INTRODUCTION

Course description: Given the ageing population, nursing older people is currently a core component of health and social care. Providing high quality care and support for older people is a fundamental principle of social justice and is an important hallmark of a caring and compassionate society. Nursing practice with older people is about listening to and respecting older people and supporting them to determine the support they want to have. Thus the purpose of the following course lies in helping students to appreciate the nature of caring for older people, who often have complex health and social care needs and require skilled care.

Particularly the course seeks students come to fully understand the most common changes (structural, functional, psychological and lifestyle changes) associated with the ageing process and the impact these have on health. In addition, the course enable nursing students to know the most common pathological processes that occur in older people, and to identify and select appropriate care-interventions aimed at treating or preventing these health problems and facilitate the adaptation to everyday life.

In conclusion, this course aims that nursing students are capable of and motivated to provide c at any level of health care in the health care system by promoting active ageing, working in team, and facilitating the recovery and reintegration of the older person into everyday life.

Degree: Nursing

Module in the Degree Program: II Module. Nursing science

Number of credits: 6 ECTS

Year: Third, 2º semester

Type of course: Required

Instructor: Dr. Nuria Esandi Larramendi

Language: English

Department: Department of Nursing Care for Adult Patients

Lecture schedule: Please, see the website schedule

COMPETENCES

Specific competencies (CE)/ Module II/ Subject 2:

CE09. Identifying the psychosocial responses of people in different health situations (in particular, disease and suffering) and selecting suitable action to help them. Establishing an empathetic and respectful relationship with the patient and family in accordance with the person's situation, the health problem and its stage of development. Using strategies and skills that allow for effective communication with patients, family members and social groups, and that enable them to express their concerns and interests.

CE35. Understanding the changes associated with the aging process and its effects on health. Identifying the structural, functional, psychological and lifestyle changes associated with the aging process.

CE36. Being familiar with the most common health problems among the elderly. Selecting care interventions aimed at treating and preventing health problems that adapt to the elderly patient's daily routine through neighborhood resources and support.

CE41. Providing care while guaranteeing the patient's and family's right to dignity, privacy, intimacy, confidentiality and decision-making.

CE42. Personalizing the care provided based on age, gender, cultural differences, ethnic group, beliefs and values.

General competencies (CG)/ Module II/ Subject 2:

CG01. In the context of nursing, students must be able to provide technical and professional healthcare that fits the health needs of the people they care for, in accordance with their stage in the process of acquisition of academic knowledge and the quality and safety levels established in applicable legal and ethical standards.

CG02. Planning and providing nursing care aimed at patients, families and groups and at achieving results in healthcare, and evaluating their impact using clinical-practice and patient-care guidelines, which describe the processes used to diagnose, treat and care for a health problem.

CG04. Understanding people's interactive behavior based on their gender, group and community within their social and multicultural context.

CG06. Basing nursing interventions on scientific evidence and the resources available.

CG07. Students must approach people without prejudice and without considering their physical, psychological or social appearance. They must treat them as independent individuals, respect their opinions, beliefs and values, and guarantee their right to privacy, confidentiality and professional secrecy.

CG08. Promoting and respecting the right of those under their care to participation, information, independence and informed consent when making decisions, in accordance with the way in which they experience their health-disease process.

CG09. Encouraging healthy lifestyles and self-care, and supporting preventive and therapeutic behavior.

CG10. Protecting the health and welfare of the patients, families and groups treated and ensuring their safety.

CG11. Establishing effective communication with patients, families, social groups and co-workers, and encouraging health education.

CG15. Working with a team of professionals as a basic unit in the unidisciplinary, multidisciplinary or interdisciplinary structure of healthcare professionals and other personnel in patient-care organizations.

CG16. Being familiar with healthcare information systems.

CG17. Students must provide nursing care based on comprehensive healthcare, which involves multi-professional cooperation, process integration and the continuity of care.

CG18. Being familiar with strategies for adopting measures to ensure comfort and care for symptoms aimed at patients and families when applying palliative care to help provide relief to patients in an advanced stage of disease and terminal patients.

Essential competencies (CB)/ Module II/ Subject 2:

CB1. Based on a general secondary school education, students must demonstrate that they possess and understand knowledge in an area of study whose content often comes from advanced text books, but also includes cutting-edge knowledge in this field of study.

CB2. Students must know how to apply their knowledge to their work or vocation in a professional way and must have the competences that are usually demonstrated by means of preparing and defending arguments and solving problems within their area of study.

CB3. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific and ethical topics.

CB4. Students must be able to transmit information, ideas, problems and solutions to specialized and general audiences.

CB5. Students must develop the learning skills required to undertake subsequent studies with a high level of independence.

