

## 1. OVERVIEW

Subject area	Adult Care 2
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Third
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semesters 5 and 6

## 2. INTRODUCTION

Nursing care is a fundamental tool in daily nursing practice. In this subject area, students will learn to provide the necessary care to patients with various conditions. Based on the contents previously covered in the subject areas Mechanisms and Processes of Disease, Pharmacology and Adult Care 1, in this subject area students will learn to plan and implement the main kind of care to patients with renal and urinary disorders, haematological disorders, endocrine disorders, neurological disorders and musculoskeletal disorders.

## 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 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
- 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 as part of a team, taking on 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 neuroendocrine system, musculoskeletal system, renal/urinary system and haematological system.
- RA2. Make clinical judgements based on focused assessment data.
- RA3. Plan individualised care based on the clinical manifestations of pathophysiological processes affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and haematological system.
- RA4. Plan individualised care related to diagnostic and therapeutic procedures affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and the haematological system.
- RA5. Explain nursing techniques and/or procedures related to the pathophysiological processes, manifestations and/or diagnostic and therapeutic procedures affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and haematological system.

- RA6. Describe the characteristics of a critical patient in order to provide the necessary care in each of the relevant situations (mechanical ventilation, shock, polytrauma, coma, intoxication, major burns).
- RA7. Explain basic and advanced life support procedures and techniques based on clinical care practice guidelines, identifying life-threatening situations.

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

Skills	Learning outcomes
CB2, CB3, CG10, CT3, CE5, CE17	RA1. Explain the focused assessment of patients with clinical manifestations of different pathophysiological processes affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and the haematological system.
CB1, CB2, CB3, CE5, CE16, CE17, CG10, CUE1	RA2. Make clinical judgements based on focused assessment data.
CB2, CUE1, CUE6, CG2, CG6, CG10, CE5, CE16, CE17, CT2, CT3	RA3. Plan individualised care based on the clinical manifestations of pathophysiological processes affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and haematological system.
CB2, CUE1, CUE6, CG2, CG6, CG10, CE5, CE16, CE17, CT2, CT3	RA4. Plan individualised care related to diagnostic and therapeutic procedures affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and the haematological system.
CB1, CB2, CB3, CUE1, CUE6, CG2, CG6, CG10, CT2, CT3	RA5. Describe nursing techniques and/or procedures related to the pathophysiological processes, manifestations and/or diagnostic and therapeutic procedures affecting the neuroendocrine system, musculoskeletal system, renal/urinary system and haematological system.
CB1, CB2, CB3, CUE1, CUE6, CG2, CG6, CG10, CT2, CT3, CE16, CE17	RA6. Explain the characteristics of a critical patient in order to provide the necessary care in each of the relevant situations (mechanical ventilation, shock, polytrauma, coma, intoxication, major burns).
CB1, CB2, CB3, CUE1, CUE6, CG2, CG6, CG10, CT2, CT3, CE16, CE17	RA7. Explain basic and advanced life support procedures and techniques based on clinical care practice guidelines, identifying life-threatening situations.

## 4. CONTENTS

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

### Learning Unit 1: Nursing care for people with neurological disorders:

- Focused assessment
- Key symptoms
- Main techniques and procedures
- Nursing care
- Identifying life-threatening situations and providing care

**Learning Unit 2: Nursing care for people with endocrine disorders:**

- Focused assessment
- Key symptoms
- Main techniques and procedures
- Nursing care
- Identifying life-threatening situations and providing care
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**Learning Unit 3: Nursing care for people with musculoskeletal disorders:**

- Focused assessment
- Key symptoms
- Main techniques and procedures
- Nursing care
- Identifying life-threatening situations and providing care

**Learning Unit 4: Nursing care for people with renal and urinary disorders:**

- Focused assessment
- Key symptoms
- Main techniques and procedures
- Nursing care
- Identifying life-threatening situations and providing care

**Learning Unit 5: Nursing care for people with haematological disorders:**

- Focused assessment
- Key symptoms
- Main techniques and procedures
- Nursing care
- Identifying life-threatening situations and providing care

**Learning Unit 6: Nursing care for critical patients**

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture.
- Case studies.
- Collaborative 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
Reports and written work	10 h
Case studies	22 h

Group tutorials	2 h
Simulation activities	8 h
Searching resources and choosing information sources	12 h
Oral presentations	4 h
On-campus knowledge tests	4 h
Independent working	50 h
<b>TOTAL</b>	<b>150 h</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 tests	50%
Case study/problem scenario	30%
Reports and written work: Case study/Infographic	15%
Oral presentations	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 recommended bibliography is indicated below:

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