

**COURSE DATA****Data Subject**

<b>Code</b>	42324
<b>Name</b>	Health care for people in a situation of dependency
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	10.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)	Faculty of Psychology and Speech Therapy	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)	3 - Health care for people in a situation of dependency	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SANCHEZ MARTINEZ, VANESSA	125 - Nursing

**SUMMARY**

With the study of this module, it is intended to provide the student with a basic conceptual framework to design a complete assistance program for the dependent person who remains in the home environment, which guarantees the satisfaction of all their health needs. On the other hand, care for the non-professional caregiver, the fundamental axis of home care for people with dependency, cannot be neglected, so this module will allow, at the same time, to introduce the most significant elements that guarantee training and adequate development of the basic tasks of caring for people with dependency on the part of their main caregivers.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No previous knowledge is needed.

## OUTCOMES

### 2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)

- To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.
- Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con la atención a la dependencia.
- Diseñar servicios de atención sociosanitaria a la dependencia que cumplan unas especificaciones desde diferentes puntos de vista: Económico, ético, social, medioambiental, sostenible, etc.
- Identificar, formular y resolver problemas de los servicios de atención sociosanitaria a la dependencia.
- Ser capaces de elaborar planes de cuidado.
- Adquirir habilidad para intervenir en el proceso de educación sanitaria a las personas dependientes y sus cuidadores.
- Ser capaces de atender adecuadamente las situaciones que impliquen un compromiso o riesgo vital.
- Desarrollar sensibilidad y compromiso hacia la calidad en el desarrollo profesional.
- Adquirir un cuerpo de conocimientos teóricos y prácticos que capaciten para la comprensión y la adecuada valoración, priorización e intervención en los procesos que son determinantes para la satisfacción de las necesidades básicas del ser humano en situación de dependencia.
- Saber elegir, ejecutar y evaluar correctamente las diferentes técnicas, procedimientos y estrategias que permiten llevar a cabo una intervención profesional adecuada para la atención de la salud de las personas con dependencia.
- Conocer, seleccionar y aplicar instrumentos de evaluación en el ámbito de la dependencia.
- Diseñar instrumentos de evaluación y/o intervención (personal, grupal, social, ambiental, comunitaria) en el ámbito de la dependencia.
- Profundizar en la aplicación de la metodología profesional en el análisis, diagnóstico e intervención en situaciones sociales de dependencia.



- Ser capaz de estructurar y escribir informes con los fundamentos, métodos y resultados de los datos e información obtenidos a partir de la observación de las situaciones de dependencia

## LEARNING OUTCOMES

1. The student will possess sufficient ability to discover abnormalities in the physical and functional abilities of a patient, and explaining the significance of the assessment findings.
2. The student will know the proper handling of the protocols, devices and materials used to develop the process of assessment and physical exploration of dependent people.
3. The student will know how to apply the principles related to the planning and execution of nursing interventions, as well as organize, prioritize and execute Nursing Techniques through the correct use and proper conservation of the necessary equipment.
4. The student will know and identify the problems derived from the application of Nursing Techniques and will know how to act in accordance with the highest scientific rigor.
5. The student will develop a critical thinking and ethical commitment that allows him to make appropriate clinical decisions in the care of people.
6. The student will develop sensitivity in attention, commitment, ability and motivation for the quality in the development of care procedures.
7. The student will acquire the ability to formulate research problems around care.
8. Ability to recognize diversity and to adapt their actions to an increasingly globalized and multicultural environment.
9. The student will demonstrate ability to transmit health information and health education.
10. The student will show the ability to argue with rational criteria and to communicate clearly the recommendations and care to be carried out with the users, thus contributing to the promotion of the dependent person and his/her health.
11. The student will have a baggage of technical knowledge that will allow him to attend the different situations that entail risk for the vital health of the individual in the area of his domicile.
12. The student will show an attitude and behavior of responsibility and commitment regarding the health of the dependent population, their non-professional caregivers and the multidisciplinary team of professionals responsible for their care.

## DESCRIPTION OF CONTENTS



### **1. Attention to health problems**

- Support for autonomy and basic care for people with mental disorders.
- Comprehensive health care in children with disabilities.
- Aging. Active ageing, lifelong learning and health. Emotions and old age.
- Detection of health problems in elderly people.
- Sexuality and disability.

