Universitat de Lleida

DEGREE CURRICULUM

EVIDENCE-BASED PRACTICE IN THE COMPREHENSIVE CARE OF THE PERSON 2

Coordination: ESPART HERRERO, ANNA

Academic year 2022-23

Subject's general information

Subject name	EVIDENCE-BASED PRACTICE IN THE COMPREHENSIVE CARE OF THE PERSON 2
Code	100467
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	2	COMPULSORY	Attendance-based
	Grau en Infermeria (R 2016 - lg)	2	COMPULSORY	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRALAB	PRAULA
	Number of credits	2	1
	Number of groups	12	6

Coordination	ESPART HERRERO, ANNA
Department	NURSING AND PHYSIOTHERAPY
Teaching load distribution between lectures and independent student work	150 total hours: 30 contact hours (20%) and 120 hours of student work (80%)
Important information on data processing	Consult this link for more information.
Language	Classes in Spanish and Catalan. Some materials in English.
Distribution of credits	6 practical ECTS

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASTRO NAVAL, ELENA	elena.castro@udl.cat	5,6	
ESPART HERRERO, ANNA	anna.espart@udl.cat	3	Contact by e-mail to arrange the tutorials
GARCIA LEON, CRISTINA	cristina.garcialeon@udl.cat	3	
GUTIERREZ VILAPLANA, JOSE MARIA	josepmaria.gutierrez@udl.cat	6	
MEDEL VILLAR, DANIEL	daniel.medel@udl.cat	4	
ROCASPANA GARCIA, MARIONA	mariona.rocaspana@udl.cat	3,4	
SOROLLA VILLAS, CAROLINA	carolina.sorolla@udl.cat	5	

Subject's extra information

The axes of this subject are three: knowledge integration, Evidence-Based Practice and Clinical Simulation focused on nursing care in different contexts with the aim of achieving maximum safety for the patient.

To be able to enroll in this course, it is a prerequisite to have passed the Evidence-Based Practice course in the Comprehensive Care of Person 1.

Learning objectives

Learning outcomes:

- Relate the knowledge without attending to the disciplinary areas, as a whole.
- Analyze health problems from the epidemiological, biomedical, psychological, social, ethical and intercultural point of view.
- Globally assess the situation of the people / group in a specific context.
- Design and plan nursing care based on the best available evidence according to the specificity of the clinical cases or situations raised with the scientific nursing method.
- Demonstrate proficiency in the management and resolution of cases.

- Show the ability to solve problems and make decisions.
- Gather relevant information according to criteria of scientificity.
- Use ICTs as a working tool (preparation of papers and presentations).
- Work collaboratively in the planning and execution of the different training tasks.

Competences

Basic:

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

CB4 Be able to transmit information, ideas, problems and solutions to both a specialized and a non-specialized audience

CB5 Know how to develop those learning skills necessary to undertake further studies with a high degree of autonomy

Specific:

CE13. Use strategies and skills that allow effective communication with patients, families and social groups, as well as the expression of their concerns and interests.

CE20. Direct, evaluate and provide comprehensive nursing care, to the individual, the family and the community.

CE26. Apply the necessary methods and procedures in your field to identify the most relevant health problems in a community.

CE30. Identify the care needs derived from health problems.

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

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

CE32. Carry out nursing care techniques and procedures, establishing a therapeutic relationship with patients and their families.

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

Transversal:

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

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

CT5 Acquire essential notions of scientific thought. Generic:

CG1. Capacity for adapting to new situations

CG2. Skills on information management

Subject contents

This subject seeks to integrate knowledge of other subjects taken in the second year such as:

- Sociology and community and public health. Scientific and biostatistical methodology applied to health sciences.
- Physiological and pharmacological bases for the use and administration of drugs and nursing prescription.
- Physiopathological bases for the care of the person.

- Nursing care for adults.
- Ethics and legislation of nursing care.
- Family and community nursing care.
- Clinical practices 2.

Therefore, the contents are derived from these subjects (review specific teaching guides).

Different blocks are established:

- Seminars: knowledge integration sessions, evidence-based practice (EBP), patient safety.
- Simulation: assessment session of different pathological situations in 4DH.
- Post-simulation: reflection of the practice and design of the nursing care plan completed with epidemiological aspects.
- Proposals for healthcare practice in different areas and health education strategies.

Methodology

In the development of the subject, different teaching methods and strategies will be combined.

Seminars promoting both i**ndividual work** and **group and cooperative work** through the **development of projects** linked to **case studies** and **clinical simulation**. The seminars will be developed in small groups and as a work unit the usual functional group or other specific ones for certain activities.

