



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210301 **Name:** Community Health Nursing II

Credits: 4,50 **ECTS Year:** 3 **Semester:** 2

Module: Nursing sciences

Subject Matter: Community nursing **Type:** Compulsory

Field of knowledge: Health care

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

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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

No prerequisites specified



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 The student must be able to design systems of care aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.
- R2 That the student is capable of understanding 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.
- R3 That the student is able to promote and respect the right to participation, information, autonomy and informed consent in the decision making of the people assisted, according to the way they live their health-disease process.
- R4 That the student is capable of promoting healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R5 That the student is capable of performing nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.
- R6 The student must be capable of applying the nursing process to provide and guarantee the well-being, quality and safety of the people being cared for.
- R7 That the student knows and applies the principles that support the integral care of nursing.
- R8 The student will be able to direct, evaluate, and provide comprehensive nursing care to the individual, family, and community.
- R9 The student will be able to describe the fundamentals of primary health care and the activities to be developed to provide comprehensive nursing care to the individual, family, and community.
- R10 The student will be able to understand the role and activities and cooperative attitude to be developed by the professional in a Primary Health Care team.
- R11 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.
- R12 The student will be able to apply the necessary methods and procedures in his/her field to identify the most relevant health problems in a community.



- R13 The student will be able to 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.
- R14 The student has a cooperative attitude with the different members of the team.
- R15 The student is able to provide health education to parents or primary caregivers.
- R16 That the student is capable of individualizing care considering age, gender, cultural differences, ethnic group, beliefs and values.



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
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
6c	To acquire the capacity to describe the basics of health at the primary level and the activities to be developed to provide integral nursing care to the individual, the family, and the community.			X
7c	To understand the function and activities and the cooperative attitude that the nursing professional has to develop in a primary healthcare team.			X
8c	To promote a participation of persons, family, and groups in their own process of health and disease.	X		
9c	To Identify factors related to health and the problems in their own environment and to give care to persons in situations of health and disease as an integral part of their community.	X		
10c	To identify and analyse the influence of internal and external factors at the level of health of individuals and groups.	X		
11c	To identify factors related to health and the problems in their own environment and to give care to persons in situations of health and disease as an integral part of their community.			X
12c	To analyse the statistical data referring to population studies, identifying possible causes of health problems.		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
19c	To have a cooperative attitude towards the different members of the team.			X
28c	To be able to provide health education to parents and primary care givers.			X
33c	To know the Spanish Health System.	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		



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|----|---|---|--|
| 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
R2, R3, R5, R6, R7, R9, R10, R13, R16	60,00%	Theoretical written exams
R2, R3, R5, R6, R8, R9, R10, R13, R14, R15, R16	37,00%	Practical tests and works
R5, R6, R8, R13, R14, R15	3,00%	Attendance and active participation

Observations

Observations

· In order to average the evaluation tests, it will be necessary to obtain 50% of the mark of the written test (3 points out of the 6 that are worth) and obtain an average of 50% in the work, attendance and participation in the disability sessions.

· The realization of the workshops is mandatory, as well as the assistance to the sessions of Attention to people with disabilities.

· In this subject the NANDA DOMAINS will be worked on:

Health promotion

· CLASS 1: HEALTH AWARENESS Recognition of well-being and normal functioning.

· CLASS 2: HEALTH MANAGEMENT Identification, control, performance and integration of activities to maintain health and well-being.

Theoretical evaluation 60%:

Final theoretical test (written test) of 1-hour duration at the end of the semester and on the official dates indicated by the Dean's Office. It will have a total value of 60% of the grade for the subject. The theoretical evaluation will be carried out at the end of the course, through a final theoretical test made up of objective multiple-choice questions where the theoretical contents worked in the classroom will be related. (Teaching sessions. These questions are corrected following the correction formula $A - (E/n - 1)$). The minimum mark to pass the written test will be 3 out of 6.

Assessment of practical tests, seminars, workshops and assignments 37%:

1. Practical workshops (6%)

The workshops will be planned at the beginning of the semester, the teacher will reflect the days and hours in the schedule of the subject. A questionnaire will be carried out at the end of the three



workshops with questions related to items that the student must have passed after the workshop, value 3%. Attendance at the three workshops will mean a value of 3% (1% each).

·Health Diagnosis Seminar.

It will consist of carrying out a drill among the whole class (groups will be assigned) to finish with the prioritization of health problems in a community. Attendance and participation in it will be mandatory and participation will be valued at 1%.

