

Methodological Bases of Nursing

Code: 101806
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

Other comments on languages

PHCA are given 50% in English and 50% in Catalan.

Teachers

Miguel Jiménez Pera
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Maria Cristina Perez Conesa
Carolina Watson Badia
David Giménez Díez

Prerequisites

There are no specific prerequisites. However, it is recommended that students have successfully completed first-year subjects "Nursing care and thinking evolution" and "Ethical basis, management and quality of nursing services". Furthermore, it is advisable that students also enroll in second-year subject "Practicum I".

Objectives and Contextualisation

Contextualization:

Methodological Basis of Nursing is a 6 ECTS credits' subject. As set out in the general guidelines of the Nursing Basis it is considered as a compulsory subject in order to obtain the Degree in Nursing of the Universitat Autònoma de Barcelona.

In this subject, the methodological basis of nursing profession is used as an essential tool in order to provide quality nursing care. In a context like the current one, with constant transformations and influenced by diverse and changing factors, it is necessary to train future professionals in a systematic work methodology that allows them to solve problems within their competence field. In the professional care field, students must learn how to work with standardized and computerized cures and done safely, it requires the mastery of nursing methodology principles and/or nursing care procedures.

The subject's training objectives are the following:

- Nursing care process knowledge in order to use it later in clinical practice.
- Critical thinking skills acquisition, necessary for a safe and effective professional performance.
- Attention, in a simulated way, to people according to their needs while applying the acquired knowledge.

Competences

- 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.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Establish efficient communication with patients, family members, social groups and friends, and promote education for health.
- Establish evaluation mechanisms considering the different scientific, technical and quality aspects.
- 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.
- Promote and respect the right to participation, information, autonomy and informed consent in decision-making by the patient, in accordance with the way they are experiencing the health-illness process.
- 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. 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 the most adequate evaluation systems for the programmes designed.
5. Describe the processes for promoting participation and autonomy of the patient in taking decisions during their process of health and illness.
6. Design and modify cure plans according to the needs of people, families and groups.
7. Develop independent learning strategies.
8. Evaluate the state of health of the individual, family and community, and identify problems and internal and external factors affecting health.
9. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
10. Find, evaluate, organise and maintain information systems.
11. Form part of and work with groups and teams.
12. Identify the relevant historical, conceptual and methodological elements that defined the discipline of nursing as a whole.
13. Indicate healthy lifestyles and preventive and therapeutic.
14. Plan and carry out the necessary nursing care for each individual case.
15. Plan specific aspects for promoting and maintaining good health and preventing illness.
16. Respect diversity in ideas, people and situations.
17. Review and periodically re-evaluate health situations and the nursing actions carried out.

18. Solve nursing problems and problems of cooperation using clinical notes, nursing diagnoses and criteria for the desired results (according to the chosen paradigm).
19. Use the therapeutic relationship, based on trust, communication and interpersonal relations to solve the health problems of the person and the family.

Content

The contents of this subject are divided into two sections. On the one hand those worked on in Theory classes (plenary sessions) and Seminars and, on the other hand, those worked on in the Advanced Clinical Care Skills Practices (PHCA).

1. Contents worked in the Theory plenary sessions (whole group) and in the Seminars (groups of 20-25 people).

Scientific Methodology in Nursing: Nursing Care Process (PAI)

What is PAI and what are its phases?

Benefits of PAI praxis.

What is critical thinking and how to get to think critically.

PAI and nursing models. Conceptual model of Virginia Henderson. Concepts' review.

Stages of the Nursing Care Process

1. Assessment

Definition and how to make an assessment. Phases:

- Data collection.
- Data validation.
- Data organization.
- Report and registration of data.

2. Diagnosis.

Application of critical thinking and data interpretation to identify the problem and formulate the diagnosis. We will distinguish between:

- Nursing diagnosis.
- Autonomy problems.
- Collaboration problems.

3. Planning.

Definition and how to complete a plan.

- Set priorities
- Establish objectives. Characteristics of the objectives.
- Decide interventions / activities: types and characteristics.

4. Execution.

Definition and how to complete the Nursing care execution.

