

Bachelors Degree Final Project

Code: 106127
ECTS Credits: 9

2024/2025

Degree	Type	Year
2500891 Nursing	OB	4

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Teaching groups languages

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

Prerequisites

It is necessary to have passed at least two thirds of the total credits of the study plan (160 ECTS), as well as having passed the following subjects of the first grade:

- Scientific Methodology and Biostatistics
- Evolution of Nursing Care and Thought

Objectives and Contextualisation

Research Project Modality:

- Formulate a research problem or question by identifying the different components of the statement.
- Conduct a literature review on the existing scientific evidence related to the chosen research problem.
- Write the background or theoretical framework/scientific basis for the research question.
- Formulate the hypothesis and research objectives.
- Justify the utility and application of the research results.
- Specify the appropriate methodology to achieve the research objectives.
- Consider potential ethical conflicts.
- Develop a work plan with a timeline that ensures the research project is feasible within the given timeframe.

Service-Learning (APS) Modality:

- Identify a need within a non-profit organization and formulate a problem or question addressing that need.
- Conduct a literature review on the identified area of need and analyze the necessity using testimonies and experiences of the affected individuals, as well as the economic, political, and social factors that cause it.
- Write the background or theoretical framework/scientific basis relevant to the identified need.
- Formulate the objectives of the APS project aligned with the identified need.
- Justify the utility and application of the project results for the beneficiary organization.
- Specify the activities and methodology to be carried out to achieve the project objectives.
- Consider potential ethical conflicts.
- Develop a work plan with a timeline that ensures the APS project is feasible within the given timeframe.
- Perform activities within the organization that identifies the need, implementing solutions and ensuring a return or improvement proposal (Implementation and return).
- Include a reflection process that connects practical experience with theoretical knowledge, promoting awareness and positioning in the social environment.

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.
- Demonstrate knowledge of the ethical and deontological code of Spanish nursing and what is understood by ethical health implications in a changing world context.
- 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.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- 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.
- Use scientific methodology in interventions.

Learning Outcomes

1. Analyse gender inequalities and the factors on which they are based in different systems: family system, parents, economic, political, symbolism and educational systems.
2. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
3. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
4. Apply criteria and indicators which allow scientific, technical and quality evaluation of health care.
5. Apply scientific methodology to the organisation and execution of the work.
6. Apply the view of the nurse to work carried out.
7. Apply the ethical and deontological code of nursing in all areas of nursing activity.
8. Communicate using non-sexist and non-discriminatory language.
9. Critically analyse the principles and values that regulate the exercising of the nursing profession.
10. Design research projects with a gender perspective.
11. Formulate research questions on the basis of scientific evidence.
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 social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
14. Interpret statistical and qualitative data and their possible repercussions in clinical practice.
15. Propose new methods or alternative solutions that have a firm basis, and are innovative and creative.
16. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
17. 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.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
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.
21. Use the process of nursing care as a scientific methodology in interventions and problem solving.

Content

RESEARCH PROJECT MODALITY

In the research project modality, students, individually, must develop a research project that includes a written report with the following sections, with contents adapted to the type of methodology used (qualitative / quantitative):

1. Title
2. Background
 1. Provide the context and justification for the research problem, including a review of the existing literature on the topic.
3. Objectives (general and specific) and/or hypothesis
 1. Define what the research project aims to achieve and, if applicable, formulate the hypothesis to be tested.
4. Methodology
 1. Type of study design
 2. Study period
 3. Reference population
 4. Sample selection: Inclusion and exclusion criteria, sample size, type of sampling.
 5. Data collection:
 1. Variables and measurement instruments
 2. Sources or techniques for collecting qualitative information: In-depth interviews, focus groups, etc.
5. Data analysis
 1. Organization and cleaning of the data
 2. Application of statistical or qualitative analysis techniques
 3. Limitations and bias control
6. Ethical considerations of the research and scientific rigor criteria
 1. Include relevant elements related to research ethics (ethics committee review, informed consent, confidentiality and anonymity measures, risk management, conflicts of interest, among others) and the description of compliance with scientific rigor criteria in research.
7. Utility and application of results
 1. Justify how the study results will contribute to the field and their potential practical application.
8. Work plan and timeline
 1. Present a detailed plan with the project stages and respective timeline, ensuring that the research project is feasible within the given timeframe.
9. Bibliography

SERVICE-LEARNING (APS) MODALITY:

In the APS modality, students, individually or in pairs, must present a project that identifies and addresses a specific need of a non-profit organization. The project must include a written report with the following sections:

1. Title
2. Introduction and Background:
 1. Provide context on the identified need within the beneficiary organization and justify the relevance of the project.
3. Objectives (general and specific):