### **2. Pharmacological care and non-pharmacological therapies in the dependency**

- Physical and chemical waste.
- Non-pharmacological therapies: Snoezlen room, music therapy, animal therapy, etc.
- Rational use of drugs.
- Treatment of behavioral disorders.

### **3. Caregiver care**

- The informal caregiver.
- Professional self-care.

### **4. The person-centered care model**

- Quality of life of people who need support.
- Optimization of socio-social resources.

### **5. Care at the end of life and coping with dependence and death**

- Coping strategies at the end of life.
- The good death.
- End of life care.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	55,00	100
Classroom practices	30,00	100
Group work	10,00	100
Tutorials	5,00	100
Development of group work	40,00	0
Development of individual work	20,00	0
Study and independent work	20,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	30,00	0
Preparation of practical classes and problem	35,00	0
Resolution of case studies	25,00	0
<b>TOTAL</b>	<b>290,00</b>	

**TEACHING METHODOLOGY**

The training activities will be developed according to the following distribution:

- Theoretical activities.

Description: The theoretical part of the subject will focus on the conceptual aspects of the subject, explanatory knowledge and the transmission of ideas, axioms, theoretical models and information. In the classes, special emphasis will be placed on the global and integrative vision of care for the dependent person, analyzing in greater detail the key and more complex aspects of their care, and encouraging, at all times, the participation of the student in an interdisciplinary environment. Class dynamics will be developed mostly through the master lesson but discussion groups will also be encouraged.

- Practical activities.

Description: The acquisition of technical capacity and sufficient ability for care is a fundamental element in the health care of dependent people, so that practical activities come to expand, complement or develop theoretical activities with the aim of strengthening and apply the acquired knowledge. Both the practical sessions such as seminars or computer activities will focus on the application of the aforementioned knowledge to specific experiences, bibliographic reviews, case studies and clinical action guidelines. In general, they include the following types of face-to-face activities:

- o Seminars





- o Discussion sessions and problem solving and exercises previously worked by the students
- o Laboratory practices
- o Search and query sessions in computerized databases.
- o Scheduled tutorials (individualized or in groups)
- o Oral presentation of works.
- Personal work of the student.

Description: As a final objective of the subject, it is intended to develop a guide design for non-professional Caregivers. Thus, each group of students (2-3), preferably multidisciplinary, will choose a topic and propose a guideline model (index by sections and content proposal). This type of task tries to promote group work and the integration of interdisciplinary knowledge, essential for a holistic attention of the person with dependency. On the other hand, the student must prepare the classes and exams (study), a task that will be carried out individually and that seeks to promote autonomous work, while at the same time trying to enrich the theoretical teaching by raising issues for debate.

## EVALUATION

The evaluation and qualification of this module will be subject to the provisions of the **Reglament d'Avaluació i Qualificació de la Universitat de València (ACGUV 108/2017)**.

The evaluation of the learning will include the follow-up of the student's attendance to the compulsory sessions, as well as the verification of the theoretical and practical knowledge acquired and the completion of the tasks assigned.

**The student has the right to two examinations (Art. 5).**

**Procedure and evaluation criteria (Art. 6):** The qualification of the subject is a function of the evaluation of:

First part: Objective test of multiple response format. Assessment of theoretical and applied concepts by means of a written exam. 50% of the final grade. This task will be carried out individually and tries to strengthen autonomous work, while trying to enrich theoretical teaching by raising issues for discussion.

Second part: Preparation of a Caregiver Guide design. The group of students (2-3), preferably multidisciplinary, will choose a topic and propose a guideline model (index by sections and content proposal). This type of task tries to enhance group work and the integration of multidisciplinary knowledge, essential for a holistic attention of the person with dependency. This section will account for 50% of the grade. The grade obtained in the Guide depends on both the content and the skill in the oral presentation.

**CLASS ASSISTANCE (80% MINIMUM) IS NECESSARY TO PASS THE MODULE.**



**“Not Presented” Qualification (Art. 6):** On the first call, if the student has not submitted any of the tests, the qualification will be Not Presented (NP).

When in the second call the student has not submitted to ANY test, the grade will be Not Presented (NP).

In both calls, if there is a qualification that does not reach the minimum requirements, the “no Pass” grade and the numerical note in base 10 of the qualification of this section 1 will be recorded.

