



Universitat de Lleida

DEGREE CURRICULUM  
**THEORETICAL AND  
METHODOLOGICAL  
FOUNDATIONS OF NURSING  
CARE**

Coordination: TEJERO VIDAL, LORENA LOURDES

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF NURSING CARE			
<b>Code</b>	100462			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Nursing	1	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	1	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	5		2
<b>Coordination</b>	TEJERO VIDAL, LORENA LOURDES			
<b>Department</b>	NURSING AND PHYSIOTHERAPY			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	50% Spanish 50% Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SUBIRANA CASANOVAS, HELENA	helena.subirana@udl.cat	6	
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## Subject's extra information

This subject serves as the basis for all the subjects of the Nursing denomination of the Study Plan. It serves to understand the origin and evolution of the nursing profession; its conceptual framework; the main models and theories of care and the basic methodology to carry them out.

## Learning objectives

1.1 Know, understand, identify, explain and relate the social, political, economic, cultural and health context in which health and disease care are immersed, the people in charge of them in the different historical periods and their influence on the current moment.

2. 1. Discuss the central concepts of the nursing discipline (Person and environment, health, nursing practice) and the theories that support them.

2.1.1 Person and environment (includes: individual, families, groups and community) Know and understand the different conceptions of the person to have a comprehensive vision when assessing and acting.

2.1.2. Health. Know and analyze the different contributions on human health to help us assess the health-disease process.

2.1.3. Nurse practice. Discuss the different functions and areas of action of the professional nurse today and their collaborative and interdisciplinary relationships.

3. Understand the ontological and epistemological evolution of the central concepts that make up the nursing discipline, as well as the most relevant theoretical models.

3.1. Analyze the central concepts of the care models of the Nursing Schools of Thought from Nightingale to the present.

3.2 Develop the care model of the School of Needs of Dr. Virginia Henderson: The postulates, the Values and the Fundamental Elements.

4. Create a model of logical and rigorous thought, called "care process" to improve the state of the person ensuring quality care.

4.1. Know, identify and differentiate the stages that make up the care process.

4.2. Exercise observation and communication to know the needs of the person and establish a care plan.

## Competences

### Transversal skills

CT1 Acquire an adequate understanding and oral and written expression of Catalan and Spanish.

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

## Basic skills

CB3 Ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature. Specific skills

CE16. Identify, integrate and relate the concept of health and care, from a historical perspective, to understand the evolution of nursing care.

CE17. Understand from an ontological and epistemological perspective, the evolution of the central concepts that make up the nursing discipline, as well as the most relevant theoretical models, applying scientific methodology in the care process and developing the corresponding care plans.

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

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

CE34. Have a cooperative attitude with the different members of the team.

## Learning outcomes.

Develop clinical judgment and critical thinking in the use of the nursing care process with the aim of providing quality, holistic nursing care. Identify and interpret the social, political, economic, cultural and health context in which nursing care is immersed in each historical period

Distinguish the ontological and epistemological evolution of the central concepts that make up the nursing discipline, as well as the most relevant theoretical models.

Discuss the central concepts of the nursing discipline (Person, environment, health and profession) and the theories that support them.

Analyze the central concepts of the care models of the Nursing Schools of Thought from Nightingale to Parse.

Identify and differentiate the stages that make up the nursing care process (PAE).

Use the different data collection methods to find out the person's needs and jointly establish a care plan.

Apply nursing taxonomies (NANDA-II, NOC and NIC).

Describe the significance of the concepts person, health, environment and profession in the development of nursing care

Develop a written work and its subsequent oral presentation under academic and scientific criteria.

Gather pertinent information according to the contents of the subject.

Use ICTs as a tool for presentations.

Work collaboratively in the planning and execution of the different training tasks.

## Subject contents

### Thematic block I. Theoretical bases of care and the nursing profession.

Topic 1. Care as a caring practice throughout history. Concept, purpose and source for the study of the History of Nursing. Analysis of the term care. Origin of caring practices. The conception of health and disease within social formations. Sanitary knowledge. The origin of nursing as a function. The institutions, movements and personalities

that have contributed to nursing as a profession and discipline. Characteristics of caregivers, their values, attitudes, functions and areas of intervention in the following historical periods: prehistory; ancient cultures; classical cultures and Christianity, the middle ages, the modern age, the contemporary age and the consolidation of nursing.

