

Teaching Guide of the subject

Year 2025 - 2026

## **FAMILY AND COMMUNITY NURSING**

Code: 106118

ECTS credits: 6

Titulation	Type	Course	Semester
<b>2500891 Nursing</b>	<b>OB</b>	<b>2</b>	<b>2</b>

Contact	Use of languages
<p><b><u>Responsible:</u></b></p> <p>Santesmases Masana, Rosalia  <a href="mailto:rsantesmases@santpau.cat">rsantesmases@santpau.cat</a></p> <p><b><u>Teaching staff:</u></b></p> <p>Santesmases Masana, Rosalia  <a href="mailto:rsantesmases@santpau.cat">rsantesmases@santpau.cat</a></p>	<ul style="list-style-type: none"> <li>Group 1: <b>Catalan</b></li> </ul>

### **Prerequisites**

There are no official prerequisites, but it is advisable to have completed Theoretical Bases of Nursing, Methodological Bases of Nursing and Public Health.

### **Contextualization and objectives**

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

The main purpose of this subject is to train students in the identification of nursing competencies in the field of family and community care.

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

1. Reflect on the competencies of the family and community nurse.
2. To identify the role of the family and community nurse in the primary care team.
3. Distinguish the organizational modalities in the provision of Care, Family and Community Nurse within the framework of Primary Health Care.
4. To analyze the role of the Family and Community Nurse in the Care of Families, in the Participation and Community intervention and in Vaccine Programs.
5. Identify the main Health Programs that are developed in the primary health care teams: Programme of preventive activities and health promotion in children and adolescents, preventive activities and health promotion in adults, Chronic Patient Program, Health Care and Prevention (Chronicity and Home Care Program).

## 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 they care 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>E01.23</b> Describe interventions aimed at the readaptation of daily life through proximity and support resources.
<b>E02.</b> Plan and deliver nursing care aimed at individuals, families or groups oriented towards health outcomes, evaluating its impact through clinical and care practice guidelines that describe the processes by which a health problem is diagnosed, treated or cured.	<b>E02.01.</b> Identify clinical and healthcare practice guidelines related to attention to people's health demands throughout the life cycle and in the alterations that may occur.
<b>E04.</b> Demonstrate that they understand the person's interactive behavior based on gender, group, or community within their social and multicultural context.	<p><b>E04.01.</b> Identify the different types of interactions according to the membership of a group, gender or community within their social and cultural context.</p> <p><b>E04.02.</b> Identify the determinants of health and problems related to the environment, to care for people in health and disease situations as members of a community.</p> <p><b>E04.03.</b> Analyze the social and cultural factors in the experience and approach to health and disease processes.</p>
<b>E05.</b> Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.	<p><b>E05.03.</b> Determine the appropriate outcome criteria for the nursing problems detected.</p> <p><b>E05.05.</b> Design nursing care using the appropriate instruments for the person's situation throughout the life cycle, considering current regulations, the best existing evidence and quality and safety standards.</p> <p><b>E05.07.</b> Design community action programs.</p> <p><b>E05.08.</b> Describe the fundamentals of the primary level of health and the activities to be developed to provide comprehensive care to members of the community.</p>

