

Teaching Guide of the subject

Year 2025 - 2026

COMMUNICATION AND ICT

Code: 106105

ECTS credits: 6

<i>Titulation</i>	<i>Type</i>	<i>Course</i>	<i>Semester</i>
2500891 Nursing	FB	1	1

<i>Contact</i>	<i>Use of languages</i>
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Prerequisites

There are no official prerequisites.

Contextualization and objectives

This subject is part of the Basic Sciences training module, Communication subject and is planned in the first semester of the Bachelor's Degree in Nursing.

The contents are of a transversal nature, they help the student to identify and understand, on the one hand, the fundamentals and structures of the communicative process, both verbally, non-verbally and in writing, and, on the other, the management of information and communication technologies in the field of health.

The main purpose of this subject is to enable the student to establish different communication processes in the social and professional field. To this end, and through experience, they will be able to identify, assess, analyse and use the main communication tools and strategies to relate appropriately and critically in response to the different scenarios.

Learning objectives of the subject

1. Describe the main elements involved in communication processes.
2. Analyse the different search and communication strategies according to the different scenarios.
3. Adapt the language to the different communicative supports.
4. Demonstrate skill in using different tools for effective communication.
5. Show a respectful attitude in interpersonal relationships.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
E11. Establish effective communication with patients, family, social groups and peers and promote health education.	<p>E11.02 Identify the bases of verbal, nonverbal and written communication.</p> <p>E11.03 List the interventions necessary to establish efficient, effective and respectful communication with users, family, social groups and colleagues.</p> <p>E11.04 Identify the characteristics of effective communication.</p>
E16. Demonstrate knowledge of health information systems.	E16. 05. Describe the computer systems and programs that favor the development of the discipline.
GENERAL / BASIC	
G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.	<p>G03.02 Critically analyze the principles and values that govern the practice of the nursing profession.</p> <p>G03. 03. Analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.</p>
G04. Act in the field of their own knowledge by evaluating inequalities based on sex/gender.	G04.07. Communicate with a non-sexist and discriminatory use of language.
B03. 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	
B04. That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.	

Content

MODULE 1. Human communication.

- Communication.
 - The axioms.
 - Typologies and communication techniques.
 - Communicative styles.
 - Facilitating and barrier factors.
- Information and communication.

MODULE 2. The interpersonal relationship.

- Personal knowledge and skills: being, observing, listening, speaking.
- Relationship styles.
- The deal.
- Types of interviews.
- The conflict.

MODULE 3. Verbal/non-verbal and written communication skills.

- Verbal communication.
 - Concept.
 - Verbal transactions and their messages.
 - Effective communication: skills, strategies and tools.
 - Communication in public. Inclusive and non-sexist language.
- Non-verbal communication.
 - Concept.
 - Perception of nonverbal messages – for verbal ones.
 - ✓ Eye contact.
 - ✓ Movement, posture and body distance.
 - ✓ Facial gesticulation.
- Written communication.
 - Concept.
 - Drafting of documents. Typologies, criteria and stages for its elaboration.
 - Preparation of academic papers. Methodology. Inclusive and non-sexist language.
 - Comprehensive reading and analysis of scientific articles.
 - Critical reading of scientific articles.

MODULE 4. Information and communication technologies

- Synchronous and asynchronous communication.
- Formal communication: e-mail.
- Health websites. Quality criteria.
- Tools for the preparation of academic papers.
- Information and communication technologies in the field of health.

Methodology

The methodological approach of the subject is based on the premise that the student is the protagonist of the learning process. Therefore, he is expected to adopt an active role, as autonomous as possible with the help and advice of the teaching staff.

The subject is face-to-face with non-compulsory attendance, but recommended. With the exception of the three seminars (A, B and C) that attendance is 100% mandatory.

Theory (TE)

The master class is mainly used, through the transmission of information in a time occupied mainly by oral presentation and ICT support. During the theoretical session, doubts and questions are encouraged, debate, practical activities are introduced, and the search for information is guided.

Classroom Internship (PAUL)

The central methodological strategy is learning from individual and small group work. Activities are carried out that complement the theory as well as exercises from which the theory is elaborated.

Seminars (SEM)

In the seminars, the group is divided into four subgroups. Attendance is mandatory.

The tutorials, face-to-face or online, allow the accompaniment, support and monitoring of the student throughout the process.

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed			
. Theory (TE)	40	1,60	E11.02; E11.03; E11.04 E16.05 B03; B04
. Classroom Internship (PAUL)	1		G03.02; G03.03; G04.07
. Seminars (SEM)	4	0,20	
Types: Supervised			
. Tutorials	1	0,04	E11.02; E11.04 E16.05 B03; B04 G03.02; G04.07

Type: Self-employed: . Personal study. . Bibliographic consultations and documents. . Reading articles/reports of interest. . Preparation of works.	90	3,60	<i>E11.02; E11.03; E11.04 E16.05 B03; B04 G03.02; G03.03; G04.07</i>
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The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to the students can answer the assessment surveys on the teaching performance and the subject.

Evaluation

Continuous evaluation

The evaluation of the subject consists of 3 blocks:

- **Individual and small group seminar activities.** The grade is made according to the complexity of the exercise, numerically (1-10) or qualitatively (pass/fail). In the first case, a minimum grade of 5 is required in all activities to be able to weight this block with 20%. If the grade is < 5, it must be recovered, with the maximum grade being a 5. In the second case, a pass is required in all activities, being also recoverable.

