

Teaching Guide of the subject

Year 2024 - 2025

ADULT NURSING CARE II

Code: 106111

ECTS credits: 3

Titulation	Type	Course	Semester
2500891 Nursing	OB	3	1

Contact	Use of languages
<p>Responsible:</p> <p>Ricart Basagaña, Maite mricart@santpau.cat</p> <p>Teaching staff:</p> <p>Ricart Basagaña, Maite mricart@santpau.cat</p>	<ul style="list-style-type: none"> Group 1 : Catalan

Prerequisites

There are no official prerequisites, but it is advisable to have assumed the knowledge of the subjects: Practicum I, II, III, IV and V, Diagnostic Imaging and Function of the Human Body I, Function of the Human Body II, Pharmacology and Nursing Care for Adults I.

Contextualization and objectives

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

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

Learning objectives of the subject

1. Identify the specific characteristics of the patient in complex health situations.
2. Analyze the entire process of nursing care of the patient in complex health situations (assessment-problems-actions and evaluation).
3. To apply, on the basis of evidence, patient-specific nursing care in complex health situations in all phases of their disease.
4. Identify the nursing care of the patient in the face of radiological tests.
Show an analytical and reflective attitude in the care of patients in complex health situations.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
E01. 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.	E01.13. Describe the most prevalent health disorders in adults, the manifestations (altered needs) and the nursing care to be developed in these health problems. E01.22. Demonstrate skill in the execution of nursing procedures and techniques
E02. Plan and provide nursing care aimed at individuals, families or groups, focused on 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.	E02.01. Identify clinical practice and care guidelines related to attention to people's health demands throughout the life cycle and in the alterations that may occur.
E05. Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.	E05.06. Apply knowledge about pathophysiology and health determinants in nursing care.
E06. Base nursing interventions on scientific evidence and available means.	E06.06. Analyze nursing interventions, justifying them with scientific evidence or contributions from experts to support them.
E09. Promote healthy lifestyles, self-care, supporting knowledge of preventive and therapeutic behaviors.	E09.05. Identify the determining risk factors in the health-disease process at the physical, emotional, social and environmental levels.
E10. Protect the health and well-being of the people, family or groups served by guaranteeing their safety.	E10.07. 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.
E20. Use scientific methodology in their interventions.	E20.03 Develop skills for applying the scientific method to nursing interventions.
GENERAL / BASIC	
G01. 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.	G01.03. Acquire and use the necessary tools to develop a critical and reflective attitude.
G02. Act in the field of their own knowledge, assessing the social, economic and environmental impact.	G02.01. Identify the social, economic and environmental implications of academic and professional activities in the 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. To analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.
G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.	G04.03. To analyze differences by sex and gender inequalities in etiology, anatomy, physiology, pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis, and nursing care.
B01. Students must have demonstrated that they possess and understand 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.	
B03. 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

MODULE 1. Acute, complex and critical health situation.

Theme 1. Introduction to the care process in complex and critical acute situations: Characteristics of patients and care environments.

Theme 2. Comprehensive assessment of the patient in complex acute health situations: Assessment models and scales. Interprofessional communication and nursing records.

Theme 3. Advanced patient assessment using monitoring systems: pain monitoring, neurological, cardiorespiratory and haemodynamic monitoring.

MODULE 2. Nursing care for the person and the family. Nursing interventions.

Theme 4. Care Support Tools: Guides, protocols, codes of action, and checklists.

Theme 5. Care in the Need to breathe: Support for oxygenation and ventilation. Instrumented airway.

Theme 6. Care in the need to avoid dangers: environment, pharmacology and psychological safety of the patient and family.

Theme 7. Care in the need to eat and drink and in the need to communicate with others: the person with airway instrumentation.

MODULE 3. Skills in Care.

1. Immediate life support (basic and advanced).
2. Care in patients with artificial airways.
3. Patient care with support for ventilation and oxygenation.
4. Reception of the patient in the preoperative period.
5. Transfer of environments. Structured communication.

PAUL

1. Preparation and administration of drugs. CPR Cart.
2. Basic ECG interpretation.

Methodology

The methodological approach of the subject considers the student as the protagonist of the teaching and learning process, being active in all the phases that make up the subject. The subject has a *blog* for the purpose of information, work and management of the subject material.

Directed activities:

The subject has a single theory group. To encourage active participation, students are provided with articles and working documents so that they can study prior to classes.

The theoretical class (TE) is used, expository, participative and group, developing active listening and exposition, classroom practices (PAUL) with discussion and carrying out exercises and activities in groups or individuals, and laboratory practice workshops (PLAB) on *skills in the care of the child*. complex acute patient. Attendance at the PLABs is mandatory. They are scheduled in groups of between 10 and 15 students maximum.

Supervised activities:

Group work and tutorials: students must carry out activities related to the syllabus, based on the analysis and resolution of cases, in small groups. To carry out the same, an orientation script is proposed and a tutored follow-up is carried out.

The presentation of the activities must follow the rules of presentation of works 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

Activities	Hours	ECTS	Learning Outcomes
Types: Directed			
. Theory (TE):	14	0,56	<i>E02.01, E01.13, E01.22, E05.06,</i>
. Classroom Internship (PAUL):	4	0,16	<i>E09.05, E10.07, E20.03</i>
. Laboratory Practices (PLAB):	5	0,2	
Types: Supervised			
. Scheduled tutorials:	1	0,04	<i>B01, B03, E02.01, E01.13, E05.06,</i> <i>E09.05, E10.07, E20.03</i>
Type: Self-employed			
. Reading articles/reports of interest.	45	1,80	<i>B01, B03, E02.01, E01.13, E05.06,</i> <i>E09.05, E10.07, E20.03</i>
. Personal study.			
. Bibliographic consultations and documents.			
. Preparation of works.			