<b>E06.</b> Base nursing interventions on scientific evidence and available means.	<b>E06.06.</b> Analyze 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.	<p><b>E09.02.</b> Design strategies for health promotion and disease prevention aimed at the person, group or community, considering their resources, habits, beliefs and values.</p> <p><b>E09.04.</b> Identify healthy lifestyles and preventive and therapeutic behaviors in the person, group or community.</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>E09.07.</b> Discuss the importance of educating, facilitating, and promoting the health and well-being of community members whose lives are affected by health problems, risk, suffering, illness, disability, or death.</p>
<b>E10.</b> Protect the health and well-being of the people, family or groups served, guaranteeing their safety.	<p><b>E10.02.</b> Identify the elements that may put people's health at risk in relation to the use and management of drugs.</p> <p><b>E10.08.</b> Design strategies to establish mechanisms for the protection and well-being of individuals, families or groups within the field of community health.</p>
<b>E15.</b> Work with the team of professionals as a basic unit in which professionals and other staff of healthcare organisations are structured in a uni- or multi-disciplinary way.	<b>E15.06.</b> Identify the different professional roles involved in primary and community care.
<b>E17.</b> To provide nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.	<b>E17.01.</b> Analyse the possible actions to integrate the different levels of intervention and guarantee continuity of care.
<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.	<p><b>G01.01.</b> Analyse a situation and identify its points for improvement adapted to the needs and demands of the context of analysis.</p> <p><b>G01.03.</b> Acquire and use the necessary tools to develop a critical and reflective attitude.</p>

**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 the academic-professional activities in the field of their own 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.** 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.

**G04.02.** 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.

**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.

**G04.04.** Carry out a clinical history, physical and psychological examination and nursing diagnosis specifically for men and women, also incorporating affective-sexual diversity, gender identity and expression.

**G04.05.** Identify strategies to prevent gender-based violence.

**B01.** Students must have demonstrated that they understand and have knowledge in an area of study that starts from the basis of general secondary education, and is usually at a level that, although based on advanced textbooks, also includes some aspects that involve knowledge from the forefront of that 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 I. PRIMARY CARE: HEALTH AND COMMUNITY**

Theme: 1: Primary health care: principles and characteristics.

Theme 2: Organization and teamwork in primary health care.

Theme 3: Family Approach in Primary Health Care.

Theme 4: Community health and community-oriented primary health care.

Theme 5: Nursing management of demand.

Theme 6: Programme of Activities. Preventive and Health Promotion.

Theme 7: Childhood and adult immunization programme.

### **MODULE II. PRIMARY CARE: CLINICAL AND COMMUNITY CARE.**

Theme 8: Nursing care for children and adolescents in primary health care.

Theme 9: Nursing care for chronic patients in primary health care. Person with health problems (cardiovascular risk, high blood pressure, diabetes Melitus, smoking, oral anticoagulant treatments, chronic obstructive pulmonary disease).

Theme 10: Nursing care for fragile and complex chronic patients in primary health care.

Theme 11: Home Care Program.

## **Methodology**

The methodological approach of the subject is based on considering that each student is the protagonist in the teaching and learning process. Students must be active and autonomous throughout the process and teachers must support them, providing the information and resources necessary for learning to take place.

Teaching is face-to-face and there is a single theory group. The subject has a virtual classroom for information, work and management of the subject.

### **Directed activity:**

Presentation of content through presentations with explanations from teachers and ICT support. Analysis of cases that present professional situations to conceptualize experiences and solutions. Presentation of open activities with expert professionals in the field of assistance and research.

### **Supervised activity:**

Students must carry out activities based on the resolution of cases, in small groups. To carry them out, an orientation script is proposed and 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.

## **Training activities**

Activity	Hours	ECTS	Learning Outcomes
<b>Types: Directed</b>			<i>E01.23, E02.01,</i>
. Theory (TE)	45	1,8	<i>E04.01, E04.02, E04.03 E05.03, E05.08, E06.06, E09.02, E09.04, E09.05, E09.07, E10.02, E10.08, E15.06, E17.01, G02.01, G03.02, G03.03, G04.02, G04.03, G04.04, G04.05</i>
<b>Types: Supervised</b>			<i>E01.23, E02.01,</i>
. Guardianship:	1	0,04	<i>E04.01, E04.02, E04.03 E05.03, E05.05, E05.07, E05.08, E06.06, E09.02, E09.04, E09.05, E09.07, E10.02, E10.08, G01.01, G01.03, G04.02, G04.05, B01, B03</i>
<b>Type: Self-employed</b>			<i>E01.23, E02.01,</i>
. Reading articles/reports of interest. . Personal study. . Bibliographic consultations and documents. . Preparation of works.	90	3,6	<i>E04.01, E04.02, E04.03 E05.03, E05.05, E05.07, E05.08, E06.06, E09.02, E09.04, E09.05, E09.07, E10.02, E10.08, E15.06, E17.01, G01.01, G01.03, G04.05, B01, B03</i>

***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 must make it possible to verify the level of learning achieved, considering the objectives and competences of the programme, without considering the adaptations that may have been introduced.

