

## **Evolution of Care and Thinking in Nursing**

Code: 106106  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Nursing	OB	1

### **Contact**

Name: Carmen Quiñoa Salanova

Email: [carmen.quinoa@uab.cat](mailto:carmen.quinoa@uab.cat)

### **Teachers**

Carmen Quiñoa Salanova

Helena Costa Ventura

Eva Porcuna Nicolas

Daniel Gomez Garcia

### **Teaching groups languages**

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

### **Prerequisites**

There are no specific prerequisites to take this subject, although it is recommended that students have basic knowl

### **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 influences 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 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 I:**

Thema 1: Prehistory and survival care. Knowledge related to healing and

Thema 2: Ancient cultures. Mesopotamia, Egypt, India, Palestine, China.

Thema 3: Classical cultures: Greece and Rome.

Thema 4: Middle Age. medieval infirmary. High and low middle age. Feudalism Monasticism. Islamism The Crusades.

Thema 5: Contemporary age: Industrial revolution Progress in medicine and hygiene. Birth of the International Red Cross.

Thema 6: Nursing consolidation. Nursing today: from the Diploma to the Degree.

### **UNIT II:**

Thema 7: Nursing paradigm concept. Model and theory. Conceptual model. Metaparadigms. Nursing schools of thought.

Thema 8: School of needs Virginia Henderson and Dorothea Orem.

Thema 9: School of humanized care: Jean Watson. Transcultural Nursing: Madeleine Leininger.

Thema 10: Model Hildegard Peplau / Callista Roy.

Thema 11: Patricia Benner/ Katherine Kolcaba.

Thema 12: Functional patterns by Marjory Gordon.

Thema 13: The application of theoretical models to healthcare practice.

## Activities and Methodology

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	

## 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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in seminars	35%	0	0	1, 3, 2, 5, 6, 4, 8, 10, 9, 7, 11, 12
Written assessment by objective evidence	50%	2	0.08	1, 3, 2, 5, 6, 4, 8, 10, 9, 7, 11, 12

Written participation at the end of the theoretical classes	15%	0.5	0.02	1, 3, 5, 6, 4, 8, 10, 7, 11
---	-----	-----	------	-----------------------------

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 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.

Students who have not attended any or all of the assessment activities mentioned above will be considered non-evaluable.

The students who fail the subject through the ongoing assessment will be able to complete a final second-chance test that will includes 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

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.

## Bibliography

Bibliography recommended for the expository lectures.

Evolution of nursing care:

- Valls R. Història de la Professió d'Infermeria. Barcelona: Universitat de Barcelona; 2007.

- García Martín.Caro C, Martínez Martín M.L. Historia de la Enfermería. Evolución histórica del Cuidado Enfermero. Madrid: Harcourt Brace; 2001.

- Henández J. Historia de la Enfermería. Madrid: Interamericana; 1995.

- Domínguez C. Los Cuidados y la Profesión Enfermera en España. Madrid: Pirámide; 1986

Hernández Conesa J. Historia de la enfermería. Un análisis histórico de los cuidados de enfermería. Madrid:McGraw-Hill/Interamericana de España; 1995.

- Collière MF. Promover la vida: de la práctica de las mujeres cuidadoras a los cuidados de enfermería. Madrid: Interamericana McGraw-Hill; 1993

- Dominguez-Alcon,C. . Ediciones San Juan de Dios, 2017. Evolución del cuidado y profesión enfermera

- Domínguez Alcón C. La enfermeria a Catalunya Barcelona: Rol; 1981. .

- Donahue P. La historia de la enfermería. Barcelona: Doyma;1993.

- Galiana-Sánchez, M. Historia de la enfermería de salud pública en España y el contexto internacional. European Journal for Nursing History and Ethics 2019

- Martín, M.L.Rebollo E. C. Historia de la enfermería: evolución histórica del cuidado enfermero. Elsevier Health Sciences. 2017

- Siles González J. Historia cultural de enfermería: reflexión epistemológica y metodológica. Av Enferm [Internet]. 2010 [citat 8 juliol 2020];(num. especial):120-8. Disponible a:

<https://revistas.unal.edu.co/index.php/avenferm/article/view/21456/22426>

- Siles Gonzalez J. Historia de la Enfermería. Ediciones DAE. Madrid, 2011.

