Universidad del País Vasco Euskal Herriko Unibertsitatea

# ENGLISH FRIENDLY COURSES (EFC) 2024-2025
# CAMPUS OF GIPUZKOA

https://www.ehu.eus/es/web/medikuntza-erizaintza-fakultatea/erasmus-incoming-students-donostia
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In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

## English Friendly Courses taught in SPANISH:

| FACULTY OF MEDICINE AND NURSING – GIPUZKOA (252) | | | | | |
|---|---|---|---|---|---|
| | COURSE | SEMESTER [1] | CREDITS | SCHEDULE [2] | LINK TO SYLLABUS |
| Bachelor`s Degree in Nursing | | | | | |
| 26443 | Sistemas de Información y Análisis de Datos | 1st | 6 | M | ➡ |
| 26464 | Practicum II | 1st | 8 | M / A | |
| 26466 | Practicum IV | 1st | 30 | M / A | |
| 26457 | Elaboración de Proyectos de Enfermería | 2nd | 6 | M | ➡ |
| 26460 | Calidad y Seguridad en los Cuidados | 2nd | 6 | M | ➡ |
| 26465 | Practicum III | 2nd | 12 | M / A | |
| 26467 | Practicum V | 2nd | 24 | M / A | |
| 26436 | Estructura y Función del Cuerpo Humano I | 1st | 6 | M / A | ➡ |

## English Friendly Courses taught in BASQUE:

| FACULTY OF MEDICINE AND NURSING – GIPUZKOA (252) | | | | | |
|---|---|---|---|---|---|
| | COURSE | SEMESTER | CREDITS | SCHEDULE | LINK TO SYLLABUS |
| Bachelor`s Degree in Nursing | | | | | |
| 26436 | Giza Gorputzaren Egitura eta Funtzioa I | 1st | 6 | M / A | ➡ |

[1] SEMESTER: Annual: September 2024 to May 2025
1st: September 2024 to January 2025
2nd : January 2025 to May 2025
[2] SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

Universidad del País Vasco — Euskal Herriko Unibertsitatea

**COURSE GUIDE** 2024/25

**Faculty** 252 - Faculty of Medicine and Nursing. Gipuzkoa Department **Cycle** .

**Degree** GENFER20 - Bachelor`s Degree in Nursing **Year** First year

## COURSE

26443 - Information Systems and Data Analysis **Credits, ECTS:** 6

## COURSE DESCRIPTION

In this subject, students will acquire the basic knowledge and skills to initiate the search and critical reading of scientific articles. Research methodology will also be part of the content to be worked on in subjects from other courses and will be present throughout the degree program in the form of assignments or readings until its completion with the submission of the Final Degree Project. This subject represents a first approach to evidence-based practice, through which nursing professionals find answers based on the search and critical evaluation of the most recent research. No previous knowledge of the subject is necessary.

The curricular decree for high school in the Basque Autonomous Community serves as the starting point. Therefore, students should have the following prior knowledge:

Use of new technologies (operating systems, file extensions, email managers, cloud file management, etc.).
Use of word processors (document formats and styles, headers and footers, indexes, etc.).
Use of spreadsheets (cell, row, and column organization; basic functions and operations; creation and modification of charts, etc.).
Basic mathematical concepts (basic operations; absolute, relative values; natural, integer, rational, irrational numbers, etc.).
Creation of technical text (using reliable sources of information and their corresponding bibliographic references).

Evidence-based care constitutes an essential element of healthcare systems. Osakidetza / Basque Health Service, the main ally of UPV/EHU for the training of future healthcare professionals, including nursing degree students, participates in the international program of Best Practice Spotlight Organizations (BPSO®) to implement, evaluate, and maintain the implementation of Clinical Best Practice Guidelines (CBPG) from the Registered Nurses' Association of Ontario (RNAO). It has developed a regional host to promote it, and the Faculty of Medicine and Nursing is fully aligned with this initiative, signing a specific collaboration agreement for this purpose. In the words of expert Miguel Angel Zabalza, evidence-based science is fundamental to building the academic curriculum, as it is cross-cutting and must be systematized. This subject will take the first steps in this regard.

