A) SUBJECT BASIC DETAILS

NAME: ADULT NURSING IV (ENGLISH)

CODE: 30300921 STUDY PLAN: NURSING DEGREE (PLAN 2009)

CARACTER: OBLIGATORY COURSE: 3º QUARTER: SECOND

CREDITS ECTS: 6 HOURS BIG GROUP: 34 HOURS SMALL GROUP: 26

B) TEACHER BASIC DETAILS

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The tutorial schedules will be published, at the beginning of the course, in the Moodle virtual platform and on the professor bulletin board. The Nursing Department will also be notified with the tutorial schedule.

C.1) SUMMARY OF CONTENTS

Organizational aspects, assistance, technological and communication singularities in the Critical Care Units:
- Specific care procedures of these units and technological support.
- Needs and care of patients and relatives in special situations. Equipment.
- Nursing intervention and application of care methodology and standardized care plans.
- Nursing techniques and procedures before the processes of health alteration, promotion, prevention and rehabilitation.

C.2) CONTEXT WITHIN THE NURSING DEGREE

Nursing of the adult person IV is a compulsory subject that is located in the Nursing Science module, in the second term of the third year of the Degree in Nursing.

The nursing subject of adult IV, aims to train qualified students capable of anticipating or detecting problems and needs to critical patients with real or potential danger of life, and their families in an individualized way, and to solve said problems in an efficient way and with knowledge based on the best available evidence.

This subject also aims to prepare future professionals in patient and family education for the prevention and promotion of health and rehabilitation, as well as in adapting to new forms of life with the disease. This introduces students to the continuity of care between levels. Students are prepared to be able to accompany and respect people at the end of their life, to acquire communication skills in the face of difficult situations, to know how to detect and respect the needs and preferences of the patient and family members in a dignified way, treatment and care, as well as their rights, taking into account the existing regulations It is intended with this subject also, that students are able to coordinate, lead, or be part of multidisciplinary work teams.
In this subject, finally, high-tech utilities will be integrated into the critical care units or specialized areas, which contribute to the achievement of quality results, but the balance will be sought with dignified and humanized care based on communication. That is to say, the objective is the care centered on the person where the axis is the patient and his family, and the quality and humanization of the assistance are essential requirements.

Adult Nursing IV will interrelate the knowledge and skills acquired in other subjects of the degree in order to achieve the high level of competence required to achieve the excellence of serious, multi-pathological and complex patient care, and their relatives or relatives in a critical situation, terminal, or after recovery in chronicity. Introducing in this way the students in the advanced practice of nursing.

The ultimate goal is to equip students with self-training tools. It will show what are the sources of reliable material, where to keep this knowledge updated by selecting quality information to evaluate and respond effectively to the complex needs of patients and family, the demands of a changing society and the challenges of technological advancement giving priority at all times to the dignity and humanization of treatment and care.

C.3) RECOMMENDED REQUIREMENTS

It is advisable that the students have achieved the basic and specific competences of 1st and 2nd year, and be able to incorporate them and interrelate them with the present subject for their better use. For this, the following subjects are of special importance: Structure and function of the human body I and II, Psychosocial Sciences I and II, Basic care, Physiopathology and life support, Differences and Inequalities in Health and Strategies of Health Promotion, Nursing of the person Adult I, II, and III, Nurse methodology and standardized language, Pharmacology and Therapeutic Procedures, Mental Health Nursing and Aid Relationship.

C.4) COMPETENCIES

TRANSVERSAL / GENERIC COMPETENCES

GENERIC:

- G1 Analysis and synthesis capacity.
- G2 Ability to apply knowledge to practice.
- G3 Capacity for organization and planning.
- G7 Information management capacity.
- G8 Critical and self-critical capacity.
- G11 Ability to decide and solve problems.
- G13 Ability to communicate with non-experts in the field.
- G17 Ability to learn autonomously.
- G20 Ethical commitment.
- G21 Sensitivity to issues of social, economic and environmental reality.
- G22 Ability to apply a gender perspective in the analysis of reality.

SPECIFIC COMPETENCIES

- E24. Know the alterations of health of the adult person, identifying the manifestations that appear in its different phases.
- E25. Identify the care needs derived from the health problems and analyze the data collected in the assessment, prioritize the problems of the adult patient, establish and execute the care plan and carry out its evaluation.
- E26. Perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and family members and selecting interventions aimed at treating or preventing the problems derived from health deviations and maintaining a cooperative attitude with the different members of the
team.