- Preparation for execution
- Accomplishment
- Registration

5. Evaluation.

Definition and purpose of the evaluation process.

How to evaluate the results criteria and the nursing interventions.

Continuous evaluation of the nursing care process until resolution.

Standard and individual care plans. Guidelines for clinical practice, protocols and procedures.

2. Contents to be worked on in the Advanced Clinical Care Skills Practices (PHCA).

During the PHCA sessions students learn, in a simulated environment, to give basic attention to people according to their needs.

Session 1 PHCA _BMI.

- Asepsis and sterility.
- Hygienic washing and hand antisepsis.
- Dressing for a procedure that requires sterility: gloves, mask and lab coat.
- Know how to prepare a sterile field: Define a sterile field on a body area and on a non-body surface. Care of the clean surgical wound.

Session 2 PHCA _BMI.

- Patient's personal hygiene: total and partial. In bed and in the shower.
- Side and longitudinal displacements of the patients in order to be able to do the hygiene and the accommodation.
- Laying and removing diaper, putting urinal and / or urine bottle.
- Change of pyjama or sleeping shirt.
- Hospital bed preparation: closed, occupied and postoperative.

Session 3 PHCA _BMI.

- Body mechanics towards nursing professionals.
- Body mechanics towards the attended person.
- Principles of mobilization.
- Place the patient in the different positions.
- Transfers.
- Learn to use technical help (crane).
- Sores prevention: assess risk factors, Emina scale.

Session 4 PHCA _BMI.

- Taking and assessment of vital signs: Heart rate, blood pressure, respiratory frequency and body temperature.
- Neurological evaluation: Canadian scale, Glasgow scale and pupils.

- Embodiments: type of cloth, compressive cloth and possible complications.

Methodology

The training activities will be the following:

Theory.

This teaching typology has the purpose of providing students with the necessary knowledge and skills in order to elaborate and carry out the nursing care process.

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 combined:

- a) Teaching given is combined with reflection and practical exercises to be carried out in the classroom.
- b) Students' presentation of aspects related to the content worked 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).

Based on the knowledge and skills acquired in the whole group theory sessions, students will work on in a practical way and in small groups, all the phases of the nursing methodology. The final result will be the elaboration of a complete nursing care process based on a proposed clinical case.

Specialized seminars are planned to be worked in groups of 20-25 students, total number 4. Groups will be defined by the subject coordinator at the beginning of the academic year and students will be informed through the subject's Moodle. Each seminar lasts 3 hours on average, distributed according to the academic calendar.

Attending seminars is mandatory. Non-attendance affects the final mark negatively.

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, with a total of 8 groups 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.

PHCA are given 50% in English and 50% in Catalan.

At the end of the practices the student will do a reasoning written exam.

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.

Specific tutorials can be arranged by contacting the teacher by email.

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

ADVANCED CLINICAL CARE SKILLS PRACTICES (PHCA)	12	0.48	1, 3, 11, 7, 9, 13, 15, 14, 16
SPECIALIZED SEMINARS (SESP)	20	0.8	1, 2, 3, 11, 7, 9, 12, 13, 15, 14, 18, 16, 17, 8
THEORY (TE)	20.5	0.82	1, 2, 10, 7, 9, 12, 13, 14, 8
Type: Autonomous			
PREPARATION OF WRITTEN WORKS/SELF-STUDY / READING ARTICLES / REPORTS OF INTEREST	90	3.6	1, 2, 10, 7

Assessment

Written Evaluation: Objective tests.

Corresponds to 50% of the final mark.

Its objective is to evaluate the acquisition of knowledge of the subject worked on in the theoretical sessions and it will be done at the end of them. This written evaluation will consist of open questions of short answer and / or questions with multiple choice (test type). In the multiple-choice test, questions will include 4 options of answer. Wrong answers subtract points according to the following formula: $x = \text{correct} - (\text{wrong}/n-1)$ where n is the number of answer options.

Students must get a minimum score of 5 to make the weighted average.

Evaluation through case studies and problem solving.

It accounts for 40% of the final mark.

