



Universitat de Lleida

DEGREE CURRICULUM  
**MANAGEMENT OF NURSING  
CARE AND HEALTH SERVICES**

Coordination: TORRELLES PIJUAN, MARIA JESÚS

Academic year 2021-22

Subject's general information

<b>Subject name</b>	MANAGEMENT OF NURSING CARE AND HEALTH SERVICES			
<b>Code</b>	100464			
<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
	Grau en Infermeria (R 2016 - lg)	2	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	3			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.5		1.5
	<b>Number of groups</b>	5		2
<b>Coordination</b>	TORRELLES PIJUAN, MARIA JESÚS			
<b>Department</b>	NURSING			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish, Catalan, English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ESPIGARES TRIBO, GEMMA	gemma.espigares@udl.cat	3	
OLIVER GONZALEZ, EVA LUISA	eva.oliver@udl.cat	4,5	
TORRELLES PIJUAN, MARIA JESÚS	mariajesus.torrelles@udl.cat	3	

## Subject's extra information

The management of nursing care and health services is, for nurses, an unavoidable issue of reflection and learning. This reason why this subject introduces fundamental concepts of management in health services that allow decision-making regarding people's health and well-being.

Also, in this subject, we will study in depth the concept of leadership, an essential aspect of our profession. We define leadership as the ability to lead a group, therefore, we will study concepts such as responsibility, trust, influence, commitment and involvement.

To respond to those population needs, we apply professional criteria taking into account the quality and the use and distribution of resources.

Learning activities are designed to emphasize communication and self-study skills.

## Learning objectives

The learning objectives are the formalization of the knowledge, skills and attitudes that students must develop and acquire as a result of their participation in the teaching-learning process that is planned, and are those indicated below:

- Knowledge of the Spanish and Catalan Health System, its principles and its financing.
- Understanding the principles of leadership and management for nursing practice.
- Understanding the characteristics of leadership and its translation to the nursing profession.
- Incorporation the need for improvement in the quality management process in the different areas of action of nursing practice.
- Understanding basic concepts of economics and health and health policy, planning and evaluation.
- Familiarize yourself with the health information systems

## Competences

Within the framework of the Bologna Declaration and the EHEA, the establishment of the ECTS credit system requires describing the competencies that will be addressed in the course.

The development of the subject will contribute to achieving the following transversal, basic and specific 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:

CB2. Apply the acquired knowledge to their work in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.  
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.  
CB4. Being able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

## Specific skills:

CE9. Apply health care information and communication technologies and systems.  
CE48. Know the Spanish Health System.  
CE49. Identify the characteristics of the directive function of nursing services and care management.  
EC50. Know and be able to apply group management techniques.

## Learning outcomes:

- Know the practical implications of the right to information and informed consent as well as the right to confidentiality and professional secrecy as instrument.
- Use the different systems or computer programs as instruments for the care of the person.
- Describe and explain the Spanish health system.
- Analyze the health and socio-sanitary health resources available in different situations.
- Identify the principles of health and socio-sanitary financing of the public Spanish and Catalan health system.
- Recognize the characteristics of the directive function of nursing services.
- Identify nursing-led management.
- Select the ICT tools available in the health field to obtain, prepare, manage, analyze, generate and plan reports.

## Subject contents

MODULES	UNITS

MODULES	UNITS
<p><b>Module 1.</b>  <b>Management of Health Services.</b>  <b>Healthcare organization and nursing leadership.</b></p>	<p><b>1. Health services</b></p> <ul style="list-style-type: none"> <li>• Health Systems and Models</li> <li>• Catalan Health System. Organizational models</li> <li>• Organization in different care levels (primary, specialized, mental health and socio-sanitary)</li> <li>• Private versus public healthcare</li> <li>• Process management</li> </ul> <p><b>2. Health policy and planning</b></p> <ul style="list-style-type: none"> <li>• Health policy</li> <li>• Strategic planning</li> <li>• Strategic Planning Reports</li> <li>• Evaluation instruments</li> </ul> <p><b>3. Leadership and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Conflict management and negotiation</li> <li>• Emotional intelligence</li> <li>• Motivation and types of leadership</li> <li>• Stress management</li> <li>• Digital leadership in nursing</li> </ul>
<p><b>Module 2.</b>  <b>Health economics.</b></p>	<p><b>1. Health economics.</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of economy.</li> <li>• Budget</li> <li>• The cost of nursing services</li> <li>• Efficacy, effectiveness, efficiency and equity</li> </ul>
<p><b>Module 3.</b>  <b>Quality and clinical documentation</b></p>	<p><b>1. Healthcare quality.</b></p> <ul style="list-style-type: none"> <li>• Quality control models</li> <li>• Research strategies for the implementation and evaluation of new products</li> <li>• Product, customer and process</li> <li>• ISO standards, EFQM model and Joint Commissions standards</li> </ul> <p><b>2. Clinical documentation</b></p> <ul style="list-style-type: none"> <li>• Specific clinical documents in nursing.</li> <li>• Digital transformation</li> </ul>