PROGRAM

Unit 1. Focusing Nursing Care on the Older Adult

1. Demographic change and population ageing
2. The fundamentals of working with older adults
3. Gerontology and geriatric nursing
4. Older adults in the acute care setting
5. Community care for older adults
6. Older adults in care homes

Unit 2. Health Promotion for Older People

1. Active and Healthy Ageing: a policy framework in response to the longevity revolution
2. Frailty and the Comprehensive Geriatric Assessment

Unit 3. Activity-Exercise Health Pattern of the Older Adult

1. Effects of ageing on the activity-exercise health pattern
2. Nursing assessment of the activity-exercise health pattern
3. Nursing care for altered activity-exercise health patterns
4. Geriatric syndromes: Falls and fractures. Immobility

Unit 4. Nutritional-Metabolic Health Pattern of the Older Adult

1. Effects of ageing on the nutritional-metabolic health pattern
2. Nursing assessment of the nutritional-metabolic health patter
3. Nursing care for altered nutritional-metabolic health pattern

4. Geriatric syndromes: Malnutrition. Dehydration

Unit 5. Elimination Health Pattern of the Older Adult

1. Effects of ageing on urinary and gastrointestinal elimination pattern
2. Nursing assessment of the elimination health pattern
3. Nursing care for altered elimination health pattern
4. Geriatric syndromes: Urinary and faecal incontinence. Constipation

Unit 6. Cognitive-Perceptual Health Pattern of the Older Adult

1. Effects of ageing on the cognitive-perceptual health pattern
2. Nursing assessment of the cognitive-perceptual health pattern
3. Nursing care for altered cognitive-perceptual health pattern
4. Geriatric syndromes: Dementia. Delirium

Unit 7. Role-Relationship Health Pattern of the Older Adult

1. Effects of ageing on the role-relationship health pattern
2. Nursing assessment of the role-relationship health pattern
3. Nursing care for altered role-relationship health pattern
4. Geriatric syndromes: Loneliness and social isolation. Elder abuse and mistreatment

Unit 8. Health Perception and Health Management Health Pattern of the Older Adult

1. Effects of ageing on the perception and health management health pattern
2. Nursing assessment of the perception and health management health pattern
3. Nursing care for altered perception and health management health pattern
4. Medication use and medication management in older adults. Iatrogenesis

EDUCATIONAL ACTIVITIES

IN-CLASS ACTIVITIES (2,32 ECTS / 58h)

Lectures are given by the professor on the themes indicated in the syllabus with the help of the blackboard, power point presentations, videos and animation movies. When deemed appropriated, the professor will post on ADI notes for each topic and some recommendations for further reading. The active participation of students will be encouraged at all times.

Clinical case discussion. Students will analyze and resolve particular cases studies and present clinical experiences applying theoretical knowledge. Active participation and discussion will be promoted.

Role playing. A learning structure that allows students to immediately apply content as they are put in the role of a nursing professional, a decision maker who must make a decision regarding a policy, resource allocation, or some other outcomes.

Debate. Students discuss and organize their points of view for one side of an argument. It helps students learn, examine controversial topics and "strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation".

The Case Method is a teaching methodology based on the study and discussion of real clinical cases intended to help nursing students improve their decision-making skills.

Final exam.

ONE-TO-ONE TUTORIALS (0,04 ECTS / 1h)

Students will be given the possibility to have at least a personal interview with the professor throughout the term to help them with personal study and learning. The interview will last approximately about 30' to 60' and will be of voluntary nature

PERSONAL WORK (3,64 ECTS / 91h)

Students will be required to carry out an autonomous personal study work. They will be responsible for organizing their work and for acquiring the different competences, assuming responsibilities and control of the personal learning process.

- Students must read the assigned reading for a subject before the lecture covering that topic. Being familiar with topics beforehand will allow students to get the most out of the lecture.
- Students should conduct personal study using the lecture's notes and recommended bibliography if needed.
- Students have to develop a group working activity.
- Students have to prepare themselves to present and discuss in English.

GNC COURSE	EDUCATIONAL ACTIVITIES	HOURS/ ECTS
In-class activities	Lectures, clinical case discussion, role playing, debate, case method, final exam.	58 / 2,32
One-to-One tutorials	One-to-One tutorials	1 / 0,04
Personal work	Individual and group working	91 / 3,64
Total: 150 / 6		

ASSESSMENT

ORDINARY EXAMINATION CALL

FINAL EXAM

Multiple-choice objective test with 60 questions, of which:

- 20 multiple choice questions, with only one real answer. The value of each question will be of 2 points. To avoid the random-effect, a correct answer by each four errors will be subtracted. The blank answers will not subtract to final mark (40 points).

- 40 "true-false" questions. The value of each question will be 1,5 points. To avoid the random-effect, a correct answer for every wrong answer is subtracted. The blank answers do not subtract to the final grade (60 points)

The percentage of the Final Exam mark will be 60% of the final grade. To pass the exam and therefore apply the final percentage rate (60%) the mark should not be less than 5 out of 10. If the student fails, this should be overcome in the extraordinary examination in June.

THE CASE METHOD

1. Individual and group working before TCM live session:

Each student will read and analyze the case based on the following steps (personal work):

- Define the problem
- Formulate the alternatives
- Analyze the alternatives
- Recommend a solution
- Specify a plan of action
- Prepare contingency plans

After that, each student will share their own work with the group and discuss the case study. Each group will submit a written analysis of the case before the TCM live session..

