1. OVERVIEW

|	
Subject	Care in critical situations
Title	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	2st
ECTS	6 ECTS
Type	Compulsory
Languages	Spanish
Modality	On campus
Semester	Semester 2

2. INTRODUCTION

The subject Care in Critical Situations belongs to the Clinical Nursing Module. This Module is developed from a vertical integration, throughout the four years of training, and has a total of 24 ECTS credits. The subject of Care in Critical Situations belongs to this module and is taught in the second semester of the third year of the nursing degree.

Through knowledge of this subject, it is intended that students acquire the necessary knowledge to, in general and specifically in the field of critically ill patients:

- Promote, prevent and maintain adult and community health.
- Detect health alterations and the care needs that arise from them.
- Carry out Health Education.
- Participate in Multidisciplinary Health Teams.

In this subject, it is specifically intended that the student acquires the necessary knowledge to promote and maintain adult health in urgent, emergency and critical situations, detect health alterations and/or life risk and the care needs that arise from the same, with EBE and in a theoretical and practical format.
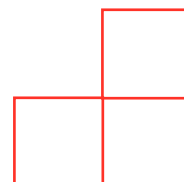
In addition, the student learns to apply the Nursing Process: assess the person in a critical situation; identify care problems; plan and implement the care plan and evaluate the response. The student body must acquire all the knowledge that will allow them to provide care focused on nursing practice, using reflective thinking to apply the Nursing Care Process in a comprehensive and individualized manner, being aware of the variability and particularity that shapes 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/).

On the other hand, this subject is framed within the EU Academic Model, based on an Experiential Learning Model supported by four dimensions: Social Ethics, International, Intellectual, Professional, and six pillars: Integrated Curriculum, Simulated Environments, Data Driven Approach , Research Concern, Professional Environments and Transdisciplinary Education.

Experiential Learning is the basis of this model in which students learn by "doing" and "being", with an integrative and transdisciplinary approach that prepares them for a global and diverse world. This experiential learning allows you to acquire the appropriate knowledge, skills and values for the development of your future profession and face the challenges of social and digital transformation.

The primary objective is to bring the student closer to the patient with critical and time-dependent pathologies, in each of their processes. To do this, you will be provided with the necessary tools through master classes, activities and clinical simulation, which guarantee the acquisition of knowledge, skills and attitudes necessary to approach this type of patient.

3. SKILLS AND LEARNING OUTCOMES
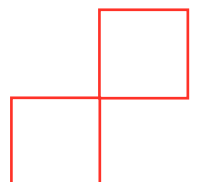
The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

**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

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

- 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.

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

- CT01 - Responsibility: That the student is able to assume the consequences of the actions he performs and be responsible for his own actions.
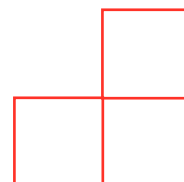
- CT06 - Flexibility: That the student is able to adapt and work in different and varied situations and with diverse people. It involves valuing and understanding different positions, adapting your own approach as the situation requires it.
- CT08 - Initiative: That the student is able to proactively 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.

Specific competencies:

- 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.
- CE25 - Know palliative care and pain control to provide care that alleviates the situation of advanced and terminal patients
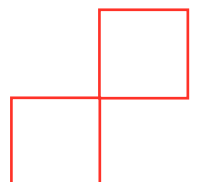
Learning outcomes:

