



## Information about the subject

**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1210303 **Name:** Nursing Care of the Adult II

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** Nursing sciences

**Subject Matter:** Clinical 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	Care for Elderly People	6,00	2/2
		Care for Women	4,50	3/1
		Nursing Care in Childhood and Adolescence	6,00	2/2
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	6,00	Palliative Care	6,00	3/1



## Recommended knowledge

In order to successfully follow the course, it is recommended that students have previously completed the subjects **Fundamentals of Nursing** and **Adult Care I**, as well as possess a solid understanding of **human anatomy, physiology, and adult pathophysiology**.

It is also advisable to have a thorough knowledge of the **nursing care process**, including **comprehensive assessment**, the formulation of **nursing diagnoses**, the establishment of goals, and the planning of interventions based on standardized classifications (NANDA, NIC, NOC). Additionally, students are expected to demonstrate the ability to access, analyze, and apply up-to-date scientific evidence and to have basic proficiency in the use of technological tools related to autonomous and collaborative learning.

## 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 Identify health alterations in adults based on the manifestations that appear in different phases.
- R2 Select interventions aimed at treating or preventing problems resulting from health deviations.
- R3 Design nursing care plans for adults by analyzing data collected in the assessment, prioritizing problems, establishing the care plan, and criteria for evaluation.
- R4 Select healthcare products related to nursing care based on their use and indication.
- R5 Promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R6 Encourage the participation of individuals, families, and groups in their health-disease process.
- R7 Apply the principles that underlie comprehensive nursing care in real or simulated cases, ensuring the necessary professional continuity.



## 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
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	
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
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

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	
8c	To promote a participation of persons, family, and groups in their own process of health and disease.				X
14c	To know the alterations of health in the adult, identifying the manifestations that appear in the different phases.			X	
15c	To identify care needs derived from health problems.			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
18c	To select interventions leading to treating or preventing the problems derived from the deviations of health.				X
38c	To identify the care taking into account the age, gender, cultural differences, ethnic groups, beliefs and values of each patient.			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Theoretical written exams
	35,00%	Practical tests and works
	5,00%	Attendance and active participation

### Observations

#### Evaluation Criteria

#### Evaluation Criteria

To pass the subject, it will be necessary to obtain at least 50% of the grade in each and every one of the different evaluation blocks. The evaluation date for each block will be announced in advance, and only the causes of absence indicated in Article 10 of the “Universidad Católica de Valencia San Vicente Mártir” examination regulations will be considered justified. In such cases, the evaluation will be carried out in another group of the same subject or through an assignment reflecting all theoretical and practical concepts. In each of the evaluation blocks, spelling, grammar, and written expression will be assessed, with up to 10% of the score for that block deducted for mistakes. Criteria for awarding Honors (Matrícula de Honor): To obtain an Honor, a minimum of 95% of the total evaluation must be achieved.

#### 1. Theoretical Written Exam – 60%

The theoretical assessment will take place at the end of the course, through a test consisting of 50 multiple-choice questions. Wrong answers will be penalized according to the formula:  $[A - (E / (n - 1))]$ . The minimum passing grade for the written exam will be 5 out of 10 (equivalent to 3 out of 6).

#### 2. Recognition of Surgical Instruments – 10%

Written test in which the student must demonstrate knowledge to distinguish the necessary instruments for different surgical interventions and indicate their use (cutting, hemostasis, exposure, dissection). 20 multiple-choice questions. Each image is worth 0.05 points. The minimum passing grade will be 5 out of 10 (0.5 out of 1).

#### 3. Platform Activities – 5%

Students must complete two questionnaires: one on the different topics indicated in the course guide and another on the Clinical Pathway of Enhanced Recovery in Adult Surgery (RICA), whose documentation will be available on the platform. The minimum passing grade will be 5 out of 10 (0.25 out of 0.5).

#### 4. Suture Workshops – 5%



Each group (A, B...) will be divided into two. The workshop date will be announced in advance, and swaps to another group will be allowed. The platform will display different days and times. The minimum passing grade will be 5 out of 10 (0.25 out of 0.5).

#### 5. Gowning, Table Setup, Draping Workshops – 5%

(Surgical gowning, handwashing, table setup, and draping). Self-registration in the group will be mandatory to participate. The minimum passing grade will be 5 out of 10 (0.25 out of 0.5).

#### 6. Drainage Workshops – 2.5%

Each group (A, B...) will be divided into two. The workshop date will be announced in advance, and swaps to another group will be allowed. The platform will display different days and times. The minimum passing grade will be 0.125 out of 10 (0.125 out of 0.25).

