

Teaching Guide of the subject

Year 2026 - 2027

COMMUNICATION AND ICT

Code: 106105

ECTS credits: 6

Qualification	Types	Course	Semester
2500891 Nursing	FB	1	1
Contact		Use of languages	
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Prerequisites

There are no official prerequisites.

Contextualization and objectives

This subject is part of the Basic Sciences, Communication subject training module and is planned in the first semester of the Bachelor's Degree in Nursing.

The contents are transversal, helping the student to identify and understand, on the one hand, the fundamentals and structures of the communicative process, both verbally, non-verbally and written, and, on the other, the management of information and communication technologies in the field of health.

The main purpose of this subject is to enable students to establish different communication processes in the social and professional spheres. To this end, and through experience, they will be able to identify, assess, analyses and use the main communication tools and strategies to relate appropriately and critically, taking into account the different scenarios.

Learning objectives of the subject

1. Describe the main elements involved in communication processes.
2. Analyses the different search and communication strategies taking into account the different scenarios.
3. Adapt language to different communicative supports.
4. Demonstrate ability in the use of different tools for effective communication.
5. Show a respectful attitude in interpersonal relationships.

Learning outcomes

Learning Outcomes of the DEGREE (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.	SM01. Use scientific evidence in professional practice (ST04).
ST09. Use technologies and information systems available in the health and social care system to obtain relevant data and information for implementing high-quality nursing care.	SM10. Use information and communication systems to support diagnosis and deliver high-quality, evidence-based care (ST09).
CT07. Use health promotion and education strategies in health and social care settings that foster self-care and preventive and therapeutic behaviours, promoting community well-being and minimising suffering, risks, and disabilities.	CM06. Establish an empathetic and respectful relationship with individuals, families, and groups that facilitates the expression of their concerns and interests (CT07). CM07. Use effective communication strategies and skills with individuals, families, and social groups (CT07).

Contents

MODULE 1. Human communication.

- Communication.
 - The axioms.
 - Typologies and communication techniques.
 - Communicative styles.
 - Facilitating and barrier factors.
- Information and communication.

MODULE 2. The interpersonal relationship.

- Personal knowledge and skills: being, observing, listening, speaking.
- Relationship styles.
- The deal.
- Types of interviews.
- The conflict.

MODULE 3. Skills in verbal/non-verbal and written communication.

- Verbal communication.
 - Concept.
 - Verbal transactions and their messages.
 - Effective communication: skills, strategies and tools.
 - Public communication. Inclusive and non-sexist language.
- Non-verbal communication.
 - Concept.
 - Perception of non-verbal messages – para verbal.
 - ✓ Eye contact.

- ✓ Movement, posture and body distance.
- ✓ Facial gesticulation.
- Written communication.
 - Concept.
 - Drafting of documents. Typologies, criteria and stages for its elaboration.
 - Preparation of academic papers. Methodology. Inclusive and non-sexist language.
 - Comprehensive reading and analysis of scientific articles.
 - Critical reading of scientific articles.

MODULE 4. Information and communication technologies

- Synchronous and asynchronous communication.
- Formal communication: email.
- Health websites. Quality criteria.
- Tools for the preparation of academic papers.
- Information and communication technologies in the field of health.

Methodology

The methodological approach of the subject is based on the premise that the student is the protagonist of the learning process. Therefore, he is expected to take an active role, as autonomous as possible with the help and advice of the teaching staff.

The subject is face-to-face with non-compulsory attendance, but it is recommended. With the exception of the three seminars (A, B and C) where attendance is 100% compulsory.

Theory (TE)

The master class is mainly used, through the transmission of information in a time occupied mainly by oral presentation and the support of ICTs. During the theoretical session, the raising of doubts and questions, debate, practical activities are introduced, and the search for information is oriented.

Classroom Practices (PAUL)

The central methodological strategy is learning from individual and small group work. Activities are carried out that complement the theory as well as exercises from which the theory is elaborated.

Seminars (SEM)

In seminars, the group is divided into four subgroups. Attendance is compulsory.

Tutorials, face-to-face or online, allow the accompaniment, support and monitoring of the student throughout the process.

Training activities¹

Activity	Hours	ECTS	Learning Outcomes
Type: Directed . Theory (TE) . Classroom Practices (PAUL) . Seminars (SEM)	40 1 4	1,60 0,20	SM10 SM01 CM07 CM06 CM07 CM06 SM10 SM01 CM07 CM06 SM01 SM10
Type: Supervised . Tutorials	1	0,04	SM01 SM10 CM07 CM06
Type: Self-employed: . Personal study. . Bibliographic queries and documents. . Reading articles / reports of interest. . Preparation of works.	90	3,60	SM01 SM10 CM07 CM06

Evaluation

Continuous assessment

The evaluation of the subject consists of 3 blocks:

- **Activities of the individual seminars and in small groups.** The grade is carried out according to the complexity of the exercise, numerically (1-10) or qualitatively (pass/fail). In the first case, a minimum grade of 5 is required in all activities to be able to weight this block with 20%. If the grade is < 5, it must be recovered, being the maximum grade, a 5. In the second case, a pass is required in all activities, being also recoverable, with the exception of the activity of the Bibliographic Manager .

