

Teaching Guide of the subject

Year 2024 - 2025

NURSING CARE FOR PATIENTS WITH CARDIAC PROBLEMS

Code: 106159

ECTS credits: 6

Titulation	Type	Course	Semester
2500891 Nursing	OT	4	Annual

Contact	Use of languages
<p>Responsible:</p> <p>Romero Pastor, Mònica mromeropa@santpau.cat</p> <p>Teaching staff:</p> <p>Romero Pastor, Mònica mromeropa@santpau.cat</p> <p>Ricart Basagaña, M. Teresa mricart@santpau.cat</p> <p>Caballero Flores, Francisco fcaballero@santpau.cat</p> <p>Juncosa París, Adriana AJuncosaP@santpau.cat</p>	<ul style="list-style-type: none"> Group 1: Catalan

Prerequisites

There are no official prerequisites, but it is recommended that students have prior knowledge of cardiac anatomy and pathophysiology, as well as an interest in the field of nursing care for the person with heart problems.

Contextualization and objectives

This is an optional subject that belongs to the itinerary "Specific nursing care in the field of cardiology" and is scheduled in the seventh semester of the Bachelor's Degree in Nursing.

The main purpose of this course is to train students to acquire skills related to nursing care for people with heart problems by identifying and applying clinical practice guidelines and indicators of quality of care in nursing.

Learning objectives of the subject

1. Identify the specific characteristics of the patient with heart problems, their family and the environment.
2. To analyze the nursing care process of patients with heart problems.
3. To apply, based on evidence, the specific nursing care of patients with heart problems in all phases of their disease.

To show an analytical and reflective attitude in the care of cardiological patients.

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.	E01.23. To describe interventions aimed at the readaptation of daily life through proximity and support resources.
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. 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.
E05. Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.	E05.05. Design nursing care using the appropriate instruments for the person's situation throughout their life cycle, paying attention to current regulations, the best existing evidence and quality and safety standards. E05.06. Apply knowledge about pathophysiology and health conditioning factors 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.
E07. Demonstrate that they understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for opinions, beliefs and values, guaranteeing the right to privacy through confidentiality and professional secrecy.	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 served, according to the way they live their health-disease process.</p>	<p>E08.07. Respect the right of people to participate in the decision-making set in their own care, according to the way in which they live their health process.</p>
<p>E12. Demonstrate knowledge of the ethical and deontological code of Spanish nursing, and understand the ethical implications of health in a changing global context.</p>	<p>E12.05. Apply the ethical and deontological code of nursing in all areas of nursing activity.</p>
<p>E18. 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>E18.01. 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>E18.02. To analyse the basis of palliative care in people in critical situations and end-of-life processes.</p> <p>E18.03. To analyze the bases of care in people with pain.</p> <p>E18.04. 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>E18.05. 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> <p>E18.06. Recognize psychosocial responses to loss and death and know the appropriate measures to help individuals and families in these circumstances.</p>
<p>GENERAL / BASIC</p>	
<p>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.</p>	<p>G01.03. Acquire and use the necessary tools to develop a critical and reflective attitude.</p>
<p>G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.</p>	<p>G03.03. To analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.</p>
<p>G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.</p>	<p>G04.07. Communicate with a non-sexist and non-discriminatory use of language.</p>
<p>B05. Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy.</p>	

Content

MODULE 1. Introduction to the care of the person with impaired heart health.

Theme 1. Epidemiology of heart disease. Master Plan for Cardiology in Catalonia.

Theme 2. Nursing roles and profiles in cardiovascular diseases.

Theme 3. Pharmacology to cardiology.

MODULE 2. Nursing care for the person with heart problems.

Theme 4. Nursing care for patients with ischemic disease.

Theme 5. Nursing care for patients with heart failure.

Theme 6. Nursing care for patients in cardiological emergencies.

Theme 7. Nursing care for chronic patients and patients at the end of life.

Theme 8. Nursing care for patients with heart rhythm disorders.

MODULE 3. Nursing care in other heart health disorders.