- E37. Provide care guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family, depending on health levels, age, gender, cultural differences, ethnic group, beliefs and values of the people, as well as of the different plans, strategies and / or processes developed from the field of public health administration.
- E39. Know palliative care and pain control to provide care to relieve people with advanced or terminal illness and their family, avoiding the unjustified use of therapeutic resources.
- EU53. Ability to assess the physical activity and functional capacity of the person and select the resources, techniques and procedures that are appropriate to the health needs presented, guaranteeing the highest level of independence and personal autonomy.
- EU54. To know the organizational, care and technological characteristics of the critical care units and their relationship with the needs of patients and the ability to plan, select and apply care in critical situations based on the principles of safety, individuality and dignity.
- EU57. Know the regulatory frameworks that should inform professional practice (Comprehensive Plans, Programs, Processes, etc.).
- EU58. Ability to maintain a relationship and effective communication with the users of the services as well as with the interprofessional team.

C.5) LEARNING OUTCOMES

Students who have successfully completed the subject may:

- Describe in a well-founded manner through the established evaluation resources, the most frequent health alterations of the adult person, differentiating the manifestations that appear in the different phases of the processes.
- Select, justify with the available evidence and execute from situations previously planned problems, the professional interventions that best respond to the needs presented by the adult in the critical care units and their families, guaranteeing the principle of security, the right to the dignity, confidentiality and capacity of decision, considering age, gender, cultural differences, beliefs and values.
- Determine in concrete and identifiable terms the indicators that show a therapeutic relationship with sick and family members.
- Analyze and argue, from situations previously selected problems, the indicators that show the different situations of loss suffered by people as a consequence of health and disease processes
- Critically assess, based on the presentation of updated social data, the organizational, care and technological characteristics of the critical care units and their relationship with the care needs of the patients.
- Recognize and analyze, in a planned didactic context, the indicators that show cooperative behaviors among the members of the health team.
C.6) METODOLOGY

The training activities offered to students to facilitate the development of curricular competences are based on the most relevant principles and methodological strategies in the context of the European Higher Education Area (EHEA). It is intended that students be the protagonist of their own learning and share with the teachers the conduction of it. It is necessary that students use critical judgment and a reflective attitude throughout the process, to be able to finally incorporate the accumulated learning throughout the degree to the subject presented.

The following activities could be used:
- Magisterial and dialogue exhibitions, with or without the use of multimedia resources.
- Theoretical practical sessions by experts.
- Preparation of group work based on topics previously selected by the faculty. Analysis and interpretation of data; critical analysis of documents; construction of algorithms; synthesis preparation; research and documentary analysis; problem solving and case studies.
- Dynamization techniques.
- Practical exercises of relationship and application.
- Exhibition of works.
- Discussion forums in real or virtual contexts.
- Visualization of real or virtual scenarios (Videos, movies, etc).
- Dramatizations.
- Communication of experiences.
- Self-directed tutorial using interactive software.
- Practical demonstrations.
- Guided training.
- Didactic methodology based on innovation and motivation of learning in the classroom and in the moodle, based on gamification, and promoting cooperative and interactive work will be put into practice: construction of a glossary in moodle.
- Resolution of short practical cases by teams.
- Other gamification dynamics to favor critical analysis, and interrelation of concepts, human responses and patient problems, with NIC and NOC, and nursing diagnoses.
- In all these cases, participation and collaboration will be taken into account in the evaluation of the process.
- Multimedia learning tools, self-assessment and interaction between peers and teachers in the classroom, specifically Socrative and Kahoot! Will be used.
- Systematic observation.
- Self-critical and heterocritical.
- Individual and group face-to-face tutoring, both on demand and scheduled.
- Virtual tutorials.
- Self-managed study.
- Development of clinical cases with high definition simulators.
- Other active methodologies.
- Some of these activities will be carried out from the Moodle platform.
### STUDENT WORKING HOURS

#### PRESENTIAL WORK

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>ACTIVITY TYPE Y/ METHODOLOGY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-room BIG GROUP</td>
<td>Magisterial and dialogue exhibitions.</td>
<td>34</td>
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<tr>
<td></td>
<td>Dynamization techniques, demonstration, case representation.</td>
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<tr>
<td></td>
<td>Presentation of Works.</td>
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<td></td>
<td>Communication of experiences.</td>
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<td></td>
<td>Views of real or virtual scenarios.</td>
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<td></td>
<td>Active, didactic methodologies and tools for self-learning and interaction.</td>
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<tr>
<td>Seminar/ Simulation room SMALL GROUPS</td>
<td>Practical demonstrations.</td>
<td>26</td>
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<td>Guided training.</td>
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<td></td>
<td>Role plays and simulations.</td>
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<td></td>
<td>Self-critical and heterocritical.</td>
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<td></td>
<td>Learning based on problems.</td>
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<tr>
<td></td>
<td>Active, didactic methodologies and tools for self-learning and interaction.</td>
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<td></td>
<td>Analysis of own video recording.</td>
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<td></td>
<td>Debriefing.</td>
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**TOTAL PRESENTIAL WORK** 60

