

## 1. OVERVIEW

Subject area	Health Maintenance and Recovery 2: Integration of Care Processes 4
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 6

## 2. INTRODUCTION

"Health Maintenance and Recovery 2" 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 applied to situations that affect people over the course of their life, focusing on the complexity and causes (biological, psychological and social factors). We will take a closer look at the complex needs of individual and/or family care by contextualising and analysing the nursing process for different health/illness processes.

## 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.
- 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: 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):**

- CT1: Students will be able to analyse and evaluate aspects of their own professional activity from an ethical point of view, making decisions and assuming the consequences of their own and other people's actions.
- CT3: Contribute actively in work teams, assuming shared responsibilities.
- CT4: Apply effective communication strategies in professional practice.
- CT11: Show initiative to pursue additional responsibilities, evaluating work results to ensure compliance with quality standards.

**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.
- 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.
- CE19: Provide general care at all stages of maternity and understand the specific aspects of neonatal care to support women and their newborns in adapting to new challenges and to prevent complications.
- CE21: Analyse a child's assessment data, identifying the nursing problems and complications that may arise and selecting the nursing interventions appropriate to their health status, as well as those derived from the methods of diagnosis and treatment. Employ nursing care techniques, establishing a therapeutic relationship with children and their carers and providing health education to parents or primary carers.

**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.
- CUE7: Establish full professional communication and cooperate with members of other health professions.

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

RA1. Carry out the assessment, diagnosis and nursing treatment for a healthy child, a child with acute illness and a child with chronic illness.

RA2. Carry out the assessment, diagnosis and nursing treatment for a woman with regard to sexual and reproductive health (including normal pregnancy) and with gynaecological/obstetric issues.

RA3. Identify life-threatening situations and decide on priority action.

RA4. Describe the specific characteristics of the nursing care process for patients in life-threatening situations (decision making, cooperation, communicating with families/relations).

RA5. Perform specific techniques and procedures for the maintenance of vital functions, according to the type of patient and context of care (out-of-hospital and in-hospital emergency).

RA6. Perform specific techniques and procedures for the maintenance of vital functions, according to the type of patient and context of care (critical care unit).

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

Skills	Learning outcomes
CB1, CB3, CB4 CG3, CG8, CG14, CE12, CUE1, CUE6	<b>RA1.</b> Carry out the assessment, diagnosis and nursing treatment for a healthy child, a child with acute illness and a child with chronic illness.
CB1, CB3, CB4 CG3, CG8, CG14, CE12, CE19 CUE1, CUE6	<b>RA2.</b> Carry out the assessment, diagnosis and nursing treatment for a woman with regard to sexual and reproductive health (including normal pregnancy) and with gynaecological/obstetric issues.
CB3, CG6 CT1 CE9, CE17 CUE1 and CUE6	<b>RA3.</b> Identify life-threatening situations and decide on priority action.
CB3, CG3, CG6, CG8, CT3, CT4, CT11, CE9, CE17 CUE7	<b>RA4.</b> Describe the specific characteristics of the nursing care process for patients in life-threatening situations (decision making, cooperation, communicating with families/relations).
CB5, CG8, CG17 CT3, CT4, CE14, CE21 CUE7	<b>RA5.</b> Perform specific techniques and procedures for the maintenance of vital functions, according to the type of patient and context of care (out-of-hospital and in-hospital emergency).
CG6	<b>RA6.</b> Perform specific techniques and procedures for the maintenance of vital functions, according to the type of patient and context of care (critical care unit).

## 4. CONTENTS

- Development of the nursing role for making decisions on the diagnosis and nursing treatment of patients (children, women, critical adults and palliative care). Effective professional communication with the patient, family and team.

Promotion of self-care and self-management of health status. Promotion of lifestyle changes, factors that impact health. Protocols and continuity of care. The humanisation of patient and family care.

- Characteristics of focused assessment of different types of patients in different care settings (primary care, school, hospital, home, emergency room, ICU, 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 maintaining vital functions, reducing 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.** Nursing Care for Paediatric Patients

**Unit 2.** Nursing care for women with regard to sexual and reproductive health and gynaecological/obstetric issues.

**Unit 3.** Nursing care for patients in life-threatening situations

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures
- 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
Lectures	9
Asynchronous lectures	6
Group work	23
Group tutorials	2

Simulation activities	58
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	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:

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### Unit 3. Nursing care for patients in life-threatening situations

- *Recomendaciones para la Resucitación Cardiopulmonar 2015*. A través de la siguiente URL (<http://www.cercp.org/guias-y-documentos/guias/guias-2015>) del Consejo Español de Resucitación Cardiopulmonar (CERCP) se pueden descargar las siguientes guías:
- *Recomendaciones para la Resucitación 2015 del Consejo Europeo de Resucitación (ERC)*. Sección 1: Resumen Ejecutivo. Traducción oficial autorizada al español del CERCP. URL: [http://www.cercp.org/images/stories/recursos/Documentos/Recomendaciones\\_ERC\\_2015\\_Resumen\\_ejecutivo.pdf](http://www.cercp.org/images/stories/recursos/Documentos/Recomendaciones_ERC_2015_Resumen_ejecutivo.pdf)
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