Teaching Guide of the subject — Year 2026 - 2027

SIMULATION I

Code: 106116
ECTS credits: 3

Qualification	*Types*	*Course*	*Semester*
2500891 Nursing	**OB**	**2**	**Annual**

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Use of languages

- Group 1 : **Catalan**

Prerequisites

This subject does not have official academic prerequisites but it is recommended to have acquired the learning outcomes of the subjects of Evolution of Nursing Care and Thinking and Methodological Bases of Nursing.

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

Contextualization and objectives

This subject is part of the subject of Clinical Nursing and is planned in the third and fourth 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 students 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 offer nursing care.

The purpose of the course is to facilitate the integration of theoretical knowledge, the skills and attitudes specific to the degree, as well as to 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 competences 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 treated and in the resolution of problems.
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 families.
5. To reflect on and on practice with the theoretical and practical references that the student acquires.
6. To guarantee respect for the dignity, privacy, intimacy, confidentiality and decision-making capacity of the people treated in clinical practice.
7. To provide nursing care adapted to the gender, age, social group and socio-cultural context of each person or community.
8. Act in life-threatening situations by applying clinical practice guidelines and safety criteria.
9. Collaborate effectively with multidisciplinary and interdisciplinary teams to improve the quality of care.

Learning outcomes

Learning Outcomes of the TITLE (RAT)	LEARNING OUTCOMES OF THE SUBJECT (RAM)
ST04. Formulate clinical judgments based on clinical and care practice guidelines, applying diagnostic and therapeutic reasoning in care delivery.	**SM24.** Analyse the data collected during the assessment of adults with diseases or health problems to identify their care needs (ST04). **SM25.** Apply techniques and procedures related to nursing care for adults with diseases or health problems, based on available scientific evidence and following patient safety criteria and professional ethics (ST04).
ST13. Use critical and reflective thinking for problem-solving, decision-making, and continuous learning.	**SM34.** Use critical and reflective thinking for problem-solving, decision-making, and continuous learning (ST13).
CT01. Apply comprehensive and continuous nursing care in health and social care settings, ensuring the health and well-being of individuals, families, or the community, based on available scientific evidence, clinical practice guidelines, and current legislation to guarantee well-being, quality, and safety.	**CM12.** Apply the nursing process in health and social care settings with quality, safety, and continuity, ensuring the well-being of individuals, families, and the community (CT01). **CM13.** Apply the principles underpinning comprehensive nursing care in health and social care settings (CT01). **CM23.** Provide individualised care in health and social care settings according to individuals' gender, age, group, or community, within their social and multicultural context (CT01).
CT03. Act in life-threatening situations according to clinical practice guidelines.	**CM25.** Act in life-threatening situations according to clinical practice guidelines (CT03).
CT04. Establish a non-judgmental relationship with individuals, considering physical, psychological, and sociocultural aspects, ensuring respect for their opinions, beliefs, and values, and guaranteeing their right to privacy through confidentiality and professional secrecy.	**CM22.** Provide nursing care in health and social care settings that guarantees individuals' and families' rights to dignity, privacy, intimacy, confidentiality, and decision-making capacity (CT04).
CT05. Establish respectful, assertive, and effective communication with individuals, families, and healthcare teams.	**CM26.** Establish respectful, assertive, and effective communication with individuals, families, and healthcare teams (CT05).
CT08. Work collaboratively with other professionals in health and social care settings, forming multidisciplinary and interdisciplinary teams to improve the health and care of individuals, groups, or the community.	**CM27.** Work collaboratively with other professionals in health and social care settings, forming multidisciplinary and interdisciplinary teams to improve the health and care of individuals, groups, or the community (CT08).

Contents

MODULE 1. BASIC TREATMENTS

1.- Breathe normally:

- Cardio-digestive auscultation of adults.
- Oxygenation support: nasal glasses, venturi masks, reservoir masks, high-flow nasal cannulas. Gas conditioning. Aspiration of secretions, Guedel's cannula.
- Basic and basic life support with AED, adult and paediatric.

2.- Eat and drink properly:

- Nasogastric catheter (SNG)
- Percutaneous endoscopic gastrostomy (PEG)
- Enteral feeding and parenteral nutrition.

3.- Eliminate through all bodily routes:

- Intermittent and permanent bladder catheterization
- Rectal removal
- Rectal probing. Enema.

4.- Move and maintain appropriate postures:

- Bed-chair transfers, body mechanics.
- Made a closed / surgical bed.
- Assisted mobilization in bed, postural changes, prevention of pressure injuries.

5.- Maintain body temperature within normal, adequate limits and modifying the environment.

6.- Maintain body hygiene and skin integrity:

- Maintain hygiene, skin integrity and posture.
- Bath in bed.
- Oral, eye, otic and genital hygiene.
- Making an occupied bed.

7.- Avoid environmental hazards and avoid injuring other people:

- Hand washing.
- Skin asepsis.
- Personal protective equipment (PPE and insulation)
- Surgical field preparation and handling of sterile material.
- Preparation and administration of drugs: VO, parenteral route (ID, SC, IM), nasal, ophthalmic and rectal.
- Preparation and administration of drugs: inhalation, nebulization. Insulin therapy.

