

1. OVERVIEW

Subject area	Assessment of Health and Illness: Integration of Care Processes 1
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 2

2. INTRODUCTION

By studying the various contents of the teaching guide for the subject of Basic Processes and Care, it is intended that the student will be able to acquire the basic theoretical foundations, as well as the practical skills related to this knowledge, while assuming the values and standards on which the Nursing profession is based.

Nursing, like all Health Sciences, is immersed in a dynamic process of change and therefore subject to a continuous challenge; new lifestyles, new ways of getting sick, new procedures to combat them, technological advances that are still unimaginable, are challenges that mean that future professionals have to acquire the ability to accept these changes, adapt to them and modify their ways of acting to new needs. , without forgetting that whatever advances the future holds for us, the essence of nursing practice must remain the same: care provided by human beings, who have knowledge, who use a methodology and who acquire a commitment , to other human beings who have needs and demands for help. Students have to learn to know the human being in a comprehensive way, contemplating him as a biopsychosocial being, with different needs and behaviors in each of the stages of the life cycle.

For the development of the subject of Basic Processes and Care we have chosen Majory Gordon's structure of functional health patterns.

In this matter, the Ethical-Social competence will be worked on. Show ethical behavior and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity. Through its development it will promote:

- Behaviors appropriate to social and environmental standards and commitments in the academic and/or professional field.
- Behaviors of respect towards diversity, promoting inclusion actions in the academic and/professional field.

Therefore, through the development of this competence, we will contribute 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/es/>).

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: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area 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: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- 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.
- GC4. Understand the interactive behaviour of individuals in terms of gender, group or community, within their social and multicultural context.
- • CG7: Understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secret.
- CG9: Promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviors.

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

- CT04: Communication skills: That the student be able to express concepts and ideas effectively, including the ability to communicate in writing with conciseness and clarity, as well as speak in public effectively.
- CT05: Interpersonal understanding: That the student is capable of active listening in order to reach agreements, using an assertive communication style
- CT10: Innovation-Creativity: That the student is able to devise new and different solutions to problems that add value to problems that arise.

- 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
- CUE4: Independently take immediate measures for life support and implement measures in crisis and disaster situations.

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

- CE6 - Apply health care information and communication technologies and systems.
- CE13: Apply the nursing process to provide and guarantee the well-being, quality and safety of the people cared for.
- CE14: Know and apply the principles that support comprehensive nursing care.
- CE15: Direct, evaluate and provide comprehensive nursing care to the individual, family and community.

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

- RA1. Perform the nursing assessment of the adult patient by interview.
- RA2. Perform the nursing assessment of the adult patient by physical examination: observation, auscultation, palpation and percussion.
- RA4. Perform the following basic care procedures, applying universal biosafety standards: mobility and body posture, prevention of risks due to immobility, patient hygiene and dressing.

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

Skills	Learning outcomes
CB1, CB2, CB3, CB5 CG9, CT4, CT10 CE14, CE15, CE6	RA1
CUE1, CE17, CB3	RA 2.
CB1, CB5, CG8, CT3, CE12	RA4.

CUE4, CE9

RA6. Recognise life-threatening situations and carry out life-saving manoeuvres basic life support (adult and child).

4. CONTENTS

The subject is organized into 3 learning units, which, in turn, are divided into topics:

Theoretical Contents:

- Topic 1. Hospitalization process.
- Topic 2. Hospital hygiene and hand washing / Isolations / Waste management.
- Topic 3. Medication administration other ways.
- Topic 4. Taking samples.

Practical Contents:

- Technique 1. Hygiene of the bedridden patient. Mobilization and transfers.
- Technique 2: Vital Signs. T^a, TA, Sat O2, FC, FR, GD
- Technique 3. Vital Signs: ECG
- Technique 4. SNG technique. metabolic nutritional pattern
- Technique 5: Rectal Probing: Administration of enemas + washing
- Technique 6: Bladder Catheterization
- Technique 7: Medication Administration IM, SC, ID
- Technique 8. Analysis + Blood cultures
- Technique 9. IV Medication Administration
- Technique 10: Suture Workshop
- Technique 11. Bandages Workshop. Hot-Cold Applicati

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Master class
- Cooperative learning
- Communicative tasks
- Problem Based Learning (PBL)
- Simulation environments
- 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 activity	Number of hours
Master Classes	24
Asynchronous Master Classes	12
Practical exercises	50
Seminars	5
Self-study	40
Tutorships	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
Directed individual work	10%
Briefcase	10%
Oral presentation	10%
Knowledge test	40%
Practical tests	30%
TOTAL	100 %

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 works of reference for following up this subject area are:

- Kozier, B., Berman, A., & Snyder, S. (2013). *Fundamentos de enfermería: Conceptos, proceso y práctica*. Madrid: Pearson Educación

The recommended bibliography is indicated below:

- Wilkins, Lippincott. *Enfermería Fácil Fundamentos de enfermería* (2016). Wolters Kluwer (libro disponible online desde la biblioteca)
- Herreo Alarcón A, González Gómez IC. (2019). *Técnicas y procedimientos de enfermería* Tomos 1 y 2. DAE editorial (Acceso digital ENFERTECA, desde la biblioteca)

- Sanjuán Quiles A (2012). Cuidados al paciente con alteraciones respiratorias. DAEeditorial: Revisar el capítulo de valoración del paciente (bloque I, tema 2) (Acceso digital ENFERTECA, desde la biblioteca)
- Ball j, Rymer S et al. (2015). Guía Seidel de exploración física. Barcelona: Elsevier. (8ª edición). (antes Guía Mosby)
- Fuente, R. M., & DAE. (2015). *Enfermería médico-quirúrgica 2015*. Tomo I. S.l.: s.n.
- Jensen, S., Serrahima Formosa, L., & Vilaret Fusté, E. (2012). *Valoración de la salud en enfermería: Una guía para la práctica*. Wolters Kluwer/Lippincott Williams & Wilkins Health.
- Lewis, S. M., Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2009). *Enfermería medicoquirúrgica: Valoración y cuidados de problemas clínicos*. Elsevier.