

Teaching Guide of the subject

Year 2024 - 2025

**ADULT NURSING CARE I**

Code: 106110

ECTS credits: 6

Titulation	Type	Course	Semester
2500891 Nursing	OB	2	2

Contact	Use of languages
<p><b>Responsible:</b></p> <p>Sist Viaplana, Xènia <a href="mailto:xsist@santpau.cat">xsist@santpau.cat</a></p> <p><b>Teaching staff:</b></p> <p>Sist Viaplana, Xènia <a href="mailto:xsist@santpau.cat">xsist@santpau.cat</a></p> <p>Torres Quintana, Antonio <a href="mailto:atorresq@santpau.cat">atorresq@santpau.cat</a></p>	<ul style="list-style-type: none"> <li>Group 1: Catalan</li> </ul>

**Prerequisites**

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

**Contextualization and objectives**

This subject is part of the Nursing Sciences training module, Clinical Nursing subject and is planned in the fourth semester of the degree. The subject focuses on the care of the adult population group at risk of loss of health 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 most general contents that will serve as the basis for other subjects are taught.

Students address 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 a comprehensive perspective and to be able to develop the necessary strategies to solve them through the nursing care process.

The purpose of this subject is for students to acquire specific skills on nursing practice and clinical decision-making, in order to be able to assume their professional role by helping to search for or offering, if necessary, the resources that the person needs to satisfactorily cover their basic needs and solve the health problem/situation. providing optimal care to the person in this situation.

### **Learning objectives of the subject**

1. Describe the general characteristics of the adult.
2. Define the concept of disease and the hospitalization process.
3. Identify the most frequent 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. Raise the importance of disease prevention and education to maintain satisfaction in basic needs while preserving the maximum level of independence.

### **Competencies and learning outcomes**

Competence	Learning Outcomes
<b>SPECIFIC</b>	
<b>E01.</b> To provide technical and professional health care appropriate to the health needs of the people being cared for, 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.	<b>E01.13</b> Describe the most prevalent health disorders in adults, their manifestations (altered needs) and the nursing care to be developed in these health problems.
<b>E02.</b> Plan and provide nursing care aimed at individuals, families or groups, oriented towards health outcomes, evaluating its impact, through clinical practice and care guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.	<b>E02.01</b> Identify clinical and healthcare practice guidelines related to attention to people's health demands throughout the life cycle and the alterations that may occur.
<b>E05.</b> Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.	<b>E05.05.</b> Design nursing care using the appropriate instruments for the person's situation throughout their life cycle, considering current regulations, the best existing evidence and quality and safety standards.  <b>E05.06.</b> Apply knowledge about pathophysiology and health determinants in nursing care.
<b>E06.</b> Base nursing interventions on scientific evidence and available means	<b>E06.06</b> Analyse nursing interventions, justifying them with scientific evidence and/or contributions from experts to support them.

<b>E09.</b> Promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.	<b>E09.05.</b> Identify the determining risk factors in the health-disease process at the physical, emotional, social and environmental levels.
<b>E10.</b> Protect the health and well-being of the people, family or groups served, guaranteeing their safety.	<b>E10.05.</b> Describe safety standards, strategies, and interventions to ensure safe healthcare to minimize errors and adverse effects.  <b>E10.06.</b> Describe the mechanisms for the safety and protection of people and professionals.  <b>E10.07.</b> Describe the safety standards to be considered in the event of problems caused by clinical situations related to pharmacological administration in accordance with current regulations.
<b>E18.</b> Demonstrate knowledge of the strategies for adopting comfort and symptom care measures, aimed at the patient and family, in the application of palliative care that contributes to alleviating the situation of advanced and terminally ill patients.	<b>E18.03.</b> Analyze the bases of care for people with pain.
<b>E20.</b> Use scientific methodology in their interventions.	<b>E20.03</b> Develop skills for the application of the scientific method in nursing interventions.
<b>GENERAL / BASIC</b>	
<b>G01.</b> To introduce changes in the methods and processes of the field of knowledge in order to provide innovative responses to the needs and demands of society.	<b>G01.03.</b> Acquire and use the necessary tools to develop a critical and reflective attitude.
<b>G02.</b> Act in the field of their own knowledge, assessing the social, economic and environmental impact.	<b>G02.01.</b> Identify the social, economic and environmental implications of the academic-professional activities in the field of their own knowledge.
<b>G03.</b> Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.	<b>G03.02.</b> Critically analyze the principles and values that govern the practice of the nursing profession.  <b>G03.03.</b> To analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.
<b>G04.</b> Act within the field of self-knowledge by assessing inequalities based on sex/gender.	<b>G04.03.</b> To analyze differences by sex and gender inequalities in etiology, anatomy, physiology, pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis, and nursing care.
<b>B01.</b> Students must have demonstrated knowledge in an area of study that is based on general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.	
<b>B03.</b> Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on salient social, scientific, or ethical issues.	

