

**Evolution of Nursing Care and its Thinking**

Code: 101803  
ECTS Credits: 9

Degree	Type	Year	Semester
2500891 Nursing	OB	1	2

**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**

Maria Cristina Perez Conesa  
Olga Mestres Soler  
Mariela Patricia Aguayo Gonzalez  
Rosa García Sierra

**Prerequisites**

There aren't any specific prerequisites to take part in this class, although students are advised to be knowledgeable about health sciences.

**Objectives and Contextualisation**

The Evolution of Nursing Care and Thinking subject is considered compulsory within the The Basis of Nursing curriculum from the Autonomous University of Barcelona in order to obtain a bachelor degree in nursing. Nursing care helps each individual, family or community take responsibility in matters of health and mobilize resources in order to maintain or improve the environment in which it develops as well as promoting self-care. This subject aims at providing the students with the basis of Nursing Care, so that they can understand the main and distinct purpose of the nursing profession and integrate, in following years, the methodological and theoretical grounds.

The main objectives of this subject are:

- 1) Explain health and illness in humanity through history.
- 2) Identify characters that influenced the progress of nursing care.
- 3) Understand the several social and cultural events that influenced the progress of nursing care.
- 4) Describe the nursing care through history.
- 5) Analyze the evolution towards gender equality in the nursing profession.
- 6) Understand the evolution of nursing academic training.
- 7) Explain the conceptual models of nursing.

**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."
- Acquire and use the necessary instruments for developing a critical and reflective attitude.
- Analyse and synthesise complex phenomena.
- Apply the main foundations and theoretical and methodological principles of nursing.
- Demonstrate knowledge of the principles of health financing and social health and proper use of available resources.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Find, evaluate, organise and maintain information systems.
- Form part of and work with groups and teams.
- 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.
- Respect diversity in ideas, people and situations.

## Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse and synthesise complex phenomena.
3. Argue with scientific evidence selecting those most suitable nursing care for adequate professional attention to the health needs of people.
4. Describe and explain the Spanish health system.
5. Develop independent learning strategies.
6. Explain the legislation related to nursing care and the nursing profession.
7. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
8. Find, evaluate, organise and maintain information systems.
9. Form part of and work with groups and teams.
10. Identify the different models of human behaviour.
11. Identify the relevant historical, conceptual and methodological elements that defined the discipline of nursing as a whole.
12. Respect diversity in ideas, people and situations.
13. Solve nursing problems and problems of cooperation using clinical notes, nursing diagnoses and criteria for the desired results (according to the chosen paradigm).
14. Indicate measures to guarantee respect for the opinions, beliefs and values of patients as autonomous and independent individuals.

## Content

BLOC 1. Theoretical grounds: the evolution of nursing

Unit 1. Prehistory and care for survival. Knowledge related to healing and treatment. Primitive societies and care for survival. The first care-takers.

Unit 2. Mesopotamia. Egypt. India. Palestine. Chin. Nursing care in different cultures

Unit 3. Classical societies: Greece and Rome.

Unit 4. The middle ages: Medieval nursing. Feudalism. Monarchy. Islam. The Crusades. Military orders. Medical orders. Disease: epidemics and lepra.

Unit 5. The modern era: Renaissance and Enlightenment. Development of knowledge. Nursing dichotomy: Reform and Counterreform. Forefathers of modern nursing: Sant Joan de Déu and Sant Vicenç de Paul. The situation of the mentally ill.

Unit 6. The contemporary age: Industrial revolution. Medicine and hygiene progress. Kaiserwerth's deaconesses. The birth of International Red Cross. Progress in the sciences of health and professionalization of nursing: Florence Nightingale.

Unit 7. Nursing consolidation: Nursing in times of war. Building new hospitals. The first nursing schools. Nursing associations. Nursing nowadays: the Bachelor degree.

Unit 8. SNS and the organization of health services. Historical development. The Catalan service of Health.

BLOC 2: Nursing as a profession and scientific discipline.

Unit 9. Nursing as a profession. Nursing competences.

Unit 10. Nursing development. The scientific method application. Developing standardized languages. Process of Nursing Care (PAI)

Unit 11. The concept of paradigm. Theory and model. Conceptual model. Metaparadigm. Nursing paradigm. Schools of nursing.

Unit 12. Critical thinking.

BLOC 3: Nursing schools of thought

Unit 13. School of needs: Virginia Henderson i Dorothea Orem.

Unit 14. School of interaction: Hildegard Peplau

Unit 15. School of desired effects: Callista Roy

Unit 16. School of humanized care: Madeleine Leininger i Jean Watson.

## **Methodology**

### **CONDUCTED ACTIVITIES:**

1. LECTURES: they are intended to work on the contents about the evolution of care and nursing knowledge.

If the student does not attend 70% of the lessons on the big room 1 point will be subtracted from the final mark. In order to assess it, the teacher may rollcall.

