



Universitat de Lleida

# DEGREE CURRICULUM

# **ADULT NURSING CARE 2**

Coordination: ROCA LLOBET, JUDITH

Academic year 2023-24

Subject's general information

<b>Subject name</b>	ADULT NURSING CARE 2			
<b>Code</b>	100460			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Nursing	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	2	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRALAB	PRAULA	TEORIA
	<b>Number of credits</b>	0.6	2.4	3
	<b>Number of groups</b>	12	6	2
<b>Coordination</b>	ROCA LLOBET, JUDITH			
<b>Department</b>	NURSING AND PHYSIOTHERAPY			
<b>Teaching load distribution between lectures and independent student work</b>	40% Face-to-face course 60% Self-employed			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan, Spanish			
<b>Distribution of credits</b>	3 Theoretical credits in large group 2.4 Credits seminars in middle groups 0.6 Credits in small groups			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COSTA MATEU, JUAN ANTONIO	joan.costamateu@udl.cat	5	
FITE SERRA, ANA MARIA	anamari.fite@udl.cat	3,6	
GARCIA EXPOSITO, JUDITH	judith.garcia@udl.cat	3	
GARCIA VAZQUEZ, CRISTINA	cristina.garciavazquez@udl.cat	5	
GROS NAVES, SILVIA	silvia.gros@udl.cat	5	
ROCA LLOBET, JUDITH	judith.roca@udl.cat	1	
SERRA ESCARP, OLGA	olga.serra@udl.cat	5	

## Subject's extra information

The Nursing of Adult 2 subject is taught the fourth semester of the second year of the Nursing Degree. It is a continuation of Nursing of the Adult 1. The bases of nursing care are established in a basically hospital care setting. The development is theoretical and theoretical-practical.

Nursing care is essential in the response to the individual or group, taking into account the acute and chronic specific health situation, articulating through promotion, prevention, treatment and / or recovery activities.

## Learning objectives

### LEARNING RESULTS

- Identify the patient's safety aspects in the use and indication of health products.
- Recognise the physiopathological processes associated with the health situations raised in the adult person, both in acute, chronic processes or in critical and urgent situations.
- Design nursing care through the Nursing Process 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 norms of the profession.

- Describe and plan the care of the radiological, analytical and other tests, associated with the processes or health disorders raised.
- Describe treatments both from the autonomous and collaborative role: nurses, doctors, pharmacologists, nutritionists, among others according to specific health situations
- Apply nursing procedures and techniques according to the patient's safety criteria and based on the legal and ethical norms of the profession.
- Program nursing care based on the best evidence available.
- Cooperate in a work team, participating actively and responsibly in front of the group.
- Identify the problems and search for the best solution.
- Executing the decision-making process as a result of evaluating different alternatives and therefore, choosing the best option.
- Demonstrate the ability to identify the key elements of the information according to the specificity of the cases or situations.

## Competences

### Basic:

CB3. Ability to gather and interpret relevant data (usually within its area of study) to issue judgments that include a reflection on relevant social, scientific or ethical issues.

### Specific:

CE3. Know the use and indication of health products linked to nursing care.

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

CE18. Apply the nursing process to provide and guarantee well-being, quality and safety of the people attended.

CE19. Know and apply the principles that support comprehensive nursing care.

CE29. Know the health alterations of the adult, identifying the manifestations that appear in their different phases.

CE30. Identify the needs of care derived from health problems.

CE31. Analyze the data collected in the assessment, prioritize the problems of the adult patient, establish and execute the care plan and carry out their evaluation.

CE33. Select the interventions aimed at treating or preventing the problems derived from the deviations of health.

### Transversal:

CT5. Acquire essential notions of scientific thinking.

## Subject contents

The modules will be developed in two axes:

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

### Module 1: Generalities

- Full assessment of the patient. Hemodynamic evaluation. Hydro- electrolytic balance.
- Patient care with infection.

Module 4: Nursing assistance in patients with oncology pathology (QT, RT, among others).

Module 8: Nursing assistance to patients with otolaryngology alterations.

Module 10: Nursing assistance to patients with cardiovascular disorders.

Module 11: Nursing assistance to patients with vascular alterations.

Module 12: Nursing assistance to patients with renal and urological disorders.

Module 13: Nursing assistance to patients with haematological and lymphatic disorders.

Module 14: Nursing assistance to patients with neurological disorders.

## Methodology

Theoretical classes will be taught in the second grade of Nursing Classroom and will consist of master classes with audiovisual media support to the entire group. Incorporating in some sessions the contribution of experts in the subject, type conference.

Practical seminars will be held in small groups with active participation of the students. In the seminary activities, work will be done mainly through the study of cases and workshops related to the content of the subject.

Practical simulation will be performed in pairs by stages or clinic situation.

The development of the seminary and simulation activities will require autonomous work of the student and the compulsory presence of the planned sessions, in addition to team-based activity and problem-solving.

### ABSENCE JUSTIFICATION

- 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.

