

Academic Year/course: 2021/22

25402 - Nursing basics

Syllabus Information

Academic Year: 2021/22

Subject: 25402 - Nursing basics

Faculty / School: 127 - Facultad de Ciencias de la Salud

275 - Escuela Universitaria de Enfermería de Huesca

375 - Escuela Universitaria de Enfermería de Teruel

Degree: 559 - Degree in Nursing

560 - Degree in Nursing

561 - Degree in Nursing

ECTS: 12.0

Year: 1

Semester: Annual

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

Nursing is a dynamic profession that adapts to demographic and social changes and promotes people's autonomy in health care.

Nurses are experts in planning and providing care with the aim to meet the needs of individuals, families and social groups.

The objective of this course is to allow students to develop the knowledge, skills and attitudes to deliver excellent nursing care to patients, families and communities, in order to maintain or improve their wellbeing and quality of life. In addition, the students will become familiar with the history of the nursing profession, as well as the main theories and models that underpin it. Also, the students will acquire both theoretical and practical skills that will allow them to design individualized nursing care plans that meet the needs of people, using a nursing language and methodology. Finally, the students will gain competence in a number of techniques and procedures such as drug administration and catheterization.

Nursing Basics' objectives are aligned to the following Sustainable Development Goals (SDG) published in the Agenda 2030 of the United Nations (<https://www.un.org/sustainabledevelopment/es/>), so that the achievement of this course's learning outcomes partially contributes to their promotion and implementation, as follows:

Goal 3: Health and wellbeing. Guaranteeing a healthy life and promoting wellbeing across all ages is essential to a sustainable development. Although some progress has been made in terms of, for example, achieving and longer life expectancy and reducing some of the most frequently associated causes of child and maternal mortality, more effort is needed in order to completely eradicate many diseases and to address a wide range of health problems, both known and newly emerging.

Goal 5. Gender equality. Women are underrepresented on all levels of political leadership. The impact of the COVID-19 pandemic could negatively affect the achievement of this goal as, during the COVID-19 crisis, existing gender inequalities have worsened worldwide at all levels including health, economy and even security and social protection. Women have played a disproportionately significant role in the fight against the pandemic, especially both as first line healthcare professionals and main informal carers. Unpaid work as an informal carer carried out by women has increased significantly in the past months due to the closure of schools and the increased needs of sick and elderly relatives.

Goal 10. Reduce inequality within and among countries. The COVID-19 pandemic has intensified the existing inequalities and has greatly affected the poor and vulnerable communities worldwide, highlighting economic inequalities and frail social security networks. At the same time, social, political and economic inequalities have aggravated the effects of the pandemic.

1.2. Context and importance of this course in the degree

Nursing Basics addresses the historical, theoretical and philosophical principles of the Nursing profession, and is the basis on which subsequent knowledge, skills, attitudes and aptitudes are built. Specifically, Nursing Basics helps the students contextualize the Nursing profession as part of our society, understand their role and responsibilities as part of the multidisciplinary healthcare team, and begin to design individualized, patient-centered nursing care plans. In order to achieve this, the students will need to integrate knowledge and skills acquired throughout their first year through the study of other courses such as physiology and anatomy.

1.3. Recommendations to take this course

Assistance to some sessions is compulsory in order to pass some of the courses' assessment activities. Generally, mobile

phones are not permitted during the sessions unless they are being used as part of the teaching and learning process.

2. Learning goals

2.1. Competences

General competences

CG01. Within the nursing discipline, it is important to deliver a technical and professional attention that is tailored to the needs of each individual patient, that is based on the latest scientific evidence, and that follows the legal and deontological principles of the profession.

CG03. To know and apply nursing's theoretical principles and fundamentals.

CG06. To base nursing interventions on scientific evidence and all available alternative means.

CG15. To work within the multidisciplinary healthcare team and with other professionals involved in the process of healthcare organization and management.

CG16. To know the systems of health information.

Transversal competences

CT01. To be able to think critically.

CT02. To be able to analyze and synthesize.

CT05. To be able to work based on quality criteria.

CT06. To be able to develop creativity.

CT09. To be able to plan and evaluate.

CT12. To be able to develop information management skills.

CT13. To be able to critique and self-critique.

Specific competences

CE03. To know the function and indication of sanitary products frequently used by nursing professionals.

CE09. To apply information and communication systems and technology to health care.

CE16. To identify, integrate and relate the concepts of health and care, from a historical perspective, in order to understand the evolution of nursing care.

CE17. To understand, from an ontological and epistemological perspective, the evolution of the central concepts of the nursing profession, as well as the most relevant theoretical models, through the application of a scientific methodology in the development of nursing care plans.

CE18. To apply the nursing process in order to promote and guarantee wellbeing, quality of life and patient safety.

CE19. To know and apply the principles that underpin holistic nursing care.

CE30. To identify the health care needs derived from health problems.

CE34. To demonstrate a cooperative attitude with the members of the team.

CE54. To individualize care considering aspects such as age, gender, cultural differences, ethnicity, beliefs and values.

