeletal origin. Cerebrovascular accidents. Nutritional problems in the elderly. Cognitive impairment: Dementia and Acute Confusion Syndrome. Support systems in elderly care. Planning programs to maintain personal autonomy. Palliative care.

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.
- CB2: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area 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.

- CB4: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

General skills (CG, by the acronym in Spanish):

- CG1 - Be able, in the field of nursing, to provide technical and professional health care appropriate to the health needs of the people they care for, in accordance with the state of development of scientific knowledge at each moment and with the levels of quality and safety established in the applicable legal and deontological standards.
- CG2 - Plan and provide nursing care aimed at individuals, families or groups, oriented towards health results, evaluating its impact, through clinical and care practice guides, which describe the processes by which it is diagnosed, treated or cared for. a health problem.
- CG5 - Design care systems aimed at individuals, families or groups, evaluating their impact and establishing appropriate modifications.
- CG6 - Base nursing interventions on scientific evidence and available means.
- CG10 - Protect the health and well-being of the people, family or groups served, guaranteeing their safety.
- CG11 - Establish effective communication with patients, family, social groups and colleagues and promote health education

Cross-curricular skills (CT, by the acronym in Spanish):

- CT01 - Responsibility: That the student is able to assume the consequences of the actions he performs and be responsible for his own actions.
- CT06 - Flexibility: That the student is able to adapt and work in different and varied situations and with diverse people. It involves valuing and understanding different positions, adapting your own approach as the situation requires it.
- CT08 - Initiative: That the student is able to proactively anticipate by proposing solutions or alternatives to the situations presented.
- CT09 - Planning: That the student is able to effectively determine their goals and priorities by defining the optimal actions, deadlines and resources required to achieve such goals.

Specific skills (CE, by the acronym in Spanish):

- CE13 - Apply the nursing process to provide and guarantee the well-being, quality and safety of the people cared for.
- CE14 - Know and apply the principles that support comprehensive nursing care.
- CE20 - Understand the changes associated with the aging process and its impact on health. Identify the structural, functional, psychological and lifestyle modifications associated with the aging process.
- CE21 - Know the most frequent health problems in older people. Select care interventions aimed at treating or preventing health problems and their adaptation to daily life through proximity resources and support for the elderly person.

Learning outcomes (RA, by the acronym in Spanish):

- RA1. Understand the changes associated with the aging process and its impact on health.
- RA2. Identify the structural, functional, psychological and lifestyle modifications associated with the aging process.
- RA3. Know the most frequent health problems in older people.

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

Skills	Learning outcomes
CB1-CB5, CG1-CG11, CT01-CT09, CE13, CE14, CE20, CE21	RA1
CB1-CB5, CG1-CG11, CT01-CT09, CE13, CE14, CE20, CE21	RA 2.
CB1-CB5, CG1-CG11, CT01-CT09, CE13, CE14, CE20, CE21	RA3.

4. CONTENTS

The subject is divided into the following topics:

Topic 0. Introduction of the subject

Topic 1. Introduction to Geriatrics and Gerontology

Topic 2. Changes associated with aging

Topic 3. Instability - falls, restraints, immobility

Topic 4. Incontinence

Topic 5. Cognitive impairment. Dementias and SCA

Topic 6. Malnutrition.

Topic 7. Other geriatric syndromes

Topic 8. Most relevant clinical situations

Topic 9. Initial Geriatric Assessment

Topic 10. Socio-health care. And palliative care Asynchronous session.

Topic 11. Elder abuse and mistreatment. Asynchronous session •

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Master class
- Cooperative learning
- Communicative tasks
- Problem Based Learning (PBL)
- Simulation environments
- Case method

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
Master Classes	40
Practical exercises	50
Seminars	20
Self-study	35
Tutorships	5
TOTAL	150

7. ASSESSMENT

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

On campus:

Assessment system	Weighting
Directed individual work	20%
Oral presentation	10%
Knowledge test	45%
Practical tests	10%
Individual directed work	20%
TOTAL	100 %

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

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