
 EUI-SANT PAU Centre adscrit a la URB	GRAU INFERMERIA - EUI SANT PAU	 HOSPITAL DE LA SANTA CREU I SANT PAU <small>FUNDACIÓ DE GESTIÓ SANITÀRIA UNIVERSITAT AUTÒNOMA DE BARCELONA</small>
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"Ethical and methodological foundations of Nursing"
2020/2021

 Code: 106107
 Credits ECTS: 6

Degree	School Plan	Type	Course	Semester
1471 Nursing	Nursing Degree	Mandatory	1	2

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Prerequisites

Although there are no specific prerequisites, it is recommended that students have successfully completed the subject of Theoretical Foundation of Nursing.

Contextualization and objectives

This subject is part of the Nursing Sciences training module, Foundation of Nursing and is planned in the second semester of the degree.

The practice of a profession requires taking on responsibilities in connection with its competences. In our case, taking care of people requires making reasoned and well-founded decisions that take into account not only rights, but also values and beliefs.

The future nurse will face throughout the professional career situations in which it is necessary that he has developed a high scientific-technical and ethical competence, whether the duties are developed in the clinical, the teaching, the research or the management field.

This subject begins a path that must be present throughout the nurse's entire career and that will be necessary to take up again in many occasions to reflect on actions and decision-making.

It is from this subject that we will work to understand how the legal context where the rights of the person and their obligations as a professional are registered and, also, the main concepts related to moral and ethical behavior.

The purpose of this subject is to motivate the student's reflection and analysis of the principles and values that underpin human behavior and professional practice while raising awareness of the importance of knowing the current rules and regulations that affect nurse practice.

The main purpose of the subject is to describe and understand the importance of using a working methodology that allows quality care to be provided in a structured and systematic manner based on the adopted nurse model.

Learning objectives of the Subject:

1. Describe the methodological aspects that guide nurse practice.
2. Acquire critical thinking skills and attitudes.
3. Evaluate the relationship between nursing process and decision-making based on the best evidence as applications of critical thinking.
4. Identify and describe the obligations and responsibilities that affect the professional nursing practice.
5. Demonstrate the ability to apply a critical analysis, an assessment of situations of health care based on their knowledge and respecting legal standards, ethical principles and individual's rights and values.
6. Show an analytical and reflective attitude and respect for other's ideas by integrating into the working groups.

Competences and learning outcomes

Competences	Learning outcomes
E03 Applying the theoretical and methodological foundations and principles of nursing.	<p>E03.03 Identify nurse problems and collaboration problems, using the nurse methodology and the current standardized languages.</p> <p>E03.06 Identify the most commonly used standardized languages and nurse taxonomies in relation to nurse diagnoses, results criteria and interventions.</p>
E05. Design care systems aimed at individuals, families or groups, assessing their impact and establishing appropriate modifications.	<p>E05.02 Identify the different stages of the nurse process and its specific application to people's responses in health disorders.</p> <p>E05.03 Determine the result criteria appropriate to the nursing problems detected.</p>
E06. Basing nurse interventions on scientific evidence and available media.	E06.05 Apply scientific evidence in the planning and development of nurse care.
E07. Demonstrate that it understands people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.	<p>E07.05 Indicate measures that guarantee respect for the opinions, beliefs and values of individuals as autonomous and independent individuals.</p> <p>E07.06 Demonstrate the importance of confidentiality, privacy and professional secrecy in nurse care.</p> <p>E07.07 Consider physical, psychological and social aspects in situations that are bio ethically conflicted in order to reach a final resolution.</p> <p>E07.08 Analyzing the physical, psychological and social aspects that influence the autonomy and independence of individuals.</p> <p>E07.09 Indicate the interventions necessary to show understanding and respect for the person as an autonomous and independent individual.</p>
E08 Promote and respect the right of participation, information, autonomy and informed consent in the decision-making of the people served, according to the way they live their health process - disease.	<p>E08.01 Describe the processes to promote the participation and autonomy of the person in decision-making in their health process – disease.</p> <p>E08.02 Explain the ethical principles and basis of informed consent.</p>

