Teaching Guide of the subject Year 2026 – 2027

# NURSING CARE IN URGENT AND EMERGENCY DEPARTMENTS

*Code: 108555*
*ECTS credits: 3*

| Qualification | Types | Course | Semester |
|---|---|---|---|
| **2500891 Nursing** | **OP** | **4** | **Annual** |

| Contact | Use of languages |
|---|---|
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## Prerequisits

There are no official prerequisites, but it is recommended to have assumed the knowledge of the subjects: Practicum I, II, III, IV and V, Diagnostic Imaging and Human Body Function I, Human Body Function II, Pharmacology, Adult Nursing Care, Mental Health Nursing Care and Nursing Care in Childhood, Adolescence and Women.

## Contextualisation and objectives

This is an optional subject scheduled in the seventh semester of the Bachelor's Degree in Nursing. Its purpose is to introduce the basic principles of nursing care in urgent and emergency situations, training students in the rapid assessment of the patient, the prioritization of care and the implementation of immediate interventions in acute contexts. The focus is on acting effectively in critical situations, guaranteeing continuity of care, the well-being of professionals and avoiding the fragmentation of the system through comprehensive, safe and quality care. In this framework, nurses become key agents in the

health response to complex events, ensuring the assessment, stabilization and transfer of the patient to the most appropriate health resource according to the severity of the clinical situation.

This optional subject of the Bachelor's Degree in Nursing has the following objectives:

- Recognize the conceptual foundations, historical evolution and regulatory framework of the urgent and emerging health care model in Catalonia, including the ethical, legal and deontological principles that guide nursing practice.
- Describe patient selection and classification systems, as well as specific care circuits and devices in hospital and out-of-hospital emergency environments.
- To relate acute pathophysiology with nursing action protocols to identify urgent and emergency situations, establishing priorities of care according to severity and life risk.
- To program and execute prioritized nursing interventions in life-threatening situations, applying the ABCDE protocol and guaranteeing patient safety and regulatory adequacy.
- Interpret and apply basic and advanced life care and support protocols, ensuring safety, quality and consistency with current guidelines.
- Integrate clinical knowledge into simulations and high-fidelity scenarios, developing a reflective, safe and evidence-based practice in urgent and emergency care.
- Identify and prevent acute decompensation, referring to the appropriate resources according to the clinical situation and the circuits established in the urgent care system.
- Apply the relevant health technologies (monitoring, defibrillation, ventilation, communication and registration systems) according to the needs of each clinical case.
- Establish therapeutic, assertive and effective communication with the people cared for, their families and professional teams, especially in situations of stress and high emotional complexity.
- Work in multidisciplinary and interdisciplinary teams, coordinating with other professionals to ensure comprehensive, safe and efficient care in urgent and emergency settings.

## Learning outcomes

| QUALIFICATION LEARNING RESULTS | SUBJECT LEARNING RESULTS |
|---|---|
| KT03. Define the fundamental concepts of health and well-being of individuals, their families or the community. | KM43. Recognise the specific needs of nursing care in critical and complex care situations, identifying pathophysiological and psychosocial responses, systems of care organisation, the functions of interdisciplinary teams, care protocols in emergencies and emergencies, and ethical, legal and deontological principles (KT03) |
| ST02. Design nursing care, exchanging information, resolving difficulties, assuming responsibilities and contributing to the integration of processes and continuity of care. | SM52. To develop nursing interventions in complex care and critical situations according to needs, prioritizing life risk and guaranteeing safety, regulatory adequacy and care transition; preventing decompensations, referring to the appropriate resources and integrating knowledge into simulations. ( ST02) |
| CT01. To apply comprehensive and continuous nursing care in health and social settings, which guarantees the health and well-being of people, their families or the community, based on the available scientific evidence, clinical practice guidelines and current legislation, to guarantee well-being, quality and safety. | CM45. To plan comprehensive care in various contexts, adapted to complex care and critical situations, integrating interdisciplinary collaboration, therapeutic communication, comfort and ethical and personalized care in integrated and community care models. (CT01) |

## Contents

1. **The health model in Catalonia for care in urgent and emergency situations:**
   Regulatory framework. Function and structure of the emergency services.
   Healthcare circuits and devices. Referral criteria within the framework of the health system.
   Concept of Code.

