



Universitat de Lleida

DEGREE CURRICULUM  
**DEMAND MANAGEMENT**

Coordination: BALLESTE ESCORIHUELA, JANINA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	DEMAND MANAGEMENT			
<b>Code</b>	100483			
<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	4	OPTIONAL	Attendance-based
	Grau en Infermeria (R 2016 - lg)	4	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	TEORIA		
	<b>Number of credits</b>	6		
	<b>Number of groups</b>	2		
<b>Coordination</b>	BALLESTE ESCORIHUELA, JANINA			
<b>Department</b>	NURSING			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan, Spanish			
<b>Distribution of credits</b>	The total number of credits of the subject is 6 on the Igualada i Lleida campus.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BALLESTE ESCORIHUELA, JANINA	jan.nina.92@gmail.com	6	
TORT NASARRE, GLÒRIA	gloria.tort@udl.cat	6	

## Subject's extra information

This course offers the opportunity to learn to understand the concept of GID and the nursing competences related to this field. Acquire the knowledge and skills necessary to develop a GID program with guarantees of quality and safety. Apply the assessment, exploration, diagnosis and therapeutic plan in the GID. Likewise, based on examples of GID experiences developed in primary care, the student will be able to reflect on the new competencies and nursing roles of this organizational model.

### RECOMMENDATIONS:

A frequent visit to the virtual campus space associated with the subject is recommended, where all the information about it will be announced.

The communication system of the subject between teachers and students will be the mail of Udl. You have to check it daily.

## Learning objectives

- Know the fundamentals and the conceptual framework of nursing demand management in primary care.
- Identify the main reasons for GID.
- Know how to perform the physical examination in adults, the elderly and children, the psycho-emotional examination. Establish a diagnostic and therapeutic plan.
- Determine the protocols to follow in the face of possible drug reactions and emergency health situations.
- Know the current demand management circuits: protocols, GID guides based on available scientific evidence.
- Become familiar with the information systems related to the GID.
- Determine the critical points in demand management.
- Know the main factors that can condition the GID.
- Understand the meaning of health education in the framework of demand management and how to apply it in the diagnosis and monitoring of the most prevalent health problems in IDG.
- Actively contribute to student training to improve nursing practice, with integration of knowledge acquired in other subjects of the degree.

## Competences

CB2 - Apply their knowledge to their job or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

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

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

CE5 - Use of medications, evaluating the expected benefits and associated risks and / or effects derived from their administration and consumption.

CE14 - Recognize life-threatening situations and know how to perform basic and advanced life support maneuvers.

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.

## Subject contents

### Module 1: GID conceptual framework

- Introduction to demand management and situation analysis.
- Legal and ethical framework for demand management.
- Adequacy of nursing activities and enhance the figure of the nurse.
- The family and community nursing consultation.
- Typologies.
- Organizational models.
- Fields of action: primary care centers (CAP), CUAP and Continuous Care Points (PAC).
- Operation of the different services.

### Module II: Nursing care in GID

- Care for people with acute processes and people with acute chronic processes.
- Action circuits.
- Algorithms of action to carry out the management of the demand of children and adults.
- Nursing techniques, procedures and actions in demand management and extra hospital emergency situations.
- Usual drugs and materials in emergency situations of Primary Care.

## Methodology

The course will be based on active learning methodologies, combining with some theoretical session. It will be carried out through complementary readings, information search and preparation - resolution of practical cases and other complementary activities such as clinical simulation sessions.

The orientation of the subject is clearly practical. Students will be able to propose clinical case proposals for discussion.

## Development plan

The course development plan in chronogram format of the Demand Management course with the distribution of the dates of the sessions will be posted in the virtual campus resources section.

*The sessions can be recorded, for this reason the University of Lleida (UdL) informs that, for teaching purposes, will record images that identify students and other people who participate in academic activities. The responsible person for processing these images is the UdL (contact details of the representative: Secretaria General. Plaça de Víctor Siurana, 1, 25003 Lleida, [sg@udl.cat](mailto:sg@udl.cat); contact details of the data protection officer: [dpd@udl.cat](mailto:dpd@udl.cat)). These images are only used for teaching, assessing subject's knowledge and for teaching improvement projects. The use of the images responds to the legal obligation of the UdL to teach and improve university teaching, in accordance with Organic Law 6/2001, of 21 December, on universities. The images, once recorded, are kept at least as long as they do not prescribe the corresponding actions and claims against the evaluation approved by the teacher. They are destroyed in the terms and conditions provided for in the regulations on the conservation and disposal of the*

administrative documents of the UdL, and the document 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 people can access to their images; request rectification, deletion or portability; oppose the treatment and request its limitation, by writing to the address [dpd@udl.cat](mailto:dpd@udl.cat) [/src/compose.php?send\\_to=dpd@udl.cat](mailto:dpd@udl.cat). They can also submit a complaint addressed to the Catalan Data Protection Authority, through the electronic headquarters of the Authority (<https://seu.apd.cat>) or by non-electronic media.

## Evaluation

### Continuous assessment:

Assessment Systems	Weighing
Written test: Open questions / TEST and clinical cases.	30 %
Instruments based on observation, control and participation.	10%
Work done by the students: Written presentation.	30 %
Work done by the student: group and / or individual. Resolution of clinical cases, problems or exercises and simulations.	30%

### Single Assessment:

The student has the right to waive the continuous evaluation at the beginning of the course, by means of the corresponding justifications to the Study Commission of the center, with the established terms.

This Alternative Evaluation will consist of a single and final evaluation consisting of a written test with open and closed questions with a value of 50%; and resolution of cases with a value of 50% of the final grade.

## Bibliography

- Berger P.L, Luckmann T ; La construcció social de la realitat. Un tractat desociologia del coneixement. Herder Barcelona ; 1998
- Bosch, E; Brugués, A; Mateo, E; Peris, A. Problemes de salut. Guia d'intervencions d'infermeria. Agents de Salut (CASAP). Castelledefels; 2007.
- Cebrián HM. Organización y gestión de los servicios de enfermería en un Equipo de Atención Primaria. En Gestión del día a día en el Equipo de Atención Primaria. Semfyc; 2007.
- Cebrián HM. Gestión de la consulta de enfermería. En Curso de formación a

distancia de Enfermería de Salud Familiar y Comunitaria. Organización de los servicios de enfermería en Equipos de Atención Primaria. Semfyc; 2006.

5. Shum C, Humphreys A, Wheeler D, Cochrane MA, Skoda S, Clement S. Nurse management of patients with minor illnesses in general practice: multicentre, randomised controlled trial. BMJ. 2000; 320 (7241):1038-43.

6. Morales JM, Martín FJ, Contreras E, Morilla JC. Prescripción de medicamentos y productos sanitarios por enfermeras comunitarias. Enfermería Comunitaria.2006, 2(1);49-57

7. Brugués A, Peris A. Abordaje de patologías agudas mediante una guía de intervenciones de enfermería. Aten Primaria 2008;40(8):387-91.