



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210305 **Name:** Chronic and Terminal Patient Care

Credits: 4,50 **ECTS Year:** 3 **Semester:** 1

Module: Nursing sciences

Subject Matter: Palliative care **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

1210305 - Chronic and Terminal Patient Care

121DEP5 Salvador Martin Utrilla **(Responsible Lecturer)**

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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 aimed 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 student is able to understand the interactive behavior of the person according to gender, group or community, within their social and multicultural context.
- R4 The student must be able to design systems of care aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.
- R5 The student must be able to base nursing interventions on scientific evidence and available resources.
- R6 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.
- R7 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.
- R8 That the student is capable of promoting healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R9 That the student is capable of protecting the health and well-being of the people, family or groups assisted, guaranteeing their safety.
- R10 That the student is able to establish effective communication with patients, family, social groups and peers and promote health education.
- R11 That the student is capable of establishing evaluation mechanisms, considering the scientific-technical and quality aspects.
- R12 That the student knows the health information systems.



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
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
15c	To identify care needs derived from health problems.								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
40c	To know palliative care, pain control, and to be able to give care to alleviate the situation of advanced and terminal patients.								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



- 18 To understand the strategies for taking steps to make patients comfortable and to take care of their symptoms, and to realise that these are directed towards patients and their families and that palliative care must be applied in order to relieve the situation of patients who may be in an advanced, or even terminal, stage.

x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Theoretical written exams
	25,00%	Practical tests and works
	5,00%	Attendance and active participation

Observations

To be able to choose the common mark of the different assessment instruments, it will be necessary to obtain 50% of the qualification of the written test (3.5 points of the 7 that is worth) Criteria for awarding the Honor Roll: To obtain the Honor Roll it will be necessary to obtain a minimum of 95% of the total evaluation and the remaining 5% will be acquired only in the case that the student has obtained 100% in autonomous activities, at the discretion of the teacher of the subject and according to the legal percentages.

Evaluation criteria:

- Passing is considered a minimum grade of 5 out of 10 of the total grade.
- The **OBJECTIVE WRITTEN TEST** will consist of multiple choice questions and short questions and / or resolution of clinical case and will deal with the contents of the agenda.
 - o It is essential to have passed (3.5 points) the exam to make an average with the practical work, assistance and workshops.
 - o The theoretical evaluation will be carried out at the end of the course, through the theoretical test final written. The wrong answers will penalize.
- Records of **PARTICIPATION**. Portfolio with record of practical cases, summary of videos, interventions in debates (five activities valued with 0.1 points each), etc. will not be essential for averaging with the rest of the evaluation instruments, but it will have a value 5% of the final grade for the course.
- **PRACTICES IN THE CLASSROOM**. They will have a value of 10% of the final grade.
- **GROUP WORKS** will be assigned by the teacher, and the presentation of the activities it may represent 15% of the final grade. It will not be essential to average with the rest of evaluation instruments.
- The correctness of the use of language will be valued. Spelling mistakes, inconsistencies grammar and language "sms" will be penalized with a decrease of 0.1 point for foul committed
- The note of the works, practices and participation will be saved for the second call of the same enrollment, whatever the grade obtained in the first call. In successive Enrollments partial marks are



not saved for any assessment item.

Evaluation Criteria for EXCHANGE STUDENTS:

The Erasmus / Mundus / Sicue- Seneca student enrolled in the subjects of the Degree in Nursing of UCV, you must send the subject professor an email / virtual tutoring informing that you are leaving exchange.

The way to obtain the percentage of grades for said student will be as indicated below.:

- **OBJECTIVE WRITTEN TEST (70%)** of identical structure and value as in first registration. (It will be essential to pass this test to average with the rest of the instruments of evaluation)
- **CLASSROOM PRACTICES (10%)**: Resolution of two cases related to the contents of the practices the same day of the theoretical exam.
- **SELF-EMPLOYED WORK (20%)**: They will carry out the autonomous work activities designated by the professor of the subject and they will deliver them in the determined term through the virtual campus.

In case they need an official exam or recovery for incompatibility with activities of the foreign university, they must request it in advance. For this, it will be necessary to contact the international coordinator (internacional@ucv.es).

ERASMUS / MUNDUS / SICUE students will take the 1st call exams before Christmas and the recovery of the same, in January before carrying out your mobility, will be previously agreed with the teacher of the subject.

DEVELOPMENT of the subject in second and subsequent enrollments:

The evaluation of second and successive registrations is carried out:

- Objective test of the same structure and value (70%) as in first registration. (It will be essential to pass this test to average with the rest of the evaluation instruments)
- Resolution of one or two clinical cases related to the contents of the classroom practices, which will be valued at 30% of the total mark.
- Both tests will take place on the same day.

