

Adult Nursing Care II

Code: 106111
ECTS Credits: 3

2025/2026

Degree	Type	Year
Nursing	OB	3

Contact

Name: David Téllez Velasco

Email: david.tellez@uab.cat

Teachers

Yessica Marqueño Prada

Alejandro Fernandez Guerrero

Olga Mestres Soler

Mireia Balza Bielsa

Luis Lopez Perez

Alicia Lluva Castaño

Maria Trinidad Jimenez Rumí

Teaching groups languages

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

Prerequisites

This subject does not have prerequisites, although it is recommended to have completed and passed previously the subject of Nursing Care in the Adult Patient I.

Objectives and Contextualisation

It is a 3 ECTS compulsory subject taught during first semester of third year.

Main objective

This subject aims to provide the student with the necessary training for the correct provision of nursing care to people with prevalent health problems in our environment and in life-threatening situations. Likewise, it aims to raise the student's awareness of the benefits derived from helping people to focus on their own resources so, in the event of a health problem, they can achieve the necessary autonomy to make informed decisions about their health.

Specific objectives

At the end of the study of the different thematic units, the student will:

- Understand the interrelation of the health-disease continuum and identifies the most important processes that trigger the different health alterations.
 - Understand the etiological factors, pathophysiological mechanisms and clinical manifestations of the most prevalent disease processes in adults, as well as the complications that arise and the situations of vital risk.
 - Know the information necessary to make a correct assessment by systems and basic needs of the person being treated.
 - Analyze the information obtained in the assessment in order to identify and formulate the possible problems of the person that will served as a basis for future nursing interventions: nursing diagnoses, interdependent problems and autonomy problems.
 - Plan health-related objectives and interventions / activities necessary to achieve them.
 - Identify the person's potential so autonomy can be achieved during their health-disease process.
- Contribute to the optimization of the health system in which it is integrated, providing maximum quality care.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- 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.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- 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 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.
- Use scientific methodology in interventions.

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. Apply knowledge of physiopathology and factors affecting health in nursing care.
4. Critically analyse the principles and values that regulate the exercising of the nursing profession.
5. Demonstrate skill in performing nursing procedures and techniques.
6. Describe the most common health changes in adults, their manifestations (changing needs) and the nursing care to be employed for these health problems.

7. Describe the safety rules to be followed in cases of problems arising from clinical situations related to pharmacological administration in accordance with the current regulations.
8. Develop skills for the application of the scientific method in nursing interventions.
9. Identify guides for clinical and care practice related to caring for the health demands of people during the whole life cycle and in changes which may occur.
10. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
11. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
12. 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.
13. 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

1. Nursing care for patients with nephrological disorders.

1.1 Review of anatomy and physiology.

1.2 Physical and complementary examination.

1.3 Acute kidney failure.

1.4 Chronic kidney disease.

1.5 Renal replacement therapies.

1.6 Pyelonephritis.

1.8 Nursing care.

2. Nursing care for patients with respiratory disorders.

2.1 Review of anatomy and physiology.

2.2 Physical and complementary examination.

2.3 Pneumonia.

2.4 Pulmonary thromboembolism.

2.5.- Chronic Obstructive Pulmonary Disease (COPD).

2.6.- Asthma.

2.7.- Nursing Care.

3.- Nursing Care for Critically Ill Patients.

3.1.- Introduction to Intensive Care.

3.2.- ICU Safety: General Concepts and Zero Projects.

3.3.- Assessment of Critically Ill Patients.

3.4.- Monitoring of Critically Ill Patients.

3.5.- Introduction to Mechanical Ventilation.

3.6.- Arterial Blood Gas Analysis.

3.7.- Introduction to Sedation and Analgesia.

3.8.- Patients in Shock.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SEMINARS	8	0.32	6, 8, 13, 12
THEORY	17	0.68	3, 6, 7, 13
Type: Autonomous			
LITERATURE REVIEW / REPORTS / COURSE-WORK SUBMISSION / SELF-DIRECTED STUDY	46.5	1.86	3, 7, 8, 10, 9

1.- Theory (TE)

Theoretical teaching with audiovisual support on the subject of the subject detailed in "Contents". The active participation of the student during the theoretical sessions is considered essential, either in stimulating them or using the specific program.

2.- Seminars (SE)

Reduced group work sessions where aspects of the subject contents will be developed from an evidence-based practice point of view and a group dynamics perspective. As a result of the work carried out in the seminars, developed in part during the time dedicated to autonomous work and personal study, a theoretical work will be presented that will have to be defended through group presentation.

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
Elaboration of written course work.	30%	1	0.04	1, 3, 6, 7, 8, 10, 9, 12
Exam	50%	2	0.08	1, 4, 2, 3, 6, 7, 10, 11, 13, 12
Presentation preparation and oral defense.	20%	0.5	0.02	1, 5, 13

1. Written assessment using objective tests: multiple-choice questions.

Its objective is to evaluate the acquisition of knowledge of the subject worked through the different training activities (theory and seminars). It will be carried out once the totality of the teaching of the subject has been completed. It consists of: test questions with 4 answer options and only 1 correct option. The errors subtract according to the following formula: $x = \text{correct answers} - (\text{errors}/n - 1)$, where n is the number of answer options.

It represents 50% of the final grade. A minimum grade of 5 points out of 10 is needed to be able to pass the subject.

2. Practical evaluation: preparation and oral defense of written work.

Elaboration, presentation and defense of a work carried out in group, of complementary theme to the one worked during the theory sessions. The presentation and defense will take place during the seminar sessions. The content worked on will be evaluated, as well as the oral presentation made by each of the members of the group.

