

Degree	Type	Year
4317584 Nursing Innovation Applied to Vulnerability and Health	OB	1

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

Not required

Objectives and Contextualisation

In this module, techniques for creative stimulation and idea generation will be developed, evaluating methods, processes, and applications that lead to training the creative capacity applied to nursing care for vulnerable populations, with the aim of promoting the sustainability of healthcare systems. Special emphasis will be placed on creativity and innovation as drivers of change, integrating person-centered care and utilizing agile methodologies.

The module will delve into knowledge and talent management in interdisciplinary teams, highlighting the importance of initiative, creativity, proactivity, and the involvement of team members. Additionally, the role of expert groups as innovation think tanks will be emphasized, promoting the culture and models of open innovation applied to nursing.

Competences

- Analyse and synthesise complex information
- Analyse professional practice in situations of vulnerability on the basis of innovation and research.
- Apply data from research into innovation in nursing care in situations of vulnerability.
- Contribute to public discussions on cultural matters

- That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.
- That students should be able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Use tools to foster and improve knowledge transfer in nursing services that work with groups in situations of vulnerability
- Work effectively in professional and/or academic teams in virtual, multicultural and interdisciplinary environments

Learning Outcomes

1. Analyse and synthesise complex information
2. Apply innovative ideas that transform problems into challenges for the improvement of care in vulnerable situations.
3. Contribute to public discussions on cultural matters
4. Demonstrate the ability to acquire scientific knowledge autonomously.
5. Identify models of innovation that can be applied to nursing care.
6. Incorporate innovative methodologies into the planning of care for vulnerable populations to improve the transfer of knowledge.
7. Present and discuss innovative group proposals on the subject of the master's degree.
8. Use scientific innovation to solve health problems in vulnerable populations in a creative way.
9. Work effectively in professional and/or academic teams in virtual, multicultural and interdisciplinary environments

Content

CREATIVE THINKING AND INNOVATION

- Generalities and theories on innovation
- The value of innovation in the nursing discipline
- From creativity to innovation
- Creative techniques and strategies to foster creativity
- Entrepreneurial culture: differences between entrepreneurship and innovation
- Applied methodologies in innovation

INNOVATION IN THE HEALTHCARE ENVIRONMENT

- Innovation management in healthcare organizations
- Top 10 innovations for healthcare
- Teaching innovation in the healthcare field
- Innovation capsules: successful innovation experiences in education and health

DIGITAL HEALTH

- Context and historical evolution
- E-health and E-patient
- Digital health and vulnerability: digital divide
- Present and future of technologies applied to health
- ICTs as innovation processes in health
 - Health apps and their evaluation in terms of usability and privacy
 - Medical devices and wearables: types, use, technology, certification, validation, and integration into clinical information systems
 - Gamification, social networks, and Big Data: specific solutions for different groups

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face seminars	16	0.64	2, 3, 5, 7, 9, 8
Theoretical lessons	4	0.16	5, 6
Virtual theoretical lessons	10	0.4	2, 4, 5
Type: Supervised			
Forums and debates	10	0.4	3, 4, 7, 9, 8
Type: Autonomous			
Learning folder/portfolio	35	1.4	2, 4, 5, 6, 7
Personal study	34	1.36	4

- Expository and participatory lessons (face-to-face and virtual)
- Innovation Capsules: Expert Seminars
- Face-to-face seminars to solve problems / cases / exercises
- Preparation of reports/courseworks
- Discussion and debate forum to encourage active participation
- Personal study

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
Attendance and active participation in face-to-face and/or virtual lessons	15	4	0.16	1, 2, 3, 4, 5, 7, 9, 8
Carrying out / participating in class activities	20	2	0.08	1, 2, 3, 4, 5, 6, 7, 9, 8
Learning folder/portfolio	50	25	1	1, 2, 4, 5, 6, 8
Virtual discussion forums	15	10	0.4	2, 3, 4, 5, 9, 8

The evaluation system is organized into four sections, each of which will be assigned a specific weight in the final grade:

1. Virtual discussion forums (15%)
 1. Participation and the quality of contributions in the virtual discussion forums proposed during the course will be evaluated.
2. Attendance and active participation in face-to-face or synchronous virtual classes (15%)
 1. Attendance and participation in face-to-face classes will be evaluated. Attendance at face-to-face or synchronous virtual sessions is mandatory, and students must attend at least 80%. Otherwise, the module will be graded as NP.
3. Learning portfolio (50%)
 1. The learning portfolio involves creating a video and a presentation (PPT) to be presented in class. This individual work is the core of the evaluation and should reflect the student's learning process, highlighting their ability to analyze, reflect, be creative, and innovate on the material covered in the module.
 2. Evaluation will be carried out through peer evaluation, in which students will assess the work of their peers, along with a co-evaluation by the professor. The learning portfolio can reach a maximum of 8.5 points, with the professor's evaluation prevailing, and the remaining 1.5 points up to 10 will depend on the student's individual critical evaluation of their peers' work.
4. Performance/presentation of activities in class (20%)
 1. Individual/group work.

The final grade corresponds to the sum of the previous sections. A minimum of 5 in the weighted average of the four evaluative activities is required to pass the module.

Bibliography

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Software

Not aplicable

Language list

Name	Group	Language	Semester	Turn
(SEMm) Seminars (master)	101	Catalan/Spanish	annual	morning-mixed
(TEm) Theory (master)	101	Catalan/Spanish	annual	morning-mixed