#### 7. Tracheostomy and Other Stoma Workshops – 2.5%

Each group (A, B...) will be divided into two. The workshop date will be announced in advance, and swaps to another group will be allowed. The platform will display different days and times. The minimum passing grade will be 0.125 out of 10 (0.125 out of 0.25).

#### 8. Poster or Infographic – 5%

Self-registration in the group will be mandatory to participate. This consists of describing nursing care applied to any of the surgical techniques detailed below, based on the different stages of surgery (preoperative, intraoperative, and/or postoperative). The NNNConsult tool for nursing professionals, accessible from the university's website, will be available. The minimum passing grade will be 5 out of 10 (0.25 out of 0.5).

#### 9. Attendance – 5%

A minimum of 12 days of attendance is required to obtain this score. The minimum passing grade will be 5 out of 10 (0.25 out of 0.5).

#### Important

ANY WORK THAT IS NOT PROPERLY REFERENCED WILL RECEIVE A SCORE OF

0. Resources: <https://www.elsevier.com/es-es/connect/estudiantes-de-ciencias-de-la-salud/pasaporte-elsevier-como-hacer-un-poster-cientifico-y-no-morir-en-el-intento> <https://enfermeriacreativa.com/2019/08/05/como-realizar-una-infografia/> Endoscopies: ENT, Ophthalmology, Maxillofacial Laser: ENT, Ophthalmology, Maxillofacial Microsurgery: ENT, Ophthalmology, Maxillofacial

#### 2nd CALL

If a student fails any evaluation block, it may be retaken in the 2nd call.

#### Development of the Subject for Exchange Students

To pass the subject, it will be necessary to obtain at least 50% of the grade in each and every one of the different evaluation blocks. Mandatory in-person activities (seminars, presentations, workshops...) will be replaced by online questionnaires, written assignments submitted on the platform, case resolution, or practical scenarios, etc. Erasmus/Mundus students must submit the required tasks within deadlines and in the format indicated by the professor, as well as attend the official exam at UCV on the scheduled date. Erasmus/Mundus students enrolled in nursing degree courses at UCV must notify the subject professor by email/virtual tutorial (or in person) that they are part of the exchange program.

#### Development of the Subject in Second and Subsequent Enrollments



There will be a specific group for students not in their first enrollment, led by a professor in charge of this group. To pass the subject, it will be mandatory:- To pass both the theoretical exam and the test on the virtual campus. A pass is considered a minimum grade of 5 out of 10. The theoretical exam will consist of two parts:- 50 objective multiple-choice questions (70%), with penalties for wrong answers  $[A - (E / (n - 1))]$ , based on course content. Duration: 60 minutes. Minimum passing grade: 5/10.- A practical case worth 30% of the total grade, based on content covered in Workshops, Seminars, and Lectures. The professor responsible for the group of students who failed (second and subsequent enrollments) will contact them via the virtual campus to provide the days and times of the corresponding tutorials. In accordance with UCV regulations on subject evaluation and grading, "Honors" may be awarded to students who achieve a grade equal to or higher than 9.0. The number of Honors may not exceed 5% of enrolled students in a group per academic year, except when fewer than 20 students are enrolled, in which case only one Honor may be granted. Exceptionally, Honors may be assigned globally across different groups of the same subject. However, the total number of Honors will remain the same, although they may be distributed among students based on a common criterion, regardless of group. The criteria for awarding Honors will be established by the subject professor, as detailed in the "Observations" section of the evaluation system in the course guide. This subject does not allow the possibility of a single final evaluation, since mandatory practical activities with active student participation are required.

#### Use of Artificial Intelligence (AI)

Students may use AI for:- Clarifying doubts related to learning activities.- Support in learning, such as alternative explanations or self-assessment exercises.- Searching for additional study resources and complementary references. Students may NOT use AI for:- Recording or transcribing, in whole or in part, any class activity to generate summaries or notes created by AI.- Generating texts for assignments linked to course activities.- Submitting AI-generated work as their own.- Providing exam questions, exercises, or evaluation tasks to AI to obtain automatic answers. Citation and Attribution Requirements: When AI is used in any activity, students must:- Cite the name of the tool.- Specify the section of the activity where it was used.- Identify the AI used.- Explain the purpose of its use (e.g., source consultation, stylistic analysis, knowledge expansion, 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.
- 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](http://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](http://www.plataforma.ucv.es)).