	<p>E08.03 Reflect on the right to information and participation ensuring autonomy in decision-making and the confidentiality of information.</p>
<p>E12 Demonstrate that you know the ethical and ethical code of Spanish nursing, understanding the ethical implications of health in a changing global context.</p>	<p>E12.01 Identify the concepts of professional ethics, bioethics, fundamentals of Spanish law and legislation in relation to the health field.</p> <p>E12.02 Analyze the code of ethics and ethics of the nursing, as well as the current legal regulations regarding healthcare.</p> <p>E12.03 Recognize the fundamental rights of the person based on the code of ethics of nursing.</p> <p>E12.04 Analyze nurse care situations related to ethical approaches.</p>
<p>E20 Use scientific methodology in your interventions.</p>	<p>E20.03 Develop skills for applying the scientific method in nurse interventions.</p>
<p>Basics / Generals</p>	
<p>B01 That student have demonstrated possessing and understanding knowledge in an area of study that starts from the basis of general secondary education, and is often found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.</p>	
<p>G03 Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.</p>	<p>G03.01 Explain the code of ethics of nursing.</p> <p>G03.02 Critically analyze the principles and values that govern the exercise of the nursing profession.</p> <p>G03.03 Analyze short-term or long-term difficulties, prejudices and discriminations in relation to certain people or groups.</p> <p>G03.04 Identify in nurse care actions that respect the principles of ethical responsibility, fundamental rights and duties, diversity and democratic values.</p> <p>G03.05 Describe the rights and duties of health service users.</p> <p>G03.06 Explain the ethical principles involved in nurse research.</p>

Content

MODULE 1. Nurse responsibility. Ethics and bioethics.

- Item 1. The nurse and its responsibility.
- Item 2. Main regulations and nursing paper.
- Item 3. Definition and basic concepts.
- Item 4. Ethics and profession.
- Item 5. Bioethics. Nursing role in specific situations.

MODULE 2. Critical thinking and nursing process.

- Item 6. Critical thinking and nursing process.

MODULE 3. Adoption of a model in practice.

- Item 7. Virginia Henderson model.
- Item 8. Basic needs.

MODULE 4. The Nursing process.

- Item 9. Nursing methodology. From thought to standardization.
- Item 10. Stages of the nursing process.
- Item 11. Nursing taxonomies.
- Item 12. Registration and information in nursing practice.

Methodology

In order to develop the competences of the subject, the methodology to follow, depending on the type of sessions, is as follows:

- **Interactive theoretical classes:**

The theory class transmits information in a time occupied mainly by oral presentation and support from ICT. During the theory class, questions and doubts can be raised, practical activities can be introduced, the search for information can be guided or individual or group discussion can be provoked.

- **Practice sessions:**

The central methodological strategy to be used is cooperative learning, working in groups on learning activities with common goals. Comments, analysis of articles and cases are made.

It requires continuous work and a participatory attitude of the student in the various teaching activities. Tutorials can be face-to-face or online, individual or group.

Activities

Activity	Hours	ECTS	Learning Outcomes
Type: Directed . Theory . Practices	45	1,8	E03.03, E03.06, E05.02, E05.03, E06.05, E07.05, E07.06, E07.07, E07.08, E07.09, E08.03, E12.01, E12.03, E12.04, E20.03, B01 G03.01, G03.02, G03.03, G03.04, G03.05, G03.06
Type: Supervised . Tutorials	1	0.04	
Type: Autonomous: . Reading articles/reports of interest. . Personal study. . Bibliographical inquiries and documents	90	3,6	

Assessment

Continuous evaluation Module I Ethical Bases

INDICATOR I	INDICATOR II	INDICATOR III
1- Assistance	2- Pair Exercise	3- Written test _ Case resolution.
DRIVEN BY	DRIVEN BY	DRIVEN BY
1- Signature	2- Delivered exercise	3- Written test _ Case resolution.
Values yes / no	Values yes / no	Values (according to content)
100%= 10 90%= 9 80%= 8 70%= 7 60%= 6 50%= 5 40%= 4 30%= 3 20%= 2 10%= 1	100%= 10 90%= 9 80%= 8 70%= 7 60%= 6 50%= 5 40%= 4 30%= 3 20%= 2 10%= 1	0-10
WEIGHING	WEIGHING	WEIGHING
10%	15%	Individual written test _ 25%