It corresponds to the evaluation of the Specialized Seminars and is distributed as follows:

- Elaboration and delivery of a Nursing Care Process based on proposed cases: 20% of the mark.
- Oral presentation and defense of the Nursing Care Process presented: 20% of the mark.

The evaluations are carried out through the headings prepared for this purpose and uploaded to Moodle at the beginning of the seminars.

Attendance to the seminars is mandatory. For each lack of attendance to a seminar there will be a reduction of 1 point of the seminars' final mark. If a student misses 3 or more seminars, he / she will be excluded from the team work and marked as Non-Evaluable for the seminars.

You need to get a minimum score of 5 to make the weighted average.

Written Evaluation: Objective tests.

It accounts for 10% of the final mark.

It corresponds to the evaluation of the Advanced Clinical Care Skills Practices (PHCA). It's a reasoning written exam done on the last PHCA class.

Attendance to laboratory practices and established schedules' compliance are mandatory. Given the characteristics of this teaching typology, classes cannot be recovered. 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.

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 that represents 50% of the mark and in the Evaluation through case studies and problem solving. Not passing one of these parts implies not completing the subject successfully.

Students who do not sit the Written evaluation through objective tests that represents 50% of the grade and / or accumulate 3 or more lack of attendance to the Specialized Seminars will be marked as Non-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 the virtual campus.

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 through case studies and problem solving	40%	3	0.12	1, 2, 3, 10, 11, 5, 4, 7, 6, 9, 12, 13, 15, 14, 18, 16, 17, 19, 8
Written Evaluation through Objective tests	50%	3.75	0.15	1, 2, 3, 9, 12, 13, 15, 14, 18, 16, 17, 8
Written Evaluation through Objective tests	10%	0.75	0.03	1, 3, 11, 7, 9, 13, 14, 16, 19, 8

Bibliography

Theory and specialized seminars:

1. Alfaro R. Pensamiento crítico y juicio clínico en enfermería: un enfoque práctico para un pensamiento centrado en los resultados. 4ª ed. Barcelona: Elsevier; 2009.
2. Alfaro R. Aplicación del proceso enfermero: fomentar el cuidado en colaboración. 5ª ed. Barcelona: Masson; 2003.
3. Bulechek G, Butcher H, McCloskey J. Clasificación de intervenciones de enfermería (NIC). 5ª ed. Madrid: Elsevier; 2009

4. Johnson M, Moorhead S, Bulechek G, Butcher H, Maas M, Swanson E. Vínculos de NOC y NIC a NANDA-I y diagnósticos médicos. Soporte para el razonamiento crítico y la calidad de los cuidados. 3ª ed. Barcelona: Elsevier; 2012.
5. Luis MT, Fernández C, Navarro MV, De la teoría a la práctica: el pensamiento de Virginia Henderson en el siglo XXI. 2ª ed. Barcelona: Masson; 2005.
6. Luis MT. Los diagnósticos enfermeros: revisión crítica y guía práctica. 2ª ed. Barcelona: Elsevier-Masson; 2013.
7. Luis MT. Enfermería Clínica. Cuidados enfermeros a las personas con trastornos de Salud. Barcelona: Wolters Klumer, 2015.
8. Marriner-Tomey A, Raile M. Modelos y Teorías en enfermería. 6ª ed, Madrid: Elsevier; 2007.
9. Moorhead S, Johnson M, Maas M. Clasificación de resultados de enfermería (NOC). 4ª ed. Madrid: Elsevier; 2009.
10. Nanda Internacional. Diagnósticos enfermeros. Definiciones y clasificación 2015-2017. Madrid: Elsevier; 2015.
11. Rifà R, Olivé C, Lamoglia M. Lenguaje NIC para el aprendizaje teórico-práctico en enfermería. Barcelona: Elsevier; 2012.
12. Tellez S, García M. Modelos de cuidados en enfermería NANDA, NIC y NOC. México DF: Mc Graw-Hill Interamericana; 2012.

