



## Information about the subject

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

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

**Code:** 1210401 **Name:** Nursing Care in Mental Health

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 1

**Module:** Nursing sciences

**Subject Matter:** Mental health 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

None required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 That the student is capable, in the field of nursing, of providing technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards.
- R2 That the student is capable of planning and providing nursing care directed at individuals, families or groups, oriented towards health outcomes by evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- R3 That the 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.



- R13 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.
- R14 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.
- R15 That the student knows and applies the principles that support the integral care of nursing.
- R16 The student will be able to identify care needs arising from health problems.
- R17 The student must be able to perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and their families.
- R18 The student will be able to select interventions to treat or prevent problems resulting from health deviations.
- R19 That the student is capable of having a cooperative attitude with the different members of the team.
- R20 That the student is capable of providing care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family.
- R21 The student is capable of individualizing care based on age, gender, cultural differences, ethnicity, beliefs and values.
- R22 That the student knows the most relevant mental health problems in the different stages of the life cycle, providing comprehensive and effective care, in the field of nursing.
- R23 That the student is capable of directing, evaluating and providing comprehensive nursing care to the individual, family and community.



## 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
8c	To promote a participation of persons, family, and groups in their own process of health and disease.				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
39c	To know the most relevant mental health problems and the different stages of the vital cycle, providing integral, as well as efficient, care in the nursing area.				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



## Year 2023/2024

### 1210401 - Nursing Care in Mental Health

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
R6, R15, R16, R18, R21, R22	70,00%	Theoretical written exams
R1, R2, R5, R6, R8, R10, R15, R16, R18, R19, R20, R21, R22	25,00%	Practical tests and works
	5,00%	Attendance and active participation

### Observations

#### MENTION OF DISTINCTION:

The mention of distinction will be awarded to students who have achieved a score equal to or greater than 9.5. The number of distinctions granted will not exceed 5% of students enrolled in a course in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (RD 1125/2003).

**Evaluation criteria** (It is essential to pass the exam in order to be able to add the rest of the evaluation criteria):

- 70% exam: 60% corresponds to the exam type test with 40 questions that will be necessary to pass (3 out of 6), and the remaining 10% to the resolution of a clinical case (development answers, brief or type test).
- 25% of the activity "Mental Health up to date" and clinical cases, to be worked in the classroom. The activity will be delivered in the classroom session or at the end of it. The delivery of the activities themselves will be evaluated with a maximum of 2.5 points in this section.
- 5% Attendance and participation.

#### ERASMUS STUDENTS:

ERASMUS/MUNDUS/SICUE students will take the first call exams before Christmas and, if they fail, the res-sit will be in January, before carrying out their mobility. Dates will be previously agreed with the teacher of the course.

Students who do not attend classes because they are on a mobility (SICUE/Erasmus/Mundus) must attend 5 online meetings during their stay abroad. They must also have a meeting with their teacher before departure (the student must contact the teacher).

Garding for mobility students who cannot attend class due to being away:



- Written test (70%)
- Activity "Mental Health up to date" and of clinical cases, of individual realization, tutored by the teacher (30%).

## DEVELOPMENT OF THE SUBJECT IN SECOND AND SUCCESSIVE ENROLLMENTS

There will be a specific group for non first-time students and a teacher in charge of that group. For small groups, the student will be able to participate in the regular classes. For large groups, there will be 6 follow-up and tutoring sessions of 2 hours each. In each session, the student's work will be guided in order to promote the acquisition of the skills that each student needs to be able to pass the course.

In order to pass the course in second and successive enrollments it will be necessary:

1. To pass the theory test (75%): 40-question test (5 points) and 5 short-answer questions (2.5 points). In the multiple choice questions, the wrong answers will be penalized according to the formula  $A-(E/n-1)$ , where A represents the number of hits, E the number of errors, and n the number of options in the question. Each of the short answer questions will count a maximum of 0.5 points, and the multiple choice questions will amount up to 7 points. The minimum pass grade will be 50% (3.75 points).
2. To pass the individual Nursing Care Plan (25%): It will consist of the elaboration of a care plan on a patient or a group of patients. The lecturer will provide instructions. The grading will be as follows:
  - Description of the disease: 0.5 points
  - Description of the clinical case: 0.8 points
  - Care Plan: 1 point
  - Bibliography: 0.2 points

