



COURSE DATA

Data Subject

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|----------------------|--|
| Code | 34374 |
| Name | Methodological foundations of nursing treatments |
| Cycle | Grade |
| ECTS Credits | 4.5 |
| Academic year | 2023 - 2024 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|----------------------------------|------------|-------------|
| 1200 - Degree in Nursing | Faculty of Nursing and Chiropody | 2 | Second term |
| 1213 - Grado en Enfermería (Ontinyent) | Faculty of Nursing and Chiropody | 2 | Second term |

Subject-matter

| Degree | Subject-matter | Character |
|--|--------------------------------|------------|
| 1200 - Degree in Nursing | 14 - Nursing foundations | Obligatory |
| 1213 - Grado en Enfermería (Ontinyent) | 14 - Fundamentos de enfermería | Obligatory |

Coordination

| Name | Department |
|---------------------|---------------|
| QUERALT BLASCO, ANA | 125 - Nursing |

SUMMARY

English version is not available

Los contenidos de la asignatura permiten al alumnado un conocimiento de las bases metodológicas de la Enfermería. Este conocimiento les ayudará a comprender y trabajar los contenidos de las materias que se incluyen en los módulos *Ciencias de la Enfermería y Prácticas Tuteladas y Trabajo Final de Grado*, dado que el objeto de estudio es la metodología del trabajo enfermero. Es por esto que se debe considerar la complementariedad que se produce entre todas y cada una de las materias de estos módulos. Cabe señalar que esta asignatura está relacionada directamente con las *Bases Históricas, Epistemológicas y Éticas de la Disciplina Enfermera*.

Atendiendo al título de la materia su contenido permite conocer y analizar la metodología del trabajo enfermero. A grandes rasgos podemos decir que dentro de la asignatura se tratará:



- Las bases teóricas del proceso de cuidados.
- La descripción de las diferentes etapas que constituyen la herramienta del trabajo enfermero.
- Las estructuras que permiten una valoración de la salud de las personas, grupos y/o comunidades para identificar las respuestas que tienen estos sujetos como consecuencia de cualquier circunstancia (enfermedad; ciclo vital; alteraciones del entorno; cambio social, etc.) que afecta a su bienestar.
- Las taxonomías enfermeras y su aplicación.

Mediante el análisis de estos conocimientos el alumnado obtendrá información sobre la herramienta de trabajo enfermero y se iniciará en el uso de este instrumento.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

To achieve the objectives and competencies described it is important that the student has a good knowledge of materials that make up the nursing degree, such as anatomy, biology, physiology and pathophysiology.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1200 - Degree in Nursing

- Understand people, considering them from a holistic perspective as autonomous and independent beings, act without prejudice, ensure respect for their opinions, beliefs and values and guarantee their right to privacy through professional secrecy and confidentiality.
- Encourage and respect the patient's right to be involved, informed, independent and to give informed consent when decisions are taken, in accordance with their experience of the process of health-illness and death.
- Know and apply the code of ethics of Spanish nursing, understanding the ethical implications of health in a changing world context.
- Know and apply the theoretical and methodological foundations and principles of nursing, for the promotion and protection of health, the prevention of illness and the comprehensive care of people, in order to improve the quality of life of the population.
- Recognise the essential elements of professional practice in the care of individuals, families and the community.
- Base nursing interventions on scientific evidence and available means.



- Encourage and respect the patient's right to be involved, informed and independent when decisions are taken, in accordance with their experience of the process of health, illness and death.
- Protect the health and welfare of the individuals, families and groups being cared of, guaranteeing comprehensive care.
- Establish truthful, effective and respectful communication with patients, family, social groups, other professionals and the media, both orally and in writing, and promote health education.
- Know and apply communication techniques and tools from a non-sexist perspective, both in interpersonal relationships and in group dynamics.
- Know and use the different health information systems.
- Identify the biological, demographic, environmental, social, economic, cultural, psychological and gender determinants of health, and analyse their influence on the living and working conditions of the population and their impact on the health-disease process.
- Understand, critically asses and know how to use sources of clinical, biomedical and health information to obtain, organise, interpret and communicate scientific and epidemiological information.
- Apply information and communication technologies in clinical, therapeutic, preventive, health promotion and research activities.
- Have a critical, creative, constructive and research-oriented point of view in professional practice.
- Implement health care information and communication technologies and systems.
- Identify, integrate and relate the concepts of health and care, from a historical perspective, in order to understand the evolution of nursing care.
- Understand the evolution of the central concepts that make up the nursing discipline from an ontological and epistemological perspective, as well as the most relevant theoretical models, applying scientific methodology in the process of providing care and implementing the corresponding care plans.
- Apply the nursing process to provide and guarantee the well-being, quality and safety of the people being cared of.
- Know and apply the principles behind comprehensive nursing care.
- Bachelor's thesis. Cross-disciplinary subject area involving work related to different subjects.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available