## Methodology

In this course, different methodologies are used in order for the student to take responsibility for their learning guided by the tutor.

The student will participate in the classroom and in the seminars.

The student will work individually and in small groups for an active participation in the teaching-learning process.

The tutorials will be individually or in a functional group.

Face-to-face work activities	Non-face-to-face work activities	
	Directed	Autonomous
<ul style="list-style-type: none"> <li>• Presentations of the teachers in the classroom</li> <li>• Group student presentations</li> <li>• Functional group work, in seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorials: Face-to-face or virtual. Agreed with the teacher.</li> <li>• Team work oriented readings</li> <li>• study of contents</li> </ul>	<ul style="list-style-type: none"> <li>• information search</li> <li>• Use of ICT</li> <li>• Free tutorials</li> <li>• readings</li> <li>• study of contents</li> </ul>

Large Group Activities

Theoretical sessions in face-to-face activities.

- Description: Presentation in the classroom of the fundamental concepts and development of the proposed contents.
- Objective: Transmit the knowledge of the subject, motivating the student to reflect and achieve a critical way of thinking through the relationship between the various concepts developed in the classroom

Academic tutorials and evaluation:

- Description: Direct interaction between teacher and student to organize teaching-learning processes.
- Objective: - Guide autonomous and group work
  - Delve into different aspects of the subject
  - Guide the comprehensive academic training of the student

Seminar activities (medium group):

- Description: Organizational modality of the teaching and learning processes where we will deal in depth with current issues related to the subject. There will be activities such as debate, reflection and exchange.
- Objective: The student must develop the procedural competences of the course.

Autonomous study and work:

- Description: Activities proposed by the teacher through which, individually, specific aspects of the course are developed in depth, enabling the student to advance in the acquisition of certain knowledge and procedures of the course. Individualized study of the contents of the course.
- Objective:
  - Encourage students ability to self-organize its learning and the corresponding design, adaptation and evaluation according to every personal condition and interest.
  - To favor the students generation and public discussion of their ideas, the identification and analysis of different viewpoints on a subject, the generalization or knowledge transfer and their critical evaluation.

**Development plan**

ECTS	Face-to-face activities		Non-face-to-face activities	Total hours of dedication
	THEORETICAL CLASS (50%)	SEMINARS (50%)		

ECTS	Face-to-face activities		Non-face-to-face activities	Total hours of dedication
3	15 hours	15 hours	45 hours	175 hours

Hours of total dedication of the student:

7.5 weeks at 10 hours per week: 75 hours (3 ECTS)

Face-to-face activities correspond to attending the master classes where expository classes will be held, encouraging participation, and the seminars, where work will be carried out in functional groups.

Non face-to-face (autonomous) activities correspond to the search for information, reading and analysis, class preparation, tutorials and autonomous work.

## Evaluation

The evaluation is understood as a complex instrument whose purpose is to assess the degree of learning that students have of the contents and the substantive competences that define a course or subject, and that have been previously delimited and explained by the teaching staff in the time of programming and planning.

The evaluation is continuous and cumulative during the teaching period of the course. Continuous assessment, on the one hand, allows both the teacher and the student to know at different times of the teaching process, the level of achievement of the learning objectives initially set and included in the teaching guide; and, on the other, it promotes a progressive assimilation of the contents and the skills that the student must achieve.