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-campus interactive lecture M1, M6	R1, R2, R5, R6, R7	37,00	1,48
Practice Classes M2	R1, R2, R3, R4, R5, R6, R7	16,00	0,64
Laboratory M5	R2, R4	2,00	0,08
Tutorial M6	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
Evaluation M7	R1, R2, R3, R4, R5, R6, R7	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8		50,00	2,00
Group work M9		40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT UNDERGOING SURGERY AND ANESTHESIA. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	General aspects of surgery and main surgical techniques. The surgical team: nursing role. Surgical material. Operating room organization. Asepsis: principles of disinfection and sterilization. Nursing care in the preoperative, intraoperative and postoperative phases in different healthcare units: <ul style="list-style-type: none"><li>· Transfer and placement of the surgical patient.</li><li>· Risks for staff and patient in the operating room.</li><li>· Surgical times.</li><li>· Anesthesia: types of anesthesia.</li><li>· Special techniques: laser, endoscopy, laparoscopy.</li><li>· Major Ambulatory Surgery (MAS).</li><li>· Complications in surgical procedures.</li></ul>
DIDACTIC UNIT II: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH TRAUMATOLOGICAL PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	Nursing care in patients with traumatological problems and osteosynthesis. Most common surgical and hospitalization procedures. Nursing care in: <ul style="list-style-type: none"><li>· Most common surgical and hospitalization procedures.</li><li>· Types of mobilizations.</li><li>· Arthropathies.</li><li>· Musculoskeletal pathologies.</li><li>· Fractures: classification of fractures.</li><li>· Spinal disorders.</li><li>· Management of the polytraumatized patient.</li><li>· Thoracic trauma.</li><li>· Types of traction.</li><li>· Orthoses.</li></ul>



DIDACTIC UNIT III: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH NEUROLOGICAL PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS

General introduction to neurological problems. Diagnostic and healthcare methodology and technology. Nursing assessment and care oriented to the needs and different neurological problems of the patient in:

- Degenerative problems.
- Infectious problems.
- Autoimmune problems.
- Disorders of consciousness.
- The patient with cerebrovascular disease.
- Other neurological problems.

DIDACTIC UNIT IV: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH CARDIOVASCULAR PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS

Assessment, diagnosis and care oriented to the needs and problems of the patient undergoing cardiovascular surgery. Assessment, diagnosis and care oriented to the needs and problems of the patient with arterial hypertension, heart failure and coronary problems.

DIDACTIC UNIT V: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH SKIN PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS

Nursing assessment and care in:

- Surgical infection.
- Ulcers and wounds.
- Drains.
- Tracheostomies and other stomas.
- Burns.
- Most common surgical procedures: flaps, plastic and reconstructive surgery.

DIDACTIC UNIT VI: NURSING PROCEDURES (THEORETICAL-PRACTICAL)

Suturing and removal of stitches/staples[3620]  
Suturing Surgical field: gown, gloves, table.[2910] Handling of surgical instruments[2930] Surgical preparation Management of drains[1872] Thoracic drain care Management of stomas and tracheostomies[0480] Ostomy care



## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT UNDERGOING SURGERY AND ANESTHESIA. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	5,00	10,00
DIDACTIC UNIT II: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH TRAUMATOLOGICAL PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	4,00	8,00
DIDACTIC UNIT III: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH NEUROLOGICAL PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	5,00	10,00
DIDACTIC UNIT IV: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH CARDIOVASCULAR PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	5,00	10,00
DIDACTIC UNIT V: ASSESSMENT OF THE HEALTH NEEDS OF THE PATIENT WITH SKIN PROBLEMS. NURSING DIAGNOSES, OBJECTIVES AND INTERVENTIONS	4,00	8,00
DIDACTIC UNIT VI: NURSING PROCEDURES (THEORETICAL-PRACTICAL)	7,00	14,00



## References

### BASIC BIBLIOGRAPHY

#### Digital Platforms and Resources

- Elsevier ClinicalKey for Nursing (updated version of ClinicalKey Student)
- NNNConsult (NANDA-I, NIC, NOC tool)

#### Nursing Procedures and Care Books

- Berman, A., Snyder, S., & Frandsen, G. (2021). *Kozier & Erb's Fundamentals of Nursing* (11th ed.). Pearson.
- Perry, A. G., Potter, P. A., & Ostendorf, W. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.
- Delgado, C., & Amorós, M. (2023). *Procedures and Techniques in Clinical Nursing* (2nd ed.). Elsevier.
- López, M., & García, E. (2021). *Nursing Care in Vascular Access: Practical Guide*. Editorial Médica Panamericana.
- Martínez, M., & Armero, D. (2020). *Clinical Procedures in Adult Nursing: Evidence-Based Update*. Elsevier.

#### Medical-Surgical Nursing

- Hinkle, J. L., & Cheever, K. H. (2023). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (15th ed.). Wolters Kluwer.
- Ignatavicius, D. D., Workman, M. L., & Rebar, C. R. (2024). *Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care* (11th ed.). Elsevier.
- Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2022). *Tratado de enfermería médico-quirúrgica* (14th ed.). Lippincott.

