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|  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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“Evolution of Care and Nurse Thinking”

2022/2023

Code: 106106

Credits: ECTS: 6

| Degree | Type | Course | Semester |
|-----------------|-----------|--------|----------|
| 2500891 Nursing | Mandatory | 1 | 1 |

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| Contact: | Use of languages: |
| Responsible for the Subject: Román Abal, Eva eroman@santpau.cat Teacher: Román Abal, Eva eroman@santpau.cat | Principal working language: Catalan English group: No Catalan group: Yes Spanish group: No |

Prerequisites

There are no specific prerequisites.

Contextualization and objectives

This subject is part of the Nursing Sciences training module, Bases of Nursing subject and is scheduled for the first semester of the first year of the course degree.

Students work on the history, philosophical and theoretical bases of the discipline that underpin nursing care for the individual, family and community throughout the life cycle.

The purpose of the course is to describe the history of nursing and the origin and development of the profession and to provide the epistemological and ontological foundations of nursing as a discipline. This subject, together with the methodological and ethical foundations of nursing, establishes the contingents on which the different 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 |
|--|---|
| SPECIFIC | |
| 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. |
| GENERALS / BASICS | |
| 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. | <p>G03.02 Critically analyze the principles and values that govern the exercise of the nursing profession.</p> <p>G03.03 Analyze short- and long-term difficulties, prejudices and discriminations in relation to certain people or groups.</p> |

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| 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. |
| B01 That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study. | |

Contents

MODULE 1: History of nursing

Theme 1: Origin of the cures. Prehistory

Theme 2: Classical cultures

Theme 3: Birth and development of hospitals during the medieval period

Theme 4: From the Renaissance to the 18th century

Theme 5: Contemporary Nursing

Theme 6: Origin and development of the nursing profession: professionalization movements.

MODULE 2: Philosophical Foundations

Theme 1: Nursing as a discipline.

Theme 2: Patterns of knowledge.

Theme 3: Main currents of thought.

Theme 4: Schools of nursing thought.

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 are 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: . Work preparation | 1 7 | 0,3 | |
| 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, considering 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 project) 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. **Project:** 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 final grade of the course is obtained from weighted sum 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, wrong answers penalise 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: Pass
- 7, 0 to 8, 9: Satisfactory
- 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 second chance activity is proposed to students who have been previously assessed by a set of activities, the minimum weight of which is equivalent to 2/3 of the total grade of the subject and who have obtained a final grade lower than 5 and higher than 3.5.

This test will consist of an evaluative activity of the assessment(s) not passed.

The second chance activities will be determined by the teacher.

The teacher may exclude from the second chance process those activities that, due to their nature, considers cannot be recovered.

If the student meets the passing standards on the second chance test corresponding to the failed part, the maximum mark for this will be a 5.

The recovery grade will replace the grade originally obtained, and the final weighted mark will be recalculated.

Once the course 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 report card will show the grade "Non-evaluable".

It is reason for lack of sufficient evidence if the student does not participate in any of the activities of the continuous assessment.

Review of the final grade:

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

Behaviour Rules

The professor 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 class.

Assessment Activities

| Activity | Weight | Hours | ECTS | Learning Outcomes |
|---|--------|-------|------|---|
| Written Assessment: | | | | |
| Objective Test | | | | |
| Module I-II | 40% | 2,25 | 0,09 | E01.10, E03.01, E03.02, E03.04, E03.05, E08.04, G01.03, G02.01, G03.03, G04.01, B01 |
| Module III | 50% | 3,75 | 0,15 | |
| Development and defense of project | 10% | 0,75 | 0,03 | |

BIBLIOGRAPHY

EL PENSAMIENTO ENFERMERO

Author: Suzanne Kerouac, Jacinthe Pepin, Francine Ducharme, André Duquette, Francine Major
Edition: 7ª Elsevier Masson 2007
ISBN: 978-84-458-0365-4

MODELOS Y TEORÍA EN ENFERMERÍA

Author: Martha Raile Alligood
Edition: 9ª Elsevier Espanya, 2018
ISBN: 9788491133391

HISTORIA DE LA ENFERMERÍA. EVOLUCIÓN HISTÓRICA DEL CUIDADO ENFERMERO

Author: Mª Luisa Martínez Martín.
Edition: 3ª Edition. Elsevier 2017
ISBN: 9788491130475

FUNDAMENTOS TEORICOS DE ENFERMERIA: TEORIAS Y MODELOS

Author: Jose Manuel Hernández Garre
Edition: Elsevier Espanya, 2011
ISBN: 9788484259923