

1. OVERVIEW

Subject area	History and Foundations of Nursing
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	1st
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. INTRODUCTION

Through the study of the various contents in the teaching guide of the subject of History and Foundations of Nursing, the goal is for the student to acquire a solid foundation of knowledge and an understanding of the basic principles of nursing. This will enable them to support the different areas of study that they will have to address throughout their training period.

Nursing, like all Health Sciences, is immersed in a dynamic process of change and therefore subject to continuous challenges. New lifestyles, new forms of illness, new procedures to combat them, and technological advances yet to be imagined are challenges that require future professionals to acquire the ability to accept these changes, adapt to them, and modify their ways of acting to meet new needs. It is important to remember that regardless of the advances that the future holds, the essence of nursing practice must remain the same: care provided by human beings (who have knowledge, use a methodology, and make a commitment) to other human beings with specific needs and demands for assistance.

Students must learn to understand the human being in its entirety, taking into account biological, psychological, social, and spiritual aspects, as well as their needs and behaviors in each stage of the life cycle and in various circumstances they may encounter.

3. SKILLS AND LEARNING OUTCOMES

In the table below, the relationship between the competencies developed in the subject and the learning outcomes pursued is presented:

Basic Competencies (CB, by the acronym in Spanish):

- CB1: Students have demonstrated possession and understanding of knowledge in an area of study that builds on general secondary education and is typically found at a level that, while supported by advanced textbooks, also includes aspects involving knowledge from the forefront of their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills usually demonstrated through the development and defense of arguments and problem-solving within their area of study.
- CB3: Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.
- CB4: Students can convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

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

- CG3: Know and apply historical foundations and theoretical and methodological principles.
- CG4: Understand interactive behavior of the individual: Consider factors such as gender, group, or community within their social and multicultural context.
- CG7: Understand individuals without prejudice: Respect their physical, psychological, and social aspects. Ensure respect for opinions, beliefs, values, and the right to privacy.
- CG9: Promote healthy lifestyles and self-care: Support preventive and therapeutic behaviors.
- CG12: Know the ethical and deontological code of Spanish nursing: Understand ethical implications of health in a globally transforming context.

Transversal Competencies (CT, by the acronym in Spanish):

- CT3: Awareness of ethical values: The student should possess the capacity to feel, judge, argue, and act consistently, persistently, and autonomously in accordance with moral values.
- CT4: Communication skills: The student should be capable of expressing concepts and ideas effectively, including the ability to communicate in writing with conciseness and clarity, as well as speaking publicly in an efficient manner.
- CT5: Interpersonal understanding: The student should be capable of active listening to reach agreements, utilizing an assertive communication style.
- CT10: Innovation-Creativity: The student should be capable of devising new and different solutions to problems, adding value to the challenges they encounter.

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

- CE11: Identify, integrate, and relate the concept of health and care from a historical perspective to understand the evolution of nursing care.
- CE12: Understand, from an ontological and epistemological perspective, the evolution of the central concepts that shape the nursing discipline, as well as the most relevant theoretical models. Apply scientific methodology in the caregiving process and develop corresponding care plans.
- CE13: Apply the nursing process to provide and ensure the well-being, quality, and safety of the individuals being attended to.
- CE14: Acquire and apply the principles that underlie comprehensive nursing care.
- CE15: Direct, evaluate, and provide comprehensive nursing care to individuals, families, and communities.

Ethical-Social Competence:

- Demonstrate ethical behaviors and social commitment in performing the activities of a profession, as well as sensitivity to inequality and diversity. This competence development will foster appropriate behaviors in academic and/or professional social and environmental norms and commitments and respectful behaviors towards diversity, promoting inclusive actions in the academic and/or professional environment. Therefore, through the development of this competence, a contribution will be made, to a greater or lesser extent, to the achievement of the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/>).

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

- RA1: Ability to work in a holistic, tolerant, non-judgmental, careful, and sensitive manner.
- RA2: Awareness of the various roles, responsibilities, and functions of a nurse.
- RA3: Ability to respond to patient needs by planning, delivering services, and evaluating individualized programs.

- RA4: Ability to critically question, evaluate, interpret, and synthesize a range of information and data sources.

