



Universitat de Lleida

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

Coordination: ESPIGARES TRIBO, GEMMA

Academic year 2023-24

Subject's general information

Subject name	MANAGEMENT OF NURSING CARE AND HEALTH SERVICES		
Code	100664		
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION		
Typology	Degree	Course	Character
	Bachelor's Degree in Nursing	2	COMPULSORY
Modality	Attendance-based		
Course number of credits (ECTS)	3		
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	1.5	1.5
	Number of groups	4	2
Coordination	ESPIGARES TRIBO, GEMMA		
Department	NURSING AND PHYSIOTHERAPY		
Important information on data processing	Consult this link for more information.		
Language	Catalan, Spanish, English		

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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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
<p>Module 1. Management of Health Services. Healthcare organization and nursing leadership.</p>	<p>1. Health services</p> <ul style="list-style-type: none"> • Health Systems and Models • Catalan Health System. Organizational models • Organization in different care levels (primary, specialized, mental health and socio-sanitary) • Private versus public healthcare • Process management <p>2. Health policy and planning</p> <ul style="list-style-type: none"> • Health policy • Strategic planning • Strategic Planning Reports • Evaluation instruments <p>3. Leadership and Decision Making</p> <ul style="list-style-type: none"> • Conflict management and negotiation • Emotional intelligence • Motivation and types of leadership • Stress management • Digital leadership in nursing

MODULES	UNITS
Module 2. Health economics.	1. Health economics. <ul style="list-style-type: none"> • Basic concepts of economy. • Budget • The cost of nursing services • Efficacy, effectiveness, efficiency and equity

Module 3. Quality and clinical documentation	1. Healthcare quality. <ul style="list-style-type: none"> • Quality control models • Research strategies for the implementation and evaluation of new products • Product, customer and process • ISO standards, EFQM model and Joint Commissions standards 2. Clinical documentation <ul style="list-style-type: none"> • Specific clinical documents in nursing. • Digital transformation
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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"> • Presentations of the teachers in the classroom • Group student presentations • Functional group work, in seminars 	<ul style="list-style-type: none"> • Tutorials: Face-to-face or virtual. Agreed with the teacher. • Team work oriented readings • study of contents 	<ul style="list-style-type: none"> • information search • Use of ICT • Free tutorials • readings • study of contents

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
	THEORICAL CLASS (50%)	SEMINARS (50%)		
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:

1. Completion of one multiple choice tests on the program contents (50%).
2. Elaboration, written presentation and defense of the practical documents organized in functional **groups** within the seminars (30%)
3. Individual activities. (20% of the mark)

To pass section 1 (subject tests):

Completion a multiple choice test of the program contents (according to the exam calendar) The student will have the option of taking a partial exam in the month of March (date to be determined). The partial exam is optional and values 25% of this section. The May exam values 25% in case the partial exam is passed and 50% otherwise. Both exams must be passed with a minimum grade of 5. If one of the parts is failed, the student must take the final remedial exam.

To pass section 2 (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.

To pass section 3 (individual activities):

The student must attend 80% of the scheduled seminars and actively participate in groups' work.

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

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.

One-shot evaluation:

According to the Regulations for the evaluation and qualification of teaching in degrees and Masters at the UdL.

To pass the one-shot assessment, the student must pass (We will do this as long as it has been previously requested and approved):

- Completion a multiple choice test of the program contents (according to the exam calendar) The student will have the option of taking a partial exam in the month of March (date to be determined). The partial exam is optional and values 30% of this section. The May 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 one of the parts is failed, the student must take the final remedial 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:

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2. **Gestión y Dirección de Enfermería** (Guía). Marriner Tomey, Ann . Elsevier Mosby, 8^a 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^a ed.
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11. **Administración de los servicios de enfermería.** Balderas Pedrero M. 7^a Edición. México:McGraw-Hill;2015
12. **Gestión del cambio.** Juan Ferrer. LIDeditorial.2014
13. **Gestión por competencias: un modelo estratégico para la dirección de recursos humanos.**Fernández López, J. Editorial hall. 2005.
14. **Gestión clínica y sanitaria. De la práctica diaria a la academia, ida i vuelta.** Editorial Elsevier España. 2009.
15. **Guía metodológica para la gestión clínica por procesos.** Mora, J.R. Aplicación a las organizaciones de enfermería. Editorial Díaz de Santos. Madrid. 2003.
16. **El sistema de historia clínica digital del SNS.** Agencia de Calidad del Sistema Nacional de Salud. Ministerio de Sanidad y Política Social. Madrid. 2010.

17. **Pla de Salut de Catalunya 2021-2025.** Generalitat de Catalunya, 2021. [Internet].[consultat 3 febrer de 2023] Disponible en: https://salutweb.gencat.cat/web/.content/_departament/pla-de-salut/pla-de-salut-2021-2025/pla-salut-catalunya-2021-2025.pdf

Articles and Magazines

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