

1. OVERVIEW

Subject area	Health Maintenance and Recovery 1: Integration of Care Processes 3
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	Semester 5

2. INTRODUCTION

"Health Maintenance and Recovery 1" is a compulsory subject area within the curriculum of the Bachelor's Degree in Nursing of the Universidad Europea de Madrid.

In this subject area we will explore the integration of the nursing process, taking a closer look at establishing and evaluating health outcomes, as well as choosing nursing interventions. We will also apply the principles of therapeutic communication with the patient and family/relations, decision making and the skills to use scientific evidence to inform care of adults and the elderly with both acute and chronic illness, in different healthcare contexts.

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.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

- 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.
- CG6: Base nursing interventions on scientific evidence and available resources.
- 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.
- CG14: Establish assessment mechanisms, taking into account scientific and technical aspects and quality considerations.
- CG17: Perform physiotherapeutic interventions based on comprehensive healthcare, which requires multidisciplinary cooperation, process integration and continuity of care.

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

- CT3: Contribute actively in work teams, assuming shared responsibilities.
- CT6: Identify new opportunities and resistance to change from yourself and others.
- CT7: Manage working groups.
- CT11: Show initiative to pursue additional responsibilities, evaluating work results to ensure compliance with quality standards.

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

- 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.
- CE14: Identify and analyse the influence of internal and external factors on the health of individuals and groups, as well problems in their environment, in order to provide care and to educate, facilitate and support the health and well-being of community members whose lives are affected by health problems, risk, suffering, illness, disability or death.
- 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.
- CE23: Know the most common health problems in the elderly and choose appropriate healthcare interventions aimed at treating or preventing health problems and adapt them to daily life, through outreach resources and support for elderly people.

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
- CUE6: Ensure quality nursing care and evaluate it independently.

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

- RA1: Perform the assessment of adult and elderly patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and healthcare contexts (hospital, day hospital unit, home hospital care, residential care).
- RA2: Carry out analysis and diagnosis for adult and elderly patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and healthcare contexts (hospital, day hospital unit, home hospital care, residential care).

- RA3. Propose health outcome objectives advised and/or agreed with the patient and family/relations, for different adult patients, elderly patients, patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and health care contexts (hospital, day hospital unit, home hospital care, residential care).
- RA4. Decide on the appropriate nursing interventions (according to available scientific evidence) to achieve the health outcome objectives advised and/or agreed with the patient and family/relations, for different adult patients, elderly patients, patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and health care contexts (hospital, day hospital unit, home hospital care, residential care).
- RA5. Perform general and specific techniques and procedures (depending on the type of patient) for the maintenance of health.
- RA6. Provide self-care education for different patients on an individual basis.

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

Skills	Learning outcomes
CB1, CG3, CT3, CE14, CE17, CE23, CUE1	RA1. Perform the assessment of adult and elderly patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and healthcare contexts (hospital, day hospital unit, home hospital care, residential care).
CB1, CG3, CT6, CE17, CUE6	RA2. Carry out analysis and diagnosis for adult and elderly patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and healthcare contexts (hospital, day hospital unit, home hospital care, residential care).
CB2, CB5, CG6, CG8, CG14, CT11, CE12, CE17, CE23, CUE6	RA3. Propose health outcome objectives advised and/or agreed with the patient and family/relations, for different adult patients, elderly patients, patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and health care contexts (hospital, day hospital unit, home hospital care, residential care).
CG8, CB2, CT 7, CE12	RA4. Decide on the appropriate nursing interventions (according to available scientific evidence) to achieve the health outcome objectives advised and/or agreed with the patient and family/relations, for different adult patients, elderly patients, patients with mental health conditions, with acute and/or chronic illness (cancer, kidney, rehabilitation) in different social and health care contexts (hospital, day hospital unit, home hospital care, residential care).
CG17, CE14, CUE6	RA5. Perform general and specific techniques and procedures (depending on the type of patient) for the maintenance of health.
CB4, CG8, CE14	RA6. Provide self-care education for different patients on an individual basis.

4. CONTENTS

- Development of the nursing role for making decisions on the diagnosis and nursing treatment of patients. Effective professional communication with the patient, family and team. Promotion of self-care and self-management of health status. Protocols and continuity of care. The expert patient. The humanisation of patient and family care.
- Characteristics of focused assessment for different types of patients (acute, chronic, complex) and in different care settings (hospital, home, residential care, etc.). Diagnostic reasoning of health problems in line with nursing intervention.
- Health outcome targets for different types of patients in different settings. Management of protocols (related diagnostic groups, standardised care plans and clinical practice guidelines). Considerations for individualised and comprehensive care. Communication and agreement of objectives with patient/family.
- Nursing interventions for the reduction of risks and complications of diseases, for recovering functionality and autonomy, as well as for rehabilitation and social reintegration.
- Management of specific techniques and procedures associated with nursing interventions for the care of different patients in different contexts.

