

1. OVERVIEW

Subject area	Adult Care 1
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Second
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Throughout the year: semesters 3 and 4

2. INTRODUCTION

Nursing care is one of the most fundamental tools in daily nursing practice. In this subject area, students will make their first approach to health problems and nursing care for specific health disorders, based on the contents previously covered in subject areas such as Structure and Function of the Human Body, Mechanisms and Processes of Disease and Fundamentals of Nursing. This knowledge will be further built on later in the degree.

Adult Care 1 deals with the management and care of patients with the main cardiovascular, respiratory and digestive disorders, as well as surgical patients.

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.
- 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.
- 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.

General European skills (CUE, by the acronym in Spanish):

- CUE1: Independently diagnose the necessary nursing care using theory and medical knowledge, and plan, organise and administer nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with point 6(a), (b) and (c), in order to improve professional practice.
- CUE6: Ensure quality nursing care and evaluate it independently.

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

- CG2. Plan and provide nursing care directed at individuals, families or groups, geared towards effective results for health and assess their impact through clinical care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- CG6. Base nursing interventions on scientific evidence and available resources.
- CG10. Protect the health and well-being of individuals, families or groups that use healthcare services, guaranteeing their safety.

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.

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

- CE5. Understand and assess the nutritional needs of both healthy people and people with health problems throughout their life cycle, in order to promote and support healthy eating patterns. Identify nutrients and the foods containing them. Identify the most common nutritional problems and choose the most appropriate dietary recommendations.
- CE16. Know about health disorders in adults, identifying manifestations that show up in different phases and the care required for their health problems.
- 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. Explain the focused assessment of patients with clinical manifestations of different pathophysiological processes affecting the cardiopulmonary system and digestive system, as well as surgical patients.
- RA2. Make clinical judgements based on focused assessment data.
- RA3. Plan individualised care based on the clinical manifestations of pathophysiological processes affecting the cardiopulmonary system and digestive system.
- RA4. Plan individualised care related to diagnostic and therapeutic procedures affecting the cardiopulmonary system and digestive system.

- RA5. Describe nursing techniques and/or procedures related to the pathophysiological processes, manifestations and/or diagnostic and therapeutic procedures affecting the cardiopulmonary system and digestive system.
- RA6. Explain the different stages of the surgical process, including preoperative, intraoperative and postoperative, to understand the necessary care in each stage.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes, and the commitment required from students to reach them:

Skills	Learning outcomes
CB1, CB2, CB3, CG10, CT3, CE5, CE16	RA1 Explain the focused assessment of patients with clinical manifestations of different pathophysiological processes affecting the cardiopulmonary system and digestive system, as well as surgical patients.
CB1, CB2, CB3, CE5, CG10, CUE1, CE17, CE16	RA2 Make clinical judgements based on focused assessment data.
CB1, CB2, CB3, CE5, CUE1, CUE6, CG2, CG6, CG10, CT2, CT3, CE16, CE17, CE5	RA3 Plan individualised care based on the clinical manifestations of pathophysiological processes that affect the cardiopulmonary system and digestive system.
CB1, CB2, CB3, CUE1, CUE6, CG2, CG6, CG10, CT2, CT3, CE16, CE17, CE5	RA4 Plan individualised care related to diagnostic and therapeutic procedures affecting the cardiopulmonary system and digestive system.
CB1, CB2, CB3, CUE1, CUE6, CG2, CG6, CG10, CT2, CT3	RA5 Explain nursing techniques and/or procedures related to the pathophysiological processes, manifestations and/or diagnostic and therapeutic procedures affecting the cardiopulmonary system and digestive system.

4. CONTENTS

The subject area is organised into four learning units, which in turn are divided into topics (four or five topics depending on the units):

UA1. Nursing care for people with cardiovascular disorders

- 1.1 Focused assessment.
- 1.2 Key symptoms of cardiovascular disease
- 1.3 Main techniques and procedures
- 1.4 Identifying life-threatening situations and providing care.

UA2. Nursing care for people with respiratory disorders

- 2.1 Focused assessment.
- 2.2 Key symptoms of respiratory disease
- 2.3 Main techniques and procedures
- 2.4 Identifying life-threatening situations and providing care.

UA3. Nursing care for people with digestive disorders

- 3.1 Focused assessment.
- 3.2 Key symptoms of digestive disease
- 3.3 Main techniques and procedures
- 3.4 Identifying life-threatening situations and providing care.

