

## 1. OVERVIEW

<b>Subject area</b>	Assessment of Health and Illness: Integration of Care Processes 1
<b>Degree</b>	Bachelor's Degree in Nursing
<b>School/Faculty</b>	Biomedical and Health Sciences
<b>Year</b>	1st
<b>ECTS</b>	6 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	Semester 2

## 2. INTRODUCTION

This subject area is part of the module "Integration of the Process of Care" which takes place over the first three years of the Bachelor's Degree in Nursing.

The assessment of people's health or illness is the first part of the nursing care process, and is therefore the overall learning objective of first year students.

The purpose of this subject area is to support the integration of the knowledge acquired and to provide students with the necessary tools to develop the skills and attitudes required for the nursing assessment of the patient. This subject area also aims to provide students the opportunity to develop skills in providing basic care.

The teaching methodologies to be used are mainly simulation environments and reflective learning, and to a lesser extent lectures.

### 3. SKILLS AND LEARNING OUTCOMES

#### **Basic skills (CB, 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.
- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

#### **General skills (CG, by the acronym in Spanish):**

- CG3: Know and apply the theoretical and methodological foundations and principles of nursing.
- GC4. Understand the interactive behaviour of individuals in terms of gender, group or community, within their social and multicultural context.
- CG8. Promote and respect the right to participation, information, autonomy and informed consent in the decision-making process of the people cared for, in line with their personal experience of their health/illness process.

#### **Cross-curricular skills (CT, by the acronym in Spanish):**

- CT2: Manage information, resources and technologies independently to achieve your learning objectives.
- CT3: Contribute actively in work teams, assuming shared responsibilities.
- CT4: Apply effective communication strategies in professional practice.

#### **European skills:**

- 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. (b) and (c), with a view to improving professional practice
- CUE4: Independently take immediate measures for life support and implement measures in crisis and disaster situations.

#### **Specific skills (CE, by the acronym in Spanish):**

- CE9. Identify life-threatening situations and know how to carry out basic and advanced life support manoeuvres.

- 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.
- CE17. Analyse the data collected from an assessment of an adult patient, prioritise problems, establish and implement a care plan and evaluate it, thereby establishing a therapeutic relationship with patients and their relatives and maintaining a cooperative attitude with the different members of your team.

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

- RA1. Perform the nursing assessment of the adult patient by interview.
- RA2. Perform the nursing assessment of the adult patient by physical examination: observation, auscultation, palpation and percussion.
- RA3. Identify the normal parameters of an adult according to sex and age, following a complete assessment of the patient (taking of the medical history, interview, physical examination, results of diagnostic tests, etc.). diagnostics, etc.).
- RA4. Perform the following basic care procedures, applying universal biosafety standards: mobility and body posture, prevention of risks due to immobility, patient hygiene and dressing.
- RA5. Perform the following basic care procedures, applying universal biosecurity standards: feeding, elimination, facilitating rest and post-mortem care.
- RA6. Recognise life-threatening situations and carry out life-saving manoeuvres basic life support (adult and child).

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

Skills	Learning outcomes
CG3, CG4, CG8, CT4, CT2	RA1. Perform the nursing assessment of the adult patient by interview. RA2. Perform the nursing assessment of the adult patient by physical examination: observation, auscultation, palpation and percussion.
CUE1, CE17, CB3	RA3. Identify the normal parameters of an adult according to sex and age, following a complete assessment of the patient (taking of the medical history, interview, physical examination, results of diagnostic tests, etc.). diagnostics, etc.).
CB1, CB5, CG8, CT3, CE12	RA4. Perform the following basic care procedures, applying universal biosafety standards: mobility and body posture, prevention of risks due to immobility, patient hygiene and dressing.

	RA5. Perform the following basic care procedures, applying universal biosecurity standards: feeding, elimination, facilitating rest and post-mortem care.
CUE4, CE9	RA6. Recognise life-threatening situations and carry out life-saving manoeuvres basic life support (adult and child).

## 4. CONTENTS

- Physical assessment techniques. The health interview.
- Determination of vital signs.
- Physical examination techniques and interpretation of basic diagnostic test results. Identification and recognition of normal parameters.
- Patient safety: hand washing, infection control, glove use.
- Patient hygiene. Body mobilisation and alignment. Ambulation with aids. Patient postures. Skin protection. Prevention of falls.
- Use of urinary and bowel elimination devices and administration of enemas.
- Basic care procedures and techniques for the maintenance of vital functions and patient safety.
- Basic life support.

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- MD1. Lecture
- MD6. Simulation environments
- MD9. Reflective learning

## 6. LEARNING ACTIVITIES

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

**On campus:**

Learning activity	Number of hours
Lectures	9
Asynchronous lectures	6

Group tutorials	2
Simulation activities	58
Searching resources and choosing information sources	23
On-campus knowledge tests	2
Independent working	50
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

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

**On campus:**

Assessment system	Weighting
On-campus knowledge test	25%
Learning portfolio: Group work	20%
Performance monitoring: CPR	10%
On-campus knowledge tests: Self-assessment test	5%
Performance monitoring: case study through simulation	40%

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:

- Kozier, B., Berman, A., & Snyder, S. (2013). *Fundamentos de enfermería: Conceptos, proceso y práctica*. Madrid: Pearson Educación

The recommended bibliography is indicated below:

- Wilkins, Lippincott. *Enfermería Fácil Fundamentos de enfermería* (2016). Wolters Kluwer (libro disponible online desde la biblioteca)
- Herreo Alarcón A, González Gómez IC. (2019). *Técnicas y procedimientos de enfermería* Tomos 1 y 2. DAE editorial (Acceso digital ENFERTECA, desde la biblioteca)

- Sanjuán Quiles A (2012). Cuidados al paciente con alteraciones respiratorias. DAEeditorial: Revisar el capítulo de valoración del paciente (bloque I, tema 2) (Acceso digital ENFERTECA, desde la biblioteca)
- Ball j, Rymer S et al. (2015). Guía Seidel de exploración física. Barcelona: Elsevier. (8ª edición). (antes Guía Mosby)
- Fuente, R. M., & DAE. (2015). *Enfermería médico-quirúrgica 2015*. Tomo I. S.l.: s.n.
- Jensen, S., Serrahima Formosa, L., & Vilaret Fusté, E. (2012). *Valoración de la salud en enfermería: Una guía para la práctica*. Wolters Kluwer/Lippincott Williams & Wilkins Health.
- Lewis, S. M., Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2009). *Enfermería medicoquirúrgica: Valoración y cuidados de problemas clínicos*. Elsevier.