

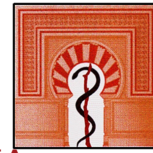


UNIVERSIDAD DE CORDOBA

FACULTAD DE MEDICINA Y ENFERMERÍA

GRADUADO EN ENFERMERÍA

2024/25 YEAR

**CUIDADOS BÁSICOS DE ENFERMERÍA**

Course details

Course name: CUIDADOS BÁSICOS DE ENFERMERÍA**Code:** 100011**Degree/Master:** GRADUADO EN ENFERMERÍA**Year:** 2**Field:** FUNDAMENTOS DE ENFERMERÍA**Character:** OBLIGATORIA**Duration:** FIRST TERM**ECTS Credits:** 6.0**Classroom hours:** 60**Face-to-face classroom percentage:** 40.0%**Study hours:** 90**Online platform:** <https://moodle.uco.es/>

Coordinating teacher

Name: JIMÉNEZ MÉRIDA, MARÍA DEL ROCÍO**Department:** ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA**Office location:** Edificio Sur, anexo, 1º planta**E-Mail:** n02jimem@uco.es**Phone:** 957218780

Brief description of the contents

To identify the needs of the patient/s resulted from the basic parameters of the person as a bio-psycho-social and ecological being and the degree of ability of such patient to face situations.

To plan primary care in the line of ensuring the continuity of life and quality of it, incorporating to it everything by which helps to live and allows the existence.

To encourage the development of a complex of attitudes that allows promoting the progress of the personality in the direction of a creative, constructive, productive, personal, and community life and thus be able to establish good human relations with the sufferer: Knowing how to be.

To promote the researching spirit mainly from the professional field and gain perspective more autonomous of the profession.

Prerequisites

Prerequisites established in the study plan

None

Recommendations

None specified

Study programme

1. Theory contents

Part I - Conceptual framework of basic nursing care

1. Introduction. The care process and the relationship with the patient
2. Nursing care process
3. Evidence-based basic care

Part II - Basic care according to human needs

4. Introduction. Virginia Henderson Model
5. Basic Human needs: Breath normally
6. Basic Human needs: Eat and drink
7. Basic Human needs: Eliminate body wastes
8. Basic Human needs: Movement
9. Basic Human needs: Sleep and rest
10. Basic Human needs: Dress and undress
11. Basic Human needs: Temperature regulation
12. Basic Human needs: Hygiene/skin
13. Basic Human needs: Safety
14. Basic Human needs: Communicate
15. Basic Human needs: Values and beliefs
16. Basic Human needs: Work/accomplishment
17. Basic Human needs: Recreational activities
18. Basic Human needs: Learn.

Part III. Theoretical-practical application of basic care nursing

19. Project-based learning
20. Application of knowledge in a final case

2. Practical contents

Practice 1. Taking vital signs and nursing chart

Practice 2. Patient hygiene

Practice 3. Mobilization techniques

Practice 4. Preparation and administration of intravenous medication

Practice 5. Blood collection and administration of medications intradermally, subcutaneously and intramuscular.

Practice 6. Nutrition and respiratory techniques

Practice 7. Urinary and fecal elimination

Practice 8. Asepsis, management of the surgical environment and basic wound cleaning

Practice 9. Simulation of individual case I

Practice 10. Individual case simulation II

Practice 11. Individual case simulation III

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Methodology

General clarifications on the methodology (optional)

- Master class: Active master class, Socratic method. Clinical cases will be used in these classes.
- Practical workshop for demonstration/simulation: Acquisition of technical and relational skills.
- Tutorships. Learning facilitator teacher-student interaction process. A minimum of 2 hours is considered, and students, in the indicated period, can be more depending on the student's demand.
- Problem-Based Learning: Cooperative group work (6 people per group). A case study in cooperative learning. Approach and development of the 7 phases of Problem-Based Learning (Exley and Dennick, 2007): Clarify terms and concepts; define the problems; analyze problems: ask, explain, formulate hypotheses, etc.; make a systematic list of the analysis; formulate the expected learning outcomes; results-focused independent learning; synthesize and present new information. In this process, tutorial work is a crucial factor.

Methodological adaptations for part-time students and students with disabilities and special educational needs

- The methodologies used in the subject are highly interactive and cooperative so that the possible difficulties encountered for follow-up will be assessed and resolved according to each joint case and in consensus with the reference working group.
- The workshops in the demonstration/simulation classroom are mandatory and given their characteristics. They are essential in acquiring practical skills; so that possible difficulties will be addressed and will resolve individually, although with the conviction that the activities have to be carried out in the classroom demonstration/simulation and with teacher supervision.