Throughout the semester, students will work on the methodological foundations of qualitative and quantitative research; information searches; the use of bibliographic references; the organization of information systems in the field of health sciences; information synthesis, organization, and data presentation; basic concepts of demography and biostatistics; evidence-based care, and critical reading.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

E.1.- To Develop a process of search, selection, recovery, management and use of the literature generated from a research question, demonstrating skill in the management of databases and basic information of the social health field.
E.2.- To analyze the data used for scientific production in the health sciences by interpreting its adequacy and meaning.
E.3.- To perform a critical reading of research articles in Health Sciences, analyzing the methodological quality and the adequacy and interpretation of the statistics in order to assess the quality of the scientific literature.

## Theoretical and Practical Contents

Unit 1.- INTRODUCTION TO THE INVESTIGATION
1.1.- Types of research. Introduction to quantitative and qualitative research. Professional secrecy and Data Protection Law.
1.2.- Information systems in the field of health. CMBD. EDO.
1.3.- Search for information. Data sources in the field of health.
1.4.- Search and bibliographic management: scientific databases and bibliographic management programs.
1.5.- Use of bibliographical references. Vancouver Standards; APA; Harvard; ISO 690 and 690-2.

Unit 2.- DATA ANALYSIS
2.1. Descriptive statistics: variables, scales, measures of central tendency and measures of dispersion. Organization of the data and graphic representation.
2.2.- Frequency indicators of the disease.
2.3.- Distributions. Standardized normal curve. Proportions.
2.4.- Inferential statistics. Sampling techniques Law on equality between women and men and sampling. Inference techniques.
2.5.- Statistical tests of contrast.

Unit 3- SCIENTIFIC EVIDENCE
3.1.- Introduction to care based on scientific evidence.
3.2.- Critical reading of a clinical trial.
3.3.- Critical reading of a systematic review

## TEACHING METHODS

Active methodologies and the flipped classromm model (inverted class) will be used, that is, the students will be responsible for their own learning process, working on all the skills through exercises and activities. For this, students must see and prepare the theoretical-practical content at home, to work on the practical content in class and in the seminars.

* The students will analyze, understand, summarize and internalize the theoretical concepts.
* Outside of class hours, you will work on the theoretical concepts and the computer tools to be used for their application.
* In the master classes, visual maps will be made in groups using Visual Thinking.
* The seminars will be held in small groups in the computer room. In these seminars, students will work on bibliographic search and management, organization of information, statistical treatment of data and critical reading. In all the seminars, the first part will be guided by the teaching staff and the second part the students will have to carry out the exercises arranged autonomously.
* Self-assessment: students will self-assess all their exercises, to be aware of their achievements in the learning process.
* Documentation will be made available to students on the eGela digital platform for monitoring the theoretical-practical part of the subject, such as the exercises carried out.
* Tutorials: to solve doubts, make recommendations to prepare the subject or help in the learning process.

## TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|---|---|---|---|---|---|---|---|---|
| Hours of face-to-face teaching | 40 | 10 | | | 10 | | | | |
| Horas de Actividad No Presencial del Alumno/a | 50 | 20 | | | 20 | | | | |

**Legend:**
M: Lecture-based
S: Seminar
GA: Applied classroom-based groups
GL: Applied laboratory-based groups
GO: Applied computer-based groups
GCL: Applied clinical-based groups
TA: Workshop
TI: Industrial workshop
GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Multiple choice test 40%
- Exercises, cases or problem sets 60%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In accordance with the Protocol on academic ethics and prevention of dishonest or fraudulent practices in the evaluation tests and in the academic work of the UPV / EHU, the subject's lecturers on the first day of class, in the presentation of the student's guide, will specify as clearly as possible the materials, resources and technological resources, or otherwise, whose use is allowed in the development of the evaluation tests of the subject.

Assessment will be continuous. In order to pass this subject, it is necessary to pass all the competences. The mark will be the weighted average mark obtained in the three competences of the subject. If a competency is not passed, the grade will be given for the failed competency. If two or all three competences are not passed, the weighted average mark for the failed competences will be awarded.
The mark for each competency is summative and weighted for each exercise. In order for the marks obtained in any exercise to be added together, at least 30% of the maximum mark for that exercise must be obtained. The value assigned to each competency is as follows:

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E.1 Carry out a process of bibliographic search, selection, retrieval and management, demonstrating ability in the use of basic databases in the field of health. Assessment in the final mark 30% (questionnaires, seminars... [60%] + exam [40%]).
E.2.- Analyse the data used in scientific production, interpreting their adequacy and significance, in order to assess the

quality of the literature and their applicability in practice. Assessment in the final mark 40% (questionnaires, seminars... [60%] + exam [40%]).
E.3.- Perform a critical reading of research articles in Health Sciences, in order to discern the quality of scientific production and apply it in clinical practice if appropriate. Assessment in the final mark 30% (questionnaires, seminars... [60%] + exam [40%]).

