

 <b>EUI-SANT PAU</b> Centre adscrit a la <b>UAB</b>	<b>GRAU INFERMERIA - EUI SANT PAU</b>	 <b>HOSPITAL DE LA SANTA CREU I SANT PAU</b> <small>UNIVERSITAT AUTÒNOMA DE BARCELONA</small>
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## “Simulation I”

**2022/ 2023**

Code: 106116

Credits ECTS: 3

Degree	Type	Course	Semester
2500891 Nursing	Mandatory	2	Annual

Contact	Use of languages:
<b>Responsible for the Subject:</b> San José Arribas, C. Alicia <a href="mailto:ASanjose@santpau.cat">ASanjose@santpau.cat</a>  <b>Responsible for the Workshops:</b> San José Arribas, Alicia De Francisco Próximo, Seyla Hernández Martínez-Esparza, Elvira Ricart Basagaña, Maite Santemases Masana, Rosalia Serret Serret, Maria	Principal working language: Catalan Groups entirely in English: No Groups entirely in Catalan: Yes Groups entirely in Spanish: No

## Prerequisites

This subject has no official academic prerequisites but it is recommended that students have acquired the competencies of the subjects Evolution of Nursing Care and Thought and Methodological Bases of Nursing.

It is a requirement that the student has signed the confidentiality agreement in order to be able to carry out the clinical simulation practice.

## Contextualization and objectives

This subject forms part of the clinical nursing subject and is planned in the third and fourth semesters of the degree in Nursing. It is linked to the set of subjects that provide the theoretical foundation that will act as a reference for reflection in and from action.

This practical experience provides students with simulated clinical situations that allow them to apply the knowledge, skills and attitudes learned and at the same time develop new knowledge and acquire the necessary skills to be able to provide nursing care.

The purpose of the course is to facilitate the integration of theoretical knowledge, skills and attitudes specific to the degree, as well as to apply the working methodology based on the Virginia Henderson model.

### **Learning objectives of the Subject**

1. Integrate into professional practice the knowledge, skills and attitudes associated with the competences of the trainee, incorporating professional values, care communication skills, clinical reasoning, clinical management and critical judgement.
2. Use the nursing care process as a scientific methodology in clinical practice interventions to provide and guarantee the well-being, quality and safety of the people cared for and in the resolution of problems.
3. Use the nursing care process as a scientific methodology in clinical practice interventions to provide and guarantee the well-being, quality and safety of the people cared for and in the resolution of problems.
4. Use the nursing care process as a scientific methodology in clinical practice interventions to provide and guarantee the well-being, quality and safety of the people cared for and in the resolution of problems.
5. Prestar cuidados integrales de enfermería, al individuo, la familia y la comunidad, con criterios de calidad y basados en la evidencia científica y en los medios disponibles.
6. Provide comprehensive nursing care to the individual, the family and the community, with quality criteria and based on scientific evidence and available means.
7. Perform clinical techniques and nursing procedures, establishing a therapeutic relationship with patients and relatives.
8. Reflect in and on practice with the theoretical and practical references that the student is acquiring.

## Learning competences and outcomes

Competence	Learning outcomes
<b>SPECIFIC</b>	
E01 To provide technical and professional health care appropriate to the health needs of the people they attend to, 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.	<p>E01.12 Demonstrate skill in performing basic and advanced life support manoeuvres.</p> <p>E01.22 Demonstrate skill in performing nursing procedures and techniques.</p>
E07 Demonstrate an unbiased understanding of people, 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>E07.12 Apply a respectful relationship with the user/family/health team, without making value judgements.</p> <p>E07.13 Respect the principles of the right to privacy, confidentiality and professional secrecy in all care carried out.</p>
E08 Promote and respect the right to participation, information, autonomy and informed consent in the decision making of the people cared for, in accordance with the way in which they live their health-disease process.	E08.07 Respect people's right to participate in all decision-making in their own care, in accordance with the way they live their health process.
E10 To protect the health and well-being of individuals, families or groups served, ensuring their safety.	E10.13 Use safety and security measures to ensure well-being and minimise the risk associated with care.
E12 Demonstrate knowledge of the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a changing global context.	E12.05 Apply the ethical and deontological code of nursing in all areas of nursing activity.
E17 Perform nursing care on the basis of integrated health care, which involves multi-professional cooperation, integration of processes and continuity of care.	E17.02 Value and treat people in a holistic, tolerant and non-judgemental way.
E20 Use scientific methodology in their interventions.	E20.08 Utilizar la evidencia científica en la práctica asistencial.
<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.	G1.03 Acquire and use the necessary tools to develop a critical and reflective attitude.