Theme 9. Nursing care for the person undergoing cardiac surgery.

Theme 10. Nursing care for the person with pericarditis and cardiac tamponade.

Theme 11. Nursing care for people with valve alterations: Endocarditis.

Theme 12. Resuscitation in special situations.

Methodology

The methodological approach of the subject considers the student as the protagonist of the teaching-learning process, being active throughout this process. The student, during the subject, combines theory and seminars to be able to practice the knowledge acquired in the theoretical modules. The subject has a blog for the purpose of information, work and management of the subject material.

Directed activities:

Theory: the subject has a single group of theory. In order 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, as an expository, participative and group teaching methodology, developing active listening and exposition, and classroom practices (PAUL) with discussion and carrying out exercises and activities in groups or individually.

Supervised activities:

Group work and tutorials: Students carry out activities related to the syllabus, based on the analysis of articles and the resolution of cases. For the development of the activities, an orientation script is proposed and tutored monitoring is carried out.

The presentation of the activities must follow the EUI's regulations for the presentation of works. They will be delivered in electronic format through the virtual classroom, and students will make an oral presentation.

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

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed Theory (TE): Classroom Internship (PAUL):	45 39 6	1,80	<i>E01.23, E02.01, E05.05, E05.06, E06.06, E07.13, E09.05, E10.07, E12.05, E18.01, E18.04, E18.05, E20.03</i> <i>G01.03, G03.03, G04.07, B05</i>
Types: Supervised Tutorials:	1	0,04	<i>G01.03, G03.03, G04.07, B05</i>
Type: Self-employed . Reading articles/reports of interest. . Personal study. . Bibliographic consultations and documents. . Preparation of works.	90	3,60	<i>E01.23, E02.01, E05.05, E05.06, E06.06, E18.01, E18.02, E18.04, E18.06, E20.03</i> <i>G01.03, G03.03, G04.07, B05</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

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

Students have 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 throughout their training process in order to allow them to improve it, as well as to verify their evolution and learning progress.

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

- **Group activity sheet** that is carried out during module II. The form must be submitted on the date indicated in the virtual classroom (15%).
- **Individual activity sheet (Written test in the classroom)**. The activities are carried out during module II (25 %). Not recoverable.
- **Scientific evidence in care is due**. Group activity. The dossier is presented as an oral communication at the end of modules I, II and III on the date indicated in the virtual classroom (20%). Not recoverable.
- **Test-type synthesis test** performed at the end of modules I, II and III (40%).

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, from a minimum grade of 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).

Unique assessment

1. In this subject, you must attend the classroom 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 **an objective multiple-choice test** and weights **50%**.
 - Test 2, which will consist of **a case resolution test** and weights **30%**.
 - Test 3, which will consist of **a work report on scientific evidence** and weights **20%**.

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 retrievable 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. 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 activity

Activity	Weight	Hours	ECTS	Learning Outcomes
Case studies and troubleshooting: <i>Group activity sheet:</i> <i>Individual activity sheet</i>	80% 15% 25%			<i>E01.23, E02.01, E05.05, E05.06, E06.06, E07.13, E09.05, E10.07, E12.05, E18.01, E18.04, E18.05, E20.03</i> <i>G01.03, G03.03, G04.07, B05</i>
Objective written test type test:	40%	1	0,04	
Group Work / Exhibition	20%	2	0,08	<i>G01.03, G03.03, G04.07, B05</i>

Bibliography

Specific bibliography for each module in the virtual classroom of the subject

Books:

CARDIOVASCULAR CLINICAL PRACTICE GUIDELINE

Authors: Ortega Vargas M^a, Puntuner Bates M, Suárez Vázquez MG, Lejía Hernández C, Montesino Jiménez G, Cruz Ayala G, Quintero Barrios M, González Flores N,

Edition: 2011 Panamericana S.A

ISBN: 978-607-7743-22-4

ARRHYTHMIAS. PRINCIPLES, INTERPRETATION AND TREATMENT

Authors: Huszar, R

Edition: 2005 Elsevier España, S.A

ISBN: 84-8174-628-2

BASIC AND ADVANCED LIFE SUPPORT

Authors: Jeffrey P.

