

Degree programme	Type	Course
Nursing	OB	2

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Group languages

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

Prerequisites

There is no prerequisite for taking the course.

Objectives

Simulation is an innovative teaching methodology that enables advanced clinical skills to be practiced in a simula

The objectives of the course are for students to be able to:

- To demonstrate technical and non-technical skills to apply the most frequent basic nursing care following protocol
- To establish effective communication with patients, healthcare team and families in a simulated environment.
- To act, plan and prioritize action in accordance with the situation of the case raised.
- To demonstrate the use of critical reasoning in decision-making and resolution of the cases raised.
- To demonstrate teamwork skills to achieve a common goal.

Learning outcomes

- CM12 (Apply the nursing process in health and social environments with quality, safety and continuity to guarantee the well-being of people, their families and the community.) Apply the nursing process in health and social environments with quality, safety and continuity to guarantee the well-being of people, their families and the community.
- CM13 (Apply the principles that underpin comprehensive nursing care in healthcare and social settings.) Apply the principles that underpin comprehensive nursing care in healthcare and social settings.
- CM22 (Provide nursing care in health and social settings, guaranteeing the right to the dignity, privacy, intimacy, confidentiality and decision-making capacity of individuals and their families.) Provide nursing care in health and social settings, guaranteeing the right to the dignity, privacy, intimacy, confidentiality and decision-making capacity of individuals and their families.
- CM23 (Provide people with individualised care in health and social settings based on their gender, age, group or community within their social and multicultural context.) Provide people with individualised care in health and social settings based on their gender, age, group or community within their social and multicultural context.
- CM25 (Act in life-threatening situations according to clinical practice guidelines.) Act in life-threatening situations according to clinical practice guidelines.
- CM26 (Establish respectful, assertive and effective communication with people, their families and teams of health professionals.) Establish respectful, assertive and effective communication with people, their families and teams of health professionals.
- CM27 (Work in health and social settings in collaboration with other professionals, forming multidisciplinary and interdisciplinary teams to improve the health and care of individuals, groups or the community.) Work in health and social settings in collaboration with other professionals, forming multidisciplinary and interdisciplinary teams to improve the health and care of individuals, groups or the community.
- SM24 (Analyse the data collected in the assessment of adults with diseases or health problems to identify their care needs.) Analyse the data collected in the assessment of adults with diseases or health problems to identify their care needs.
- SM25 (Apply techniques and procedures related to nursing care to adults with diseases or health problems, based on the available scientific evidence and following criteria of patient safety and professional ethics.) Apply techniques and procedures related to nursing care to adults with diseases or health problems, based on the available scientific evidence and following criteria of patient safety and professional ethics.
- SM34 (Use critical and reflective thinking for problem-solving, decision-making and lifelong learning.) Use critical and reflective thinking for problem-solving, decision-making and lifelong learning.

Contents

In the context of health sciences, there are constantly changes and new challenges associated with constant re-evaluation and the existence of more complex situations. These changes have generated in educational institutions generating new tools that allow students to acquire different levels of training and knowledge, and apply safe action plans for patients. Simulation has allowed the development of new learning paths thanks to the recreation of clinical scenarios similar to the real one. Therefore, simulation encompasses a variety of educational techniques in which students have the opportunity to practice an active learning process in an environment that mimics the clinical setting and to experience experiences similar to real ones but without endangering the safety of the patient.

Different types of simulators can be found in the simulation. Those that will be used in the subject will be: part task trainers, static mannequins that do not interact with the students but imitate different parts of a patient's body; Human Patient Simulators, which are computer-controlled mannequins that interact with students to mimic patient care in their corresponding clinical environment; and finally, use will be made of the standardized patient represented by trained actors who will seek to behave in a pre-established way. Depending on the use of the type of simulator (one or a combination of different ones) and the recreation of the more or less realistic environment in the classroom, low, medium and high fidelity simulation will be carried out, always seeking the acquisition of certain learning objectives present in the different cases.

