



Teaching Guide

| Identifying Data | | | | | 2024/25 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------------------------------|---------|---------|
| Subject (*) | Gerontological Nursing | Code | 661G01020 | | |
| Study programme | Grao en Enfermaría | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | Third | Obligatory | 6 | |
| Language | SpanishGalician | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Ciencias da Saúde | | | | |
| Coordinador | Domínguez Fernández, Mercedes | E-mail | mercedes.dominguez.fernandez@sergas.es | | |
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| Web | campusvirtual.udc.gal/ | | | | |
| General description | A materia de Enfermaría Xerontolóxica ten como propósito que a/o estudante adquira coñecementos, habilidades e actitudes sobre a problemática bio-psico-social dos maiores, o que o capacitará para dar coidados integrais de fomento da saúde, prevención da enfermidade, recuperación e rehabilitación física e social, así como o coñecemento das causas e das consecuencias do envellecemento individual e poboacional. | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A49 | Comprender os cambios asociados ao proceso de envellecer e a súa repercusión na saúde. |
| A50 | Identificar as modificacións estruturais, funcionais, psicolóxicas e de formas de vida asociadas ao proceso de envellecer. |
| A51 | Coñecer os problemas de saúde máis frecuentes nas persoas maiores. |
| A52 | Seleccionar as intervencións coidadoras dirixidas a tratar ou a previr os problemas de saúde e a súa adaptación á vida diaria mediante recursos de proximidade e apoio á persoa anciá. |
| B1 | Aprender a aprender. |
| B2 | Resolver problemas de forma efectiva. |
| B3 | Aplicar un pensamento crítico, lóxico e creativo. |
| B8 | Capacidade de análise e sínteses. |
| B9 | Capacidade de aplicar os coñecementos na práctica. |
| B13 | Toma de decisións. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C10 | CB2.- Que os estudantes saiban aplicar os seus coñecementos a seu traballo ou vocación de unha forma profesional y posúan as competencias que solen demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo. |
| C11 | CB3.- Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan una reflexión sobre temas relevantes de índole social, científica ou ética. |
| C12 | CB4.- Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado |

Learning outcomes

| Learning outcomes | Study programme competences / results |
|-------------------|---------------------------------------|
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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------|-------------------------|
| Choose and apply properly instruments of assessment and specific scales for the greater people and his carer/to, showing capacity and skill to make the integral assessment of the elder using theoretical referents and scientific evidences | A49 A50 A51 A52 | B2 B3 B8 B9 B13 | C4 C11 |
| Describe and use notable concepts on the processes of individual and collective aging taking into account his evolution and his variability from a historical perspective, anthropological and social | A49 | B1 B2 B8 | C4 C12 |
| Analyze and argue the differences between the normal changes associated to the aging of those that are consequence of the pathological processes, relating these changes with the satisfaction of the basic needs. | A49 A50 A51 A52 | B1 B2 B3 B8 B9 B13 | C4 C10 |
| Identify the processes of alteration of the health but prevalentes in the greater people in the half community and hospitable, scheduling and loaning taken care of infirmity through a model nurse and a process of intervention based in the language standardized (NANDA, NIC, NOC) | A49 A50 A51 A52 | B1 B2 B3 B8 B9 B13 | C4 C11 |
| Describe and analyze the distinct levels and services asistenciales sanitary and social identifying the existent social resources in the community and describing as they have to use taking into account the needs of the greater people | A49 A52 | B1 B2 B3 B9 B13 | C4 C10 C11 C12 |
| Describe and analyze the distinct levels and services asistenciales sanitary and social identifying the existent social resources in the community and describing as they have to use taking into account the needs of the greater people | A49 A50 A51 A52 | B1 B2 B3 B8 B9 B13 | C4 |

| Contents | |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | Sub-topic |
| Unit I: Concepts and generalities related to aging | Topic 1. Basic concepts Topic 2. Aging process and theories of aging |
| Unit II: Social, anthropological and economic aspects of aging | Topic 3. Demography of aging Topic 4. Sociology of aging Topic 5. Economic aspects of aging |
| Unit III: Social and health care in Spain | Topic 6. Formal and informal resources for older people with multimorbidity or dependence |
| Unit IV: Healthy older people. Basic human needs associated with the aging process | Topic 7. Comprehensive geriatric assessment Topic 8. Healthy older people. Nursery care Topic 9. Frail older people and geriatric syndromes Topic 10. Geriatric syndromes related to basic needs: -10.1 Elimination -10.2 Movement -10.3 Eat and feed -10.4 Rest and sleep -10.5 Communication |