Throughout the semester work **tutorials** will be established between teacher-students, both to develop projects and for **oral presentations**.

The basis of integration will be carried out through nursing care situations, as central elements for the gathering of knowledge, seeking an experiential and reflective theoretical-practical approach always based on the best available evidence and with the aim of achieving maximum safety for the patient.

Development plan

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

The simulation sessions will take place at the corresponding center on the Lleida or Igualada campus.

Of these simulations and of the seminars, an audiovisual record may be made, if necessary, according to the "Regulations governing the creation, use and preservation of audiovisual material recorded for teaching purposes at the Facultat d'Infermeria i Fisioteràpia de la UdL ":

The University of Lleida informs that, for teaching purposes, it will record images that identify the student body and other people who participate in academic activities. The person responsible for the treatment of these images is the University of Lleida (contact details of the representative: General Secretary. 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 knowledge of the subject and for teacher improvement projects.

The use of images responds to the legal obligation of the UdL to teach and improve university teaching, in accordance with Organic Law 6/2001, of December 21, on universities. The images, once recorded, are kept at least as long as the corresponding actions and claims against the evaluation approved by the teaching staff do not prescribe. They are destroyed under the terms and conditions provided in the regulations on conservation and elimination of the 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 the cases strictly provided for in the Law.

Interested persons can access their images; request its rectification, deletion or portability; object to their being processed and request the limitation in writing by sending it to the address dpd@udl.cat <mailto: dpd@udl.cat>. They can also file a claim addressed to the Catalan Authority for the Protection of Dades, through the electronic headquarters of said Authority (https://seu.apd.cat) or by non-electronic means.

Evaluation

In reference to the delivery of the activities prior to the seminars, they must be "posted" in the Activitats section of the Virtual Campus before the date set by the professor. In the cases in which the student does not deliver the activity but "hangs up" it on the same day of the seminar and after the completion of it, the grade will be divided in half. Likewise, if it is not delivered on the same day of the seminar, it will count as an unjustified activity not carried out and therefore, it will obtain a 0 in the qualification. In addition, there will be no right to recover any suspended activity, since the activity of each individual seminar will not have a weight greater than 30% in the final grade.

On the other hand, if the student arrives late to the seminar, and it has already started, they will not be given more time to complete the corresponding evaluative activities, such as multiple choice tests or questions to be developed.

Given that attendance is mandatory for 100% of the classes, students who do not attend any of the sessions will be given a compensatory exam (content related to the corresponding session / s) on the official exam date , which is established in the FIF evaluation calendar.

The axes of the evaluation are three:

Assessment systems	Ponderation
Observation-Based Instruments: Valuation Matrices (Simulations)	30%
Work done by the student: written and / or oral presentation	30%
Work done by the student: group and / or individual resolution of cases, problems or exercises	40%

MPORTANT NOTE:

To pass the course it is necessary to pass each of the parts

Due to the characteristics of this subject, the single assessment option is not included

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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

NURSING METHODOLOGY:

Alfaro-LeFevre, R. *Pensamiento crítico y juicio clínico en enfermería*. 4ª ed. Barcelona. Elsevier. 2009

Bulechek, Butcher, Dochterman & Wagner. Clasificación de Intervenciones de Enfermería (NIC) 7 ed. Madrid. Elsevier. 2018.

Carpenito, L.J Manual de diagnosticos de enfermería. 15ª ed. Madrid: Lippincott Williams & Wilkins. 2017

Gordon, M. *Manual de diagnóstico de enfermería*. 1*1*ª ed. Madrid: McGraw Hill Interamericana. 2007

Lunney, M. *Razonamiento crítico para alcanzar resultados de salud positivos. Análisis y estudio de casos de enfermería*. Barcelona: Elsevier. 2011.

Moorhead, Johnson, Maas & Swanson. Clasificación de Resultados de Enfermería (NOC): Medición de Resultados en Salud, 6 ed. Madrid. Elsevier. 2018.

NANDA-I Diagnósticos enfermeros: Definiciones y clasificación 2018-2020. 11ª ed. Madrid. Elsevier. 2019.

NNN consult. Elsevier. 2020. https://www.nnnconsult.com/

PATIENT SAFETY:

Seguretat dels pacients. Conselleria de Salut. Generalitat de Catalunya. http://seguretatdelspacients.gencat.cat/ca/inici

Seguridad del paciente. Ministerio de sanidad, consumo y bienestar social. https://www.seguridaddelpaciente.es/

Seguridad del paciente. OMS. http://www.who.int/topics/patient_safety/es/