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

Unit 1. Patient safety

Unit 2. Nursing care of adult patients Unit 3. Nursing care of elderly patients

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture
- Case studies
- Simulation environments
- Reflective learning
- Dialogic 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
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
TOTAL	

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	20%
Learning portfolio	20%
Performance monitoring	60%

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:

Unit 1. Patient safety

- Amalberti, R., & Vincent, C. (2016). *Seguridad del Paciente: Estrategias para una asistencia sanitaria más segura*. Madrid: Modus Laborandi.
- Agencia de Calidad Sanitaria de Andalucía. (2010). *Buenas prácticas en el uso de medicamentos*. Obtenido de <http://www.sspa.juntadeandalucia.es/agenciadecalidadsanitaria/observatorioseguridadpaciente/gestor/sites/PortalObservatorio/usosegurodemedicamentos/>
- Agra Varela, Y. (2016). *Estrategia en seguridad del paciente del Sistema Nacional de Salud 2015 - 2020*. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad.
- Aznar Saliente, T., & González Delgado, M. (2010). *Uso seguro de los medicamentos*. Obtenido de *Uso seguro de los medicamentos: Causas y prevención de errores de medicación en hospitales*: https://www.seguridadelpaciente.es/resources/contenidos/castellano/usoseguro/introduccion_presentacion.html
- Eva, R., Villalpando Guedón, M., & Soria Aledo, V. (2014). *Programa de cirugía segura del Sistema Nacional de Salud*. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad.
- Grau, M. (2015). *Utilidad de los listados de verificación quirúrgica: efecto sobre las relaciones y comunicación en el equipo de trabajo, la morbi-mortalidad y la seguridad del paciente*. Ministerio de Sanidad, Servicios Sociales e Igualdad.
- OMS. (2008). *La cirugía segura salva vidas*. Organización Mundial de la Salud.

