

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **ENFERMERÍA COMUNITARIA**

Code: 100019

Degree/Master: **GRADUADO EN ENFERMERÍA**

Year: 3

Name of the module to which it belongs: CIENCIAS DE ENFERMERÍA

Field: ENFERMERÍA COMUNITARIA

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 57

Face-to-face classroom percentage: 38.0%

Study hours: 93

Online platform: Moodle

LECTURER INFORMATION

Name: LÓPEZ SOTO, PABLO JESÚS (Coordinator)

Department: ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA

Area: ENFERMERÍA

Office location: Primera planta. Área de Enfermería

E-Mail: n82losop@uco.es

Phone: 957212013

Name: MARTÍNEZ ANGULO, PABLO

Department: ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA

Area: ENFERMERÍA

Office location: Primera planta. Área de Enfermería

E-Mail: n22maanp@uco.es

Phone: 957212013

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

- It is recommended to have studied subjects that establish the basis of nursing care in order to be able to extrapolate this knowledge to community nursing.
- It is of interest for the development of the subject Enfermería Comunitaria to possess critical, objective and reflective thinking and a scientific attitude.

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INTENDED LEARNING OUTCOMES

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.
CET1	To be able, in the field of nursing, to provide technical and professional healthcare suitable for the health needs being looked after, in accordance with the state of development of scientific knowledge at any given time and with levels of quality and security that are established by the applicable legal and deontological norms.
CET2	To plan and provide nursing care aimed at individuals, families or groups, oriented to health outcomes, evaluating their impact through clinical and care practice guides which describe the processes by which a health problem is diagnosed, treated or cared for.
CET6	To base nursing interventions on scientific evidence and on available resources.
CET10	To protect the health and well-being of people, family or groups being taken care of, guaranteeing their safety.
CET11	To establish an effective communication with patients, family, social groups and colleagues and promote health education.
CET13	To know the principles of health and socio-health financing, and use available resources correctly.
CET14	To establish evaluation mechanisms taking into consideration scientific-technical aspects as well as those of quality.
CET15	To work with a team of professionals as a basic unit in which professionals and other personnel of healthcare organisations are structured in a uni- or multi-disciplinary and inter-disciplinary manner.
CET17	To carry out nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.
CEM8	To identify the psychosocial responses of people to different health situations (in particular, illness and suffering), selecting the appropriate actions to provide them with help. To establish an empathetic and respectful relationship with the patient and family, in accordance with the situation of the person, health problem and stage of development. To use strategies and skills that allow effective communication with patients, families and social groups, as well as
CEM13	To apply the nursing process to provide and guarantee welfare, quality and safety of the people being attended to.
CEM16	Ability to describe the fundamentals of the primary health system and the activities to be developed to provide comprehensive nursing care to the individual, the family and the community. Understand the role and activities and cooperative attitude that the professional has to develop in a Primary Health Care team. Promote the involvement of people, family and groups in their health-illness process.

OBJECTIVES

*To plan, develop and evaluate health education programmes aimed at individuals, families, groups and the community, applying different teaching and learning strategies to promote healthy lifestyles and adherence to the therapeutic regimen and care plan, thus achieving the highest possible degree of self-care.

*To provide holistic care to individuals and groups, respecting their values and beliefs and ensuring that they



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enjoy the rights to which they are entitled as individuals and in accordance with their health situation.

*Develop care processes, integrating the person, family, carers and other health workers, planning and executing the necessary interventions and evaluating them.

*Select and describe appropriate methods to identify the most relevant health situations in the community, analysing the factors and determinants involved.

*Identify communication problems with patients and relatives, and community groups.

*Use different recording systems using different technologies to guarantee the continuity and quality of care, as well as the evaluation of services.

*Collaborate with the members of the health team developing strategies to improve the quality of care in Primary Health Care.

*Know the care processes applied in primary care and identify the role of the family and community nurse.

*Apply the salutogenesis approach as well as the assets-based community development model.

*Address the Sustainable Development Goals set by the United Nations (Agenda 2030).

CONTENT

1. Theory contents

THEMATIC BLOCK 1. INTRODUCTION TO PRIMARY HEALTH CARE

Unit 1. Structure of the National Health System

Unit 2. Programming in Primary Health Care.

Unit 3. Models of organisation of Primary Care Teams.

