
 <b>EUI-SANT PAU</b> Centre adscrit a la <b>URB</b>	<b>GRAU INFERMERIA - EUI SANT PAU</b>	 <b>HOSPITAL DE LA SANTA CREU I SANT PAU</b> <small>FUNDACIÓ DE GESTIÓ SANITÀRIA UNIVERSITAT AUTÒNOMA DE BARCELONA</small>
---	---------------------------------------	---

<b>"Communication and ICT"</b>	<b>2020/2021</b>
Code: 106105	
Credits ECTS: 6	

Degree	School Plan	Type	Course	Semester
1471 Nursing	Nursing Degree	Basic Training	1	1

<b>Contact:</b>  <b>Responsible for the Subject:</b> Guillaumet Olives, Montserrat <a href="mailto:mguillaumet@santpau.cat">mguillaumet@santpau.cat</a>  <b>Teacher:</b> Guillaumet Olives, Montserrat <a href="mailto:mguillaumet@santpau.cat">mguillaumet@santpau.cat</a>	<b>Use of languages:</b>  Principal working language: Catalan. Some groups entirely in English: No. Some groups entirely in Catalan: Yes Some groups entirely in Spanish: No
---	---

### Prerequisites

There are no specific prerequisites.

### Contextualization and objectives

This subject is part of the Basic Sciences module, subject Communication and is planned in the first semester of the Nursing Degree.

The contents are of a transversal nature; they contribute to the student's identification and understanding, on the one hand, the fundamentals and structures of the communicative process, both verbally, non-verbally, as well as written, and on the other hand, the management of information and communication technologies in the field of health.

The main purpose of this subject is to enable the student to establish different communication processes in the social and professional field, so through experience he will be able to identify, value, analyze and use the main communication tools and strategies to relate properly and critically in different scenarios.

### Learning objectives of the Subject:

1. Describe the main elements involved in communicative processes.
2. Analyzing the different search and communication strategies by taking into account the different scenarios.
3. Adapt the language to the different communicative supports.
4. Demonstrate skill in the use of different tools for effective communication.
5. Show a respectful attitude in interpersonal relationships.

**Learning competences and outcomes**

Competences	Learning outcomes
<p>E11 Establish effective communications with patients, family, social groups and peers and promote health education.</p>	<p>E11.02 Identify the basics of verbal, non-verbal and written communication.</p> <p>E11.03 List the interventions necessary to establish effective, effective and respectful communication with users, families, social groups and colleagues.</p> <p>E11.04 Identify the characteristics of effective communication.</p>
<p>E 16. Demonstrate that you know health information systems.</p>	<p>E16.05 Describe the systems and software that promote the development of the discipline.</p>
<p><b>Basics / Generals</b></p>	
<p>B03 That students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant topics of a social, scientific or ethical.</p>	
<p>B04 That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.</p>	
<p>G03 Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.</p>	<p>G03.02 Critically analyzes 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>G04. Act in the field of self-knowledge by assessing gender/gender inequalities.</p>	<p>G04.07 Communicate by making non-sexist or discriminatory use of language.</p>

## Contents

### MODULE 1. Human Communication

- Communication. Fundamental concepts for its effectiveness:
  - Axioms.
  - Typologies and communicative techniques.
  - Communicative styles.
  - Facilitating and barrier factors.
- Information and communication.

### MODULE 2. The Interpersonal Relationship

- Personal knowledge and skills: be, observe, listen, talk.
- Relationship styles.
- The personal contact.
- Conflict.

### MODULE 3 Skills in verbal/nonverbal and written communication

#### 3.1 Verbal communication:

- Concept.
- Verbal transactions and their messages.
- Effective communication: skills, strategies and tools.
- The interview.
- Public communication.

#### 3.2 Nonverbal communication:

- Concept.
- Perception of nonverbal messages – for verbal's.
  - Eye contact.
  - Movement, posture and body distance.
  - Facial Gesticulation.

#### 3.3 Written communication:

- Concept.
- Writing documents. Typologies, criteria and stages for its elaboration.
- Preparation of academic papers. Methodology.
- Comprehensive reading and analysis of scientific articles.

