



Universitat de Lleida

DEGREE CURRICULUM  
**EVIDENCE-BASED PRACTICE  
IN THE COMPREHENSIVE CARE  
OF THE PERSON 3**

Coordination: ALCOZ MARISCAL, ALBA

Academic year 2023-24

## Subject's general information

Subject name	EVIDENCE-BASED PRACTICE IN THE COMPREHENSIVE CARE OF THE PERSON 3			
Code	100668			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRALAB		PRAULA
	Number of credits	1.2		1.8
	Number of groups	4		2
Coordination	ALCOZ MARISCAL, ALBA			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ALCOZ MARISCAL, ALBA		4,2	
FERNÁNDEZ PARRA, LAIA	laia.fernandez@udl.cat	4,2	

## Subject's extra information

The axes of this subject are the integration of knowledge, Evidence-Based Practice and Clinical Practice focused on nursing care in different fields and levels of health with the aim of ensuring patient safety and their biopsychosocial well-being. It is a continuation of the Evidence-Based Practice 1 and 2 subjects; and aims to relate the knowledge of the different disciplinary areas as a whole, analyze health problems from a holistic approach, as well as the design and planning of nursing care based on the best available evidence, applying the scientific method and the development thinking and critical spirit. The subject Evidence-Based Practice in the Comprehensive Care of the Person 3 is taught in the second quarter of the third year of the Degree in Nursing.

## Learning objectives

### Learning outcomes

In relation to the different skills, the student will be able to:

- Relate the knowledge without attending to the disciplinary areas, as a whole.
- Analyze health problems from an epidemiological, biomedical, psychological, social, ethical and intercultural point of view.
- Globally assess the situation of people/groups in a specific context.
- Design and plan nursing care based on the best available evidence according to the specificity of clinical cases or situations raised with the scientific nursing method.
- Demonstrate mastery in case management and resolution.
- Show the ability to solve problems and make decisions.
- Gather relevant information according to scientific criteria.
- Use TICs as a work tool (writing papers and presentations).
- Work collaboratively in the planning and execution of the different training tasks.

## Competences

### Transversal skills

- 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 thinking.

## Specific Skills

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 care needs arising from health problems.

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

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

CE32. Perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and family members.

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

## Subject contents

The contents of the subject derive from the following subjects studied previously: Physiopathological bases for personal care, Nursing care for adults 2, Management of nursing care and health services, Family nursing care and community 2, Nursing care Mental health, Nursing care Childhood and adolescence, Nursing care for the elderly, Clinical practices, PBE 1, PBE 2. With the same objectives, the teaching program of the subject adapts annually depending on the new demands within the scope of the profession.

## Methodology

Different teaching methods and strategies will be combined in the development of the subject. The basis of the integration will be realized through nursing care situations, as a central element for the meeting of knowledge, looking for a theoretical-practical approach. The seminars will take place in small groups with the active participation of the student, and as a work unit the functional or other specific group for certain activities; enhancing both individual work and group and cooperative work through the development of projects linked to the content of the approach, with different active methodologies depending on each topic.

## Development plan

The course development plan, in schedule format with the distribution and dates of the sessions, will be available in the Virtual Campus course resource space.

## Evaluation

According to the evaluation system, the subject's evaluation axes are:

- Instruments based on observation: assessment matrices: 20%.
- Instruments based on observation: control, participation and monitoring: 40%.
- Work done by the student: group and/or individual resolution of cases, problems or exercises: 40%.

## Bibliography

Alfaro-LeFevre, R. Pensamiento crítico y juicio clínico en enfermería. Barcelona: Elsevier. 2009

Bulechek, Butcher, Dochterman & Wagner. Clasificación de Intervenciones de Enfermería (NIC) 6ed. Madrid. Elsevier. 2013.

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

Gordon, M. Manual de diagnóstico de enfermería. 11ª 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, 5ed. Madrid. Elsevier.

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NANDA-I Diagnósticos enfermeros: Definiciones y clasificación 2015-2017. 10ª ed. Madrid. Elsevier. 2016.