COURSE DATA

Data Subject	
Code	34382
Name	Nursing in geronto-geriatric health
Cycle	Grade
ECTS Credits	4.5
Academic year	2018 - 2019

Study (s)

Degree	Center	Acad. year	Period
1200 - Degree in Nursing	Faculty of Nursing and Chiropody	2	Second term
1213 - Degree in Nursing (Ontinyent)	Faculty of Nursing and Chiropody	2	First term

Subject-matter

Degree	Subject-matter	Character
1200 - Degree in Nursing	16 - Nursing in the life cycle	Obligatory
1213 - Degree in Nursing (Ontinyent)	16 - Enfermería en el ciclo vital	Obligatory

Coordination

Name	Department
JULIAN ROCHINA, IVAN	125 - Nursing

SUMMARY

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Un hecho que ha caracterizado demográficamente al siglo XX ha sido el incremento en la expectativa de vida que ha tenido lugar en la sociedad occidental. A causa de una serie de mejoras sanitarias y sobre todo sociales, una mayor proporción de personas alcanzan edades por encima de los 65 años.

La Gerontología es una disciplina joven que comenzó a desarrollarse a principios del siglo XX y tiene un doble objetivo: desde un punto de vista cuantitativo, la prolongación de la vida, dar más años a la vida, y retardar la muerte, y desde un punto de vista cualitativo, la mejora de la calidad de vida de las personas mayores, es decir, dar más vida a los años. Para marcar la acción de dichos objetivos, la gerontología se nutre esencialmente de las ciencias biológicas (la biología, la bioquímica, la medicina, la enfermería, etc.), psicológicas (psicología del desarrollo, social, cognitiva, etc.) y de las ciencias sociales (demografía, ecología humana, salud pública, sociología, antropología, economía, derecho, etc.). La relación entre todas estas disciplinas es la base principal para seguir avanzando en el conocimiento del proceso de envejecer.

En la modalidad presencial teórica, las unidades temáticas se han organizado de forma que permiten aglutinar los elementos conceptuales, metodológicos y los ámbitos de intervención de la Enfermería Geronto-Geriátrica que de otro modo podrían quedar dispersos. Cada unidad está constituida por un número determinado de temas que van de lo más general a lo más específico.

La modalidad de práctica en aula, de trabajo autónomo y de trabajo cooperativo del alumnado engloba dos grandes apartados:

1. Conocimientos propios de la asignatura. Asignando a estas modalidades los contenidos que puedan desarrollarse de esta forma, tales como los medios de adapatación para el autocuidado y el domicilio, el cuidado no profesional, las demencias tipo Alzheimer y las disfagias y el proceso de envecimiento humano, entre otros.
2. Conocimientos transversales a la asignatura. Se trabajarán los contenidos teóricos transversales con otras asignaturas, referidos a las particularidades de la población anciana.

Estas modalidades explotarán los medios virtuales y multimedia a disposición del alumnado.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Las asignaturas ya cursadas por el alumnado relacionadas con el temario impartido en la asignatura pertenecen a:
1)Módulo 1 Formación Básica Común
a)Anatomía humana
b)Fisiología.
c)Fundamentos de psicología en ciencias de la salud.
d)Sociología, género y salud.
e)Bioestadística y TIC aplicadas a las CC de la Salud.
f)Farmacología.
g)Nutrición y Dietética.
h)Fisiopatología

2)Módulo 2 Ciencias de la Enfermería
a)Enfermería Comunitaria
b)Enfermería Medico-Quirúrgica I

