

Evolution of Care and Thinking in Nursing

Code: 106106
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	1	1

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

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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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply the main foundations and theoretical and methodological principles of nursing.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Offer technical and professional health care and that this is 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

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 different theoretical models of nursing care.
5. 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.
6. Describe the key aspects which identify Nursing and the professional activity that nursing involves.
7. Identify the characteristics of professional humanistic practice.
8. Identify the concept of health and care from a historical perspective to understand the evolution of nursing care provision.
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 major historical, conceptual and methodological elements that define the nursing discipline 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: 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 6: 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 7: The concept of a nursing paradigm. Model and theory. Conceptual model. Metaparadigms. Nursing schools of thought.
- UNIT 8: School of necessities: Virginia Henderson and Dorothea Orem.
- UNIT 9: School of humanized care: Jean Watson. Transcultural nursing: Madeleine Leininger.
- UNIT 10: Hildegard Peplau/ Callista Roy.
- UNIT 11: Patricia Benner/ Katherine Kolcaba.
- UNIT 12: Marjory Gordon's Functional Health Patterns.
- UNIT 13: The application of theoretical models to healthcare practice.

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, performing all these activities contributes 15% of the final mark.

2. Seminars: they have the purpose of working contents of the subject. It is a group learning space in which students have to work around clinical situations posed with the supervision of a teacher. The activity involves bibliographic search, group discussion, elaboration of a work and group oral presentations

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.

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)	18	0.72	
Theory (TE)	31.5	1.26	
Type: Autonomous			
Projects / Personal study / Article Reading	98	3.92	

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. Active participation in Seminars: 35% of the final mark.
3. Written participations at the end of theoretical classes: 15% of the final mark.

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 include 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.

This subject does not provide for the single assessment system

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in seminars	35%	0	0	1, 3, 2, 6, 4, 5, 8, 10, 9, 7, 11, 12
Written assessment by objective evidence	50%	2	0.08	1, 3, 2, 6, 4, 5, 8, 10, 9, 7, 11, 12
Written participation at the end of the theoretical classes	15%	0.5	0.02	1, 3, 6, 4, 5, 8, 10, 7, 11

Bibliography

Bibliography recommended for the expository lectures.

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Software