Universidad
Católica de
Valencia
San Vicente Mártir

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: Nursing

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

Code	Competency			
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		

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, R11, R12, R13, R16	60,00%	Theoretical written exams
R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12, R13, R14, R15, R16	37,00%	Practical tests and works
R5, R6, R8, R13, R14, R15	3,00%	Attendance and active participation

Observations

-In order to average the evaluation tests it will be necessary to obtain 50% of the grade of the written test (3 points out of 6) and to obtain an average of 50% in the work, attendance and participation in the disability sessions (attendance to the sessions is compulsory).
In this course we will work on the NANDA DOMAINS: -Health promotion CLASS 1: HEALTH AWARENESS Recognition of well-being and normal functioning. CLASS 2: HEALTH MANAGEMENT Identification, control, implementation and integration of activities to maintain health and wellness.
Theoretical evaluation 60%: Final theoretical test (written test) of 1 hour duration at the end of the four-month period and on the official dates indicated on the Intranet. It will have a total value of 60% of the grade of the course. It will be composed of objective multiple-choice questions where the theoretical contents worked on in the classroom (teaching sessions) will be identified and related. These questions will be corrected following the correction formula A-(E/n-1). The minimum grade to pass the written test will be 3 out of 6.
2.-Evaluation of practical tests, works 37 %:
   ·Practical Classes (12%): Specific nursing care for patients with chronic conditions will be worked on in the classroom through case studies. Students will work in groups to analyze and apply chronic patient care programs in the context of primary care. During these activities, special emphasis will be placed on the correct use of nursing taxonomy (NANDA, NIC, NOC), with the aim of promoting clinical reasoning, informed decision-making, and comprehensive care planning.
   ·Seminar (5%). Students will be guided in the application of participatory methodologies and epidemiological tools to identify the main health problems of a given community. They will work in groups, integrating quantitative and qualitative data, in order to develop a community diagnosis based on social determinants of health. Critical reflection on intervention priorities in the context of primary care will also be encouraged.
   ·Health Education Project (20%). A Health Education (EpS) project will be developed as a team,

which will include the planning, development, and presentation of an educational intervention aimed at a specific population. The work will be presented in two formats: a written document in Word, following the official academic template for the degree, and an oral presentation in PowerPoint. Groups and topics will be assigned through self-registration via the teaching platform. The teaching staff will guide the development of the project through tutorials, in which methodological guidelines, assessment criteria, and recommendations for the preparation of the final work will be provided.

3.-Attendance and active participation transversal competence 3%.

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

Comments regarding the evaluation of the course

This course does not allow for a single assessment, as it requires students to actively participate in practical activities.

. For example, a student who has a 2 in the written test and is out of 6, the grade that should appear in the minutes is a 3.3 (only one decimal place will be left).

-Students who have passed the written exam but who do not pass 50% of the practical tests and/or assignments (i.e. < 25%) will be given a grade of 4 in the first call and will present the pending assignments before the date indicated by the professor in order to pass the course. -Once the due date for the assignments has been exceeded, no assignments will be accepted. The assignments will not be reopened until the second call.

-Students (including ERASMUS/MUNDUS/SICUE students) are responsible for accessing the platform continuously to know the timing of the activities.

-If a plagiarism of more than 25% is detected in the work submitted, it will result in a direct failure.

-Correct use of language will be assessed. Spelling mistakes, grammatical inconsistencies and "sms" language will be penalized with a decrease of 0.1 point per fault committed".

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

DEVELOPMENT of the course in second and successive enrollments:

The subject will be included in the term that is taught in the regular group. In the event that the number of students is less than 6, they will be included in the tutorials and monitoring of the teacher of the regular subject and no group tutorials will be held. In this case, the teacher responsible for the group of failed students (second and subsequent enrollment), will contact the students through the virtual campus, through which he/she will indicate the days and times 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 contents where the student's ability to justifiably reason the subject and his ability to summarize the information is assessed. The minimum grade to pass the written test will be 3.75 out of 7.5.

Work (25%): An individual work will be done on the subject assigned by the professor. The academic work format is the official one of the Degree, the template will appear in the teaching platform. The minimum passing grade will be 1.12 out of 2.5.

Use of Artificial Intelligence (AI):

Students will be able to 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 allowed for:- Record or transcribe, in whole or in part, activities performed in the classroom in order to obtain summaries or notes generated by AI.- Generate texts in the work related to the activities proposed in the course.- Present as their own any content generated by an AI tool.- Introduce statements, practices or evaluation tests in AI tools in order to obtain 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 (e.g., source consultation, style analysis, knowledge enhancement, etc.).

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.

