



Universitat de Lleida

# DEGREE CURRICULUM

# **EVIDENCE-BASED PRACTICE IN THE COMPREHENSIVE CARE OF THE PERSON 1**

Coordination: MASOT ARIÑO, OLGA

Academic year 2023-24

## Subject's general information

Subject name	EVIDENCE-BASED PRACTICE IN THE COMPREHENSIVE CARE OF THE PERSON 1			
Code	100458			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	1	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRALAB		PRAULA
	Number of credits	2		1
	Number of groups	12		6
Coordination	MASOT ARIÑO, OLGA			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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## Subject's extra information

There are three main points in this course: the knowledge integration, the introduction to the evidence-based practice and the Clinical Simulation, in which the focus is the nursing assessment, and the basis of the health education with the aim to achieve the highest patient safety.

## Learning objectives

### LEARNING ACHIEVEMENTS:

- Relate the knowledge without addressing the subject areas as a whole.
- Analyse the health problems from an epidemiological, biomedical, psychological, social, ethical and intercultural point of view.
- Show the ability to solve problems and take decisions through clinical cases and simulation.
- Show abilities in the oral and written dimension (comprehension, communication and expression) according to the context.
- Mastering strategies in the selection of the relevant information and according to scientific criteria in order to carry out a proper assessment and education in patients.
- Identify problems and look for the best alternative or evidence.
- Use ICTs as a work tool (preparing works and presentations).
- Work in a collaborative way in planning and implementation of different training tasks.

## Competences

### Basic:

CB4 Transmit information, ideas, problems and solutions to a specialized and non-specialized audience.

## Specific:

CE13. Use strategies and skills that allow an effective communication with patients, families and social groups, as well as the expression of their concerns and interests.

CE31. Analyse collected data in the assessment, prioritise the problems of the adult patient, establish and implement the care plan and conduct its assessment.

CE26. Apply methods and procedures required in their field to identify the most relevant health problems in a specific community.

CE32. Perform techniques and procedures of nursing cares, establishing a therapeutic relationship with patients and their families.

CE34. Have a cooperative attitude with the different group members.

## Transversal:

CT3 Acquire training in the use of new technologies and in the information and communication technologies (ICT).

CT5 Acquire essential notions of scientific thought.

## Generics:

CG1. Skills to adapt to new situations.

CG2. Information management skills.

## Subject contents

This course aims to integrate knowledge from other courses previously taken in first grade as:

- Anatomy
- Physiology
- Psychology
- Nursing Fundamentals
- Sociology and Public Health
- Biochemistry and Nutrition
- Biostatistics and Clinical Practice

Accordingly the contents arise from these courses (revise specific teaching guides).

Three main content blocks are:

1. Pre-simulation: knowledge integration, EBP.
2. Simulation: basic practice implementation (nursing assessment).
3. Post-simulation: practice reflection and presentation of results.

## Methodology

In the course development it will be combined different methods and teaching strategies. Basically in seminars, in which the work in group and collaborative will be strengthened through a project linked to clinical simulation. The seminars will be developed in small groups and as a work unit, the functional group.

In the first development phase of the course, it will be established theoretical sessions in order to work essential elements (large group). Throughout the semester work mentoring will be set out between teachers and students.

The basis of integration will be carried out through different situations of care, as central elements for knowledge gathering, pursuing an experiential and reflexive theoretical and practical approach.

## Development plan

The development plan of the course, in schedule format, with the distribution and the session details, will be posted in the

resources space of the Virtual Campus.

The seminars and some simulation sessions will be developed in the corresponding center (Faculty of Nursing and Physiotherapy at the Lleida and Igualada campus).

## Evaluation

### Continuous evaluation

With reference to the delivery of the activities prior to the seminars, they must be "hung" in the Activities section of the Virtual Campus before the date set by the teacher. In cases where the student does not deliver the activity but "hangs" it on the same day of the seminar and after it, the grade will be divided in half.

Likewise, if you do not deliver it on the same day of the seminar, it will count as an unjustified unperformed activity and therefore, you will get a 0 in the grade. In addition, you will not be entitled to recover any suspended activity, as the activity of each individual seminar will not have a weighting greater than 30% in the final grade. On the other hand, if the student arrives late to the seminar and it has already begun, he will not be given more time to complete the corresponding evaluation activities, such as test-type exams or questions to be developed.