Unit 2. Nursing care of adult patients

- Javier Morillo, David Fernández. *Enfermería clínica I: Cuidados generales y especialidades médico-quirúrgicas*. Elsevier 2016
- Federico Micheli, Manuel Fernández Pardal. *Neurología*. 2ª ed. Médica Panamericana. 2010 § Zarranz, J.J. *Neurología* (4ª edición). Madrid: Elsevier.
- Beare P, Myers J. *Enfermería Médico-Quirúrgica*. 3ª ed. Madrid: Harcourt Brace, 1999.
- Bruner LS, Sudarth DS. *Enfermería Médico-Quirúrgica*. 6ªed. México: Interamericana, 1994.
- Bulechek GM, Butcher HK, Dochterman JM, Wagner CM. *Clasificación de Intervenciones de enfermería* (NIC). 6ª ed. Barcelona: Elsevier España; 2009.
- Ignatavicius B. *Enfermería Médico-Quirúrgica*. Madrid: McGraw-Hill Interamericana, 1996.
- Lewis, Heitkemper y Dirksen, *Enfermería Médico-Quirúrgica Vol. I y II*, Mosby/Elsevier, Madrid 2004
- Barrachina L. *Enfermería Médico-Quirúrgica: Generalidades*. Masson. 2003
- López JC. *Tratado de Enfermería Médico-Quirúrgica. Generalidades I*. Madrid: Interamericana McGraw-Hill, 1992.
- Long BC, Phipps WJ, Cassmeyer V. *Enfermería Médico-Quirúrgica*. 2ªed. Madrid: Mosby, 2002.
- Rayón E. *Manual de Enfermería Médico Quirúrgica. Vol. I, II y III*. Madrid: Síntesis, 2002.
- Smeltzer SC y Bare. *Enfermería Médico-Quirúrgica I y II*, 8ª edición, México, McGraw-Hill Interamericana, 1998 § Swearingen P. *Enfermería Médico-Quirúrgica*. Madrid: Mosby/Doyma, 1997.
- Atkinson J, Fortunato N. *Técnicas de Quirófano*. Madrid: Harcourt Brace, 1998.
- Farreras P, Rozman C. *Medicina Interna*. 12ª ed. Barcelona: Doyma, 1991
- Harrison C. *Principios de Medicina Interna*. 18ª ed Madrid: McGraw-Hill, 1991.
- Kozier y cols. *Fundamentos de Enfermería. Conceptos, proceso y práctica*. Vol.1. 5ª ed. Madrid: McGraw-Hill. Interamericana; 1999
- Kozier B, Erb G, Blais K, Young Y, Smith J. *Técnicas de Enfermería Clínica*. Madrid: McGraw-Hill. Interamericana; 1999
- *Nursing Photobook: Colección Completa*. Barcelona: Doyma, 1986,1987 y 1988.
- Navarro V, Novel G. *Enfermería Médico-Quirúrgica. Necesidad de comunicación y seguridad*. Barcelona: Masson, 1995.
- Netter FH. *Colección de ilustraciones médicas*: Barcelona: Salvat, 1986.
- Potter Perry. *Fundamentos de Enfermería*. Madrid: Mosby, 2001.
- Porth. *Fisiopatología. Salud-enfermedad: un enfoque conceptual*. Panamericana, 2009
- Asociación Americana de Enfermería Psiquiátrica. (2012) *Quality Indicators for Psychiatry/Mental Health*.
- Caminero Luna, P y cols. (2012). *Manual de procedimientos de enfermería de salud Mental comunitaria en la Comunidad de Madrid. Planificación estratégica*. Madrid: Consejería de sanidad.
- Comité Jurídico de Confederación SALUD MENTAL ESPAÑA. (2017). *Informe sobre el estado de los derechos humanos de las personas con trastornos mentales en ESPAÑA*. Confederación Salud Mental España.
- Comisión de las comunidades europeas. (2005). *Libro Verde: Mejorar la salud mental de la población Bruselas*.
- García Laborda, A (coord.). (2009). *Situación de la enfermería de salud mental en el SNS. Un estudio descriptivo*. Madrid: AEN
- IPSSM José Germain. (2010) *Buscando la excelencia en Salud Mental*. Madrid: IPSSMJG.
- Ministerio de sanidad, política social e igualdad. (2011). *Estrategia en salud mental del sistema nacional de salud*. Madrid.
- Muñoz, M y cols. (2009). *Estigma en la enfermedad mental*. Madrid: ed. UCM.
- North American Nursing Diagnoses Association. (2016). *Diagnósticos enfermeros: Definiciones y Clasificación*. 2015-2017. Madrid: Elsevier.
- Orden SPI/1356/2011, de 11 de mayo, por la que se aprueba y publica el programa formativo de la especialidad de Enfermería de Salud Mental.
- Organización Mundial de la Salud. (2003). *Conjunto de guías sobre servicios y políticas de salud mental*. España: Edit. Editores Médicos, S.A. EDIMSA
- Rocamora, A. (2012). *Intervención en crisis en las conductas suicidas*. Bilbao: Desclee de Brouwer.
- Servicio Madrileño de Salud. (2018) Plan estratégico de Salud Mental 2018-2020. Madrid: Consejería de Sanidad de la Comunidad de Madrid.

- Sociedad española de psiquiatría. (2010). *Indicadores para la evaluación de sistemas de salud mental en España*. Gclim-SEP.

Recommended websites:

- <http://www.aentde.com/> Asociación Española de Nomenclatura, taxonomía y diagnósticos de enfermería
- <http://anesm.net/> Asociación Nacional de enfermería de salud mental
- <http://www.apna.org/> American Psychiatric Nurses association.
- <http://www.index-f.com/presencia/revista.php> Revista de enfermería de salud mental

