
 EUI-SANT PAU Centre adscrit a la UAB	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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“Evolution of care and thinking in nursing” Code: 106106 Credits: ECTS: 6	2020/2021
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Degree	School Plan	Type	Course	Semester
1471 Nursing	Nursing Degree	Mandatory	1	1

Contact: Responsible for the Subject: Román Abal, Eva eroman@santpau.cat Teacher: Román Abal, Eva eroman@santpau.cat	Use of languages: Principal working language: Catalan. Some groups entirely in English: No. Some groups entirely in Catalan: Yes Some groups entirely in Spanish: No
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Prerequisites

There are no specific prerequisites.

Contextualization and objectives

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

The student works the history, the philosophical and theoretical foundations of the discipline that underpin nursing care to the person, family and community throughout the life cycle.

The purpose of the subject is to describe the history of care, as well as the origin and development of the profession and to provide the epistemological and ontological bases of nursing as a discipline. This subject together with the methodological bases establishes the contents on which the diverse nursing knowledge included in the other curricular subjects will be built.

Learning objectives of the Subject

1. Describe fundamental principles of nursing discipline.
2. Apply the nursing bases.
3. Understand the importance of a working methodology that provides quality care in a structured and systematic way.

Learning competences and outcomes

Competences	Learning outcomes
E01. Provide technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of the scientific knowledge of each moment and with the levels of quality and safety that are established in the applicable legal and ethical standards.	E01.10 Describe the key aspects that identify Nursing and the professional activity it carries out.
E03. Apply the theoretical and methodological principles and principles of nursing.	<p>E03.01 Identify the relevant historical, conceptual and methodological elements that define the whole nurse discipline.</p> <p>E03.02 Describe the different theoretical models of nursing care.</p> <p>E03.04 Identify the concept of health and care, from a historical perspective, to understand the evolution of nursing care.</p> <p>E03.05 Describe from an ontological and epistemological perspective, the evolution of the central concepts that shape the discipline of nursing and the most relevant theoretical models.</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.	E08.04 Identify the characteristics of a humanistic professional practice.
Basics / Generals	
B01 That students 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.	
G01. Make changes to the methods and processes of the field of knowledge to give innovative answers to the needs and demands of society.	G01.03. Acquire and use the necessary tools to develop a critical and reflective attitude.

G02. Act in the field of self-knowledge assessing the social, economic and environmental impact.	G02.01 Identify the social, economic and environmental implications of academic-professional activities in the field of self-knowledge.
G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.	G03.02 Critically analyze the principles and values that govern the exercise of the nursing profession. G03.03 Analyze short- and long-term difficulties, prejudices and discriminations in relation to certain people or groups.
G04. Act in the field of self-knowledge by assessing gender/gender inequalities.	G04.01 Identify the intersection between gender inequality with other axes of inequality (age, class, origin, race, ethnicity, sexuality and gender identity/expression, functional diversity etc.

Contents

MODULE 1: History of nursing

Theme 1: History of care.

Theme 2: Origin and development of the nursing profession: professionalization movements.

MODULE 2: Philosophical Foundations

Theme 1: Nursing as a discipline.

Theme 2: Great currents of thought.

Theme 3: Nurse Thought Schools.

MODULE 3: Theoretical Foundations

Theme 1: Nursing Philosophies.

Theme 2: Models and theories.

Theme 3: Integration of models, theories, research and 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 master class is mainly used, by transmitting information in a time occupied mainly by oral presentation and ICT's support. Questions and doubts may be raised during the theoretical class, practical activities, guided the search for information or provoke individual or group discussions.

- **Practical sessions:**

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

Continued work and a participatory attitude of the student is required in the different teaching activities. Tutorials can be face-to-face or online, individual or group.

Activities

Activity	Hours	ECTS	Learning Outcomes
Type: Directed . Theory	45	1,8	E01.10, E03.01, E03.02, E03.04, E03.05, E08.04, G01.03, G02.01, G03.03, G04.01, B01
Type: Supervised . Scheduled Tutorials:	1	0,12	
Type: Autonomous . Bibliographic inquiries and documents. . Reading articles / reports of interest	90	3,60	

Assessment

The evaluation should make it possible to verify the level of learning achieved, taking into account the objectives and competences of the program, without inconsiderate any adaptations that may have been introduced.

Academic progression and subject approval are assessed by:

Continuous Assessment

The evaluation consists of the conduct of three tests, of different typology (two structured tests and one written work) throughout the subject.

1. **Two written tests:** They are carried out at the end of Module I-II and Module III, using two objective test tests.
2. **Work:** They will be presented, through a final work, the analysis and resolution of some of the activities distributed throughout the modules of the subject.

Final Note: 40% Written Test Module I and II, 50% Written Test Module III and 10% group work.

The qualification of the subject will be given by the sum of the weights of the 3 tests provided that a minimum score of 5 out of 10 is obtained in each of the written tests.

In the multiple choices written test, negative answers are subtracted according to the following formula: $x = \text{successes} - (\text{errors} / k - 1)$, with k being 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 response.

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. They have participated in a set of activities whose minimum weight is equivalent to 2/3 parts of the total grade of the subject.
2. And who have obtained a note equal to or greater 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 can 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 report card will show the "Non-evaluable" grade.

If the student does not participate in any of the activities of the continuous assessment, this is a reason for lack of sufficient evidence.

Review of the final note:

Once the final grade is published, the student may request a review of the recovery test in the given period for the "exam review". Review requests are not accepted on dates outside the established limit.

Behaviour Rules

The teacher may reduce, between 1 and 2 points, the grade of the subject when the student repeatedly does not respect the indications of behaviour in the classroom and / or disturbs the normal functioning of the same.

Assessment Activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Written Assessment:				
Objective Test				
Module I-II	40%	2	0,16	E01.10, E03.01, E03.02, E03.04, E03.05, E08.04, G01.03, G02.01, G03.03, G04.01, B01
Module III	50%	2	0,16	
Development and defense of work	10%	1	0,04	

BIBLIOGRAPHY

EL PENSAMIENTO ENFERMERO

Author: Suzanne Kerouac, Jacinthe Pepin, Francine Ducharme, André Duquette, Francine Major
 Edition: 1ª Elsevier Masson 2007
 ISBN: 84-458-0365-4

MODELOS Y TEORÍA EN ENFERMERÍA

Author: Martha Raile Alligood
 Edition: 7ª Elsevier Espanya, 2011
 ISBN: 9788480867160

HISTORIA DE LA ENFERMERÍA. EVOLUCIÓN HISTÓRICA DEL CUIDADO ENFERMERO

Author: Mª Luisa Martínez Martín. Elena Chamorro Rebollo
 Edition: 2ª Edición. Elsevier 2011
 ISBN: 978-84-8086-749-8