

Teaching Guide of the subject

Year 2024 - 2025

**NURSING CARE IN COMPLEX SITUATIONS**

Code: 106115

ECTS credits: 3

Titulation	Type	Course	Semester
2500891 Nursing	OB	3	1

Contact	Use of languages
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## **Prerequisites**

There are no official prerequisites, but it is advisable to have assumed the knowledge of the subjects: Practicum I, II, III, Function of the Human Body I and II, and Nursing Care for the Adult 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, based on evidence, patient-specific nursing care in complex health situations to different phases of their disease.
4. Show an analytical and reflective attitude in the care of patients in complex health situations.

## Competencies and learning outcomes

Competence	Learning Outcomes
<b>SPECIFIC</b>	
<p><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.</p>	<p><b>E01.13.</b> Describe the most prevalent health disorders in adults, the manifestations (altered needs) and the nursing care to be developed in these health problems.</p> <p><b>E01.22.</b> Demonstrate skill in the execution of nursing procedures and techniques</p>
<p><b>E02.</b> 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.</p>	<p><b>E02. 01.</b> To 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.</p>
<p><b>E05.</b> Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.</p>	<p><b>E05.06.</b> Apply knowledge about pathophysiology and health determinants in nursing care.</p>
<p><b>E09.</b> Promote healthy lifestyles, self-care, supporting knowledge of preventive and therapeutic behaviors.</p>	<p><b>E09.05.</b> Identify the determining risk factors in the health-disease process at the physical, emotional, social and environmental levels.</p>
<p><b>E10.</b> Protect the health and well-being of the people, family or groups served by guaranteeing their safety.</p>	<p><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.</p>
<p><b>E18.</b> Demonstrate knowledge of the strategies for adopting comfort measures and symptom care aimed at the person and the family, in the application of palliative care that contributes to alleviating the situation of patients in advanced and terminal situations.</p>	<p><b>E18.01.</b> Identify the care needs and nursing care strategies for people in advanced illness and at the end of life, as well as those of their families.</p> <p><b>E18.02.</b> To analyse the basis of palliative care in people in critical situations and end-of-life processes.</p> <p><b>E18.03.</b> To analyze the bases of care in people with pain.</p> <p><b>E18.04.</b> Identify the different measures of comfort at a physical, emotional and spiritual level in the advanced phase of the disease and at the end of life.</p> <p><b>E18.05.</b> Design care aimed at people in a situation of advanced illness and in an end-of-life situation that includes the appropriate strategies to improve comfort and alleviate the situation, paying attention to the values and preferences of sick people and their families.</p>

	<b>E18.06.</b> Recognize psychosocial responses to loss and death and know the appropriate measures to help individuals and families in these circumstances.
<b>E20.</b> Use scientific methodology in their interventions.	<b>E20.03</b> Develop skills for applying the scientific method to 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 academic and professional activities in the field of 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>G04.02.</b> To analyse gender inequalities, as well as the factors that sustain them from the different systems: the family system, the kinship system, the economic system, the political system, symbolism and educational systems.
<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

### **MODULE 1. Nursing care for people in complex health situations.**

- Nursing care for people with nephro-urological alterations.
- Nursing care for people with oncological processes.
- Nursing care for people with neurodegenerative disorders.
- Nursing care for immunocompromised people.
- Nursing care for the person with pharmacological intoxication.

### **MODULE 2. Nursing care for the person at the end of life.**

- Nursing care for the person and family during the end-of-life process.

## 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.

### ***Directed activities:***

**Theory:** The subject has a single theory group. In order to encourage active participation, students are provided with articles and working documents so that they can read them prior to the theoretical classes.

### ***Supervised activities:***

**Group clinical case work:** Students must carry out activities related to the syllabus, based on the development and resolution of cases, in small groups. An orientation script is proposed on how to carry out the work.

Both individual and group work will be delivered on the same day as the written test.

