

Evolution of Care and Thinking in Nursing

Code: 106106
ECTS Credits: 6

| Degree | Type | Year | Semester |
|-----------------|------|------|----------|
| 2500891 Nursing | OB | 1 | 1 |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Jorge Casino Antón
Daniel Gomez Garcia
Caterina Checa Jiménez

External teachers

Esperanza Zuriguel

Prerequisites

There are no requirements to enrol in this subject, although it is recommended for the student to have theoretical knowledge about Health Science.

Objectives and Contextualisation

The subject Evolution of Nursing Care and Thinking is considered to be compulsory within the Nursing Basis syllabus criteria of the Autonomous University of Barcelona in order to obtain a Nursing Degree. Nursing care helps the patient, family or community to take responsibility in matters of Health and to mobilize resources to preserve it and improve it, as well as potentiating self-care.

This subject aims to introduce the students to Nursing Science so that they can understand the main and differentiated role of the nursing profession and can integrate, in following years, the theoretical and methodological grounds.

The main objectives of this subject are:

- 1) Explain in which ways humans have stayed healthy and fallen ill throughout history.
- 2) Identify people who have influenced the process of nursing care.

- 3) Understand the social and cultural events that have influenced the progress of nursing care.
- 4) Describe nursing care practices in different historical periods.
- 5) Analyse the evolution of gender equality in the nursing profession.
- 6) Understand the evolution of nursing training.
- 7) Explain the conceptual models of nursing.

Competences

- Apply the main foundations and theoretical and methodological principles of nursing.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Generate innovative and competitive proposals for research and professional activities.
- 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.
- Respect diversity in ideas, people and situations.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
3. Critically analyse the principles and values that regulate the exercising of the nursing profession.
4. Describe the evolution of the central concepts that make up the disciplines of nursing and the most important theoretical models from an ontological and epistemological perspective.
5. Describe the three basic elements for any feedback control system.
6. Identify the characteristics of professional humanistic practice.
7. Identify the concept of health and care from a historical perspective to understand the evolution of nursing care provision.
8. Identify the different models of human behaviour.
9. Identify the intersection between gender inequality and other types of inequality (age, class, race, ethnic group, sexuality and identity/expression, functional diversity, etc.)
10. Identify the relevant historical, conceptual and methodological elements that defined the discipline of nursing as a whole.
11. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
12. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Content

- UNIT 1: Prehistoric times and survival care. Knowledge related to healing and care. Primitive cultures and survival care. The first care-takers.

- UNIT 2: Ancient cultures. Mesopotamia, Egypt, India, Palestine and China.
- UNIT 3: Classical cultures. Greece and Rome
- UNIT 4: Middle Ages. Medieval nursing. High and Low Middle Ages. Feudalism. Monasticism. Islam. The Crusades. Military Orders. Illnesses: Epidemics and Leprosy.
- UNIT 5: Modern Era. Renaissance and Enlightenment. Developing of Knowledge. Nursing dichotomy: Reform and Counter Reform. Pioneers and modern medicine. San Juan de Dios and Saint Vincent of Paül. Status of the mentally ill.
- UNIT 6: Contemporary Era. Industrial Revolution, the progress of medicine and hygiene. Deaconess of Kaiserswerth, the birth of Red Cross International. Progress in Health science and professionalization of nursing: Florence Nightingale.
- UNIT 7: Nursing consolidation. Nursing in war conflicts. Construction of new hospitals. First nursing training schools. Nursing associations. Nursing nowadays: from the diploma thesis to a degree.
- UNIT 8: The concept of a nursing paradigm. Model and theory. Conceptual model. Metaparadigms. Nursing schools of thought.
- UNIT 9: Critical thinking.
- UNIT 10: School of necessities: Virginia Henderson and Dorothea Orem.
- UNIT 11: School of humanized care: Madeleine Leininger and Jean Watson

Methodology

PLANNED ACTIVITIES

1. Theory: Its aim is to work on the contents of the evolution of nursing care and thinking. If the Student does not show up to at least 70% of the "big room" lectures, 1 point will be deducted from their final mark. In order to assess it, the teacher might take roll and perform training activities (not to be assessed).

2. Seminars: Its aim is to work on the subject contents through the ABP methodology (Learning based on Problems), which took place in the tutored group sessions to analyse a situation that leads to learning and the students acquires skills to face problems, prioritize and search information, make decisions and assess its activity.

In ABP, the Student role is active because he is responsible from his own learning process. The teacher's role is to guide the Student through the process.