2. **Basics for caring for the person in an emergency situation:**
   Evaluation, recognition and stabilization in emergency situations in adults and children.
   Management of information and communication in emergencies and emergencies.
   Triage models. Management of incidents with multiple victims.
   The well-being of emergency professionals.

3. **Comprehensive care for adult and paediatric patients in emergencies and emergencies:**
   Attention to neurological emergencies.
   Care of the person in cardiorespiratory emergency.
   Care for the person in traumatic emergency.
   Care for people in mental health emergencies.

## Methodology

The methodological approach of the subject is based on considering that the protagonist in the teaching-learning process is the students, being active in all the phases that make up the subject.

***Directed activities:***
The subject has a single theory group. To encourage active participation, students are provided with articles and working documents so that they can study prior to classes.

Teaching methodologies are used as expository, participatory and group theoretical class (TE), laboratory practice workshops (PLAB / PHCA) with discussion and performance of exercises and activities in group or individual, and classroom practices (PAUL / PHSA) in uni- and interdisciplinary groups, on skills in the comprehensive care of the person in the context of emergencies and emergencies.tag. Attendance at the PAUL and PLAB is compulsory. They are programmed in small groups, and the group assignment, schedule and sequencing of classrooms are published in the virtual classroom.

The primary goal of Advanced Clinical Skills Practices (PHCA) and Advanced Clinical Simulation Practices (PSCA) is to acquire clinical skills, more or less complex, through exposure to simulated techniques, procedures, and care situations.
The learning sessions of the PHCA and PSCA (or simulation-based experiences, EBS) are carried out with the presence of instructors-facilitators who guide the training activity, and are based on interactive work between the teacher and the students, so the active participation of the latter in the proposed activities is essential. 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.

- Simulation in the classroom: Application of protocols or procedures, resolution of practical clinical cases, and management of care situations.
- Debriefing/Feedback: Group reflection after the stage and identification of learning.

***Supervised activities:***
Students carry out activities related to the syllabus, based on the analysis of scientific evidence and the resolution of cases, in small groups. For the development of the activities, an indicative script is proposed and a tutored follow-up is carried out.

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

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**Autonomous activity*:***

Study of the specific documents for each skill, review of the procedure dossier if applicable, and reading of the corresponding case or care situation.
The following table shows the planning of directed, supervised and autonomous activities:

**Training activities**[1]

| Activity | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| **Type: Directed**<br>. Theory (TE):<br>. Classroom practices (PAUL):<br>. Laboratory Practices (PLAB): | <br>8<br>5<br>12 | <br>0,32<br>0,2<br>0,48 | KM43 SM52 |
| **Type: Supervised**<br>. Tutorials: | 1 | 0,04 | KM43 SM52 CM45 |
| **Type: Autonomous**<br>. Reading articles/reports of interest.<br>. Personal study.<br>. Bibliographic queries and documents.<br>. Preparation of works. | 49 | 1,8 | KM43 SM52 CM45 |

[1] *The teaching staff will allocate approximately 15 minutes once the subject is finished to allow that their students can answer the assessment surveys on teaching and subject.*

## Evaluation

The assessment should make it possible to verify the level of learning achieved, taking into account the objectives and learning outcomes of the programme.

Students have one call per academic year, to pass the subject.

Academic progression and passing of the subject is assessed through:

***Continuous assessment***

The objective of continuous assessment is for students 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 the evolution and progress of learning.

Continuous and formative assessment is established through assessment activities distributed throughout the course, the weight and instruments of which are described below:

- **Initial test for the resolution of multiple-choice cases. Weights 30 %**
- **Multiple-case resolution synthesis test**. **It weighs 35%.**
- **Report / written work** (group activity) that is carried out throughout the subject and must be presented on the date indicated in the virtual classroom. It weighs **35%.**

In multiple-choice tests, the negative answers are according to the following formula:
x = hits – (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 and the presentation of the same must follow the EUI regulations to be accepted.

