



DEGREE CURRICULUM

ADULT NURSING CARE 1

Coordination: RUBINAT ARNALDO, ESTHER

Academic year 2023-24

ADULT NURSING CARE 1 2023-24

Subject's general information

Subject name	ADULT NURSING CARE 1			
Code	100459			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	2	COMPULSORY	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	RUBINAT ARNALDO, ESTHER			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult this link for more information.			
Language	catalan, spanish, english			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BELLON , FILIP BERT MARIE PAUL	filip.bellon@udl.cat	3,6	
CASTRO NAVAL, ELENA	elena.castro@udl.cat	2	
CENDRÓS MASSIOUI, MARIA	maria.cendros@udl.cat	4,9	
GROS NAVES, SILVIA	silvia.gros@udl.cat	2	
PADILLA NULA, FERRAN	ferran.padilla@udl.cat	6,8	
RUBINAT ARNALDO, ESTHER	esther.rubinat@udl.cat	6,3	
SECK , FATY BOCAR AWA	faty.seck@udl.cat	2	

Subject's extra information

The subject Adult Nursing 1 is taught in the first semester of the second year of the Bachelor's Degree in Nursing.

It lays the foundations of the nursing professional in healthcare practice. It provides the student with the knowledge, skills and attitudes necessary to provide basic nursing care for people who are suffering or whose bio-psycho-social-spiritual integrity is under threat, and as a result can lead to an imbalance in their state of health.

The essential content of nursing care work is divided into medical and surgical aspects. Nursing care is based on the response of the individual or group, attending to the specific acute or chronic health situation, through interventions of promotion, prevention, care treatment and/or recovery.

RECOMMENDATIONS:

This subject requires continuous work throughout the semester in order to achieve the objectives of the course.

We recommend frequent visits to the Virtual Campus space associated with the subject, where all the information will be posted.

The communication system for the subject between teachers and students will be the UdL e-mail. It is necessary to consult it daily.

Learning objectives

Learning outcomes

- Identify normal and abnormal manifestations in the process of patient assessment to determine real and potential problems of the ill person.
- Make contextualised judgements that include a comprehensive approach to the person or group of people.

Identify patient safety aspects in the use and indication of medical devices.

- Recognise the physiopathological processes associated with health situations in adults in acute, chronic or critical and urgent situations.
- Design nursing care through the PAE as a scientific method, developing each of its 5 phases: assessment, diagnosis, planning, execution and evaluation according to patient safety criteria and based on the legal and ethical standards of the profession.
- Recognise theoretical nursing models in the application of care.
- Describe and plan the care of radiological, analytical and other tests associated with the health disorders considered.
- Show ability in the use of standardised languages (NANDA, NIC, NOC).

- Describe treatments both from an autonomous and collaborative role: nursing, medical, pharmacological, nutritional, among others, according to specific health situations.
- Apply nursing procedures and techniques according to patient safety criteria based on the legal and ethical standards of the profession.
- Plan nursing care according to the best available evidence.
- Cooperate in work teams, participating actively and responsibly in front of the group.
- Identify problems and search for the best solution.
- Execute the decision-making process as a result of assessing different alternatives and, therefore, choosing and justifying the best option.
- Demonstrate ability to identify the key elements of information according to the specificity of cases or situations.

Competences

Core competences

CB2 - Apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the elaboration and defence of arguments and problem solving within their area of study.

CB3 - Ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Being able to transmit information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - Knowing how to develop those learning skills necessary to undertake further studies with a high degree of autonomy.

Specific competences

SC3 - Knowing the use and indication of medical devices related to nursing care.

SC8 - Identify the most prevalent nutritional problems and select appropriate dietary recommendations.

SC10 - Knowing the pathophysiological processes and their manifestations and the risk factors that determine the states of health and illness in the different stages of the life cycle.

SC18 - Apply the nursing process to provide and guarantee the well-being, quality and safety of the people cared for.

SC19 - Knowing and applying the principles underpinning comprehensive nursing care.

SC29 - Know the health alterations of adults, identifying the manifestations that appear in their different phases.

SC30 - Identify the care needs derived from health problems.

SC31 - Analyse the data collected in the assessment, prioritise the problems of the adult patient, establish and implement the care plan and carry out its evaluation.