### MODULE 4. Information and Communication Technologies

- Synchronous and asynchronous communication.
- Formal communication: email.
- Health websites.
- Instruments for the preparation of academic work.
- Information and communication technologies in the field of health.

## Methodology

The methodological approach of the subject is part of the premise that the student is the protagonist of the learning process. Therefore, he or she is expected to take an active and autonomous role possible with the help and advice of the teacher.

### ***Directed Activity:***

The subject has only theory group. Theoretical development is combined with more practical classroom activities (individual and/or group) to consolidate the theoretical contents and achieve the subject's competences.

For the practice in the computer classroom, the group is divided into four subgroups. This practice is mandatory.

### ***Supervised Activity:***

It includes individual and small group activities. The works are delivered in paper format, computerized and through public presentations.

The tutorials, face-to-face or online, allow accompanying, supporting and following up the student throughout the process.

## Activities

Activity	Hours	ECTS	Learning Outcomes
<b>Type: Directed</b> . Theory . Seminars . Classroom practices	40	1,60	E11.02; E11.03; E11.04 E16.05 B03; B04 G03.02; G03.03; G04.07
	5,0	0,20	
<b>Type: Supervised</b> . Tutorials:	1	0,04	
<b>Type: Autonomous</b> . Reading articles / reports of interest . Personal study . Bibliographic search	90	3,60	

## Assessment

### Continuous Evaluation

The evaluation consists of 3 blocks:

- Preparation of Individual or small group work. The qualification is based on the complexity of the exercise, numerically (1-10) or qualitative (fit/unfit). In the first case, a minimum grade of 5 is required in all activities in order to weight this block with 30%. If the note is <5, recovery will be valued, being the maximum note a 5. In the second case, approval is required for all activities. The activities not presented are not recoverable.
- Attendance and active participation in class and seminars in a small group. The grade is numerical (1-10). A minimum grade of 5 is required in order to weight this block at 20%. If the note is <5, or not presented, it is not recoverable.
- Written evaluation using objective tests. A minimum grade of 5 is required in order to weight this block with 50%.

The written test is a test type. Negative answers are subtracted according to the following formula:  
 $X = \text{successes} - (\text{errors} / n - 1)$ , where  $n$  is the number of answers options.

The grade of the subject is obtained from the sum of the weights obtained in each block, from a minimum grade of 5 out of 10 of each block.

### 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 for those students who have been previously evaluated from the set of evaluation activities with a minimum weight of 2/3 parts of the total grade, and have obtained a final grade between 3.5 and 4.9 out of 10.

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

### Assessment tools

This test consists of an activity, to be determined by the teacher, which will include all the contents, taking place in the established period.

The maximum final grade of the subject will be Approved (5.0)

Once the subject has been 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".

### Review of the final note:

Once the final grade is published, the student may request the exam review in the given period for the "exam review". We do not accept requests for review on dates outside of the established deadline.

### Behavior Rules

The teacher may reduce, between 1 and 2 points, the note of the 1st or 2nd block of activities when, repeatedly, the student does not respect the indications of behavior in the classroom and/or disturb the operation of the same.

### Assessment Activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Attendance and active participation in classes and seminars	20%			E11.02; E11.03; E11.04 E16.05 B03; B04 G03.02; G03.03; G04;07
Oral presentation + Work	30%			
Written evaluation through objective tests	50%	3	0.12	

### BIBLIOGRAPHY

#### ESMOLAR L'EINA: GUIA DE REDACCIÓ PER A PROFESSIONALS

Author Daniel Cassany

Edition Empúries, 2007

ISBN 978-84-9787-250-8

**LA COMUNICACIÓN INTERPERSONAL**

*Author* Pedro Manuel Zayas Agüero

*Edition* EAE, 2011

*ISBN* ISBN: 978-3845484730

**COMMUNICATION SKILLS FOR ADULT NURSES**

*Author* Sarah Kraszewski, Abayome McEven

*Edition* McGraw Hill. Open University Press, 2010

*ISBN* 978-0-33-523748-7

**MANUAL DE INTERNET PARA ENFERMERÍA**

*Author* Jose M. Rodríguez Dacal

*Edition* Difusión avances de Enfermería, 2005

*ISBN* 978-84-95626-09-7