

1. BASIC DATA

Subject	Nursing Care in Health Alterations III
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	3rd
ECTS	6ECTS
Character	Compulsory
Languages	Spanish
Delivery Mode	On campus
Semester	Semester 1

2. PRESENTATION

The subject Nursing Care in Health Alterations III 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:

- Nursing care in patients with digestive problems.
- Nursing care in patients with nephro-urinary problems .
- Care of the person with dermatological problems.
- Care of the person with immuno -hematological problems.
- Care of the person with an oncological process.
- Care of the person with infection.
- Care of women with specific health problems.
- Care of men with specific health problems.
- Care of the person who has problems that make it difficult or incapacitate for the activity.

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.
- Respectful behaviors 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. COMPETENCES AND LEARNING OUTCOMES

Basic skills:

- 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 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 - 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 served, in accordance with the way in which they live their health/disease 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:

- CT01 - Responsibility: That the student is able to assume the consequences of the actions he performs and be responsible for his own actions.
- CT08 - Initiative: That the student is able to proactively anticipate by proposing solutions or alternatives to the situations presented.
- CT09 - Planning: That the student is able to effectively determine their goals and priorities by defining the optimal actions, deadlines and resources required to achieve such goals.
- CT06 - Flexibility: That the student is able to adapt and work in different and varied situations and with diverse people. It involves valuing and understanding different positions, adapting your own approach as the situation requires it.

Specific competencies:

- CE25 - Know palliative care and pain control to provide care that alleviates the situation of advanced and terminal patients.
- 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.
- CE23 - Know the applicable legislation and the ethical and deontological code of Spanish nursing, inspired by the European code of nursing ethics and deontology. 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.

Learning outcomes:

- 1. Ability to adjust their role in order to respond effectively to the needs of the population or patients.
- 2. Ability to undertake comprehensive and systematic assessments using the appropriate tools and frameworks for the patient.
- 3. Ability to recognize and interpret normal or changing signs of health/ill health, suffering, disability of the person.
- 4. Ability to critically question, evaluate, interpret and synthesize a range of information and data sources.
- 5. Ability to assert clinical judgment to ensure that quality standards are achieved and that practice is evidence-based.

- 6. Ability to maintain the dignity, privacy and confidentiality of the patient (using the skills...).
- 7. Relevant knowledge of and ability to apply natural and life sciences.
- 8. Ability to adequately represent the patient's perspective and act to prevent abuse.
- 9. Ability to adapt to social situations of great complexity and ambiguity in nursing practice.

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, CE15, CE17.	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 health/ill health, suffering, disability of the person.
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.
CB4. CG8, CG11	RA7. Relevant knowledge of and ability to apply natural and life sciences.

CT1. CE14.	
CB4. CG8, CG11 CT1. CE14.	RA8. Ability to appropriately represent the patient's perspective and act to prevent abuse.
CB4. CG8, CG11 CT1. CE14.	RA9. Ability to adapt to social situations of great complexity and ambiguity in nursing practice.
CB1, CB2, CB3, CB5. CG5. CT9. CE11, CE14.	RA6. Ability to maintain patient dignity, privacy and confidentiality (using the skills...).

4. CONTENTS

The subject is organized into 5 learning units, which, in turn, are divided into topics:

Unit 1. Care of patients with alterations in elimination and the renal system.

Topic 1. Nursing care in alterations in the urinary elimination pattern.

Topic 2-3. Nursing care for adults with kidney disorders.

Topic 4. Nursing care for adults with urinary disorders.

Unit 2. Care for patients with digestive system disorders:

Topic 5. Nursing assessment of the digestive system

Topic 6. Nutritional alterations due to excess: Obesity and defect.

Topic 7. Nursing care in: Esophageal disorders.

Topic 8. Nursing care in: Gastric disorders.

Topic 9. Nursing care in: Hepatic and pancreatic disorders.

Topic 10. Nursing care in alterations in the digestive elimination pattern

Unit 3. Care of patients with dermatological disorders.

Topic 11. Nursing assessment of patients with dermatological disorders.

Unit 4. Care of patients with alterations in the oncological system.

Topic 12. Nursing assessment of the cancer patient.

Unit 5. Care of patients with alterations of the Immune -Hematological System .

Topic 13. Nursing assessment of patients with hematological disorders.

Topic 14. Nursing assessment of patients with immunological disorders.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class
- Learning Cooperative
- Tasks communicative
- Learning Based in Problems (ABP)
- Case method

6. FORMATION 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:

Face-to-face modality:

Training activity	Number of hours
Practical exercises	75h
Master classes	25h
Seminars	3pm
Self-study	30h
Tutoring	5h
TOTAL	150

7. ASSESSMENT

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

Face-to-face modality:

Sections	Evaluation system	Weight
Paragraph 1 (Knowledge) fifty%	Knowledge tests	fifty
Section 2 (Activities) fifty%	Individual directed work	twenty
	Group work	twenty
	practical test	10
TOTAL		100

In the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities that you must carry out, as well as the delivery dates and evaluation procedures for each of them.

8. BIBLIOGRAPHY

The reference work for monitoring the subject is:

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

Recommended bibliography is indicated below:

- De la Fuente Ramos, M. 21st Century Nursing: Medical-Surgical Nursing. Volume II, IV and V. 2ndEd. Madrid: DAE; 2017.
- Herdman T, Nursing diagnoses. Definitions and classification 2018-2020. Barcelona. Elsevier. 2019
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- Lewis, SM., Heitkemoer, MM, Dirksen, SR Medical-Surgical Nursing. Assessment and care of clinical problems. Volume I and II. 6th Ed. Madrid: Elsevier-Mosby; 2004.

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- Swearingen PL. Medical-Surgical Nursing Manual. Nursing Interventions and Interdisciplinary Treatments. 6th Ed. Barcelona: Elsevier; 2008.
- Wilkinson, JM., Ahern, N.R. Nursing Diagnosis Manual. 9th Ed. Madrid: Pearson; 2009.
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