- 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
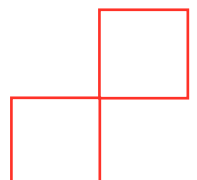
CG5, CG6, CG8, CG11 CB1, CB2, CB3 CT01 , CT08 , CT06, CE12, CE13, CE14, CE25	1. Ability to adjust their role in order to respond effectively to the needs of the population or patients.
CB2, CB3, CB4, CB5 CG5, CG6, CG14 CT08 , CT09 CE12, CE22, CE23, CE25	2. Ability to undertake comprehensive and systematic assessments using the appropriate tools and frameworks for the patient.
CB3 CG6, CG14 CT08 , CT09 , CT06 CE13, CE17	3. Ability to recognize and interpret normal or changing signs of health/ill health, suffering, disability of the person.
CB1, CB3, CB5 CG6, CG14 CT09 CE12, CE14, CE23	4. Ability to critically question, evaluate, interpret and synthesize a range of information and data sources.
CB1 , CB2 CG6, CG14 CT09 , CT06 CE14, CE17	5. Ability to assert clinical judgment to ensure that quality standards are achieved and that practice is evidence-based.
CB2 , CB4 CG8, CG11 CT06 CE23	6. Ability to maintain the dignity, privacy and confidentiality of the patient (using the skills...).
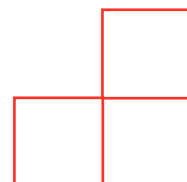
CB1 CG6 CE17, CE23	7. Relevant knowledge of and ability to apply natural and life sciences.
CB3 , CB4 CG5, CG8, CG11 CT06 CE23 CE13, CE16, CE20, CE21, CE22, CE23	8. Ability to adequately represent the patient's perspective and act to prevent abuse.
CB3 , CB4 CG5, CG8, CG11 CT06 CE13, CE23	9. Ability to adapt to social situations of great complexity and ambiguity in nursing practice.

4. CONTENTS

The subject is organized into two learning modules, which, in turn, are divided into topics that relate the theoretical subject with the theoretical-practical subject.

THEORETICAL MODULE

Topic 1. Generalities of emergency services. Critical patient assessment

Topic 2: Chain of survival. SVB and SVA. SCA. Time-dependent pathologies: STROKE, IMA

Topic 3. HTA Crisis. Underwater accidents. Regulation changes.

Topic 4. Basic electrocardiography and arrhythmias.

Topic 5. Reception, care and classification of the patient. Triage . Manchester triage .

Topic 6. Ultrasound-guided processes in nursing.

Topic 7: Hemorrhages, severe burns, poisoning. Organ donation. shock

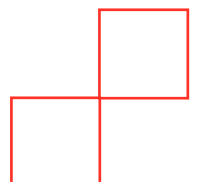Topic 8. Urgent respiratory pathology. VMNI-VMI

Topic 9. SVA in Polytrauma /severe trauma Patient

Topic 10. Prevention of nosocomial infections and HAIs in critically ill patients. Interventions in ICU. Nursing care.

**THEORETICAL PRACTICAL MODULE**

In the different theoretical-practical sessions and workshops, students will actively work on the subject studied in the theoretical sessions. Different clinical simulation sessions will also be carried out, based on the learning by doing of this pillar of the academic model.

0. TP CPR and management of the AED, BLS and SVA
1. TP. Intubation
2. TP Sutures
3. TP. Drugs. Technical sheets
4. TP. Arrhythmias
5. TP. Ultrasound-guided techniques
6. TP. Mobilization and immobilization devices
7. Complex simulation workshops
8. Simulation workshops with software supports: Body Interact, Labster, etc.

5. TEACHING-LEARNING METHODS

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

- Master class
- Cooperative learning
- Tasks communicative
- Problem Based Learning (PBL)
- Case method
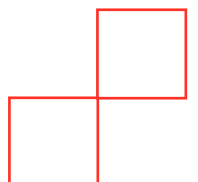
6. LEARNING ACTIVITIES

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

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

7. ASSESSMENT

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

| Evaluation system	Weight
Knowledge tests (test 80%+case 20%)	50%
Individual directed work	20%
Practical Tests (ECOE)	20%
Group work	10%

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.
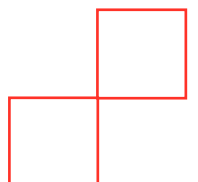
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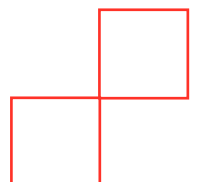
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Links of interest

- Department of Health : www.san.gva.es

- Official College of Nursing of Valencia: www.enfervalencia.org

- https://www.madrid.es/ficheros/SAMUR/index.html

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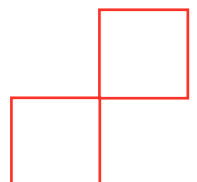
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