

POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.015.03
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<i>Course</i>	Nursing					
<i>Subject</i>	Nursing in Gerontology and Geriatrics					
<i>Academic year</i>	2023/2024	<i>Curricular year</i>	4th	<i>Study period</i>	1st semester	
<i>Type of subject</i>	Mandatory	<i>Student workload (H)</i>	Total: 81	Contact: T:18 TP:18 S:9 OT:8	ECTS	3
<i>Professor(s)</i>	Agostinha Esteves de Melo Corte António Manuel Martins Batista Ermelinda Maria Bernardo Gonçalves Marques Maria João Almeida Nunes Ricardo Jorge dos santos Florentim					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>	<i>(select)</i> Maria João Almeida Nunes					

GFUC PREDICTED

1. LEARNING OBJECTIVES

During this course, the student should be able to:

- Describe the general characteristics of ageing and analyse the biophysiological, psychological, sociological, cultural and environmental repercussions of the human ageing process;
- Plan nursing care according to the elderly's own values, enhancing autonomy, independence, active aging and quality of life.
- Analyse, interpret and synthesize texts and documents in the field of nursing in the elderly;
- Generate and interpret information from diverse sources, with a view to systematizing knowledge based on scientific evidence;
- Request guidance in the optimization of the process of internalization/reflection of the contents taught;
- Produce a personal and reasoned discourse, taking into account different perspectives on the problem of nursing in the elderly;
- Mobilize the necessary knowledge to solve problems in a situation;
- Communicate effectively, adapting the discourse to the context;
- Design and plan, in a theoretically based way, a care plan for the elderly;
- Use verbal language, according to the nomenclature of fundamental human needs, to assess, diagnose and implement nursing care for the elderly;
- Critically and reflexively analyse their practice, in order to adapt it and increase their degree of autonomy;
- Take responsibility for their continuous and progressive learning.

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It is intended that this course contributes to the acquisition and development of the following skills:

- Analyses, interprets and synthesizes texts and documents in the context of pathological situations and their implications in care;
- Generates and interprets information from diverse sources, with a view to systematizing knowledge based on scientific evidence;
- Requests guidance in the optimization of the process of internalization/reflection of the contents taught;
- It produces a personal and reasoned discourse, taking into account different perspectives on the problem of health care;
- Knows how to mobilize the necessary knowledge to solve problems in a situation;
- Knows how to manage their learning in an academic environment;
- Knows how to define the nursing diagnoses inherent to changes in needs;
- Conceives and plans, in a theoretically grounded manner, an assessment plan for the person with altered needs resulting from pathological processes;
- Uses verbal language, according to the nomenclature of fundamental needs, to assess, diagnose and implement nursing care for the person;
- In practical cases, it uses reasoning that allows it to correlate and substantiate the most appropriate nursing interventions;
- It describes autonomous and interdependent interventions in meeting fundamental needs;
- You take responsibility for your learning as a student;
- She critically and reflexively analyses her practice as a student.

It is intended that this set of competencies contributes to the gradual development of the competence profile of general care nurses defined by the Order of Nurses.

2. PROGRAM CONTENTS

- Gerontology and Geriatrics Nursing
- Concepts
- Human aging as a collective process
- Human aging as an individual process
- Health & Aging
- Geriatric evaluation
- Dimensions of nursing care
- Comorbidities in the elderly
- The elderly at home, institutionalized and hospitalized
- Abuse of the elderly
- The sexuality of the elderly.

3. DEMONSTRATION OF THE COHERENCE OF THE SYLLABUS WITH THE OBJECTIVES OF THE COURSE

The syllabus of nursing in the elderly contributes to the acquisition and development of fundamental knowledge for the reflection and understanding of the importance of nursing in gerontology and geriatrics

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and the aging process, in order to allow the student to mobilize, select and integrate them in a situation of care for the elderly, in a context of continuity of care (institutional and home).

The contents transmitted and the learning situations provided should allow the student to acquire and develop scientific, technical, human and sociocultural knowledge, fundamental in nursing care for the elderly, healthy or pathological.

4. MAIN BIBLIOGRAPHY

Mandatory:

- Berger, L., Mailloux-Poirier, D. (1995). *Older people: a global approach*. Lisbon: Lusodidata.
- Coimbra, Vera; Marques, Ermelinda; Chaves, Cláudia (2020). *Multifactorial assessment of the risk of falls in the elderly: A study in a rural community*. Mauritius: New Scholarly Editions.
- Coimbra, Vera; Marques, Ermelinda; Requeijo, Cristina; Saraiva, Renata (2018). "Community Intervention in Elderly Population: a Fall Prevention Project". *International Archives of Medicine Section: Nursing* 11 (21): 1-7.
- Directorate-General for Health, *National Strategy for Active and Healthy Ageing 2017-2025*, Proposal of the Interministerial Working Group (Order No. 12427/2016), 10 July 2017.
- Marques, Ermelinda; Jabour, Renata (2017). "Functional capacity as a factor promoting the quality of life of the elderly.". *International Archives of Medicine* 10 (210): 1-9. <https://doi.org/10.3823/2480.10>
- Martins, Carla Susana; Marques, Ermelinda; Corte, Agostinha (2018). *The difficulties of the Informal Caregiver. The case of the provision of care to the dependent elderly*. Mauritius: New Scholarly Editions.
- Matos, Marta; Corte, Agostinha; Marques, Ermelinda (2018). *Quality of life of the Institutionalized Elderly*. Mauritius: New Scholarly Editions.
- Paúl, C. and Ribeiro, O. (2012). *Handbook of Gerontology*. Lisbon: Lidel.
- Pinto, A.M. (2001), *Aging Living*. Coimbra: Quarteto Editora ISBN: 972-8535-86-4
- Ribeiro, O and Paúl, C. (2018). *Handbook of Active Ageing* Lisbon: Lidel. ISBN: 978-989-752-333-5
- Saraiva, Renata; Roses, Ann; Marques, Ermelinda; Valente, Geilsa (2018). "The Sexuality of the Elderly in the Context of the Nursing Consultation: A Phenomenological Analysis of Luso-Brazilians". *Millenium - Journal of Education Technologies and Health*: 63-71. <https://revistas.rcaap.pt/millenium/article/view/13549.5>
- Sequeira, C. (2010). *Caring for elderly people with physical and mental dependence*. Lisbon: Lidel.
- Squire, A. (2005). *Health and well-being for older people: basic foundations for practice*. Loures: Lusociência.
- Sousa, L., Figueiredo, D., & Cerqueira, M. (2006). *Aging in the Family: family care in old age*. Port: Amber.
- Touza Garma, C. et al. (2009). *Personas mayores en riesgo. Detección del maltrato y la autonega*. Madrid: Ediciones Pirámide (Grupo Anaya, S.A.).
- Veríssimo M.T. (2014) – *Fundamental Geriatrics: Knowing and Practicing* Lisbon: Lidel. ISBN: 978-989-752-056-3
- Norms and References: Ministry of Health; Order of Nurses; World Health Organization.