To pass the course, each of the sections must be passed separately:

- Participation in the classroom and seminars. (20% of the mark)
- Completion of two multiple choice tests on the program contents (60%).
- Written presentation of the practical documents organized in functional groups within the seminars (20%)

To pass section 1 (participation in the classroom and seminars):

The student must attend 80% of the scheduled seminars and actively participate in groups' work. Absences that exceed 20% for justified reasons will be compensated with a specific assignment, requested by each seminar's professor, who will individually evaluate every seminar following an evaluation guide that will take into account: learning skills, group work skills and attitudes. The oral presentation, contents, exhibition and ability to generate debate and the defence of the work carried out by the group will be evaluated.

To pass section 2 (subject tests):

Completion of two multiple choice tests of the program contents. The tests will be carried out in the months of March (date to be determined) and May or June (according to the exams calendar). The March partial exam will have a value of 30% and the May-June exam values 30% in case the partial exam is passed and 60% otherwise. Both exams must be passed with a minimum grade of 5. If any of the parts is failed, the student must take the final exam.

To pass section 3 (written presentation of the practical documents):

The documents must follow the UdL Written Papers presentation format, and must be submitted during the week after the seminar. All papers will be delivered online, through the virtual campus. Reports delivered by other means will not be accepted.

**IMPORTANT:** In order to pass the course, the three methodological blocks must be approved separately, with a minimum grade of five (5).

One-shot evaluation:

According to the Regulations for the evaluation and qualification of teaching in degrees and Masters at the UdL, approved by the Governing Council on February 26, 2014 by the Vice-rectorate for Teaching:

In order to make it easier for students to combine the study with the development of work activities, any student has the right to waive the continuous evaluation at the beginning of the course, and will have the right to attend a one-shot evaluation (using a system determined by the teacher responsible for the course). If the nature of the subject requires it, attendance at certain face-to-face activities will be required for this assessment option. The Study Committee of the center responsible for the teaching of the affected degree or master's degree must establish the mechanisms by which the student can avail himself of this right, the deadline for submitting requests, as well as the documentation that must be provided to justify his work activity.

To pass the one-shot assessment, the student must pass:

- Two multiple choice tests of the subject of the program. The tests will take place in the months of March (date to be determined) and May-June (according to the exam calendar). They will require to have a minimum grade of 5 in each of the tests (60% of the grade). If students do not pass any of the two parts, they will have to take the final exam.
- Presentation of the exercises requested by the teacher of autonomous work through the virtual campus (30% of the grade)
- Attendance at one tutoring session agreed with the responsible teacher of the course (10% of the grade)

## Bibliography

In this section we consider all those materials that must be used for the development of the course. The student must be able to use them to consult, expand or promote the content.

Information sources can have different supports:

Books- in the UdL Health Sciences Library:

1. **Administración y gestión.** Enfermería 21. Mompert Garcia, M<sup>a</sup> Paz, Durán Escribano, Marta, ed.DAE (Grupo Paradigma)-2000.
2. **Gestión y Dirección de Enfermería** (Guía). Marriner Tomey, Ann . Elsevier Mosby, 8<sup>a</sup> edición, Barna, 2009 –evolve (<http://evolve.elsevier.com>)
3. **Gestión de procesos asistenciales : aplicación práctica / coordinador: J. L. Temes Montes ; autores: Carmen Cortés Martínez, Javier Terol Fernández, Antonio Torres Olivera.** Madrid [etc.] : McGraw-Hill/Interamericana de España, 2005
4. **Gestión clínica / José Luis Temes, Blanca Parra** [Temes, José Luis](#) Madrid : McGraw-Hill Interamericana, cop. 2000
5. **Gestión hospitalaria / José Luis Temes Montes, Mercedes Mengíbar Torres [editores] ; colaboradores: José Carmelo Albillos Merino ... [et al.]** Madrid [etc.] : McGraw-Hill/Interamericana de España, 2007-4<sup>a</sup> ed.
6. **Gestión del cambio.** Juan Ferrer. LIDeditorial.2014
7. **Gestión por competencias: un modelo estratégico para la dirección de recursos humanos.**Fernández López, J. Editorial hall. 2005.
8. **Gestión clínica y sanitaria. De la práctica diaria a la academia, ida i vuelta.** Editorial Elsevier España. 2009.
9. **Guía metodológica para la gestión clínica por procesos.** Mora, J.R. Aplicación a las organizaciones de enfermería. Editorial Díaz de Santos. Madrid. 2003.
10. **El sistema de historia clínica digital del SNS.** Agencia de Calidad del Sistema Nacional de Salud. Ministerio de Sanidad y Política Social. Madrid. 2010.