Failure to attend the seminars reduces the grade of the activity of that seminar by 10%.

- **Group work + oral presentation.** The grade is numerical (1-10). A minimum final grade of 5 is required in this entire category, to weight this block with 30%. If the grade of any activity that includes this category is < 5 or is not presented, it is weighted together with the rest (*individual evaluation, group evaluation, work, reflection and peer evaluation*). In the case of not presenting any of the activities, it is not recoverable. The gender distribution in the work and oral presentation among the groups will be equitable.
- **Written test type test.** A minimum grade of 5 is required to weight this block with 50%. The test is of the test type. 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. Thus, in the most frequent type of examination of 5 possible options (A, B, C, D or E), each item answered incorrectly, subtracts 0.25 items answered correctly; therefore 4 errors subtract a correct answer.

Final grade: 20% seminar activities + 30% group work and oral presentation + 50% of the written test. The grade of the subject is obtained from the sum of the weightings obtained in each block, based on a grade Minimum of 5 out of 10 of each block.

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:
 - a. There is no scheduled task to do in a group.
 - b. The student must attend the classroom on the days that the seminars are scheduled.
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 **of seminar activities** and weights 20%.
 - Test 2, which will consist of **work on ICT** and weights **20%**.
 - Test 3 which will consist of **a written test (Module 1, 2 and 3)** and weights **40% + written test (Module 4)** and weights **20%**.

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 activity will consist of an evaluation test, to be determined by the teaching staff, which will include the failed contents, will be carried out in the period established for this purpose and will only allow a grade of 5 to be obtained.
4. Group work is not recoverable.

5. The retake mark, 5, will replace the mark originally obtained and the final weighted mark will be recalculated.
6. Once the subject has been passed, it cannot be re-evaluated

Not assessable

It is considered that the subject will not be assessable at the time that one of these circumstances is met:

1. Not having submitted any continuous assessment activity provided for in the teaching guide.
2. Not have attended any of the practical or compulsory sessions, when these are necessary to assess specific competences and this is indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, job defence, etc.), if this represents an essential percentage of the qualification.
4. Not having completed the minimum required participation in training activities (e.g. seminars, presentations, forums, etc.), when these are part of the assessment.
5. Not having submitted the final work or compulsory project, if this constitutes central evidence of the learning of the subject.

Exam Review

Once the final grade has been published, the student can request the revision of the exam within the period determined by the "exam review". Requests for review on dates outside the established limit will not be accepted.

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.

The use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies is regulated according to the type of work to be performed:

1. In the event that the work aims at personal reflection and meaningful learning by the student, **the use of AI technologies is prohibited** in any of its phases of realization. Any work that includes AI-generated fragments (e.g., summaries, translations, text writing or image creation) is considered academic dishonesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.
2. In other jobs, **the restricted use of AI technologies is allowed** only in those support tasks, such as bibliographic or information search, text correction, translations and other specific situations that are indicated. In these cases, the student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

In any case, in the description of each work, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies**.

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. It is recommended that before submitting learning evidence, it is necessary to check that the sources, textual citations and bibliographic references have been correctly written following the regulations of Presentation of works, a text recommended by EUI-Sant Pau.

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
Seminar activities	20%	3	0,12	E11.02; E11.03; E11.04 E16.05 B03; B04 G03.02; G03.03; G04.07
Group work and oral presentation	30%			
Written test	50%			

Bibliography

Books:

Cassany D. Sharpening the tool: a writing guide for professionals. Empúries; 2007. ISBN: 978-84-9787-250-8.

Zayas Agüero PM. Interpersonal communication. EAE; 2016. ISBN: 978-3845484730.

Abayome McEven SK. Communication skills for adult nurses. McGraw Hill. Open University Press; 2010. ISBN: 978-0-33-523748-7.

Rodríguez Dacal JM. Internet manual for nursing. Dissemination of Nursing advances; 2005. ISBN: 978-84-95626-09-7.

Castillo F. Campaign: What does a nurse like you do on a social network like this? Own edition (acquisition via internet); 2019. ISBN: 978-16-8989-9130.

Articles of interest:

Oliver Mora M, Iñiguez Rueda L. The use of information and communication technologies (ICTs) in health centers: the practitioners' point of view in Catalonia, Spain. Interface (Botucatu). [Internet]. 2017 [Accessed 19 May 2023]; 21(63):945-55. Available in: <https://ddd.uab.cat/pub/artpub/2017/171690/1807-5762-icse-1807-576220160331.pdf>

Websites of Interest:

Spanish Critical Reading Skills Program. Critical Appraisal Skills Programme English. [Internet]. [Accessed June 18, 2024]. Available in: <https://redcaspe.org/materiales/>

Joanna Briggs Institute. Critical Appraisal Tools. [Internet]. [Accessed June 18, 2024]. Available in: <https://jbi.global/critical-appraisal-tools>

Scientific and Scholarly Writing. Tips and tools for writing scientific and scholarly papers. [Internet]. [Accessed 19 May 2023]. Available in: <https://libraryguides.umassmed.edu/c.php?g=499815&p=3422086>

Teaching platforms:

- Moodle
- Mendeley
- Kahoot