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Note: Additional bibliography may be provided throughout the teaching sessions, according to the specific treatment of the different themes and according to the needs and doubts arising from the students' critical reflection.

5. TEACHING METHODOLOGIES (ASSESSMENT RULES)

Active methodologies consistent with the objectives and expected learning outcomes are proposed, in which the teacher assumes the role of facilitator and guide of learning and gauge of the acquisition of skills by the student, assuming the student as the main responsible for his own learning process, using research and reflection strategies.

In the evaluation, the principle of continuous evaluation is adopted, it should include the completion of a written test of knowledge assessment and a group work and the preparation of a poster on the chosen theme.

The final classification will be obtained by the sum of the classification of the written test with a weighting of 70% (14 points) and the preparation of the group work of 30% (6 points).

For the preparation of the group work, a weighting of 75% will be assigned to the written part and 25% to the preparation of the poster according to the attached grid.

The students of the ERASMUS mobility program, considering the specific context in which they find themselves, can be evaluated based on the elaboration of an individual work that deals with the themes of each of the teachers involved in the UC and guided/evaluated by them, being quoted in a total of 20 values.

The same evaluation criteria apply to students covered by the special statutes, with the exception of the attendance regime, which follows, for due purposes, Regulation No. 134/2011 of the IPG.

The approval of students is made by obtaining a minimum grade of 9.5 and is subject to the obligation to carry out all moments of evaluation.

6. DEMONSTRATION OF THE COHERENCE OF TEACHING METHODOLOGIES WITH THE OBJECTIVES OF THE COURSE

The use of active methodologies, in which the teacher assumes the role of facilitator and guide of learning and gauge of the acquisition of skills by the student and in which the student assumes the main responsibility for his own learning process, using research and reflection strategies, allow the student to understand the importance of nursing in the elderly; develop critical reflection in the field of care for the elderly; acquire the necessary knowledge for an intervention adjusted to the needs of the elderly, in the context of Health Care and in the context of institutions aimed at the care of elderly and home people.

7. ATTENDANCE REGIME

According to Article 4 of the Specific Regulation of the Nursing Course – 1st Cycle (Regulation No. 374/2014, published in the Official Gazette, 2nd series – No. 156 – 14 August 2014):

1. The hours of theoretical-practical, practical and laboratory contact, and seminar of each curricular unit are mandatory, with the limit of absences being 25% of the number of hours assigned in the study plan.

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2. For the purposes of marking absences, the teaching session provided for in the timetable is considered as a standard unit.
3. Students who exceed the number of absences allowed in a curricular unit will fail that curricular unit and will not be able to take periodic assessment or final exam tests in the respective academic year.
4. In addition to the limit of absences, special situations of impediment will be considered on a case-by-case basis, and absences may be relieved up to 50%, upon a reasoned request from the student addressed to the School Director.
5. As long as the student has complied with the attendance regime in the first registration as established in the previous paragraphs, in the second registration and following ones, the student is not obliged to comply with the attendance or mandatory attendance regime.

Absences must be justified in a specific form, signed by the teacher of the curricular unit, delivered to the Academic Services within 5 working days after the impediment.

To students with any of the special statutes provided for by law, regulation no. 134/2011 of the Polytechnic Institute of Guarda, published in the *Official Gazette*, 2nd series, no. 36, of 21 February 2011, pages 8909 to 8915, will apply.

8. CONTACTS AND OPENING HOURS

Course Unit: Gerontology Nursing

Conductor: Maria João Almeida Nunes

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DATE

4 from October of 2023

SIGNATURES

The Head of the UC


 (Maria João Almeida Nunes)

The Lecturer


 (Agostinha Esteves de Melo Corte)

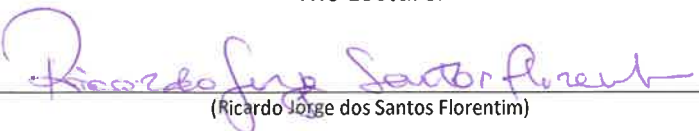
The Lecturer


 (António Manuel Martins Batista)

The Lecturer


 (Ermelinda Maria Bernardo Gonçalves Marques)

The Lecturer


 (Ricardo Jorge dos Santos Florentim)

Clique