



Universitat de Lleida

DEGREE CURRICULUM

ADULT NURSING CARE 3

Coordination: TURNER LLAURADO, PAUL

Academic year 2023-24

Subject's general information

Subject name	ADULT NURSING CARE 3			
Code	100461			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	3	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	8	4	1
Coordination	TURNER LLAURADO, PAUL			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASTELLVÍ ROFES, FRANCESC		4	
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TURNER LLAURADO, PAUL	paul.turnerllaurado@udl.cat	4,8	

Learning objectives

- Identify normal and abnormal manifestations in the patient's assessment process to determine real and potential problems of the sick person.
- Recognize the physiopathological processes associated with health situations raised in the adult person in both acute and chronic processes and critical or urgent situations.
- Identify the aspects of patient safety in the use and indication of medical devices.
- Describe and plan care against radiological, analytical and other tests associated with health processes or disorders.
- Apply nursing procedures and techniques according to patient safety criteria and based on the legal and ethical standards of the profession.
- Plan nursing care based on the best available evidence.
- Execute the decision-making process as a result of evaluating different alternatives, and therefore, choosing the best option.
- Demonstrate ability to identify the key elements of the information according to the specificity of the cases or situations.
- Cooperate in a work team, participating actively and with responsibility towards the group.
- Describe treatments both from the autonomous and collaborative role: nurses, doctors, pharmacologists, nutritionists, etc. according to specific health situations.

Subject contents

The modules will be developed in two axes:

- Nurse care process for the person with a health problem
- Nurse performance from the autonomous and collaborative role in the approach to real and potential problems: Assessment, diagnostic tests, treatment. Planning of interventions; activity and evaluation

Modules:

- Emergency nursing assistance to patients with gastrointestinal disorders
- Emergency nursing assistance for patients with traumas and polytrauma
- Emergency nursing assistance to patients with ocular and otorhinolaryngological alterations
- Emergency nursing assistance for patients with respiratory disorders
- Emergency nursing assistance to patients with cardiocirculatory disorders
- Emergency nursing assistance to patients with neurological disorders
- Emergency nursing assistance to patients with renal and urological alterations
- Urgent assistance in critically ill patients and in special situations:
 - Prehospital care for critically ill patients
 - Urgent attention in situations of crisis and catastrophe (incidents of multiple victims) Nursing care for patients with injuries due to environmental causes; burned patient
 - Nursing assistance to the patient with shock (cardiogenic, distributive, hypovolemic) Assistance to the patient with poisonings and overdose
 - Patient assistance against organ transplantation

Methodology

Theoretical classes: they will be taught in the classroom and will consist of master classes with audiovisual media support to the whole group. Incorporating in some sessions the contribution of assistance experts in the subject, type conference.

Seminars: will be held in small groups with active participation of students (5 groups in total). In the seminar activities will work through case studies and workshops related to the content of the subject.

Simulation: Its objective is competence development through clinical cases and situations, articulating elements of knowledge but also skills and attitudes in a simulation environment of healthcare practice.

The development of the seminary and simulation activities will require the student's previous autonomous work and mandatory presence to the planned sessions. Teamwork and problem solving will be encouraged.

Evaluation

CONTINUOUS ASSESSMENT

- **Theoretical part: 40% final grade**

All the theoretical content exposed to the lectures and seminars will be evaluated through a theoretical test. To overcome it will be essential to have a grade equal to or greater than 5. Possibility of establishing qualifying partials according to teaching criteria, in this case the passing grade will be equal to or higher than 5 in each of the tests performed.

- **Seminars: 40% final grade**

Each seminar will be evaluated individually, following the evaluation guideline, which will take into account: evidence of learning, skills and attitudes. Continuous evaluation throughout the semester. It must be approved in the first call with a grade equal to or greater than 5.

The attendance to the seminars is **OBLIGATORY**, only **two justified absences** will be allowed.

- **Clinical simulation: 20% final grade**

Clinical simulation activity for stadiums. It will also be evaluated individually following an evaluation guide adapted to the simulation seminar according to the competences to be assessed. It will be approved in first call with a grade equal to or greater than 5. The assistance is **OBLIGATORY**.

IMPORTANT NOTE: to carry out the average of each one of the parties (theoretical, seminar and simulation)

it will be an essential requirement to have each of them approved with a minimum grade of 5. If one of the parts is not exceeded, the subject will be suspended.

UNIQUE EVALUATION

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

- **Seminars: 20% final grade**

Weekly presentation in written work format of the seminar according to agenda (rubric)

Two oral presentations: mid and late semester; dates to be confirmed (rubric)

- **Simulation: 20% final grade**

Resolution of a clinical case of simulated practice in the classroom: end of semester date to be confirmed (rubric)

- **Autonomous student work: 60% final grade**

Written exam.

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

Books:

- Dale Dubin, MD. Dubin: Interpretación de ECG. Florida: COVER Publishing Company; 2007.
- Galarreta Aperte S, Martín García S. Enferpedia: Técnicas y procedimientos de Enfermería. Madrid: Panamericana; 2018.
- Mariscal Flores ML, Martínez Hurtado ED. Manual de manejo de la vía aérea difícil. 3a ed. Madrid: AnestesiaR; 2017.
- Carmona Simarro JV. Kate, Cuidados de enfermería en el paciente crítico. València: Psylicom; 2017.
- Castillo García R, Simó Meléndez S. Mobilizaciones e Inmovilizaciones: Técnicas de abordaje en atención extrahospitalaria. 1a ed. Manresa: Edicions FUB; 2017.
- Aragonés Manzanares R, de Rojas Román P. Cuidados Intensivos: Atención integral del Paciente Crítico. Madrid: Panamericana; 2015.

Web Pages:

- Sociedad Española de Medicina de Urgencias y Emergencias (SEMES) - <https://semes.org/>
- Sociedad Española de Enfermería Intensiva y Unidades Coronarias (SEEIUC) - <https://seeiuc.org/>
- Sociedad Española de Medicina Intensiva, Crítica y Unidades Coronarias (SEMICYUC) - <http://www.semicyuc.org/>

- Societat Catalana de Medicina d'Urgències i Emergències (SOCUME) - <http://www.socmue.cat/>
- International Liaison Committee on Resuscitation (ILCOR) - <http://www.ilcor.org/home/>
- European Resuscitation Council (ERC) - <https://www.erc.edu/>
- Consejo Español de Resucitación Cardiopulmonar (CERCP) - <http://www.cercp.org/>
- Proyecto HUCI; Humanizando los cuidados intensivos (HUCI)
- <http://humanizandoloscuidadosintensivos.com/es/inicio/>
- Proyecto HURGE; Humanizando las Urgencias y Emergencias (HURGE) - <https://proyectohurge.com/>