Also inform you that given the nature of simulation or seminars, recordings can be made. Therefore, "the University of Lleida informs that, for teaching purposes, will record images that identify students and other people who participate in academic activities. The responsible person for processing these images is the University of Lleida (contact details of the representative: Secretaria General. Plaça de Víctor Siurana, 1, 25003 Lleida, [sg@udl.cat](mailto:sg@udl.cat); contact details of the data protection officer: [dpd@udl.cat](mailto:dpd@udl.cat)). These images are only used for teaching, assessing subject's knowledge and for teaching improvement projects. The use of the images responds to the legal obligation of the UdL to teach and improve university teaching, in accordance with Organic Law 6/2001, of 21 December, on universities. The images, once recorded, are kept at least as long as they do not prescribe the corresponding actions and claims against the evaluation approved by the teacher. They are destroyed in the terms and conditions provided for in the regulations on the conservation and disposal of the administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>). The UdL will never communicate this data to third parties, except in the cases strictly provided for in the Law. Interested people can access to their images; request rectification, deletion or portability; oppose the treatment and request its limitation, by writing to the address [dpd@udl.cat](mailto:dpd@udl.cat) [/src/compose.php?send\\_to=dpd@udl.cat](mailto:dpd@udl.cat?send_to=dpd@udl.cat)>. They can also submit a complaint addressed to the Catalan Data Protection Authority, through the electronic headquarters of the Authority (<https://seu.apd.cat>) or by non-electronic media".

## Development plan

The development plan in the schedule format of the Nursing of the Adult 2 subject with the distribution and the data of the sessions will be placed in the resources space of the Virtual Campus.

Theory	Seminars / Simulation (Practice)	Autonomous Work	Total
30 h	30 h	90 h	150 h

## Evaluation

### CONTINUOUS EVALUATION

- **Theoretical Part: it corresponds to 40% of the final mark**

All the theoretical content presented in the theoretical classes and the seminars will be evaluated through an exam. To pass it, it will be essential to have a mark equal to or greater than 5.

- **Part Seminars: correspond to 30% of the final grade**

Each seminary will be evaluated individually following an evaluation specific guideline.

The seminars are developed weekly associated with the theoretical content, enhancing theoretical and practical aspects. .

- **Practice Part: Clinical simulation, it corresponds to 30% of the final grade**

Clinical simulation activity by stages. It will also be assessed individually by following an assessment guideline adapted to the simulation seminar according to the competencies to be assessed.

**The first call must be approved with a mark equal to or greater than 5.** The assistance is **MANDATORY and non-recoverable activity.**

**IMPORTANT NOTE: To perform the average of each of the parties (theoretical part, seminary and simulation) will be essential requirement to pass each of parts approved with a minimum grade of 5. In the case where one of the parties is not exceeded: the subject will be suspended.**

Below is a summary table:

Learning Activity	Evaluation	Value Evaluation
Seminary: <ul style="list-style-type: none"> <li>• Study of cases</li> <li>• Resolution of critical clinical situations</li> </ul>	<ul style="list-style-type: none"> <li>• Specific evaluation of each seminar, by rubric observation</li> <li>• Group work and oral presentation</li> </ul>	30%
Clinical simulation	<ul style="list-style-type: none"> <li>• Resolution simulated practical clinical case in the classroom (competency assessment: rubric observation)</li> <li>• Reflective work</li> </ul>	30%
Theoretical classes	<ul style="list-style-type: none"> <li>• Written exam</li> </ul>	40%

### UNIQUE EVALUATION

Those students with a unique evaluation situation have established the following blended activities:

Learning Activity	Evaluation	Value Evaluation
Seminary	<ul style="list-style-type: none"> <li>• Oral presentation (face-to-face): medium and end of the semester; dates to be confirmed</li> </ul>	30%
Clinical simulation	<ul style="list-style-type: none"> <li>• Resolution simulated practical clinical case in the classroom: final semester, data to be confirmed (face-to-face)</li> <li>• Reflective work</li> </ul>	30%
Autonomous student work (Theory)	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	40%

## Bibliography

- Bulechek GM, Butcher HK, Mc Closkey JC. Clasificación de Intervenciones de Enfermería (NIC). 5ª ed. Madrid: Elsevier; 2013.
- Carpenito LJ. Planes de cuidados y documentación clínica en enfermería. Madrid: McGraw-Hill; 2005.
- del Cura JL, Pedraza S; Gayete A, Rovira A . Radiología esencial. 2º ed. Madrid: Editorial Médica Panamericana; 2019.
- Dirksen S. et al. Clinical companion to medical-surgical nursing. Assessment and management of clinical problems. St Louis: Mosby; 2011.
- NANDA-International, Diagnósticos enfermeros: definiciones y clasificación 2018-2020. Madrid: Elsevier; 2018.
- Hagler D, Lewis SL. Guía práctica de enfermería médico-quirúrgica : evaluación y abordaje de problemas clínicos. 10º ed. Barcelona: Elsevier; 2018.
- 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). 5º ed. Madrid: Elsevier; 2013.
- Morillo J, Fernández D. Enfermería Clínica I-II. Madrid: Elsevier; 2016.
- 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; 2019.
- Swearingen PL, Wright J. Enfermería médico-quirúrgica basada en planes de cuidados. 5º ed. Madrid: Elsevier; 2020.