1. OVERVIEW

Subject area	Final Degree Project
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	4th
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semesters 7 and 8

2. INTRODUCTION

The final degree project is a project geared towards the professional, scientific world, which must be completed and presented by the student of the Bachelor's Degree in Nursing.

The aim of this project is to integrate the knowledge acquired during the degree, and to show evidence of having achieved the skills needed for the profession.

The student must use and expand on tools and methods for searching and analysing data, in order to gain relevant and up-to-date knowledge in the field of care.

It is an individual, original and unpublished piece of work, which has not been previously presented in another subject area, research event or publication.

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.
- 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)

- CG5.Design care systems aimed at individuals, families or groups, assessing their impact and making the appropriate modifications.
- CG6.Base nursing interventions on scientific evidence and available resources.
- C16.Learn about health information systems.

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

- CUE8: Assess the quality of care and improve your own professional practice as a general care nurse.

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

- CT2: Manage information, resources and technologies independently to achieve your learning objectives.
- CT4: Apply effective communication strategies in professional practice.
- CT6: Identify new opportunities and resistance to change from yourself and others.
- CT9: Evaluate and assess the cultural complexity of global organisations and institutions, and learn from their good practices.
- CT10. Take on and/or set challenging individual goals, and meet individual goals and objectives.
- CT11. Show initiative to pursue additional responsibilities, evaluating work results to ensure compliance with quality standards.
- CT12: Critically evaluate information and its sources, identify gaps (missing) information and search appropriate sources to fill them.
- CT13. Synthesise information and integrate it with what is already known about a topic.
- CT14: Identify patterns from information and understand the big picture, ensuring you use the best practices and analyse quantitative and qualitative data.
- CT15: Identify and solve work problems independently, considering various approaches to problem solving.

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

- CE31: Final degree project: Cross-cutting unit involving work carried out on varied subject matter.

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

- RA1. Search for health and social care information, including selection and retrieval of information.
- RA2. Critically interpret a range of information and data sources.
- RA3. Organise information in a structured way in the form of reports.

- RA4. Show creativity and initiative, integrating acquired knowledge and skills.
- RA5. Defend opinions and arguments, focused on achieving quality standards in the profession.
- RA6. Suggest methods and/or actions to transform theoretical knowledge into practical knowledge for the care of individuals, families, groups and/or community.

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

Skills	Learning outcomes
CB1, CT2, CT14, CG6, CG16	RA1. Search for health and social care information, including selection and retrieval of information.
CB3, CT2, CT9, CT12, CT13, CT14	RA2. Critically interpret a range of information and data sources. RA3. Organise information in a structured way in the form of reports.
CB2, CB4, CB5, CT4, CT11, CT15, CG6	RA4. Show creativity and initiative, integrating acquired knowledge and skills.
CB4, CB5, CUE8, CT6, CT10, CG5, CE31	RA5. Defend opinions and arguments, focused on achieving quality standards in the profession. RA6. Suggest methods and/or actions to transform theoretical knowledge into practical knowledge for the care of individuals, families, groups and/or community.

4. CONTENTS

The proposed method of carrying out the final degree project is to conduct a literature review, with the aim of undertaking documentary research. This is an individual project that aims to assess the student's acquisition of the basic, general and specific skills associated with the Bachelor's Degree in Nursing.

Students will approach the final degree project paper through 5 modules of content, which will be reflected in the final written document and will be defended in a public oral presentation.

Each of these modules must be submitted within the deadlines established on the virtual campus. Tutor corrections of each module will guide and support the learning process.

Module 1. Introduction to the final degree project and rationale for the topic

Introductory section that contextualises the topic of study and gives reasons for the choice of topic. The

topic of study must fall within one of the proposed topic areas.

Module 2. Methodology and Results

The student will describe the documentary research process in detail. Description of the

sample of articles found.

Section 3. Discussion

Elaboration of content in relation to the topic.

The results obtained from the literature search on the chosen topic will be presented.

Section 4. Conclusions and final thoughts

Conclusions on the subject, linked to the study objectives, will be presented. Final

reflections on the topic discussed and the implications for the nursing profession. **Section**

5. Final document and oral presentation of the project

The student will shape the whole document, following the guidelines provided and including each of the modules addressed. All the sections worked on must be included in the project.

An overview of the final document will be given to the final degree project examining board in the oral presentation, in the form of a summary.

In order to facilitate the approach to each module, students will have access to synchronous seminars on theory and practice.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:
- Collaborative learning
- Project-based learning

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Research and projects	60
Group work	5
Group tutorials	20
Searching resources and choosing information sources	10
Oral presentations	5
Independent working	50
TOTAL	**150 h**

The suggested seminars aim to facilitate the acquisition of skills in the development of the final degree project:

- Welcome to the Final Degree Project
- Literature search; citing in APA and VANCOUVER style
- Reference manager (Mendeley)
- Critical reading of scientific articles and papers
- Final drafting of the final degree project
- Oral presentation for the defence of the final degree project

These seminars will be held online synchronously, in the morning and afternoon; except for the first and the last one, which will be on campus. Students will be informed of the schedule of these seminars at the beginning of the year.

7. ASSESSMENT

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

On campus:

Assessment system	Weighting
Performance monitoring (monitoring of work over the course of the year)	10%
Projects (final written document)	60%
Public presentation of final degree project	30%

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:

- Grove, Susan K. Investigación en enfermería: desarrollo de la práctica enfermera basada en la evidencia. Barcelona Elsevier, 2019
- Cabello López. Lectura crítica de la evidencia clínica, Cabello JB, Elsevier, Barcelona 2022
- Fernández Lasquety B. Introducción a la investigación en Enfermería. Editorial DAE, 2013. Disponible desde la biblioteca (ENFERTECA)
- Gómez Sánchez AF. Guía para búsquedas de información científica. Editorial DAE, 2017. Disponible desde la biblioteca (ENFERTECA)

For a critical reading of documents:

- CASPe: Programa de Habilidades en Lectura Crítica Español [Internet]. Alicante: CASPe; 2017. http://www.redcaspe.org

- Como citar y tutorial Mendeley: https://web-uem.bibliocrai.universidadeuropea.es/index.php/es/buscar-informacion-sobre/gestion-bibliografica
- Documento PRISMA: aquí encontraréis una guía de cómo hacer una revisión y el diagrama o figura de elección de documentos.
  https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1003583