



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210103 **Name:** Nursing Methodology

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Nursing sciences

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

Field of knowledge: Health care

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Universidad
**Católica de
Valencia**
San Vicente Mártir

Course guide

Year 2023/2024
1210103 - Nursing Methodology

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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

Not 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 student is capable, in the field of nursing, of providing technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards.
- R2 That the student is capable of planning and providing nursing care directed at individuals, families or groups, oriented towards health outcomes by evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- R3 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.
- R4 That the student is capable of designing care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.
- R5 That the student is able to base nursing interventions on scientific evidence and available means.
- R6 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.
- R7 That the student is capable of promoting healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R8 That the student is capable of protecting the health and well-being of the people, family or groups assisted, guaranteeing their safety.
- R9 That the student knows the health information systems.
- R10 That the student is able to carry out nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.
- R11 That the student is capable of applying the nursing process to provide and guarantee the well-being, quality and safety of the people being cared for.
- R12 That the student knows and applies the principles that support the integral care of nursing.



- R13 The student is capable of directing, evaluating, and providing comprehensive nursing care to the individual, family, and community.
- R14 The student must be able to promote the participation of individuals, families and groups in the health-disease process.
- R15 The student must be able to identify the factors related to health and the problems of the environment, in order to attend to people in health and illness situations as members of a community.
- R16 The student will be able to identify and analyze the influence of internal and external factors on the health status of individuals and groups.
- R17 That the student be able to identify the care needs derived from the health problems.
- R18 The student will be able to analyze the data collected in the assessment, prioritize the problems of the adult patient, establish and execute the care plan and perform its evaluation.
- R19 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.
- R20 That the student is able to establish effective communication with patients, family, social groups and colleagues and to promote health education.
- R21 That the student is capable of establishing evaluation mechanisms, considering the scientific-technical and quality aspects.



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			
3c	To apply the process of nursing to guarantee wellbeing and safety for the patient.				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	
13c	To educate, facilitate, and support the health and wellbeing of members of the community whose lives are affected by problems of health, risk, suffering, disease, dependence, and death.			x	
16c	To analyse the data gathered in the evaluation and to prioritise the adult patient's problems, establish and execute the plan of care and perform each evaluation.				x
17c	. To perform the techniques and procedures of health care at the nursing level, establishing a therapeutic relationship with patients and their families.	x			
18c	To select interventions leading to treating or preventing the problems derived from the deviations of health.	x			
19c	To have a cooperative attitude towards the different members of the team.			x	
37c	To provide care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and the patient's and family's capacity to make decisions.	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	
5	To design caring systems directed towards persons, families or groups, evaluating the impact of such systems and establishing the appropriate modifications.		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	
8	To promote and respect the right to participate in decision taking for the patients in agreement with the way in which they live their process of health – disease	X		
9	To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.	X		
10	To protect the health and well-being of persons, family or groups, guaranteeing their health and safety.		X	
11	To establish efficient communication with patients, family, social groups, and companions to promote education for health.	X		
14	To establish means of evaluation regarding scientific and technical aspects and those of the quality required.	X		
16	To understand the systems of information related to health.	X		



- 17 To promote nursing care based on the attention to health involving multiprofessional cooperation, integration in the process and continuity in the care of patients

x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R4, R5, R7, R9, R12, R13, R14, R15, R17, R18, R19, R20	60,00%	Theoretical written exams
R1, R2, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20	40,00%	Practical tests and works
	0,00%	Attendance and active participation

Observations

CRITERIA OF EVALUATION:

To overcome the subject will be considered for the following instruments of evaluation :

Nursing care plans: 30%

Making an individual case study with material support of the NANDA, NOC and NIC taxonomies in presence of teachers of the subject. You will have a single official date for the first convocatory and a single official date for the second convocatory. These will be communicated at the beginning of the course.

Final theoretical test: 60%

The examination will consist of:

- 25 objective questions of multiple choices (test). For correction, it will be apply the following formula: $A-(E/n-1)$, being A the number of hits, and E the number of errors and n the number of alternatives for response (4 response alternatives).

- 2 developmental questions and 1 study case with assessment questions.

The minimum score to pass the written test will be 5 out of 10.

Basic care practices in the classroom: (10%)

Practices will consist of practical sessions with simulation material and need prior preparation of the student (protocol study). The teacher responsible for these practical sessions will explain the organisation and evaluation of the sessions.

The spelling and grammatical faults in all evaluable instruments will result in the loss 10% of the score to the exercise.



Minimum criteria to pass the course of Methodology:

In order to pass, the student will need to obtain a minimum of 50% of the mark on each part.