The preparation of the work accounts for 30% of the grade and the presentation/defense of the work accounts for 20% of the grade. The non-attendance on the day of the presentation implies a Non-Evaluable in the presentation of the work. A minimum grade of 5 points out of 10 is needed to be able to pass the subject.

Attendance at seminars is compulsory. Any unjustified absence will subtract 0.5 points from the final grade of the subject.

The following situations are considered justified absences:

- Official exam
- acute illness
- Specialized medical visit
- Competition of elite athletes (not training)
- Death of a relative or close person.

Any sign of academic dishonesty, such as plagiarism or manipulation of assessment documents, etc., or any discriminatory, violent or disrespectful attitude towards classmates and/or teachers, may result in the immediate suspension of the subject. In case of suspicion and/or confirmation, the degree coordination will be informed.

OBTAINING THE FINAL GRADE

The grade of the subject is the sum of the grades of the proposed evaluation activities. The requirement to be able to make this sum is to have obtained the minimum score required in each part that requires it. The non-passing of any or all of these parts that requires a minimum grade implies the non-passing of the subject.

It will be understood by not evaluable that student who has not presented any of the evaluation activities.

Students who have not passed the subject through continuous evaluation may take a recovery test. To participate in the recovery activity, students must have been previously evaluated in a set of activities the weight of which is equivalent to a minimum of two thirds of the total grade of the subject (article 112 ter. of the UAB evaluation regulations). The maximum grade that will be obtained from the specific recovery test will be a 5, which will be average with the rest of the evaluation activities.

The student has the right to review the evaluation tests. For this purpose, the date will be specified in the Virtual Campus.

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

From 0 to 4.9 = Fail

From 5.0 to 6.9 = Approved/Pass

From 7.0 to 8.9 = Notable

From 9.0 to 10 = Excellent

When the student does not attend any or any of the planned evaluation activities, they will receive the grade of not assessable.

SINGLE-ASSESSMENT

Students who follow the single assessment modality offered by this subject will take the evaluation tests during the exam week planned in January / February (coinciding on the date with the recovery exam of those students who have not opted for the single assessment). The evaluation tests will be as follow:

- A written evaluation type exam through objective tests: multiple choice questions, of the same characteristics as that carried out by the continuous assessment students, where the contents worked during the theoretical classes will be evaluated. This test will be 50% of the final mark.
- A written work related to the content worked in the theoretical classes, of the same characteristics as the one carried out in the seminar sessions. This test will have a weight of 30% of the grade.
- A written evaluation type exam through objective tests: short answer questions, with questions related to the content of the work presented by the student. This test will have a weight of 20% of the grade.

The minimum mark necessary for each test to pass the subject will be 5 points out of 10. In case of not passing any of the tests, a date will be specified to be able to carry out the recovery of the suspended test. As in the evaluation of continuous assessment students, the maximum grade of the recovery test will be 5 points, which will average with the rest of the evaluation tests to obtain the final grade.

"non-evaluable" will be granted following the same criteria as in the continuous evaluation process as described.

USE OF AI

For this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively for translation and/or quality improvement of seminar papers, as well as for improving the quality of the presentation. Students must clearly identify which sections were generated with this technology, specify the tools used, and include a critical reflection on how these influenced the process and final outcome of the activity. Lack of transparency in the use of AI in this assessable activity will be considered academic dishonesty and may result in a partial or total penalty in the activity grade, or greater sanctions in serious cases.

Bibliography

General bibliography about contents to be taught during theoretical lectures:

- Delgado, J. P. Fisiopatología y patología general básicas para ciencias de la salud, 2nd Edition. Elsevier (ClinicalKey Student).
- Rodríguez, J. M., Ayuso, D. F. Enfermería clínica I. Elsevier; 2016. (ClinicalKey Student).
- Rodríguez, J. M., Ayuso, D. F. Enfermería clínica II. Elsevier; 2016. (ClinicalKey Student).
- Hinkle JL, Cheever KH. Brunner Y Suddarth Enfermería Medicoquirúrgica. 14a Edición. Barcelona: Wolters Kluwer; 2019
- Chocarro González L, Venturini Medica C. Procedimientos y cuidados en Enfermería Medicoquirúrgica. 1a edición. Barcelona: Elsevier; 2006.
- Luis Rodrigo MT. Enfermería Clínica. Cuidados enfermeros a las personas con trastornos de salud. 1a edición. Barcelona: Wolters Kluwer; 2015.
- Parra Moreno ML, Arias Rivera S, Esteban de la Torre A. Procedimientos y Técnicas en el Paciente Crítico. 1a edición. Barcelona: Masson; 2003.
- Nicolas JM, Ruiz J, Jiménez X, Net A. Enfermo Crítico y Emergencias. 2a edición. Barcelona: Elsevier; 2021.

- Gonce Morton P, Fontaine DK. Critical Care Nursing: A Holistic Approach. 11a edición. Philadelphia: Wolters Kluwer; 2018.
- <https://seguridaddelpaciente.sanidad.gob.es/practicasSeguras/seguridadPacienteCritico/home.htm>

During theoretical lectures, a more up-to-date references will be facilitated to the students, to complement all content taught in class.

Software

Kahoot! or similar software could be used to energize some activities in the classroom. It could also be useful the utilisation of a reference management software as well as an office suite programme.

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	301	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	302	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	303	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	304	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	501	Catalan	first semester	morning-mixed
(SEM) Seminars	502	Catalan	first semester	morning-mixed
(SEM) Seminars	503	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	morning-mixed
(SEM) Seminars	622	Catalan	first semester	morning-mixed
(SEM) Seminars	623	Catalan	first semester	morning-mixed
(TE) Theory	301	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	501	Catalan	first semester	morning-mixed
(TE) Theory	601	Catalan	first semester	morning-mixed