



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210102 **Name:** Fundamentals of Nursing

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Nursing sciences

Subject Matter: Nursing bases **Type:** Compulsory

Field of knowledge: Health care

Department: Nursing

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Nursing sciences

Subject Matter	ECTS	Subject	ECTS	Year/semester
Nursing bases	12,00	Fundamentals of Nursing	6,00	1/1
		Nursing Methodology	6,00	1/2
Community nursing	10,50	Community Health Nursing I	6,00	1/2
		Community Health Nursing II	4,50	3/2
Nursing at different stages of the life cycle	16,50	Nursing Care in Childhood and Adolescence	6,00	2/2
		Nursing Care of the Elderly	6,00	2/2
		Nursing Care of Women	4,50	3/1
Clinical nursing	12,00	Nursing Care of the Adult I	6,00	2/2
		Nursing Care of the Adult II	6,00	3/1
Mental health nursing	6,00	Nursing Care in Mental Health	6,00	4/1
Legislation and management	4,50	Legislation and Management of Nursing Services	4,50	3/2
Palliative care	4,50	Chronic and Terminal Patient Care	4,50	3/1



Recommended knowledge

No prior knowledge is required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 That the learner is able to understand the interactive behaviour of the person according to gender, group or community, within their social and multicultural context.
- R2 That the student is able to base nursing interventions on scientific evidence and available means.
- R3 That the student is capable of promoting and respecting the right to participation, information, autonomy and informed consent in the decision making process of the people assisted, according to the way they live their health-disease process.
- R4 The student will be able to identify, integrate and relate the concept of health and care, from a historical perspective, in order to understand the evolution of nursing care.
- R5 That the student be able to understand, from an ontological and epistemological perspective, the evolution of the central concepts that make up the discipline of nursing, as well as the most relevant theoretical models, applying scientific methodology in the process of care and developing the corresponding care plans.
- R6 That the student knows and applies the principles that support the integral care of nursing.
- R7 That the student is able to 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 secrecy.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.				X
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.			X	
CB3	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.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG0	Good Public Speaking.		X		
SPECIFIC		Weighting			
		1	2	3	4
1c	To identify, integrate, and relate the concept of health and care from a historical viewpoint to understand the evolution of nursing care.				X



2c	To understand from an ontological and epistemological perspective the evolution of central concepts that shape nursing as well as the theoretical models most relevant to them applying the scientific method to the process of caring and developing caring plans for patients.				X
4c	Knowing and applying the principles that support comprehensive nursing care.			X	
5c	To direct, evaluate, and give the integral care for nursing to the individual family and community.	X			
8c	To promote a participation of persons, family, and groups in their own process of health and disease.			X	
19c	To have a cooperative attitude towards the different members of the team.			X	
38c	To identify the care taking into account the age, gender, cultural differences, ethnic groups, beliefs and values of each patient.				X

TRANSVERSAL

Weighting

		1	2	3	4
1	To be able, within the framework of nursing, to give technical and professional care to carers, of the correct needs of these persons in agreement with development of the scientific knowledge in each moment and with the levels of quality and safety that are established by the legal and the deontological norms which are applicable.			X	
2	To plan and give nursing care directed towards persons, families or groups with the aim of improving health, evaluating its impact through guidelines of clinical practice which are described in the process by which a health problem is diagnosed, treated or taken care of.		X		
4	To understand the interactive behaviour of the person regarding gender, group or community within a social and multicultural context.		X		
6	To base interventions in nursing on scientific evidence and on the available means.		X		
7	To understand people without prejudices, taking into account their physical, psychological, and social aspects, as independent and autonomous individuals, ensuring respect for their opinions, beliefs or values, always guaranteeing their right to privacy through professional confidentiality and secrecy.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Theoretical written exams
	30,00%	Practical tests and works

Observations

Minimum criteria to pass the course: To have passed at least 50% of the written test and the autonomous work.

WRITTEN TEST (worth 70%): it will consist of 30 multiple-choice questions (4 points) and 4 answer options. For the correction of the multiple-choice questions the following formula will be applied: $A - (E/n - 1)$, where A is the number of correct answers, E the number of errors and n the number of alternative answers.

AUTONOMOUS WORK (with a value of 30%): Activities will be carried out individually, both in class and at home, following the teacher's explanations. All activities will be corrected following the guideline of the rubric.

Spelling mistakes, grammar inconsistencies and "sms" language in assignments, exams or other assessment tools, will mean the loss of up to 10% of the grade awarded to the activity.

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUCCESSIVE ENROLLMENTS:

The responsible lecturer for this group (second registration and successive), will contact the students through the UCVnet virtual campus, and will inform about the date and time of their teaching sessions.

