

**Management and Quality of Nursing Services**

Code: 106108  
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OB	2	1

## Contact

Name: David Tellez Velasco  
Email: david.tellez@uab.cat

## 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

## Prerequisites

This subject does not have prerequisites.

## Objectives and Contextualisation

### General objective

- The main objective of the course is to provide the student with the knowledge and skills necessary to be able to fully develop the managerial / administrative function of the nursing profession in a healthcare context, with special emphasis on the process of evaluating quality of care and its relationship with nursing care.

### Specific objectives

At the end of the study of the different thematic units, the student will be able to:

- Describe and explain the main theories and trends in management, as well as the evolution and historical setting of the Spanish and Catalan health system.
- Describe the current legislation on health and social protection, as well as the rights and duties of users of health services.
- Identify the principles of health financing in general, and of our health system in particular, and make an analysis of the available resources.
- Understand the structure of the administrative process and its application in the workplace.
- Identify the characteristics of the managerial function of nursing professionals and the different specific professional roles that this function performs.
- Describe the systems for evaluating the quality of care and know the indicators that evaluate the effectiveness of the health system.
- Know the aspects related to the humanization of healthcare management and its implications in healthcare practice.

## Competences

- Demonstrate knowledge of health information systems.

- Demonstrate knowledge of the principles of health financing and social health and proper use of available resources.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Establish evaluation mechanisms considering the different scientific, technical and quality aspects.
- 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.
- 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.
- 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 gender inequalities and the factors on which they are based in different systems: family system, parents, economic, political, symbolism and educational systems.
3. Analyse the determinants of health and illness considering the different social and cultural contexts.
4. Describe and explain the Spanish health system.
5. Describe the indicators that allow an understanding and control of the state of health of a population and the indicators that evaluate the effectiveness of the healthcare systems.
6. Describe the most adequate evaluation systems for the programmes designed.
7. Describe the rights and responsibilities of users of the health services.
8. Identify nursing care actions that respect the principles of ethical responsibility, fundamental rights and responsibilities, diversity and democratic values.
9. Identify the characteristic of the management task for nursing services and care management.
10. Identify the factors that permit adequate technical and professional health care in terms of quality and safety in accordance with the legal and professional frameworks.
11. Identify the information systems needed in each situation.
12. Identify the intersection between gender inequality and other types of inequality (age, class, race, ethnic group, sexuality and identity/expression, functional diversity, etc.)
13. Identify the principles of health and social health funding in the Spanish and Catalan health systems.
14. 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.
15. Use the different computer programs as research support instruments.

## Content

- 1.- Introduction to management: general concepts.
- 2.- Healthcare systems.
- 3.- Legal framework of healthcare.
- 4.- Planning of health services.
- 5.- Nursing management.
- 6.- Quality in health care and nursing care.
- 7.- Humanization of management.

## Methodology

### 1.- Theory (TE)

Theoretical teaching with audiovisual support on the subject of the subject detailed in "Contents". The active participation of the student during the theoretical sessions is considered essential, either in stimulating them or using the specific program.

### 2.- Seminars (SE)

Reduced group work sessions, where aspects of the subject matter will be developed from a group dynamics point of view. As a result of the work carried out in the seminars, developed in part during the time dedicated to autonomous work and personal study, two theoretical works will be presented that will have to be defended through group presentation.

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			
SEMINARS	8	0.32	1, 3, 6, 10, 11, 9, 15
THEORY	17	0.68	1, 3, 2, 7, 5, 6, 4, 10, 11, 13, 8, 12, 9, 14, 15
Type: Autonomous			
LITERATURE REVIEW / REPORTS / COURSE-WORK SUBMISSION / SELF-DIRECTED STUDY	46.5	1.86	1, 3, 2, 7, 5, 6, 4, 10, 11, 13, 8, 12, 9, 14, 15

## Assessment

### 1. Written assessment using objective tests: multiple-choice questions

Its objective is to evaluate the acquisition of knowledge of the subject worked through the different training activities (theory and seminars). It will be carried out once the entire teaching of the subject has been completed. It consists of: multiple choice questions with 4 answer options. Errors are subtracted according to the following formula:  $x = \text{hits} - (\text{errors} / n - 1)$ , where n is the number of answer options.

It represents 50% of the final grade. A minimum grade of 5 out of 10 is required to pass the course.

### 2. Evaluation of practical type: oral defense of works

Preparation, presentation and defense of 2 works carried out in groups, with a complementary theme to that worked during the theory sessions. The presentation and defense will take place during a seminar session. The content worked on will be evaluated, as well as the oral presentation made by each of the group members. Non-attendance on the day of the presentation implies a Non-Evaluable.

It represents 40% of the final grade. A minimum grade of 5 out of 10 is required to pass the course.

### 3.- Attendance and active participation in class and seminars

The evaluation will be carried out through the use of an evaluation rubric, with a self-evaluation component, both of the face-to-face attendance to the teaching activities and the attitude in them.

It represents 10% of the final grade and does not need a minimum grade to pass the course.