Topic 2. Central concepts of the nursing discipline

2-1 Person and environment (includes: individual, families, groups and community) Origin and evolution of the philosophical-humanistic and holistic conception of the person. Evolutionary stages of the human life cycle. Theories on human and family development.

2-2 Health. Evolution of the concept of health and nursing care. Health definitions. health models. Determining factors of human health. Attention levels. Health team.

2-3 Nursing practice Roles / functions of professional nursing. Fields of action. Profession skills. Relationships of family collaboration, intradisciplinary and interdisciplinary.

Topic 3. Evolution of nursing thinking and the activity of taking care.

3.1. Central concepts (care, man, health and nursing) of the Nursing Models of: the School of Needs, the School of Interaction, the School of Desired Effects, the School of Health Promotion; the School of the Unitary Human Being and the School of Caring.

3.2. Dr. Virginia Henderson's School of Needs Model of Care: The Tenets, Values, and Core Elements of the Henderson Model of Care. Independence in the satisfaction of the 14 Fundamental Needs of the individual: breathing, eating and drinking; eliminate, move, sleep and rest, dress and undress, maintain body temperature; maintain body hygiene and skin integrity, avoid dangers (physical and psychological); communicate; live according to beliefs; to feel useful; recreate, and learn. Definition of each need. Manifestations of independence (MI). Terminology. Factors that influence satisfaction. IM observation. Nursing interventions to maintain independence. Basic care for Dependency Problems in the 14 Fundamental Needs. Health problems. Manifestations of dependency (MD). Sources of difficulty that are the cause. Terminology. Interactions between needs. Scientific methodology in the care process. Observation-Evaluation. clinical judgement. Objectives and Interventions (surveillance and specific care).

## **Thematic Block II. Methodological bases of nursing care.**

Topic 4. The care process as a tool for quality nursing care.

4.1. Data collection stage. Different aspects of data collection. The interview. The observation. The communication. Data collection and relationship support.

4.2. Data analysis and interpretation stage. First level: operation, complexity and advantages. Second level: diagnosis in nursing. Standardized language NANDA-II, ATIC, others. History. Definition. Advantages. Composition and formulation of the nursing diagnosis. Type of diagnoses. Priority setting.

4.3. Care planning stage Care plans. Objectives: characteristics. NOC standardized language. Interventions: types and characteristics. NIC standardized language. Types of care plans (individualized and standardized).

4.4. Execution stage Preparation. Execution of care. Delegation of tasks. The execution of nursing care and functions. Documentation of care. Verbal reports.

4.5. Evaluation stage. Purpose of the evaluation. The evaluation process. Evaluation of the objectives. Evaluation of the process and care.

## **Methodology**

The theoretical classes will be presencial.

The seminars will be held in small groups with the active participation of the students. The seminar activities will be worked mainly through clinical cases, bibliographic search, virtual presentations and simulations.

The development of the seminar activities will require prior autonomous and group work by the student and compulsory presence at the planned sessions.

The nursing history section will be developed from group work and tutorial support.

The University of Lleida informs that, for teaching purposes, images will be registered that identify students and other people who participate in academic activities. The person responsible for processing these images is the University of Lleida (contact details of the representative: Secretary General. Plaça de Víctor Siurana, 1, 25003 Lleida, sg@udl.cat; contact details of the data protection officer: dpd@udl.cat). These images are only used to teach, evaluate the knowledge of the subject and for teaching improvement projects. The use of the images responds to the legal obligation of the UdL to impart and improve university teaching, in accordance with Organic Law 6/2001, of December 21, on universities. The images, once registered, are kept at least as long as the corresponding actions and claims against the evaluation approved by the teaching staff are not prescribed. They are destroyed under the terms and conditions provided for in the regulations on conservation and disposal of administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/archive>).