Failure to attend seminars and/or group oral presentations reduces the grade of the activity of that seminar or the weighting of group work and oral presentation by 10%.

- **Group work + oral presentation.** The grade is numerical (1-10). A minimum final grade of 5 is required throughout this category, to weight this block with 30%. If the grade of any activity that includes this category is < 5 or is not presented, it is weighted together with the rest (*individual assessment, group assessment, work, reflection and peer assessment*). In the event of not presenting any of the activities, it is not recoverable. The distribution of gender in the work and oral presentation between the groups will be equitable.

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.

- **Multiple-choice written test.** A minimum grade of 5 is required to weight this block with 50%. The test is multiple-choice type. The negative answers subtract according to the following formula: $X = \text{hits} - (\text{errors} / n - 1)$, where n is the number of answer options. Thus, in the most frequent type of exam of 5 possible options (A, B, C, D or E), each item answered incorrectly, subtracts 0.25 correctly answered items; therefore 4 errors subtract a correct answer.

Final grade: 20% seminar activities + 30% group work and oral presentation + 50% of the written test. The grade of the subject is obtained from the sum of the weightings obtained in each block, based on a grade Minimum of 5 out of 10 of each pad.

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:
 - a. There is no task programmed to do in a group.
 - b. The student must attend the classroom on the days that the seminars are scheduled.
2. The date of the single test will coincide with the date of the last continuous assessment test that appears in the daily programmer and in the calendar of training and assessment activities.
3. The single assessment will consist of:
 - Test 1 which will consist of **seminar activities** and weights 20%.
 - Test 2 which will consist of the **work on ICT** and weights 20 %.
 - Test 3 which will consist of a **written test (Module 1, 2 and 3)** and weights 40% + **written test (Module 4)** and weights 20%.

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 for those students who have been previously evaluated for the set of activities whose weight is equivalent to a minimum of 2/3 of the total grade of the subject, and have obtained a final grade higher than 3.5 and less than 5 out of 10.
3. This activity will consist of an evaluation test, to be determined by the teaching staff, which will include

the failed contents, will be carried out in the period established for this purpose and will only allow a grade of 5 to be obtained.

4. Group work is not recoverable.
5. The retake grade, 5, will replace the grade originally obtained and the final weighted grade will be recalculated.
6. 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.

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". 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:

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 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."

Formal aspects of written work

In all activities (individual and group) linguistic correction, writing and formal presentation aspects will be taken into account. It is recommended that before submitting evidence of learning, it is necessary to check that the sources, textual citations and bibliographic references have been written correctly following the regulations of Presentation of works, text recommended by EUI-Sant Pau.

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 Activity

Activity	Weight	Hours	ECTS	Learning Outcomes
Seminar activities	20%	3	0,12	SEMINARS CM07 CM06 SM01 SM10
Group work and oral presentation	30%			GROUP WORK CM07 CM06 SM01 SM10
Written test	50%			ESCR ITA TEST CM07 CM06 SM01 SM10

Bibliography

Books:

Cassany D. Sharpening the tool: writing guide for professionals. Empúries; 2007. ISBN: 978-84-9787-250-8.

Zayas Agüero PM. Interpersonal communication. EAE; 2016. ISBN: 978-3845484730.

Abayome McEven SK. Communication skills for adult nurses. McGraw Hill. Open University Press; 2010. ISBN: 978-0-33-523748-7.

Rodríguez Dacal JM. Internet manual for nursing. Dissemination of Nursing advances; 2005. ISBN: 978-84-95626-09-7.

Castillo F. Campaign: What does a nurse like you do on a social network like this? Edició pròpia (acquired via internet); 2019. ISBN: 978-16-8989-9130.

Articles of interest:

Oliver Mora M, Iñiguez Rueda L. The use of information and communication technologies (ICTs) in health centers: the practitioners' point of view in Catalonia, Spain. Interface (Botucatu). [Internet]. 2017 [Consultat 7 d'abril de 2026]; 21(63):945-55. Disponible a:

<https://ddd.uab.cat/pub/artpub/2017/171690/1807-5762-icse-1807-576220160331.pdf>

Websites of interest:

Spanish Critical Reading Skills Program. Critical Appraisal Skills Programme English. [Internet]. [Consultat April 17, 2026]. Available at: <https://redcaspe.org/materiales/>

Joanna Briggs Institute. Critical Appraisal Tools. [Internet]. [Consultat 17 d'abril de 2026]. Disponible a: <https://jbi.global/critical-appraisal-tools>

Scientific and Scholarly Writing. Tips and tools for writing scientific and scholarly papers. [Internet]. [Consultat 17 d'abril de 2026]. Disponible a: <https://libraryguides.umassmed.edu/c.php?g=499815&p=3422086>

To the program

- Moodle, H5P
- Mendeley
- Kahoot