- Low fidelity simulation (PHCA)

Simulation experiences that include role-playing games or case studies, which are usually focused on the practice of a specific skill and which tend to influence the use of static mannequins or task trainers.

- Medium fidelity simulation (PHCA)

Experiences in simulation in which learning systems generally self-directed by screen are used, or else, the use of medium fidelity mannequins, the use of medium fidelity mannequins, which may have physiological sounds or other characteristics that allow interaction with itself; However, this simulation is usually oriented towards decision making, perfecting a skill or working on problem solving.

- High fidelity simulation (PSCA)

Experiences that include the use of standardized patients or extremely realistic integrated mannequins and that guarantee students the possibility of interacting. This simulation, given the realistic reproduction and the use of advanced technology to represent real situations, usually focuses on the prey of decisions, solving problems in a contextualized way, learning to prioritize, etc.

Taking this into account, the contents of the subject are distributed in different work blocks with different practices, which include low, medium and high fidelity, in different cases to work:

- Carrying out different hand washes, creating a sterile field and treating different types of wounds.

- Administration of drugs by different routes.

- Assessment and taking vital signs. Application of measurement scales.

- Continuous infusion systems.

- Performing hygiene in bedridden patient.
- Carrying out venous extractions, handling of the peripheral catheter, blood cultures and blood gases.
- Administration of oxygen therapy and respiratory physiotherapy.
- Detection and management of the different types of isolations.
- Carrying out mobilizations for patients.
- Conducting catheters (nasogastric, PEG, enteral, bladder).
- Carry out bandages and sutures.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Advanced clinical skills practices in humans	30	1.2	
Personal work/ Reading articles	29	1.16	
Advanced Clinical Simulation Practices	12	0.48	

The main goal of the Advanced Clinical Skills Practices (PHCA) and Advanced Clinical Simulation Practices (PSCA) is for students to acquire clinical skills of varying complexity through guided simulation of techniques and procedures.

Both types of sessions are conducted under the active supervision of faculty, who guide and ensure quality learning and achievement of educational objectives.

To make the most of the sessions, students must independently study the theoretical content associated with each procedure before class. This prior work is a mandatory prerequisite for participating in the practical sessions.

In PSCA, simulations may be recorded as a learning tool for later analysis. Students must give prior consent to be recorded. All recordings will be deleted after the sessions.

The practical component includes:

- 10 low/medium-fidelity sessions (3 hours each).

- 3 high-fidelity simulation sessions (4 hours each).

Activities include:

- Clinical case resolution.
- Group critical reflection.
- Participation in feedback and debriefing.

The methodology is active and participatory; student engagement is essential to achieve learning goals.

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	Weight	Hours	ECTS	Learning outcomes
Attendance and active participation in class	20	1	0.04	CM12, CM13, CM22, CM23, CM25, CM26, CM27, SM24, SM25, SM34
Written evaluation using objective tests: multiple response items.	50	2	0.08	CM12, CM13, CM22, CM23, CM25, CM26, CM27, SM24, SM25, SM34
Written evaluation using objective tests: multiple response items.	30	1	0.04	CM12, CM13, CM22, CM23, CM25, CM26, CM27, SM24, SM25, SM34

- Pre-session Moodle Quizzes (50%)
- Five online quizzes before each pair of PHCA sessions. Each is worth 10%.
- Must be completed within deadline. Late = 0 (not recoverable).
- Final Multiple-Choice Exam (30%)
- In-person test covering PHCA and PSCA content.
- A minimum of 4.5/10 is required to average.
- Active Participation and Attitude (20%)
- Continuous evaluation based on instructor observation:
- Preparation, engagement, and professionalism.
- Communication and teamwork.
- Active role in feedback and debriefing.

Recording in PSCA:

Simulations may be recorded for educational purposes. Requires student consent. Files will be deleted after the sessions.

