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|  <b>EUI-SANT PAU</b><br>Centre adscrit a la <b>UAB</b> | <b>GRAU INFERMERIA - EUI SANT PAU</b> |  <b>HOSPITAL DE LA SANTA CREU I SANT PAU</b><br><small>FUNDACIÓ DE GESTIÓ SANITÀRIA<br/>UNIVERSITAT AUTÒNOMA DE BARCELONA</small> |
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## “Adult Nursing Care I”

**2022/2023**

Code: 106110

Credits ECTS: 6

| Degree          | Type      | Course | Semester |
|-----------------|-----------|--------|----------|
| 2500891 Nursing | Mandatory | 2      | 2        |

| Contact  | Use of languages:  |
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| <b>Responsible for the Subject:</b><br><br>Torres Quintana, Antonio<br><a href="mailto:atorresq@santpau.cat">atorresq@santpau.cat</a><br><br><b>Teacher:</b><br><br>Torres Quintana, Antonio<br><a href="mailto:atorresq@santpau.cat">atorresq@santpau.cat</a> | Principal working language: Catalan<br><br>Groups entirely in English: No<br>Groups entirely in Catalan: Yes<br>Groups entirely in Spanish: No |

## Prerequisites

There are no official prerequisites, but it is recommended, prior to taking this course, to have knowledge of: Theoretical and Methodological Bases in Nursing, Body Function I and II, as well as Therapeutic Communication and Pharmacology.

## Contextualization and objectives

This subject is part of the training module Nursing Sciences, subject Clinical Nursing and is planned in the fourth semester of the degree. The course focuses on the care of the adult population group at risk of health loss or in a situation of illness.

Given that the adult stage is the longest period of a person's life, and therefore includes most of the population, it is in this subject where the more general contents that will serve as a basis for other subjects are taught.

The student studies the most frequent health problems at this age, the person's response to the health problem and the basic needs that are altered, in order to assess them from an integral perspective and to be able to develop the necessary strategies to resolve them through the nursing care process.

The purpose of this subject is for the student to acquire the specific competences on nursing practice and clinical decision making, in order to be able to assume their professional role helping to find or offering, if necessary, the resources that the person needs to satisfactorily cover their basic needs and solve the problem/health situation, providing optimal care and providing the necessary strategies to resolve them through the nursing care process, health situation, providing optimal care to the person in this situation.

### Learning objectives of the Subject

1. Describe the general characteristics of the adult person.
2. Define the concept of illness and the process of hospitalisation.
3. Identify the most common health problems in adulthood, as well as the processes that trigger them.
4. Design nursing care plans for the different problems that alter the basic needs of the adult.
5. To raise the importance of disease prevention and education in order to maintain the health of the adult.

### Learning competences and outcomes

| Competences  | Learning outcomes  |
|--|--|
| <b>SPECIFIC</b>  |  |
| E01. To provide technical and professional health care appropriate to the health needs of the people they attend, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards. | E01.13 Describe the most prevalent health disorders in adults, their manifestations (altered needs) and the nursing care to be provided for these health problems.   |
| E02. Plan and provide nursing care directed at individuals, families or groups, oriented towards health results, evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.                                | E02.01 Identify the clinical and care practice guidelines related to the attention to the health demands of people throughout the life cycle and in the alterations that may occur.  |
| E05. Designing systems of care for individuals, families or groups, assessing their impact and making modifications as appropriate.  | E05.05. Design nursing care using the instruments appropriate to the situation of the person throughout their life cycle, taking into account current regulations, the best existing evidence and quality and safety standards.<br><br>E05.06. Apply knowledge of pathophysiology and health determinants in nursing care. |
| E06. Base nursing interventions on scientific evidence and available means.  | E06.06 Analyse nursing interventions, justifying them with supporting scientific evidence and/or expert input  |
| E09. Promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviours.   | E09.05. Identify the determining risk factors in the health-disease process at the physical, emotional, social and environmental levels.   |

