

Adult Nursing Care I

Code: 101794
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	2	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

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Prerequisites

This subject does not include prerequisites.

Objectives and Contextualisation

This is a subject framed within the subject of Clinical Nursing and is taught in the first semester of the second year.

GENERAL OBJECTIVE:

Provide students with the knowledge, abilities, attitudes and values necessary to help adults who live a health process and need expert and competent help in the following areas: preventative, healing and rehabilitating within the hospitalization process and until they achieve the necessary autonomy to take care of themselves and take their own health decisions.

SPECIFIC OBJECTIVES:

Once the study of the different units is completed students must be able to:

- Relate etiological factors and physiopathological mechanisms with clinical manifestations of the most prevalent health problems, in acute or chronic phase, in adults.
- Relate the data obtained in the assessment - by observation, interview and physical examination - with the health problems of the attended person.
- Analyze the information obtained in the assessment in order to identify the nurse's diagnosis, the interdependent problems and the autonomy problems.
- Plan the most appropriate nursing care for the health situations posed, based on the best possible evidence, and which allow the evaluation of their suitability.

Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Base nursing interventions on scientific evidence and the available media.
- Develop independent learning strategies.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Respect diversity in ideas, people and situations.

Learning Outcomes

1. Argue with scientific evidence selecting those most suitable nursing care for adequate professional attention to the health needs of people.
2. Arguing nursing interventions with scientific evidence.
3. Design strategies that consider the cultural aspects and guarantee respect for opinions, beliefs and values as well as the right to privacy and professional secrecy.
4. Develop independent learning strategies.
5. Establish a relationship between theory and practice.
6. Explain the risk factors involved in the health and illness process.
7. Identify and explain practical clinical and care guides related to attending to health demands of people during their entire life cycle and the changes that may occur, and to offer the necessary care at each stage.
8. Identify health needs during the different stages of the life cycle, from the moment of birth to the end of life.
9. Identify strategies aimed at the readaptation of daily life through resources of proximity and support.
10. Identify the psychosocial components of individuals and their beliefs which identify them as autonomous and independent individuals throughout their life cycles.
11. Identify the risk factors in the health-illness process on a physical, emotional and social level.
12. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
13. Interpret the cultural aspects and values that determine health behaviour.
14. Justify nursing actions with physiopathological processes.
15. Justify quality nursing care that is adequate for health needs.
16. Justifying analyze nursing interventions with scientific evidence and / or expert contributions sustain.
17. Plan nursing cures aimed at people, families or groups.
18. Plan proposals for scientifically-based analysis in accordance with resources.
19. Respect diversity in ideas, people and situations.

Content

1. INTRODUCTION

- Basic terminology
- Collection of information for nursing evaluation: observation and physical examination.

2. PATIENT SECURITY IN THE HOSPITALIZATION PROCESS

- Basic concepts: adverse effect; negligence; complication; accident; error; almost error and incident.
- Change of paradigm with the global alliance for the Patients' Safety WHO.
- Safety culture.
- Factors that condition the safety of the hospitalized and surgical patient.
- Error as a source of learning. Notification and learning system for patient safety.
- Safe practices.
- Hand hygiene.
- Prevention of falls.
- Pressure ulcers. Types. Assessment and actions to prevent and care for skin lesions.
- Prevention and control of nosocomial infection.

3. NURSING CARE FOR PEOPLE IN THE PERIOPERATIVE PROCESS

- Stages of the surgical process.
- Patient assessment and nursing care in the different phases.
- Patient security in the perioperative process.
- Prevention and control of surgical infection.
- Safety surgery.

4. NURSING CARE FOR PEOPLE WITH GASTROINTESTINAL PROBLEMS

- Basic semiology of the digestive system. Nursing assessment, treatment and care.
- Gastrointestinal disorders. Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.
- Digestive stomata: Types, devices, care and most frequent problems. Health education for self-care.

5. NURSING CARE FOR PEOPLE WITH CARDIAC PROBLEMS

- Basic cardiac semiology. Nursing assessment, treatment and care.
- Cardiac alterations. Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.

6. NURSING CARE FOR PEOPLE WITH ICTUS

- Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.

Methodology

The methodologies used will be the following:

THEORY (TE)

Theory sessions are planned for the whole class group and are based on interactive work between the teacher and students. In this sense, during the sessions, different aspects are combined:

- a) Teaching given is combined with reflection and practical exercises to be carried out in the classroom.
- b) Students' presentations of aspects related to the content worked on in class. Students will be required autonomous work out of class.

