

**Adult Nursing Care II**

Code: 101793  
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OB	3	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**

Daniel Gomez Garcia  
David Téllez Velasco

**Prerequisites**

This subject does not have prerequisites, although it is recommended to have completed and passed previously the subject of Nursing Care in the Adult Patient I.

**Objectives and Contextualisation**

It is a 3 ECTS compulsory subject taught during first semester of third year.

**Main objective**

This subject aims to provide the student with the necessary training for the correct provision of nursing care to people with prevalent health problems in our environment and in life-threatening situations. Likewise, it aims to raise the student's awareness of the benefits derived from helping people to focus on their own resources so, in the event of a health problem, they can achieve the necessary autonomy to make informed decisions about their health.

**Specific objectives**

At the end of the study of the different thematic units, the student will:

Understand the interrelation of the health-disease continuum and identifies the most important processes that trigger the different health alterations.

Understand the etiological factors, pathophysiological mechanisms and clinical manifestations of the most prevalent disease processes in adults, as well as the complications that arise and the situations of vital risk. Know the information necessary to make a correct assessment by systems and basic needs of the person being treated.

Analyze the information obtained in the assessment in order to identify and formulate the possible problems of the person that will served as a basis for future nursing interventions: nursing diagnoses, interdependent

problems and autonomy problems.

Plan health-related objectives and interventions / activities necessary to achieve them.

Identify the person's potential so autonomy can be achieved during their health-disease process.

Contribute to the optimization of the health system in which it is integrated, providing maximum quality care.

## 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 critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- 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 and understand the psychosocial responses to loss and death, and understand the appropriate measures for helping people and their families in these circumstances.
9. Identify health needs during the different stages of the life cycle, from the moment of birth to the end of life.
10. Identify strategies aimed at the readaptation of daily life through resources of proximity and support.
11. Identify the psychosocial components of individuals and their beliefs which identify them as autonomous and independent individuals throughout their life cycles.
12. Identify the risk factors in the health-illness process on a physical, emotional and social level.
13. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
14. Interpret the cultural aspects and values that determine health behaviour.
15. Justify nursing actions with physiopathological processes.
16. Justify quality nursing care that is adequate for health needs.
17. Justifying analyze nursing interventions with scientific evidence and / or expert contributions sustain.
18. Plan nursing cures aimed at people, families or groups.
19. Plan proposals for scientifically-based analysis in accordance with resources.
20. Respect diversity in ideas, people and situations.

21. Select the basic aspects related to a healthy life, self-care and preventative and therapeutic actions in relation to health needs, directing the actions to the person as well as the families or responsible carers.

## **Content**

- 1.- Nursing care for people with cardiac disorders \*.
- 2.- Nursing care for people with neurological disorders \*.
- 3.- Nursing Care for people with respiratory disorders.
- 4.- Nursing care for people with nephrourological disorders.
- 5.- Nursing care for critical patients.
- 6.- Basic electrocardiography.
- 7.- Instrumentalized Basic Life Support and prevention of cardiorespiratory arrest (CRA)

\* Due to modifications in the subjects "Cures in Infermeria to l'Adult II" and "Cures in Infermeria to l'Adult II", this content will only be taught in this subject in the 2019-2020 academic year.

The theme of the whole subject will be the realization and application of the nursing care process as a scientific methodology for solving problems, according to the framework of the Virginia Henderson conceptual model or other proposed ones. In this way, in all health conditions that will be discussed, the following stages should be considered:

**ASSESSMENT.** This will be carried out by systems (signs and symptoms) and by the 14 basic needs according to Virginia Henderson's model. For this, the student will take into account objective and subjective data through observation, interview and physical examination (inspection, palpation, percussion, auscultation).

This assessment will identify manifestations of independence, dependency (lack of knowledge, lack of strength and lack of will) and the autonomy of the person. Subsequently, these data will have to be organized and registered according to the established procedures.

**DIAGNOSIS.** Phase of identification and formulation of problems detected. These problems can be Nursing Diganosis (real, at risk or health diagnosis), autonomy problems and/or Colaborative Problems.

**PLANNING:** formulation of objectives and planning interventions and activities to achieve them,

**EXECUTION.** Although the careplan will not be implemented, aspects related to preparation, implementation and registration have to be considered.

**EVALUATION.** In the same way, although the careplan will not be implemented, aspects related to the evaluation have to be considered.

## **Methodology**

1. Theory (TE)

Sessions planned with the entire group that are based on the following basic aspects:

- a) Teaching, with audiovisual support, by the expert teacher in the subject.
- b) preparation, presentation and oral defense of a group work on topics related to the subject previously

presented by the teacher, complementing those topics from different perspectives as well as its approach and resolution. This presentation requires autonomous work from the students outside the classroom once the theoretical session has been performed by the teacher. The presentation will be done in the time scheduled for it within a theoretical session, and both written work and the presentation will have to be delivered to the teacher 24 hours through the Virtual Campus. The name of the file must include the group's name/number and the topic.

Active participation of the student in the proposed activities is required.

## 2. Practice of Advanced Human Clinical Skills (PHCA)

The objective is to acquire clinical skills through the simulated manipulation of basic techniques and procedures before clinical nursing practice. Prior to the training sessions, the student has to work on the theoretical contents of each procedure.

Attendance at the PLAB and compliance with the schedule are mandatory. Given the characteristics of this teaching typology, retaking the seminar is not contemplated. The student who does not do both seminars will not be able to do their clinical placement at the healthcare center without those responsible for the clinical placement assessing which mechanisms have to be undertaken.

### Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
PRACTICE OF ADVANCED CLINICAL SKILLS IN HUMANS	6	0.24	2, 4, 13, 20
THEORY	20	0.8	17, 1, 2, 4, 5, 6, 12, 10, 8, 7, 9, 11, 14, 16, 15, 18, 20, 21
Type: Autonomous			
LITERATURE REVIEW / REPORTS / COURSE-WORK SUBMISSION / SELF-DIRECTED STUDY	46	1.84	17, 1, 2, 4, 3, 8, 7, 11, 13, 16, 15, 18, 19, 20

### Assessment

#### 1. Written evaluation through objective tests: multiple-choice questions

Its objective is to evaluate the acquisition of knowledge of the subject through the different educational activities (theory and laboratory practices). It will be done once the entire teaching of the subject has been completed. It consists of: multiple choice questions with 4 answer options. The wrong answers will affect the final grade according to the following formula:  $x = \text{hits} - (\text{errors} / n - 1)$ , where n is the number of answer options.

It accounts for the 50% of the final grade. A minimum score of 5 points out of 10 is required to pass the subject.

#### 2. Written evaluation through objective tests: multiple-choice questions

Its objective is to evaluate the theoretical knowledge related to the Practice of Advanced Human Clinical Skills lab and that is considered necessary to attend and profit from the seminar. This evaluation will be done before the beginning of the Laboratory Practices. It consists 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.

It accounts for the 20% of the final grade. A minimum score of 4 points out of 10 is required to pass the subject.

Attendance at the PLAB and compliance with the schedule are mandatory. Given the characteristics of this teaching typology it can't be done at a later time or reschedule. The student who does not attend will not be able to join the practices of the assistance centers without those responsible for the practices assessing which mechanisms have to be undertaken.

### 3. Oral Presentation of Course Work

Elaboration, presentation and defense of a work done in a group, with a new theme and approached from different angles by the different work groups. The presentation and defense will take place on the 3rd, 4th or 5th day of theoretical teaching. The content will be evaluated, as well as the oral presentation made by each member of the group. Non-attendance on the day of the presentation implies a No Evaluable.

It accounts for the 30% of the final grade. A minimum score of 5 points out of 10 is required to pass the subject.

## OBTAINING THE FINAL GRADE

The final grade of the subject is the sum of the grades of the proposed evaluation activities. The requirement to be able to make this sum is to have obtained the minimum grade required at each individual assessment task. Failure to overcome any or all of these parts implies not passing the subject.

A student who has not participated in any or all of the evaluation activities will be considered non-evaluable.

Students who have not passed the subject through continuous assessment may be able to recuperate the subject. To be granted this opportunity, the students must have been previously evaluated in a set of activities the weight of which equals a minimum of two thirds of the total grade of the subject (article 112 ter. the UAB).

The student has the right to review the evaluation tests. For this purpose the date will be specified in the Virtual Campus.

According to agreement 4.4 of the Governing Council 17/11/2010 of the evaluation regulations, the qualifications will be:

From 0 to 4.9 = Fail

From 5.0 to 6.9 = Pass

From 7.0 to 8.9 = Very Good

From 9.0 to 10 = Excellent

When the student does not show up for any or none of the planned evaluation activities, he or she will receive a non-assessable grade.

## **Assessment Activities**

Title	Weighting	Hours	ECTS	Learning Outcomes
ORAL PRESENTATION OF COURSE WORK	30%	1	0.04	17, 1, 2, 4, 3, 5, 6, 10, 7, 11, 13, 14, 16, 15, 18, 19, 20, 21
WRITTEN EVALUATION USING OBJETIVES TESTS:	70%	2	0.08	17, 1, 2, 4, 6, 12, 8, 9, 11,

## Bibliography

### Preparation of theoretical lectures:

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- Luis Rodrigo MT. Enfermería Clínica. Cuidados enfermeros a las personas con trastornos de salud. 1ª edición. Barcelona: Wolters Kluwer; 2015.
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- Fuentes Pumarola C, Ballester Ferrando D. Manual de Tècniques i procediments d'Infermeria. Girona: Documenta Universitaria; 2011.
- Parra Moreno ML, Arias Rivera S, Esteban de la Torre A. Procedimientos y Técnicas en el Paciente Crítico. 1ª edición. Barcelona: Masson; 2003.
- Nicolas JM, Ruiz J, Jiménez X, Net A. Enfermo Crítico y Emergencias. 1ª edición. Barcelona: Elsevier; 2011.
- Gonce Morton P, Fontaine DK. Critical Care Nursing: A Holistic Approach. 11ª edición. Philadelphia: Wolters Kluwer; 2018.
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- Nanda-I. Diagnósticos Enfermeros: Definiciones y clasificación 2015-2017. Madrid: Elsevier; co. 2015.
- Bulechek GM, Butcher HK, Mc Closkey JC. Clasificación de Intervenciones de Enfermería (NIC), 5ª ed. Madrid: Elsevier; 2009. Lewis SM. et al(ed).
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- Moorhead S, Johnson M, Maas ML et al. Clasificación de Resultados de Enfermería (NOC). Madrid: Elsevier; 2009.

### Preparation of PHCA seminars:

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- Monsieurs KG, et al. European Resuscitation Council Guidelines for Resuscitation 2015. Section 1. Executive Summary. Resuscitation (2015), <http://dx.doi.org/10.1016/j.resuscitation.2015.07.038>
- Thim T, Krarup NH, Grove EL, RohdeCV, Løfgren B. Initial assessment and treatment with the Airway, Breathing, Circulation, Disability, Exposure (ABCDE) approach. *Int J Gen Med.* ;5:117-121. doi:10.2147/IJGM.S28478
- Redondo Castán LC, Gómez Serigó LM, Compaired Guío B. Desfibrilador externo semiautomático (DESA). *ROL Enf* 2008; 31s(1): 42-48
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