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| E10. To protect the health and well-being of individuals, families or groups served, ensuring their safety.  | <p>E10.05. Describe safety standards, strategies and interventions to ensure safe healthcare to minimise errors and adverse effects.</p> <p>E10.06. Describe the mechanisms for the security and protection of persons and professionals.</p> <p>E10.07. Describe the safety standards to be taken into account in the event of problems caused by clinical situations related to pharmacological administration in accordance with current regulations.</p> |
| E18. Demonstrate knowledge of strategies to adopt comfort and symptom management measures for the patient and family in the application of palliative care that contribute to alleviating the situation of advanced and terminally ill patients. | E18.03. To analyse the basis of care for people in pain.   |
| E20. Use scientific methodology in their interventions.  | E20.03 Develop skills in the application of the scientific method in nursing interventions.  |
| <b>GENERALS / BASICS</b>   |  |
| G01. To introduce changes in methods and processes in the field of knowledge in order to provide innovative responses 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 one's own field of expertise, assessing the social, economic and environmental impact.   | G02.01. Identify the social, economic and environmental implications of the academic-professional activities in one's own field of knowledge.  |
| G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.   | <p>G03.02. Critically analyse the principles and values that govern the practice of the nursing profession.</p> <p>G03.03. Analyse the difficulties, prejudices and discriminations, in the short or long term, in relation to certain persons or groups.</p>  |
| G04. Act in one's own field of knowledge by assessing sex/gender inequalities.   | G04.03. Analyse sex differences and gender inequalities in aetiology, anatomy, physiology, pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.   |

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| B01. Students have demonstrated knowledge and understanding 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. |  |
| B03. Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.   |  |

## Contents

### Theme 1. Introduction.

- Introduction, definition and evolution of Clinical Nursing. Characteristics of the adult.
- Biopsychosocial factors and responses that influence adult health.
- Hospitalization process.

### Theme 2. Patient safety in the hospitalization process.

- Basic concepts (incident, accident, error, adverse effect,...).
- WHO. World Alliance for Patient Safety
- Safety in hospitalization and surgery
- Culture of learning from error
- Safe practices (hand hygiene, ulcer prevention, fall prevention,...)

### Theme 3. Nursing care to the person who needs surgical intervention.

- Perioperative nursing: phases.
- Biopsychosocial response of the patient to surgery.
- Assessment. Identification of problems.
- Basis of care for people with pain
- Basis of care in people with altered body temperature.

Theme 4. Nursing care to the person with respiratory alterations.

- Altered needs.
- Assessment. Identification of problems.
- Interventions.
- Prevention and education.

Theme 5. Nursing care to the person with cardiovascular alterations.

- Altered needs.
- Assessment. Identification of problems.
- Interventions.
- Prevention and education.

Theme 6. Nursing care to the person with metabolic and hormonal alterations.

- Altered needs.
- Assessment. Identification of problems.
- Prevention and education.

Theme 7. Nursing care to the person with digestive and gastrointestinal disorders.

- Altered needs.
- Assessment. Identification of problems.
- Prevention and education.

Theme 8. Nursing care to the person with alterations in renal and urinary function.

- Altered needs.
- Assessment. Identification of problems.
- Prevention and education.

## Methodology

Teaching is face-to-face and class attendance is not compulsory but highly recommended. The student is responsible for following the classes with the best performance and acting with respect towards the rest of the classmates and professors.

Continuous work and a participative and proactive attitude are required of the student in the different teaching activities.

The teaching methodology is based on theory classes and seminars, where student participation is valued with respect to the different contents presented.

### ***Directed activity:***

The subject has a single theory group.

Lectures and discussion and debate on contextualised cases and problem solving.

### ***Supervised activity:***

To elaborate and present a group work. The work is carried out in small groups of a maximum of 5 students. The topic is proposed by the teacher, is tutored and a script is attached. The work can be delivered in paper or electronic format and an oral presentation will have to be made in class.

The student must attend the seminars scheduled before the clinical practice in healthcare centres that allow the acquisition of clinical skills through the simulated manipulation of procedures and techniques. Attendance is 100% compulsory.