CE58. To use precise terminology in every situation as part of professional practice.

2.2. Learning goals

- To explain the historical evolution of nursing care and analyze the historical past of the profession throughout history. To describe and critically analyze some of the main nursing philosophies, models and theories.
- To identify, describe and apply theoretical fundamentals of nursing and nursing methodology: Nursing Process.
- To carry out exhaustive and systematic assessments, interpret relevant information and make decisions, using adequate tools and frameworks. Virginia Henderson's model. Care Plans.
- To respond to the needs of the patient and his/her family through the design of individualized care plans both autonomously and in collaboration with other health and social care professionals. Problem Based Learning.
- To describe and implement basic nursing procedures.

2.3. Importance of learning goals

Spanish nursing is currently immersed in a process of change and evolution in order to adapt to the needs of the population, and as a result of the changes in higher education brought about by the Bologna Process. Nursing is evolving in all its dimensions, namely clinical, educational, managerial and investigative, in order to respond to said needs and other key factors, including the health service and the latest educational and political policies. Nursing Basics is the bridge between nursing's past and present, and it is an essential element in the training of student nurses who, in time, will need to assume the principles of the nursing professions, defined as both an art and a science, and contribute to its progress and development. In sum, Nursing Basic's learning outcomes are designed to help students develop essential knowledge, skills and attitudes that are necessary to provide individualized, equitable nursing care.

Nursing uses its own standardized language and methodology, namely Nursing Diagnoses (NANDA), Nursing Outcomes

(NOC) and Nursing Interventions (NIC). Achieving the learning outcomes will help student nurses understand the reality and epistemological development of the profession.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Tutorial assessment

Description: Portfolio of activities that may include one or two activities staggered throughout the course. If the students fail to submit these activities within the submission period, they will have another opportunity to do so during the official first and second exams calls.

Assessment of these activities may be formative or summative. The aim of formative assessment is to detect both strengths and weaknesses in the students' work and provide feedback; in this case, the outcome of the assessment is not included in the students' final score. The aim of summative assessment is to quantify student learning and degree of achievement of the learning outcomes; the outcome of this assessment is included in the students' final score.

The portfolio activities may be individual or group tasks, depending on the instructions that will be provided in advance through the course's platform Moodle.

Requirements: The students will need to pass each summative assessment separately (5 out of 10 points) in order to pass the course.

Assessment criteria: Specific assessment criteria for each activity will be published in advance through the learning platform Moodle. Generally, students will be expected to:

- Carry out information searches and using valid and realizable sources.
- Synthesize information and present it in the right format and in a professional and academic manner, including bibliographic references as appropriate.
- Use critical thinking to select and interpret information and use it in order to complete the assessment tasks.
- Apply the nursing process (if appropriate) in the processes of clinical case solving and care plan designing.
- Demonstrate a sufficient degree of personal involvement and contribute to team work.

Score weight: 2 points out of 10.

Practice seminars

Description: Attendance is compulsory.

During practice seminars, the students will have the opportunity to learn and demonstrate practical skills required to carry out specific basic nursing procedures, and solve clinical cases.

Assessment will be formative during each session, where the students' practical skills will be assessed by the instructors, and summative after the sessions, through the completion of a theoretical multiple choice type questionnaire. These activities will take place throughout the course.

Students who do not attend one or more of the seminars and those who fail to pass or sit one or more of the theoretical questionnaires will have the opportunity to complement an assessment activity during official first and second exam calls.

Due to the COVID-19 situation, these activities may be delivered online occasionally.

Requirements: Attending and showing a professional attitude during the practice seminars is essential. Failure to attend more than two sessions, for justified or unjustified reasons, will result in a fail. The students who are in this situation will have an opportunity to sit a theoretical and practical exam during the official first and second exam calls.

The students will need to pass each summative assessment separately (5 out of 10 points) in order to pass the course.

Assessment criteria:

- Attending and showing a professional attitude during the practice seminars.
- Achieving a 5 (out of 10) score in each of the theoretical questionnaires.
- The students will need to demonstrate a correct technique in each of the procedures being assessed during the theoretical and practical exam and answer oral questions about the theory underpinning said procedures.

Score weight: 3 points out of 10.

Written exam

Description: Objective, individual assessment task that involves completing a short-answer questionnaire in 60 minutes. Two partial written exams will take place at the end of the first and the second terms. The second partial exam will coincide with the first official exams period in June. The questions will be theoretical and will address the course's content.

The students who fail this exam in the first sitting will have another opportunity during the second official exams call in September.

Requirements: In order to pass this assessment task, students must obtain a minimum score of 5 (out of 10).

Assessment criteria: Sitting and passing each partial written exam separately or jointly.

Score weight: 5 points out of 10.

Assessment system

- 0-4,9 Fail
- 5-6,9 Pass
- 7-8,9 Good
- 9-9,5 Excellent
- 9,6-10 Outstanding

For questions about the assessment process, you can consult the following document: *Reglamento de Normas de Evaluación del Aprendizaje* (Acuerdo de 22 de diciembre de 2010, del Consejo de Gobierno de la Universidad de Zaragoza).