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	R1, R2, R7, R9, R10, R14	29,00	1,16
Practice Classes M2, M3, M4, M6, M9	R5, R6, R7, R8, R14	4,00	0,16
Seminar M3, M6, M9	R7, R12, 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: STRATEGIC FRAMEWORK OF PRIMARY HEALTH CARE. PRIMARY HEALTH CARE TEAM	TOPIC 1: PRIMARY HEALTH CARE PA and community values.Concept, functions and primary health care team (EAP). The nurse in the EAP.Structure, organization and functioning of health care in PC in the Valencian Community.
UNIT II: PRIMARY HEALTH CARE.	TOPIC 2: PROGRAMMED AND ON-DEMAND CARE. CARE IN THE CENTER AND HOME VISIT. Provision of care activityTarget population of nursing consultationsCharacteristics of careHome visit.Care for the caregiver TOPIC 3: CONTINUITY OF CARE AND SUPPORT UNITS What is the PACRegulation of continuous care in the VC. Definition of the SU. Types of SU in the VC

UNIT III: HEALTH PROMOTION-HEALTH EDUCATION

TOPIC 4: HEALTH EDUCATION
Concept of Health Education .Basic principles
y Objectives Areas of intervention of EpSFields of action of the healthy and sick person.
TOPIC 5: EpS METHODOLOGYModels of EpSCommunication and EpSTypes of intervention. AdviceIndividual educationGroup educationSocial dynamizationMotivational interviewingGroup dynamics and techniquesCommunication methods used in EpSDifferences between programs and projects
TOPIC 6: EpS PROJECTSEpS in the different stages of lifeStructure of EpS
TOPIC 7: PROGRAM OF PREVENTIVE ACTIVITIES AND HEALTH PROMOTION (PAPPS)What are the PAPPSFunctionsObjectivesRecommendations of the Semfyc and Ministry of HealthOral health recommendationsRecommendations on tobacco consumptionRecommendations on alcohol consumptionRecommendations on physical activityRecommendations on nutritionRecommendations on traffic accident preventionPreventive lifestyle recommendations

UNIT IV: NURSING CARE IN THE COMMUNITY

TOPIC 8: CARE OF THE CHILD IN THE SCHOOL ENVIRONMENT.

Why have a school nurse?What is being a school nurse?Competencies Functions of the school nurseThe school environmentHealth promoting educational centers.EpS in the school

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

Diabetes 2030 GoalsCare at the onset of diabetesCare program strategiespreventionStrategiesGeneral functions of the PC teamCriteria for referral to medical consultationControl and follow-up of the diabetic patient from the nursing officesChronic complicationsDiabetic footSeminar/Practical workshop on diabetic foot assessment-ITB.

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

Early detection of hypertensionCauses of HTRole of nursing in the diagnosis, control and follow-up of the hypertensive patient.Causes of hospital referral of the hypertensive patient.Non-pharmacological treatmentPort-A-Cath workshop

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

AnticoagulationMost frequent complicationsWarning signsEpS in the anticoagulated patientAdequate management of the anticoagulated patient in the face of bloody procedures.Nursing care of the anticoagulated patient in consultation.Coagulation control-INRINR control technique

TOPIC 12: NURSING CARE IN CHRONIC RESPIRATORY PROBLEMS. NURSING CARE PROGRAM FOR THE CONTROL AND FOLLOW-UP OF PATIENTS WITH HEALTH PROBLEMS.

Care of the chronic respiratory patientControl and follow-up of the COPD patient from the nursing consultations.Prevention of complications in the chronic respiratory patient.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I: STRATEGIC FRAMEWORK OF PRIMARY HEALTH CARE. PRIMARY HEALTH CARE TEAM	1,00	2,00
UNIT II: PRIMARY HEALTH CARE.	3,00	6,00
UNIT III: HEALTH PROMOTION-HEALTH EDUCATION	9,50	19,00
UNIT IV: NURSING CARE IN THE COMMUNITY	9,00	18,00

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, BOE nº 157. Sec III; 57217

LINKS OF INTEREST:
   ·http://www.san.gva.es/web_estatica/index_es.html
   ·https://www.journals.elsevier.com/atencion-primaria/
   ·http://www.enfermeriacomunitaria.org/web/
   ·https://amece.es/
   ·http://www.aceese.es/index.php/escuela-de-padres/
   ·https://papps.es/

USEFUL TOOLS FOR THE COURSE PROJECTS:
.- **NOC**. Moorhead, S.; Johnson, M.; Maas, M.L.; Swanson, E.
.- **NIC**. Bulechek, G.M.; Butcher, H.K.; McCloskey Dochterman, J.