



## COURSE DATA

### DATA SUBJECT

**Code:** 34376  
**Name:** Community nursing  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

### STUDY (S)

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

### SUBJECT-MATTER

Degree	Subject-matter	Character
1200 - Degree in Nursing	Public health and community nursing	COMPULSORY
1213 - Grado en Enfermería (Ontinyent)	Salud pública y enfermería comunitaria	COMPULSORY

### COORDINATION

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## SUMMARY

The Community Nursing subject is the second of the three that underpin the subject of "Public Health and Community Nursing" within the curricular profile of the new Nursing curriculum. In it we will study the internationally recognized health promotion model proposed in the Ottawa Charter, which is interpreted as a set of measures that aim to improve the quality of life of the population, and that require integrated social policies in education, health, housing, food, work, leisure and free time, etc. In this model, Public Health acts as a bridge between social policy and the health system. Health promotion is considered a support instrument for the transformation of the curative care model, centered on the individual, to another centered on the community. To achieve this, it is necessary for the community to be a decisive factor in promoting healthy policies, that is, to participate and make decisions about the health problems that affect them and about their quality of life. It is necessary to be able to make decisions that affect the Health System and other sectors such as social, educational, labor, environmental, etc., which also have an impact on health. Health promotion and community participation require Health Education, considered as a participatory research methodology suitable for Primary Care and through which educational and social



action activities are developed. Therefore, it is important that health professionals, and especially those in Nursing, acquire the necessary methodology for the practice of health promotion, since it is in this field that the professional model of Community Nursing is based, to achieve, from Primary Care, intersectoral coordination and community participation and development. The research-action methodology will allow us to understand the health problems and needs of the population and establish global and sectoral programs in which emancipatory alternatives are produced that allow us to awaken an awareness and a will for critical transformation.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Students must have basic knowledge of Public Health (1st year).

## COMPETENCES / LEARNING OUTCOMES

### 1200 - Degree in Nursing

Acquire basic training for research, identifying the elements and phases of the research process.

Analyse and reflect on the consequences of being a woman and a man in the process of getting sick, the differential attention received and the specific way of dealing with pain and illness.

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

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

Be able to describe the foundations of the primary health care level and the activities to be developed to provide comprehensive nursing care to the individual, family and community. Understand the role and activities and cooperative attitude that the professional must adopt within a primary health care team. Promote the involvement of individuals and groups in their health-disease process.

Be able to formulate hypotheses and to gather and critically assess information to resolve problems by applying, among others, the gender approach.

Be able to provide comprehensive and professional nursing care that is appropriate to the health needs of the person, family and community being cared of, from the recognition of the citizens' right to health, and in accordance with the current state of development of scientific knowledge and with the quality and safety standards established in applicable legal and deontological regulations.

Direct, evaluate and provide comprehensive nursing care to the individual, family and community.

Establish evaluation procedures applying scientific-technical and quality principles.



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.

Get to know the Spanish health system. Identify the characteristics of the managerial function of nursing services and care management. Know and be able to apply the techniques of group management.

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

Identify community participation as an essential element for the development of health promotion, and participate in the formulation, implementation and evaluation of healthy public policies and intersectoral projects that strengthen local development.

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.

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

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.

Know the structure, operation and financing of the health and social-health systems, in order to make optimal use of the available resources.

Offer health education actions using strategies that are appropriate to individuals, families and communities, making scientific information and recommendations available to the population in an understandable language.

Promote healthy lifestyles that encourage self-care among individuals, families and communities.

Propose and develop health care actions that privilege health promotion and disease prevention, and that aim to improve the living conditions of the population.

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

Provide nursing care based on integrated healthcare principles, involving multi-professional cooperation, process integration and continuity of care, in coordination with all the levels of healthcare and other social and health resources and services.

Recognise the right to health, apply the principle of social equity to professional practice and understand the ethical implications of health in a changing global context.

Reflect on the importance of gender analysis in health, and understand how, depending on lifestyles, the use of time and working conditions have an impact on people's health.

Understand, critically assess and know how to use sources of clinical, biomedical and health information to



obtain, organise, interpret and communicate scientific and epidemiological information.

Understand the importance and limitations of scientific thinking for the study, prevention and management of people's health.

Work as a team, understood as a basic unit into which professionals and other workers of health care organisations are integrated, structured and organised in single- or multi-disciplinary and inter-disciplinary teams, as a way of ensuring the quality of health care.

## DESCRIPTION OF CONTENTS

Content Description. 1. PROFESSIONAL MODEL OF COMMUNITY NURSING WITHIN THE HEALTH SYSTEM 1. The professional model of Community Nursing. 2. Primary Health Care. 3. The organization of Primary Care in Spain. 4. Registration systems in Primary Care. 5. Social and healthcare coordination. 2. COMMUNITY INTERVENTION FROM PRIMARY HEALTH CARE 6. The community. 7. Community development. 8. Community participation. 9. The community and social support. 10. The Community Health Study: a participatory action research proposal. 3. THE FAMILY AS A UNIT OF CARE FOR COMMUNITY NURSING 11. The family as a social support system. 12. Violence in childhood: the role of the community nurse. 13. Violence against the elderly: the role of the community nurse. 14. Home visits as a tool of community nursing. 15. Home care. Immobilized or bedridden patients. 4. DISEASE PREVENTION AND CONTROL 16. Diseases covered by vaccination programs. 17. Chronic disease management. 18. The nursing consultation. 5. HEALTH PROMOTION: ACTION STRATEGIES 19. Health promotion. 20. Salutogenesis and health assets. 21. Health education. 22. Health communication. 23. E-health. E-health technologies. 24. Ethics and safety in health care. 6. CULTURE AND HEALTH 25. Culture, health, and disease. 26. Attention to diversity and health. 7. LIFESTYLES IN HEALTH PROMOTION AND DISEASE PREVENTION 27. Lifestyles: behavior as a determinant of health. Impact on health. Evaluation. 28. Lifestyle approach in Primary Care. Role of the Nursing professional. Current and future trends. 8. PLANNING A HEALTH EDUCATION PROJECT 29. Educational action. Teaching-learning process. 30. Concept of a Health Education program. 31. Situation analysis and decision-making framework. 32. Stages in planning a Health Education project. 33. The group as an educational force. 34. Group techniques applicable to Health Education. 35. Evaluation of Health Promotion and Education programs. 9. NURSING CARE IN HEALTH PROGRAMS 36. School Health. Health-promoting schools. 37. Childhood obesity. 38. Cancer prevention program. 39. Smoking cessation program. 40. The Chronic Patient care program. 10. COMMUNITY NURSING WORKSHOP Community nursing workshop: planning a health education project.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	78,00
Classroom practices	10,00
<b>Total hours</b>	<b>90,00</b>

### NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	12,00
Independent study and work	22,00
Preparation of lessons	18,00
Preparation for assessment activities	8,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>60,00</b>

## TEACHING METHODOLOGY

Depending on the competencies, learning objectives, and content, various methods will be used: lectures, cooperative work, group discussions, text analysis, and practical and application activities, both individual and group-based. A participatory and dynamic methodology will be employed to promote student involvement and participation in class, including explanations from the instructors to clarify theoretical concepts. Debate will be used when appropriate, and practical assignments, presentations, and projects of various kinds related to the teaching profession and the module's subject matter will be developed.

## EVALUATION

The assessment of students' acquisition of competencies will be carried out by combining different types of information, linked to the various activities that students will undertake in the module.

The assessment procedures will be:

a) Examination (60% of the grade): This will consist of a written objective test with 40-80 multiple-choice questions, only one of which is correct. The questions may cover both the theoretical and practical content. The score, from 0 to 10, will be calculated using the formula for this type of test:  $(\text{Correct Answers} - \text{Incorrect Answers} / (\text{Number of Answers} - 1)) * 10 / \text{Total Questions}$ .

b) Workshop (non-recoverable activity): This consists of assignments and activities completed by the students (20% of the grade), including: attendance at sessions, group work, and submission of the work by the established deadline.

c) Attendance and participation in classroom activities (non-recoverable activity): activities proposed in class (20% of the grade). The written test (section "a") will be graded from 0 to 10, with a passing grade of 5.0 or higher. The "Health Promotion and Education Project" assignment (section "b") will also be graded from 0 to 10. Attendance and completion of the assignment are prerequisites for taking the exam. Plagiarism will result in the assignment not being graded.

Section c can account for up to 20% of the grade and is not mandatory. Students who do not complete it will receive a maximum grade of 8. Once section "a" is passed, the score will be recalculated to its equivalent of 60%, and the score for section "b" will be transferred to its equivalent of 20%. The sum of the three scores (a) + (b) + (c) will be calculated. If part "a" is not passed, the score obtained in that section will be recorded on a scale of 0 to 10. Students who have not attended at least 80% of the practical sessions



and, for this reason, were unable to take the exam in the first sitting, will have to complete the practical work individually, with guidance from the teaching staff, in order to pass the course. They will also have to give an oral presentation of their work. Students enrolling in the course for the second time will not be considered to have completed the workshop work and, therefore, will be required to submit it again. Students enrolling for the third or subsequent time must complete the workshop in order to be eligible to take the exam.

## REFERENCES

BASIC. 1. Martín Zurro, A. M., i Jodar Solá, G. J. (2018). Atención familiar y salud comunitaria: conceptos y materiales para docentes y estudiantes. Madrid: Elsevier. 2. Martínez-Sabater A.; Ballestar-Tarín ML. et al. Manual de la asignatura Enfermería Comunitaria. Ed Bod. Madrid 2025. ISBN 978-84-1373-381-43. Martínez-Sabater A; Ballestar-Tarín ML. et al. La salut des d'una perspectiva comunitària. Materials bàsics per a la infermera comunitària. Gráficas Alhori. ISBN 978-84-128511-8-24. Mazarrasa, L.; Sánchez, A.; Germán, C.; Sánchez A.M.; Merelles, A.; Aparicio, V. (2003). Salud Pública y Enfermería Comunitaria. Madrid: McGraw-Hill Interamericana. 5. Lindström, B., i Eriksson, M. (2011). Guía del autoestopista salutogénico: camino salutogénico hacia la promoción de la salud (Vol. 1). Documenta Universitaria. SUPPLEMENTARY BIBLIOGRAPHY 1. Piedrola Gil, G. directores Joaquín Fernández-Crehuet Navajas [et al.] (2016). Medicina preventiva y salud pública. Barcelona: Elsevier-Masson. Pàgines web d'interés. Conselleria de Sanitat Universal i salut pública. Valencia: <http://www.san.gva.es/b>. Escuela Andaluza de Salud Pública: <http://www.easp.es/web/esp/index.asp> c. Escuela Valenciana de Estudios en Salud: <http://www.eves.san.gva.es/portal/> d. Ministerio de Sanidad y Consumo: <http://www.msc.es> e. Organización Mundial de la Salud: <http://www.who.org> f. Sociedad Española de Medicina de Familia y Comunitaria (SEMFYC): <http://www.semfyc.es/es/> g. Gobierno de Aragón. Salud y Consumo. <http://portal.aragon.es/portal/page/portal/SALUDPUBLICA>