The teacher in charge of this group will carry out 6 monitoring and tutoring sessions of 2 hours each. In each session the subject will be developed in a way that will reinforce the work of the competencies that each student needs to pass the course.

Evaluation criteria in SECOND AND SUCCESSIVE ENROLLMENTS / Mobility students:

WRITTEN TEST: it will have a value of 75% of the evaluation of the course, with 30 multiple-choice questions.

AUTONOMOUS WORK: the teacher will ask for an autonomous work that will have a value of 25%.

Use of Artificial Intelligence (AI)

Students may use AI tools to:

- Consult doubts related to training activities.
- Support their learning through alternative explanations or self-assessment exercises.
- Search for additional resources and references for study.

The use of AI is not permitted for:



- Recording or transcribing, totally or partially, activities carried out in the classroom with the aim of obtaining summaries or notes generated by AI.
- Generating texts in works related to the activities proposed in the subject.
- Presenting any content generated by an AI tool as one's own.
- Introducing statements, practices, or evaluation tests into AI tools with the aim of obtaining automatic answers.

Citation and attribution criteria.

In case of using AI in any activity, the student must expressly indicate:

- The name of the tool used.
- The specific part of the activity in which it was used.
- The purpose of the use (for example: source consultation, style analysis, knowledge expansion, etc.).

Single evaluation

In this subject, a single evaluation may be opted for, contemplated as an exceptional and extraordinary evaluation modality, which will apply only when the student, due to a justified and duly accredited reason, cannot reach the minimum required attendance. This modality must be requested from the responsible teaching staff, who, in coordination with the corresponding Department's management, will assess its appropriateness and communicate the adopted resolution in writing. The single evaluation is not configured as a single test, but as a set of tasks and/or tests through which all established learning outcomes will be evaluated, ensuring that the student has dedicated the corresponding ECTS to the subject.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:



- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M5 Activities developed in spaces and with specialized equipment.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face class M1, M2, M3	R1, R3, R4, R5, R6, R7	30,00	1,20
Practice Classes M2, M6, M9	R1, R4, R6	17,00	0,68
Seminar M3	R4, R5, R6	5,00	0,20
Tutorial M6	R1, R3, R4, R5, R6, R7	4,00	0,16
Evaluation M7	R1, R3, R4, R5, R6, R7	4,00	0,16
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M6, M8, M9	R1, R3, R4, R5, R6, R7	70,00	2,80
Group work M2, M9	R4, R5, R6	20,00	0,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Nursing History	History of Nursing. Nursing and its historical evolution. Social and cultural concepts and conditions. The historical development of nursing studies in Spain.
NURSING PROFESSION AND ITS FUNCTIONS	Nursing as a profession. Concept and evolution of the nursing profession. Nursing functions. Analysis of care, teaching, research and management functions. Fields of nursing activity.
META-PARADIGM OF NURSING	Analysis of the concept of care. Analysis of the concept of health, well-being and illness. Introduction to the conceptual framework of nursing
MEAN THEORIES AND NURSING MODELS	Conceptual Nursing Models. Introduction to Nursing theories and models. Analysis of the concept of Person in the different Nursing models.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Nursing History	8,00	16,00
NURSING PROFESSION AND ITS FUNCTIONS	11,00	22,00
META-PARADIGM OF NURSING	4,00	8,00
MEAN THEORIES AND NURSING MODELS	7,00	14,00



References

1. Potter P.A, Perry A.G. Fundamentos de Enfermería. Ed. Elsevier. 2019
2. Benavent, M^a A. Fundamentos de enfermería. Madrid. DAE. 2001
3. Berman, A. Fundamentos de Enfermería: conceptos, proceso y prácticas. Vol 1. Madrid. Pearson Prentice Hall. 2008.
4. Martinez M.L. Historia de la Enfermería: evolución histórica del cuidado enfermero. Barcelona: Elsevier, 2011.
5. Marriner- Tomeya : Modelos y Teorías de Enfermería .3.ed. Madrid: Mosby Doyma. 1994.
6. Kozier B. Fundamentos de enfermería, conceptos, proceso y práctica. Vol.1. Madrid. Mc Graw-Hill. Interamericana de España. 2004.
7. Siles Gonzalez, J. Historia de Enfermería. DAE 2011.
8. Ley General de Sanidad 14111986 de 25 de Abril
9. Ley General de Sanidad 14111986 de 25 de Abril
10. Colegio Enfermería de Valencia [sede Web]. Disponible en <http://www.enfervalencia.org/pub/colegio>