Unit 4. Process Management: Coordination between care levels. Teamwork

Unit 5. Care for the Family Unit

THEMATIC BLOCK 2. HEALTH EDUCATION: METHODOLOGY FOR HEALTH EDUCATION

Unit 6. Health promotion: salutogenesis

Unit 7. Concept of health education

Unit 8. Health Education Methodology

THEMATIC BLOCK 3. PRIMARY CARE AND COLLECTIVE HEALTH

Unit 9. Emerging and re-emerging infectious problems. Vaccination

Unit 10. Mental health problems

Unit 11. General care of women, pregnancy and the newborn

Unit 12. Nurse prescription

THEMATIC BLOCK 4. PRIMARY HEALTH CARE AND TACKLING PROBLEMS RELATED TO

CHRONICITY AND LONG-TERM DEPENDENCE

Unit 13. Care in cardiovascular risk

Unit 14. Care in diabetes and obesity

Unit 15. Care in chronic respiratory disease Unit 16.

Unit 16. Oncological and palliative care in primary care

Unit 17. Care in osteoarticular diseases

Unit 18. Care of polymedicated patients

Unit 19. Primary care for accidents and intoxications

Unit 20. Therapeutic communication. Mourning

Unit 21. Care for carers of dependent persons

Unit 22. Nursing care in dependency.

2. Practical contents

* Nursing care: Individual and Group therapeutic education

* Health Education: Methodology.

* Asset mapping and citizen science.



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- * Chronic patient: Continuity of care and socio-health care coordination
- * Mourning management.
- * Photovoice. Interpellation to the health and community environment.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

No poverty
 Zero hunger
 Good health and well-being
 Quality education
 Gender equality
 Decent work and economic growth
 Reduced inequalities
 Sustainable cities and communities
 Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

The theoretical-practical programme will be taught throughout the four-month period, using the following teaching techniques:

- Lectures on the topics included in the programme (using the Socratic method) and assessment tests after each block (using the Moodle platform).
- Directed academic activities, which will be carried out with the aim of going deeper into those subjects of special interest for the student's training. Students will collect information and analyse, in groups, different health problems related to the contents of the subject and the results will be pooled and discussed.
- Seminars in which aspects related to health programmes and care processes will be developed.
- Non-face-to-face activities: The student, individually or in groups, in addition to the preparation of exams, will carry out evidence review, analysis and presentation work, as well as the preparation of a work focused on a Assets-based community development model.

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

Assessment and methodological adaptation for part-time students will be addressed on an individual basis.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	4	-	4
<i>Group work (cooperative)</i>	-	4	4
<i>Lectures</i>	38	-	38
<i>Seminar</i>	-	10	10
<i>Tutorials</i>	1	-	1
Total hours:	43	14	57

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Off-site activities

Activity	Total
Group work	20
Information search	5
Reference search	18
Self-study	50
Total hours	93

WORK MATERIALS FOR STUDENTS

Case studies - Moodle platform of the subject

Exercises and activities - Moodle platform of the subject

Oral presentations - Moodle platform of the subject

Clarifications

At the beginning of the course, different documents will be uploaded to the Moodle platform to provide students with information about the subject and the evaluation method, as well as the electronic support to access all the indicated work material.

The subjects taught will be complemented with related material (manuscripts, press releases, videos...).

EVALUATION

Intended learning	Case study/clinical case discussion/scientific work discussion	Document Analysis	Exams	Project
CB1	X		X	X
CB2			X	X
CB3		X		X
CB4	X	X		
CB5			X	X
CEM13	X		X	X
CEM16	X		X	X
CEM8	X		X	
CET1	X		X	
CET10	X		X	
CET11	X			

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Intended learning	Case study/clinical case discussion/scientific work discussion	Document Analysis	Exams	Project
CET13			X	X
CET14		X		X
CET15	X			
CET17	X		X	X
CET2	X		X	
CET6	X		X	X
Total (100%)	10%	10%	70%	10%
Minimum grade	5	5	5	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.

Method of assessment of attendance:

Attendance at the workshops is compulsory and will be assessed by means of a class/control list. Absence from more than one workshop will result in a maximum mark of 4 (SUSPENDED) in the first ordinary exam, and the student will have to carry out a project with the characteristics agreed upon in tutorials for the following exam. The characteristics of the work to be presented will be defined individually.

It is advisable to attend the evaluations carried out in class after the teaching of each thematic unit. Failure to attend these tests (not justified) will be marked with the minimum grade (0).