·Practical workshop on Assessment of the diabetic foot-ITB.

It will consist of assessing the diabetic foot using the appropriate instruments. As well as learning to perform an ITB and interpret it properly. Attendance and participation in it will be mandatory and participation will be valued at 1%.

·Handling and maintenance workshop Port-A-Cath.

It will consist of learning to perform a blood extraction through the central catheter and to administer medication with sterile technique in an anatomical model. In addition to sealing correctly and learning the care of the catheter. Attendance and participation in it will be mandatory and participation will be valued at 1%.

1.Chronic Care Programs (8%)

Study the chronic patient programs in the primary care context as a group and solve practical cases in the classroom using the nursing taxonomy appropriately. 4 cases related to: Chronic diabetic, respiratory, hypertensive and anticoagulated patient (2% each) will be resolved and shared.

1.Health Education Project (23%)

Plan a Health Education (EpS) project. A work will be written in Word and presented in PowerPoint by all team members. Students will self-enroll in groups and topics through the teaching platform. The academic work format is the official one for the Degree, the template will appear on the teaching platform. The professor will give specific guidelines in face-to-face tutorials for the development of the requested work.

.-Throughout the course, autonomous work activities will be carried out on the teaching platform that will NOT count in the final grade and are not mandatory. These activities will serve to delve into a specific topic or to better understand the topic, increasing the retention capacity of each student.

.-ERASMUS students will contact the teacher to specify the work to be done. To evaluate the Transversal Disability Competence sessions and the workshops, you will have to view the presentations and complete the corresponding questionnaires. Cases of chronic patients will be carried out autonomously.

1.Attendance and active participation transversal competence 3%

Teaching sessions of transversal competence to disability will be scheduled and notified through the teaching platform. A questionnaire will be carried out at the end of the course and attendance control will be carried out. Students of double degrees or who come from another UCV Degree and have completed the competition, will have this part of the subject validated (provided they notify it at the beginning of the course).

Comments related to the evaluation of the subject

·The mark that will appear in the record of the suspended students will be the exam mark out of



10. For example, a student who has a 2 in the written test and is out of 6, the mark that must appear in the record is a 3.3 (a single decimal will be left).

- Students who have passed the written exam but do not pass 50% of the practical tests and/or papers (that is, <25%) will receive a grade of 4 on the first call and will present the pending papers before of the date indicated by the teacher in order to pass the subject.

- Once the delivery date for the works provided on the platform has passed, no works will be accepted. The tasks will not be reopened until the second call.

- Students (including ERASMUS students) are responsible for continuously accessing the platform to find out the timing of the activities.

- If a plagiarism of more than 25% is detected in the works delivered, it will directly mean a fail.

- Criteria for awarding Honors: To obtain an Honors it will be necessary to obtain a minimum of 90% of the total evaluation. 1 may be awarded for every 20 students enrolled.

- The correctness of the use of language will be valued. Misspellings, grammatical inconsistencies and "SMS" language will be penalized with a decrease of 0.1 point per mistake made.

- The student has the right to know the qualifications of all the evaluation tools included in the teaching guide at least one week before the written test and not on the exam review date.

DEVELOPMENT of the subject in second and successive registrations:

The subject will be included in the semester that is taught in the ordinary group. In the event that the number of students is less than 6, they will be included in the tutorials and monitoring of the ordinary subject teacher and group tutorials will not be carried out. In this case, the teacher responsible for the group of students who have failed (second enrollment and successive ones), will contact the students through the virtual campus, through which he will indicate the day/s and hours of the corresponding tutorials.

1. Final exam (75%):

The theoretical evaluation will be carried out at the end of the course, through a final theoretical test and may contain the following evaluation instruments:

- Objective multiple-choice questions. These questions are corrected following the correction formula $A - (E/n - 1)$

- Short questions, true or false and relating content where the student's ability to justify the matter and their ability to summarize the information is assessed.

The minimum score to pass the written test will be 3.75 out of 7.5.

2. Work (25%):

Individual work will be carried out on the topic assigned by the teacher. The academic work format is the official one for the Degree, the template will appear on the teaching platform. The minimum grade to pass will be 1.12/2.5.