2. SEMINARS: they are intended to work on the contents of the subject using the ABP methodology (Learning through problems), which is carried out on tutorized group sessions to analyse a situation that leads to learning and the student acquires skills to face problems, prioritize and look for information, make choices and assess its activity.

On the ABP, the student has an active role, since he or she is responsible for its learning process. The role of the teacher is to ease the student's path.

Through the course 6 seminars take place (groups of 22-24 students), each lasting 3 hours and spread through the academic calendar of the 2019-2020 of the first course of the Nursing Degree. The dynamics of the seminars will be explained to the students on the day of the subject presentation and reminded on the first day of the seminars.

Two situations will be presented and each one of them will be developed during 3 seminars. On the last seminar, an oral defence will be carried out by groups of 6-7 students through the analysis and development of an article with the objective of the student acquiring knowledge and skills that will encourage their critical and reflective attitude about the nursing profession.

Note: The seminar attendance is compulsory. The lack of attendance to a seminar will subtract 0.25 points from the final mark. A student with two or more absences will not be assessed from the seminars. The absence on the day of the oral presentation will subtract 0,5 points, individually, from the final mark. Handing on an assignment later than allowed will compute as a zero. If none of the members of the groups attend the oral presentation but they hand in the assignment within the allowed dates, it will compute as a zero.

1. 3. CREATING A POSTER: it is intended to consolidate the knowledge acquired through the subject. The attendance to this activity is compulsory. Its performance will be in groups and the students will present it in the big room. Encouraging the coresponsability, it will be required for every student to have knowledge of the material presented. The teacher will randomly choose one or two members of the group to make the public presentation. It will be assessed with a previously designed system and the students will be informed of it when the activity begins. Later on, the posters will be exposed on the University hall.
1. 4. CONFERENCE: About a related subject. An assessment activity will be performed later on. Attendance is compulsory.
1. 5. VISIT TO THE PEDRALBES MONASTERY. In order to know more about monachism in the city of Barcelona, the medieval environment, the life conditions and nursing in the 16<sup>th</sup> century, to understand how the patients were taken care of.

Individual tutorship:

Individual tutorships can be arranged contacting the teacher via email.

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## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
EXTERNAL VISITS	8	0.32	1, 9, 10, 11
SPECIALIZED SEMINARS (SESP)	20	0.8	1, 2, 3, 8, 9, 5, 7, 10, 11, 14, 12
THEORY (TE)	47	1.88	1, 2, 8, 9, 4, 5, 6, 7, 10, 11, 13, 12
Type: Autonomous			
ELABORATION OF WORKS / PERSONAL STUDY / READING OF ARTICLES	132	5.28	1, 2, 8, 5

## Assessment

### Description of evaluation system

This subject has continuous assessment. It consists of the following parts:

1. Written evaluation through objective tests: 50% of final grade. There will be two exams of the theoretical part consisting of multiple-choice questions with 4 answer options. Three incorrect answers will override a correct one.
2. Seminars: 25% of final grade.

3. Oral presentation of projects: 10% of final grade.
4. Conference: 10% of final grade. Includes written evaluation.
5. Visit to Pedralbes Monastery: 5% of final grade. Includes an assessed project.

The grade of the visit to Pedralbes Monastery includes attendance and project. One single part will not be evaluated.

The final grade of the subject is the weighted sum of the grades received in each assessment activity. It is required to have obtained a minimum of 5 points out of 10 in each of the assessment parts. If one or more of these parts has not been passed, the subject will not be passed. If the student does not pass the subject with this minimum, they will have to resit a final exam. This exam will have a maximum grade of 5 out of 10 that will be weighted with the other passed assessment activities.

If a student does not submit one or more assessment activities, they will not be eligible to pass.

Students who do not pass the subject through continuous assessment will be allowed to sit a final test, which will include all the syllabus of the subject.

Matrícula de Honor > 9

According to the agreement 4.4 of the Consell de Govern 17/11/2010 regarding assessment regulations, grades will scale as follows:

From 0 to 4.9 = Failed

From 5.0 to 6.9 = Passed

From 7.0 to 8.9 = Very good

From 9.0 to 10 = Excellent

With honours > 9

If a student does not submit one or more of the planned assessment activities = Not Eligible for Evaluation

Test review:

Test grades may be reviewed by the student during the period determined by the teacher responsible for the subject. Regarding the seminar grades, this should be discussed with the teacher responsible for the seminar. The teacher will inform all students of the review date through the subject's Moodle. No review requests will be accepted outside the determined dates.

Treatment of specific cases: for specific cases, a committee of experts will meet, evaluate the particular situation of the student, and make the most suitable decision.