The evaluation consists of three tests, of different types (structured tests and written work) throughout the two modules of the subject.

**1.- Two objective multiple-choice tests:** They are carried out at the end of module I and module II.

They have an overall weight in the subject of 85% (objective test 1: 35% + objective test 2: 50%). In multiple-choice tests, 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.

**2.- Written work:** It will be presented through a final group work, 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 15%. The work evaluation rubric is available in the virtual classroom.

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).

**The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate.**

## 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 task 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 **an objective test type test** and weights **35%**.
  - Test 2 which will consist of **an objective test type test** and weights **50%**.
  - Test 3 which will consist of **Individual final project** in the classroom and weights **15%**.

### **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 grade 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 unpassed test(s).
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 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 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.

### **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 multiple-choice tests</b> <ul style="list-style-type: none"> <li>Test Module I</li> <li>Module II Test</li> </ul>	35%	1	0,04	E01.23, E02.01, E04.01, E04.02, E04.03 E05.03, E05.08, E06.06, E09.02, E09.04, E09.05, E09.07, E10.02, E10.08, E15.06, E17.01, G02.01, G03.02, G03.03, G04.02, G04.03, G04.04, G04.05
<b>Group work</b>	15%	5	0,20	E01.23, E02.01, E04.01, E04.02, E04.03 E05.03, E05.05, E05.07, E05.08, E06.06, E09.02, E09.04, E09.05, E09.07, E10.02, E10.08, G01.01, G01.03, G04.02, G04.05, B01, B03

## Bibliography

### **Books:**

#### **PRACTICAL MANUAL OF COMMUNITY NURSING (2nd Edition)**

*Author:* Jose Ramón Martínez Riera and Rafael del Pino Casado

*Edition:* Madrid, Elsevier 2020

*ISBN:* 978-849-1136-781

#### **VACCINE BY VACCINE, MANUAL ON VACCINES. 4th Edition.**

*Author:* Álvarez Pasquin MJ, Forcada J

*Edition:* Zaragoza: Amazing Books 2019

*ISBN:* 978-841-740-3485

#### **FAMILY CARE AND COMMUNITY HEALTH. 3rd Edition**

*Author:* Martín Zurro, A; Jodar Solà, G (editors)

*Edition:* Barcelona, Elsevier 2023

*ISBN:* 978-849-113-2271

### Webography:

- Actions and programmes that promote healthy habits, emotional well-being and socialisation and prevention of risk behaviour in children and young people. Department of Education. Generalitat of Catalonia: <https://educacio.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/centres/salut-escola/index.html>
- **List of standardised care plans for people cared for in Primary Care**  
<https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/plans-de-cures-estandarditzats/>
- **GIDA. Adult Acute Motifs**  
<https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/plans-de-cures-estandarditzats/aguts-adults/>
- **ARES. Primary Care**  
[https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/ares\\_primaria/index-ap.html](https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/ares_primaria/index-ap.html)
- **Federation of Family and Community Nursing Associations**  
<https://faecap.es/>
- **AIFiCC: Association of Family and Community Nursing Catalonia**  
<https://www.aificc.cat/>
- **Spanish Association of Primary Care Paediatrics**  
<https://www.aepap.org/>
- **Preventive Activities and Health Promotion Program**  
<https://papps.es/>
- **GEDAPS Network Foundation**  
<https://www.redgdps.org/>
- **Public Health Agency of Catalonia**  
<https://salutpublica.gencat.cat/ca/inici/>

### Teaching platforms

- Moodle