G04 Act in one's own field of knowledge by assessing sex/gender inequalities.	G4.07 Communicate using language in a non-sexist and non-discriminatory way.
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.	
B05. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.	

## Contents

### MODULE 1: Basic care

#### 1- Normal breathing: Vital signs.

- Cardio-respi-digestive auscultation of the adult.
- Oxygenation support: nasal goggles, ventri masks, reservoir masks, high flow nasal cannulas. Gas conditioning. Aspiration of secretions, Guedel cannula.
- Basic and basic life support with AED, adult and pediatric.

#### 2.- Adequate eating and drinking:

- Nasogastric tube (NGDS).
- Percutaneous endoscopic gastrostomy (PEG).
- SNG for enteral feeding.

#### 3.- Elimination by all body routes:

- Urinary elimination: bed-assisted spontaneous elimination care.
- Collector.
- Intermittent and permanent bladder catheterization.
- Rectal elimination
- Rectal catheterization. Enema.

#### 4 .- Moving and maintaining proper posture:

- Bed-chair transfers, body mechanics.
- Confection closed / surgical bed.
- Assisted bed mobilization, postural changes, prevention of pressure injuries.

5.- Maintain body temperature within normal limits, appropriate and modifying the environment.

6.- Maintain body hygiene and skin integrity:

- Maintain hygiene, skin integrity and posture.
- Bathing in bed.
- Oral, ocular, otic and genital hygiene.
- Make up occupied bed.

7.- Avoid environmental hazards and avoid injuring others:

- Hand washing
- Asepsis
- EPI's (isolations)
- Preparation of surgical field and handling of sterile material.
- Preparation and administration of drugs: OV, parenteral (ID, SC, IM), nasal, ophthalmic and rectal routes.
- Preparation and administration of drugs: inhalation, nebulization. Insulin therapy.

8.- Venous puncture and arterial puncture.

- Sample collection: standard analytical and arterial blood gases.
- Vascular access (I): peripheral venous catheter cannulation (CVP), serotherapy and administration of EV medication.
- Vascular accesses (II): CVC assessment, PVC measurement. Parenteral feeding.
- Wound care (I): surgical wound and drains. Pleural and mediastinal drains.
- Wound care (II): skin care in colostomies, ileostomy / jejunostomy. Moisture associated injuries. Pressure injuries.

**MODULE 2: Advanced care**

9.- Avoidance of hazards

10.- Wound care (III): chronic wounds.

11.- Assessment and pediatric examination: Somatometry: weight, height and head circumference.

12.- Vaccinations.

13.- Cure umbilical

14.- Review of diabetic foot, vascular exploration and calculation of the ITB

15.- Support bandages, containment, compressive and functional.

16.- Advanced life support, adult and pediatric.

**17.- Communicating with others expressing emotions, needs, fears or opinions:**

- Assessment interview in the adult.
- Assessment interview in the elderly.
- Interview in preventive and health promotion activities (PAPPS I).
- Interview in preventive and health promotion activities (PAPPS II).
- Nursing assessment in Mental Health (I)
- Therapeutic communication in Mental Health (II)
- Assessment, exploration and therapeutic communication in the healthy child and family.

**Methodology****Directed activity:**

- It consists of 3 phases: Prebriefing, Classroom simulation and Debriefing/Feedback
- It is carried out in small groups.
- The group assignment and timetables are published in the virtual learning platform.

**Autonomous activity:**

Study the Procedure Guide and the specific documents for each skill and read the specific information and, if applicable, the corresponding clinical case.

Students must agree to respect the regulations established for the simulation program, described in the virtual classroom.

