UAB
Universitat Autònoma de Barcelona

2023/2024

Family and Community Nursing

Code: 106118
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	2	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 prerequisites.

Objectives and Contextualisation

1. Know the importance of the family and community in the health/disease process.
2. Identify the organization of family and community nursing care.
3. Identifying nurses' skills within the framework of family and community care.

4. We know the importance of acute, chronic, and palliative house care within the framework of family and community care.
5. We must be aware of the importance of Community participation and intervention.
6. I appreciate the importance of coordinating Community resources.
7. Identifying the importance of family care and self-care.
8. Design care plans related to the most frequent problems served in Primary Attention.
9. Perform regular nursing techniques within Familiar and Community Attention, interpret them and act accordingly.
10. Incorporate gender perspective in the act of caring for people, families, and communities.
11. Apply cultural competence in the act of care for people, families, and communities.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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 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.
- 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.
- 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.
- 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 importance of educating, facilitating and supporting health and wellbeing in members of the community whose lives are affected by problems of health, suffering, illness, incapacity or death.
7. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
8. Analyse the situation and identify the points that are best adapted to the needs and demands of the context of analysis.
9. Analyse the social and cultural factors in experience and approach to processes of health and illness.
10. 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.
11. Critically analyse the principles and values that regulate the exercising of the nursing profession.
12. Describe interventions aimed at the readaptation to daily life using local support resources.
13. Describe primary level foundations of health and the activities that can offer integral care to members of the community.
14. Design nursing care using instruments adequate for the situation of people throughout their life cycle taking into account the current regulations, the best existing evidence and standards of quality and safety.
15. Design programmes for community action.
16. Design strategies for the promotion of health and prevention of illness aimed at individuals, groups or communities taking into account their resources, habits, beliefs and values.
17. Design strategies to establish protection and welfare mechanisms for the individuals, families and groups within the area of community health.
18. Identify elements that could place at risk the health of people in relation to the use and management of medicaments.
19. Identify guides for clinical and care practice related to caring for the health demands of people during the whole life cycle and in changes which may occur.
20. Identify healthy lifestyles and preventative and therapeutic behaviours in individuals, groups and communities.
21. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
22. Identify strategies to prevent gender violence.
23. Identify the criteria for adequate results for nursing problems detected.
24. Identify the different professional roles involved in primary and community care.
25. Identify the different types of interaction according to the group, genre or community they belong to, within their social and cultural context.
26. Identify the factors that determine health and the problems related to surroundings to be able to offer care to people with different situations of health and illness as members of a community.
27. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
28. 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.
29. 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 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).
- Social prescriptions.

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
Type: Directed			
Autonomous work	98	3.92	
Lecture	27	1.08	
SEMINARS	25	1	

Assessment

1. Exam. It accounts for 40% of the final grade. It is a test-type exam that includes the content covered in all the teaching activities of the subject.

2-3 Delivery of written assignments and oral defense of assignments: They account for 20% and 30% of the final grade, respectively. The large group is divided into 4 subgroups which will be assigned a teacher. A series of cases will be worked on that will have to be solved in a group oral presentation. They will be assessed using rubrics designed for this purpose that will be available on Moodle. The ability to identify and prioritize problems, the literature review, the intervention-evaluation proposal, and academic writing will be fundamentally evaluated. Both the written works and the oral defense are group activities. Work outside the established period will not be accepted.

4. Submission of reports (self-assessment): It accounts for 10% of the final grade. Two days after finishing the last case, each student must submit, via Moodle, a self-evaluation report of 2-3 pages to reflect and evaluate their degree of achievement of the skills included in the guide. The format of the exercise is free. Likewise, it must be clear which knowledge has been acquired and which has not. The report must be realistic, clearly justified, and include a numerical grade between 0 and 10. The tutor responsible for each specialized seminar group will review the report. In the event of a major discrepancy with the teacher's opinion, the document will

be returned to the student so that he can reflect on his assessment and correct it. No self-assessments will be accepted outside the established period. Failure to submit the exercise results in a grade of 0.

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 may result in the immediate suspension of the subject. In case of suspicion and/or confirmation, the degree coordination will be informed.

The use of mobile phones is not allowed in class. The teaching team may ask the student to leave the classroom if it is used without authorization.

You cannot enter the classroom after 10 minutes.

OBTAINING THE FINAL QUALIFICATION:

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

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

The course's final grade 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 subject's coordinator and the group's tutor.

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

To qualify for honors enrollment, you must have attended/participated in the proposed extracurricular activities linked to the subject during the semester.

Note: This subject does NOT provide for the single assessment system

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essays	20%	0	0	23, 14, 16, 17, 15, 10, 26, 24, 25, 18, 21, 20, 22, 19, 27
Oral presentation	30%	0	0	11, 9, 6, 5, 3, 2, 7, 4, 8, 13, 12
Self assessment	10%	0	0	1, 11, 7, 29, 28
Test	40%	0	0	2, 23, 10, 26, 25, 18, 20, 19

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Software

Mendeley