#### NON-PRESENTIAL WORK

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>TYPE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomous study</td>
<td>Study and personal work.</td>
<td>47</td>
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<tr>
<td></td>
<td>Organization of personal work for the evaluation test.</td>
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<tr>
<td>Virtual Space (Moodle)</td>
<td>Self-managed lessons.</td>
<td>5</td>
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<td>Jobs.</td>
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<td>Glossaries.</td>
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<tr>
<td></td>
<td>Activities or tasks of the Moodle</td>
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<tr>
<td>Self-managed study</td>
<td>Preparation of works by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Analysis and interpretation of data.</td>
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<td>- Construction of conceptual frames.</td>
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<td>- Summary.</td>
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<td></td>
<td>- Preparation of summaries / class documents</td>
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<td>- Documentary analysis.</td>
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<td>- Problem resolution.</td>
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<td>- Study and realization of cases related to the content.</td>
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<td></td>
<td>- Documentary searches and recommended readings.</td>
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**TOTAL NON-PRESENTIAL WORK, PROGRAMMED TUTORIES AND EVIDENCE** 90

### C.7) WEEKLY STUDENT WORKING

<table>
<thead>
<tr>
<th>TUTORIES AND EVALUATION TESTS</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual tutoring / group tutoring</td>
<td>Orientation / advice. Feedback.</td>
</tr>
<tr>
<td>Classroom</td>
<td>Practical and theoretical evaluation tests.</td>
</tr>
</tbody>
</table>

**TOTAL** 90
The chronogram of the subject will be published at the beginning of the course in the Moodle virtual platform corresponding to the subject: [http://moodle.uhu.es/](http://moodle.uhu.es/)

### C.8) THEMATIC BLOCKS

#### UNIT I INTRODUCTION TO CRITICAL CARE

**Topics:**
1. Characteristics, origin and evolution of the Critical Care Units. Organization of assistance.
2. Assistance, organizational, technological and communication singularities in the critical care units.

#### UNIT II HUMANIZATION AND ASSISTANCE QUALITY IN CRITICAL CARE UNITS

**Topics:**
1. Humanization of care and assistance quality.
2. The family of the serious patient as an integral part of care.
3. Family and patient coping tools. Communication and effective information to the critical patient and the family in the critical care units.
5. Donation and transplantation of organs and tissues.

#### UNIT III INTERVENTIONS AND BASIC AND SPECIFIC CARE OF NURSING TO THE PATIENT IN CRITICAL SITUATION

**Topics:**
3. Prevention and control of hygiene and disinfection in the Critical Care Units. The environment of the serious patient.

#### UNIT IV INTERVENTIONS AND NURSING CARE TO THE CRITICAL PATIENT WITH CARDIOVASCULAR ALTERATIONS. MONITORING AND REGISTRATION

**Topics:**
2. Basic and advanced life support. Road support to the traumatic patient.
3. Attention to the patient with cardiorespiratory arrest.
4. Post-resuscitation care for patients in critical care units.
UNIT V INTERVENTIONS AND NURSING CARE TO THE CRITICAL PATIENT WITH TRAUMATIC ALTERATIONS. MONITORING AND RECORDS

Topics:
1. The polytraumatized patient: generalities, Interventions and nursing care.
3. General and Interventions and nursing care before different traumatisms: cranioencephalic, vertebral, thoracic, abdominal, extremities.

UNIT VI INTERVENTIONS AND NURSING CARE TO THE CRITICAL PATIENT AGAINST SERIOUS INFECTIONS

Topics:
1. Generalities
2. Interventions and nursing care for the critical patient with infectious diseases. Prevention, control and interventions.
3. Care and interventions according to type and location: urinary tract, bacteremia associated with catheter, surgical wound.

UNIT VII INTERVENTIONS AND NURSING CARE TO THE CRITICAL PATIENT WITH RESPIRATORY ALTERATIONS. MONITORING AND RECORDS.

1. Nursing care and interventions in the management of the airway.
5. Interventions, care and prevention of nosocomial pneumonia associated with mechanical ventilation.

UNIT VIII INTERVENTIONS AND NURSING CARE TO THE CRITICAL PATIENT TO SEVERE SERIOUS PROBLEMS

1. Assessment of pain-agitation, analgesia and sedation in the critical patient. Care and interventions
2. Interventions and nursing care for critical patients with neurological problems.

