

Family and Community Nursing

Code: 106118
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.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Jordi Casino López
Daniel Gomez Garcia
Caterina Checa Jiménez
Cristina Casanovas Cuellar
David Téllez Velasco

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

- To understand the importance of the family and community 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

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

- Carry out basic curative actions based on holistic health care, involving multiprofessional cooperation, the integration of processes and continuity of health care.
- 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.
- 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.
- 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.
- Work with a team of professionals as a basic unit to structure the professionals and the other care organisation workers in a unidisciplinary or multidisciplinary way.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse differences by sex and gender inequality in ethiology, anatomy, physiology. Pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.
3. Analyse gender inequalities and the factors on which they are base from in different systems: family system, parents, economic, political, symbolism and educational systems.
4. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
5. Analyse possible actions to be able to integrate the different levels of intervention and guarantee the continuity of care.
6. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
7. Analyse the situation and identify the points that are best adapted to the needs and demands of the context of analysis.
8. Analyse the social and cultural factors in experience and approach to processes of health and illness.
9. Carry out a specific clinical history, physical examination, psychological examination and nursing diagnosis for men and women, including emotional-sexual diversity and diversity in identity and gender expression.
10. Critically analyse the principles and values that regulate the exercising of the nursing profession.
11. Describe interventions aimed at the readaptation to daily life using local support resources.
12. Describe primary level foundations of health and the activities that can offer integral care to members of the community.
13. Design education strategies for the health of people, families and groups.
14. Design strategies to establish protection and welfare mechanisms for the individuals, families and groups within the area of community health.
15. Encourage the participation of people, families and groups in the processes of health and illness.
16. Identify and explore the conduct that defines the interactive behaviour of the person according to gender, group and community.

17. Identify elements that can endanger the health of persons in relation to the use and management of drugs.
18. Identify healthy lifestyles and preventative and therapeutic behaviours in individuals, groups and communities.
19. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
20. Identify strategies to prevent gender violence.
21. Identify the different professional roles involved in primary and community care.
22. Identify the risk factors in the health-illness process on a physical, emotional and social level.
23. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
24. Justify nursing actions with physiopathological processes.
25. Plan specific aspects for promoting and maintaining good health and preventing illness.
26. Propose protocols for care aimed at people at risk of becoming ill.
27. 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.
28. 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.
29. Use theoretical knowledge acquired to establish a relationship of trust.

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

THEORY

Master classes in which theoretical contents are taught and the latest scientific evidence and expert opinion are reviewed.

SEMINARS

It is a medium-sized learning space in which students have to work around clinical situations posed with the supervision of a teacher. The activity involves pre-reading at home, group discussion, design of interventions and group oral presentations.

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
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Type: Directed

Autonomous work	98	3.92	
Lecture	27	1.08	10, 8, 3, 2, 6, 4, 12, 21, 17, 22, 19, 18, 20, 16, 23, 28, 29
SEMINARS	25	1	1, 10, 8, 5, 3, 2, 6, 4, 7, 12, 11, 13, 14, 9, 25, 26, 27

Assessment

1. Exam. It represents 25% of the final grade. It is a test-type exam that includes the contents worked on in all the teaching activities of the subject.

2. Written essays and oral presentations: They suppose 35% and 30% of the final note. The large group is divided into 4 subgroups which will be assigned a teacher. We will work on 3 cases that will have to be solved in a group oral presentation. It will be evaluated using a rubric designed for this purpose that will be available in Moodle. The ability to identify and prioritize problems, review the literature, academic writing and the proposed intervention-evaluation will be fundamentally evaluated.

3. Delivery of reports (self-assessment): It represents 10% of the final grade. Two days after the last case each student must submit, via Moodle, a self-assessment report of 2-3 pages in which to reflect and evaluate their degree of achievement of the skills included in the guide. The format of the exercise is free. It must also be clear which knowledge has been acquired and which has not. The report must be realistic, must be clearly justified, and must include a numerical grade between 0 and 10. The report will be reviewed by the tutor responsible for each specialized seminar group. In the event of a major discrepancy with the teacher's opinion, the document will be returned to the student to reflect on and evaluate it. Self-assessments will not be accepted outside the established period. The non-delivery of the exercise supposes a qualification of 0. The fact to confirm-plagiarism in any of the exercises will suppose the immediate suspension of the asignatura.

OBTAINING THE FINAL QUALIFICATION:

The requirement for obtaining the final mark is to have presented to all the evaluative parts and to have obtained in each of them a mark superior or equal to 5.

It will be considered non-evaluable when the student has missed 3 or more seminar sessions or laboratory practices, without justified cause.

The final grade of the course will be the sum of the different parts that make it up. According to the agreement 4.4 of the Governing Council 11/17/2010 of the evaluation regulations, the grades will be:

From 0 to 4.9 = Suspension

From 5.0 to 6.9 = Approved

From 7.0 to 8.9 = Notable

From 9.0 to 10 = Excellent

From 9.0 to 10 = Honorary registration

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

Students who have not passed the course through the continuous assessment may take a resit test at the end of the course.

The special and particular situations will be valued by the coordinator of the subject and the tutor of the group.

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

Absences:

The following situations are considered justified absences from laboratory and seminar practices:

Official exam

Acute disease

Specialized medical visit
 Elite Athletes Competition (Non-Training)
 Death of a relative or close person

Outside of these situations, each absence will mean a reduction of one point for each absence in the final grade, up to a maximum of 3 absences.

Any sign of academic dishonesty, such as plagiarism or manipulation of assessment documents, etc., or any discriminatory, violent or disrespectful attitude towards classmates and / or teachers, will result in the immediate suspension of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essays	35%	0	0	1, 10, 8, 5, 3, 6, 4, 7, 12, 11, 13, 14, 9, 20, 16, 24, 25, 15, 26, 27, 29
Oral presentation	30%	0	0	8, 3, 2, 7, 11, 13, 14, 16, 24, 25, 26
Self assessment	10%	0	0	1, 10, 7, 28, 27
Test	25%	0	0	8, 3, 2, 12, 21, 17, 22, 19, 18, 23, 26, 28, 27

Bibliography

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- Martínez Riera, J. R., & del Pino Casado, R. (2014). *Manual práctico de enfermería comunitaria*. Elsevier.
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Software

Mendeley