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

Competences	Learning Outcomes
CB1, CB2, CB3, CB4, CB5, CG4, CG7, CG9, CG12, CT3, CT4, CT5, CT10, CE11, CE12, CE13, CE14 y CE15.	RA1
CB1, CB2, CB3, CB4, CB5, CG4, CG7, CG9, CG12, CT3, CT4, CT5, CT10, CE6, CE12, CE13 Y CE14	RA2
CB1, CB2, CB3, CB4, CB5, CG3, CG4, CG7, CT3, CT4, CT5, CT10 CE11, CE12, CE14	RA3
CB1, CB2, CB3, CB4, CB5, CG3, CG4, CG7, CG9, CG12 CT3, CT4, CT5, CT10 CE6, CE11, CE12 Y CE14 Competencia Ético-Social	RA4

4. CONTENTS

MODULE I: HISTORY OF NURSING

- Introduction to the history of nursing
- Factors that have conditioned the evolution of nursing.
- Domestic care stage
 - Prehistory
 - Ancient civilizations: Egypt, Fertile Crescent, India, China, and the New World.
 - Classical world: Greece and Rome
- Vocational care stage
 - Beginning of the Christian world
 - High Middle Ages
 - Low Middle Ages
 - Modern world
- Technical care stage
 - Historical context
 - 19th century
 - Nursing reform in the 20th century
- Professional care stage
 - Turn of the millennium
 - Historical situation
 - Advances in health
 - Professionalization of nursing
 - Nursing in Spain in the 20th century

- European Higher Education Area
- Nursing fields of action.

MODULE II: INTRODUCTION TO THE NURSING PROFESSION

Socialization process

- Concept and characteristics of the socialization process
- Stages of socialization
- Agents of socialization
- Nursing socialization: anticipatory, academic, and professional
- Requirements for nursing socialization
- The deontological code
- Types of learning
- Steps for assuming a value
- Professional values and attitudes.

Nursing as a profession

- Profession and vocation
- Principles of a profession
- Functions of nursing
- Roles of the nursing professional and areas of nursing profession intervention.

Care as an identifying factor of the nursing profession

- Concept of caring and caregiver
- Social function of nursing
- Personal care, informal care, and health care
- Purpose of health care
- Nursing care: orientations, components, values and principles, characteristics
- References for nursing practice and references for nursing care.

MODULE III: CONCEPTUAL FRAMEWORK OF NURSING: THEORIES AND MODELS

Development of nursing knowledge

- Evolution of nursing knowledge
- Nature of nursing service
- Components of nursing knowledge: metaparadigm, models, and theories.
- Fundamental theories in the development of nursing knowledge: Theory of Human Needs, Systems Theory, Communication Theory, Psychosocial Development Theories.

Major nursing models and theories

- Virginia Henderson, Dorothea Orem, Callista Roy, Hildegard Peplau, among others.

MODULE IV: THE NURSING PROCESS

Introduction to nursing methodology

- Definition, characteristics, and benefits
- Need for the nursing process.
- Critical thinking in nursing
- Therapeutic judgment and clinical judgment

Nursing assessment by Marjory Gordon's Functional Patterns

First Stage of the Nursing Process: Assessment.

Second stage: Diagnosis. NANDA Taxonomy

Third stage: Planning. NOC and NIC Taxonomy

Fourth and Fifth Stages: Implementation and Evaluation.

PRACTICAL CONTENT

Interprofessional Education: Creating a group video on the Stages of Nursing History.

Activity for Theme 2: Socialization: Infographic.

Questionnaire for Themes 2, 3, and 4.

Activity: Study of the most influential schools of thought, models, and theories in the nursing discipline.

Clinical cases.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

Master class.

Cooperative Learning

Communicative tasks

Skills Workshops and Complex Simulation Workshops

Case method

6. LEARNING ACTIVITIES

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

On campus:

Learning Activities	Number of hours
Master Classes	34
Asynchronous Master Classes (Student's Digital Experience)	12
Practical Exercises	40
Seminars	5
Self-Study	40
Tutoring	10
Presentations	2
Case Analysis	5
Knowledge Tests	2
TOTAL	150

7. ASSESSMENT

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

On campus:

ASSESSMENT SYSTEM		WEIGHTING
SECTION 1	Interprofessional Education: Creation of a group video on the Stages of Nursing History	10
	Activity for Theme 2: Socialization.	10
	Questionnaire for Themes 2, 3, and 4.	10
	Oral presentation: Study activity on the most influential schools of thought, models, and theories in the nursing discipline.	10
SECTION 2	Theoretical assessment test	50
	Practical test: Clinical case	10

8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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