**WORKLOAD**

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Theory classes | 53,50 | 100 |
| Classroom practices | 12,00 | 100 |
| Tutorials | 2,00 | 100 |
| Attendance at events and external activities | 2,00 | 0 |
| Development of group work | 20,00 | 0 |
| Study and independent work | 8,00 | 0 |
| Readings supplementary material | 2,00 | 0 |
| Preparation of evaluation activities | 2,00 | 0 |
| Preparing lectures | 2,00 | 0 |
| Preparation of practical classes and problem | 4,00 | 0 |
| Resolution of case studies | 5,00 | 0 |
| TOTAL | 112,50 | |

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

1. Benavent Garcés, MA; Ferrer Ferrandis, E; Francisco del Rey, C. (2010). Fundamentos de Enfermería. Madrid: DAE. 2a ed.
2. NNN Consult. (2022). Herramienta online para la consulta y diseño de planes de cuidado con NANDA, NOC, NIC [Internet].
3. Butcher, Howard K; Bulechek, Gloria M; Dochterman, Joanne M; Wagner, Cheryl M. (2018). Clasificación de Intervenciones de Enfermería (NIC). Madrid: Elsevier. 7a ed.
4. Herdman TH; Kamitsuru S; Lopes CT (Ed.) (2021) Diagnósticos Enfermeros. Definiciones y Clasificación 2021-2023. Barcelona: Elsevier, 12ª ed.
5. Moorhead, S; Johnson, M; Maas, ML; Swanson, E. (2018). Clasificación de Resultados de Enfermería (NOC). Madrid: Elsevier. 6a ed.



Additional

- 1. Alfaro-Lefevre, R. (2009). Pensamiento crítico y juicio clínico en enfermería. Madrid: Elsevier. 4a ed.
2. Berman, A; Snyder, SJ; Kozier, B; Erb, G. (2008). Fundamentos de Enfermería. Concepto, proceso y prácticas (Vol I). Madrid: Pearson Prentice Hall.
3. Fernández, C; Garrido, M; Santo Tomás Pérez, M; Serrano MD. (2004). Máster en enfermería. Enfermería fundamental. Madrid: Masson.
4. Gordon, M. (2007). Manual de Diagnóstico de Enfermería. Madrid: McGraw-Hill Interamericana. 11a ed.
5. Hernández-Conesa, JM; Moral de Calatrava, P; Esteban-Albert, M. (2003). Fundamentos de la Enfermería: Teoría y Método. Madrid: McGraw-Hill Interamericana. 2a ed.
6. Johnson, M. (2012). Vínculos de NOC y NIC a NANDA-I y diagnósticos médicos: soporte para el razonamiento crítico y la calidad de los cuidados. Madrid: Elsevier. 3a ed.
7. Johnson, M; Moorhead, S; Bulechek, GM; McCloskey Dochterman, J; Maas, ML; Swanson, E; Butcher, HK. (2006). Interrelaciones NANDA, NOC y NIC. Diagnósticos enfermeros, resultados e intervenciones. Madrid: Elsevier. 2a ed.
8. Lefebvre, M; Dupuis, A. (1995). Juicio Clínico en Cuidados de Enfermería. Barcelona: Masson.
9. Luis, MT. (2008). Los diagnósticos enfermeros: revisión crítica y guía práctica. España: Elsevier. 9a ed.
10. <http://www.taxonomiaenfermera.com>
11. Ros, RR; Andrados, CO; Puig, ML. (2012). Lenguaje NIC para el aprendizaje teórico-práctico en enfermería. España: Elsevier.