1. Define what the APS project aims to achieve.
4. Needs Analysis:
 1. Conduct a literature review on the identified area of need.
 2. Analyze testimonies and experiences of affected individuals, as well as the economic, political, and social factors causing it.
5. Methodology:
 1. Describe the activities and procedures to be carried out to address the identified need.
 2. Include sources or techniques for collecting qualitative information (interviews, focus groups, etc.).
6. Implementation:
 1. Detail the process of implementing the activities within the organization that identifies the need.
 2. Ensure a significant return or improvement proposal for the beneficiary organization.
7. Work plan and timeline:
 1. Develop a detailed plan with the project stages and respective timeline, ensuring that the project is feasible within the given timeframe.
8. Ethical considerations:
 1. Identify potential ethical conflicts and describe how they will be addressed.
 2. Include informed consent if applicable.
9. Evaluation and reflection:
 1. Describe how the project's effectiveness will be evaluated.
 2. Include a reflection process that connects practical experience with theoretical knowledge, promoting awareness and positioning in the social environment.
10. Preliminary results, expected results, and utility:
 1. Explain the obtained and expected long-term results of the project and their utility for the organization and the community.
11. Bibliography

In both modalities, students must present and defend their project orally before a panel using audiovisual support.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
TUTORIALS	12	0.48	2, 4, 7, 5, 6, 8, 10, 11, 14, 20, 18, 16, 21
Type: Autonomous			

Bachelor's Degree Thesis

- Subject: Students are free to choose the topic of their work. The faculty of the department will provide their offers in areas of nursing research. Some proposals for the final bachelor's project may be linked to Service Learning projects (ApS). These socially engaged projects allow students to gain experience by participating in a project aimed at addressing a real community need and improving people's living conditions or the quality of the environment (for more information, visit <http://pagines.uab.cat/aps>).
- Assignment of tutor: Each student will have a tutor who will oversee their work. Students will need to submit a request indicating their order of preference for all the offers. The assignment will be made automatically based on their preferences and their academic records.
- Follow-up: Attendance at face-to-face tutorials is mandatory. For students who are on an Erasmus program, arrangements will be made with the tutor on how to conduct the tutorials. Tutorials can be conducted in groups or individually. In the case of group tutorials, they should not exceed two hours in duration. The tutor and the students will agree on the tutorial dates from the options proposed in the subject's calendar. Each student is required to submit 3 written documents with the specified content for each of them. The tutor will continuously assess the work done by the student through 3 reports. The student will submit a draft of the submissions to the tutor with sufficient advance notice for corrections and feedback. The number of tutorials/corrections of the drafts will depend on the student's learning needs. On the scheduled dates, the student will submit the final versions for evaluation.
- Oral presentation: It is mandatory. The students will present and defend their work orally before a committee composed of two professors.
- Final documentation to be submitted:
 - The final project report: It will be submitted on the subject's Moodle platform
 - The presentation: It will be submitted on the subject's Moodle platform.

Detailed information about the entire bachelor's degree project process can be found at the following address:

<http://www.uab.cat/web/informacio-academica/grau-infermeria-1345678310996.html>

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written evaluation through objective tests (written work)	70%	12	0.48	9, 1, 3, 2, 4, 7, 5, 6, 8, 10, 11, 12, 13, 14, 15, 20, 19, 18, 16, 17, 21
Evaluation practic type (oral presentation)	30%	1	0.04	9, 3, 5, 6, 8, 15, 20, 18, 16

The evaluation of the Final bachelor thesis is based on the follow-up that the tutor makes of the student's work and on the evaluation of a tribunal formed by 2 professors of the defence and oral presentation. In the evaluation of the Final bachelor thesis, both the content of the work and the attitude of the student during the tutorials and the presentation of defence will be taken into account.

The continuous evaluation is presented in 3 reports made by the tutor in which the content and form of the written report and the responsibility and participation of the student in the tutorials are valued. In the evaluation of the presentation the following aspects are taken into account: the design of the audiovisual material, the exhibition, the verbal and non-verbal language and the comprehension. In the rubric of evaluation of the oral presentation, the weight of each of these aspects is detailed. The maximum time of the oral presentation should not exceed 15 minutes. The committee will control the duration and will terminate the presentation if this time is exceeded.

The final grade will be the weighted average of the continuous evaluation and the presentation, with the following weights:

- Written memory: 70%
 - First report: 30%
 - Second report: 20%
 - Third report: 20%
 - Presentation and oral defence: 30%

Conditions to calculate the final grade

1. That the score of the first evaluation report is equal to or greater than 5. If a lower score is obtained, the student will have 15 days to review and modify their work and re-submit the first instalment to be evaluated. In this case, the grade cannot be higher than 5 (approved).

2. Considering that the first criterion is fulfilled, the other condition is that the score of the second and third report is equal to or greater than 5. In the case of a lower score, the student will not be able to make the oral presentation and his or her grade will be DISCONTINUED.

Example:

- First report (30%): 6 points
- Second report (20%): 7 points
- Third report (20%): 9 points
- Oral presentation (30%): 8 points

Final score:

$$6 \cdot 0.30 + 7 \cdot 0.20 + 9 \cdot 0.20 + 8 \cdot 0.30 = 1.8 + 1.4 + 1.8 + 2.4 = 7.4 \text{ NOTABLE}$$

Definition of not evaluable

It will be considered NOT EVALUABLE the student that does not present the first delivery or that the grade of this first delivery is less than 5.

This subject does not provide the single assessment system

Bibliography

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- Salamanca Castro, A. B. (2013). *El aeiou de la investigación en enfermería*. Madrid: FUDEN

Software

No specific software is required.

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.