No tests will be held outside the dates determined in the exam calendar of the 2019-2020 academic year of the Degree in Nursing at UAB.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance and active participation in class and seminars / Oral evaluation: structured test	25 %	3.57	0.14	1, 2, 3, 8, 9, 5, 7, 10, 11, 14, 12
Conference	10%	2	0.08	1, 3, 5

Oral word defense	10%	2.37	0.09	1, 2, 3, 8, 9, 5, 7, 10, 11, 12
Visit to Monestir de Pedralbes	5%	5	0.2	1, 9, 10, 11
Written evaluation through objective written tests: multiple choice items / test tests for restricted words	50%	5.06	0.2	1, 2, 3, 8, 4, 5, 6, 7, 10, 11, 14, 13, 12

## Bibliography

Recommended bibliography for lectures:

- Theories and models nursing and schools of thought:
  - Adam E. Hacia donde va la enfermería. Madrid: Importécnica; 1982.
  - Alligood MR, Marriner Tomey A. Modelos y teorías en enfermería. 8a ed. Barcelona: Elsevier; cop. 2015
  - Henderson V. Principios básicos de los cuidados de enfermería. Ginebra: CIE; 1971.
  - Henderson V. La Naturaleza de la enfermería: una definición y sus repercusiones en la práctica, la investigación y la educación: reflexiones 25 años después. Madrid: Interamericana/McGraw-Hill; 2000
  - Kérouac S, Pepín J, Ducharme F, Duquette A, Mayor F. El Pensamiento Enfermero. Barcelona: Masson S.A; 1996
  - King I. Enfermería como profesión. Filosofía, principios y objetivos. México: Limusna S.A, 1984.
  - Leininger M. Culture care, diversity and universality: a worldwide nursing theory. Subbury, MA: Jones and Bartlett; 2006.
  - Leininger M. Transcultural nursing: concepts, theories and practice. New York [etc]: Mc Graw-Hill; 2002.
  - Luis Rodrigo MT, Fernández Ferrín C, Navarro Gómez V. De la teoría a la práctica: el pensamiento de Virginia Henderson en el siglo XXI. 3a ed. Barcelona: Masson; 2008
  - Nightingale F. Notas sobre Enfermería. Qué es y qué no es. Barcelona: Masson; 1991.
  - Nightingale Florence. Notes on nursing: what it is and what it is not. [libro en internet]. New York: Edited by D.Appleton and Company; 1989
  - Orem D. Normas prácticas de enfermería. Madrid: Pirámide; 1983.
  - Orem D. Conceptos de enfermería en la práctica. Barcelona: Masson-Salvat; 1993.
  - Peplau H. Relaciones interpersonales en enfermería. Un marco de referencia conceptual para la enfermería psicodinámica. Barcelona: Masson-Salvat; 1990.
  - Poletti R. Cuidados de enfermería: Tendencias y conceptos actuales. Barcelona: Rol; 1980.
  - Potter PA, Perry AG. Fundamentos de enfermería. 8a ed. Barcelona: Elsevier Mosby; 2014.
  - Riehl, J, Roy C. Conceptual models for nursing practice. 2ª ed. New York: Appleton-Century-Crofts; 1980.
  - Watson J. Le caring: philosophie et science des soins infirmiers. Paris: Seli Arslan; 1998.
- Evolution of nursing care:

- Hernández Conesa J. Historia de la enfermería. Un análisis histórico de los cuidados de enfermería. Madrid:McGraw-Hill/Interamericana de España; 1995.
- Benavent MA, Ferrer E, Francisco C. Fundamentos de Enfermería. 2ªed.Madrid: DAE; 2003.
- Collière MF. Promover la vida: de la práctica de las mujeres cuidadoras a los cuidados de enfermería. Madrid: Interamericana McGraw-Hill; 1993
- Collière MF. Soigner...Le premier art de la vie. Paris:Masson; 2001.
- Dominguez-Alcon,C. *Evolución del cuidado y profesión enfermera*. Ediciones San Juan de Dios, 2017.
- Domínguez Alcón C. La enfermería a Catalunya. Barcelona: Rol; 1981.
- Domínguez Alcón C. Los cuidados y la profesión enfermera en España. Madrid: Pirámide, 1986.
- Donahue P. La historia de la enfermería. Barcelona: Doyma;1993.
- Galiana-Sánchez, M. Historia de la enfermería de salud pública en España y el contexto internacional. European Journal for Nursing History and Ethics 2019
- Martín, M.L.Rebollo E. C. Historia de la enfermería: evolución histórica del cuidado enfermero. Elsevier Health Sciences. 2017
- Siles González J. Historia de la enfermería. Madrid: Difusión Avances de Enfermería; 2011
- Valls R.Història de la Professiò d'Infermeria. Barcelona: Universitat de Barcelona; 2007.
- Valls R, Ramió A, Torres C, Roldán A, Roderó V, Vives C, Domínguez-Alcón C. Infermeres catalanes a la Guerra Civil espanyola. Barcelona: Publicacions i edicions de la Universitat de Barcelona; 2008.
- Other resources:
- Databases (to be accessed via internet) such as: Cuidem, Cuidatge, Fistera, Instituto de Salud Carlos III, Medline.
- Nursing magazines such as: ROL, Index de enfermería, Metas de enfermería...