Mandatory Attendance:

- Attendance is compulsory and non-recoverable.
- Each unjustified absence = -1 point.
- More than 1 unjustified or 2 justified absences = not assessable.
- A justified absence is considered: illness with justification, official UAB examinations, driving licence, family deaths
- A unjustified absence is considered: illness without justification, non official examinations, work commitments.
- No group changes or rescheduling allowed.
- Mandatory uniform: clinical scrubs and closed shoes.

Passing Criteria:

- Complete all 5 quizzes.
- Pass the final exam ($\geq 4.5/10$).
- Final weighted average $\geq 5/10$.
- Fulfill attendance requirements.

Resit Policy:

- Only the final exam is resit-eligible.
- Quizzes and participation are not recoverable.

Other Considerations:

- Single assessment not available.
- Missing any mandatory activity = "not assessable".

Use of Artificial Intelligence (AI):

The use of AI technologies is not permitted in any phase of academic work. Any activity containing content generated partially or fully by AI will be considered academic misconduct and may result in partial or total penalties, as well as further sanctions depending on the severity.

The commission of any irregularity in an assessment activity (academic fraud, plagiarism, or improper use of AI, unless such use is expressly authorized in the course guide) that may lead to a significant variation in the grade shall result in that assessment activity being graded with a 0. In the event that the course guide establishes that obtaining a minimum grade in that assessment activity is an essential requirement to pass the course, or if multiple irregularities occur in the assessment activities of the same course, the final grade for that course shall be 0. In addition, a disciplinary procedure may be initiated against the student who commits any of these irregularities.

Bibliography

Kutzin, J. M., Waxman, K. T., Lopez, C. M., & Kiegaldie, D. (Eds.). (2024). *Comprehensive healthcare simulation: Nursing*. Springer Nature.

Wayne, D. B., Barsuk, J. H., & McGaghie, W. C. (Eds.). (2020). *Comprehensive healthcare simulation: Mastery learning in health professions education*. Springer.

Pollock, N. (Ed.). (2026). *Practice learning through simulation: A guide for academics and facilitators*. Wiley & Sons.

Watson, C., & Bernabeu-Tamayo, M. D. (2019). *La implementación de la simulación clínica de alta fidelidad en el grado de enfermería: un estudio mixto sobre las experiencias de los estudiantes* [Tesis doctoral, Universitat Autònoma de Barcelona].

Software

No specific software is required to complete the course.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PSCA) Pràctica de simulació clínica avançada (en humans)	101	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	102	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	103	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	104	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	105	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	106	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	107	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	108	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	109	Catalan	annual	afternoon
(PSCA) Pràctica de simulació clínica avançada (en humans)	110	Catalan	annual	morning-mixed
(PSCA) Pràctica de simulació clínica avançada (en humans)	111	Catalan	annual	morning-mixed
(PSCA) Pràctica de simulació clínica avançada (en humans)	112	Catalan	annual	morning-mixed
(PSCA) Pràctica de simulació clínica avançada (en humans)	113	Catalan	annual	morning-mixed
(PSCA) Pràctica de simulació clínica avançada (en humans)	114	Catalan	annual	morning-mixed
(PSCA) Pràctica de simulació clínica	115	Catalan	annual	morning-mixed

avançada (en humans)					
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	301	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	302	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	303	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	304	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	305	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	306	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	307	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	308	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	501	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	502	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	503	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	504	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	505	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	506	Catalan	annual	morning-mixed	
(PHCA) Pràctica	681	Catalan	annual	morning-mixed	

d'habilitats clíniques avançades (en humans)					
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	682	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	683	Catalan	annual	morning-mixed	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	684	Catalan	annual	afternoon	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	685	Catalan	annual	afternoon	
(PHCA) Pràctica d'habilitats clíniques avançades (en humans)	686	Catalan	annual	afternoon	