

Adult Nursing Care I

Code: 106110
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	2	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.

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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

Prerequisites

This subject does not include prerequisites.

Objectives and Contextualisation

This is a subject framed within the subject of Clinical Nursing and is taught in the first semester of the second year.

GENERAL OBJECTIVE:

Provide students with the knowledge, abilities, attitudes and values necessary to help adults who live a health process and need expert and competent help in the following areas: preventative, healing and rehabilitating within the hospitalization process and until they achieve the necessary autonomy to take care of themselves and take their own health decisions.

SPECIFIC OBJECTIVES:

Once the study of the different units is completed students must be able to:

- Relate etiological factors and physiopathological mechanisms with clinical manifestations of the most prevalent health problems, in acute or chronic phase, in adults.
- Relate the data obtained in the assessment - by observation, interview and physical examination - with the health problems of the attended person.
- Analyze the information obtained in the assessment in order to identify the nurse's diagnosis, the interdependent problems and the autonomy problems.
- Plan the most appropriate nursing care for the health situations posed, based on the best possible evidence, and which allow the evaluation of their suitability.

Competences

- Base nursing interventions on scientific evidence and the available media.

- Demonstrate knowledge of strategies to adopt measures of comfort and care of symptoms, the patient and family run, in the application of palliative care that will contribute to alleviate the situation of advanced and terminal patients.
- 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.
- 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.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Respect diversity in ideas, people and situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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.
- Use scientific methodology in interventions.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
3. Analyse the factors involved in the health and welfare of people, families and groups attended to and ensure their safety.
4. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
5. Apply knowledge of physiopathology and factors affecting health in nursing care.
6. Critically analyse the principles and values that regulate the exercising of the nursing profession.
7. Describe the most common health changes in adults, their manifestations (changing needs) and the nursing care to be employed for these health problems.
8. Design diets appropriate for healthy people and for the most frequent pathologies.
9. Develop skills for the application of the scientific method in nursing interventions.
10. Identify and prioritise the different measures of physical, emotional and spiritual comfort in advanced stages of illness and at the end of life.
11. Identify peoples welfare and ensure their safety.
12. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
13. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
14. Justify nursing actions with physiopathological processes.
15. Propose protocols for care aimed at people at risk of becoming ill.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. 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

1. INTRODUCTION

- Basic terminology
- Collection of information for nursing evaluation: observation and physical examination.

2. PATIENT SECURITY IN THE HOSPITALIZATION PROCESS

- Basic concepts: adverse effect; negligence; complication; accident; error; almost error and incident.
- Change of paradigm with the global alliance for the Patients' Safety WHO.
- Safety culture.
- Factors that condition the safety of the hospitalized and surgical patient.
- Error as a source of learning. Notification and learning system for patient safety.
- Safe practices.
- Hand hygiene.
- Prevention of falls.
- Pressure ulcers. Types. Assessment and actions to prevent and care for skin lesions.
- Prevention and control of nosocomial infection.

3. NURSING CARE FOR PEOPLE IN THE PERIOPERATIVE PROCESS

- Stages of the surgical process.
- Patient assessment and nursing care in the different phases.
- Patient security in the perioperative process.
- Prevention and control of surgical infection.
- Safety surgery.

4. NURSING CARE FOR PEOPLE WITH GASTROINTESTINAL PROBLEMS

- Basic semiology of the digestive system. Nursing assessment, treatment and care.
- Gastrointestinal disorders. Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.
- Digestive stomata: Types, devices, care and most frequent problems. Health education for self-care.

5. NURSING CARE FOR PEOPLE WITH CARDIAC PROBLEMS

- Basic cardiac semiology. Nursing assessment, treatment and care.
- Cardiac alterations. Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.

6. NURSING CARE FOR PEOPLE WITH ICTUS

- Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.

Methodology

THEORY (TE)

Theory sessions are based on interactive work between the teacher and students. In this sense, during the sessions, different aspects are combined:

- a) Teaching given is combined with reflection and practical exercises.
- b) Students' presentations of aspects related to the content worked on 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)

It is carried out in small groups and through sessions to analyze a problem situation. With this analysis the student acquires abilities to face problems, prioritize and search for information, make decisions and evaluate their activity.

First session: directed by the professor responsible for the group to analyze the problem situation. The purpose of this group work is to, based on the knowledge that students have, identify what should be learned which is related to both the problem situation and the learning outcomes. The group must make a list of questions that have arisen in the analysis of the situation with the aim of developing a work plan in accordance with these prioritized questions. Possible sources of information must be identified. The teacher will recommend those topics that should be of individual study and may suggest sources of information.

Second session: The group discusses the individual search strategies and the query sources used to critically evaluate the collected information. The work plan is discussed. All group components must have the opportunity to explain the information they have studied. This sharing allows to make a critical evaluation and correction of previous knowledge, while critically evaluating the reasoning of the problem. It also helps to abstract the principles and the concepts that can be applied in other similar situations.

From this session a new work plan for groups (4) will be derived based on the synthesis and reinforcement of the learnings realized and that will be exposed in the third session. This work plan will include the preparation of conceptual maps of the problem posed, the preparation of infographics on nursing care for the situation raised, and / or a synthesis of the nursing evidence on the subject in the scientific literature.

Third session:

The 4 groups will present, with the help of audiovisual material, the work related to the work plan established in the second session. These presentations will be delivered to the Virtual Campus to be able to share them with students and be evidence of evaluation.

INDIVIDUALIZED TUTORIALS

The individualized tutorials will be carried out in case learning difficulties are detected. They can be arranged by contacting by email the responsible teacher.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS (SESP)	19.5	0.78	14
THEORY (TE)	30	1.2	14
Type: Autonomous			
Personal Study	93	3.72	

Assessment

The evaluation of the subject contemplates the following sections:

50% of the final grade will be obtained in the written evaluation through objective tests. This evaluation aims to evaluate the acquisition of knowledge of the subject worked through the different training activities. This evaluation will be carried out through a written exam consisting 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.

A minimum score of 5 points out of 10 is required to pass the subject.

20% of the final grade will be obtained from the presentations made on aspects worked in the theoretical session. If the student does not attend the day of the exhibition, there will be a Non-Evaluable. The evaluations are carried out through rubrics prepared for this purpose and posted in Moodle previously.

30% of the final grade will result from the formative evaluation of the specialized seminars. If the student does not attend the day of the exhibition, there will be a Non-Evaluable. The evaluations are carried out through rubrics prepared for this purpose and posted in Moodle at the beginning of the seminars.

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. Not passing these parts implies not completing the subject successfully.

Students who have not presented to the proposed evaluation activities will be understood as Not 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 Moodle. 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 of the seminars through case studies and problem solving.	30%	2.5	0.1	1, 6, 4, 2, 5, 9, 8, 10, 13, 14, 15
Practical type evaluation: debates, presentations	20%	2.5	0.1	1, 3, 5, 7, 11, 12, 14
Written Evaluation through objective tests: multiple choice answer / open questions	50%	2.5	0.1	3, 7, 11, 12, 14, 17, 16

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WEBSITE:

- <http://seguretatdelspacients.gencat.cat/es/>
- http://canalsalut.gencat.cat/ca/home_professionals/recursos/guies_de_practica_clinica/directori/
- <https://www.fisterra.com/guias-clinicas/especialidad/>

Software

No specific program is needed.