UNIT IX INTERVENTIONS AND CARE FOR THE PATIENT WITH NUTRITIONAL PROBLEMS

Topics:
1. Assessment of pain-agitation, analgesia and sedation in the critical patient. Care and interventions
2. Interventions and nursing care for critical patients with neurological problems.
C.9) BIBLIOGRAPHY

BASIC BIBLIOGRAPHY FOR ENGLISH LANGUAGE LEARNING:


BASIC BIBLIOGRAPHY FOR ENGLISH IN HEALTH SCIENCE:


CRITICAL CARE NURSING BIBLIOGRAPHY:

MANUALS/ MONOGRAPhIES


- Woodruff DW. Critical Care Nursing Made Incredibly Easy! 4RD EDITION. Lippincott Williams & Wilkins; 2015.
ARTICLES/GUIDELINES


C.10) EVALUACIÓN

Student evaluation:
The evaluation will be directed to both the results and the teaching-learning process. It will have a continuous and final character, as well as a double function: orienting the students’ learning and evaluating the results achieved. The evaluation procedures will be adapted to the competences to be evaluated and to the methodology used in the subject. In addition to Cognitive competences “to know”, the acquisition of Attitudinal competences or relating to "being” and Procedural / instrumental competences “know-how” will be assessed.

Active and continuous participation throughout the process will be taken into account. The realization of activities, tasks or works, both in Grupo Grande and in Small Group will be considered as well, and the monitoring of the tutoring process. The attendance and participation in the activities organized in the subject, will also be another element to assess.

Didactics will be used to promote self-learning of the students in the classroom -Grupo Grande or Small Group- and their participation and follow-up will be valued. Certain aspects of the evaluation system may be negotiated with students in special circumstances provided they are communicated, justified, and agreed at the beginning of the course.

Given the importance of the activities to be carried out in the small group and its practical nature, the training is considered of great importance in order to acquire the necessary skills. In any case, it is proposed as an alternative in exceptional cases of students with 2 or more absences -justified or not- it will be mandatory to complete 4 open-ended questions in the final exam. It is necessary to have reached the minimum score required in the written test, to be able to make average with the qualifications of the small group. Everything related to these scores will be communicated to the student at the beginning of the subject.

In the second evaluation period of the subject the type of written evaluation may change, and the qualification of the Small Group will be maintained, but will not be saved from one academic year to another.
The following evaluation procedures will be used:

1. Evaluation of the Process (up to 35% of the total): a continuous assessment of the individual teaching-learning process will be made, and in the whole, both in the large Group and in the small Group, the following aspects will be 3.5 points:
   - Assistance.
   - Attitude.
   - Degree of involvement and interest in their learning.
   - Participation and contributions in debates, forums and tutorials.
   - Participation in activities and resources in the classroom, and / or in the platform of the subject.
   - Critical judgment ability.
   - Level of deepening in the contents taught.
   - Level of collaboration, contributions and constructive capacity in group, ability to work as a team, active participation, skills, degree of achievement of tasks, collaboration and involvement in practical sessions and other organized activities.
   - Capabilities and skills in practical tests, simulations and demonstrations and the ability of critical analysis and self-assessment after simulations.
   - Level of knowledge reached of the subject studied in written works; the originality, quality, method and structure used in the presentation of the activity and in the presentation of the work, as well as the bibliography used. This section will assess the degree of competencies required in this subject such as: Cognitive "knowing", Attitudinal "Being" and Procedural / instrumental "Knowing how to do".
   - Large group attendance will be assessed.
   - Volunteer jobs or tasks may be assessed.
   - The use and participation in new methodologies, virtual didactics, multimedia, the platform of the subject will be valued, in addition to everything previously mentioned.

The 3.5 points awarded to this section will be assigned through the EPA IV Process Evaluation Template or rubric. The students will be informed at the beginning of the course of the weight given to the various aspects, which among others are:
   - Written assignments related to the content taught in class that will have to be uploaded to Moodle.
   - Online activities for self-learning.
   - Participation in activities carried out with active methodologies.
   - Aspects related to attitudinal competences (interest, involvement, etc.) and with assistance.

2. Evaluation of academic performance (up to 65% of the total):
   - The written / oral examination will be valued at 6.5 points.
   - Short questions may be asked, long questions or clinical cases, and / or test questions. All this will be specified at the beginning of the subject in class.
   - The contents evaluated in the exam will correspond to those included in the Large Group as well as those of the Small Group.

The final mark of the subject will be the result of the evaluation of all the parts.
It is necessary to have passed the exam and have delivered and / or done the work, tasks or activities required of each party, to reach the final approval.