**Training Activities**

Activity	Hours	ECTS	Learning Outcomes
<b>Type: Directed</b> Classroom simulation	48,75	1,95	E01.12, E01.22, E07.12, E07.13, E08.07, E10.13, E12.05, E17.02, E20.08, G01.03, CG04.07
<b>Type: Autonomous</b> Study Procedures Guide Study additional documents Clinical case reading	22.5	0.9	B01, B03, B05, G01.03, G04.07

## Assessment

Assessment is formative and continuous. The level of achievement of the objectives and competences acquired during the clinical practice in simulation is assessed.

Attendance at the simulation practical's is compulsory.

### Assessment instruments:

- 1.- Previous knowledge test (Prebriefing): For each workshop the student will be evaluated by means of a knowledge test, published in the classroom, in relation to the preparation he/she has made of the skill.
- 2.- Formative evaluation in situ and qualifying evaluation of competence acquisition: participation, capacity of analysis, reasoning and learning synthesis in the scenario. The student has the evaluation rubric published in the classroom.
- 3.- Practical skills test at the end of each module.

### Requirements:

It will be essential that students perform the sessions fully uniformed (practice pajamas and clogs, hair up, nails without nail polish, no dangling earrings, etc).

Attendance at the skills and adherence to the schedule are mandatory. A roll call will be taken before each session.

- Attendance is mandatory at all scheduled times and times assigned.
- We understand as a justified lack of attendance :
  1. Death of family member of first and second degree of consanguinity.
  2. Acute illness
  3. Scheduled medical visit
  4. Driver's license examination
  5. Official university examination
  6. Official language tests
  7. Period of home quarantine due to COVID-19-related incidents (close contact with a person diagnosed with COVID-19; awaiting the result of a PCR or other molecular diagnostic test due to symptoms compatible with COVID-19.)
  8. Vulnerable student by the risk of severity in case of SARS-coV-2 infection, by indication Occupational health cannot be incorporated into any practice environment.
  9. Attending the care of minors or dependents in isolation or closures of schools, residential centers, etc..
  10. Other cases approved by the EUI-Sant Pau.

- **Given the characteristics of this teaching typology, its recovery is not contemplated.**
- **Communication of absences:** The student must inform the person responsible for the subject and/or the corresponding skill.
- **Unexcused absences:** Students who present a total of one or more unexcused absences (5 skills) will not be evaluated and will not be able to take the final exam.
- **Excused absences:** Students who miss a day must take the pre-briefing knowledge test and present an official/medical note in order to be considered excused. Students who miss more than 10 skills will not be evaluated.

The final grade of the course is obtained from the weighted average according to the percentage of the evaluation instruments, provided that:

1. Prebriefing: the average is >5.
2. Defriening: the average is >5
3. Practical tests: average >5

#### **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**

Practical skills test for each module.

#### **Non-evaluable:**

When the student has not provided sufficient evidence to allow an overall grade for the course, the grade "Not evaluable" will appear on the transcript.

If the student does not participate in any of the activities of the continuous assessment, this will be considered as a lack of sufficient evidence.



## Review of the evaluation

- **Continuous assessment:** for each workshop, the student receives feedback from the teacher in the classroom.
- **Evidence of acquired skills.** Once the final grade has been published, the student may request a review within the "review" period. Requests for review are not accepted outside of the established deadline.

## Assessment Activities

Activity	Weight	Hours	ECTS	Learning Outcomes
<b>Continuous assessment in the classroom:</b> <ul style="list-style-type: none"> <li>- Pre-briefing knowledge</li> <li>- Participation</li> <li>- Debriefing knowledge</li> </ul>	<b>60%</b>  30% 10% 30%	3.75	0.15	E01.12, E01.22, E07.12, E07.13, E08.07, E10.13, E12.05, E17.02, E20.08, G01.03, G04.07
<b>Synthesis test</b> <ul style="list-style-type: none"> <li>- Demonstration of acquired skills</li> </ul>	<b>40%</b>			

## Behaviour rules

The person in charge of the course may reduce the mark for the course by between 1 and 2 points if the student repeatedly fails to respect the instructions for behaviour in the classroom and/or disturbs the normal functioning of the classroom.