COURSE DATA

DATA SUBJECT

Code: 34374
Name: Methodological foundations of nursing treatments
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1200 - Degree in Nursing	Facultat d'Infermeria i Podologia	2	Second quarter
1213 - Grado en Enfermería (Ontinyent)	Facultat d'Infermeria i Podologia	2	Second quarter

SUBJECT-MATTER

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

COORDINATION

SANTAINES BORREDA ELENA

TERRON PEREZ MARTA

SUMMARY

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 / LEARNING OUTCOMES

1200 - Degree in Nursing

Apply information and communication technologies in clinical, therapeutic, preventive, health promotion and research activities.

Apply the nursing process to provide and guarantee the well-being, quality and safety of the people being cared of.

Bachelor's thesis. Cross-disciplinary subject area involving work related to different subjects.

Base nursing interventions on scientific evidence and available means.

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.

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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.

Have a critical, creative, constructive and research-oriented point of view in professional practice.

Identify, integrate and relate the concepts of health and care, from a historical perspective, in order to understand the evolution of nursing care.

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.

Implement health care information and communication technologies and systems.

Know and apply communication techniques and tools from a non-sexist perspective, both in interpersonal relationships and in group dynamics.

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 principles behind comprehensive nursing care.

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.

Know and use the different health information systems.

Protect the health and welfare of the individuals, families and groups being cared of, guaranteeing comprehensive care.

Recognise the essential elements of professional practice in the care of individuals, families and the community.

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.

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.

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.

DESCRIPTION OF CONTENTS

1.

2.

3.

4.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	53,50
Classroom practices	12,00
Total hours	**67,50**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	20,00

Independent study and work	10,00
Preparation of lessons	6,00
Preparation for assessment activities	2,00
Resolution of case studies	5,00
Total hours	**45,00**

TEACHING METHODOLOGY

EVALUATION

La evaluación será continua y se efectuará a través de:

1. Actividades individuales y/o grupales realizadas en el desarrollo de la asignatura, como por ejemplo pruebas escritas, casos prácticos, exposiciones, actividades de evaluación por pares, actividades de autoevaluación, entrevistas con el profesorado, etc. El profesorado de cada grupo concretará en las primeras sesiones las actividades que deberá realizar el alumnado y el peso de cada una de ellas. (70%)

2. Asistencia y participación en las actividades programadas. (10%)

3. Caso práctico individual que el alumnado deberá realizar siguiendo las indicaciones del profesorado. (20%)

Para poder superar la asignatura el/la estudiante deberá conseguir una puntuación igual o superior a 5 puntos sobre 10, tanto globalmente como en cada una de las actividades evaluables. En caso de suspenso se trasladará al acta dicha nota en base a 10. Si hubiera más de una parte suspensa, se trasladaría el suspenso con mayor puntuación.

Procedimientos alternativos, si es el caso, para superar la asignatura: en el caso de que alguna alumna o alumno, por circunstancies imprevistas, no pueda asistir con regularidad a las sesiones de trabajo del grupo, podrá examinarse de los contenidos de la asignatura mediante la realización de una prueba escrita sobre los contenidos trabajados en la asignatura, en la que se incluirá la realización de un caso práctico.

REFERENCES

- 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. Wagner, CM.; Butcher, HK.; Clarke, MF. (2024). Clasificación de Intervenciones de Enfermería (NIC). Madrid: Elsevier. 8a 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; Swanson, E.

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- 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.