The professor responsible for the group of suspended (second and subsequent enrollment), will contact the students through the virtual campus, through which he / she will indicate the days and hours of the corresponding tutorials "

The professor in charge of this group will carry out 6 monitoring and tutoring sessions of 2 hours each. In each session the subject will be developed in such a way that the work of the competences that each student needs to be able to pass the subject will be reinforced.

The content evaluation will take place in the exam set in the official calendar for this subject.

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, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	26,00	1,04
Practice Classes M2	R3, R4, R5, R9	6,00	0,24
Exhibition of group works M2, M6, M9	R2, R3, R4, R5	6,00	0,24
Laboratory M2, M3, M5	R5, R9, R10	4,00	0,16
Tutorial M6	R1, R2	2,00	0,08
Evaluation M7	R1	1,00	0,04
TOTAL		45,00	1,80

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8, M9	R2, R4, R5, R8, R9, R12	45,00	1,80
Group work M2, M9	R1, R2, R4, R5	22,50	0,90
TOTAL		67,50	2,70



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Advanced chronicity	Advanced chronic disease, concept and most common clinical expressions. Levels of care for advanced chronic patients: Primary health care. Attention at home. Nursing care in the main chronic problems. Psychosocial aspects of chronic disease.
Palliative care	General approach to palliative care. Managing pain and other symptoms Terminally ill: nursing needs and care. Ethical and legal aspects. Psychosocial aspects, experience of the disease and terminal process. Accompaniment in dying.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Advanced chronicity	6,50	13,00
Palliative care	16,00	32,00



References

BASIC BIBLIOGRAPHY

1. Vallés Martínez, M P et al. Planes de cuidados estandarizados de Enfermería dirigidos a paciente y familia en procesos avanzados y terminales. 2ª ed. AECPAL-SECPAL. Madrid: Saned. 2014

2. Sociedad Española de Cuidados Paliativos. Guía de Cuidados Paliativos [En Línea] [Consulta: 18 mayo 2019 <https://www.secpal.com/guia-cuidados-paliativos-1>]

3. Porta J, Gómez X, Tuca A. Manual de control de síntomas en pacientes con cáncer avanzado y terminal. 3ª edición Ed. Aran Ediciones. Madrid 2013.

4. "Guía de Práctica Clínica sobre Cuidados Paliativos" Grupo de Trabajo de la Guía de Práctica Clínica sobre Cuidados Paliativos. Madrid: Plan Nacional para el SNS del MSC. Agencia de Evaluación de Tecnologías Sanitarias del País Vasco; 2008. OSTEBA Nº 2006/08. ISBN: 978-84-457-2734-8

5. Gracia D, Rodríguez JJ. Ética en Cuidados Paliativos. Guías de ética en la Práctica Médica. Fundación Ciencias de la Salud: Madrid. 2006. ISBN: 84-8473-402-1. Disponible en: https://www.cgcom.es/sites/default/files/guia_etica_cuidados_paliativos.pdf

FURTHER READING

1. Bayés R. Psicología del sufrimiento y de la muerte. Ed Martínez Roca. Barcelona, 2001. ISBN: 9788427026995

2. Gómez M, Grau J.A. Dolor y sufrimiento al final de la vida. Ed. Aran. 2006 ISBN 9788495913951

3. "Oxford Textbook of Palliative Medicine", 4th edition. Ed. Oxford University Press. Publication Date: September 5, 2011 | ISBN-10: 0199693145 | ISBN-13: 978-0199693146

4. Astudillo W, Orbegozo A, Latiegi A, Urdaneta E. Cuidados paliativos en Enfermería. Donostia: Sociedad Vasca de Cuidados Paliativos, 2003.

5. Arranz P, Barbero JJ, Barreto P y Bayés R. Intervención emocional en cuidados paliativos. Modelo y protocolos. Barcelona: Ariel Ciencias Médicas, 2003.

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13. Kübbler-Ross E. "Aprender a morir, aprender a vivir". SIRPUS, 2003.

14. Kübbler-Ross E. "Sobre la muerte y los moribundos". DEBOLSILLO, 2010.



15. Frankl V. "El hombre en busca de sentido". Rústica. Herder, 2011.
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18. Sánchez E. "La relación de ayuda en el duelo". SAL TERRAE, 2001.
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21. Garrido C. "Te lo contaré en un viaje". Editorial Crítica, 2002.
22. Savater F. "Las preguntas de la vida". Editorial Ariel, 2008
23. Match, A. "Martes con mi viejo profesor". 14ª Edición. Madrid. Ed. Maeva, 2008



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:

HOSPITAL VIRTUAL

1st. SEMIPRESENTIALITY Status:

The dates and sessions are kept, and the subgroup is divided into two in the Center itself, doing the same practices, but in 2 different rooms and with two responsible instructors. The evaluation will normally be carried out through the proposed checklist.

2nd. Situation of NO PRESENTIALITY:

In this case, the dates and sessions are also maintained, but each subgroup is added to their session through the TEAMS platform. It 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:

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