The delay in delivery, maximum 24 hours, will be penalized by subtracting one point from the grade of the work.

Subsequent submissions will not be accepted.

The grade of the subject is given by the weighted sum of the grades obtained in these tests, from a minimum grade of 5 in each of them.

**Feedback on the results of the evaluation tests will be made through the classroom and tutorials if necessary.**
**The evaluation rubric of the work is available in the virtual classroom.**

## Qualification

- 0 to 4.9: Suspense
- 5.0 to 6.9: Passed
- 7,0 a 8,9: Notable
- 9.0 to 10: Excellent (in the event that the student has obtained a grade equal to or greater than 9, he/she may opt, at the discretion of the teacher, for an honors degree).

## Single assessment

Due to the methodological characteristics of this subject, single assessment is not contemplated.

## Recovery activity

1. A single date is determined for the recovery activity for all students, whether or not they are subject to single assessment.
2. A recovery activity is proposed to students who have been previously evaluated by 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 greater than 3.5.
3. This test will consist of an evaluation activity of the recoverable test(s) not passed.
4. The recovery tests will be determined by the teaching staff.
5. Teachers may exclude from the recovery process those activities that, due to their nature, they consider to be not recoverable.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of this 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 cannot be subject to a new evaluation.

## No avaluable

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

1. Not having delivered any of the continuous assessment activities provided for in the teaching guide.
2. Not having attended any of the practical or compulsory sessions, when these are necessary to assess learning outcomes and as indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, work defense, etc.), if
   This represents an essential percentage of the grade.
4. Not having completed the minimum required participation in training activities (for example, seminars, presentations, forums, etc.), when these are part of the evaluation.
5. Not having submitted the final project or compulsory project, if this constitutes a central evidence of
   learning of the subject.

## Review of the final grade

Once the final grade has been published, the student can request the revision of the final exam within the established period. Review requests are not accepted on dates outside of this period.

## Procedure in case of copying / plagiarism

1. Copying **or plagiarism** in any type of evaluation activity constitutes a crime, and will be penalized with

a 0 as a grade for 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 assignment in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, the same will be graded with a 0, without the option of recovery, and therefore, the subject will be suspended.

3. A work, activity or exam will be considered to be "copied" when it reproduces all or a significant part of the work of oneself, 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 in paper or 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 carried out:

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 completion.
   Any work that includes AI-generated fragments (e.g. abstracts, translations, text writing or image creation) 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 penalties in cases of seriousness.

2. In other works, **the restricted use of AI technologies is allowed** exclusively in those support tasks, such as bibliographic or information searches, proofreading, 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 they 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 assignment, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies.**

## Aspects of evaluation related to values and attitudes

1. The teacher may lower the grade of the subject between 1 and 2 points out of 10 to those students who repeatedly do not respect the indications on the rules of behavior in class.
2. "No lack of respect for classmates or teachers will be tolerated. Homophobic, sexist or racist attitudes will also not be tolerated. Any student in whom any of the attitudes described above are detected will be classified as having failed the subject."

## Formal aspects of written work

In all activities (individual and group) linguistic correction, writing and formal presentation aspects will be taken into account.

## Other considerations

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

2. The date of the single 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 course to carry out only one 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 modified by agreement of the Governing Council of 1 February 2023).

   *Students in second or more enrolment who have taken all the assessment tests in the previous year may opt to be assessed 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 second or more enrolment who wish to opt for the final 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 |
|---|---|---|---|---|
| Individual activity:<br>Initial test for the resolution of multiple-choice cases.<br>Multiple-case resolution synthesis test. | 30 %<br>*35%* | 1<br>1 | 0,04<br>0,04 | KM43 SM52 CM45 |
| Group work:<br>Report/written work | 35% | 1,5 | 0,06 | KM43 SM52 CM45 |

## Bibliography

Specific bibliography for each module in the subject's virtual classroom

## To the program

- Moodle