UA4. Nursing care for people undergoing surgery

- a. Pre-surgical patients and their environment.
- b. Intraoperative environment, types of anaesthesia, surgical checklist.
- c. Post-surgical patients: Immediate and late postoperative period. Identifying life-threatening situations and the most significant post-surgical complications.

These learning units aim to give students a greater understanding of health problems and to provide nursing care for specific health disorders, based on assessment, care planning and follow-up. At the same time, students will be able to identify life-threatening situations and act accordingly.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture.
- Case studies.
- Collaborative learning.
- Flipped learning
- Experiential 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	30 h
Asynchronous lectures	6 h
Drawing up written reports	10 h
Case studies	20 h
Group tutorials	2h
Simulation activities	12h
Searching resources and choosing information sources	12 h

Oral presentations	4h
Knowledge tests	4 h
Independent working	50 h
TOTAL	150 h

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 1	20%
On-campus knowledge test 2	20%
Clinical case study (problem case)	20%
Portfolio (written report)	10%
Portfolio (problem case)	10%
Pretest simulation rooms	10%
Poster (written reports)	5%
Oral presentation - poster	2.5%
Oral presentation - portfolio	2.5%

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:

- Smith, S. et al. (2018). *Habilidades para enfermería clínica* 9ª edición, Editorial Pearson. Madrid, ISBN: 978-84-9035-568-8 Volumen I y II
- Lemone, P., Burke, K. (2009) *Enfermería medicoquirúrgica, pensamiento crítico en la asistencia del paciente*. 4ª edición. Editorial: Pearson

The recommended bibliography is indicated below:

- Bulechek, G.M., et al. (2014) *Clasificación de intervenciones de enfermería (NIC)* Madrid: Mosby
- Chocarro González, L., & Venturini Medina, C. (2006). *Procedimientos y cuidados en enfermería médico-quirúrgica*. Madrid: Elsevier.
- Fuente, R. M., & DAE. (2015). *Enfermería médico-quirúrgica* 2015. Tomo I. S.I.: s.n.
- Galindo, C. (2008) *Técnicas básicas de enfermería*. Madrid: Macmillan
- Giménez, M., Servera, E., & Vergara, P. (2004). *Prevención y rehabilitación en patología*

- respiratoria crónica: Fisioterapia, entrenamiento y cuidados respiratorios*. Madrid: Médica Panamericana.
- González, G. I. C., & Herrero, A. A. (2009). *Técnicas y procedimientos de enfermería*. Madrid: Difusión Avances de Enfermería.
 - Jensen, S., Serrahima Formosa, L., & Vilaret Fusté, E. (2012). *Valoración de la salud en enfermería: Una guía para la práctica*. Barcelona: Wolters Kluwer/Lippincott Williams & Wilkins Health. Retrieved from <http://ovid.es.com.ezproxy.universidadeuropea.scanbit.es/Pages/book.aspx?isbn=9788415419471>
 - Kozier, B., Berman, A., & Snyder, S. (2013). *Kozier & Erb fundamentos de enfermería: Conceptos, proceso y práctica*. Madrid: Pearson Educación
 - Le monde, P. Burke, K. ENFERMERÍA MÉDICO QUIRÚRGICA. Pensamiento crítico en la asistencia del paciente. (cuarta edición) Pearson educación S.A. Madrid
 - Lewis, S. M., Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2009). *Enfermería medicoquirúrgica: Valoración y cuidados de problemas clínicos*. Madrid etc.]: Elsevier.
 - Nanda internacional. Diagnósticos enfermeros: definiciones y clasificación. Barcelona: Elsevier
 - NNN Consult. Disponible como recurso electrónico en la biblioteca virtual UEM
 - Perry, A. G., & Potter, P. A. (2011). *Guía mosby de técnicas y procedimientos en enfermería* [libro electrónico]. Madrid: Elsevier. Retrieved from <https://www-dawsonera-com.ezproxy.universidadeuropea.es/abstract/9788480865586>
 - Philips, N. (2004) Berry & Khon: Técnicas de quirófano. Madrid: Elsevier
 - Venes, D. (2008). *Diccionario enciclopédico Taber de ciencias de la salud*. Madrid: Difusión Avances de Enfermería.