

1. OVERVIEW

Subject area	Nursing Care in Health Alterations I
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	2nd
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. INTRODUCTION

The subject Nursing Care in Health Alterations I belongs to the Clinical Nursing Module. This Module is developed from a vertical integration, throughout the four years of training, it has a total of 24 ECTS credits. Students will mainly acquire the related skills to detect and provide an adequate response to the different health alterations of greatest relevance that may occur in the individual and that are related to the Activity-Exercise Pattern:

- Health alterations in relation to oxygenation.
- Care process for adults with alterations in perfusion/cardiovascular processes.
- Health alterations in relation to oxygenation.
- Oxygenation in the adult.
- Care process for adults with alterations in ventilation/respiratory processes.
- Nursing care for the Surgical patient.

The student must acquire all this knowledge that will allow him to provide care focused on nursing practice, using reflective thinking and being able to apply the Nursing Care Process in a comprehensive and individualized way, being aware of the variability and particularity that make up each individual. .

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: That students have demonstrated possession and understanding of knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2: That students know how to apply their knowledge to their work or vocation in a professional way 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: That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
- CB4: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.
- CG5: Design care systems aimed at individuals, families or groups, evaluating their impact and establishing appropriate modifications.
- CG6: Base nursing interventions on scientific evidence and available means.

- CG8: Promote and respect the right of participation, information, autonomy and informed consent in the decision-making of the people cared for, in accordance with the way they live their health-illness process.
- CG11: Establish effective communication with patients, family, social groups and colleagues and promote health education.
- CG14: Establish evaluation mechanisms, considering scientific-technical and quality aspects.

Transversal skills (CB, by the acronym in Spanish):

- CT1: Responsibility: That the student is able to assume the consequences of the actions he performs and be responsible for his own actions.
- CT6: Flexibility: That the student is able to adapt and work in different and varied situations and with diverse people.
- CT8: Initiative: That the student is able to proactively anticipate by proposing solutions or alternatives to the situations presented.
- CT9: Planning: That the student is able to effectively determine his or her goals and priorities, defining the optimal actions, deadlines and resources required to achieve such goals.

Specific competencies (CB, by the acronym in Spanish):

- CE12: Understand from an ontological and epistemological perspective, the evolution of the central concepts that make up the nursing discipline, as well as the most relevant theoretical models, applying scientific methodology in the care process and developing the corresponding care plans.
- 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.
- CE17: Know the health changes in adults, identifying the manifestations that appear in their different phases. Identify care needs derived from health problems. Analyze the data collected in the assessment, prioritize the adult patient's problems, establish and execute the care plan and carry out its evaluation. Perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and family members. Select interventions aimed at treating or preventing problems derived from health deviations. Have a cooperative attitude with the different members of the team.

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

- RA1: Ability to adjust your role in order to respond effectively to the needs of the population or patients.

- LO2: Ability to undertake comprehensive and systematic assessments using the appropriate tools and frameworks for the patient.
- RA3: Ability to recognize and interpret normal or changing signs of health/poor health, suffering, disability of the person.
- RA4: Ability to question, evaluate, interpret and critically synthesize a range of information and data sources.
- RA5: Ability to enforce clinical judgments to ensure that quality standards are achieved and that practice is evidence-based.
- RA6: Relevant knowledge of and ability to apply natural and life sciences.
- LO7: Ability to adequately represent the patient's perspective and act to avoid abuse.
- LO8: Ability to adapt to social situations of great complexity and ambiguity in nursing practice .
- RA9: Ability to maintain the dignity, privacy and confidentiality of the patient (using the skills...).

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5. CG5, CG11. CT1, CT8, CT9. CE13, CE14, CE15, CE17.	RA1. Ability to adjust their role in order to respond effectively to the needs of the population or patients.
CB1, CB3, CB4. CG5, CG6, CG11, CG14. CT1, CT6, CT8, CT9. CE11, CE12, CE13, CE14, CE 15, CE 17.	RA2. Ability to undertake thorough and systematic assessments using the appropriate tools and frameworks for the patient.
CB1, CB2, CB3, CB5, CG5, CG14. CT1, CT8. CE17.	RA3. Ability to recognize and interpret normal or changing signs of a person's health/ill health, suffering, disability
CB1, CB3. CG6, CG14. CT9. CE13, CE15, CE17.	RA4. Ability to critically question, evaluate, interpret and synthesize a range of information and data sources.
CB3, CB5. CG14. CT9. CE15, CE17.	RA5. Ability to assert clinical judgment to ensure that quality standards are achieved and that practice is evidence-based.
CB1, CB2, CB3, CB5. CG5. CT9. CE11, CE14.	RA6. Relevant knowledge of and ability to apply natural and life sciences.
CB4. CG8, CG11	RA7. Ability to appropriately represent the patient's perspective and act to prevent abuse.

CT1. CE14.	
CB4. CG8, CG11 CT1. CE14.	RA8. Ability to adapt to social situations of great complexity and ambiguity in nursing practice.
CB4. CG8, CG11 CT1. CE14.	RA9. Ability to maintain patient dignity, privacy and confidentiality (using the skills...).

4. CONTENTS

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

Unit 1. Care of patients with alterations of the Cardiovascular System

- Topic 1. Basic CPR and AED
- Topic 2. Cardiovascular patient assessment (I)
- Topic 3. Cardiovascular patient assessment (II)
- Topic 4. Heart failure
- Topic 5. Arterial hypertension
- Topic 6. Arrhythmias
- Topic 7. Vascular Pathologies
- Topic 8. Infectious Pathology, Pathology of the pericardium
- Topic 9. Pathology of the Aorta.

Unit 2. Care of patients with alterations of the Respiratory System

- Topic 10. Care of respiratory patients I.
- Topic 11. Care of the respiratory patient II. Oxygen therapy.

Unit 3. Patient care in the Surgical process.

- Topic 12. Preoperative care
- Topic 13. Intraoperative Care
- Topic 14. Postoperative care

5. TEACHING-LEARNING METHODS

Below are the types of teaching-learning methodologies that will be applied:

- Master class
- Learning Cooperative
- Tasks communicative
- Problem Based Learning (PBL)

- Case method _

6. LEARNING ACTIVITIES

Below, the types of training activities that will be carried out and the student's dedication in hours to each of them are identified:

On campus:

Training activity	Number of hours
Practical exercises	75h
Master Classes	25h
Tutoring	5h
Autonomous Study	30h
Seminars	3pm
TOTAL	150h

7. ASSESSMENT

The evaluation systems are listed below , as well as their weight on the total grade of the subject:

On campus:

SECTIONS	Evaluation system	Weight
PARAGRAPH 1 (Knowledge) fifty%	Knowledge tests	fifty%
SECTION 2 (Activities) fifty%	Individual directed work	twenty%
	Practical Tests	twenty%
	Group work	10%
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 reference work for monitoring the subject is:

- Brunner and Suddarth . Medical-Surgical Nursing. 14th Ed. Madrid: Wolters Kluwer | Lippincott Williams & Wilkins; 2019.

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- Smeltzer S, Bare B, Hinkle JL, Cheever KH. Brunner and Suddarth . Nursing medical - surgical . 12th Edition . United States : Lippincott Williams & Wilkins. 2018.
- Swearingen PL. Medical-Surgical Nursing Manual. Nursing Interventions and Interdisciplinary Treatments. 6th Ed. Barcelona: Elsevier; 2008.
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