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

## Training activities

Activities	Hours	ECTS	Learning Outcomes
<b>Types: Directed</b> Theory (TE): Classroom Internship (PAUL):	20,5 2	0,92	<i>E01.13, E01.22, E02.01, E05.06, E09.05, E10.07, E18.01, E18.02, E18.03, E18.04, E18.05, E18.06, E20.03</i>
<b>Types: Supervised</b> Guardianship:	1	0,04	<i>E01.13, E02.01, E09.05, E10.07, E18.01, E18.05, E18.06, E20.03</i>
<b>Type: Self-employed</b> Personal study. Bibliographic and document consultations. Preparation of work.	45	1,8	<i>E02.01, E05.06, E09.05, E10.07, E18.02, E18.03, E20.03</i>

***The teaching staff will spend approximately 15 minutes once the subject is finished to allow their students to 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:

### **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 continuous and formative assessment is established through evaluation activities distributed throughout the course, whose weight and instruments are described below:

- **Written assessment:** objective multiple-choice test that is carried out at the end of modules I and II (50%).
- **Evaluation through practical cases and problem solving:** individual activity on dose calculation exercises or preparation and administration of drugs (15%).
- **Evaluation through the elaboration of group work and oral presentation:** group activity on a complex health situation (35%).

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 for group work are established by the teaching staff at the beginning of the course.

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.

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

**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, the classroom must be attended on the day/days that are scheduled for group work.
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 a **multiple-choice exam of modules I and II** and weights **50%**.
  - Test 2, which will consist of an **individual activity to solve practical cases** and weights **15%**.
  - Test 3, which will consist of an **activity of elaboration and presentation of an individual work** and weights **35%**.

### **Recovery activity**

1. A unique date is set for the remedial activity for all students, whether or not they are eligible for a unique assessment.
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 reduce the grade of the subject between 1 and 2 points 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. 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>Directed activity:</b>				
Written assessment: objective test	50%	1,87	0,08	<i>E01.03, E01.22, E02.01, E05.06, E09.05, E10.07, E18.01, E18.02, E18.03, E18.04, E18.05, E18.06, E20.03</i>
Practical evaluations	15%	0,56	0,02	
Evaluation through practical cases and problem solving.	35%	1,31	0,05	<i>E01.03, E02.01, E09.05, E10.07, E18.01, E18.05, E18.06, E20.03</i>

## Bibliography

### **Books:**

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

*Authors:* Swearingen PL, Wright J.

*Edition:* 2020 Elsevier Spain, S.L 5th Edition

*ISBN:* 978-0-323-03727-3

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

*Author:* Luis Rodrigo MT.

*Edition:* Wolter Kluwer, 2015

*ISBN:* 978-84-15840-64-0

#### **NURSING DIAGNOSES: DEFINITIONS AND CLASSIFICATION 2021-2023**

*Author:* Nanda Internacional.

*Edition:* Elsevier España S.L 2021

*ISBN:* 978-841-382-1276

Moorhead S, Swanson E, Johnson M & Maas M. Nursing Outcomes Classification (NOC): Measuring Health Outcomes. 6th ed. Barcelona: Elsevier; 2019.

Butcher M, Bulechek G, Dochterman JM & Wagner CM. Classification of Nursing Interventions (NIC). 7th ed. Barcelona: Elsevier; 2019.

**Websites:**

**PRACTICAL GUIDE FOR SPINAL CORD INJURIES**

<https://www.aspaymmadrid.org/wp-content/uploads/2018/04/guia-practica-para-lesionados-medulares.pdf>

**CARE FOR CHRONIC PATIENTS IN COMPLEX SITUATIONS: THE CHALLENGE OF BUILDING AN INTEGRATED CARE SCENARIO**

Juan Carlos Contel, Blanca Muntané, Lourdes Camp

<https://www.elsevier.es/es-revista-atencion-primaria-27-articulo-la-atencion-al-paciente-cronico-S0212656711002204>

**Teaching platforms**

- Moodle