

Degree	Type	Year
Nursing	OB	4

Contact

Name: Eva Carolina Watson Badia

Email: carolina.watson@uab.cat

Teachers

Ester Risco Vilarasau

Sabiniana San Rafael Gutierrez

Maria Feijoo Cid

Miguel Jimenez Pera

Montserrat Martínez Muñoz

Ester Navarro Correal

Antonio Luis Lopez Ruiz

María Isabel Bonilla Carrasco

Eva Porcuna Nicolas

Andrea Moreu Valls

Nina Granel Gimenez

Sandra Cabrera Jaime

Mireia Subirana Casacuberta

Ariadna Huertas Zurriaga

Olga Mestres Soler

Alba Planella i Jimenez

Roger Hortal Mas

Sergio Martinez Morato

Purificacion Escobar Garcia

David Giménez Díez

Juan Manuel Leyva Moral

Daniel Gomez Garcia

Caterina Checa Jimenez

Mariela Patricia Aguayo Gonzalez

Cristina Casanovas Cuéllar

Raul Lopez Sales

Rebeca Gomez Ibañez

Maria Dolores Bernabeu Tamayo

Antonia Arreciado Marañón

David Téllez Velasco

Jordi Puig Pla

Rebeca Gomez Ibañez

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 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
 - Provide the context and justification for the research problem, including a review of the existing literature on the topic.
4. Objectives (general and specific) and/or hypothesis
 - Define what the research project aims to achieve and, if applicable, formulate the hypothesis to be tested.
6. Methodology
 - Type of study design
 - Study period
 - Reference population
 - Sample selection: Inclusion and exclusion criteria, sample size, type of sampling.
 - Data collection:
 - Variables and measurement instruments
 - Sources or techniques for collecting qualitative information: In-depth interviews, focus groups, etc.
8. Data analysis
 - Organization and cleaning of the data
 - Application of statistical or qualitative analysis techniques
 - Limitations and bias control
10. Ethical considerations of the research and scientific rigor criteria
 - 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.
12. Utility and application of results
 - Justify how the study results will contribute to the field and their potential practical application.
14. Work plan and timeline
 - Present a detailed plan with the project stages and respective timeline, ensuring that the research project is feasible within the given timeframe.
16. Bibliography

SERVICE-LEARNING (APS) MODALITY:

In the APS modality, students 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:
 - Provide context on the identified need within the beneficiary organization and justify the relevance of the project.
4. Objectives (general and specific):
 - Define what the APS project aims to achieve.

6. Needs Analysis:
 - Conduct a literature review on the identified area of need.
 - Analyze testimonies and experiences of affected individuals, as well as the economic, political, and social factors causing it.
8. Methodology:
 - Describe the activities and procedures to be carried out to address the identified need.
 - Include sources or techniques for collecting qualitative information (interviews, focus groups, etc.).
10. Implementation:
 - Detail the process of implementing the activities within the organization that identifies the need.
 - Ensure a significant return or improvement proposal for the beneficiary organization.
12. Work plan and timeline:
 - Develop a detailed plan with the project stages and respective timeline, ensuring that the project is feasible within the given timeframe.
14. Ethical considerations:
 - Identify potential ethical conflicts and describe how they will be addressed.
 - Include informed consent if applicable.
16. Evaluation and reflection:
 - Describe how the project's effectiveness will be evaluated.
 - Include a reflection process that connects practical experience with theoretical knowledge, promoting awareness and positioning in the social environment.
18. Preliminary results, expected results, and utility:
 - Explain the obtained and expected long-term results of the project and their utility for the organization and the community.
20. 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	10	0.4	2, 4, 7, 5, 6, 8, 10, 11, 14, 20, 18, 16, 21
Type: Autonomous			
PREPARATION OF WRITTEN WORKS / READING OF ARTICLES /INTEREST REPORTS	204	8.16	9, 1, 3, 2, 4, 7, 5, 6, 8, 10, 11, 12, 13, 14, 15, 20, 19, 18, 16, 17, 21

Methodology of the final degree project:

- Topic: Students may freely choose the topic of their final degree project. The Department's teaching staff will offer areas of interest related to nursing research to support topic selection. Some proposals may be associated with Service-Learning (ApS) projects, which allow students to train through participation in projects aimed at responding to real needs within a community, with the aim of improving people's living conditions or the environment. <http://pagines.uab.cat/aps>.
- Assignment of tutor: Each student will be assigned a tutor responsible for supervising their project. The assignment will be carried out automatically based on a formal request in which each student indicates their preferred order of the available offers. The assignment criterion will combine these preferences with the student's academic record.

- **Follow-up:**
Attendance at tutorials is mandatory. In the case of Erasmus students, the format will be agreed upon with the tutor.
Tutorials may be individual or group-based. If they are group tutorials, their duration must not exceed two hours.
The tutor and students will agree on the dates of the tutorials based on the schedule established for the subject.
Before each submission, a guidance tutorial will be held to help the student focus the content and resolve methodological or conceptual doubts. No draft submission will be made, and the text will not be fully reviewed.
Each student must submit three written documents on the scheduled dates, with the content established for each. The documents will be evaluated using the corresponding rubric by the tutor, with formative feedback aimed at guiding the process, taking into account the content, coherence, and progress demonstrated throughout. Independent reasoning and participation in tutorials will also be assessed.
- **Oral presentation:** The oral defence is mandatory and will take place before a panel made up of two teachers. This presentation will assess the defence of the project and the student's ability to justify the decisions made, argue the content presented, and demonstrate understanding of the project development process. Coherence of the discourse, critical reflection, and the ability to respond to the panel's questions will also be taken into account.
- **Final documentation to be submitted:** The student must submit the following documentation via the course Moodle or the TFE tool:
Final project report
Presentation for the oral defence
Declaration of AI tool use: Mandatory document stating whether AI tools have been used. If so, it must specify which tools were used, for what purpose, and include a critical reflection on their impact on the work.

