



Universitat de Lleida

DEGREE CURRICULUM  
**ETHICS AND LEGISLATION IN  
NURSING CARE**

Coordination: VALENZUELA VALENZUELA, ANNA

Academic year 2023-24

**Subject's general information**

<b>Subject name</b>	ETHICS AND LEGISLATION IN NURSING CARE			
<b>Code</b>	100663			
<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	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>	4		2
<b>Coordination</b>	VALENZUELA VALENZUELA, ANNA			
<b>Department</b>	NURSING AND PHYSIOTHERAPY			
<b>Teaching load distribution between lectures and independent student work</b>	<p>Training activity (hours devoted to the training activity and percentage of attendance):</p> <p>Participative theory class (15 h, 100 %)</p> <p>Seminars (5 h, 100 %)</p> <p>Practical: solving cases, problems and exercises (10 h, 100 %)</p> <p>Autonomous work (45 h, 0 %)</p>			
<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>	<p>The subject is programmed in 1.5 theoretical credits and 1.5 practical credits.</p> <p>The time distribution will be 15 hours of theoretical classes in sessions of 2 hours in a large group.</p> <p>The practical classes will consist of 15 hours divided into sessions of 2 hours in medium groups.</p>			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CAMPOY GUERRERO, CARMEN SOLEDAD	carne.campoy@udl.cat	0	
REGORDOSA GARCIA, SILVIA	silvia.regordosa@udl.cat	3,8	
VALENZUELA VALENZUELA, ANNA	ana_valen6@hotmail.com	4,5	
VILARO COMA, YOLANDA		,7	

## Subject's extra information

The act of caring means that professionals are faced with complex situations that require the ability to make decisions based on a correct ethical attitude and, therefore, a critical-reflective training and vision to base these decisions on. In this sense, the subject Ethics and Legislation of Nursing Care aims to provide students with a competency framework with a broad and rich vision of bioethics and law that allows them to take a position based on analysis and informed reflection. In addition, the subject aims to offer a space for personal self-knowledge that allows students to acquire an open and firm point of view in the face of bioethical dilemmas that are characteristic of today's society.

## Learning objectives

The objectives are:

- Detect and analyse the role of the nurse in the provision of care, taking into account the principles of respect for dignity, intimacy, privacy and confidentiality.
- Analyse and resolve the cases and/or health situations raised, taking a critical view of the information available and assessing the ethical and bioethical principles that underpin good nursing practice.
- Assess and analyse the different alternatives in the ethical and legal approach oriented towards the best resolution of different ethical dilemmas present in clinical practice.
- Detect and know how to distinguish the limits and legal requirements within the framework of the nursing profession, following ethical and moral values and the law in force.
- Know the practical implications of the right to information and informed consent as well as the right to confidentiality and professional secrecy.

## Competences

**Basic:**

- CB2. That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.
- CB3. Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- CB4. Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences).

## Specific:

- CE51. Know the applicable legislation and the code of ethics and deontology of Spanish nursing, inspired by the European code of nursing ethics and deontology.

## Transversal:

- CT1. Acquire adequate oral and written comprehension and expression in Catalan and Spanish.

## Subject contents

The thematic description of the subject is divided into two modules:

- **Module 1. Bioethics** (*corresponds to module 5 of the current memory of the Degree in Nursing*)
  - Topic 1. General concepts. Origin and definition of bioethics. Morality, ethics and bioethics. Legal norms. Historical references.
  - Topic 2. Basic ethical principles. Criteria and methodologies for decision-making. Ethics committees: Health Care Ethics Committee (CEA); Ethics and Research, Ethics Committee for Research with Medicines (CEIm), and Clinical Research Ethics Committee (CEIC).
  - Topic 3. The nursing profession. Ethics of having a cure. Responsibilities in nursing.
- **Module 2. Basic legislation in the health field and bioethics framework documents** (*corresponds to module 4 of the current memory of the Degree in Nursing*)
  - Topic 4. Basic legislation. Rights and duties of users. Autonomy as a right and duty. General Health Act (1986). Law of Health Organisation of Catalonia. Data Confidentiality Law. Clinical History. Informed consent. Refusal of treatment.
  - Topic 5. Reference documents in bioethics. Universal Declaration of Human Rights. Belmont Report. Declaration of Helsinki. Code of Ethics of the profession. Council of Nurses' Associations of Catalonia.
  - Topic 6. Dilemmas. Voluntary termination of pregnancy. Conscientious objection. End of life and advance directives. Organ transplants. Beginning of life. Ethical and legal confirmation of the human embryo. Assisted human reproduction. Surrogacy. Gene manipulation.