The active participation of the student in the proposed activities is imperative.

SPECIALIZED SEMINARS (SESP)

It is carried out in groups of 22-25 students and through tutorials and face-to-face sessions in the classroom to analyze a problem situation. With this analysis the student acquires abilities to face problems, prioritize and search for information, make decisions and evaluate their activity.

First session: directed by the professor responsible for the group to analyze the problem situation. The purpose of this group work is to, based on the knowledge that students have, identify what should be learned which is related to both the problem situation and the learning outcomes. The group must make a list of questions that have arisen in the analysis of the situation with the aim of developing a work plan in accordance with these prioritized questions. Possible sources of information must be identified. The teacher will recommend those topics that should be of individual study and may suggest sources of information.

Second session: The group discusses the individual search strategies and the query sources used to critically evaluate the collected information. The work plan is discussed. All group components must have the opportunity to explain the information they have studied. This sharing allows to make a critical evaluation and correction of previous knowledge, while critically evaluating the reasoning of the problem. It also helps to abstract the principles and the concepts that can be applied in other similar situations.

From this session, a new work plan to be worked on in groups (4) is born, which will be exposed in the third session. This plan will include the distribution by groups of the following points: a) Principles and concepts that can be applied to similar situations. b) Prioritization of nursing care for the situation raised. c) Preparation of conceptual maps of the problem raised. d) Synthesis of the Nursing evidences on this subject found in the scientific literature.

Third session:

The four groups formed will present, with the help of audiovisual material, work related to: a) Principles and concepts that can be applied in similar situations. b) Prioritization of nursing care in the situation posed. c) Preparation of conceptual maps of the proposed problem. d) Synthesis of existing nursing evidence on the subject in the scientific literature. These presentations will be posted on the Virtual Campus so they can be shared with the students and be evaluated.

The session ends with a group oral evaluation that will include self-evaluation, peer evaluation and teacher input.

ADVANCED CLINICAL CARE SKILLS PRACTICES (PHCA).

PHCA have the purpose of getting students to acquire clinical abilities by means of the simulation of techniques and basic procedures before the clinical nursing practice.

They are carried out in small groups, approximately 10-12 students/group, and distributed according to academic calendar. Groups will be defined by the subject coordinator and students will be informed through the subject's Moodle. In case of doubts, students must contact by email their assigned PHCA teachers.

Assistance to PHCA is mandatory. Given the characteristics of this teaching typology, classes cannot be retaken. Students who do not complete these practices will not be allowed to join the practices at the health centers until the teachers responsible for the practicums evaluate what mechanisms must be undertaken.

INDIVIDUALIZED TUTORIALS

The individualized tutorials will be carried out in case learning difficulties are detected. They can be arranged by contacting by email the responsible teacher.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
ADVANCED CLINICAL CARE SKILLS PRACTICES (PHCA)	12	0.48	5, 18
SPECIALIZED SEMINARS (SESP)	12	0.48	16, 1, 2, 4, 3, 5, 6, 11, 9, 8, 10, 12, 13, 15, 14, 17, 18, 19

THEORY (TE)	28	1.12	16, 1, 2, 4, 3, 5, 6, 11, 9, 7, 8, 12, 15, 14, 18, 19
Type: Autonomous			
Personal Study	91	3.64	16, 1, 3, 5, 6, 11, 9, 8, 10, 13, 15, 19

Assessment

The evaluation of the subject contemplates the following sections:

50% of the final grade will be obtained in the written evaluation through objective tests. This evaluation aims to evaluate the acquisition of knowledge of the subject worked through the different training activities. This evaluation will be carried out through a written exam consisting of: multiple choice questions with 4 answer options. The errors subtract according to the following formula: $x = \text{hits} - (\text{errors} / n - 1)$, where n is the number of answer options.

A minimum score of 5 points out of 10 is required to pass the subject.

20% of the final grade will be obtained from the presentations made on aspects worked in the theoretical session. If the student does not attend the day of the exhibition, there will be a No Presented.

30% of the final grade will result from the formative evaluation of the specialized seminars. This note is configured as follows:

- Twenty percent corresponds to the student's individual work and includes responsibility, learning skills, communication and group work.
- The remaining ten percent is obtained from the work and group presentations of the seminar and the delivery in the Virtual Campus of the material prepared from each case.