## **Content**

### **THEME 1. INTRODUCTION**

- Introduction, definition and evolution of Clinical Nursing. Characteristics of the adult.
- Biopsychosocial factors and responses that influence adult health.
- Hospitalization process.
- Gender vision in care during hospitalization.

### **THEME 2. PATIENT SAFETY IN THE HOSPITALIZATION PROCESS**

- Basic concepts (incident, accident, error, adverse effect...).
- WHO. Global 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 FOR PEOPLE WITH TRAUMATOLOGICAL DISORDERS**

- Altered needs.
- Assessment. Problem identification.
- Interventions.
- Prevention and education.

### **THEME 4. NURSING CARE FOR THE PERSON WITH RESPIRATORY DISORDERS**

- Altered needs.
- Assessment. Problem identification.
- Interventions.
- Prevention and education.

### **THEME 5. NURSING CARE FOR PEOPLE WITH CARDIOVASCULAR DISORDERS**

- Altered needs.
- Assessment. Problem identification.
- Interventions.
- Prevention and education.

### **THEME 6. NURSING CARE FOR PEOPLE WITH METABOLIC AND HORMONAL ALTERATIONS**

- Altered needs.
- Assessment. Problem identification.
- Prevention and education.

### **THEME 7. NURSING CARE FOR PEOPLE WITH DIGESTIVE AND GASTROINTESTINAL DISORDERS**

- Altered needs.
- Assessment. Problem identification.
- Prevention and education.

### **THEME 8. NURSING CARE FOR PEOPLE WITH ALTERATIONS IN RENAL AND URINARY FUNCTION**

- Altered needs.
- Assessment. Problem identification.
- Prevention and education.

## THEME 9. NURSING CARE FOR THE PERSON WITH SKIN DISORDERS

- Altered needs.
- Assessment. Problem identification.
- Interventions.
- Prevention and education.

### Methodology

Teaching is face-to-face and class attendance is not mandatory but highly recommended. Students are responsible for monitoring classes with advantage and acting with respect for the rest of their classmates and teachers.

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

The teaching methodology is based on theoretical classes, tutorials, where the student's participation is valued with respect to the different contents exposed.

### **Directed activity:**

The subject has a unique theory group.

Expository classes and discussion and debate on contextualized cases and problem solving.

### **Supervised activity:**

Prepare and present a group project related to patient safety. The work is carried out in small groups of between 5-8 students. The theme is proposed by the teaching staff, it is tutored and a script is attached.

The work must be submitted in electronic format and an oral presentation must be made in class.

### Training activities

Activity	Hours	ECTS	Learning Outcomes
<b>Types: Directed</b> . Theory (TE)	45	1,80	<i>E01.13; E02.01; E09.05; E10.05; E10.06; E10.07; E18.03; E20.3; G04.03</i>
<b>Types: Supervised</b> . Tutorials	1	0,04	<i>E05.05; E05.06; G01.03; G03.03</i>
<b>Type: Self-employed:</b> . Reading articles/reports of interest. . Personal study. . Bibliographic consultations and documents. . Preparation of works	45	1,80	<i>G02.01; E06.06; B01; B03</i>

***The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to students can answer the assessment surveys on the teaching performance and the subject.***

## Evaluation

### **Continuous evaluation**

The objective is to verify the level of learning achieved, considering the objectives and competencies of the program, without disregarding the adaptations that may have been introduced.

The evaluation consists of three tests, of different types (structured test and written work):

**1-Two objective multiple-choice tests:** They will be carried out during and at the end of the subject. Each test has an overall weight in the subject of 45%. In the multiple-choice test, the negative answers are according to the following formula:  $x = \text{Correct answers} - (\text{errors} / n - 1)$ , where  $n$  is the number of answer options.

**2-Written work:** Group work will be presented on the analysis and resolution of some of the activities distributed throughout the modules of the subject. The final project has an overall weight in the subject of 10%.

The grade of the subject in the continuous assessment is given by the weighted sum of these tests (provided that the minimum grade of 5 is exceeded in each test).

#### *Submission of the works:*

It can be submitted until 24 hours of the day scheduled as the delivery date, which will be specified on the first day of class and must be adapted to the rules for the presentation of works of the EUI-Sant Pau, otherwise there is no correction of the same and it is counted with a zero. Outside the dates established for delivery, no activity is accepted.

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

**The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate. The work evaluation rubric is available in the virtual classroom.**

## Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: 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 higher than 9, he/she may opt for, criterion of the professor, to an honors).