Advanced Clinical Care Skills Practices (PHCA)

Sesión 1:

Ruiz Moreno J, Martín Delgado MC, García-Penche Sánchez R. Procedimientos y técnicas de enfermería. 2ª ed. Barcelona: Rol de enfermería; 2008.

Arias J. Enfermería médico-quirúrgica II [Internet]. Tébar; 2000 [citad 11 octubre 2017]. Disponible a https://books.google.es/books/about/Enfermería_médico_quirúrgica.html?id=ajTH4wJkGiwC&redir_esc=y

Organización Mundial de la Salud. ¿Cómo lavarse las manos? [Internet]. OMS; 2010 [citad 10 octubre 2017]. Disponible a: http://www.who.int/gpsc/information_centre/gpsc_lavarse_manos_poster_es.pdf?ua=1

Organización Mundial de la Salud. ¿Cómo desinfectarse las manos? [Internet]. OMS; 2010. Disponible a: http://www.who.int/gpsc/information_centre/gpsc_desinfectmanos_poster_es.pdf?ua=1

Sesión 2:

Ruiz Moreno J, Martín Delgado MC, García-Penche Sánchez R. Procedimientos y técnicas de enfermería. 2ª ed. Barcelona: Rol de enfermería; 2008.

Fuentes C, Ballester D (coord). Manual de Tècniques i procediments d'enfermeria. Girona: Documenta Universitària; 2010.

Pérez de la Plaza, E. La Unidad del Paciente. Cama Hospitalaria. Dins: Técnicas básicas de enfermería. [Libre a Internet] Madrid: Mc Graw Hill Interamericana; 2011. [Consultat l'11 d'octubre de 2017] Disponible a: <http://www.mcgrawhill.es/bcv/guide/capitulo/8448177002.pdf>

Sesión 3

Ruiz Moreno J, Martín Delgado MC, García-Penche Sánchez R. Procedimientos y técnicas de enfermería. 2ª ed. Barcelona: Rol de enfermería; 2008.

Dotte, P. Método de movilización de los pacientes. Ergomotricidad en el ámbito asistencial. 8ª Edició. Barcelona: Elsevier, Masson; 2010.

Maneig de les úlceres per pressió. Direcció clínica en l'atenció primària. Guies de pràctica clínica: material docent. Generalitat de Catalunya; 2017. [Consultat l'11 d'octubre de 2017] Disponible a: http://ics.gencat.cat/web/.content/documents/assistencia/gpc/guia_ulceres.pdf

Sesión 4

Ruiz Moreno J, Martín Delgado MC, García-Penche Sánchez R. Procedimientos y técnicas de enfermería. 2a ed. Barcelona: Rol de enfermería; 2008.

Arias J. Enfermería médico-quirúrgica II [Internet]. Tébar; 2000 [citad 11 octubre 2017]. Disponible a: https://books.google.es/books/about/Enfermería_médico_quirúrgica.html?id=ajTH4wJkGiwC&redir_esc=y

Gómez Enríquez C, Rodríguez Rodríguez MJ. Vendajes e inmovilizaciones: manual de Bolsillo para Enfermería. Servicio Andaluz de Salud; 2015.

Another resources:

Webs of interest:

1. CDC, Center for Disease Control and Prevention. Hand Hygiene in Healthcare setting. Atlanta: cdc.gov [actualizado en 2013; acceso el 24 de junio de 2013] Disponible en [Http:// www.cdc.gov/handhygiene](http://www.cdc.gov/handhygiene)
2. Dirección General de Salud Pública. Programa de vigilancia de las infecciones nosocomiales en los hospitales de Cataluña (programa VINCAt). Informe 2014 [Acceso el 28 de junio 2016]. Disponible en [Http://vincat.gencat.cat](http://vincat.gencat.cat)
3. NANDA International, incc [sede web]. Kaukauna: Nanda.org [actualizada en 2013; acceso el 24 de junio de 2013]. Disponible en www.nanda.org
4. OMS. The First Global Patient Safety Challenge. Clean care is safer care. Suiza: Who.int [actualizado en 2013; acceso el 24 de junio de 2013] Disponible en [Http://www.who.int/gpsc/en](http://www.who.int/gpsc/en)