The evaluations are carried out through rubrics prepared for this purpose and posted in Moodle at the beginning of the seminars.

Attendance at seminars is mandatory. For each lack of assistance, there will be a reduction of 1 point of the final grade of the seminar. If a student misses three or more seminars, they will be counted as Not Evaluable in the corresponding notes to the seminar.

A minimum score of 5 points out of 10 is required to pass the subject.

OBTAINING THE FINAL QUALIFICATION

The subject's final grade is the addition of the marks obtained on all proposed evaluations. The requirement to be able to do this addition is obtain a minimum score of 5 points out of 10 in the written evaluation through objective tests and in the evaluation through specialized seminars. Not passing one of these parts implies not completing the subject successfully.

Students who have not presented to the proposed evaluation activities and / or with three or more absences of attendance at the specialized seminars will be understood as Not Evaluable.

Students who have not passed the subject by means of the continuous assessment may submit to a retake exam. To participate in the retake exam, students must have been previously evaluated in activities, which have a weight equal to a minimum of two thirds of the subject's final mark (article 112 of the UAB evaluation regulation).

Students have the right to review the evaluation tests. For that purpose, the date will be specified on Moodle. According to agreement 4.4 of the UAB's Board of Governors 17/11/2010 of the evaluation's regulations, the qualifications will be:

From 0 to 4.9 = Fail

From 5.0 to 6.9 = Pass

From 7.0 to 8.9 = Good

From 9.0 to 10 = Excellent

When students do not attend any of the planned assessment activities = Non-Evaluable.

The eventual treatment of particular cases will be studied in a teaching commission created for this purpose.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation of the seminars through case studies and problem solving.	30%	2.5	0.1	16, 1, 2, 4, 3, 5, 6, 11, 9, 7, 8, 10, 12, 13, 15, 14, 17, 18, 19
Practical type evaluation: debates, presentations	20%	2	0.08	4, 5, 6, 11, 14, 18
Written Evaluation through objective tests: multiple choice answer / open questions	50%	2.5	0.1	16, 1, 2, 3, 5, 6, 11, 9, 8, 10, 13, 15, 14, 17, 18, 19

Bibliography

In specialized seminars the student has to become competent in the search for information and critical reading of it. In the first session, and based on the proposed work plan, the students find out which are the adequate information sources for their work plan. In the second session, the students explain the difficulties they have experienced during the search for information and compare the evidence. Based on this shared work, they reason the suitability or not of them.

These are the fundamental reasons why it is considered appropriate to present a reduced list of bibliography. As for the laboratory practices, the teaching material will be available in the Virtual Campus of the subject. For theory sessions, the recommended documents will be posted on the Virtual Campus for their previous study.

BIBLIOGRAFIA:

Brunner & Suddarth: *Enfermería Medicoquirúrgica* 12a.edició revisada. Kuwer Pod. 2016

Morillo Rodríguez J; Fernández Ayuso D, editors: *Enfermería Clínica*. Barcelona: Elsevier; 2016. 2 vols

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Beare PG; Myers JL, editors. *Enfermería Medicoquirúrgica*, 3a ed. Madrid: Harcour Brace.2002. 2 vols.

Williams L; Hopper P. ***Enfermería Medicoquirúrgica***. Edició 3a edició. Mac Graw Hill Interamericana de España 2009.

Lemone, P; Burke K. ***Enfermería Medicoquirúrgica. Pensamiento crítico en la asistencia del paciente***, 2 vols.. Edició 4a. Pearson Educación 2009. Disponible a: www.uab.cat/biblioteques Herdman TH, Kamitsuru S, editors. NANDA-I. ***Diagnósticos enfermeros: definiciones y clasificación*** 2012-2014. Edició Elsevier España S.L.:2012

Carpenito-Moyet LI. ***Planes de cuidados y documentación clínica en enfermería: diagnósticos enfermeros y problemas de colaboración***. Edició 4ª. McGraw-Hill Interamericana. Madrid: 2005

RECURSOS INTERNET:

<http://seguretatdelspacients.gencat.cat/es/>

http://canalsalut.gencat.cat/ca/home_professionals/recursos/guies_de_practica_clinica/directori/

<https://www.fisterra.com/guias-clinicas/especialidad/>