## Unique assessment

1. In this subject there is no homework scheduled to be done in a group.
2. The date of the unique test will coincide with the date of the last continuous assessment test that appears in the daily schedule and in the calendar of training and evaluation activities.

3. The unique assessment will consist of:
  - Test 1 which will consist of **individual work with oral presentation** and weights **20%**.
  - Test 2, which will consist of a **written test, which** will weigh **35%**
  - Test 3 which will consist of a **written test type test** and weights **35%**
  - Test 4, which will consist **of a practical case and problem solving** and weights 10 %.

### **Recovery activity**

1. A unique date is determined for the remedial activity for all students, whether or not they are eligible for a unique evaluation
2. A remedial activity is proposed for those students who have been previously evaluated for the set of activities whose weight is equivalent to a minimum of 2/3 of the total grade of the subject, and have obtained a final grade higher than 3.5 and less than 5 out of 10.
3. This test will consist of an evaluation activity of the test(s) not passed.
4. The remedial tests will be determined by the teaching staff.
5. The teacher may exclude from the recovery process those activities that, by their nature, he/she considers not to be recoverable.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of the same will be a 5.
7. The recovery grade will replace the grade originally obtained and the final weighted grade will be recalculated.
8. Once the subject has been passed, it cannot be re-evaluated

### **Not assessable**

When the student has not provided sufficient evidence to allow an overall grade of the subject, the grade is recorded as "not assessed" in the record.

It is a reason for lack of sufficient evidence if the student has not participated in any of the activities of the continuous assessment.

### **Exam Review**

Once the final grade has been published, the student can request a review of the retake test within the period established for the review. Requests for revision are not accepted on dates outside this period.

### **Procedure in case of copying/plagiarism**

1. Copying **or plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).
2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.
3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.
4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

### Aspects of assessment related to values and attitudes

1. The teacher may reduce the grade of the subject by between 1 and 2 points when the student repeatedly does not respect the indications of behavior in the classroom and/or disturbs the normal functioning of the classroom.
2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

### Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered.

### Other considerations

1. All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.
2. The date of the unique test will coincide with the date of the last continuous assessment test.
3. Students who repeat the subject may request at the beginning of the academic year to take only a final synthesis assessment (Article 117, page 46 of the Academic Regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023).

*Students in the second or higher enrolment who have taken all the assessment tests the previous year may choose to take assessment with a single synthesis assessment activity. This activity will consist of an exam at the end of the subject coinciding with the written exam of the subject. Students in the second or higher enrolment who wish to opt for the synthesis exam must notify the teaching staff responsible for the subject in writing two weeks before the published date.*

### Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
<b>Objective test-type tests:</b>				
Test Module I	45%	2	0,08	E01.13; E02.01; E09.05; E10.05; E10.06; E10.07; E18.03; E20.3; G04.03
Module II Test	45%			
<b>Group work</b>	10%	2	0,08	E05.05; E05.06; E06.06; G01.03; G03.03; G02.01; B01; B03



## **Bibliography**

### ***Books:***

#### **INFIRMARY. CLINICAL TECHNIQUES II**

*Author:* J. Esteve / J. Mitjans

*Edition:* Mc Graw-Hill/Interamericana de España 2003

*ISBN:* 84-486-0499-7

#### **INFIRMARY. MEDICAL-SURGICAL**

*Author:* Linda S. Williams; Paula D. Hopper

*Edition:* 3rd Edition. Mac. 2009 Spanish Inter-American Inter-American Medal

*ISBN:* 13 978-970-10-7242-4

#### **NURSING DIAGNOSES**

*Author:* M<sup>a</sup> Teresa Luís Rodrigo

*Edition:* 1st edition. Ed Masson. 2013

*ISBN:* 9788445825143

#### **MEDICAL-SURGICAL NURSING**

*Author:* Brunner and Suddarth

*Edition:* Ed Lippincott 2014

*ISBN:* 9788415684244

#### **NANDA-I NURSING DIAGNOSES: DEFINITIONS AND CLASSIFICATION 2015-17**

*Author:* Nanda International

*Edition:* Elsevier España S.L 2015

*ISBN:* 9788490229514

#### **CLINICAL NURSING. Nursing care for people with health disorders**

*Author:* Luis Rodrigo, MT

*Editing:* Ed Wolter Kluwer 2015

*ISBN:* 978 84 15840640

### ***Resources of interest:***

**Current nursing. List of nursing diagnoses.** Retrieved 09-05-23 and available on

<https://enfermeriaactual.com/listado-de-diagnosticos-nanda/>

## **Teaching platforms**

- Moodle