De forma paralela, a

OUTCOMES

1200 - Degree in Nursing

- Be able to provide comprehensive and professional nursing care that is appropriate to the health needs of the person, family and community being cared of, from the recognition of the citizens' right to health, and in accordance with the current state of development of scientific knowledge and with the quality and safety standards established in applicable legal and deontological regulations.
- Reflect on the importance of gender analysis in health, and understand how, depending on lifestyles, the use of time and working conditions have an impact on people's health.
- Analyse and reflect on the consequences of being a woman and a man in the process of getting sick, the differential attention received and the specific way of dealing with pain and illness.
- Work as a team, understood as a basic unit into which professionals and other workers of health care organisations are integrated, structured and organised in single- or multi-disciplinary and inter-disciplinary teams, as a way of ensuring the quality of health care.
- Maintain and update professional skills, with particular emphasis on independent learning of new knowledge and skills and motivation for quality in health care.
- Propose and develop health care actions that privilege health promotion and disease prevention, and that aim to improve the living conditions of the population.
- Know and apply the theoretical and methodological foundations and principles of nursing, for the promotion and protection of health, the prevention of illness and the comprehensive care of people, in order to improve the quality of life of the population.
- Recognise the essential elements of professional practice in the care of individuals, families and the community.
- Base nursing interventions on scientific evidence and available means.
- Plan and provide nursing care for individuals, families or groups, focusing on health results and evaluating its impact, using guides to clinical practice and care that set out the processes involved in the diagnosis, treatment or care of a health problem.
- Design care systems for individuals, families or groups, focusing on health results, evaluating their impact and implementing appropriate changes.
- Promote healthy lifestyles that encourage self-care among individuals, families and communities.
- Provide nursing care based on integrated healthcare principles, involving multi-professional cooperation, process integration and continuity of care, in coordination with all the levels of healthcare and other social and health resources and services.
- Know the strategies to provide comfort and alleviate symptoms, aimed at the patient, the family and the non-professional caregiver, in the administration of palliative care in situations of advanced or terminal illness.

- Establish truthful, effective and respectful communication with patients, family, social groups, other professionals and the media, both orally and in writing, and promote health education.
- Know and apply communication techniques and tools from a non-sexist perspective, both in interpersonal relationships and in group dynamics.
- Establish evaluation procedures applying scientific-technical and quality principles.
- Understand, critically asses and know how to use sources of clinical, biomedical and health information to obtain, organise, interpret and communicate scientific and epidemiological information.
- Apply information and communication technologies in clinical, therapeutic, preventive, health promotion and research activities.
- Be able to formulate hypotheses and to gather and critically assess information to resolve problems by applying, among others, the gender approach.
- Know the physiopathological processes and their manifestations and the risk factors that determine the states of health and disease in the different stages of the life cycle according to gender.
- Know and apply the principles behind comprehensive nursing care.
- Understand the changes associated with the aging process and their impact on health. Identify the structural, functional, psychological and lifestyle changes associated with the aging process. Know the most frequent health problems in the elderly. Select caregiving interventions aimed at treating or preventing health problems and their adaptation to daily life through resources that are close to and support the older person.
- Know the applicable legislation and the code of ethics of Spanish nursing, inspired by the code of ethics and conduct for European nursing. Provide care respecting the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of patients and families. Customise care based on age, gender, cultural differences, ethnicity, beliefs and values.
- Bachelor's thesis. Cross-disciplinary subject area involving work related to different subjects.

LEARNING OUTCOMES

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WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	59,50	100
Classroom practices	6,00	100
Tutorials	2,00	100
Development of group work	5,00	0
Study and independent work	28,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	6,00	0
Resolution of online questionnaires	1,00	0
TOTAL	**112,50**	

TEACHING METHODOLOGY

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EVALUATION

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REFERENCES

Basic

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- BALLESTEROS JIMÉNEZ, Soledad. Gerontología: un saber multidisciplinar. Madrid: Universidad Nacional de Educación a Distancia, 2004.
- CERVERA, María C. y SAIZ GARCÍA, Jesús. Actualización en Geriatría y Gerontología. Alcalá la Real Jaén: Formación Alcalá, 2004.
- SALVADOR CARULLA L, CANO SÁNCHEZ A y CABO-SOLER J. Longevidad. Tratado integral sobre salud en la segunda mitad de la vida. Madrid: Médica Panamericana, 2003.
- GUILLÉN LLERA, Francisco; PÉREZ DEL MOLINO MARTÍN, Jesús and PETIDIER TORREGROSSA, Roberto. Síndromes y Cuidados En El Paciente Geriátrico. Barcelona etc.: Elsevier-Masson, 2008.
- MILLÁN CALENTI, José C. Principios de Geriatría y Gerontología. Madrid: McGraw-Hill Interamericana, 2006.

Additional

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- GARCÍA CRESPO, María P. Programa preventivo para mayores. Madrid: Ediciones Díaz de Santos, 2006.
- GIRÓ MIRANDA, Joaquín. Envejecimiento activo, envejecimiento en positivo. Logroño: Universidad de La Rioja, Servicio de Publicaciones, 2006.
- GONZALO, Luis M.. Tercera edad y calidad de vida. Barcelona: Editorial Ariel, 2002
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