## Methodology

### Teaching methodologies:

1. Lectures.
2. Seminars.
3. Group work.
4. Individual work.
8. Case studies.

### Training activities:

	Training activity	Hours of training activity	Percentage of attendance
1	Participative theory class	15 h	100 %
2	Seminars	5 h	100 %
3	Freelance work	45 h	0 %
4	Practice: solving cases, problems and exercises	10 h	100 %
		75	

## Development plan

### Hours of total student dedication:

The student will dedicate 15 hours of theoretical class in modules of 2 hours and 15 hours of seminar of analysis of cases also in modules of 2 hours.

The presential activities correspond to the attendance to the theoretical classes, which will be lectures encouraging the participation, and the seminars, where students will work in functional groups.

The non-presential activities correspond to the search for information, reading and analysis, preparation of classes, tutorials and autonomous work.

In the resources section of the virtual campus you can consult the global chronogram of the course.

If an audiovisual record is made of any of the activities carried out during the course, it will be followed and treated according to the "Regulations governing the creation, use and preservation of audiovisual material recorded for teaching purposes in the Faculty of Nursing and Physiotherapy of the UdL": The University of Lleida reports that, for teaching purposes, will record images that identify the student body and other people involved in academic activities. The University of Lleida is responsible for the processing of these images (contact details of the representative: General Secretariat. Plaza de Víctor Siurana, 1, 25003 Lleida, sg@udl.cat; contact details of the data protection delegate: 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 teach and improve university teaching, in accordance with the Organic Law 6/2001, of 21 December, on universities. The images, once recorded, are kept at least until the corresponding actions and claims against the evaluation approved by the teaching staff are prescribed. They are destroyed in accordance with the terms and conditions set out in the regulations on the conservation and disposal of UdL administrative documents and the documentary evaluation tables approved by the Catalan government (<http://www.udl.cat/ca/serveis/arxiu/>).

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## Evaluation

### OVERVIEW

- Consult the Guide on Plagiarism and Academic Honesty of the Faculty of Nursing and Physiotherapy of the University of Lleida: <https://www.fif.udl.cat/ca/estudis/normativa/>
- Regarding the **environment**: only papers submitted electronically will be accepted. No paper or binding is required.
- Consult the Regulations for the Assessment and Grading of Learning in Bachelor's and Master's Degrees at the UdL (approved by Agreement 33/2020 of the Governing Council on 18.02.2020 and modified by agreement 235/2022 of the Governing Council on 21.07.2022, modified by agreement 36/3034 of the Governing Council on 28.02.2023 and modified by agreement 187/2023 of the Governing Council on 29.06.2023):<https://www.udl.cat/ca/udl/norma/ordenaci-/>

### CONTINUOUS ASSESSMENT

The evaluation system of the subject consists on four blocks:

BLOCK	Evaluation system	Minimum - maximum weighting according to the report of the Degree in Nursing	Weighting in the subject
1	<b>Written test:</b> open-closed questionnaire, test or clinical case.	30 % - 60 %	30 %
2	<b>Work done by the students:</b> written and/or oral presentation	20 % - 40 %	20 %
3	<b>Work done by students:</b> group and/or individual solving of cases, problems or exercises.	30 % - 60 %	30 %
4	<b>Attendance and participation in seminars</b>		20 %

Assessment activities are organised in blocks and each block may contain one or more related assessment activities.

As established in article "4.1. Continuous assessment" of the Regulations for the Assessment and Grading of Learning in the UdL Bachelor's and Master's Degrees and Master's Degrees, "Assessment in UdL studies is a continuous process within the teaching period established for the subject, in accordance with the sequencing of the syllabus and the academic calendar. Continuous assessment is understood as the set of activities of an assessable nature indicated in the teaching guide that are developed in a progressive and integrated manner during the academic year and that must be relevant and significant to assess and quantify the progress of students in achieving the knowledge, skills and abilities that make up the specific and defining competences of the subject or subject. The aim of continuous assessment is for students to be able to know their progress throughout the training process in order to enable them to improve it".

**The following criteria will be taken into account for the continuous assessment of this subject:**

- **BLOCK 1.** Written test on theoretical content: 30 % of the final mark.

The test may consist of open/closed questions, a test or a clinical case. In the multiple-choice test, incorrect answers are deducted 0.25/10.

- **BLOCK 2.** Work: 20% of the final mark. Presentation of a clinical nursing case involving an ethical or legal conflict in which a reflection, defence and well-founded argumentative resolution will be developed.
  - 10 % written work.
  - 10 % oral defence. In case of non-attendance (not justified) on the day of the oral presentation, the mark of the person of the group who has not attended will be 0 (he/she will not get the group mark). If the absence is justified, 20 % of this block will correspond to the grade of the written work (the person who did not attend will not have the group grade of the oral presentation).
- **BLOCK 3.** Work done by students: 30 % of the final mark. Group and/or individual work on solving cases, problems or exercises. These are handed in during the seminar.
- **BLOCK 4.** Attendance and participation in seminars: 20 % of the final mark.