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| Unit V: Characteristics of diseases in the elderly. The Most frequently pathological processes | <p>Topic 11. Characteristics of diseases in the older people</p> <p>Topic 12. Therapeutics in the older people</p> <p>Topic 13. Stroke</p> <p>Topic 14. Parkinson's disease</p> <p>Topic 15. Neurocognitive disorders</p> |
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| Planning | | | | |
|---------------------------------|------------------------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A49 A50 A51 A52 B1 C4 | 21 | 31 | 52 |
| Seminar | A52 B3 B1 B2 B8 B9 B13 | 33 | 0 | 33 |
| Case study | A49 A50 A51 A52 B1 B2 B3 B8 B9 B13 C10 C11 C12 | 3 | 0 | 3 |
| Document analysis | A49 A50 A51 A52 B1 B3 B8 B9 C4 | 2 | 2 | 4 |
| Supervised projects | A49 A50 A51 A52 B1 B3 B8 B13 C4 C10 C11 C12 | 4 | 20 | 24 |
| Mixed objective/subjective test | A50 A51 A52 A49 B2 B8 B9 B13 B3 C4 C4 C10 | 2 | 28 | 30 |
| Introductory activities | C4 | 2 | 0 | 2 |
| Personalized attention | | 2 | 0 | 2 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies | Description |
| Guest lecture / keynote speech | Oral exhibition complemented with the use of audiovisual means and the introduction of some questions headed to the students, with the purpose to transmit knowledges and facilitate the learning. |
| Seminar | Methodology of learning oriented to a more practical level, in which from the study of a subject, the group purchases knowledges and can, in base to this, present a discussion, hypothesis or present options of resolution of cases. In the seminars will promote the individual participation and colaborativa. In the seminars will be able to make groups of debate, games of role with stages of simulation related with the subjects treated in the subject, for this is possible that modify the structure of the groups of work. |
| Case study | Methodology where the subject confronts in front of the description of a specific situation that arouses a problem that has to be comprised, valued and resolved by a group of people, through a process of discussion. The student situates in front of a concrete problem (case), that describes him a real situation of the professional life, and has to be able to analyze a series of facts, referents to a particular area of the knowledge or of the action, to arrive to a decision reasoned through a process of discussion in small groups of work. |
| Document analysis | Methodological technician that supposes the utilization of audiovisual documents and/or bibliographic (fragments of documentary reports or films, news of actuality, graphic signposts, photographs, biographies, articles, legislative texts, etc.) notable for the thematic of the matter with activities specifically designed for the analysis of the same. Can employ like general introduction to a subject, like instrument of application of the study of cases, for the explanation of processes that can not observe directly, for the presentation of complex situations or like synthesis of contents of theoretical or practical character. |



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| Supervised projects | Methodology designed to promote the autonomous learning of the students, under the tutela of the professor and in stages varied (academic and professionals). It is referred prioritariamente to the learning of the how do the things. It constitutes an option based in the assumption by the students of the responsibility by his own learning. This system of education bases in two basic elements: the independent learning of the students and the follow-up of this learning by the professor-tutor |
| Mixed objective/subjective test | Proof that integrates ask type test and questions of development. Regarding the questions of the test, will be objective questions of an only answer between which will have to choose between four alternatives. It integrates questions related with the contents developed through the different methodologies during the semester. Regarding the questions of development, can combine open questions, of ordination, of short answer, to complete and/or of association. |
| Introductory activities | Activities that carry out before initiating any process of education-learning to end to know the competitions, interests and/or motivations that possesses the students for the attainment of the aims that want to reach, linked to a formative program. With her it pretends obtain notable information that allow to articulate the teaching to favor effective and significant learnings, that split of the previous knowledge of the students. |