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

The evaluation must make it possible to verify the level of learning achieved, based on the objectives and competencies of the program.

Students have only one call per academic year to pass the subject. Academic progression and completion of the subject is assessed by:

Initial assessment

The initial evaluation is carried out on the first day of class of the subject. The objective is to identify the entry level of the students in terms of previous knowledge and their interests regarding the learning content of the subject.

Assessment instrument: Initial assessment questionnaire.

Continuous evaluation

The objective of continuous assessment is for the student to be able to know their academic progress during the training process in a way that facilitates their improvement, as well as to verify their evolution and learning progress.

A formative and qualifying assessment is established through assessment activities distributed throughout the course, the weight and instruments of which are described below:

- **Attendance at seminars and classroom practices must reach 90% attendance (5%).**
- **The delivery of the report / written work (group activity) that is carried out during module II and must be submitted on the date indicated in the virtual classroom (25%). Recoverable.**
- **Evaluation by means of a case (individual activities) that are carried out during module III (25%). Not recoverable.**
- **The written assessment, an objective multiple-choice test that is carried out at the end of modules I, II and III (45%).**

In multiple-choice tests, 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.

The indications of group work are established by the teaching staff at the beginning of the course and the presentation of the same must follow the regulations of the EUI to be accepted.

Delay in delivery, maximum 24 hours, will be penalized by subtracting one point from the grade of the work. Subsequent deliveries will not be accepted.

The grade of the subject is given by the weighted sum of the marks obtained in these tests described from a 5 in each of them.

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, at the discretion of the teacher, for an honors).

Recovery activity

1. A unique date is determined for the make-up activity for all students.
2. A remedial activity is proposed to students who have been previously evaluated for a set of activities whose minimum weight is equivalent to 2/3 of the total grade of the subject and who have obtained a final grade of less than 5 and higher than 3.5.
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. Teachers can exclude from the recovery process those activities that, by their nature, they consider 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 retake grade will replace the grade originally obtained and the final weighted grade will be recalculated.
8. Once the subject has been passed, it may not be subject to a new evaluation.

Not assessable

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

Revision of the final grade

Once the final grade has been published, the student can request the review of the final test within the established period. 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 lower the grade of the subject between 1 and 2 points out of 10 for any student who repeatedly does not respect the indications on the rules of behaviour in class.
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. 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

Activities	Weight	Hours	ECTS	Learning Outcome
Written Assessments:	45%			
Objective Tests				
Submission of report/written work.	25%	1		B01, B03, E02.01, E01.13, E01.22, E05.06, E09.05, E10.07, E20.03
Evaluation by a case	25 %	1.5		
PAUL and PLAB attendance and active participation	5%	1		

Bibliography

References

SPECIFIC BIBLIOGRAPHY FOR EACH MODULE IN THE VIRTUAL CLASSROOM OF THE SUBJECT

Websites:

- Catalan Society of Intensive and Critical Medicine. <https://www.socmic.cat/>
- Spanish Society of Intensive Care Nursing and Coronary Care Unit <https://seeiuc.org/>
- Spanish Society of Intensive Care Medicine and Coronary Units <https://semicyuc.org/>
- Catalan Society of Emergency Medicine <https://www.socmue.cat/>
- Spanish Society of Emergency Medicine <https://www.semes.org/>
- World Health Organization (WHO). <https://www.who.int/es>
- Spanish Association of Surgical Nursing (AEEQ) <https://www.aeeq.net/>
- Perioperative Nurses Association United States (AORN) <https://www.aorn.org/>
- European Association of Operating Room Nurses (EORNA) <https://eorna.eu/>
- Association of Operating Room Nurses in Canada (ORNAC) <https://www.ornac.ca/en/>
- International Federation of Perioperative Nursing (IFPN) <https://www.ifpn.world/>
- WHO safe surgery.
<https://seguridaddelpaciente.sanidad.gob.es/practicaseguras/seguridadBloqueQuirurgico/docs/Protocolo-Proyecto-Cirugia-Segura.pdf>

Books:

DIAGNOSIS AND TREATMENT IN INTENSIVE CARE

Authors: Bongard F, Sue D, Vintch J.

Edition: 2009 Modern Manual

ISBN: 978-607-448-023-8

NURSING CARE PLANS

Authors: Marylynn E, Mary F and Murr A.

Edition: 2006 McGraw Hill

ISBN: 9701065476

ADVANCED CLINICAL NURSING

Authors: Stinson P, Dorman K.

Edition: 2009 Síntesis S.A

ISBN 84-7734-409-6

MEDICAL-SURGICAL NURSING

Authors: Linda S. Williams, Paula D. Hopper

Edition: 2009 McGraw-Hill S.A

ISBN 978-970-10-7242-4

MEDICAL-SURGICAL NURSING MANUAL

Authors: Pamela L. Swearingen

Edition: 2008 Elsevier España, S.L

ISBN 978-0-323-03727-3

CLINICAL NURSING

Authors: María Teresa Luis Rodrigo

Edition: 2015 Wolters Kluwer Health, S.A

ISBN 978-84-15840-64-0

Teaching platforms

- Moodle
- Simcaptur

