

## 1. OVERVIEW

<b>Subject area</b>	Health Care in the Community
<b>Degree</b>	Bachelor's Degree in Nursing
<b>School/Faculty</b>	Biomedical and Health Sciences
<b>Year</b>	3st
<b>ECTS</b>	3 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	Semester 2

## 2. INTRODUCTION

The subject Community Health Care introduces the third-degree Nursing student to the knowledge of the work of nurses at the Primary Health Level, focusing it on the context of the community and within the framework of the team of health professionals. Primary Care.

This subject takes a more concrete step in nursing care in the community, with respect to the subject Public Health and other areas of knowledge, framed in the 1st Degree.

The central knowledge that the student must achieve is based on the understanding of the conceptual and organizational framework of Primary Health Care and the acquisition of knowledge in direct nursing care in the various modalities of individual and family care (as a basic grouping of the community). ), as well as the other functions carried out in health centers, and in the context of the Primary Care Team.

The purpose of this subject is for students to know and understand the role of the nurse in this area so that they apply and verify the theory and practice that will be carried out in the health center, in the homes of individuals and families, and, In short, in the place where people's lives take place. Community Health Care prepares and provides theoretical support for the Practicum subject in the field of Primary Care (Practicum IV), while offering a framework for the Nursing student to contemplate this level of care where they perform

clinical care, ethical, holistic, from a more independent nursing vision, but at the same time as a member of a work team with common objectives.

### 3. SKILLS AND LEARNING OUTCOMES

#### **Basic skills and General skills (CB and CG, by the acronym in Spanish):**

- CG2 - Plan and provide nursing care aimed at individuals, families or groups, oriented towards health results, evaluating its impact, through clinical and care practice guides, which describe the processes by which it is diagnosed, treated or take care of a health problem.
- CG4 - Understand the interactive behavior of the person based on 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.
- 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 they live their health/disease process.
- CG11 - Establish effective communication with patients, family, social groups and colleagues and promote health education.
- CG17 - Provide nursing care based on comprehensive health care, which involves multiprofessional cooperation, integration of processes and continuity of care.
- CB1 - That students have demonstrated that they possess and understand 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

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

- CT07 - Teamwork: That the student is able to participate actively in achieving a common objective, listening, respecting and valuing the ideas and proposals of the rest of the members of their team.
- CT03 - Awareness of ethical values: Student's ability to feel, judge, argue and act in accordance with moral values in a coherent, persistent and autonomous way.
- 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.

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

- CE11 - Identify, integrate and relate the concept of health and care, from a historical perspective, to

understand the evolution of nursing care.

- 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.
- CE15 - Direct, evaluate and provide comprehensive nursing care to the individual, family and community.
- CE16 - Ability to describe the fundamentals of the primary level of health and the activities involved

develop to provide comprehensive nursing care to the individual, family and community. Understand the function and activities and cooperative attitude that the professional must develop in a Primary Health Care team. Promote the participation of individuals, families and groups in their health-illness process. Identify factors related to health and environmental problems, to care for people in situations of health and illness as members of a community. Identify and analyze the influence of internal and external factors on the level of health of individuals and groups. Apply the methods and procedures necessary in your area to identify the most relevant health problems in a community. Analyze statistical data referring to population studies, identifying possible causes of health problems. Educate, facilitate and support the health and well-being of community members whose lives are affected by health problems, risk, suffering, illness, disability or death.

- 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.
- CE22 - Know the Spanish Health System. Identify the characteristics of the management function of nursing services and care management. Know and be able to apply group management techniques.

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

- RA1 Protect the health and well-being of the people or groups served, guaranteeing their safety.
- RA2 Establish effective communication with patients, family, social groups and colleagues and promote health education.
- RA3 Work with the team of professionals as a basic unit.
- RA4 Carry out nursing care based on comprehensive health care.
- RA5 Ability to adjust your role in order to respond effectively to the needs of the population or patients.
- RA6 Ability to undertake exhaustive and systematic assessments using the patient-appropriate tools and frameworks

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

Skills	Learning outcomes
CB2, CG2, CE13	RA1, RA2, RA3, RA4

CB3, CG2, CE12	RA 5
CE13	RA6.
CG11, CT3, CT4	RA6

## 4. CONTENTS

The subject is divided into the following topics:

Topic 1: Theoretical and regulatory context for Community Care

Topic 2: Structural, organizational and human elements at the primary level

Topic 3: Community Nursing

Topic 4: Work methodology in community nursing

Topic 5: The offer of health services from the PHC

Topic 6: Community diagnosis. Health planning. Health programming Topic 7: Family care

Topic 8: Home Care and Palliative Care

Topic 9: The Nursing Consultation

Topic 10: Nurse prescription

Topic 11: The school nurse

## 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	25
Asynchronous Master Classes	12
Practical exercises	54

Seminars	5
Self-study	40
Tutorships	10
Presentations	2
Knowledge tests	2
<b>TOTAL</b>	<b>150</b>

## 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	15%
Oral presentation	20%
Directed grupal work	15%
Practical tests	50%
<b>TOTAL</b>	<b>100 %</b>

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.

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