

## 1. BASIC DATA

SUBJECT area	Nursing Care in Health Alterations II
DEGREE	Bachelor's Degree in Nursing
SCHOOL	Biomedical and Health Sciences
YEAR	3º
ECTS	6 ECTS
TYPE	Compulsory
LANGUAGE	Spanish
MODE	On campus
SEMESTER	Semester 1

Con formato: Inglés (Reino Unido)

## 2. PRESENTATION

The Nursing Care module consists of 4 subjects taught in the third year, covering various human health alterations. The Nursing Care in Health Alterations II subject belongs to this module and is taught in the first semester of the third year.

The Nursing Care in Health Alterations II subject contributes to the student's training to detect and provide appropriate responses to the most relevant health alterations that may occur in individuals, related to M. Gordon's Functional Patterns of:

- Cognitive-Perceptual.
- Nutritional-Metabolic: Endocrine System.
- Activity-Exercise.
- Nursing care in patients with musculoskeletal problems.
- Nursing care in patients with ocular and ear problems.
- Care of individuals with endocrine alterations.

The academic pillar of simulation is present through "learning by doing", which is used during the course in different activities in the simulated hospital, as well as "data-driven" learning with searches in databases and scientific sources.

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In this subject, the Ethical-Social competence will be addressed. This involves displaying ethical behaviors and social commitment in the performance of professional activities, as well as sensitivity to inequality and diversity. Through its development, the following will be promoted:

- Appropriate behaviors to social and environmental norms and commitments in the academic and/or professional sphere.
- Respectful behaviors towards diversity, promoting inclusion actions in the academic and/or professional sphere.

Therefore, the development of this competence 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/>).

The interdisciplinary pillar is also addressed in this subject through the celebration of international conferences within the campus.

The aim of this subject is for the student to acquire the necessary knowledge to provide nursing-centered care, using reflective thinking and being able to apply the Nursing Care Process in a comprehensive and individualized manner, being aware of the variability and particularity that characterize each individual and through experiential learning.

### 3. Competences and learning outcomes

#### Basic Competences:

**CB01:** Students have demonstrated possession and understanding of knowledge in an area of study based on general secondary education, usually at a level supported by advanced textbooks, including some aspects that involve knowledge from the forefront of their field of study.

**CB02:** Students can apply their knowledge to their work or vocation in a professional manner and possess the competencies usually demonstrated through the development and defense of arguments and problem-solving within their area of study.

**CB03:** 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.

**CB04:** Students can convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.

**CB05:** Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

#### General Competences:

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Código de campo cambiado

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**CG05:** Design care systems aimed at individuals, families, or groups, evaluating their impact and making appropriate modifications.

**CG06:** Base nursing interventions on scientific evidence and available resources.

**CG08:** Promote and respect the right to participation, information, autonomy, and informed consent in the decision-making process of the individuals cared for, in line with how they experience their health-disease process.

**CG11:** Establish effective communication with patients, families, social groups, and colleagues and promote health education.

**CG14:** Establish evaluation mechanisms, considering scientific-technical aspects and quality.

Specific Competences:

**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, applying scientific methodology in the caring process and developing corresponding care plans.

**CE13:** Apply the nursing process to provide and ensure the well-being, quality, and safety of the individuals cared for.

**CE14:** Know and apply the principles that support comprehensive nursing care.

**CE17:** Know the health alterations of 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 problems of the adult patient, establish and execute the care plan, and evaluate it. Perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and family members. Select interventions aimed at treating or preventing problems arising from health deviations. Maintain a cooperative attitude with different team members.

**CE23:** Know the applicable legislation and the ethical and deontological code of Spanish nursing, inspired by the European code of ethics and deontology of nursing. Provide care, guaranteeing the right to dignity, privacy, intimacy, confidentiality, and decision-making capacity of the patient and family. Individualize care considering age, gender, cultural differences, ethnic group, beliefs, and values.

**CE25:** Know palliative care and pain control to provide care that relieves the situation of advanced and terminal patients.

