

 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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“Adult Nursing Care II” Code: 106111 Credits ECTS: 3	2022/2023
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Degree	Type	Course	Semester
2500891 Nursing	Mandatory	3	1

Contact	Use of languages:
Responsible for the Subject: Ricart Basagaña, Maite mricart@santpau.cat Teacher: Ricart Basagaña, Maite mricart@santpau.cat	Principal working language: Catalan Groups entirely in English: No Groups entirely in Catalan: No Groups entirely in Spanish: No

Prerequisites

There are no official prerequisites, but it is advisable to have taken the following courses: Practical I, II, III, IV and V, Diagnostic Imaging and Human Body Function I, Human Body Function II, Pharmacology and Nursing Care of Adults I.

Contextualization and objectives

This course is part of the training module Nursing Sciences, subject Clinical Nursing and is planned in the fifth semester of the degree.

The main purpose of this course is to enable students to acquire the skills related to nursing care to people in complex health situations, identifying and applying clinical practice guidelines and quality indicators of nursing care.

Learning objectives of the Subject

1. Identify the specific characteristics of the patient in critical health situations.
2. Analyze the whole process of nursing care of the patient in complex health situations (assessment-problems-actions and evaluation).
3. Apply, based on evidence, the specific nursing care of the patient in complex health situations in all phases of their disease.
4. Identify the nursing care of the patient in radiological tests.
5. Show an analytical and reflective attitude in the care of the patient in a critical health condition.

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 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 develop in these health problems. E01.22. Demonstrate skill in performing nursing procedures and techniques.
E02. Plan and provide nursing care to individuals, families or groups, oriented to health outcomes, 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. Design systems of care for individuals, families or groups, evaluating their impact and establishing the appropriate modifications.	E05.06. Apply knowledge of pathophysiology and health determinants in nursing care.
E09. Promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors	E09.05. Identify the determinant risk factors in the health-disease process at the physical, emotional, social and environmental levels.
E10. Protect the health and well-being of individuals, families or groups served, ensuring their safety.	E10.07. Describe the safety standards to be taken into account when facing problems produced by clinical situations related to pharmacological administration according to current regulations.
E20. Use scientific methodology in their interventions.	E20.03. Develop skills in the application of the scientific method in nursing interventions.
GENERALS / BASICS	
G01. Introduce changes in the methods and processes of the field of knowledge 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 their own field of knowledge valuing the social, economic and environmental impact.	G02.01. Identify the social, economic and environmental implications of the academic-professional activities in one's field of 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 practice of the nursing profession.

	G03.03. Analyze the difficulties, prejudices and discriminations, in the short or long term, in relation to certain persons or groups.
G04. Act in one's field of knowledge by evaluating inequalities based on sex/gender.	G04.03. Analyze sex differences and gender inequalities in etiology, anatomy, physiology, pathologies, differential diagnosis, therapeutic options, pharmacologic response, prognosis, and nursing care.
B01. Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically 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. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.	

Contents

MODULE 1. Critical Health Situation: Introduction and Concepts

Theme 1. Concept and complexity of the care process in acute life-threatening situations: Characteristics of the critical patient in the ICU. Holistic care approach in the critically ill patient.

MODULE 2. Nursing care of the critically ill person

Theme 2. Nursing care to the patient in the emergency department: Structured assessment. Triage. Protocols and codes of action. Communication and continuity of care.

Theme 3. Nursing care to the patient with respiratory disorders: Assessment, examination, monitoring and care in acute respiratory failure. Oxygenation and ventilation support.

Theme 4. Nursing care to the patient with cardiovascular alterations: Assessment, examination, monitoring and care in hemodynamic shock. ECG basics.

Theme 5. Nursing care for patients with neurological disorders: assessment, examination, monitoring and care in neurocritical patients. TBI / Cerebral hemorrhage.

MODULE 3. Caring skills

Theme 6. Immediate life support (basic and advanced).

Theme 7. Care of patients with artificial airway.

Theme 8. Patient care with ventilation support.

Theme 9. Mobilization of critical patient and invasive AT monitoring.

Theme 10. Preparation and administration of drugs. CPR cart.

Theme 11. Interpretation of basic ECG.

Methodology

The methodological approach of the course considers the student as the protagonist of the teaching and learning process, being active in all phases of the course. The course has a blog with an informative purpose, work and management of the course material.

Directed activity:

The course has only one theory group. In order to encourage active participation, students are provided with articles and working papers so that they can study prior to the classes.

The fundamental teaching methodology used is the lecture class (TE) expository, participatory and group developing active listening and exposure, classroom practices (PAUL) with discussion and group or individual exercises and activities that may be included in the development of TE classes, and laboratory practice workshops (PLAB) on cardiopulmonary resuscitation and critical patient care, whose attendance is mandatory. They are scheduled in groups of 10 to 15 students maximum.

