



Universitat de Lleida

DEGREE CURRICULUM
**PATHOPHYSIOLOGICAL BASIS
FOR THE ATTENTION TO THE
PERSON**

Coordination: ESPART HERRERO, ANNA

Academic year 2023-24

Subject's general information

Subject name	PATHOPHYSIOLOGICAL BASIS FOR THE ATTENTION TO THE PERSON			
Code	100453			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	2	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	2	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRALAB	PRAULA	TEORIA
	Number of credits	0.6	2.4	3
	Number of groups	12	6	2
Coordination	ESPART HERRERO, ANNA			
Department	NURSING AND PHYSIOTHERAPY			
Teaching load distribution between lectures and independent student work	40% on-site (60 hours) 60% autonomous work (90 hours)			
Important information on data processing	Consult this link for more information.			
Language	Catalan/Spanish (sporadically, English material)			
Distribution of credits	3,0 theoretical credits in large group 2,4 seminar credits in medium groups 0,6 simulation credits in small groups			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ARROYO CALPE, DAVID	davidarroyocalpe@gmail.com	3,8	
CASTANERA BERDALA, ANA	ana.castanera@udl.cat	6,8	
ESPART HERRERO, ANNA	anna.espart@udl.cat	7	Contact by e-mail to arrange the tutorials
GUTIERREZ VILAPLANA, JOSE MARIA	josepmaria.gutierrez@udl.cat	5	
PARAISO PUEYO, ELENA	elena.paraiso@udl.cat	5	

Subject's extra information

This course is based on the study of the pathological processes from the perspective of the pathophysiological changes occurred and the response of the individual. Pathological situations will be addressed through a nursing perspective, allowing the assessment and the detection of disorders in the functional patterns, within and integrated activity of the different pathophysiological aspects, that will be taught in the course.

Learning objectives

Learning outcomes

- Identifying the functioning of the human being in pathophysiological situations.
- Defining the manifestations of pathophysiological conditions related with different health situations.
- Assessing the person from the globality in the response to a pathological health situation.
- Detecting through the nursing assessing, potential functional patterns or altered needs in the sick person.
- Enunciating nursing diagnostics in specific pathological situations.
- Demonstrating knowledge in physical and biological bases of radiology, its application to specific tests of the body system.

Competences

Basic:

CB2. Applying their knowledge to the job or vocation in a professional manner and having the skills that are usually showed through the elaboration and argument dissertation and the resolution of problems within their area of study

CB3. Ability to gather and interpret relevant data (usually within their study area).

Specific:

CE10. Knowing the pathophysiological processes and their manifestations and the risk factors that determine the states of health and diseases in the different stages of the life cycle.

CE 31. Analysing collected data in the assessment, prioritizing the problems of the adult patient, establishing and executing the care plan and achieve its assessment.

Transversal:

CT3. Acquiring an appropriate comprehension and oral expression in Catalan and Spanish.

CT5. Acquiring essential notion of the scientific thinking.

Subject contents

Down below it is presented the different course modules, being their basis:

Pathophysiology of specific disorders by module.

- Clinical manifestations.
- Associated risk factors.
- Associated diagnostic tests: radiologic, analytic, others.

Module 1.- General concepts. Introduction to pathophysiology. Physic and biological basis of the radiology.

1.1.- Basic concepts: health and disease. Type of disease.

1.2.- Pathophysiological concepts: ethyology, pathogeny, signs and symptoms, diagnostic, clinical evolution, therapeutic option.

Module 2.- Cellular and tissue disorders

Module 3.- Immune disorders

Module 4.- Disorders caused by infections

Module 5.- Haematological disorders

Module 6.- Gastrointestinal disorders

Module 7.- Metabolic disorders

Module 8.- Endocrine disorders

Module 9.- Cardiovascular disorders

Module 10.- Respiratory disorders

Module 11.- Neurological disorders

Module 12.- Nephrouinary disorders

Methodology

To achieve the course competencies, the teaching activities will be:

Theoretical classes

The aim is to develop the course content basis. They include sessions taught by teachers responsible of the course, in Flipped Learning. Attendance will be subject to current regulations; in case of not being able to take the presence in the classroom, the classes will realize by videoconference through the Virtual Campus.

Seminars

It is intended that the student applies the theoretical content to practical situations and of critical reasoning. Seminars include mainly theoretical-practical sessions but using the exposed theoretical bases in theoretical classes to achieve the transfer of theoretical knowledge, to practice. It will be developed in median groups

Simulation

Creation of a clinical simulated scenario through a case for the competential evaluation. It will be develop in small groups.

Development plan

The course development will be available in the Virtual Campus space of the course, where it is specified in a detailed manner, the organization of the methodological axes related with time/space variables.

Evaluation

Continuous evaluation

Theory will be evaluated with a written test in each semester, scoring up to **40%** of the final score:

Written test 1st semester

Written test 2nd semester

The first test will correspond to the first call, and it will allow to eliminate material from the first semester to the second.

Attendance in the Theory sessions are not mandatory but are highly recommended.

Seminars will be evaluated with a specific assessment rubric and directed activities, by each student (tools based on the observation, participation and follow-up of written works). This part will be a **30%** of the final score.

Seminars 1st semester

Seminars 2nd semester

Attendance at Seminars is mandatory; the absence of 20% of the classes will only be allowed as long as this is justified (according to current assessment regulations).

Attending **Simulation** is mandatory. This part will be evaluated with a specific assessment rubric, being this part the **30%** of the final score.

To pass the subject, the final mark of each of the parts (Theory, Seminars, Simulation) must be equal to or greater than **5 points** (out of 10). In the case of theoretical tests, it will be an essential requirement that each of them have a score equal to or greater than 5.

Single evaluation

Students who for job or other justified reasons could not follow the continuous evaluation, they will have to indicate it at the beginning of the course, and they will follow the single evaluation. It will consist in:

Written test (with all course material: Theory and Seminars): **80%** of final score.

Simulation: **20%** of final score. Mandatory attendance

To pass the course, the final score of each part (Theory, Seminars, Simulation) must be equal or greater than 5 points (of 10).

Summary table of the evaluation

	Continuous evaluation		Single evaluation	
	Attendance	Percentage score*	Attendance	Percentage score *
Theory		40%		80% (Course final test)
Seminars	80%	30%	----	
Simulation	100%	30%	100%	20%

course, the final score must be equal or greater than 5 points.

* To pass the

Sem.: semester.

Honors

Those students who obtain a final grade for the course equal to or greater than 9.0 points will be candidates to qualify for the Honors Degree. The number of Honor registrations granted will be in relation to what is detailed in the Regulations for the Evaluation and Qualification of Teaching in the Degrees and Masters at the UdL.

ABSENCE JUSTIFICATION OF THEORETICAL-PRACTICAL SUBJECTS

In relation to absence justifications, the reasons for which the absence is considered to be justified, will be the same as those stated in the Regulations for Assessment and Qualification of Teaching in Degrees and Masters at

the UdL for failure to attend the assessment tests scheduled in the teaching guide or on the degree website.

For the rest of situations derived from health, personal or family problems, the student will be allowed to change the day and recover the seminar during the week, if possible.

Justification or absence requests that entail failure to appear for an evaluation test must be submitted on the same absence day. The rest absence justifications must be submitted within the following 10 days.

In general, the student will only be excused the absence, but not the lack of compliance with their academic commitments.

Bibliography

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