Continuous evaluation Methodological Bases Module

Activity	Weighting	Hours	ECTS	Learning Outcomes
Written test Module II Module III	20 20			E03.03, E03.06, E05.02, E05.03 E06.05, E07.05, E07.06, E07.07 E07.08, E07.09, E08.01, E08.02 E08.03, E12.01, E12.02, E12.03 E12.04, E20.03, B01, G03.01, G03.02, G03.03, G03.04, G03.05, G03.06
Individual Work	10%			

Assessment Activities

Activity	Weighting	Hours	ECTS	Learning Outcomes
Written test				
Module II-III	20%	1	0,04	E03.03, E03.06, E05.02, E05.03 E06.05, E07.05, E07.06, E07.07 E07.08, E07.09, E08.01, E08.02 E08.03, E12.01, E12.02, E12.03 E12.04, E20.03, B01, G03.01, G03.02, G03.03, G03.04, G03.05 G03.06
Module IV	20%	1	0,04	
Individual Work: Modules II_III_IV	10%	0		

The qualification of the subject will be given by the sum of the weights of all tests provided that a minimum score of 5 out of 10 is obtained in each of the written tests.

In the multiple-choice written test, negative answers are subtracted according to the following formula: $x = \text{successes} - (\text{errors} / k - 1)$, where k is the number of answer choices. Thus, in the most frequent type of test of 5 possible options (A, B, C, D or E), each item answered incorrectly, subtracts 0.25 items correctly answered; therefore 4 errors subtract a correct answer.

Qualification:

- 0 to 4, 9: Fail
- 5, 0 to 6, 9: Basic Pass
- 7, 0 to 8, 9: Remarkable
- 9, 0 to 10: Excellent (in the event that the student has obtained a grade equal to or greater than 9 may, at the discretion of the teacher, be eligible for an honorary degree).

Recovery Activity

A recovery activity is proposed to students who:

1. Have participated in a set of activities whose minimum weight is equivalent to 2/3 of the total grade of the subject.
2. And who have obtained a note equal to or higher than 3.5.

This test consists of an evaluative activity, to be determined by the teacher, which will include the suspended content, and will be carried out in the period established for this purpose.

The final grade of this recovery activity will become an approved (5.0) of the recovering part that will average with the rest of the tests already passed.

The teacher may exclude from the recovery process those activities that, by their nature, he considers to be not recoverable.

Once the subject is passed, it cannot be re-evaluated.

Non-evaluable:

When the student has not provided sufficient evidence to allow an overall grade of the subject, the grade is set to "Non-evaluable".

They are grounds for lack of sufficient evidence if the student does not participate in any of the continuous assessment activities.

Final grade review:

Once the final grade is published, the student may request the review of the exam in the given period for this purpose. Requests for review are not accepted on dates outside the established limit.

Behaviour Rules

The teacher may downgrade between 1 and 2 points out of 10 to a student who repeatedly does not respect the indications on standards of class behaviour.

BIBLIOGRAPHY**LOS DIAGNÓSTICOS ENFERMEROS. REVISIÓN CRÍTICA Y GUÍA PRÁCTICA**

Author: M^a Teresa Luís Rodrigo.

Edition: 8^a Masson 2008

ISBN: 978-84-458-1916-6

FUNDAMENTOS DE ENFERMERÍA. CONCEPTOS, PROCESO Y PRÁCTICAS

Author: Andrew Berman, Shirlee J. Zinder, Barbara Kozier,

Edition: Glenora Erb Edición: 8^a

ISBN: 978-84-8322-405-2 (vol I)

DIAGNÓSTICOS ENFERMEROS. DEFINICIONES Y CLASIFICACIÓN 2015-2017

Author: Nanda International Heather Herdman and Shigemi Kamitsuru

Edition: Elsevier España S.L. 2015

ISBN: 9788490229514

ÉTICA Y ENFERMERÍA

Author: LIDIA FEITO

Edition: 2009

ISBN: ISBN: 978-84-285-3525-0

ETICA Y LEGISLACIÓN EN ENFERMERÍA

Author: PILAR ANTON ALMENARA

Edition: 2000 Reimprimido 2003

ISBN: 84-458-0942-3

ÉTICA DE LAS PROFESIONES

Author: JULIO VIELVA

Edition: 2ª edition 2007

ISBN: 978-84-330-1668-3