Articles and Magazines

- Alonso R, Ángel Blanco-Ramos M, Gayoso P. validación de un cuestionario de calidad de cuidados de enfermería. *Revista de Calidad Asistencial*. 2005;20(5):246-50.
- Amezcua, Manuel. La gestión de conflictos en la enfermería institucional, ¿riesgo u oportunidad?. *Index de Enfermería [Index Enferm]* (edición digital) 2012; 21(1-2). Disponible en <<http://www.index-f.com/index-enfermeria/v21n1-2/0708.php>> Consultat el 12 de juliol de 2014.
- Moreno-Millan E, Villegas-Del Ojo J, Prieto-Valderrey F, Nieto-Galeano J. Efectos adversos, intercomunicación, gestión del conocimiento y estrategias de cuidados en enfermería intensiva. *Med Intensiva*. 2011;35(1):3-5.
- Álvarez Baza MdC. Evaluación de los criterios satisfacción del cliente/paciente y satisfacción del personal/profesional. *Revista de Calidad Asistencial*. 2007;22(5):227-33.
- Ayuso Murillo Dc. *La Gestión de Enfermería y la División Médica como Dirección Asistencial*. 1ª ed. Madrid; 2007.
- Caamaño C, Martínez JR, Alonso M, Hernández A, Martínez-Renedo E, Sainz A. Indicadores de calidad de los cuidados de enfermería hospitalarios. *Revista de Calidad Asistencial*. 2006;21(3):143-9.
- Concepción T, Rodríguez O, Illada L, Isabel Santos M. Percepción y expectativas del paciente mayor en la atención especializada. *Revista de Calidad Asistencial*. 2008;23(1):17-20.
- Feldman L, Vivas E, Lugli Z, Alviarez V, Pérez MG, Bustamante S. La satisfacción del paciente hospitalario: una propuesta de evaluación. *Revista de Calidad Asistencial*. 2007;22(3):133-40.
- Fernández San Martín MI, Rebagliato Nadal O, de Gispert Uriach B, Roig Carrera H, Artigas Guix J,
- Bonay Valls B, et al. Adaptación de un cuestionario de satisfacción del paciente con la consulta médica y de enfermería. *Atención Primaria*. 2008;40(12):611-6.
- Pérez Rivas FJ, Ochandorena Juanena M, Santamaría García JM, García López M, Solano Ramos V,
- Beamud Lagos M, et al. Aplicación de la metodología enfermera en atención primaria. *Revista de Calidad Asistencial*. 2006;21(5):247-54.
- Bernal-Delgado, Enrique, and Vicente Ortún-Rubio. "La calidad del Sistema Nacional de Salud: base de su deseabilidad y sostenibilidad." *Gaceta Sanitaria* 24.3 (2010): 254-258.
- Mompart, Anna, Pilar Brugulat, and Antonia Medina. "Encuesta de Salud de Catalunya." *Índice: revista de estadística y sociedad* 20 (2007): 19-22.
- Real Decreto-ley 8/2010, de 20 de mayo, por el que se adoptan medidas extraordinarias para la reducción del déficit público. *Boletín Oficial del Estado* núm. 126, de 24 de mayo de 2010. [Consultado el 12/07/2014.] Disponible en: <http://www.boe.es/boe/dias/2010/05/24/pdfs/BOE-A-2010-8228.pdf>
- Peiró, Salvador, Juan José Artells, and Ricard Meneu. "Identificación y priorización de actuaciones de mejora de la eficiencia en el Sistema Nacional de Salud." *Gaceta Sanitaria* 25.2 (2011): 95-105.
- González Sara S.H.; Moreno Pérez, N.E. (2011). Instrumentos para la enseñanza del proceso enfermero en la práctica clínica docente con enfoque de autocuidado utilizando Nanda-Nic-Noc. *Revista Enfermería Global*; nº 23, julio.