

**Nursing Care in Complex Situations**

Code: 106115  
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OB	3	1

### Contact

Name: Rebeca Gomez Ibañez  
Email: rebeca.gomez@uab.cat

### Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Prerequisites

There are no requirements, although it is recommended the previous realization of the subjects included in the subject Clinical Nursing.

### Objectives and Contextualisation

Nursing professionals often face death or complex health situations. This can generate fear and anxiety, making the patient's attention in this situation not adequate.

This subject aims to train students to cope with the care of patients in complex situations and in the end-of-life phases.

The objectives of the subject are that the students are able to:

- Analyze the concept of palliative care from a nurse model.
- Identify actions that help to guarantee comfort, well-being and quality of life of people in complex and / or terminal situations.
- Select the most appropriate care plans that allow to intervene.

### Competences

- 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.
- 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.
- Use scientific methodology in interventions.

## 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 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. Demonstrate skill in performing nursing procedures and techniques.
8. Describe the most common health changes in adults, their manifestations (changing needs) and the nursing care to be employed for these health problems.
9. Design care aimed at patients in situations of advanced illness and end of life which includes the appropriate strategies to improve their comfort and alleviate the situation, taking into account the values and preferences of care receivers and their families.
10. Develop skills for the application of the scientific method in nursing interventions.
11. Examine the care needs and nursing strategies for people in situations of advanced and terminal illness and their families.
12. Identify and prioritise the different measures of physical, emotional and spiritual comfort in advanced stages of illness and at the end of life.
13. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
14. Identify the different measures for physical, emotional and spiritual comfort in advanced stages of illness and in situations of end of life.
15. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
16. Identify the strategies and bases of nursing care in controlling the symptoms of terminal illness.
17. Justify nursing actions with physiopathological processes.
18. Recognise psychosocial responses to loss and death and understand the measures that can help patients and their families in these circumstances.
19. 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.
20. 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

The complexity in the field of health refers to those situations that imply an added difficulty in the management, control and process of the health problem. This causes the need to adjust therapeutic and specific attention plan for the patient, taking into account physiopathological, psychological, familiar and social aspects.

The selected contents will provide the tools to value and prioritize the care of the patients and relatives facing these complex situations.

The following contents will be worked:

#### PALLIATIVE CARES. PEOPLE AT THE END OF LIFE

- These are those treatments focused on alleviating or preventing the suffering of patients with a bad illness prognosis and without cure. It is important to study:
- How are these patients addressed?
- What concrete needs they present?
- Individualized care plans.
- Attention to the relative and the patient.
- Pain management
- Emotional support facing the process of dying.

#### COMPLEX CHRONIC PROCESSES

- The complex chronic patient is a person who has comorbidity, pluripatology, polimedication and a hard-going family and social support environment. Therefore, it will be studied:
- Take care of patients with severe physical and emotional condition.
- Tackling the fragility, vulnerability and dependence.
- Social and institutional aids.
- Importance of the caregiver role.
- Overload.

#### ONCOLOGICAL PROCESSES

- Cancer is a very frequent and devastating disease, being one of the first causes of death worldwide. It is important to dig deeply in:
- Physical, social and family affliction.
- Confrontation of the disease.
- Approaching their needs.

#### NEURODEGENERATIVE PROCESSES

Neurodegenerative diseases are incurable and limiting processes, which are produced by a progressive degeneration and neuronal death. In this context, it will be analyzed:

- Physical, social and family impact.
- Types of affectations: balance, movement, speech, breathing and cardiac functions.
- Institutional resources.
- Experimental studies in this field.
- Caregivers importance.

### **Methodology**

The content of the subject will be done in 6 sessions of 4 hours.

There will be different teaching-learning activities:

- Theoretical sessions with audiovisual support given by the teacher.
- Group work activities:
  - Critical reflection on original articles or publications / current news.
  - Exposure of the main ideas.

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.

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			
Theory	25	1	6, 3, 2, 4, 5, 8, 9, 11, 13, 12, 14, 16, 15, 17, 20, 19, 18
Type: Autonomous			
PREPARATION OF WRITTEN WORKS / SELF-STUDY / READING ARTICLES / REPORTS OF INTEREST	47.25	1.89	6, 3, 2, 4, 5, 8, 10, 9, 11, 13, 12, 14, 16, 15, 17, 20, 19, 18

## Assessment

The system of evaluation activities consists of three phases:

- Written test (50%): this evaluation will be carried out through the written answer to open and / or closed questions related to the theoretical contents.
- Oral defense of written works (10%): group defense of the work done, through computer support.
- Delivery of reports (40%): delivery of the group work done. It will be delivered the day of oral defense.

