



## Information about the subject

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

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

**Code:** 1210102 **Name:** Fundamentals of Nursing

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

**Module:** Nursing sciences

**Subject Matter:** Nursing bases **Type:** Compulsory

**Field of knowledge:** Health care

**Department:** Nursing

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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# Course guide

Year 2024/2025  
1210102 - Fundamentals of Nursing

471DE

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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	Care for Elderly People	6,00	2/2
		Care for Women	4,50	3/1
		Nursing Care in Childhood and Adolescence	6,00	2/2
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	6,00	Palliative Care	6,00	3/1



## 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 To identify, integrate, and relate the concept of health and care from a historical perspective to understand the evolution of nursing care.
- R2 To understand the ontological and epistemological perspective of the evolution of central concepts that shape the nursing discipline, as well as the most relevant theoretical models, applying scientific methodology in the caregiving process and developing corresponding care plans.
- R3 To describe the metaparadigmatic concepts of nursing (person, environment, caring, and health).
- R4 To identify the characteristics of the nursing profession (nursing standards) and the nursing discipline (theoretical framework, nursing process, nursing taxonomies).
- R5 To describe and apply the principles that underpin comprehensive person-centered care.
- R6 To identify factors related to health and environmental issues to provide care to individuals in health and illness situations as members of a community.
- R7 To use a nursing assessment model that aligns with the multidimensional and holistic nature of the human person.



## 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
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
3	To know and apply the fundamentals and theoretical and methodological principles of nursing.				X
4	To understand the interactive behaviour of the person regarding gender, group or community within a social and multicultural context.				X



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	

SPECIFIC		Weighting			
		1	2	3	4
1c	To identify, integrate, and relate the concept of health and care from a historical viewpoint to understand the evolution of nursing care.				X
2c	To understand from an ontological and epistemological perspective the evolution of central concepts that shape nursing as well as the theoretical models most relevant to them applying the scientific method to the process of caring and developing caring plans for patients.				X
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
5c	To direct, evaluate, and give the integral care for nursing to the individual family and community.		X		
8c	To promote a participation of persons, family, and groups in their own process of health and disease.			X	
13c	To educate, facilitate, and support the health and wellbeing of members of the community whose lives are affected by problems of health, risk, suffering, disease, dependence, and death.			X	
16c	To analyse the data gathered in the evaluation and to prioritise the adult patient's problems, establish and execute the plan of care and perform each evaluation.	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
38c	To identify the care taking into account the age, gender, cultural differences, ethnic groups, beliefs and values of each patient.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Theoretical written exams
	30,00%	Practical tests and works
	0,00%	Attendance and active participation

### Observations

Minimum criteria to pass the course: To have passed at least 50% of the written test and the autonomous work.- WRITTEN TEST (with a value of 70%): it will have 30 multiple-choice questions (4 points) and 4 answer options. The following formula will be applied for the correction of the multiple-choice questions:  $A - (E/n - 1)$ , where A is the number of correct answers, E the number of errors and n the number of alternative answers. - AUTONOMOUS WORK (with a value of 30%): Activities will be carried out individually, both in class and at home, following the teacher's explanations. All activities will be corrected following the guideline of the rubric. Spelling mistakes, grammatical inconsistencies and "sms" language that appear in assignments, exams or other evaluation instruments, will result in the loss of a % of the grade given to the exercise (will be scored according to the rubric).

DEVELOPMENT OF THE COURSE IN SECOND AND SUCCESSIVE ENROLLMENTS: There will be a specific group for students who are not first enrollment and a professor in charge of this group. The teacher in charge of this group will conduct monitoring and tutoring sessions. In each session the subject will be developed in a way that will reinforce the work of the competencies that each student needs in order to pass the subject. The evaluation of contents will take place on the date set in the official calendar for this subject.

Evaluation criteria in SECOND AND SUBSEQUENT MATRICULATIONS / Erasmus students: Minimum criteria to pass the subject: to have passed at least 50% of the written test and autonomous work.- WRITTEN TEST: will have a value of 70% of the evaluation of the course, with 30 multiple-choice questions.- AUTONOMOUS WORK: the teacher will ask for an autonomous work that will have a value of 30%. For the correction of the multiple-choice questions the following formula will be applied:  $A - (E/n - 1)$ , where A is the number of correct answers, E the number of errors and n the number of alternative answers.





## MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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.
- M5 Activities developed in spaces and with specialized equipment.
- 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
In-campus interactive lecture M1	R1, R2, R3, R4, R5, R6, R7	37,00	1,48
Practice Classes M2	R3, R4, R6	10,00	0,40
Seminar M3	R1, R3, R6, R7	5,00	0,20
Tutorial M6	R3, R6	4,00	0,16
Evaluation M7	R1, R2, R3, R4, R5, R6, R7	4,00	0,16
<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, R3, R4, R7	70,00	2,80
Group work M9	R3, R6, R7	20,00	0,80
<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
UNIT I	<b>HISTORY OF NURSING</b> History of Nursing.Nursing and its historical evolution. Concepts andsocial and cultural conditioning factors.The historical development of nursing studies in Spain.Spain
UNIT II	<b>NURSING PROFESSION AND ITS FUNCTIONS</b> Nursing as a profession. Concept and evolution of the nursingnursing profession.Nursing functions. Analysis of the care, teaching, research andteaching, research and management functions.Nursing fields of action.
UNIT III	<b>METAPARADIGM OF NURSING</b> Analysis of the concept of caring.Analysis of the concept of health and health needs of the person. Concept of wellness and disease.Introduction to the conceptual framework of nursing.
UNIT IV	<b>MAIN NURSING THEORIES AND MODELS</b> Conceptual models of nursing. Introduction to thestudy of nursing theories and models. Analysis of theconcept of person in the different nursing models.models of nursing.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I	9,00	18,00
UNIT II	6,00	12,00
UNIT III	9,00	18,00
UNIT IV	6,00	12,00

## References

1. Potter P.A, Perry A.G. Fundamentals of Nursing. Ed. Elsevier. 20192. Benavent, M<sup>a</sup> A. Fundamentos de enfermería. Madrid. DAE. 20013. Berman, A. Fundamentos de Enfermería: conceptos, proceso y prácticas. Vol 1. Madrid.Pearson Prentice Hall. 2008.4. Martinez M.L. History of nursing: historical evolution of nursing care. Barcelona:Elsevier, 2011.5. Marriner-Tomeya : Models and Theories of Nursing .3.ed. Madrid: Mosby Doyma. 1994.6. Kozier B. Fundamentals of nursing, concepts, process and practice. Vol.1. Madrid. McGraw-Hill. Interamericana de España. 2004.7. Siles Gonzalez, J. History of Nursing. DAE 2011.8. General Law of Health 14111986 of April 25.9. General Health Law 14111986 of April 25.10. Nursing College of Valencia [Web site]. Available at <http://www.enfervalencia.org/pub/colegio>
11. Digital intranet tools. Clinical Key Nursing