Personalized attention

| Methodologies | Description |
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| Guest lecture / keynote speech Supervised projects Mixed objective/subjective test Seminar | The personalized attention related with the works tutelados has like purpose orient to the students in the realization of the same. The follow-up will do of individual form or in small groups, well of face-to-face way or through the email. The personalized attention with the mixed proof has like purpose attend the queries of the students related with the study and / or subjects linked with the matter. It will do of form individualizada, well of face-to-face way or through the email. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Supervised projects | A49 A50 A51 A52 B1 B3 B8 B13 C4 C10 C11 C12 | The realization of the work supervised will be compulsory. It will mark on a minimum of 0 and a maximum of 10. The part written will mark 10% and will be the same for all the members of the group and 5% remaining will mark according to the skills showed in the oral presentation by each student. For the evaluation of the works will follow criteria of quality regarding: presentation, structure, content, bibliography and oral presentation. It will deliver a rubrica to the students with the criteria of evaluation of the work tutelado. This work will suppose 15% of the final note. | 15 |



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|---------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Mixed objective/subjective test | A50 A51 A52 A49 B2 B8 B9 B13 B3 C4 C4 C10 | <p>Proof written to evaluate the learning of the skills that will be composed by questions type test (will compose 70% of the examination) and short questions and of resolution of cases (30% remaining).</p> <p>The failures subtract 0,33. The questions in white do not mark. The final punctuation will correspond with the number of answers hit, done the deduction of the answered wrongly. Being indispensable condition to approve the subject, approve the examination with an equal or upper note to a 5 on 10.</p> <p>This proof will suppose 60% of the final note.</p> | 60 |
| Seminar | A52 B3 B1 B2 B8 B9 B13 | <p>They will resolve diverse situations described in clinical cases so much of individual form as in groups of work.</p> <p>This part will suppose 25% of the final note. The individual work of the student will compute 10%, the work in group 10% and the participation and assistance to the seminars will suppose 5% of the note.</p> | 25 |

Assessment comments



-The criteria of evaluation of the second opportunity (July) will be the same that the ones of the first opportunity (February). That is to say, 60% of the evaluation of the matter will depend on the objective proof type test/short answer. On the other hand, 15% of the qualification will depend of the work tutelado grupal (10% of the work written and 5% of presentation). Finally, 20% of the qualification of the matter will depend on the evaluation and continuous follow-up of the seminars and of the assistance to the classrooms (5%).

- **SECOND OPPORTUNITY:** For those students that do not surpass the matter at the earliest opportunity of evaluation, will keep the same percentages of evaluation that at the earliest opportunity and the student will be able to go back to make any one of the tasks evaluated that it had suspended, in this case of individual form (the same that initially were in group) and will have to deliver them 10 days before the date of the examination. The tasks that do not repeat will keep the qualification of the first opportunity. It will have to repeat, in any case, the final examination of the matter. The parts surpassed in first opportunity will conserve only for the second opportunity.

-The qualification of **NO PRESENTED:** it will award to those students that do not present to the examination.

-The students of **PARTIAL TIME, DISPENSES ACADEMIC, ERASMUS, SICUE and BILATERAL** will be able to opt by the evaluation of the ordinary modality or evaluation in which it will correspond 60% with the note of the examination of proof and 40% with the work tutelado (that in this case it will be individual).

-They will opt to the qualification of **MATRÍCULA OF HONOUR** the student that having obtained an upper global qualification to 9, have been the best qualification of the class in the opportunity evaluated and his contribution in the classes and seminars have been significant.

-**Announcement of the OPPORTUNITY ADVANCED OF EVALUATION:** For those students that requested the opportunity advanced of evaluation, fulfil with the requirements and concede it will be able to present to the final theoretical examination whose qualification will suppose 100% of the qualification of the matter.

- In the realisation of the works of the matter, the plagiarism and the utilisation of material no original, included the obtained through internet, without indication expresses of his origin and, in his case, the permission of his author/to, will describe with suspense (0,0) in the activity. All this without prejudice to the disciplinary responsibilities to that it could have place after the corresponding procedure.

-The fraudulent realisation of the proofs or activities of evaluation, once checked, will involve directly the qualification of suspense in the announcement in that it commit : the/the student/to will be described with ?suspense? (numerical note 0) in the corresponding announcement of the academic course, so much if the commission of the fault produces at the earliest opportunity as in the second. For this, will proceed to modify his qualification in the record of first opportunity, if it was necessary.

SUSTAINABILITY OF THE ENVIRONMENT, PERSON AND EQUALITY OF GENDER

- The delivery of the documentary works that make in this matter, will make in digital format without need of impression.