**Development of the evaluation tests (Art. 11):** The teaching staff may require at the beginning of the tests to be carried out in the classroom the identification of the students by means of an official photo document. Non-accreditation of identity may be grounds for exclusion from the test. The teaching staff will allow access to the classroom during the first 15 minutes from the official start time of the exam, except if during this time any of the students had left the classroom. In the event that the student leaves the classroom after the test has been distributed, they will be asked to identify themselves in the classroom and will be considered presented in that call.

**Fraudulent performance of evaluation tests (Art. 13):** The student is obliged to comply during the tests with the rules and procedures that guarantee the authenticity of the exercise and its privacy. Behaviors or acts that contravene these rules may involve the delivery of the evidence at the time they are detected and their expulsion from the classroom (Art. 13).

The student must abstain from the use or cooperation in fraudulent procedures in the evaluation tests and in the work done (Art. 2).

In any case, when there is evidence of a fraudulent performance in a test or in a part of it, the evaluation test may be graded with a zero (Art. 13).

The copy or plagiarism in any student evaluation work may be scored with the numerical grade of zero, regardless of initiating the appropriate disciplinary procedures.

**System and qualification criteria (Art. 16):** The results corresponding to the different evaluation activities as well as the final result obtained by the student in the subject, will be scored on a numerical scale from 0 to 10, with the expression of a decimal:  $0 \leq$  No pass  $< 5$ ;  $5 \leq$  Approved  $< 7$ ;  $7 \leq$  Notable  $< 9$ ;  $9 \leq$  Outstanding  $\leq 10$ . The grading system is expressed by numerical grading in accordance with the provisions of the regulations (RD 1125/2003 of September 5) establishing the European credit system and the grading system in the official University degrees with validity throughout the national territory.



**Mention of Honors (Art. 17):** The mention of honors (Art. 17) can be awarded to the student who has obtained a grade equal to or greater than 9.0 by strict order of note in the qualification record. The number of “mentions of honors” cannot exceed 5% of the students enrolled in the subject in the academic year. These conditions will be applied in each of the groups.

In case of a tie in the total grade of the subject, the honors will be awarded to the student with the highest grade in the section with the highest weight. In the event that the sections have the same weight in the final grade, the coordinator of the subject can take an additional test to obtain the Mention of Honors.

**Publication and revision of qualifications (Art. 18):** The teaching staff will inform throughout the course of the results of the tests that contribute to the final qualification. The teaching staff will make public the proposal of global qualification of the subject. Together with this qualification, the place, date and time at which the revision of the same will be held must be indicated at least 24 hours in advance. All the qualifications corresponding to the different tests that contribute to the global grade will be published in the “virtual space” or “Aula Virtual” of the subject.

After conducting the review in front of the teacher, the student may request the start of a process to challenge the qualification in accordance with the regulations (Art. 21). The consultation and challenge of the qualification obtained will be subject to the Reglament d'avaluació i qualificació de la Universitat de València per a títols de grau i màster (ACGUV de 30 de maig de 2017).

This Academic Guide (Art. 4) conforms to the Title Verification Report and has been approved by the Master Academic Coordination Commission (CCA).

## REFERENCES

### Basic

- 1. Babb, Pamela S. Manual de Enfermería Gerontológica. México: McGraw-Hill Interamericana, 1998.
- 2. Cervera, M C y Saiz García, J. Actualización en Geriátría y Gerontología. Alcalá la Real Jaén: Formación Alcalá, 2004.
- 3. 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.
- 4. Guillén Llera, F; Pérez Del Molino Martín, J y Petidier Torregrossa, R. Síndromes y Cuidados En El Paciente Geriátrico. Barcelona etc.: Elsevier-Masson, 2008.
- 5. SMELTZER, S.C.; BARE, B.G.. (2002). Brunner y Suddarth. Tratado de Enfermería Médico-Quirúrgica. Madrid: McGraw-Hill/Interamericana.





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<http://www.guiasalud.es>
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#### **Additional**

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- 2. CINAHL: Cumulative Index to Nursing and Allied Health.
- 3. Cochrane Library Plus. <http://gateway.ovid.com/autologin.html>
- 4. Medline plus. <http://www.update-software.com/clibplus/clibplus.htm>
- 5. DIAZ, V. y otros. Evaluación de un programa de actividad física en adultos mayores. Rev. Esp . Geriatria Gerontología 2002; 37 (2) 87-92.