Teaching Guide of the subject — Year 2025 - 2026

SIMULATION II

Code: 106117
ECTS credits: 3

Titulation	Type	Course	Semester
2500891 Nursing	**OB**	**4**	**Annual**

Contact	Use of languages
Responsible: Ricart Basagaña, M. Teresa MRicart@santpau.cat **Teaching staff:** Ricart Basagaña, M. Teresa MRicart@santpau.cat De Francisco Prófumo, Seyla sdefrancisco@santpau.cat Hernández Martínez-Esparza, Elvira ehernandezma@santpau.cat Santesmases Masana, Rosalia RSantesmases@santpau.cat Serra López, Jorgina jserral@santpau.cat Vicente Pérez, Sílvia svicente@santpau.cat Campillo Zaragoza, Beatriz bcampillo@santpau.cat San José Arribas, C. Alicia asanjose@santpau.cat Romero Pastor, Mònica mromeropa@santpau.cat	• Group 1: **Catalan**

Prerequisites

This subject does not have official academic prerequisites but it is recommended to have acquired the skills of the subjects of the first, second and third year of the Bachelor's Degree in Nursing.

It is a requirement that the student has signed the confidentiality commitment, in order to carry out the clinical simulation practice.

Contextualization and objectives

This subject is part of the Clinical Nursing subject and is planned in the seventh semester of the Bachelor's Degree in Nursing. It is linked to the set of subjects that provide the theoretical foundation that will act as a reference for reflection in and from action.

This practical experience provides the student with simulated clinical situations that allow them to apply the knowledge, skills and attitudes learned and at the same time develop new knowledge and acquire the necessary skills to be able to integrate the specific competencies of the degree, as well as apply a work methodology based on Virginia Henderson's model.

Learning objectives of the subject

1. Integrate into professional practice the knowledge, skills and attitudes associated with the competencies of the practitioner, incorporating professional values, care communication skills, clinical reasoning, clinical management and critical judgment.

2. Use the nursing care process as a scientific methodology in interventions in clinical practice to provide and guarantee the well-being, quality and safety of the people cared for and in problem solving.

3. To provide comprehensive nursing care, to the individual, the family and the community, with quality criteria and based on scientific evidence and available means.

4. Perform clinical techniques and nursing procedures, establishing a therapeutic relationship with patients and family members.

5. Reflect on and on practice with the theoretical and practical references that the student acquires.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
E01. Provide technical and professional health care appropriate to the health needs of the people they serve, 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.	**E01.12** Demonstrate skill in executing basic and advanced life support manoeuvres. **E01.21** Comprehensively assess health situations using tools such as physical examination, complementary tests and nursing interviews. **E01.22** Demonstrate skill in the execution of nursing procedures and techniques.
E07. Demonstrate that they understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.	**E07.12** Apply a respectful relationship with the user/family/health team, without making value judgments. **E07.13** Respect the principles of privacy, confidentiality and professional secrecy in all care carried out.
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 in which they live their disease process.	**E08.07** Respect the right of participation in the decision-making set of people in their own care, according to the way they live their health process.
E10. Protect the health and well-being of the people, family or groups served, guaranteeing their safety.	**E10.13** Use protection and safety measures to ensure well-being and minimise the risk associated with care.
E.11. Establish effective communication with individuals, family, social groups and peers, and promote health education.	**E11.05** Establish an empathetic and respectful relationship with the person and family, according to their situation, health problem, and stage of development. **E11.07** Communicating by adapting language to each interlocutor

E12. Demonstrate knowledge of the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a changing global context.	**E12.05** Apply the ethical and deontological code of nursing in all areas of nursing activity.
E15. Work with the team of professionals as a basic unit in which professionals and other personnel of healthcare organisations are structured in a uni- or multidisciplinary and interdisciplinary way.	**E15.03** Demonstrate a cooperative attitude with the different members of the team. **E15.05** Show teamwork skills.
E17. Carry out nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.	**E17.02** Value and treat people in a holistic, tolerant and non-judgmental manner.
E20. Use scientific methodology in their interventions.	**E20.08** Use scientific evidence in healthcare practice.
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.
G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.	**G4.07** Communicate with a non-sexist and non-discriminatory use of language.
B01. Students must have demonstrated that they understand and have knowledge in an area of study that is based on 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.	
B02. Students must know how to apply their own knowledge to their work or vocation in a professional way and have the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area 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.	
B05. Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy.	