General clarifications on instruments for evaluation:

In relation to the " Exams " section, two instruments are to be considered:

- **Assessment tests after the teaching of each thematic unit:** Multiple-choice, individual, objective tests after the teaching of each thematic unit. 20% of the final mark. Failure to take these tests (not justified) will be marked with the minimum grade (0). The calculation of the mark in this section will be based on the following formula: (sum of the marks obtained in the 22 tests / 22). In all ordinary examinations.

- **Final exam:** Objective multiple-choice tests. 4 options, of which one is valid. The calculation of the mark for the multiple-choice exam will be made using the formula: "Correct answers - (Errors/n-1)", where "n" represents the number of answer options: 50% of the final mark. In all ordinary examinations.

In relation to the three remaining sections ("Analysis of documents", "Project" and "Practical case study/clinical case discussion/scientific work discussion"):

- **Activities carried out in cooperative work teams.** Development and presentation of an Assets-based community development model: 30% of the final mark. In all ordinary examinations.

A score of 5 must be achieved in each of the assessment instruments described.

For the extraordinary call, the assessment instrument will be the only one.

- **Final exam.** Objective multiple-choice test. 4 options, one of which is valid. The calculation of the mark for the multiple-choice exam will be based on the formula: "Correct - (Errors/n-1)", where "n" represents the number of answer options.

If the minimum mark is not reached in any of the forms of evaluation, a maximum of 4 (Fail) will be given. The subject will be considered passed from a 5 onwards.

The marks of the different assessment methods will be valid for all the exam sessions of the academic year

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2023/2024.

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

Individual assessment

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

In relation to the extraordinary calls, the evaluation will be carried out through a single instrument:

- **Exam:** Objective multiple-choice test. 4 options, of which one is valid. The calculation of the mark of the multiple-choice exam will be made by means of the formula: " $(\text{Errors}/n-1)$ ", where "n" represents the number of answer options. 30 questions. 100% of the final grade.

Qualifying criteria for obtaining honors:

Las Matrículas de Honor serán asignadas entre los alumnos que, cumpliendo todos los requisitos especificados en el artículo 30.3 del Reglamento de Régimen Académico de la UCO, hayan obtenido la calificación numérica más alta

BIBLIOGRAPHY

1. Basic Bibliography

MARTÍN ZURRO A, CANO PÉREZ JF, GENÉ BADIA J. Atención Primaria. Problemas de salud en la consulta de Medicina de Familia. 8 ed. Elsevier. Barcelona; 2019.

MARTÍN ZURRO A, JODAR SOLÁ G. Atención familiar y salud comunitaria: conceptos y materiales para docentes y estudiantes. 2 ed. Elsevier. Barcelona; 2018

MARTÍNEZ GONZÁLEZ MA. Conceptos de Salud Pública y Estrategias Preventivas. Un manual para ciencias de la Salud. Elsevier. Barcelona; 2013.

MARTÍNEZ RIERA JR, DEL PINO CASADO R. Manual Práctico de Enfermería Comunitaria. Elsevier. Barcelona; 2014.

MITTELMARK MB, SAGY S, ERIKSSON M, BAUER GF, PELIKAN JM. The Handbook of Salutogenesis. Springer Nature. Switzerland. 2022

NIES M, MCEWEN M. Community/Public Health Nursing. 7 ed. Elsevier. St. Louis, Missouri; 2019.

2. Further reading

Blogs:

- <https://saludcomunitaria.wordpress.com>
- <http://promocionasalud.blogspot.com>
- <https://www.easp.es/web/blogps/>

COORDINATION CRITERIA

Common evaluation criteria

Tasks deadlines

COURSE DESCRIPTION**SCHEDULE**

Period	Assessment activities	Group work (cooperative)	Lectures	Seminar	Tutorials
<i>1# Fortnight</i>	0,0	0,0	6,0	0,0	0,0
<i>2# Fortnight</i>	1,0	0,0	6,0	0,0	0,0
<i>3# Fortnight</i>	0,0	0,0	6,0	2,0	0,0
<i>4# Fortnight</i>	1,0	1,0	5,0	2,0	0,0
<i>5# Fortnight</i>	0,0	1,0	5,0	2,0	0,0
<i>6# Fortnight</i>	1,0	1,0	5,0	2,0	0,0
<i>7# Fortnight</i>	1,0	1,0	5,0	2,0	1,0
Total hours:	4,0	4,0	38,0	10,0	1,0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.