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The teaching and learning (TL) model is based on Biggs and Tang's (2007) Theory of Constructive Alignment, that establishes that learning outcomes, TL activities and assessment activities should be student-centered and coherently designed.

Nursing Basics promotes critical thinking in order to solve problems and achieve a deep and meaningful understanding of the content. In addition, it helps the students develop their critical thinking skills through meaningful and problem-based learning.

This course has 12 ECTS credits (300 hours), of which 62 are in-class hours, and 50 are practice seminar hours. In addition, the students must engage in autonomous work in order to complete the portfolio activities (8 hours) that will allow them to achieve alternative competences including teamwork and communication.

Formative TL activities will take place throughout the course. In addition, the students will be expected to work autonomously (168 hours) and complete assessment activities (12 hours).

The TL model promotes the acquisition of new knowledge that can be used to interpret and solve problems, think and reason and integrate theoretical knowledge (MD1) and practice skills (MD2, MD3). In addition, the students will complete tasks under the supervision of an academic tutor (MD11), engage in problem-based learning (MD4), clinical cases (MD5) and participate in tutorials (MD9) if and when necessary.

4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities:

Lectures: 62 hours.

See the timetable.

Methodology: Participative lectures involving a range of didactic and pedagogical resources.

Seminars: 50 hours.

See the timetable.

Methodology: In groups of 17 students. Include a theoretical introduction, practical demonstration and learning activity designed to allow the students to acquire and demonstrate practical skills. The students may be divided into smaller groups in order to facilitate learning, discussion and or clinical case resolution.

The seminars are closely linked to the course's theoretical content. Occasionally, the students will need to complete simulated practice scenarios and/or clinical cases.

Portfolio of activities: 8 hours.

Methodology: Individual or group activities supervised by the academic staff.

Tutorials: If necessary, the students may attend individual or group tutorials with the academic staff. In addition, the course's teachers can be contacted via institutional email and the learning platform Moodle.

Due to the situation arising from the COVID-19 pandemic, some of these activities may be completed online.

4.3. Syllabus

The course's content may be delivered in whatever order based on the circumstances and organizational needs arising from the COVID-19 pandemic.

The course comprises five modules:

1. Introduction to nursing
 - Concept of nursing and nursing care.
 - Historical evolution of nursing and nursing care.
 - The human being as a holistic being.
 - Nursing's role and responsibilities today.
1. Nursing theories and conceptual models

- Concept of theory and model.
- Relationship between theory and model.
- Most significant nursing theories and models.

1. Nursing process

- Concept. Characteristics. Phases. Nursing taxonomies.
- Phase 1. Assessment. Concept. Types of data and data sources. Data collection techniques. Data verification. Data organization and recording.
- Phase 2. Diagnosis. Concept. Data analysis. Identifying the problem. Types of problems. Nursing diagnosis. NANDA.
- Phase 3. Planning. Concept. Priorities. Outcomes (NOC). Interventions (NIC).
- Phase 4. Implementation. Concept. Determinants. Phases.
- Phase 5. Assessment. Concept. Phases.

1. Nursing care to satisfy basic human needs according to Virginia Henderson's model and the Nursing Process (assessment, diagnosis, planning and procedures).

- Breathe normally.
- Eat and drink adequately.
- Eliminate body wastes.
- Move and maintain desirable postures.
- Sleep and rest.
- Select suitable clothes-dress and undress.
- Maintain body temperature within normal range by adjusting clothing and modifying environment.
- Keep the body clean and well-groomed and protect the integument.
- Avoid dangers in the environment and avoid injuring others.

1. Nursing interventions in the administration of medication.

- Generalities around drug administration.
- Intravenous drug administration. Basics. Intradermic, subcutaneous, intramuscular drug administration.
- Oral, sublingual, rectal, vaginal, nasal, topical, transdermic, ophthalmic, nasal and optical drug administration.
- Nursing interventions (NIC) in drug administration.

The practice seminars are divided into five modules:

1. Vital signs.
2. Drug administration.
3. Nursing Process.
4. Catheterization.
5. Other.

4.4. Course planning and calendar

Lectures, seminars and assessment tasks

Lectures and seminars

Both lectures (attendance not compulsory) and seminars (attendance compulsory) are in-person and will take place throughout the academic year. Summative assessment of the seminars will take place face-to-face during these sessions.

Time and date of the theoretical exams will be published via the learning platform Moodle in advance. Official exam dates can be consulted in the Faculty of Health Sciences' website.

Portfolio of activities

Both the instructions and dates of submission will be published via the learning platform Moodle in advance.

Important dates

Two partial theoretical exams will take place at the end of the autumn term and at the end of the spring term.

Summative assessment activities will take place during the academic course as part of the course's continuous assessment. The students will have the opportunity to re-sit any failed assessments during the first and second official exam periods in June and September. The dates of the first and second exam periods can be consulted in the Faculty of Health Sciences' website.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=25402>