



DEGREE CURRICULUM

# **FAMILY AND COMMUNITY NURSING CARE**

# **1**

Coordination: MATEOS GARCIA, JOSE TOMAS

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	FAMILY AND COMMUNITY NURSING CARE 1			
<b>Code</b>	100465			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	3	COMPULSORY	Attendance-based
	Grau en Infermeria (R 2016 - lg)	2	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	Activity type	PRAULA	TEORIA	
	Number of credits	3	3	
	Number of groups	6	2	
<b>Coordination</b>	MATEOS GARCIA, JOSE TOMAS			
<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>	Catalan, Spanish, English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLUBES ARRIA, LAIA	laia.llubes@udl.cat	3	
MANUEL MARTI, BLANCA	blanca.manuel@udl.cat	3	
MATEOS GARCIA, JOSE TOMAS	josetomas.mateos@udl.cat	12	
TORRA BOU, JOAN ENRIC	joanenric.torra@udl.cat	6	

## Learning objectives

- Acquire the knowledge and skills necessary to be part of the primary health care team.
- To identify the factors related to health and the problems of the environment in order to attend to the person in a situation of health and disease, as well as a member of the family, group, and community
- Know the bases and applications of health promotion and education.
- Identify the importance of research and support it for the achievement of health objectives of the person and groups in nursing and general health care.

### LEARNING OUTCOMES

- Identify the various nursing roles, responsibilities, and functions using epidemiological analysis and planning.
- Select key activities to effectively respond to the needs of the population and/or patients, identify the most vulnerable groups and establish evaluation criteria.
- Acquire skills to apply individual and group didactic techniques for designing educational material adapted to the population subjected to the intervention.
- Acquire skills to design an educational intervention and establish criteria and instruments for its evaluation through the planning of a health education program

## Competences

### Basic:

CB4 Be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.

### Specific:

CE21. Ability to describe the fundamentals of the primary health care level and the activities to be developed to provide comprehensive nursing care to the individual, family, and community.

CE22. Understand the role, activities, and cooperative attitude the professional must develop in a Primary Health Care team.

CE28. Educate, facilitate and support the health and well-being of community members whose lives are affected by health problems, risk, suffering, illness, disability, or death,

CE33. Select interventions to treat or prevent problems arising from health deviations.

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

CE50. Know and be able to apply group management techniques.

CE38. Identify the characteristics of the different stages of childhood and adolescence and the factors that condition the typical pattern of development

### Transversal:

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

CT2. Acquire a significant command of a foreign language, especially English.

CT3 Acquire skills in using new technologies and information and communication technologies.

## Subject contents

Module 1: Historical Evolution of Community Nursing

Module 2: Nursing Fundamentals: Individual and Family Care

Module 3: Primary Health Care (PHC)

Module 4: Nursing model and method in community nursing

Module 5: Community interventions (I), the community network, social support, and community participation.

Module 6: Health education models

Module 7: Research in primary health care.

Module 8: Prevention and health promotion. Preventive activities in adult and pediatric populations.

Module 9: Comprehensive care in-home visits and social and health care coordination.

Module 10: Teamwork: advantages and disadvantages.

Module 11: Conflict management in primary health care.

## Methodology

Teaching methodologies:

1. Lectures (virtual and/or face-to-face)
2. Seminars (virtual and/or face-to-face)
7. Written work.
10. Development of projects
14. Colloquiums and conferences (virtual and/or face-to-face).

## Development plan

The development plan in chronogram format of the course with the distribution and dates of the sessions will be posted in the resources space of the Virtual Campus.

*The sessions may be recorded, for this reason, the Universitat de Lleida (UdL) informs that, for teaching purposes, it will record images that identify the students and other persons participating in the academic activities. The UdL is responsible for the treatment of these images. (contact details of the representative: General Secretary's Office. Plaza 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 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 provide and improve university teaching, in accordance with the Ley Orgánica 6/2001, of December 21, 2001, on Universities. The images, once recorded, are preserved at least as long as the corresponding actions and claims against the evaluation approved by the actions and claims against the evaluation approved by the faculty. They are destroyed in accordance with the terms and conditions set forth in the regulations on the elimination of administrative documents of the UdL, and the documentary 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 cases that are strictly foreseen by the Law.*

*Interested parties may access their images; request their rectification, deletion, or portability; oppose the processing, and request the limitation, by writing to the address limitation, by writing to 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.*

## Evaluation

### Continuous evaluation

	Evaluation system	Percentage of the grade
1	Written test: open-ended questionnaire/closed-ended questionnaire/test/clinical case	60%
7	Work done by the student: report, project or program	40%

Attendance to the theoretical classes is voluntary, but it is advisable to attend in order to understand and work more correctly on the activities proposed in the seminars.

Attendance to seminars is compulsory. If the student does not attend 80% of the seminars, he/she will not be able to take the written exam.

To be able to make the weighted average of the grades obtained in the different evaluation activities, it is essential that all of them are passed with a grade of 5 individually.

Written test: Both the written test of the first and second call will consist of 60 multiple-choice questions (4 possible answers, with only one correct answer, and 0.25 points will be deducted for error). This evaluation test corresponds to **60% of the overall grade of the subject**.

**The rest of the grade (40%)** is divided into:

- The presentation of individual or group work, presentations, and participation in the seminars (**20% of the final grade**): The presentation and coherence of the proposed work will be evaluated according to the pertinent rubric.
- Community program (**20% of the final grade**): whose guide will be available on the virtual campus and will be evaluated with the pertinent rubric, will be worked throughout the semester in different seminars and with the guidance of the teachers.

Other information regarding the evaluation system:

- The coordinator of the course will decide to assign the qualification of **Matrícula de Honor (MH)** according to the criteria set out in the current evaluation regulations approved by the UdL as long as he/she considers it pertinent. In order to obtain this qualification, the students must. The number of MH may not exceed 5% of the number of students enrolled.
- Students have the right to **recover** any evaluation activity equal to or higher than 30% of the final grade in a subject or subject, except for the practices of the subject.
- The faculty will offer the students to participate and attend (with the corresponding presentation of a brief summary) at least one conference, community activities, and events. This participation will add a total of **0.10 extra points** to the final overall grade of the course. This extra score cannot be used to pass the course.
- Regarding the **plagiarism policy**: assigning authorship of a work that is not OWN will result in a failure.

### ABSENCE OF 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 the 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 for the absence, but not the lack of compliance with their academic commitments.

## Single evaluation

	Evaluation system	Percentage of the grade
1	Written test: open-ended questionnaire/closed-ended questionnaire/test/clinical case	70%
7	Work done by the student: report, project or program	30%

The evaluation will consist of a **written test that will count for 70% of the course and a project or written work that will count for 30%**.

- Written test: Both the written test of the first and second call will consist of 60 multiple-choice questions (4 possible answers, with only one correct answer, in which 0.25 points will be deducted for errors. **This evaluation test corresponds to 70% of the overall grade of the course.**
- Attendance of the theoretical classes and seminars is voluntary and highly recommended.
- In order to be able to make the weighted average of the grades obtained in the different evaluation activities, it is essential that all the grades obtained in the different evaluation activities are passed with a 5.
- Regarding the plagiarism policy: assigning the authorship of a work that is not one's own implies a failure.

## Bibliography

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Web:

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