All grades are published individually in the **grading tool** of the subject. According to article "12.1. Results of the assessment activities and final grade" of the Regulations for the Assessment and Grading of Learning in the Bachelor's and Master's Degrees at the UdL, "lecturers must publish the results of the assessment activities - in the case of continuous assessment - no later than fifteen working days after their completion and at least two working days before the make-up exam. Students have the right to review the results of the assessment activity".

**It is necessary to pass each block 1, 2 and 3 with a minimum mark of 5 in order to be able to take the average.** As stated in article "4.5. Continuous assessment" of the Regulations for the Assessment and Grading of Learning in Degrees and Masters at the UdL, "in the event that the student does not achieve the minimum grade established in any of the blocks of the assessment, but the average of the subject is approved, the subject will be graded in the minutes with a 4.9".

As stated in article "4.5. Continuous assessment" of the Regulations for the Assessment and Grading of Learning in the Bachelor's and Master's Degrees at the UdL, "the assessment blocks that have a minimum grade or that have a weight equal to or more than 30% of the final grade must be **compulsorily entitled to recovery**".

In relation to the **justification of absences**, the reasons for which the absence is considered to be justified will be the same as those set out in article "9.8. Development of assessment activities" in the Regulations for the Assessment and Grading of Learning in the Degrees and Masters at the UdL, "the student who cannot attend the assessment activities that are listed and scheduled in the teaching guide of the subject -or, or, where appropriate, on the website of the bachelor's or master's degree, or in the final exams, for any of the reasons set out below, shall be entitled to have the lecturer responsible for the subject set a new date, after hearing the student, so that he/she can carry it out properly":

- a. Due to illness, which must be duly justified by a medical certificate.
- b. Due to coincidence, on the day and time, with another assessment procedure of a subject of an official bachelor's or master's degree taught at the UdL.

- c. Due to the death of a direct relative up to the second degree of consanguinity and up to the first degree of affinity, occurring within the seven days prior to the scheduled date of the evaluation test.
- d. Coincidence with official activities of high-level and high-performance athletes, both national and international.
- e. For coincidence on the same day with meetings of the governing and representative bodies of the University, for students who carry out student representation tasks, with prior justification of this fact to the lecturer responsible.
- f. Absence as a consequence of participation in an official student mobility process.
- g. In the case of students of the UdLxTothom Programme with a chronic or acute illness, when the student requests and accredits that it will not be possible to deliver or carry out an evaluation activity of the subject on the scheduled date due to a chronic or acute illness, the deadline for delivery or scheduling of the evaluation activity will be extended for a minimum of ten days and at most until the last day of evaluation of the semester.
- h. In other cases that can be justified and assessed by the Centre's Studies Commission.

The justification of absences must be done via message through the tool and the space of the subject in the Virtual Campus and requests for justification of absences that involve non-attendance in a seminar will have to be submitted, at the latest, within 7 days. In general, students will only be excused for absence, but not for failure to fulfil their academic commitments.

## **ALTERNATIVE EVALUATION**

To facilitate work or family reconciliation, the student who wishes to do so has the right to waive the continuous assessment at the beginning of each semester and to carry out an alternative assessment. As established in the following points of the article "5. Alternative Assessment" of the Regulations of the Assessment and Grading of Learning in the Degrees and Masters at the UdL:

- 2. Students who wish to take advantage of alternative assessment must present an employment contract or justify, in writing to the dean or director of the centre, the reasons that make it impossible for them to take the continuous assessment.
- 3. The Studies Committee of the faculty or school responsible for the Bachelor's or Master's degree course may establish the mechanisms and conditions under which students may exercise this right, the deadline for submitting applications, and the supporting documentation to be provided.
- 8. Students who make use of the alternative assessment have the same rights and, therefore, have the right to retake the course under the same conditions as students who take the continuous assessment.

This alternative assessment consists of:

- **BLOCK 1.** Written test of theoretical content: 40 % of the final mark.

The test may consist of open/closed questions, a test or a clinical case. In the multiple-choice test, incorrect answers are deducted 0.25/10.

- **BLOCK 2.** Work: 25 % of the final grade.

Presentation of a clinical nursing case involving an ethical or legal conflict in which a reflection, defence and well-founded argumentative resolution is developed. Individual written work.

- **BLOCK 3.** Seminars: 35 % of the final mark.

Individual work carried out by students: group and/or individual work on solving cases, problems or exercises. These are handed in the same week as the seminar.

Consult the **internal regulations for alternative assessment in the Bachelor's and Master's degrees** of the Faculty of Nursing and Physiotherapy: <https://www.fif.udl.cat/ca/estudis/normativa/>



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### Books

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