

Degree	Type	Year
Nursing	OB	2

Contact

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Teaching groups languages

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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 based 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, 4, 3, 2, 8, 7, 6, 5, 12, 11, 14, 9, 13, 10, 15
Seminars	8	0.32	1, 4, 3, 2, 8, 7, 6, 5, 12, 11, 14, 9, 13, 10, 15
Type: Autonomous			
Self-directed study, reading articles, relevant reports, course-work submission	46.5	1.86	1, 4, 3, 2, 8, 7, 6, 5, 12, 11, 14, 9, 13, 10, 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

Continuous 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, 8, 7, 6, 5, 11, 14, 9, 13, 10, 15
Written evaluation assessment through objective tests: multiple-choice questions	50%	2	0.08	1, 4, 3, 2, 8, 7, 6, 5, 12, 11, 14, 9, 13, 10, 15

Evaluation

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

Written assessment through objective tests: multiple-choice questions

This accounts for 50% of the final grade. A minimum score of 5 out of 10 is required to pass the course.

The objective is to assess the acquisition of the course knowledge worked on through the various formative activities (theory and seminars). It will be carried out once all teaching sessions of the course have concluded. It consists of multiple-choice questions with 4 options and only one correct answer. Incorrect answers will be penalized according to the following formula: $x = \text{correct answers} - (\text{incorrect answers}/n-1)$, where n is the number of answer options.

Assessment of the submission and presentation of seminar work

This accounts for 40% of the final grade. A minimum score of 5 out of 10 is required to pass the course.

Preparation, submission, presentation, and defense of group work based on the presented case and on a topic complementary to those covered during the theoretical sessions. Each student must submit the group work via Moodle. The presentation and defense will take place during the third seminar. The content developed and the oral presentation by each group member will be evaluated. Failure to attend 50% of the work seminars (seminars 1 and 2) and/or the seminar for the case presentation (seminar 3) will be considered NOT ASSESSED.

Attendance and active participation of students

Assessment will be carried out through the evaluation of three activities, one for each module, using an assessment rubric with a self-assessment component.

This accounts for 10% of the final grade and does not require a minimum score to pass the course.

SINGLE ASSESSMENT

This course includes the possibility of opting for single assessment, in accordance with current university regulations.

Applying for single assessment implies waiving the continuous assessment system and requires the student to

demonstrate achievement of the course objectives and learning outcomes in a single sitting, through various assessment activities scheduled on a single date set in the academic calendar.

The single assessment will consist of the following tests, which replicate the weight and type of activities from the continuous assessment:

Objective written test (50%)

Completion of a multiple-choice test (4 options, only one correct). Incorrect answers will be penalized according to the formula: $x = \text{correct answers} - (\text{incorrect answers}/n-1)$, where n is the number of answer options. This test assesses the acquisition of theoretical and practical knowledge of the course. A minimum score of 5 out of 10 is required to pass the course.

Case study resolution and defense (40%)

The student must individually solve a case study, with short and reflective answer questions related to the content covered in theory and seminars. Afterwards, the student will make an individual oral defense of the key points of the case, without IT support. This activity assesses the ability to apply knowledge and oral expression. A minimum score of 5 out of 10 is required to pass the course.

Participation and personal reflection (10%)

Completion of an individual activity of reflection and self-assessment on the learning process and participation, using an assessment rubric. This activity does not require a minimum score to pass the course.

Important:

Failure to achieve the minimum required score in any part implies failing the course, according to the same criteria established for continuous assessment.

Students wishing to opt for single assessment must submit their application within the deadlines set by the center and follow the specific instructions that will be communicated via the virtual campus.

FINAL GRADE OBTAINMENT

The final grade of the course corresponds to the sum of the grades from the proposed assessment activities. To obtain the final grade and thus pass the course, students must have participated in all assessment components and obtained the minimum required score in each of the two parts. Failure to pass any or all of these parts that require a minimum grade implies failing the course.

Students who have not passed the course through continuous assessment may take a resit exam. To be eligible for the resit, students must have previously been assessed in a set of activities whose weight is at least two-thirds of the total grade for the course (article 112 ter. of the UAB assessment regulations).

If the student does not attend any or all of the two planned assessment activities, the final grade will be Not Assessed.

Students have the right to review their assessment tests. The date for this will be set on the Virtual Campus.

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

0 to 4.9 = Fail

5.0 to 6.9 = Pass

7.0 to 8.9 = Good

9.0 to 10 = Excellent

9.0 to 10 = Distinction

Important:

Plagiarism or copying others' work constitutes a serious offence and will result in automatic failure of the course.

To ensure proper citation of texts and materials, students must consult the academic citation guidelines available on the Library's website.

The use of artificial intelligence for generating any assessment activities, including seminar work and in-class activities, is not permitted in this course.

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Software

Not applicable.

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	afternoon
(SEM) Seminars	108	Catalan	first semester	afternoon
(SEM) Seminars	109	Catalan/Spanish	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