The evaluation activities will be carried out in three different moments according to the calendar.

### OBTAINING THE FINAL QUALIFICATION:

The following will be considered:

Merit. The student has achieved the competencies evaluated and carried out in an autonomous way doing its justifications with evidences.

Good. The student has attained the competencies evaluated and carries out them autonomously with some evidences.

Pass. The student can achieve the skills evaluated with supervision.

Fail. The student has not achieved the competencies evaluated.

Not evaluable. The student has not performed the programmed activities in order to achieve the competencies.

### ASPECTS TO PAY ATTENTION:

1- The final grade of the subject will be the weighted average of each of the assessment activities. According to agreement 4.4 of the Governing Council 17/11/2010 of the regulations of evaluation, the qualifications will be: From 0 to 4.9 = Grade F (Fail) From 5.0 to 6.9 = Grade E (Pass) From 7.0 to 8.9 = Grade B (Good) From 9.0 to 10 = Grade A (Merit) From 9.0 to 10 = Grade A+ (Honour distinction)

2.- The requirement to obtain the final grade is to have been presented to all the evaluation parts and to have obtained a minimum score of 4 on each one of them.

3.- It will be considered non-evaluable and will be scored as zero, when the student has not submitted to one of the evaluation tests.

4.- The student has the right to review the evaluation tests. For this purpose, the dates will be specified on the Campus Virtual.

5. The valuation of special and particular situations will be valued by an evaluating commission set up to this end, in order to design, if applicable, a final recovery test. Students who have not passed the subject can submit to a final exam or a final recovery test.

6.- To have right to the final recovery test the student must have submitted to all the evaluation tests.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of reports / written work	40%	0.25	0.01	1, 6, 3, 2, 4, 5, 7, 8, 10, 9, 11, 13, 12, 14, 16, 15, 17, 20, 19, 18
Oral defense of written works	10%	0.5	0.02	7, 9, 11, 12, 14, 16, 17, 20, 19
Written evaluation using objective tests: multiple response items.	50%	2	0.08	1, 6, 3, 2, 4, 5, 8, 10, 9, 11, 13, 12, 14, 16, 15, 17, 20, 19, 18

## Bibliography

Jiménez López R, Román López P, Díaz Cortés, M. Cuidados de enfermería en situaciones complejas de salud. TEXD Documentos: Almería; 2017. ISBN: 978-84-16642-87-8

Granados Gámez, G. Aplicación de las Ciencias Psicosociales al ámbito del cuidar. Colección cuidados de salud avanzados. 1ª ed. Barcelona: Elsevier; 2014.

Martínez Cruz B, Monleón Just M, Carretero Lanchas Y, García-Baquero Merino MT. Enfermería en cuidados paliativos y al final de la vida. 1ª ed. Barcelona: Elsevier; 2012

Programa de prevenció a l'atenció a la cronicitat de Catalunya.

[https://salutweb.gencat.cat/web/.content/\\_ambits-actuacio/Linies-dactuacio/Estrategies-de-salut/Cronicitat/Docun-neurodegeneratives](https://salutweb.gencat.cat/web/.content/_ambits-actuacio/Linies-dactuacio/Estrategies-de-salut/Cronicitat/Docun-neurodegeneratives).

Neuroalianza. Alianza Española de Enfermedades Neurodegenerativas.

<http://neuroalianza.org/las-enfermedades-neurodegenerativas/> Asociación Española contra el cáncer. Conceptos importantes.

Asociación Española contra el cáncer. Conceptos importantes.

<https://www.aecc.es/es/todo-sobre-cancer/glosario>

Canal salut "cures pal.liatives".<http://canalsalut.gencat.cat/ca/salut-az/c/cures-palliatives/cures-palliatives>

Walsh D. Medicina Paliativa. 1ª ed. Barcelona: Elsevier;2010.

Gonzalez Otero J, Stablé Duharte M. Cuidados Paliativos. Recomendaciones terapéuticas para Atención Primaria. 1ª ed. Barcelona: Editorial Médica Panamericana;2014.

González Barón M. Compendio del tratado de medicina paliativa. 1ª ed. Barcelona: Editorial Médica Panamericana;2007.

Cruz Aquaroni, M cruz. Compendio de patologías. Barcelona: Ediciones Dae grupo Paradigma; 2016.

## Software

None It's necessary