Content

The content of the subject is structured in 2 training modules that make up the 32 sessions **of Simulation-Based Experience** (EBS) of zone 2. Each EBS lasts 1h and 15'.

MODULE 1: Area of competence linked to the chosen itinerary

16 EBS distributed in each of the optional areas. Each student takes the 8 EBS of the chosen area of competence.

- **Itinerary I: SPECIFIC NURSING CARE IN THE FIELD OF CARDIOLOGY**

There are 8 EBSs distributed in:

Heart rhythm disturbances: person with bradycardia, person with narrow QRS tachycardia, person with arrhythmia, person with wide QRS tachycardia.

Structural alterations: person with chest pain, person with hemodynamic alteration, person with heart failure, patient with chronic cardiac pathology.

Skills to establish effective communication with professionals, the patient and with the family in different situations of heart disease.

- **Itinerary II: SPECIFIC NURSING CARE IN THE FIELD OF ONCOLOGY**

There are 8 EBSs distributed in:

Nurse care in problems arising from the evolution of the disease itself.

Care in the administration of active treatments and hematological transplant procedures.

Skills to establish effective communication with onco-haematological patients and families in different phases of the disease, facilitating their adaptation and promoting education for self-care.

MODULE 2: Generic area of competence

There are 24 EBS distributed in 3 profiles of care for the person throughout the life cycle, in different environments:

1. Skills in child and adolescent care.
2. Care skills in adult health situations.
3. Care skills in the elderly person.

Methodology

The main objective of Advanced **Clinical Simulation Practices** (APSPs) is to acquire clinical skills, more or less complex, through exposure to simulated techniques, procedures and care situations.

The learning sessions of the PSCA or simulation-based experiences (EBS) are carried out with the presence of teacher-facilitators who guide the training activity, and are based on interactive work between the teacher and the students, so the active participation of the same in the proposed activities is essential.

Thus, different EBS will be carried out following the simulation learning methodology.

Directed activity:

- It consists of 3 phases:

  Prebriefing: In order to carry out these practices and prior to the training sessions, students must work on the theoretical contents of each procedure, so they require autonomous work outside the classroom.
  Classroom simulation: Application of protocols or procedures, resolution of practical clinical cases, and management of care situations.
  Debriefing/Feedback: Group reflection later on stage and identification of learning.

- It is done in a small group.

- The group assignment, schedule and sequencing of classrooms are published in the virtual classroom.

Self-employed activity:

Study of the specific documents for each authorized person, review of the dossier of procedures, where appropriate, and, reading of the case or corresponding care situation.

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed . Clinical Simulation Practices Advanced (PSCA)	49	1,96	*E01.12, E01.22, E01.21, E07.12, E07.13, E08.07, E10.13, E11.05, E11.07, E12.05, E13.05, E15.03, E15.05, E17.02, E20.08, G01.03, G04.07*
Type: Self-employed . Personal study. . Bibliographic consultations and documents. . Preparation of works.	18,50	0,74	*B01, B02, B03, B05, G01.03, G04.07*

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

Evaluation is formative and continuous. The level of achievement of the objectives and skills acquired during the clinical practices in simulation is evaluated.

Attendance at simulation practices is mandatory

Assessment instruments:

1.- Prebriefing test: For each workshop, the student will be evaluated by means of a knowledge test, published in the classroom, in relation to the preparation of the skill.