- Valls R, Ramió A, Torres C, Roldán A, Rodero V, Vives C, Domingo A, Domínguez-Alcón C. Infermeres catalanes a la Guerra Civil espanyola. Barcelona: Publicacions i edicionsde la Universitat de Barcelona; 2008.

- Bernabeu-Mestre J, Gascón-Perez E. Historia de la enfermeria de salud pública en España (1860-1977) [Internet]. Universidad de Alicante. 1999 [citat 8 juliol 2020]. p. 162. Disponible a:

[https://rua.ua.es/dspace/bitstream/10045/14595/1/Bernabeu\\_Gascon\\_Historia\\_enfermeria.pdf](https://rua.ua.es/dspace/bitstream/10045/14595/1/Bernabeu_Gascon_Historia_enfermeria.pdf)

Nursing theories, models and schools of thought:

- Henderson V. Principios básicos de los cuidados de enfermería.Ginebra: CIE; 1971.

- Alligood MR, Marriner Tomey A. Modelos y teorías en enfermería. 8a ed. Barcelona: Elsevier; cop. 2015

- Kérouac S, Pepín J, Ducharme F, Duquette A, Mayor F. El Pensamiento Enfermero. Barcelona: Masson S.A; 1996

- King I. Enfermería como profesión. Filosofía, principios y objetivos. México: Limusna S.A, 1984.

- Leininger M. Transcultural nursing: concepts, theories and practise. New York [etc]: Mc Graw-Hill; 2002.

- Luis Rodrigo MT, Fernández Ferrín C, Navarro Gómez V. De la teoría a la práctica: el pensamiento de Virginia Henderson en el siglo XXI. 3a ed. Barcelona: Masson; 2008

- Nightingale F. Notas sobre Enfermería. Qué es y qué no es. Barcelona:Masson; 1991.

- Nightingale Florence. Notes on nursing: what it is and what it is not. [llibre en internet]. New York: Edited by D.Appleton and Company; 1989

-Orem D. Conceptos de enfermería en la práctica. Barcelona: Masson-Salvat;1993.

- Peplau H. Relaciones interpersonales en enfermería. Un marco de referencia conceptual para la enfermería psicodinámica. Barcelona: Masson-Salvat; 1990.
- Watson J. Le caring: philosophie et science des soins infirmiers. Paris: Seli Arslan; 1998.
- Garzón Alarcón N. Ética profesional y teorías de enfermería. Aquichan vol5 no1 Bogotá Jan/Dec 2005 [Internet]. 2005 [citat 9 juliol 2020];5(1):64-71. Disponible a: [http://www.scielo.org.co/scielo.php?pid=S1657-59972005000100007&script=sci\\_arttext&tlang=pt](http://www.scielo.org.co/scielo.php?pid=S1657-59972005000100007&script=sci_arttext&tlang=pt)
- Morales-Valdivia, Estela; Rubio-Contreras, Ana M<sup>a</sup>; Ramírez-Durán M del V. Metaparadigma y teorización actual e innovadora de las teorías y modelos de enfermería. RECIEN Rev Electrónica Científica Enfermería [Internet]. 2012 [citat 9 juliol 2020];(4):1-17. Disponible a: <https://dialnet.unirioja.es/servlet/articulo?codigo=5417719>
- López-Parra M, Santos-Ruiz S, Varez-Peláez S, Abril-Sabater D, Rocabert-Luque M, Ruiz-Muñoz M, et al. Reflexiones acerca del uso y utilidad de los modelos y teorías de enfermería en la práctica asistencial. Enferm Clin [Internet]. 1 juliol 2006 [citat 9 juliol 2020];16(4):218-21. Disponible a: <https://www.sciencedirect.com/science/article/abs/pii/S1130862106712177>
- Cantus DS, Contreras LP. Theories and models in clinical nursing practice. An impossible relationship? Enferm Glob [Internet]. 2012 [citat 8 juliol 2020];11(3):292-8. Disponible a: [http://scielo.isciii.es/scielo.php?script=sci\\_arttext&pid=S1695-61412012000300015&lng=es&nrm=iso&tlang=es](http://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S1695-61412012000300015&lng=es&nrm=iso&tlang=es)

## Software

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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

(SEM) Seminars	111	Catalan	first semester	afternoon
(SEM) Seminars	112	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