#### Specialized Care

- Gorski, L. A. (2021). *Gorski's Evidence-Based Practice for Infusion Therapy*. Lippincott.
- Urden, L. D., Stacy, K. M., & Lough, M. E. (2022). *Critical Care Nursing: Diagnosis and Management* (9th ed.). Elsevier.

#### Practical Manuals

- Ackley, B. J., Ladwig, G. B., & Makic, M. B. F. (2023). *Nursing Diagnosis Handbook* (13th ed.). Elsevier.
- Swearingen, P. L. (2021). *Manual de enfermería médico-quirúrgica* (7th ed.). Elsevier.

#### Spanish Resources

- Spanish Society of Intensive Care Nursing (SEEI) (2023). *Protocols of Nursing Care in Intensive Care*.
- Federation of Community Nursing Associations (FAECAP) (2022). *Clinical Practice Guidelines in Primary Care*.

### COMPLEMENTARY BIBLIOGRAPHY

#### Teaching Unit I: Health Needs Assessment of the Patient Undergoing Surgery and Anesthesia

- Schwartz, S. I., Shires, G. T., & Spencer, F. C. (2021). *Principles of Surgery* (11th ed.).



McGraw-Hill.

·Hinkle, J. L., & Cheever, K. H. (2021). *Brunner & Suddarth's Medical-Surgical Nursing* (14th ed.). Wolters Kluwer.

·Barash, P. G., Cullen, B. F., & Stoelting, R. K. (2021). *Clinical Anesthesia* (8th ed.). Lippincott Williams & Wilkins.

Teaching Unit II: Health Needs Assessment of the Patient with Trauma Problems

·Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2021). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (10th ed.). Elsevier.

·Karpel, L., & Schreiber, J. (2020). *Trauma Nursing: Assessment and Management*. Springer Publishing.

·Adediran, I. A., Ojidana, S. O., & Oyesiku, A. G. (2020). *Basic Principles of Orthopaedic Nursing*. Springer.

Teaching Unit III: Health Needs Assessment of the Patient with Neurological Problems

·Tharp, K. E., & Lutz, J. M. (2021). *Neurological Assessment: A Nursing Perspective*. Routledge.

·Gaitonde, D. Y., & Gupta, R. (2020). *Clinical Handbook of Neurology*. Springer Publishing.

·Filley, C. M., & Fields, A. J. (2021). *Neuroanatomy through Clinical Cases*. Sinauer Associates.

Teaching Unit IV: Health Needs Assessment of the Patient with Cardiovascular Problems

·Kearney, P. M., & Whelton, M. (2021). *Hypertension: A Companion to Braunwald's Heart Disease*. Elsevier.

·Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2021). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (10th ed.). Elsevier.

·Black, J. M., & Hawks, J. H. (2016). *Medical-Surgical Nursing: Clinical Management for Positive Outcomes* (10th ed.). Elsevier.

Teaching Unit V: Health Needs Assessment of the Patient with Skin Problems

·McGuckin, M., & Mah, J. (2020). *Infection Control and Management of Hazardous Materials for the Dental Team* (3rd ed.). Elsevier.

·Corner, M. A., & Kearney, P. (2021). *Wound Care Essentials: Practice Principles* (5th ed.). Lippincott.

·Baranoski, S., & Ayello, E. A. (2020). *Wound Care: A Collaborative Practice Manual for Health Professionals* (5th ed.). Jones & Bartlett Learning.

Teaching Unit VI: Nursing Procedures (Theoretical-Practical)

·McEwen, M., & Wills, E. M. (2021). *Essentials of Nursing Leadership and Management* (6th ed.). Jones & Bartlett Learning.

·Gahm, C. D., & Gallagher, F. A. (2021). *Nursing Skills: A Handbook for Nurses*. Lippincott.

·Hess, D. R. (2021). *Applied Respiratory Physiology*. Elsevier.

#### RELATED WEBSITES

·Fisterra – <https://www.fisterra.com/>

·INCLIVA – <http://www.incliva.es/> (Health Research Institute)

·Valencian Regional Ministry of Health (Publications) –



<https://www.san.gva.es/web/conselleria-sanitat-universal-i-salut-publica/publicaciones>

- SEEI (Intensive Care Nursing) – <https://www.seeiuc.org/>
- FAECAP (Community Nursing) – <https://www.faecap.com/>
- Spanish General Council of Nursing (CGE) – <https://www.consejogeneralenfermeria.org/>
- Cochrane Library (Spanish) – <https://www.cochranelibrary.com/>
- PubMed – <https://pubmed.ncbi.nlm.nih.gov/>
- SciELO – <https://scielo.isciii.es/>
- Nursing Blog – <https://enfermeriablog.com/>
- Nursing Now – <https://www.nursingnow.org/>