Finally, with 100% of the seminars being compulsory, students who do not attend the seminars for justified reasons will be considered to have taken a compensatory exam on the official exam date, which is established in the FIF assessment calendar.

The axes of the evaluation are three:

Evaluation system	Weighting
Tools based on observation of rubrics seminar	40%
Tools based on observation of: control, involvement and monitoring (simulation rubric)	30%
Group work: written submission and oral presentation	30%

**IMPORTANT NOTE:** it will be necessary to have each part approved with a minimum grade of 5 to pass the evaluation. If not, the subject will be failed.

The unique or alternative evaluation in this subject is not contemplated (see regulations: <http://www.fif.udl.cat/export/sites/Fif/ca/.galleries/Normativa/Reglament-intern-davaluacio-unica.pdf>).

### 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

**Nurse methodology**

Alfaro-LeFevre, R. *Pensamiento crítico y juicio clínico en enfermería*. 4ª ed. Barcelona. Elsevier. 2009

Bulechek, Butcher, Dochterman & Wagner. *Clasificación de Intervenciones de Enfermería (NIC)* 7 ed. Madrid. Elsevier. 2018.

Carpenito, L.J. *Manual de diagnósticos de enfermería*. 15ª ed. Madrid: Lippincott Williams & Wilkins. 2017

Gordon, M. *Manual de diagnóstico de enfermería*. 11ª ed. Madrid: McGraw Hill Interamericana. 2007

Lunney, M. *Razonamiento crítico para alcanzar resultados de salud positivos. Análisis y estudio de casos de enfermería*. Barcelona: Elsevier. 2011.

Moorhead, Johnson, Maas & Swanson. *Clasificación de Resultados de Enfermería (NOC): Medición de Resultados en Salud*, 6 ed. Madrid. Elsevier. 2018.

NANDA-I. *Diagnósticos enfermeros. Definiciones y clasificación*. 2021-2023. Elsevier. Barcelona, 2021.

- NNN consult: base de datos a través de la web biblioteca UdL: <https://www.nnnconsult.com/>

**Patient safety**

Seguretat dels pacients. Les cinc accions clau per millorar la vostra seguretat. [Internet] Generalitat de Catalunya. 2019 [cited 2023 Jan 27]. Disponible en:

[https://seguretatdelspacients.gencat.cat/ca/ciutadania/les\\_cinc\\_accions\\_clau\\_per\\_millorar\\_la\\_vostra\\_seguretat/](https://seguretatdelspacients.gencat.cat/ca/ciutadania/les_cinc_accions_clau_per_millorar_la_vostra_seguretat/)

seriousaboutHAI. A very serious message about hand hygiene in hospitals. [Internet]. Youtube. 2011 [cited 2023 Feb 18]. Available from: <https://www.youtube.com/watch?v=2PuRQZEL1oU>

Seguridad del paciente. Ministerio de sanidad, consumo y bienestar social. <https://www.seguridaddelpaciente.es/>

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Departament de Salut. Resultats de l'enquesta de salut de Catalunya (ESCA) [Internet]. Generalitat de Catalunya. 2022 [cited 2023 Feb 17]. Available from: [https://salutweb.gencat.cat/ca/el\\_departament/estadistiques\\_sanitaries/enquestes/esca/resultats\\_enquesta\\_salut\\_catalunya/](https://salutweb.gencat.cat/ca/el_departament/estadistiques_sanitaries/enquestes/esca/resultats_enquesta_salut_catalunya/)

Departament de Salut. Pla de Salut de Catalunya 2021-2025. [Internet]. Generalitat de Catalunya. 2021 [cited 2023 Feb 17]. Disponible en: <https://salutweb.gencat.cat/web/.content/departament/pla-de-salut/pla-de-salut-2021-2025/pla-salut-catalunya-2021-2025.pdf>

Ministerio de sanidad. Estilos de vida saludables. [Internet]. Gobierno de España. 2020 [cited 2023 Feb 17]. Disponible en: <https://estilosdevidasaludable.sanidad.gob.es/alimentacionSaludable/home.htm>