2. TCM live session: It will last about 1h15'. After the session, the instructor will provide the teaching note to all the students.

Group work written assignment and individual participation during TCM live session will be carried out (see rubric for further information). The percentage of the TCM mark will be 20% of the final grade.

A detailed description of this activity will be available at " The Case Method" folder.

GROUP WORKING ACTIVITY: EVIDENCE-INFORMED CARE FOR OLDER PEOPLE

Students, divided into groups of four, will conduct a rapid literature review in the field of older people nursing. Each group will select an specific topic from the following "big topics":

- Health promotion in older people.
- Community-dwelling older adults living with chronic diseases.
- Family care for older people
- Long-term care and nursing-home care
- Older people in acute care setting

Steps:

- **Narrow the topic of interest**: Find a SPECIFIC and REAL "problem" in clinical practice with older adults.
- **Define a search strategy and search for literature in the PubMed database:** Look for nurse-Led interventions that may response to the problem you identified previously.
- **Read the selected articles thoroughly** (at least 4 to 5 articles).
- **Organize** the selected papers by looking for patterns and by developing subtopics.

- **Develop a thesis and provide arguments based on evidence:** Describe the intervention/s that you propose base on the evidence and its benefits and provide arguments that support its implementation in clinical practice.
- **Make sure you elaborate the assignment according to guidelines.**
- **Review the work against the assessment criteria and submit it in due time.**

The percentage of the group working activity will be 20% of the final grade. To pass the activity and therefore apply the final percentage rate (20%) the mark should not be less than 5 out of 10. If the student fails, this should be overcome in the extraordinary examination in June.

A detailed description of this activity will be available at " Group working activity" folder.

CLASS ATTENDANCE

Punctual attendance at lectures will be positively recognized as it shows dedication and interest for the subject. In addition, a respectful and caring attitude that favours a suitable climate in the classroom will be considered. Similarly, contributing ideas and opinions with a generous and tolerant attitude towards the opinions and positions of others.

EXTRAORDINARY EXAMINATION CALL

In the extraordinary examination call, the student will be only examined of the part of the course that he/she has failed, and the mark of the activities that has been overcome will be kept. The percentage will be applied again to each component of the course evaluation. Finally, in the case that the student fails the extraordinary examination, no mark will be kept for the following academic year and the entire course will have to be undertaken.

OFFICE HOURS

Dr. Nuria Esandi Larramendi

Department of Nursing Care for Adult Patients

Los Castaños Building

Appointments will be agreed by e-mail to nelarramend@unav.es

BIBLIOGRAFÍA

Text books

Barnsteiner, J., Disch, J., & Walton, M. *Person and family centered care, 2014 AJN award recipient.* Sigma Theta Tau, 2014.

Boggatz, T. *Quality of life and person-centered care for older people.* Cham, Switzerland: Springer, 2020. Localízalo en la Biblioteca

Cash, J. C., & Glass, C. A. (Eds.). *Adult-gerontology practice guidelines.* Springer Publishing Company, 2016. Localízalo en la Biblioteca

Eliopoulos, C. *Gerontological nursing.* Lippincott Williams & Wilkin. Philadelphia, 2014. Localízalo en la Biblioteca

Reed, J., Clarke, Ch., Macfarlane, A. *Nursing older adults.* McGraw Hill.Open University Press. Berkshire, 2012. Localízalo en la Biblioteca

McSherry, W., Rykkje, L., & Thornton, S. (Eds.). *Understanding Ageing for Nurses and Therapists.* Springer International Publishing, 2021. Localízalo en la Biblioteca

Additional (book) readings

Boltz, M. *Evidence-based geriatric nursing protocols for best practice.* Springer Publishing Company. 5th ed. New York, 2016. Localízalo en la Biblioteca

Hoffman Wold, G. *Basic geriatric nursing*. Mosby. St. Louis, 2012.

Nazarko, L. *Nursing in care homes*. Blackwell Science. Oxford, 2002. Localízalo en la Biblioteca

Wallace, M. *Essentials of gerontological nursing*. Springer Publishing Company. New York, 2007. Localízalo en la Biblioteca

Scientific Journals (English)

The Gerontologist

Geriatric Nursing

Journal of Gerontological Nursing

Dementia, the international journal of social research and practice

Journal of Family Nursing

Scientific Journals (Spanish)

Gerokomos

Revista de la Sociedad Española de Geriatría y Gerontología

Anales del Sistema Sanitario de Navarra

Links of Interest

World Health Organization (WHO): http://www.who.int/en/

Hartford Institute for Geriatric Nursing: http://www.hartfordign.org/

Sociedad Española de Enfermería Geriátrica y Gerontológica: http://www.seegg.es/

Sociedad Navarra de Geriatría y Gerontología: http://www.sngg.es/

Instituto de Mayores y Servicios Sociales: http://www.imserso.es/imserso_01/index.htm

Portal de la Dependencia: http://www.dependencia.imserso.es/dependencia_01/index.htm

Centro Virtual Sobre el Envejecimiento: http://www.cvirtual.org/