1. OVERVIEW

Subject area	Foundations of Nursing. History, Theory and Methodology
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	1st
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. INTRODUCTION

This subject area provides students with the approach needed to understand the meaning of the nursing profession and the social need to which it responds.

History: A review of the historical evolution of the characteristics and role of people who have provided assistance or care for others, up to what is recognised as the beginning of nursing as a profession. Subsequently, the changes in nursing education and practice throughout the 20th and 21st century up to the present day will be studied.
Finally, we will analyse the current situation of the nursing profession, both nationally and internationally.

Theoretical foundations: Contextualised review of the main theories and models of care put forward throughout the development of the profession to describe and ground the phenomenon of nursing, highlighting the influences of the prevailing schools of thought and the state of scientific knowledge. Identification of the components of the theoretical models and analysis of the nursing paradigm (concept of person, health, environment and nursing). In-depth study of the proposals of Virginia Henderson and Dorothea Orem, including analysis of the concepts of independence and autonomy. Study and comparison of proposals from other care theorists. Consideration of the interpersonal relationship and communication as keys to professional practice and the nursing role in the promotion of self-care and self-management of the situation of health or illness.

Methodological foundations: Description and analysis of the nursing decision-making process. Assessment, diagnosis, care planning, implementation and evaluation.
We will analyse what to assess, how to interpret the information, reasoning to form a judgement, what are the expected outcomes from the nursing intervention, what interventions are appropriate to achieve expected health outcomes, considerations for planning action, control and monitoring, and evaluation.

Students work with Virginia Henderson's theoretical model as a guide for decision-making. Taxonomies of nursing language. NANDA, NIC and NOC classifications and other classifications.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (MECES, by the acronym in Spanish):
- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

General Skills of the Degree:
- CG3.Know and apply the theoretical and methodological foundations and principles of nursing.

Transferable Skills:
- CT3: Contribute actively in work teams, assuming shared responsibilities.
- CT4: Apply effective communication strategies in professional practice.

General European skills (CUE, by the acronym in Spanish):
- CUE1: Independently diagnose the necessary nursing care using theoretical and clinical knowledge, in order to plan, organise and manage nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with paragraphs 6(a), (b) and (c), with the aim of improving professional practice.
- CUE6: Ensure quality nursing care and evaluate it independently.

Specific Skills (CE, by the acronym in Spanish):
- CE11. Identify, integrate and relate the concepts of health and care, from a historical perspective to understand the evolution of nursing care and to understand, from an ontological and epistemological perspective, the evolution of the central concepts underpinning the discipline of nursing, as well as the most relevant theoretical models.
- CE12. Know and apply the principles underpinning comprehensive nursing care, applying the nursing process as a scientific methodology in the care process to manage, assess and provide care to individuals, families and the community, providing and ensuring the well-being, quality and safety of the people cared for.

Learning outcomes (RA, by the acronym in Spanish):

- RA1. Describe the concepts of health and illness and the care of the sick from a historical perspective.
- RA2. Identify, from an ontological and epistemological perspective, the evolution of the central concepts underpinning the nursing discipline.
- RA3. Identify the components of the most relevant nursing theoretical models.
- RA4. Explain what the nursing care process consists of and each of its stages.
- RA5. Identify taxonomies of nursing language.
- RA6. Apply the process of nursing care based on different theoretical nursing models.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB5, CG3, CE11	**RA1.** Describe the concepts of health and illness and the care of the sick from a historical perspective.
CB2, CB5, CG3, CE11	**RA2.** Identify, from an ontological and epistemological perspective, the evolution of the central concepts underpinning the nursing discipline.
CB1, CG3, CE12, CUE1, CUE6	**RA3.** Identify the components of the most relevant nursing theoretical models.
CG3, CT3, CT4, CUE1, CUE6, CE11, CE12	**RA4**. Explain what the nursing care process consists of and each of its stages.
CG3, CT3, CT4, CUE1, CUE6, CE11, CE12	**RA5**. Identify taxonomies of nursing language.
CG3, CT3, CT4, CUE1, CUE6, CE11, CE12	**RA6.** Apply the process of nursing care based on different theoretical nursing models.

4. CONTENTS

The subject area is organised into three units, which are further divided into topics:

Unit 1: Historical Foundations

- Historical evolution of the characteristics and role of people who have provided assistance or care for others, up to the creation of the nursing profession.

- Changes in nursing education and practice throughout the 20th and 21st century up to the present day.

- Current situation of the nursing profession, both nationally and internationally.

Unit 2: Theoretical Foundations:

- Main theories put forward throughout the development of the profession to describe and ground the phenomenon of nursing. Influence of prevailing schools of thought and the state of scientific knowledge on the profession.

- Identification of the components of the theoretical models and analysis of the concepts of person, health, environment and care. Interpersonal relationships and communication as keys to professional practice.

Unit 3: Methodological Foundations

Description and analysis of the nursing decision-making process.

- Assessment: What to assess, how to interpret the information.

- Diagnosis: Reasoning to form a judgement, what are the expected outcomes from the nursing intervention.

- Treatment: What interventions are appropriate to achieve the results, considerations for planning action, monitoring and follow-up, and evaluation.

- The theoretical model as a guide to decision-making. Taxonomies of nursing language. NANDA, NIC and NOC classifications.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows: Lecture
Case study Collaborative
learning Reflective
learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Lectures	24
Asynchronous lectures	10
Case studies	22
Group tutorials	2
Debates and discussions	6
Oral presentations	6
Essays, text commentaries and critical analysis of texts	26
On-campus knowledge tests	4
Independent working	50
Totals	**150**

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Objective knowledge test 1	15%
Objective knowledge test 2	25%
Portfolio: Group work	20%
Portfolio: Essay, clinical case study.	30%
Oral presentations	10%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

8. BIBLIOGRAPHY

The works of reference for following up this subject area are:

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- Benavent Garcés, A. Ferrer Ferrandis, E., Francisco del rey, C. (2009). *Fundamentos de Enfermería.* Madrid: DAE.

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- Glenora, E., Berman, A., Kozier, B., Snyder, S. (2013). *Fundamentos de Enfermería: conceptos, proceso y práctica.* (9.ª ed.). Madrid: Pearson Educación.

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- Keroucac, S., Pepin, J., Ducharme. F. (2007). *El Pensamiento Enfermero*. Barcelona: Masson.

- Luis, M.T. (2013). *Los diagnósticos enfermeros: revisión crítica y guía práctica*. (9.ª ed.) Barcelona: Elsevier

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