Methodology course IN **SECOND AND SUCCESSIVE CALLS**

To overcome the subject will be considered for the following instruments of evaluation :

Nursing care plans: 30%

Making an individual case study with material support of the NANDA, NOC and NIC taxonomies in presence of teachers of the subject. You will have a single official date for the first convocatory and a single official date for the second convocatory . These will be communicated at the beginning of the course.

Final theoretical test: 60%

The examination will consist of:

- 25 objective questions of multiple choices (test). For correction, it will be apply the following formula: $A-(E/n-1)$, being A the number of hits, and E the number of errors and n the number of alternatives for response (4 response alternatives).
- 2 developmental questions and 1 study case with assessment questions.

Basic care practices in the classroom: (10%)

The teacher will explain the evaluation of this subject.

In order to pass the course, it will be necessary to have passed 50% of each evaluation instruments.

MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record , unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

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	R1, R2, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20	18,00	0,72
Practice Classes M2	R1, R2, R4, R5, R7, R10, R11, R12, R13, R17, R18, R19, R20	24,00	0,96
Laboratory M5	R1, R2, R5, R7, R10	10,00	0,40
Tutorial M6	R1, R2, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20	4,00	0,16
Evaluation M7	R1, R2, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20	4,00	0,16
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20	45,00	1,80
Group work M9	R1, R2, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Introduction to scientific methodology:	Taxonomy Structure NIC, NOC, NANDA. Introduction to the Nursing Care Process Description and Analysis of the Assessment stage. Introduction to the study of Functional Health Patterns Description and Analysis of the Diagnostic stage Description and Analysis of the Planning stage. Description and Analysis of the Execution stage. Description and Analysis of the Evaluation stage.
Unit II Nursing reasoning/judgment.	Nursing process in health promotion diagnoses. Nursing process in risk diagnoses. Nursing process in problem-focused diagnoses.
Unit III: Basic Care	Clinical practice workshops. Procedures: Vital signs, oxygen saturation and digital blood glucose.Oral, topical, subcutaneous and intramuscular medication administration.Fluid therapy management: purge drippers and infusion rate control.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction to scientific methodology:	20,00	40,00
Unit II Nursing reasoning/judgment.	9,00	18,00
Unit III: Basic Care	1,00	2,00

References

BASIC BIBLIOGRAPHY1. Classification of Nursing Interventions (NIC) 7th Edition. Editors, Joanne M. Dochterman, Gloria M. Bulechek, Howard K. Butcher, Cheryl M. Wagner. Madrid : Elsevier , 2018.2. Nursing Outcome Classification (NOC) 6th Edition. Editors: Sue Moorhead, Marion Johnson, Meridean Maas, Elizabeth Swanson. Madrid: Elsevier , 2018.3. NANDA International Nursing Diagnoses. Definitions and Classification, 2021-2023.Herdman T, Kamitsuru S, Lopes C. 12ªed. Editorial Thieme, 2021.4. Database at UCV Library. NNNconsult and ClinicalKey Student Nursing.COMPLEMENTARY BIBLIOGRAPHY5. Application of the Nursing Process Alfaro, R. Barcelona: Doyma, 1998.6. Nursing diagnostics: applications to clinical practice Carpenito, Lynda Juall . Madrid: McGraw-Hill/Interamericana de España, 2003.7. Clinical interview: Francesc Borrell i Carrió manual of practical strategies . Barcelona: SemFYC, 2004.8. Nursing Diagnostic Manual: A Guide to Care Planning Betty J. Ackley, Gail B. Ladwig . Madrid: Elsevier, 2007.9. Nursing Diagnostic Manual Carpenito, Lynda Juall . Madrid: McGraw-Hill/Interamericana de España, 2003.10. Marjory Gordon Nursing Diagnostic Manual. Barcelona: Mosby/Doyma, 2006. 11. Nursing Methodology. Benavent, MªA.; Camaño,R; Cuesta, A. Valencia: University of Valencia, 1999.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:

If the practical sessions cannot be carried out as scheduled, the work to be done will be adapted to achieve the same competencies in a reduced attendance mode (splitting of groups) or in an online mode (alternative activities such as viewing videos, solving clinical cases with active participation, etc.).



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
final theory test	60	The exam will consist of 40 multiple-choice questions, with the same considerations for the evaluation as in the presential modality.	Campus virtual UCVnet
Final theoretical exam	60	The exam will consist of 40 multiple-choice questions, with the same considerations for marking as in the face-to-face mode	Campus virtual UCVnet



The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

No changes will be made to the percentages awarded to each evaluation element. Only the type and number of questions on the exam will vary.