SC33 - Select interventions aimed at treating or preventing problems derived from health deviations.

SC34 - Have a cooperative attitude with the different members of the team.

Transversal competences

TC3 - Acquire skills in the use of new technologies and information and communication technologies.

CT5 - Acquire essential notions of scientific thought.

Subject contents

The modules will be developed along two lines:

- The nursing care process for the person with a health disorder.
- Nursing action from an autonomous and collaborative role in tackling real and potential problems. Diagnostic tests (analytical, radiological and others). Treatment. Planning of interventions-activities and evaluation.

The order of the syllabus will vary according to the timetable that the teaching staff will publish on the Virtual Campus.

Topic 1 - Introductory: scientific nursing methodology in the framework of the assignment: PAE (nursing diagnostic process) and standardised nursing language.

Topic 2 - Nursing care in pre- and post-operative care.

Topic 3 - Nursing care for patients in pain.

Topic 4 - Nursing care for patients with gastrointestinal disorders

Theme 5 - Nursing care for patients with respiratory disorders

Topic 6 - Nursing care for patients with endocrine disorders

Topic 7 - Nursing care for patients with trauma and musculoskeletal disorders

Topic 8 - Nursing care for patients with skin disorders and injuries due to environmental causes

Topic 9 - Nursing care of patients with ocular disorders

Translated with www.DeepL.com/Translator (free version)

Methodology

Theoretical classes will be taught in an on-site format. The theory classes will be carried out with audiovisual support for the whole group and, in some sessions, incorporating the contribution of experts in the subject. Classes may be given in Catalan, Spanish or English.

Seminars will be held in small groups (4 groups in total) with active student participation. Seminar activities will mainly involve case studies and workshops linked to the content of the subject. The timetable indicates whether the seminar requires previous work, what the work methodology will be and the evaluation format (which may require submission of group work to the virtual campus and/or direct evaluation in the classroom).

The simulation (practice) will be carried out in small groups (8 groups in total). The simulation activities aim to develop competencies through clinical cases and situations, articulating elements of knowledge, but also skills and attitudes in a simulation environment of healthcare practice. The simulation activities will be complemented with individual work, at the discretion of the teaching staff.

The development of the seminar and simulation activities will require prior autonomous work by the student and teamwork activity will be encouraged.

We also inform you that given the nature of some seminars or simulations, recordings may be made, therefore "The University of Lleida informs that, for teaching purposes, images identifying the student and other persons participating in academic activities will be recorded. The responsible for the treatment of these images is the University of Lleida (contact details of the representative: Secretary General. Plaza de Víctor Siurana, 1, 25003 Lleida, sg@udl.cat; contact details of the data protection representative: dpd@udl.cat).

These images are only used for teaching purposes, to assess knowledge of the subject and for teaching improvement projects.

The use of the images responds to the UdL's legal obligation to provide and improve university teaching, in accordance with Organic Law 6/2001, of 21 December, on universities. The images, once recorded, will be kept as a minimum while the corresponding actions and claims against the evaluation approved by the teaching staff are not prescribed. They are destroyed under the terms and conditions set out in the regulations on conservation and elimination of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya.

The UdL will never communicate these images to third parties, except in the cases strictly foreseen by law.

Interested parties may access their images; request rectification, deletion or portability; oppose the processing and request its limitation, by writing to the following address: dpd@udl.cat <<mailto:dpd@udl.cat>>. They may also file a complaint addressed to the Catalan Data Protection Authority, through the Authority's electronic headquarters (<https://seu.apd.cat>) or by non-electronic means.

Development plan

The development plan in chronogram format of the subject Adult Nursing 1 with the distribution and details of the sessions will be posted in the resources area of the Virtual Campus.

Evaluation

CONTINUOUS EVALUATION

Theoretical part: corresponds to 40% of the final mark.

All the theoretical content presented in the lectures and seminars will be assessed by means of an exam. This will consist of multiple choice questions with four options (every 4 wrong answers will deduct the equivalent of a correct answer), the minimum mark to pass it will be equal to or higher than 5.

There are no mid-term exams.

Attention: the correction of exams is automated. The exams that do not have a name/surname/ID or do not follow the pattern indicated on the answer sheet will not be evaluated.

Seminars: these correspond to 30% of the final grade.