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.
- 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, M9	R2, R7, R9, R10, R14	29,00	1,16
Practice Classes M2, M3, M4, M9	R5, R6, R7, R8, R14	4,00	0,16
Seminar M2, M3, M6, M9	R3, R13, R14, R15, R16	2,00	0,08
Exhibition of group works M2, M3, M4	R2, R3, R5, R6, R7, R8, R9, R13, R14, R15, R16	6,00	0,24
Tutorial M6	R2, R7, R9, R10	2,00	0,08
Evaluation M7	R4, R9, R10, R11, R12	2,00	0,08
TOTAL		45,00	1,80

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R9, R10, R11, R12	42,00	1,68
Group work M2, M9	R7, R10, R14	25,50	1,02
TOTAL		67,50	2,70



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT I: GENERAL CONCEPTS COMMUNITY NURSING	<p>TOPIC 1: COMMUNITY NURSING.</p> <ul style="list-style-type: none">·EVOLUTION AND GENERALITIES.<ul style="list-style-type: none">· Current concept of community nursing·Origin of the community nurse·Historical milestones that lead to the current situation of the community nurse<ul style="list-style-type: none">·International health conference of 1946, WHO ALMA ATA 1978·Importance of the paradigm shift in PA of the RD on Basic Health Structures of 1984 and the General Health Law in 1986·Evolution in Spain of community nurses·Definition and basic principles, objectives and functions of a community nurse<ul style="list-style-type: none">·Scope of action of the EFyC·Roles of the community nurse·SPECIALTY IN FAMILY AND COMMUNITY NURSING



UNIT II: PRIMARY HEALTH CARE.

TOPIC 2: PRIMARY HEALTH CARE: CONCEPT, STRUCTURE, FUNCTIONS AND PRIMARY CARE TEAM.

- Bases of the new PHC concept
- Service Portfolio
- Structure, organization and operation of PC health care in the Valencian Community.
- Coordination of levels: Nurse case manager or liaison.

TOPIC 3: HEALTH PROMOTION AND PREVENTIVE ACTIVITIES PROGRAM (PAPPS).

- What are PAAPS
- Functions
- Objectives
- Recommendations from Semfyc and the Ministry of Health.
- Cardiovascular preventive recommendations.
- Preventive lifestyle recommendations.

TOPIC 4: HEALTH DIAGNOSIS IN THE COMMUNITY.

- Concept
- Objectives
- Diagnosis phases
- Problem identification and prioritization

TOPIC 5: SCHEDULED ATTENTION AND ON DEMAND. CARE AT THE CENTER AND HOME VISIT. CONTINUOUS CARE. PRIMARY CARE SUPPORT UNITS.

- On-demand, scheduled and urgent health care both in the doctor's office and at the patient's home.
- Care levels, differences between UHD and AD
- Home care coordination
- AD Methodology
- Attention to the caregiver
- What is the PAC, regulation of continuous care in the CV.
- Definition of the AUs. Types of AU in the CV

UNIT III: HEALTH PROMOTION. EDUCATION FOR HEALTH.

TOPIC 6: METHODS AND MEANS OF EDUCATION FOR HEALTH (EpS). NURSING INTERVENTIONS FOR HEALTH PROMOTION. EPS PROJECTS.

- Introduction.
- Education concept Education for Health (EpS)
- EpS Models, Intervention Areas
- Objectives and agents
- Types of intervention. intervention levels
- Group dynamics and techniques
- Communication and EpS



UNIT IV: NURSING CARE IN THE COMMUNITY

TOPIC 7: ATTENTION TO THE CHILD IN THE SCHOOL ENVIRONMENT.

- School nurse concept School nurse
- Competencies
- Functions
- The school environment
- School programs
- Strategic lines of the CV Health
- Promoting schools, concept.

TOPIC 8: NURSING CARE IN DIABETES. NURSING CARE PROGRAM FOR THE CONTROL AND FOLLOW-UP OF PATIENTS WITH HEALTH PROBLEMS.

- Early detection of Diabetes
- Attention in the debut of diabetes
- Control and follow-up of the diabetic patient from the
nursing consultations
- Prevention of diabetes in the quota population, strategies.
- Prevention of complications in diabetic patients. Practical

workshop on Assessment of the diabetic foot-ITB

TOPIC 9: NURSING CARE IN THE HTA. NURSING CARE PROGRAM FOR THE CONTROL AND FOLLOW-UP OF PATIENTS WITH HEALTH PROBLEMS.

- Early detection of AHT
- Attention in the debut of the hypertensive patient
- Control and follow-up of the hypertensive patient from the
nursing consultations
- Prevention of HBP in the quota population, strategies.