## 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](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
Face-to-face class M1	R1, R2, R6, R8, R9, R10, R15, R16, R18, R21, R22	40,00	1,60
Practice Classes M2	R1, R2, R5, R14, R16, R18, R21, R22	8,00	0,32
Seminar M1	R1, R5, R6, R7, R9, R10, R15, R16, R18, R20, R21, R22	2,00	0,08
Tutorial M2, M8	R2, R4, R5, R16, R18, R21, R22	4,00	0,16
Evaluation M7	R6, R15, R16, R18, R21, R22	6,00	0,24
<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	R1, R2, R5, R6, R8, R10, R15, R16, R18, R19, R20, R21, R22	67,50	2,70
Group work M9	R2, R4, R5, R8, R10, R14, R15, R16, R18, R21, R22	22,50	0,90
<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
T1. MENTAL HEALTH AND ETIOPATHOGENESIS. PSYCHOPATHOLOGY	Introduction to mental health. General concepts in mental health. Introduction to clinical psychopathology.
T. 2 STIMULANT DRUGS	Stimulant drugs of abuse. Consumption symptomatology. Physiological and behavioral involvement in intoxication by consumption.
T. 3 DEPRESSANT AND HALLUCINOGENIC DRUGS	Depressant and hallucinogenic drugs of abuse Consumption symptomatology. Physiological and behavioral involvement in intoxication by consumption.
T. 4 EATING DISORDERS	Introduction to the main eating disorders Clinical characteristics of the most common disorders. Nursing role in the therapeutic approach
T. 5 SCHIZOPHRENIA	Schizophrenia and other delusional disorders Subtypes and clinical features. Nursing role in the therapeutic approach of the patient with schizophrenia.
T. 6 MOOD DISORDERS	Introduction to depression and bipolar disorder Clinical characteristics. Nursing role in the therapeutic approach to mood disorders.
T. 7 ANXIETY DISORDERS	Introduction to the main anxiety disorders. Clinical characteristics. Nursing role in the therapeutic approach to anxiety disorders.
T.8 OTHER ANXIETY DISORDERS	Introduction to other common anxiety disorders. Self-injurious behaviors. Nursing role of its therapeutic approach.



## T.9 PERSONALITY DISORDERS

Personality components. Types of personality disorder. Clinical characteristics and therapeutic approach in each type of disorder.

## T. 10 PROCESS OF NURSING CARE IN PSYCHIATRY

Introduction to the mental health nursing care process The nursing interview. Nursing assessment of the patient's psychopathological spheres.

## T. 11 PREVENTION AND RESOURCES IN MENTAL HEALTH

Main support units in mental health care.

## T. 12 NURSE-PATIENT RELATIONSHIP

Nurse-patient relationship in mental health. Inpatient management. Types of patients. Patient responses to admission. Caring for the caregiver

## T. 13 HOSPITAL ASSISTANCE. ADMISSION CRITERIA

The admission to the psychiatric unit is brief. Types of admission. Discharge to the brief psychiatric unit

## T.14 CHILD PSYCHIATRY

Main disorders in the pediatric patient. Clinical characteristics. Nursing role in the therapeutic approach of the pediatric patient in mental health

## CLINICAL CASES

Development of two clinical cases in the classroom





## Temporary organization of learning:

Block of content	Number of sessions	Hours
T1. MENTAL HEALTH AND ETIOPATHOGENESIS. PSYCHOPATHOLOGY	3,00	6,00
T. 2 STIMULANT DRUGS	2,00	4,00
T. 3 DEPRESSANT AND HALLUCINOGENIC DRUGS	2,00	4,00
T. 4 EATING DISORDERS	1,00	2,00
T. 5 SCHIZOPHRENIA	2,00	4,00
T. 6 MOOD DISORDERS	2,00	4,00
T. 7 ANXIETY DISORDERS	1,00	2,00
T.8 OTHER ANXIETY DISORDERS	2,00	4,00
T.9 PERSONALITY DISORDERS	2,00	4,00
T. 10 PROCESS OF NURSING CARE IN PSYCHIATRY	3,00	6,00
T. 11 PREVENTION AND RESOURCES IN MENTAL HEALTH	1,00	2,00
T. 12 NURSE-PATIENT RELATIONSHIP	2,00	4,00
T. 13 HOSPITAL ASSISTANCE. ADMISSION CRITERIA	1,00	2,00
T.14 CHILD PSYCHIATRY	2,00	4,00



CLINICAL CASES

4,00

8,00

## References

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Fornés Vives J, Carballall Balsa C. Enfermería de salud mental y psiquiátrica. Guía práctica de valoración y estrategias de intervención. Madrid: Editorial Médica Panamericana; 2001.



## 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:



## 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 addendum to the teaching guide for the cases of semi-presence and online teaching regarding the exam (70%) is specified, in which development questions can be introduced, or the proposal of a clinical case that the student has to elaborate