Seminars will be developed weekly associated to the theoretical content, enhancing theoretical and practical aspects. For this reason, they are compulsory and will be assessed on a continuous basis. Therefore, in case of failing the Seminar block, only students who have attended 80% of

the seminar sessions will be able to recover and the recovery will be based on activities of the specific seminar sessions failed.

Each seminar will be assessed individually following an evaluation guideline which will take into account: evidence of learning, skills and attitudes.

Clinical simulation: corresponds to 30% of the final grade.

Clinical simulation activity in the classroom. It will also be assessed individually and following an assessment guideline adapted to the simulation seminar according to the competences to be assessed.

It must be passed at the first sitting.

Attendance at the simulation seminars is MANDATORY.

There is no possibility of recuperation.

In addition, each student must carry out individual work that will complement the learning through the simulation cases worked on.

IMPORTANT NOTE: In order to take the average of each of the parts (theoretical part, seminar and simulation) it will be an essential requirement to have passed each of them with a minimum mark of 5. In the case that any of the parts is not passed: the subject will be failed.

A summary table is shown below:

Training Activity	Evaluation	Evaluation Value
Seminar: -Case studies -Resolution of critical clinical situations	-Specific evaluation of each seminar, according to rubric. -Group work and oral presentation.	30%
Clinical simulation	-Resolution of a simulated clinical case in the classroom (competency assessment: rubric).	30%
Lectures	-Written exam (multiple-choice)	40%

SINGLE EVALUATION

Students with a single assessment situation have the following blended learning activities:

Teaching approach	Evaluation	Evaluation Value
Seminar	-Weekly presentation in written work format according to the syllabus (rubric). Two oral presentations: mid-term and end of semester; dates to be confirmed (rubric).	25%
Clinical simulation	-Resolution of simulated clinical case study in the classroom: end of semester, date to be confirmed (rubric).	25%
Student autonomous work	-Written exam	50%

Bibliography

- Bulechek GM, Butcher HK, Mc Closkey JC. *Clasificación de Intervenciones de Enfermería (NIC)*, 5ª ed. Madrid: Elsevier; 2009.
- Carpenito LJ. Planes de cuidados y documentación clínica en enfermería. Madrid: McGraw-Hill; 2005.
- Dirksen S. et al. Clinical companion to medical-surgical nursing. Assessment and management of clinical problems. St Louis: Mosby; 2011.
- Herdman, T. H. (Ed). NANDA-International, Diagnósticos enfermeros: definiciones y clasificación 2012-2014. Madrid: Elsevier; 2013.
- Johnson M, Moorhead S, Bulechek G, Butcher H, Mass M, Swanson, E. Vínculos de NOC y NIC a NANDA-I y diagnósticos médicos. Soporte para el razonamiento crítico y la calidad de los cuidados. Barcelona: Elsevier; 2012.
- LeMone P, Burke K. Enfermería médicoquirúrgica: pensamiento crítico en la asistencia del paciente. Madrid: Pearson educación; 2009.
- Luis, MªT. Enfermería clínica: cuidados enfermeros a la persona con trastornos de salud. NY: Lippincott Williams and Wilkins. Wolter Klower Health; 2015.
- Moorhead S, Johnson M, Maas ML et al. Clasificación de Resultados de Enfermería (NOC). Madrid: Elsevier; 2009.
- Rayon E (dir). Manual de Enfermería médico-quirúrgica. Vol I,II,III. Madrid: Síntesis; 2001-02.
- Roca J, Ruiz F. El paciente oncológico: atención integral a la persona. Alcalá el Real: Formación Alcalá; 2009
- Rubiales MªD, Palmar AMª. Enfermería del adulto. Madrid: Editorial Universitaria Ramón Arceses; 2011.

- Smeltzer S. et al. Enfermería Médico-quirúrgica: de Brunner y Suddarth. 12º ed. México: McGraw-Hill-Interamericana ;2013.
- Sociedad Española de Radiología Médica. Radiología esencial. 2 tomos. Editorial Médica Panamericana; 2010.
- Swearingen P, Dennis G. Manual de enfermería médico-quirúrgica: intervenciones enfermeras y tratamientos interdisciplinarios. Madrid: Harcourt; 2008.
- Williams LS, Hopper PD. Enfermería Medicoquirúrgica. 3º ed. México DF: Mc GrawHill; 2009.