Supervised activity:

Group work and tutorials: Students must carry out activities related to the syllabus, based on analysis and resolution of cases, in small groups. For the realization of these activities, a guideline script is proposed and a tutored follow-up is provided.

The presentation of the activities must follow the rules of presentation of work of the EUI. They will be delivered in electronic format through the virtual classroom.

The following table shows the planning of the directed, supervised and autonomous activities:

Training Activities

Activity	Hours	ECTS	Learning Outcomes
Type: Directed Theory Classroom practice Advanced clinical skills practice	14 9	0.60 0.36	E02.01, E01.13, E01.22, E05.06, E09.05, E10.07, E20.03
Type: Supervised Scheduled tutorials:	1	0.03	B01, B03, E02.01, E01.13, E05.06, E09.05, E10.07, E20.03
Type: Autonomous Personal study and bibliographic consultations and documents. Elaboration of works	45	1.80	B01, B03, E02.01, E01.13, E05.06, E09.05, E10.07, E20.03

Assessment

The evaluation allows verifying the degree of learning achieved, based on the objectives and competencies of the program.

Students have only one exam per academic year to pass the course. The academic progression and the passing of the course is assessed by means of:

Initial evaluation

The initial assessment is carried out on the first day of class of the subject. The objective is to identify the entry level of the students' previous knowledge and their interests regarding the learning contents of the course.

Evaluation instrument: Initial evaluation questionnaire.

Continuous assessment

The objective of the evaluation is that the student can know his academic progress during the formative process in a way that facilitates the improvement of the same, as well as to verify his evolution and learning progress.

A formative and qualifying evaluation is established by means of evaluative activities distributed throughout the course, the weight and instruments of which are described below:

- Attendance to seminars and classroom practices must reach 90% attendance (5%).
- The delivery of the report / written work (group activity) that is done during module 2 must be submitted on the date indicated in the virtual classroom (25%). Not recoverable.
- The evaluation by means of case (individual activity) that is carried out during module 3 (25%). Not recoverable.
- The written evaluation, objective multiple-choice test at the end of modules 1, 2, 3 (45%).

In the multiple-choice tests the negative answers are subtracted according to the following formula: $x = \text{Correct answers} - (\text{errors}/n-1)$, where n is the number of answer options.

The indications for group work are established by the teacher at the beginning of the course.

The presentation of the work must follow the EUI regulations in order to be accepted.

The delay in the delivery, maximum 24h, penalizes by subtracting one point from the grade of the work. Delayed submissions will not be accepted.

The grade of the course is given by the weighted sum of the grades obtained in these tests described above, starting with a 5 in each one of them.

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 evaluated by a set of activities the minimum weight of which is equivalent to 2/3 parts 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 failed make-up test(s).

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

The teacher may exclude from the recovery process those activities that, by their nature, are not recoverable.

In the case that the student passes the recovery test corresponding to the failed part, the maximum grade of this will be a 5.

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

Once the subject has been passed, it cannot be re-evaluated.

Non-evaluable:

It will be considered not evaluable when the student has not participated in any of the evaluation activities.

Examination review

Once the final grade has been published, the student may request the revision of the final test during the period determined for this purpose. Requests for review will not be accepted outside the established deadline.

Rules of behaviour

The teacher may lower the grade of the course between 1 and 2 points out of 10 to the student who repeatedly does not respect the indications on the rules of behavior in class.

Assessment Activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Written evaluations: objective tests	45%	1		
Submission of written report/paper	25%	1.5		B01, B03, E02.01, E01.13, E01.22, E05.06, E09.05, E10.07, E20.03
Evaluation by case study	25 %	1		
Attendance and active participation in classes and seminars	5%			

BIBLIOGRAPHY

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Authors: Bongard F, Sue D, Vintch J.

Edition: 2009 Manual moderno

ISBN: 978-607-448-023-8

PLANES DE CUIDADOS DE ENFERMERÍA

Authors: Marylynn E, Mary F y Murr A.

Edition: 2006 McGraw Hill

ISBN: 9701065476

ENFERMERÍA CLÍNICA AVANZADA

Authors: Stinson P, Dorman K.

Edition: 2009 Síntesis S.A

ISBN 84-7734-409-6

ENFERMERÍA MEDICOQUIRÚRGICA

Authors: Linda S. Williams, Paula D. Hopper

Edition: 2009 McGraw-Hill S.A

ISBN 978-970-10-7242-4

MANUAL DE ENFERMERÍA MÉDICO-QUIRÚRGICA

Authors: Pamela L. Swearingen

Edition: 2008 Elsevier España, S.L

ISBN 978-0-323-03727-3

ENFERMERÍA CLÍNICA

Authors: María Teresa Luis Rodrigo

Edition: 2015 Wolters Kluwer Health, S.A

ISBN 978-84-15840-64-0