- It will take into account the ethical principles related with the values of the sustainability in the personal and professional behaviours.

-In this matter will take into account the perspective of gender, looking after the no utilisation of a language sexista in the classroom, in the documents elaborated in the matter and in the clinical activities made with the students.

- It will work to identify and modify prejudices and attitudes sexistas inside the classroom or in the clinical context, incidiendo in the surroundings to modify it and improve values of respect and equality.

- It will facilitate the full integration of the students that by physical reasons, sensory, psychic or socioculturales, experience difficulties for an optimum access, egalitarian and profitable to the university life.



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|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Basic</p> | <ul style="list-style-type: none"> - Willians PA. (2020). Enfermería Geriátrica. 7ª ed.. Barcelona: Elsevier. - Abizanda Soler P, Cano Gutierrez C. et al. (2020). Medicina Geriátrica, una aproximación basada en problemas.2ª ed.. Madrid: Elsevier; - Abizanda Soler P, Rodríguez Mañas L. (2020). Tratado de Medicina Geriátrica. Fundamento de la atención sanitaria a los mayores.2ª ed.. Barcelona: Elsevier - Charlotte Eliopoulos (2019). Enfermería Geriátrica y Gerontológica.9ª ed.. Barcelona: Wolters Kluwer - García Hernández M, Medina Aragón F J, Gallo Estrada J. (2011). Atención enfermera en los grandes síndromes geriátricos. Madrid: Fuden - Millán Calenti (2011). Gerontología y Geriatria. Valoración e intervención. Madrid:Médica Panamericana - Bermejo Boixareu C, Rodríguez Salazar J (2017). Manual terapéutico en geriatría. 2ª edición. Madrid: Médica Panamericana - García López MV, Molero Bastante M, Moraleta Torres L, David Pedraza Cantero A, Enterteca (2023). Cuidados básicos para la edad avanzada. Madrid:DAE - Ortega García A. (2021). Enfermería en geriatría. Jaén: Formación Alcalá - García López MV, Rojas Ocaña MJ (2017). Enfermería del anciano. DAEeditorial. Grupo Paradigma - Guillén Llera F, Pérez del Molino Martín J, Petidier Torregrosa R. (2008). Síndromes y cuidados en el paciente geriátrico. 2ª edición. Barcelona: Elsevier - Mayan Santos JM (2005). Enfermería en cuidados sociosanitarios.1ª edición. España:Difusión Avances de Enfermería - Mayan Santos JM (2005). Enfermería en cuidados sociosanitarios.1ª edición. España:Difusión Avances de Enfermería |
| <p>Complementary</p> | <p>Revistas científicas:- Geriatric Nursing - BMC Nursing - BMC Geriatrics - American Journal ofNursing - Revista Española de Geriatría y Gerontología - Gerokomos Páxinas web: - Sociedad Española Geriatría y Gerontología: https://www.segg.es/- Sociedad de Enfermería Geriátrica y Gerontológica: https://seegg.es/</p> |

Recommendations

Subjects that it is recommended to have taken before

Anatomy/750G01001
 Psychology/750G01003
 Fundamentos da Enfermaría/750G01007
 Nutrition/750G01009
 Pharmacology/750G01011
 Professional Ethics, Legal Framework and Philosophy of Care/750G01016
 Clinical Placement I/750G01025
 Clinical Placement II/750G01026
 Community Nursing I/661G01014
 Clinical Nursing I/750G01034
 Clinical Nursing II/750G01035
 Physiology/750G01105

Subjects that are recommended to be taken simultaneously

Clinical Nursing III/750G01017
 Community Nursing II/750G01019
 Clinical Placement III/750G01027

Subjects that continue the syllabus

Other comments



MATERIAL OF EDUCATION. So much the material used in the classroom, like the available in the Virtual Campus and the TEAM of the subject are protected by the Law of Copyright (Legislative Royal decree 1/1996, of 12 April, by which approves the text refundido of the Law of Copyright), and put to disposal of the students enrolled in the subject, exclusively for his personal use, any extraction of these materials to put them to disposal of third by any another half (photocopier, email, web pages, etc.), it is an illicit act that will comport the legal and disciplinary measures pertinent, being considered a grave or very grave fault in accordance with the Regulation of Discipline of Students of the Universidade gives Coruña and a grave or very grave infringement of the Law of Copyright.

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