**Cross-Cutting Competences:**

**CT01:** Responsibility: The student is capable of assuming the consequences of the actions he/she performs and being accountable for his/her own acts.

**CT06:** Flexibility: The student is capable of adapting and working in different and varied situations and with diverse people. This involves valuing and understanding different perspectives, adapting one's own approach as the situation requires.

**CT08:** Initiative: The student is capable of proactively anticipating, proposing solutions, or alternatives to the situations presented.

**CT09:** Planning: The student is capable of determining his/her goals and priorities effectively, defining the actions, deadlines, and optimal resources required to achieve such goals.

**Learning Outcomes:**

1. Ability to adjust their role to effectively meet the needs of the population or patients.
2. Ability to undertake comprehensive and systematic assessments using appropriate tools and frameworks for the patient.
3. Ability to recognize and interpret normal or changing signs of health/ill health, suffering, and incapacity of the person.
4. Ability to critically question, evaluate, interpret, and synthesize a range of information and data sources.
5. Ability to assert clinical judgments to ensure that quality standards are met and that practice is evidence-based.
6. Ability to maintain the dignity, privacy, and confidentiality of the patient (using skills...).
7. Relevant knowledge of and ability to apply natural and life sciences.
8. Ability to accurately represent the patient's perspective and act to prevent abuse.
9. Ability to adapt to socially complex and ambiguous situations in nursing practice.

The table below shows the relationship between the competences developed in the subject and the learning outcomes pursued.

COMPETENCES	LEARNING OUTCOMES
CG5, CG6, CG8, CG11 CB1, CB2, CB3 CT01, CT08, CT06, CE12, CE13, CE14, CE25	<b>RA1</b>
CB2, CB3, CB4, CB5 CG5, CG6, CG14 CT08, CT09 CE12, CE22, CE23, CE25	<b>RA2</b>
CB3 CG6, CG14 CT08, CT09, CT06 CE13, CE17	<b>RA3</b>
CB1, CB3, CB5 CG6, CG14 CT09 CE12, CE14, CE23	<b>RA4</b>
CB1, CB2 CG6, CG14 CT09, CT06 CE14, CE17	<b>RA5</b>
CB2, CB4 CG8, CG11 CT06 CE23	<b>RA6</b>
CB1 CG6 CE17, CE23	<b>RA7</b>
CB3, CB4 CG5, CG8, CG11 CT06 CE23 CE13, CE16, CE20, CE21, CE22, CE23	<b>RA8</b>
CB3, CB4 CG5, CG8, CG11 CT06 CE13, CE23	<b>RA9</b>

## 4. TOPICS

- Topic 1: Convulsive disorders and coma
- Topic 2: Algas and cranial nerve disorders
- Topic 3: Neurodegenerative disorders with musculoskeletal involvement
- Topic 4: Neuromuscular disorders
- Topic 5: Spinal cord injuries
- Topic 6: Musculoskeletal radiological diagnostic tests
- Topic 7: Musculoskeletal disorders
- Topic 8: Endocrine disorders - Diabetes Mellitus
- Topic 9: Nursing care of the ear
- Topic 10: Nursing care of the eyes

## 5. Teaching-Learning Methodologies

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

- Lectures.
- Cooperative learning.
- Communicative tasks.
- Problem-based learning (PBL).
- Case method.

## 6. Training Activities

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

**In-person mode:**

Training Activity	Hours
Lectures	25
Practical exercises	75
Seminar	15
Independent Study	30
Tutoring	5
<b>TOTAL</b>	<b>150 HOURS</b>

## 7. EVALUATION

The following are the assessment methods, as well as their weight on the overall grade of the subject:

### In-person mode:

Assessment System	Weight on the Total Grade
Knowledge Tests (test 80%+case 20%)	50%
Directed Individual Assignments	10%
Practical Tests (Final Research Project)	20%
Group Assignments	20%

In the Virtual Campus, when you access the subject, you will be able to consult in detail the assessment activities you must complete, as well as the deadlines and evaluation procedures for each of them.