Unit 3. Nursing care of elderly patients

- Carbonell-Fornés P, Murillo-Llorente, M. Las úlceras por presión en gerontología: prevalencia y variables definitorias de las lesiones y pacientes. *Gerokomos*. 2015;26(2):63-67.
- Consejería de Salud del Servicio Andaluz de Salud (2002). *Cuestionarios, tests e índices para la valoración del paciente*. Autores de la revisión: Gonzalo Duarte Climents y Susana Rodríguez Gómez. Sevilla: Servicio Andaluz de Salud. Consejería de Salud. Junta de Andalucía. Recuperado de: http://www.juntadeandalucia.es/servicioandaluzdesalud/contenidos/publicaciones/datos/95/pdf/cuestionario_completo_sas.pdf
- Eliopoulos C. (2014). *Enfermería gerontológica*. 8ª ed. Barcelona: Wolters Kluwer Health/Lippincott Williams & Wilkins. (e-book. Acceso a recurso digital)
- Elizondo Armendáriz JJ. Prescripción inapropiada de medicamentos en el paciente anciano y criterios para la mejora. *Anales del Sistema Sanitario de Navarra*. 2015;38(3):371-373
- Fernández RE, López N, Martín S, Zubillaga E. Plan de cuidados de enfermería estandarizado del paciente con ictus. *Nuberos Científica*. Volumen 1. Núm 7. Julio-October 2012
- García Hernández M, Torres Egea MP, Ballesteros Pérez E. (2006). *Enfermería Geriátrica*. 2ª ed. Barcelona: MASSON
- García López MV, Rodríguez Ponce C, Toronjo Gómez AM. *Enfermería del anciano*. Valencia: Difusión Avances de Enfermería; 2008.
- García Romero G, Ortega Fernández E, Armendáriz Ortega AM. Educación y promoción para la salud de los adultos mayores: para una vida en movimiento. *Rev. Aladefe*. 2016; 6(1):63-68.
- González. *Geriatria*. SI: McGraw Hill Interamericana; 2009. (e-book)
- Grupo de Trabajo de la Guía de Práctica Clínica para el manejo de pacientes con Ictus en Atención Primaria. *Guía de Práctica Clínica para el manejo de pacientes con Ictus en Atención Primaria*. Plan de Calidad para el Sistema Nacional de Salud del Ministerio de Sanidad y Política Social. Unidad de Evaluación de Tecnologías Sanitarias de la Agencia Laín Entralgo de la Comunidad de Madrid; 2009. Guías de Práctica Clínica en el SNS: UETS Nº 2007/5-2.
- Guillén Llera F, Pérez del Molino J, Petidier Torregrosa R. *Síndromes y Cuidados en el paciente geriátrico*. 2ª Ed. Barcelona: ElsevierMasson; 2008.
- Kaschak D, Jakovac DA (1996). *Planes de cuidados en geriatría*. Revisión de la versión española Pilar Vilagrasa. Madrid: Mosby/Doyma, D.L.
- Mauk KL / Traductores: Núñez Fernández O., Sánchez Creus P. (2008). *Enfermería Geriátrica : Competencias asistenciales*. Madrid: McGraw-Hill, D.L.
- Millán Calenti JC. *Gerontología y geriatría: valoración e intervención*. Madrid: Médica Panamericana, 2011.
- Moorhead S, Johnson M, Maas ML, Swanson S. Clasificación de Resultados de Enfermería (NOC). Madrid: Elsevier; 2011.
- Ocampo JM, Reyes-Ortiz CA. Revisión sistemática de literatura: Declinación funcional en ancianos hospitalizados. *Revista médica Risaralda* [online]. 2016 22(1):49-57.
- Pérez Guirado NM. *Geriatría y salud en la comunidad*. Buenos Aires: El Cid; 2009. (e-book)
- Quintanilla Martínez M. (2006). *Cuidados integrales de enfermería gerontogeriátricos*. 2ª ed. Barcelona: Monsa.
- Sáenz de Mira Camino A. *Geriatría práctica*. México DF: ed. Alfil; 2009. (e-book)
- Sáez López MP, Sánchez Hernández N, Jiménez Mola S, Alonso García N, Valverde García JA. Tratamiento del dolor en el anciano: analgésicos no opioides. *Revista de la Sociedad Española del Dolor*. 2016;23(1):39-44.

- Tabloski P. *Enfermería gerontológica*. Madrid: Prentice Hall; 2010. (e-book. Acceso a recurso digital)

Bibliography on clinical simulation

- Brett-Fleegler M. "Debriefing assessment for simulation in healthcare: development and psychometric properties". *Simulation Healthc.* (2012). Nº. 7(5): 288–294.
- Cooper JB.: "Design and evaluation of simulation scenarios for a program introducing Patient safety, teamwork, safety leadership and simulation to health-care leaders and managers". *Simulation Healthc.* 2011; 6:231–238.
- Issenberg SB.: "The scope of simulation-based healthcare education". *Simulation in Healthcare* (2006) Vol. 1: 203–208.
- Maestre JM.: "Teorías y estilos de debriefing: el método con buen juicio como herramienta de evaluación formativa en salud" *Rev Esp Cardiol.* 2015; 68 (4): 282-285.
- Rudolph JW. et al: "Debriefing as formative assessment: closing performance gaps in medical education". 2008 by the Society for Academic Emergency Medicine.
<http://www.ncbi.nlm.nih.gov/pubmed/18945231>