

**Nursing and Community Health**

Code: 101810  
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	3	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**

Miguel Jiménez Pera

Jordi Casino López

Daniel Gomez Garcia

Caterina Checa Jiménez

**Prerequisites**

There are no prerequisites, however, it is recommended that you have previously completed the Adult Nursing I & II, Geriatric Nursing, Public Health and Health Education courses during the second and third year of the degree.

**Objectives and Contextualisation**

To understand the importance of the family in the care process.

To identify the organization of community nursing care.

To identify nursing competencies within the framework of primary care.

To develop an awareness of the importance of group activities.

To understand the importance of home care in the primary care setting.

To identify the community and its importance in nursing care.

To develop an awareness of the importance of participation and community intervention.

To value the importance of coordinating community resources.

To identify the importance of family care and self-care.

To design care plans related to the most frequent problems attended to Primary Care

To perform common nursing techniques in Family and Community Care

**Competences**

- Acquire and use the necessary instruments for developing a critical and reflective attitude.
- Analyse and synthesise complex phenomena.

- Base nursing interventions on scientific evidence and the available media.
- Demonstrate that the interactive behaviour of the person is understood according to their gender, social group or community, within a social and multicultural context.
- 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.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Respect diversity in ideas, people and situations.
- Respect the environment and promote sustainable development.

## Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse and synthesise complex phenomena.
3. Analyse for different situations the available health and social health resources.
4. Analyse the factors involved in the health and welfare of people, families and groups attended to and ensure their safety.
5. Apply scientific evidence in planning nursing care.
6. Describe and apply current programmes for promoting healthy lifestyles.
7. Design and modify cure plans according to the needs of people, families and groups.
8. Develop independent learning strategies.
9. Identify peoples welfare and ensure their safety.
10. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
11. Propose programmes that encourage healthy habits in adolescents.
12. Respect diversity in ideas, people and situations.
13. Respect the environment and promote sustainable development.

## Content

- The Primary Care Center, Primary Care Team, Basic Health Area
- Nursing Office: Nurse's role, Demand Management, Teamwork, Scheduled Visits, Urgent Visits ...
- Individual care and group interventions: types of activity, analysis of real experiences
- Home care, family interventions, and systemic nursing
- Home Care Programs and Home Care Support Programs.
- Types of intervention in the community: community diagnosis
- Environment and health, determinants of health, epidemiology
- Participation and community intervention.
- Community-oriented programs.
- The Spanish and Catalan health system: allocation and management of resources.
- Program for Preventive and Health Promotion Activities (PAPPS)

## Methodology

### SPECIALIZED SEMINARS

The large group will be divided into 4 subgroups, each guided by a tutor throughout the process.

Teaching will be carried out with Seminars with a methodology similar to Problem Based Learning through tutorial sessions and face-to-face sessions in the classroom to analyze a problem situation that leads to

learning. Through this situation/problem, the student acquires skills to face problems, prioritize and search for information, make decisions and evaluate their activity.

The role of the student is active because he is responsible for the process of his learning. The teacher's role is to facilitate and guide this process.

### Dynamics:

#### Day 1

- Presentation and analysis of the situation/problem
- The purpose of this group work is that, based on the knowledge it has, all that is considered to be learned must be identified and that it is related both to the problem raised and to the learning outcomes.
- The group must prepare a list of questions that have arisen in the analysis of the situation. Next, with the list of questions, a priority order must be established based on their relevance related to the learning outcomes.
- Putting forward the work hypotheses
- Elaborating a work plan
- The teacher recommends those subjects that he considers to be of individual study. Information sources can be suggested.
- Each group will have to send their work plan to the corresponding teacher.

#### Day 2

The group discusses the individual search strategies and query sources used to critically evaluate the information collected (reliability of the sources, the research methods used, statistical methods applied ...). The planned plan of work is discussed, where all the components of the group must have the opportunity to explain the information they have studied. With this in common, the students are training for the critical evaluation and correction of their previous knowledge, while developing the ability to critically evaluate their reasoning of the problem. As a result of the discussion, they should extract a summary of knowledge and abstraction from the principles and concepts that can be applied to other similar situations.

#### Day 3

Students analyze the problem situation worked and a synthesis of the learning and goals achieved is analyzed. It is about answering the following questions: What has been learned again by working on the problem? How is this learning related to the goals? What new principles or concepts have been discussed? What have you learned? From what has been learned, what will help you to understand different problems or situations in the future? Which learning areas were identified but not worked? Questions all of them that allow identifying the acquired knowledge and what is still pending.

This third term is finalized with the self-evaluation, peer evaluation, and teacher assessment.

### EXPOSITIVE CLASSES

Expositive classes are also contemplated in order to clarify doubts and relate concepts where students have greater difficulty. These can be carried out by academic experts, researchers, health care nurses and/or expert patients.

They will be able to specify individualized tutorials by contacting the Virtual Campus with the teacher.