TOPIC 10: NURSING CARE IN ANTICOAGULATED PATIENTS. NURSING CARE PROGRAM FOR THE CONTROL AND FOLLOW-UP OF PATIENTS WITH HEALTH PROBLEMS.

- Collaboration in the control of the anticoagulated patient
- EpS in the anticoagulated patient
- Appropriate management of the anticoagulated patient in
the face of invasive procedures.
- Handling and Maintenance Port-A-Cath

TOPIC 11: NURSING CARE IN CHRONIC RESPIRATORY PROBLEMS. NURSING CARE PROGRAM FOR THE CONTROL AND FOLLOW-UP OF PATIENTS WITH HEALTH PROBLEMS.

- Chronic respiratory patient care.
- Control and follow-up of the patient with OBSTRUCTIVE



PULMONARY DISEASE from the nursing consultations
·Prevention of complications in chronic respiratory patients.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I: GENERAL CONCEPTS COMMUNITY NURSING	2,50	5,00
UNIT II: PRIMARY HEALTH CARE.	6,00	12,00
UNIT III: HEALTH PROMOTION. EDUCATION FOR HEALTH.	6,00	12,00
UNIT IV: NURSING CARE IN THE COMMUNITY	8,00	16,00



References

Martín Zurro, A. "Atención familiar y salud comunitaria", Elsevier 2011. ISBN: 9788480867283.

Martínez Riera JR, Del Pino Casado R. Manual Práctico de Enfermería Comunitaria. Asociación de Enfermería Comunitaria. ELSEVIER. 2013. Barcelona

Orden SAS/1729/2010, de 17 de junio, por la que se aprueba y publica el programa formativo de la especialidad de Enfermería Familiar y Comunitaria. BOE nº 157. Sec III; 57217

Tirado Pedregosa, Gerardo. De la Declaración de Alma-Ata 1978, al Informe sobre la Salud en el Mundo 2008. Enfermería Comunitaria (rev. digital) 2008, 4(2). Disponible en <<http://www.index-f.com/comunitaria/v4n2/ec0342.php>> Consultado el 03/07/2018

LINKS OF INTEREST:

·Portal de la Consellería de Sanitat Universal y Salut Pública. Plan de salud de la Comunidad Valenciana. Encuesta de salud de la Comunidad Valenciana

http://www.san.gva.es/web_estatica/index_es.html

·Atención Primaria. ISSN: 0212-6567 <https://www.journals.elsevier.com/atencion-primaria/>

·Asociación Enfermería Comunitaria. <http://www.enfermeriacomunitaria.org/web/>

·<https://amece.es/>

·<http://www.aceese.es/index.php/escuela-de-padres/>

USEFUL TOOLS FOR THE COURSE PROJECTS:

·Herramienta para la consulta, formación y creación de planes de cuidado con NANDA, NOC, NIC.: Alumnos > Biblioteca > Catálogo y búsquedas en recursos > Bases de datos

.- Definiciones y Clasificación 2015-2017 de la NANDA (North American Nursing Diagnosis Association)

.- **Clasificación de Resultados de Enfermería (NOC)**. Moorhead, S.; Johnson, M.; Maas, M.L.; Swanson, E.

.- **Clasificación de Intervenciones de Enfermería (NIC)**. Bulechek, G.M.; Butcher, H.K.; McCloskey Dochterman, J.



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:

In case of lockdown or partial restrictions:

PARTIAL CLASS ATETENDANCE situation: dates and sessions are kept as the beginning of the course, and the group will be divided into two in, doing the same practice, but in 2 different rooms and with two responsible instructors. The evaluation will be carried out through the proposed checklist.

COMPLETE LOCKDOWN situation: the dates and sessions are also maintained, but each subgroup is added to their session through the TEAMS platform. The students will work through the visualization of videos, resolution of clinical cases (with active participation), and kahoot-type activities. The evaluation will be carried out by completing the planned checklist,



but relying on clinical cases worked on and uploaded as attachments, together with the responses recorded in the online activities and participation in the session to validate the items.



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

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

Comments to the Assessment System:



The assessment instruments remain faithful to the provisions of the Teaching Guide. The final theoretical test (written test) will last one hour, it will consist of a test-type examination of 40 objective multiple-choice questions (test) with 4 alternative answers each. If it had to be done by platform, the exam date would be the same for students in ERASMUS / MUNDUS / SICUE situations.

For students in group S, it will be done in the same way, although with 30 test questions, as stated in the Teaching Guide.

The practical sessions will consist of viewing videos and clinical cases to be solved in small groups.