Six seminars will take place during the academic year (in groups of 22-24 students). They will last 3 hours each and will be spread according to the calendar of the first year of the 2020-2021 Nursing Degree. The dynamic of the seminars will be explained to the students during the presentation of the subject and will be reminded to them on the first seminar. Two situations/problems will be presented and will be developed through 3 seminars each.

Note: attending the seminars is mandatory. Not attending one of the seminars will deduct 0.25 of the final mark of the subject. A Student with two or more no-shows one be assessed for the seminars.

3. Developing a poster: its aim is to consolidate the knowledge acquired through the duration of the subject. Attendance to this activity is mandatory. It will be developed in groups and a presentation will take place in "the big room". In order to promote "coresponsability" every Student will be required to be knowledgeable of the content that will be presented. The teacher will randomly choose one or two members of the group to present

for the rest of the class. This presentation will be assessed with an assessment instruments previously designed and delivered to the Student once the activity commences. Later a presentation will take place starting the University hall.

4. Conference: about a topic related to the subject. At the end and activity will take place in order to assess. Mandatory attendance.

5. Visit to Pedralbes Monastery: In order to learn more about Monasticism in the city of Barcelona, medieval times, living conditions and nursing in the 16th Century, to understand how the will were taken care of: tools for remedies, first aid kits, ceramics...Teaching activity recommended.

Individual tutoring: Specific individual meetings can be arranged contacting the teacher via e-mail.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|---------------------------------------|
| Type: Directed | | | |
| External visits (VEXT) | 4 | 0.16 | 1, 7, 8, 10, 6, 11, 12 |
| Specialized seminars (SESP) | 18 | 0.72 | 1, 3, 2, 4, 7, 8, 10, 9, 6, 11, 12, 5 |
| Theory (TE) | 27.5 | 1.1 | 1, 3, 2, 4, 7, 8, 10, 9, 6, 11, 12, 5 |
| Type: Autonomous | | | |
| Projects / Personal study / Article Reading | 97.5 | 3.9 | 1, 3, 2, 7, 8, 10, 9, 6, 11, 12, 5 |

Assessment

This subject's assessment is ongoing. It is formed by the following parts:

1. Writing assessment: 50% of the final mark. Only one test with 4 possible answers. Three incorrect answers will deduct a correct one.
2. Seminars: 25% of the final mark.
3. Project oral presentation: 15% of the final mark.
4. Conference: 10% of the final mark. It includes a writing assessment.

The final qualification for this subject is the weighted average of every assessment activity proposed. The requirement is to have obtained a minimum of 4.5 points out of 10 in each of the parts. Failing any of the parts means failing the subject. If the students do not pass this requirement, they will have to complete a second-chance examination, in which a minimum result of 5 will be weighted with the rest of the assessment tests that have been passed.

Whoever does not show up to one or several of the activities mentioned above will not be assessed.

The students who fail the subject through the ongoing assessment will be able to complete a final second-chance test that will includes the whole syllabus and content of the subject.

According to the 4.4 deal of the Government Council 17/11/2010 of the assessment regulations, the qualifications will be:

From 0 to 4,9 = Fail

From 5,0 to 6,9 = Pass

From 7 to 8,9 = Remarkable

From 9,0 to 10 = Excellent

Honours > 9

If the Student does not show up to one or more of the assessment activities = Not Assessed

Test review:

The mark from the test will be reviewed by the Student on the period determined by the teacher responsible for the subject. The seminar marks will need to be determined by the teacher responsible for the seminars. The teacher will inform the students of the date established for the review via the subject Moodle. No reviewing petitions will be accepted beyond the established limit.

The treatment of particular cases: for particular cases, an expert committee will assess the particular situation the Student and make a decision.

No test will take place beyond the limit established in the exam calendar of 2020-2021 of the Nursing Degree of UAB.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---------------------------------------|
| Active attendance and participation in classes and seminars | 25% | 0 | 0 | 1, 3, 2, 4, 7, 8, 10, 9, 6, 11, 12, 5 |
| Critical thinking conference. Written assistance and evaluation with objective evidence | 10% | 0.5 | 0.02 | 1, 3, 2, 8, 9, 6, 12 |
| Oral work advocacy | 15% | 0.5 | 0.02 | 1, 3, 4, 7, 10, 6, 11, 12 |
| Written assessment by objective evidence | 50% | 2 | 0.08 | 1, 3, 2, 4, 7, 8, 10, 9, 6, 11, 12, 5 |

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