## OBTAINING THE FINAL GRADE

The final grade for the course is the sum of the grades from the proposed evaluation activities. The requirement to be able to make this sum is to have obtained the minimum score required in each part that requires it. Failure to pass any or all of these parts that requires a minimum grade implies failure to pass the subject.

Non-evaluable will be understood to be that student who has not attended any or any of the evaluation activities.

Students who have not passed the course through continuous assessment may take a make-up test. To participate in the recovery, students must have previously been evaluated in a set of activities, the weight of which is equivalent to a minimum of two-thirds of the total grade for the subject (article 112 ter. Of the evaluation regulations of the UAB).

The student has the right to review the evaluation tests. For this purpose, the date will be specified in the Virtual Campus.

According to agreement 4.4 of the Governing Council 11/17/2010 of the evaluation regulations, the qualifications will be:

From 0 to 4.9 = Fail

From 5.0 to 6.9 = Approved

From 7.0 to 8.9 = Notable

From 9.0 to 10 = Excellent

When the student does not attend any or any of the planned evaluation activities, they will receive the grade of not assessable.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
ATTENDANCE AND ACTIVE PARTICIPATION IN CLASS AND SEMINARS	10%	0.5	0.02	2, 12, 14
ORAL PRESENTATION OF COURSE WORK	40%	1	0.04	1, 3, 2, 7, 5, 6, 4, 10, 11, 13, 8, 12, 9, 14, 15
WRITTEN EVALUATION USING OBJETIVES TESTS: MULTIPLE CHOICE QUESTIONS	50%	2	0.08	1, 3, 2, 7, 5, 6, 4, 10, 11, 13, 8, 12, 9, 14, 15

## Bibliography

Preparation of theoretical lectures:

- Ley General de Sanidad (Ley 14/1986 de 25 de abril) (BOE 102 del 29 abril 1986). Ministerio de Sanidad y Consumo. Madrid. [Internet]. [consultado 24 junio 2021]. Disponible en: <http://www.boe.es/buscar/doc.php?id=BOE-A-1986-1049>
- Ley 15/1990, de 9 de julio, de ordenación sanitaria en cataluña. (DOGC 1324 del 30 de julio de 1990) [Internet]. [consultado 29 junio 2021]. Disponible en: <https://portaldogc.gencat.cat/utillsEADOP/PDF/1324/1794998.pdf>
- Ley 16/2003, de 28 de mayo, de Cohesión y calidad del Sistema Nacional de Salud. (BOE 128 del 29 de mayo 2003) [Internet]. [consultado 24 junio 2021]. Disponible en: <http://www.msc.es/organizacion/consejoInterterri/docs/LeyCohesionyCalidad.pdf>

- Ley 44/2003, de 21 de noviembre, Ordenación de las profesiones sanitarias. (BOE 280 del 22 noviembre 2003) [Internet]. [consultado 24 junio 2021] Disponible en: <https://www.boe.es/buscar/pdf/2003/BOE-A-2003-21340-consolidado.pdf>
- Pla de Salut de Catalunya [Internet]. Barcelona: Departament de Salut. Generalitat de Catalunya; [consultado 24 Junio 2021]. Disponible en: [https://salutweb.gencat.cat/ca/el\\_departament/Pla\\_salut/pla-de-salut-2016-2020/](https://salutweb.gencat.cat/ca/el_departament/Pla_salut/pla-de-salut-2016-2020/)
- Mompert García MP, Duran Escribano M. Administración y gestión. Colección Enfermería 21. 2ª Edición. Madrid: Difusión Avances de Enfermería (DAE); 2009
- Doltra J, Bertran C. Gestió d'Infermeria. Girona: Documenta Universitaria; 2010
- Maciá Soler L. Gestión Clínica. Colección Cuidados de Salud Avanzados. Barcelona: Elsevier España; 2014
- Cortés Borra A. Humanizar la gestión sanitaria. Colección Gimbernat Salud. Barcelona: Herder Editorial S.L.; 2021
- Balderas Pedrero M. Administración de los servicios de enfermería. 7ª Edición. México: McGraw-Hill; 2015
- La Monica EL. Dirección y Administración en Enfermería. Barcelona: Mosby/Doyma Libros; 1994
- Fernández Martín J et al. Manual de Calidad Asistencial [Internet]. SESCOAM; 2009. [consultado 24 junio 2021]. Disponible en: <https://sanidad.castillalamancha.es/sites/sescam.castillalamancha.es/files/documentos/pdf/20131017/mar>
- Soto Fuentes P, Reynaldos Grandón K, Marfinez Santana D, Jerez Yáñez O. Competencias para la enfermera/o en el ámbito de gestión y administración: desafíos actuales de la profesión. Aquichan. 2014; 14(1): 79-99
- Febré N, Moncada Gómez K, Méndez Celis P, Badilla Morales V, Soto Parada P, Ivanovic P, Reynaldos K, Canales M. Calidad en enfermería: su gestión, implementación y medición. Rev. Med. Clin. Condes. 2018; 29(3): 278-287
- Mompert Barcía MP. Innovación y gestión del cuidado. Metas Enferm mar 2019; 22(2):56-61

## Software

Kahoot! or similar software could be used to energize some activities in the classroom.