### LABORATORY PRACTICES

Low-fidelity simulation environment. Groups of approximately 15 students. Each student will have to prepare some readings at home whose content will be essential to be able to practice the valuation and intervention techniques that will be carried out

### Activities



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory practices	12	0.48	1, 4, 2, 5, 6, 8, 10
Specialized seminars (SEM)	35	1.4	1, 3, 4, 2, 5, 6, 8, 7, 9, 10, 11, 12
THEORY (TE)	5	0.2	3, 2, 5, 6, 7, 11
Type: Autonomous			
READING ARICLES/REPORTS OF INTEREST	87	3.48	1, 2, 5, 8, 10, 13

## Assessment

The evaluation system is organized in 4 parts each of which will have a specific weight in the final grade:

Evaluation through practical cases and problem-solving: It supposes 50% of the final mark. It consists of an oral assessment at the end of each specialized seminar and written by means of a report that the tutor gives when completing the unit. The objective of this evaluation is to serve as a stimulus for learning to feed the process. Four dimensions are considered: responsibility, learning abilities, communication, and group work.

Oral defense of works: It accounts for 20% of the final grade. The group must ask a research question based on a situation or scenario given by the tutor. The following dimensions are evaluated:

- Contents
- The question raised (complexity)
- Bibliographic search (keywords, sources of information)
- Background (definition of the problem, epidemiology, associated factors, current state of the subject)
- Justification of the subject (clear and coherent argument to answer the question)
- Presentation of evidence (level of evidence)
- Applicability and usefulness in practice
- Bibliography (bibliographical references)
- Presentation methodology
- Exposition and language (order, vocabulary)
- Audiovisual material design (coherent, clear, creative)
- Time (adjust to the indicated time)
- Non-verbal language (posture, movements, visual contact)
- Participation of the group members: to ensure that all students are able to defend the work done, the tutor decides the order in which the students will make the presentation.

Each tutor will evaluate the exhibitions of his group. Each group will give their tutor a copy of their work through Moodle.

Contents of the laboratory practices: At the end of the laboratory practices, each student will carry out an online evaluation exercise that includes contents of the pre-practical readings and also contents discussed during the practice. This activity represents 20% of the final mark.

Written reports (self-evaluation): It represents 10% of the final mark. Two days after finishing each situation, each student will have to deliver, via Moodle, a 2-page self-evaluation report that reflects and evaluates their degree of achievement of the competencies included in the guide. The format of the exercise is free. Likewise, it should be clear what knowledge has been acquired and which no. The report must be realistic, it must be clearly justified, and must include a numerical note between 0 and 10. The report will be reviewed by the tutor responsible for each specialized seminar group. In the case of great discrepancy with the opinion of the teacher, the document will be returned to the student so that he reflects on his evaluation and rectify it. Self-assessments will not be accepted outside the established period. The non-delivery of the exercise is a rating of 0. The fact of confirming plagiarism in any of the exercises will suppose the immediate suspension of the subject.

## OBTAINING THE FINAL QUALIFICATION:

The requirement to obtain the final grade is to have been presented to all the evaluative parts and to have obtained in each of them a note greater than or equal to 5.

It will be considered non-evaluative when the student has missed 30% of the specialized seminar sessions or laboratory practices, whether for just cause or not.

The final grade of the subject will be the sum of the different parts that configure it. According to agreement 4.4 of the Board of Governors 17/11/2010 of the regulations of evaluation, 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 = Merit
- From 9.0 to 10 = Honour Distinction

The student has the right to review the evaluation tests. For that purpose, the date will be specified in Moodle.

Students who have not passed the course by means of the continuous assessment may submit proof of recovery at the end of the subject.

The special and individual situations will be assessed by the coordinator of the subject and the group tutor.

All evaluation tools will be available at Moodle at the beginning of the course.

Absences:

The following situations are considered justified absences in laboratory practices and seminars:

- Official exam
- Acute illness
- Specialized medical visit
- Elite athletes competition (not training)
- Death of a relative or close friend

Outside these situations, each absence will mean a reduction of 0.5 points for each absence in the final note, up to a maximum of 3 absences.

Any sign of academic dishonesty, such as plagiarism or handling of evaluation documents, etc., or any discriminatory, violent or disrespectful attitude towards colleagues and/or teachers, will suppose the immediate suspension of the course.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation	20%	2	0.08	3, 2, 5, 7, 11
Practical cases and problem solving	50%	4	0.16	1, 3, 4, 2, 5, 6, 8, 7, 9, 10, 11, 13, 12
Skills during Laboratory practice	20%	4	0.16	4, 5, 7, 9, 10
Written reports: self-assessment	10%	1	0.04	1, 2, 8

## Bibliography

Given that one of the general competencies that the student intends to acquire is to develop strategies for self-learning (G02), and that the activity led by the teacher are the Specialized Seminars similar to Problem Based Learning, The bibliography is not specified.

In the specialized seminars, the student must become competent in the search of information and critical reading of the same. In the first session, students, depending on the work plan set forth, find out the appropriate backgrounds for their work plan. In the second session, they explain the difficulties they have encountered in the search and confront the findings and pieces of evidence. Depending on this shared work they reason the suitability or not, of the same.

These are the fundamental reasons why it is not considered appropriate for teachers to present a specific list of bibliography.