Face-to-face activities

Activity	Large group	Small group	Total
<i>Assessment activities</i>	8	-	8
<i>Practical experimentation activities</i>	-	22	22
<i>Written expression activities</i>	30	-	30
Total hours:	38	22	60

Off-site activities

Activity	Total
<i>Information processing activities</i>	60
<i>Information search activities</i>	30
Total hours	90

Results of the training and learning process**Knowledge, competencies and skills**

- CB1 To possess and understand knowledge in an area of study that is based on general secondary education, and that is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of the field of study.
- CB2 To know how to apply knowledge to work or vacation in a professional way. To have the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.
- CB3 To be able to collect and interpret relevant data (normally within the student's area of study) to make judgements that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB4 To be able to transmit information, ideas, problems and solutions to either a specialised audience or an unspecialised one.
- CB5 To develop the the skills necessary to undertake further studies with a high degree of autonomy.
- CET3 To know and apply the fundamentals and theoretical and methodological principles of nursing.
- CET4 To understand the interactive behavior of the person according to gender, group or community, within their social and multicultural context.
- CET5 To design care systems aimed at individuals, families or groups, evaluating their impact and establishing appropriate modifications.
- CET6 To base nursing interventions on scientific evidence and on available resources.
- CET7 To understand 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.
- CET8 To promote and respect the right to participation, information, autonomy and informed consent in the decision-making of the people being looked after, according to the way they live their health-disease process.
- CET9 To promote healthy lifestyles, self-care, while sustaining preventive and therapeutic behaviors.
- CET10 To protect the health and well-being of people, family or groups being taken care of, guaranteeing their safety.
- CET17 To carry out nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.
- CEM12 To comprehend from an ontological and epistemological perspective the evolution of the key concepts that constitute nursing as a discipline, as well as the most significant theoretical models, applying the scientific methods in the care process and developing the corresponding care plans.
- CEM13 To apply the nursing process to provide and guarantee welfare, quality and safety of the people being attended to.
- CEM14 To know and apply the principles that adjust to the integrative nursing care.
- CEM15 Manage, evaluate and provide comprehensive nursing care to the individual, the family and the community.

Assessment methods and instruments

Intended learning outcomes	Examination	Means of practical execution	Students assignments
<i>CB1</i>	X	X	X
<i>CB2</i>	X	X	X
<i>CB3</i>	X	X	X
<i>CB4</i>	X	X	X
<i>CB5</i>	X	X	X
<i>CEM12</i>	X	X	X
<i>CEM13</i>	X	X	X
<i>CEM14</i>	X	X	X
<i>CEM15</i>	X	X	X
<i>CET10</i>	X	X	X
<i>CET17</i>	X	X	X
<i>CET3</i>	X	X	X
<i>CET4</i>	X	X	X
<i>CET5</i>	X	X	X

Intended learning outcomes	Examination	Means of practical execution	Students assignments
<i>CET6</i>	X	X	X
<i>CET7</i>	X	X	X
<i>CET8</i>	X	X	X
<i>CET9</i>	X	X	X
Total (100%) Minimum grade (*)	40% 5	40% 5	20% 5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

General clarifications on instruments for evaluation:

- Block 1: Objective multiple-choice tests (PEM) (4 options, only one of which is valid) and/or clinical case: 40% of the grade final, in all calls.
- Block 2: Teacher data record sheet in demonstration/simulation practices: 40% of the grade final. This criterion will be applied in all calls.
- Block 3: Activities carried out in cooperative group work teams, Problem-Based Learning and tutorials: 20% of the final grade. This criterion will be applied in all calls.

Observations:

- From the mark obtained in the exam (objective tests of multiple choice), 0.25 points are deducted for each question wrongly answered. Not-answered question won't rest.
- It is necessary to achieve a 5 in each evaluation test described (Blocks 1, 2, and 3) to calculate the average weighted mark. If not reaching 5 in one of the assessment tests (blocks 1,2,3, and each sub-test and practical exams and procedures), the final grade will be suspense (the note corresponding to the section that did not reach 5).
- The subject is considered approved from five.

The practices recovery, as well as the grade obtained in each part of the evaluation, will have the legitimacy period of the enrolled academic year.

The simulation practices are mandatory.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The evaluation and methodological adaptation for part-time students will be addressed individually

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The extraordinary call is made with prior agreement with the student and will have the evaluation system of the objective test as well as a penalty system similar to other calls.

Qualifying criteria for obtaining honors:

It will be able possible in the case that grades has a minimum value of 9

Sustainable development goals

Good health and well-being

Quality education

Gender equality

Reduced inequalities

Other Faculty

Name: ALCAIDE LEYVA, JOSÉ MANUEL

Department: ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA

Office location: Edificio Sur, anexo, 1º planta

E-Mail: n12allej@uco.es

Phone: 957218780

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