## 8 .Bibliography

The reference documents for the course are:

- Fuller, G. EXPLORACIÓN NEUROLÓGICA FÁCIL. 6ª ed. Madrid: Elsevier; 2020
- Swearingen PL. Enfermería médico-quirúrgica basada en planes de cuidados. 5ª Ed. Barcelona: Elsevier; 2020.
- Galarreta S, Martín C. Enferpedia. 1.ª ed. Zaragoza: Panamericana; 2018.
- Zelman, N. et al. Fisiopatología. 8ª Ed. Madrid: Pearson; 2018.
- Mercedes de la Fuente Ramos. Médico-Quirúrgica. Tomo 3. DAE. 2016
- García López MV, Molero Bastante M, Moraleda Torres L, Pedraza Cantero AD. Alteraciones de los sentidos. En: García López MV, Molero Bastante M, Moraleda Torres L, Pedraza Cantero AD. Cuidados básicos para la edad avanzada. Serie Cuidados Básicos. Madrid: Difusión Avances de Enfermería; 2014. p. 201-22.
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- LeMone, P., Burke, K. Enfermería Medicoquirúrgica. Pensamiento Crítico en la Asistencia del Paciente. Volumen I y II. 4ª Ed. Madrid: Pearson; 2009.
- Strassburguer Lona K, Hernández Porras Y, Barquín Santos E. Lesión Medular: Guía para el manejo integral del paciente con LM crónica. Madrid: ASPAYM, 2013.
- Angulo Guerrero JM, Galimany Masclans J, Pernas Canadell JC. Valoración del paciente y pruebas

diagnósticas. En: Fernández-Lasquetty Blanc B. Cuidados al paciente con alteraciones traumatológicas y ortopédicas. Serie Cuidados Especializados. Madrid: Difusión Avances de Enfermería (DAE); 2011. p. 56-70.

- De Figueiredo Carvalho, et al. La Lesión Medular. Manual de Cuidados. Consejo de Enfermería de la Comunidad Valenciana (CECOVA). Alicante: Imtexma, 2010.
- De la Fuente Ramos, M. Enfermería Siglo XXI: Enfermería Medicoquirúrgica. Volumen I, II y III. 2ª Ed. Madrid: DAE; 2009
- Wilkinson, JM., Ahern, NR. Manual de Diagnósticos en Enfermería. 9ª Ed. Madrid: Pearson; 2009.
- Swearingen PL. Manual de enfermería Médico-Quirúrgica. Intervenciones Enfermeras y Tratamientos Interdisciplinarios. 6ª Ed. Barcelona: Elsevier; 2008.

Links of interest:

- Biblioteca UEV José Planas: <https://descubre-uev.bibliocrai.universidadeuropea.es/>
- Conselleria de Sanitat: [www.san.gva.es](http://www.san.gva.es)
- Estrategia en Enfermedades Neurodegenerativas del Sistema Nacional de Salud: [https://www.mscbs.gob.es/organizacion/sns/planCalidadSNS/pdf/Est\\_Neurodegenerativas\\_AP ROBADA\\_C\\_INTERTERRITORIAL.pdf](https://www.mscbs.gob.es/organizacion/sns/planCalidadSNS/pdf/Est_Neurodegenerativas_AP ROBADA_C_INTERTERRITORIAL.pdf)
- Colegio Oficial de Enfermería de Valencia: [www.enfervalencia.org](http://www.enfervalencia.org)
- Sociedad Española de Enfermería Neurológica: [www.sedene.com/](http://www.sedene.com/)
- Sociedad Española de Neurología: [www.sen.es/](http://www.sen.es/)
- Sociedad Española de Enfermería en Traumatología y Ortopedia: <http://aeeto.com/>
- Asociación de Personas con Lesión Medular y otras discapacidades físicas: <https://www.aspaymmadrid.org/>
- Enfertrauma: <http://enfertrauma.es/>
- Directorio de enfermería - enfersalud: <http://www.enfersalud.com/>