## Training Activities

| Activity                | Hours | ECTS | Learning Outcomes   |
|-------------------------|-------|------|---|
| <b>Type: Directed</b>   |       |      |   |
| Theoretical classes:    | 45    | 1,80 | E01.13; E02.01; E09.05; E10.05; E10.06; E10.07; E18.03; E20.3; G04.03 |
| <b>Type: Supervised</b> |       |      |   |
| Scheduled Tutorials:    | 1     | 0,04 | E05.05; E05.06; G01.03; G03.03  |
| Group seminars:         | 6,5   | 0,26 |   |
| <b>Type: Autonomous</b> | 90    | 3,60 | G02.01; E06.06; B01; B03  |



## Assessment

### Initial assessment

The initial assessment takes place on the first day of the course. The aim is to identify the students' entry level of prior knowledge and their interests with regard to the learning content of the subject.

Assessment instrument: An initial assessment questionnaire.

### Continuous assessment

The objective is to verify the evolution and progress of student learning. It is carried out throughout the fourth semester of the degree course and consists of:

- a) Two objective multiple-choice tests on the contents worked on. Errors are counted as negative.
- b) Preparing and presenting a group work in class.

#### *Submission of work:*

Work may be handed in up to 24h of the day scheduled as delivery date, which will be specified on the first day of class and it is compulsory to present all work following the EUI-Sant Pau presentation regulations, otherwise there is no correction of the same and it will be counted with a zero. No activity will be accepted outside the established dates for submission.

The grade for the subject in the continuous assessment is given by the arithmetic mean of both objective tests (provided that the minimum mark of 5 is passed in each test), plus the work (provided that the minimum mark of 5 is passed). A pass mark of 5 out of 10 is required.

In order for the evaluation to be valid with the mark, all the proposed activities must be carried out.

#### **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 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 test(s) not passed.

The make-up tests will be determined by the teacher.

The teacher may exclude from the recovery process those activities that, due to their nature, he/she considers that they cannot be recovered.

In the event that the student passes the make-up test corresponding to the failed part, the maximum mark for this will be a 5.

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

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 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 for exams and tests has been published, the student may request a review within the period specified for the "exam review".

## Assessment Activities

| Activity  | Weight     | Hours | ECTS | Learning Outcomes   |
|---|------------|-------|------|---|
| <b>Written Tests</b><br>Module I Test P<br>Module II Test | 45%<br>45% | 6,75  | 0,27 | E01.13; E02.01; E09.05; E10.05; E10.06; E10.07; E18.03; E20.3; G04.03 |
| <b>Group Work</b>   | 10%        | 1     | 0,03 | E05.05; E05.06; E06.06; G01.03; G03.03 ; G02.01; B01; B03             |

## BIBLIOGRAPHY

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*Author* J.Esteve/J.Mitjans  
*Edition* McGraw-Hill/Interamericana de España 2003  
*ISBN* 84-486-0499-7

### **ENFERMERÍA MEDICOQUIRÚRGICA**

*Author* Linda S. Williams; Paula D. Hopper  
*Edition* 3a edición. Mac Graw Hill Interamericana de España 2009  
*ISBN* 13:978-970-10-7242-4

### **DIAGNÓSTICOS DE ENFERMERÍA**

*Author* M<sup>a</sup> Teresa Luís Rodrigo  
*Edition* 1<sup>a</sup> edition. Ed. Masson. 2013  
*ISBN* 9788445825143

### **ENFERMERÍA MÉDICO-QUIRÚRGICA**

*Author* Brunner y Suddarth  
*Edition* Ed Lippincott. 2014  
*ISBN* 978-8415684244

### **NANDA-I. DIAGNÓSTICOS ENFERMEROS: DEFINICIONES Y CLASIFICACIÓN 2015-17**

*Author* Nanda Internacional.  
*Edition* Elsevier España S.L. 2015  
*ISBN* 9788490229514

### **ENFERMERÍA CLÍNICA. Cuidados enfermeros a las personas con trastornos de salud**

*Author* Luis Rodrigo, MT  
*Edition* Ed Wolter Kluwer. 2015  
*ISBN* 978-84-15840-64-0