2.- Formative assessment in situ: Skills, capacity for analysis, reasoning and synthesis of learning in the scenario and in the debriefing. The student has the evaluation rubric published in the classroom.

3.- Report / written work at the end of each module.

Requirements:

It will be essential that students carry out the sessions fully uniformed (practice pyjamas and clogs, hair up, nails without polish, without hanging earrings, etc.).

Students must commit to respecting the regulations established for the simulation program, described in the virtual classroom and, at the beginning of the subject, they will sign a document of commitment and confidentiality.

In addition, PSCAs may require video recordings, so students must authorize this recording in order to carry out the activity. The recordings will be kept during the academic year for academic reasons and will be deleted later.

Attendance at the EBS and compliance with the schedule are mandatory. Roll call will be taken before each session.

- **Attendance is mandatory in all scheduled hours and assigned times.**

- **We understand as a justified absence of attendance**:
    1. Death of a family member of the first and second degree of consanguinity.
    2. Acute disease
    3. Scheduled medical visit
    4. Driving licence test
    5. Official university exam
    6. Official language tests
    7. Attend to the care of minors or dependents in isolation or closures of schools, residential centers, etc.
    8. Other cases approved by the EUI-Sant Pau.

- **Communication of absences:** The student must inform the person in charge of the subject in advance.

- **Unexcused absences:**
    - Students who are absent from 3 or more EBS will not be evaluated AND THE SUBJECT WILL BE SUSPENDED.
    - Students who miss one or two EBS without justification will receive a penalty of 0.5 points from the final grade of the subject for each skill they have missed.

- **Excused absences:**
    - Students who MISS AN EBS must take the prebriefing knowledge tests, and present an official receipt from a doctor so that the absence is considered as justified.

The student who misses more than 8 EBS will not be evaluated AND THE SUBJECT WILL BE SUSPENDED. ABSENCES FOR WORK REASONS WILL NOT BE CONSIDERED JUSTIFIABLE

The final grade of the subject is obtained from the weighted average according to the percentage of the assessment instruments, provided that:

1. Prebriefing: the average is > 5
2. Debriefing: the average is > 5
3. Report / Written Work > 5 in each module

The results of the evaluation tests will be retroacted through the classroom and in the debriefing.

- The feedback of the knowledge test is quantitative and the grades are published in the classroom.
- Given the characteristics of the methodology, students receive formative feedback in situ.

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 choose, criterion of the professor, to an honors).

Recovery activity

- **Continuous assessment in the classroom:** given the characteristics of the teaching typology of Simulation, the recovery of any of the continuous assessment activities in the classroom is not contemplated.
- For the student who has not reached the contents in continuous evaluation, he or she may recover it with a new test of acquired ability, and with the delivery of the REPORT / WRITTEN WORK (from the reflective notebook).

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.

Review of the evaluation

- **Continuous evaluation:** for each workshop, the student receives feedback from the teacher, in the classroom.
- **Tests of acquired skills.** Once the final grade has been published, the student can request the review in the period determined for the "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:

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., abstracts, translations, text writing or image creation) will be 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.

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."

Other considerations

All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.

Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Continuous assessment in the classroom: - Multiple choice items (Prebriefing knowledge) - Active participation (SCENARIO AND DEBRIEFING) **Report/Written Work:** - Individual learning diary	30% 30% 40%	3,75	0,15	*E01.12, E01.22, E01.21, E07.12, E07.13, E08.07, E10.13, E11.05, E11.07, E12.05, E15.03, E15.05, E17.02, E20.08, G01.03, CG04.07, B01, B03, B05*

Bibliography

Books:

The healtcare simulation standards of best practice https://www.inacsl.org/healthcare-simulation-standards

Roussin CJ, Weinstock P. SimZones: An Organizational Innovation for Simulation Programs and Centers Acad Med. 2017; 92:1114–1120. doi: 10.1097/ACM.0000000000001746

The bibliography to be consulted for each EBS is specified in the corresponding section of Moodle

Teaching platforms

- Moodle