- Safety in the administration of pharmacological treatments.
- Sample collection: standard analysis and arterial blood gas analysis.
- Vascular accesses (I): peripheral venous catheter (PVC) channeling, serotherapy and IV medication administration.
- Vascular accesses (II): assessment and treatment of CVC. Valuation and care of the port-a-cath.
- Wound care (I): surgical wound and drainage.
- Wound care (II): skin care in ostomies. Injuries associated with humidity. Pressure injuries.

8.- Communicate with others expressing emotions, needs, fears and opinions.

- Assessment interview in adults and physical examination.
- Ethics in care: approach to error.
- Therapeutic communication in Mental Health.

MODULE 2. Advanced CURES

9.- Avoid dangers

- Wound care (III): sutures, debridement, chronic wounds.
- Umbilical healing.
- Paediatric assessment and examination: Somatometry: weight, height and head circumference.
- Vaccination of children and adults.
- Diabetic foot review, vascular examination and BBI calculation.
- Fastening, containment, comprehensive and functional bandages.
- Adult and paediatric life support.
- Safety in blood transfusion.

10.- Communicate with others expressing emotions, needs, fears and opinions:

- Therapeutic intervention in adults.
- Health education: food, exercise.
- Assessment interview in the elderly.
- Interview in preventive and health promotion activities (PAPPS I)
- Interview in preventive and health promotion activities (PAPPS II).
- Nursing assessment in Mental Health.

Methodology

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.

Directed activity:

- It consists of 3 phases:
  - Pre-briefing: 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 activity in the classroom: learning techniques, procedures, application of protocols and management of care situations.
  - Classroom feedback / Debriefing: in the zone 1 sessions (techniques and procedures) direct feedback is mainly used in the classroom. In the zone 2 sessions, group reflection after the scenario and identification of learning are mainly used.
- It is carried out in a small group.
- The group assignment and schedule are published in the virtual classroom.

Autonomous activity:

Study of the Procedure Guide and the specific documents for each skill and reading of the specific information and, if applicable, of the corresponding clinical case.

Training activities[1]

Activity	Hours	ECTS	Learning Outcomes
Type: Directed . Advanced Clinical Skills Practice (PHCA) and Advanced Clinical Simulation Practice (PSCA)	48,75	1,95	*SM24, SM25,SM34, CM12,CM13,CM22, CM23,CM25,CM26,CM27*
Type: Autonomous . Personal study. . Bibliographic queries and documents. . Delivery of reports.	22,5	0,9	*SM24, SM25,SM34, CM12,CM13,CM22, CM23,CM26*

Evaluation

The evaluation is formative and continuous. The level of achievement of the objectives and the skills acquired during the clinical practices in simulation are evaluated.
Attendance at simulation practices is mandatory

[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.*

Assessment instruments:

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

2.- On-site formative assessment and qualifying assessment of competence acquisition: participation, capacity for analysis, reasoning and synthesis of learning on stage. The student has the evaluation rubric published in the classroom.

3.- Practical test of skills 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 nail polish, without dangling 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, will sign a document of commitment and confidentiality.

In addition, PHCA/PSCA 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 subsequently be deleted.

Attendance at skills and adherence to the schedule are mandatory aspects. A list will be passed before each session.

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

  Justified lack of attendance:
  - Death of a family member
  - Acute illness
  - For medical visit: the student is allowed the essential hours to attend the medical visit
  - Official exams: the student is allowed all day the exam takes place
  - Driver's license exam: the student is allowed the essential hours to attend the test
  - Attendance at court
  - For other cases approved jointly by the collaborating entity and the EUI-Sant Pau

  Lack of attendance NOT justified
  - Those that do not appear on the list

- **Notification of absences:** The student must inform the person in charge of the subject as soon as possible.

- **Absences:**

  - Students who lack a skill will have to take the pre-briefing knowledge test(s).
  - Students who lack more than 10 skills will not be assessed.
  - Absences are justified when an official proof is presented and are not included in the final weighted average.
  - Students who fail 1 to 9 EBS in an unjustified way will receive a penalty of 0.5 points from the final grade of the subject for each skill they have missed.

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

1. Pre-briefing: the average is >5
2. Debriefing: the average is >5
3. Practice tests: both must be >5

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.

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.
- **Practical skill test:** Recoverable in the same form and nature as the failed test.

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 evaluation

- **Continuous assessment:** 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 within the period determined for the "review". Review requests will not be accepted on dates outside the established limit.

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:

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.

Aspects of evaluation 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 same.
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."

Other considerations

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

Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Continuous assessment in the classroom:	***60%***			
- **Multiple choice items** (Pre-briefing knowledge).	*30%*	3,75	0,15	*SM24, SM25,SM34, CM12,CM13,CM22, CM23,CM26,*
- **Attendance and active participation, integration and demonstration of knowledge** (simulation activity in the classroom - D1)	*30%*			*SM34,SM24, SM25,SM34, CM12,CM13,CM22, CM23, CM26,CM27*
Practical Skill Tests	***40%***			*SM25,CM12,CM25,CM26,CM27*

Bibliography

Books:

Suzanne C. Smeltzer, Brenda Bare, Janice L. Hinkle, Kerry H. Cheever. Brunner and Suddarth. Medical and surgical nursing. 2016. 12th Ed. Lippincott Williams & Wilkins.
ISBN 8416654514, 9788416654512.
Sarah Renton, Claire McGuinness and Evelyn Strachan. Clinical nursing procedures. 2021. 6th Edition. Elsevier. ISBN 9788491139058

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 PHCA / EBS is specified in the corresponding section of Moodle

To the program

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