Use of AI: Restricted. For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as text correction, translations, or basic information searches. The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the 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 grade for the activity, or more serious sanctions in severe cases.

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)	40%	10	0.4	9, 1, 3, 2, 4, 7, 5, 6, 8, 10, 11, 12, 13, 14, 15, 20, 19, 18, 16, 17, 21
Evaluation practice type (oral presentation)	60%	1	0.04	9, 3, 5, 6, 8, 15, 20, 18, 16

Assessment

The Final Degree Project assessment is based on two main components:

- Ongoing follow-up conducted by the supervisor through two assessment rubrics.

- The evaluation by a panel (composed of two lecturers) based on the oral presentation and defence of the project.

Continuous assessment (40%) The continuous assessment consists of two reports prepared by the supervisor. Each report will assess:

- The content and formal quality of the written report.
- The development of the project over time.
- The student's responsibility, engagement, autonomous reasoning and active participation in tutorials.

Weight of each submission:

- First rubric (interim assessment): 20%
- Second rubric (final follow-up assessment): 20%

Oral presentation and defence (60%) The oral presentation and defence is compulsory and will be conducted before a panel composed of two lecturers. The following aspects will be assessed:

- The ability to justify decisions made during the development of the project.
- The reasoning and argumentation of the presented content, demonstrating authorship and understanding.
- The understanding of the development process, integrating methodological and theoretical knowledge.
- Critical reflection on the process and the outcome of the project.
- Coherence and clarity of speech, and the ability to respond to the panel's questions.
- The design and appropriate use of audiovisual materials, as well as verbal and non-verbal language during the presentation.

The oral presentation assessment rubric will specify the weighting of each criterion. The maximum duration of the presentation is 15 minutes. The panel will monitor the time and will end the presentation if the limit is exceeded.

Final grade calculation The final grade will be the weighted average of the continuous assessment and the oral presentation, with the following weights:

- Tutor-guided follow-up assessment: 40%
- Oral presentation and defence: 60%

Conditions for calculating the final grade

- The score of the first report must be equal to or greater than 5. If lower, the student will have 15 days to revise and resubmit the work. In this case, the maximum score will be 5 (pass).
- If the first criterion is met, the score of the second rubric must also be equal to or greater than 5. Otherwise, the student will not be allowed to present and the final grade will be Fail.

Definition of Not Assessable

A student will be considered "Not Assessable" if they do not submit the first report or if the score is below 5, thereby exhausting their right to enrol in the course.

Given the characteristics of this course, in the event of obtaining a FAIL grade, no recovery system is provided.

This course does not offer a single assessment system.

Bibliography

Alarcón, G. R. (2023). Metodología de la investigación aplicada a las ciencias de la salud y la educación (1.^a ed.). <https://doi.org/10.26820/978-9942-622-59-4>

- Argimon, J. M., & Jiménez, J. (2019). Métodos de investigación clínica y epidemiológica (5ª ed.). Barcelona: Elsevier. (Paper y Digital)
- Berenguera, A., Fernández de Sanmamed, M. J., Pons, M., Pujol, E., Rodríguez, D., & Saura, S. (2014). Escuchar, observar y comprender. Recuperando la narrativa en las Ciencias de la Salud. Aportaciones de la investigación cualitativa. Barcelona: Institut Universitari d'Investigació en Atenció Primària Jordi Gol (IDIAP J.Gol).
- Burns, N., Grove, S. K., & Gray, J. (2016). Investigación en enfermería: desarrollo de la práctica enfermera basada en la evidencia (5ª ed.). Barcelona: Elsevier.
- Denzin, N. K., & Lincoln, Y. S. (2012). Manual de investigación cualitativa. Barcelona: Gedisa.
- Gerrish, K., & Lacey, A. (2008). Investigación en enfermería. Madrid: McGraw-Hill-Interamericana.
- Hernández Sampieri, R., & Mendoza Torres, C. P. (2018). Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta. The McGraw-Hill Companies, Inc.
- Icart Isern, M. T., & Pulpon Segura, A. M. (2012). Como elaborar y presentar un proyecto de investigación, tesina y tesis. Universidad de Barcelona, Servicio de publicaciones.
- Macklin, R. (2010). La ética y la investigación clínica. Barcelona: Fundació Víctor Grífols i Lucas. (
- Moncho Vasallo, J. (2014). Estadística aplicada a las ciencias de la salud. Barcelona: Elsevier. (Digital 2015)
- Piqué Angordans, J., Camaño Puig, R., & Piqué Noguera, C. (2011). Escribir y publicar en enfermería: del trabajo escrito universitario al artículo de investigación. Valencia: Tirant Humanidades.
- Puig Rovira, J. M., Bosch Vila, C., Batlle Suñer, R., & Jubany Ribalt, F. (2007). Aprenentatge servei: Educar per a la ciutadania. Edicions Octaedro.
- Ruiz Olabuénaga, J. I. (2012). Metodología de la investigación cualitativa (5ª ed.). Bilbao: Universidad de Deusto.
- Salamanca Castro, A. B. (2013). El AEIOU de la investigación en enfermería. FUDEN.
- Salamanca O. (2020). Cómo escribir un artículo científico. Revista CES Medicina, 34(2), 169-176.

Software

No specific software is required.

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.