Edition: 2012 Elsevier España S.L

ISBN 978-0-323-06502-3

PERIOPERATIVE CARDIOLOGY CRITICAL CARE

Authors: Atlee J Gullo A, Sinagra G, Vicent J, Ed MAD

Edition: 2010 Distribuna

ISBN 978-958-8379-16-6

PHARMACOLOGY FOR NURSING

Authors: Adams Michael, Holland Norman.

Edition: 2009 Pearson Educción S.A

ISBN 978-84-8322-523-3

Other bibliographic references:

1.-Pepoli JF, Hoes AW, Agewall S, Albus C, Brotons C, Alberico L et al. **European Guidelines on the Prevention of Cardiovascular Disease in Clinical Practice (2016 version)**. Rev Esp. Cardiology 2016; 69(10):939.

2.- Ponikowski P, Voors A.A, Anker S.D, Bueno H, Cleland GF, Coats AJS, et al. **European Society of Cardiology (ESC) Clinical Practice Guideline for the diagnosis and treatment of acute and chronic heart failure**. Rev Esp Cardiol. 2016; 69(12):1167.e1-E8

3.-Fihn SD, Blankenship JC, Alexander KP, Bittl JA, Byrne JG, Fletcher Bj, et al. **2014 ACC/AHA/AATS/PCNA/SCAI/STS focused update of the guideline for the diagnosis and management of patients with stable ischemic heart disease: A report of the American College of Cardiology/American Heart Association Task Force on Practice Guidelines, and the American Association for Thoracic Surgery, Preventive Cardiovascular Nurses Association, Society for Cardiovascular Angiography and Interventions, and Society of Thoracic Surgeons**. J Thorac Cardiovasc Surg. 2015; 149(3): E5-E23.

Helmut Baumgartner, Julie De Backer, Sonya V. Babu-Narayan, Werner Budts, Massimo Chessa, Gerhard-Paul Diller, Bernard Lung et al. 2020 ESC Guidelines for the management of adult congenital heart disease. European Heart Journal (2021) 42, 563645

5.-Philipp Bonhoeffer, Natasja M. S. De Groot, Fokko de Haan, John Erik Deanfield, Nazzareno Galie, Michael A. Gatzoulis, Christa Gohlke-Baerwolf, Harald Kaemmerer, Philip Kilner, Folkert Meijboom, Barbara J. M. Mulder, Erwin Oechslin, Jose M. Oliver, Alain Serraf, Andras Szatmari, Erik Thaulow, Pascal R. Vouhe, Edmond Walma. **ESC Clinical Practice Guidelines for the Management of Congenital Heart Disease in Adults (new version 2010)**. Rev Esp Cardiol.2010; (63):1484-59.

6.-Pavelková Z, Bulava A. **Nursing and quality of life in patients with atrial fibrillation before and after radiofrequency ablation**. Neuro Endocrinol Lett. 2014; 35 Suppl 1:49-53.

7.-McRae ME. **CE: Long-term outcomes after repair of congenital heart defects: part 2**. Am J Nurs. 2015; 115(2): 34-35.

8.-Azami-Aghdash S, Ghojzadeh M, Naghavi-Behzad M, Imani S, Aghaei MH. **Perspectives of Cardiac Care Unit Nursing Staff about Developing Hospice Services in Iran for Terminally ill Cardiovascular Patients: A Qualitative Study**. Indian J. Palliat Care. 2015; 21(1): 56-60.

9.- Radini D¹, Sola G¹, Zeriali N¹, Grande E¹, Humar F¹, Tarantini^{L2}, Pulignano G³, Stellato K¹, Barbati G¹, Di Lenarda A¹. Objectives, organization and activities of a nurse-led clinic for outpatient cardiology care. G Ital Cardiol (Rome). 2016 May; 17(5):377-87.

Teaching platforms

- Moodle

