

Teaching Guide of the subject

Year 2026 - 2027

NURSING CARE IN COMPLEX SITUATIONS

Code: 106115

ECTS credits: 3

Qualification	Types	Course	Semester
2500891 Nursing	OB	3	1

Contact	Use of languages
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Prerequisites

There are no official prerequisites, but it is advisable to have assumed the knowledge of the subjects: Practicum I, II, III, Function of the Human Body I and II, and Adult Nursing Care I.

Contextualization and objectives

This subject is part of the Nursing Sciences training module, subject Clinical Nursing and is planned for the fifth semester of the degree.

The main purpose of this course is to enable students to acquire skills related to nursing care for people in complex health situations, identifying and applying clinical practice guidelines and nursing care quality indicators.

Learning objectives of the subject

1. Identify the specific characteristics of the patient in complex health situations.
2. Analyse the entire process of patient nursing care in complex health situations (assessment-problems-actions and evaluation).
3. Apply evidence-based specific nursing care to patients in complex health situations at different stages of their disease.
4. To show an analytical and reflective attitude in the care of patients in complex health situations.
5. Integrate clinical reasoning and nursing decision-making in complex health situations, using clinical practice guidelines and scientific evidence.

Learning outcomes

Learning Outcomes of the TITLE (RAT)	LEARNING OUTCOMES OF THE SUBJECT (RAM)
KT03. Define the fundamental concepts of health and well-being of individuals, families, or the community.	KM26. Describe the diseases and health problems of adults, as well as their most frequent causes and clinical manifestations (KT03). KM27. Identify complications derived from health problems, diseases, diagnostic tests, and treatments applied to adults (KT03). KM34. Describe the foundations of palliative care (KT03).
ST02. Design nursing care by exchanging information, solving difficulties, assuming responsibilities, and contributing to process integration and continuity of care.	SM33. Design comfort strategies for individuals and their families in the application of palliative care (ST02).

Contents

MODULE 1. Nursing care for people in a complex health situation.

- Nursing care for people with nephro-urological disorders.
- Nursing care for people with oncological processes.
- Nursing care for people with neurodegenerative disorders and spinal cord injuries.
- Nursing care for the immunocompromised person.
- Nursing care for the person with drug poisoning.
- Nursing care for extreme preterm infants.

MODULE 2. Nursing care for the person at the end of life.

- Nursing care for the person and family during the end-of-life process.

Methodology

The methodological approach of the subject considers the student as the protagonist of the teaching and learning process, being active in all the phases that make up the subject.

Directed activities:

Theory: The subject has a single theory group. The theoretical development of the topics is combined with classroom activities, of a more practical nature (individual and/or in groups), in order to consolidate the theoretical contents and achieve the learning outcomes of the subject.

Supervised activities:

Students carry out a group tutored work (individual work will not be accepted). Tutorials can be face-to-face or online.

The orientation of the work at the beginning of the course includes information on the script, the criteria for the evaluation of the work and the date of delivery and for the oral presentation in the classroom. The preparation of the work must follow the EUI regulations to be accepted.

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

Training activities¹

Activities	Hours	ECTS	Learning Outcomes
Type: Directed Theory (TE):	23	0,92	KM26, KM27, KM34
Type: Supervised Tutoring:	1	0,04	KM27, KM34, SM33
Type: Autonomous Personal study. Bibliographic and document consultations. Preparation of work.	45	1,8	KM26, KM27, KM34 KM27, KM34, SM33 KM27, KM34, SM33

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 must make it possible to verify the level of learning achieved, based on the objectives and learning outcomes of the programme.

Students have only one call per academic year to pass the subject. Academic progression and passing the subject is assessed by:

Continuous assessment

The objective of continuous assessment is for students to be able to know their academic progress during the training process in a way that facilitates their improvement, as well as to verify their evolution and learning progress.

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

- **Written evaluation:** objective multiple-choice test that is carried out at the end of modules I and II (50%).
- **Evaluation of classroom activities:** different individual activities on dose calculation exercises or preparation and administration of drugs or practical cases and problem solving (15%).
- **Assessment through the preparation of a group work and oral presentation:** group activity on a complex health situation (35%).

In multiple-choice tests, the negative answers are according to the following formula:

$x = \text{hits} - (\text{errors} / n - 1)$, where n is the number of answer options.

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

Once the subject has been passed, it cannot be subject to a new evaluation.

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 higher than 9, he/she may opt, at the discretion of the teacher, for an honors degree).

Single assessment

1. In this subject, students must attend the classroom on the day/days that are scheduled for the oral presentation of group work.
2. The date of the single test will coincide with the date of the last continuous assessment test that appears in the daily programme and in the calendar of training and assessment activities.
3. The single assessment will consist of:
 - Test 1 which will consist of a **multiple-choice exam of modules I and II** and weights 50 %
 - Test 2 which will consist of an **individual activity of solving practical cases** and weights 15 %
 - Test 3 which will consist of an **activity of preparation and presentation of an individual work** and weights 35 %

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 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 evaluable

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 review 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 reduce the grade of the subject between 1 and 2 points for 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
Directed activity:				
Written assessment: objective test	50%	1	0,04	KM26, KM27, KM34
Assessments through classroom activities	15%	1	0,04	KM27, KM34, SM33
Evaluation through the preparation and presentation of group work	35%	1,5	0,06	KM27, KM34, SM33

Bibliography

Books:

MEDICAL-SURGICAL NURSING

Autors: Swearingen PL, Wright J.

Edition: 2020 Elsevier Spain, S.L 5th Edition

ISBN: 978-0-323-03727-3

CLINICAL NURSING. Nursing care for people with health disorders.

Author: Luis Rodrigo MT.

Edition: Wolter Kluwer, 2015

ISBN: 978-84-15840-64-0

NURSING DIAGNOSES: DEFINITIONS AND CLASSIFICATION 2021-2023

Author: Nanda Internacional.

Edition: Elsevier España S.L 2021

ISBN: 978-841-382-1276

Moorhead S, Swanson E, Johnson M & Maas M. Nursing Outcomes Classification (NOC): Measuring Health Outcomes. 6th ed. Barcelona: Elsevier; 2019.

Butcher M, Bulechek G, Dochterman JM & Wagner CM. Classification of Nursing Interventions (NIC). 7th ed. Barcelona: Elsevier; 2019.

Websites:

PRACTICAL GUIDE FOR SPINAL CORD INJURIES

<https://www.aspaymmadrid.org/wp-content/uploads/2018/04/guia-practica-para-lesionados-medulares.pdf>

CARE FOR CHRONIC PATIENTS IN COMPLEX SITUATIONS: THE CHALLENGE OF BUILDING AN INTEGRATED CARE SCENARIO

Juan Carlos Contel, Blanca Muntané, Lourdes Camp

<https://www.elsevier.es/es-revista-atencion-primaria-27-articulo-la-atencion-al-paciente-cronico-S0212656711002204>

To the program

- Moodle