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## Development plan

ECTS --- 6

Total hours of student dedication Theoretical class (50%) --- 30 h

Seminars, debates, workshops and expert conferences (50%) -- 30 h

Face-to-face activities (40%) --- 90 h

Non-contact activities: autonomous work (60%) --- 150 h

The sessions can be recorded, for this reason we must record that: Information on the transmission and registration of the personal data of the teachers and students of the University of Lleida from the teaching of teaching in UdL facilities from a distance The University of Lleida informs that, depending on the changes to what it is I am obliged to comply with the instructions of the health authorities, the provisions of the UdL or the assurance of the quality of teaching, to transmit, register and use the image, I see it or, if it is necessary, the environment Physics triat for teachers and students, both with the objective of teaching at UdL facilities or at a distance. At the same time, it encourages the affected people because, in the case of distance teaching, there are the spaces that have less incidence in the seua intimitat. And, in general, it is recommended to preferentially opt for the interactions on the chat or not to activate the camera, since it is not due to term educational activities that, due to their characteristics, require an oral or visual interaction.

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If there are any, the recordings will be kept for the period decided by the teacher, in accordance with strictly academic criteria, and, in all likelihood, must be removed at the end of the current academic year. In the terms and conditions provided for in the regulations on the conservation and disposal of administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>). These personal data are essential for teaching in the subject, and the definition of teaching procedures, especially that made at a distance, is a power of the UdL within the framework of its right to university autonomy, as provided Article 1.1 and Article 33.1 of Organic Law 6/2001, of 21 December, on Universities. For this reason, the UdL does not need the consent of the people affected to transmit or record their voice, image and, where applicable, the physical environment they have chosen, for this sole purpose, to teach. Teaching in the subject. The UdL will not transfer the data to third parties, except in the cases strictly provided for in the Law. Affected people can access their data; request rectification, deletion or portability; oppose the treatment and request its limitation, as long as it is compatible with the purposes of teaching, by writing to the address [dpd@udl.cat](mailto:dpd@udl.cat). They can also submit a complaint to the Catalan Data Protection Authority, through the Authority's electronic office (<https://seu.apd.cat>) or by non-electronic means.

## Evaluation

### CONTINUOUS ASSESSMENT

Theoretical part: corresponds to 40% of the final grade. All the theoretical content presented in the master sessions will be evaluated through a single evaluative test. These will consist of short questions, multiple choice test questions and a clinical case.

The final evaluation must be passed with a minimum of 5 points in order to obtain the average grade together with that of the seminars.

The student will be able to take the written tests in both Spanish and Catalan.

Seminars: Each seminar will be individually evaluated following the rubrics established for each of the activities, which will take into account: evidence of learning, skills and attitudes.

Active participation in master classes and seminars: represents an essential requirement.

**IMPORTANT NOTE:** To complete the average of each of the parts (theoretical part, seminars and active participation) it will be an essential requirement to have each one of them approved with a minimum grade of 5 points. In the event that any of the parts is not passed, the subject will be suspended.

### UNIQUE EVALUATION

The student has the right to waive the continuous assessment at the beginning of the course, through the corresponding justifications to the Center's Study Commission, in the established terms.

This alternative evaluation will consist of a single and final evaluation consisting of a written test with open and closed questions; and case study on topics 1, 2, 3 and 4; the value of which will mean 80% of the final grade.

Attendance at four seminars on the Nursing Care Process is an essential requirement. Active participation in them will account for up to 20% of the final grade.

### 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 of 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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- LUNNEY, M. Razonamiento crítico para alcanzar resultados de salud positivos. Estudio de casos y análisis de enfermería. Nanda Internacional. Elsevier Masson, Barcelona, 2010.
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- NANDA . *Diagnosticos enfermeros: Definiciones y Clasificación 2021-2023*. Barcelona, Elsevier; 2021.
- NAVARRO, O; IBÁÑEZ, V. *Enfermeras invisibles. Inventoras, invencibles, increíbles*. Ed. Plan B, 2021.
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SILES, J., *Història de la infermeria*, Aguaclara, 1999.

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**La bibliografía específica** será recomendada para cada actividad en el apartado de recursos.