

Degree	Type	Year
2500891 Nursing	OB	2

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites for this subject.

## Objectives and Contextualisation

### Objectives and Contextualisation

The subject of Management and Quality of Nursing Services aims to provide the knowledge and tools necessary to effectively manage nursing care with quality, adapting leadership styles to each situation. It describes and analyses healthcare systems and organizations, focusing on clinical management within nursing services.

### General Objective

The main objective of the subject is to equip students with the knowledge and skills to fully perform the managerial/administrative role in nursing within a healthcare context, emphasizing the assessment of care quality and its relationship with nursing.

### Specific Objectives

Upon completion of the study of different thematic units, students will be able to:

- Describe theories and trends in management, including the evolution of the Spanish and Catalan healthcare systems.
- Understand current healthcare legislation, user rights, and duties.
- Analyse healthcare financing and available resources.
- Compare global models of healthcare systems and identify management levels.
- Understand the structure and financing of the Spanish and Catalan healthcare systems.
- Describe healthcare organizations and the role of professionals in management.
- Identify challenges and realities in clinical management of nursing services.
- Evaluate healthcare quality and understand safety and effectiveness indicators.
- Understand aspects related to humanization in healthcare management and its implications in clinical practice.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate knowledge of health information systems.
- Demonstrate knowledge of the principles of health financing and social health and proper use of available resources.
- Establish evaluation mechanisms considering the different scientific, technical and quality aspects.
- 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.
- 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 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 gender inequalities and the factors on which they are base from in different systems: family system, parents, economic, political, symbolism and educational systems.
3. Analyse the different situations of health and public health resources available.
4. Analyse the information systems used by different health organisations.
5. Decide on the criteria for efficiency and effectiveness in relation to the needs and management of the available resources.
6. Describe the characteristics of the main information systems.
7. 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.
8. Describe the rights and responsibilities of users of the health services.
9. Identify nursing care actions that respect the principles of ethical responsibility, fundamental rights and responsibilities, diversity and democratic values.
10. Identify the characteristic of the management task for nursing services and care management.
11. 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.
12. Identify the financing model of the health system.
13. Identify the intersection between gender inequality and other types of inequality (age, class, race, ethnic group, sexuality and identity/expression, functional diversity, etc.)
14. Identify the most adequate evaluation systems.
15. 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

MODULE 1: MANAGEMENT AND LEADERSHIP

Topic 1: Introduction to management and leadership

Topic 2: Health policy, planning and evaluation

Topic 3: Legislation and professionalism

## MODULE 2: HEALTH SYSTEMS AND ORGANIZATIONS

Topic 1: Models of health systems

Topic 2: Spanish Health System and Catalan Health System

Topic 3: Health organizations and levels of management

## MODULE 3: CLINICAL MANAGEMENT APPLIED TO NURSING SERVICES

Topic 1: Realities and challenges

Topic 2: Quality and safety

Topic 3: Value and change: training, evidence-based practice, innovation and research

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	17	0.68	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Seminars	8	0.32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Type: Autonomous			
Self-directed study, reading articles, relevant reports, course-work submission	46.5	1.86	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

## Methodology

### Sessions of lecture classes (ET)

Theoretical teaching with audiovisual support on the syllabus of the three modules of the subject. Active participation of the student during theoretical sessions is considered essential, either in facilitating them or using specific software.

### Seminars (ES)

Sessions of reduced group work, where practical and operational aspects of the syllabus are developed based on cases. As a result of the work carried out in the seminars, partly developed during dedicated time for autonomous work and personal study, two theoretical papers will be presented and defended through group presentation.

The learning methodologies facilitate achieving both theoretical contents and skills related to critical thinking in decision-making and leadership in the management and quality of nursing care and services. This approach ensures that future professionals not only understand essential concepts but also develop skills to lead care, implement improvements in healthcare quality, and manage healthcare resources effectively.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in classes and seminars	10%	0.5	0.02	1
Oral presentation of seminar work	40%	1	0.04	1, 2, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
Written evaluation assessment through objective tests: multiple-choice questions	50%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

## Evaluation

The evaluation of this subject is continuous and is carried out through the assessment of three blocks, each with a specific weight.

### 1. Written evaluation through objective tests: multiple-choice questions

The objective is to assess the acquisition of knowledge in the subject worked through different educational activities (theory and seminars). It will be carried out once the teaching of the subject is completed. It consists of multiple-choice questions with 4 answer options and only one correct option. Errors are penalized according to the following formula:  $x = \text{correct answers} - (\text{errors}/n-1)$ , where n is the number of answer options.

Represents 50% of the final grade. A minimum grade of 5 out of 10 is required to pass the subject.

#### 1. 2. Evaluation of the delivery and presentation of seminar work

Development, delivery, presentation, and defense of a group work based on the presented case and complementary topics covered during theory sessions. The presentation and defense will take place during the third seminar. The evaluated aspects include the content and oral presentation made by each group member. Non-attendance to seminars results in Not Evaluated.

Represents 40% of the final grade. A minimum grade of 5 out of 10 is required to pass the subject.

#### 1. 3. Attendance and active participation of students

Evaluation will be based on three activities, one for each module, using an evaluation rubric, including a self-evaluation component.

Represents 10% of the final grade and does not require a minimum grade to pass.

## FINAL GRADE CALCULATION

The final grade for the course corresponds to the sum of the grades from the proposed assessment activities. The requirement to be able to make this sum is to have obtained the minimum required score in each part that requires it. Failure to pass one or all of the parts that require a minimum grade means failure of the course.

A student who does not attend the written exam and does not attend 50% of the seminars will be considered NOT EVALUABLE.

Students who have not passed the course through continuous assessment may take a retake exam. To participate in the retake, students must have been previously assessed in a set of activities that account for at least two-thirds of the total course grade (article 112 ter. of the UAB's assessment regulations).

The student has the right to review their assessment tests. To this end, the date will be specified on the Virtual Campus.

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

- From 0 to 4.9 = Fail
- From 5.0 to 6.9 = Pass
- From 7.0 to 8.9 = Good
- From 9.0 to 10 = Excellent

The student who does not attend the written exam and does not attend 50% of the seminars will be considered NOT EVALUABLE.

This subject does not consider the unique evaluation system.

Plagiarism or copying of someone else's work constitutes serious offenses and results in automatic failure of the subject.

To facilitate proper citation of texts and materials, consult the guidelines and academic citation rules available on the Library's website.

## Bibliography

Preparation of theoretical lectures:

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## Software

Not applicable.

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	101	Catalan	first semester	morning-mixed
(SEM) Seminars	102	Catalan	first semester	morning-mixed
(SEM) Seminars	103	Catalan	first semester	morning-mixed
(SEM) Seminars	104	Catalan	first semester	morning-mixed

(SEM) Seminars	105	Catalan	first semester	morning-mixed
(SEM) Seminars	106	Catalan	first semester	morning-mixed
(SEM) Seminars	107	Catalan	first semester	morning-mixed
(SEM) Seminars	108	Catalan	first semester	morning-mixed
(SEM) Seminars	109	Catalan	first semester	afternoon
(SEM) Seminars	110	Catalan	first semester	afternoon
(TE) Theory	101	Catalan	first semester	morning-mixed
(TE) Theory	102	Catalan	first semester	morning-mixed
(TE) Theory	103	Catalan	first semester	afternoon

PROVISIONAL