Translated with www.DeepL.com/Translator (free version)

FINAL EVALUATION SYSTEM:
Students will have the right to be evaluated through the final evaluation system. To this end, students must submit a written opt-out to the course teaching staff. The deadline for submitting this request is November 8th.
Through this final test it will be verified that the student has overcome the knowledge and competences of the subject. This final test will consist of 3 exercises to evaluate the competencies E1, E2, E3.
E1: To complete a questionnaire on the use of bibliographic and data sources and carry out a bibliographic search in the most important databases of the health system, managing this information with computer tools and using bibliographic references in a text + questionnaire. Value in the mark: 30%.

E2: To perform a search of quantitative data in health science data sources. Use data for the calculation of basic statistics and prepare a graph of them. With a given data series, differentiate the variables, identify the hypotheses, choose the appropriate statistical tests of contrast, obtain the results of them and interpret them + questionnaire. Value in the mark: 40%.

E3. To complete a questionnaire about care based on scientific evidence and perform a critical reading of an article + questionnaire. Value in the mark: 30%.
If a competence is not passed, the qualification of the competence will be suspended. If two or all three competences are not passed, the average mark of suspended competences will be set.

RESIGNATION TO THE ORDINARY EVALUATION CALL:
In the case of continuous evaluation, in accordance with the article 12.2 of the regulations of the evaluation of students in the official degrees, if the weight of the final test is equal to or less than 40% of the grade of the subject, students may renounce the call. At least, the resignation must be communicated in a period that will be up to one month before the end date of the teaching period of the subject. This resignation must be submitted written to the responsible of the subject.
In the case of the final evaluation, the failure to show up on the test on the official exam date will automatically cancel will resing the corresponding call.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In order to pass the subject, it is necessary to pass all the competences.
The evaluation of the subjects in the extraordinary calls will be made exclusively through the final evaluation system.
The positive results obtained by the students during the course may be retained. So, the students that in the ordinary call have followed the continuous evaluation, in the extraordinary call must perform the tests corresponding to the competences that have not been passed.
Through this final test it will be verified that the students have passed the knowledge and competences of the subject. This final test will consist of 3 exercises to evaluate the competences E1, E2, E3.To overcome this subject it is necessary to pass all the competences.

E1: To complete a questionnaire on the use of bibliographic and data sources and carry out a bibliographic search in the most important databases of the health system, managing this information with computer tools and using bibliographic references in a text + questionnaire. Value in the mark: 30%.

E2: To perform a search of quantitative data in health science data sources. Use data for the calculation of basic statistics and make a graph with them. With a given data series, differentiate the variables, identify the hypotheses, choose the appropriate statistical tests of contrast, obtain the results of them and interpret them + questionnaire. Value in the mark: 40%.

E3. To complete a questionnaire about care based on scientific evidence and perform a critical reading of an article + questionnaire. Value in the mark: 30%.
If a competence is not passed, the qualification of that competence will be suspended. If two or all three competences are not passed, the average mark of the suspended competences will be set.

RESIGNATION TO THE EXTRAORDINARY CALL:
Failure to submit to the test set on the official exam date will automatically waive the corresponding call.

## MANDATORY MATERIALS

-Processor of texts (Word)
-Sheet calculation (Excel)
-Statistical program (SPSS)
-Bibliographic manager on-line (Refworks)
-Databases common in the field of health sciences

## BIBLIOGRAPHY

### Basic bibliography

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**Journals**

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-RefWorks: https://www.refworks.com/; https://www.refworks.com/es/
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-PubMed: http://www.ncbi.nlm.nih.gov/pubmed
-Tripdatabase: http://www.tripdatabase.com/
-Biblioteca Virtual de la Salud (Metabuscador): http://regional.bvsalud.org/php/index.php?lang=es
-EMBASE: http://www.elsevier.com/online-tools/embase
-NHS Evidence: http://www.evidence.nhs.uk/
Proquest central: http://search.proquest.com/index?accountid=17248OVID: http://ovidmd.ovid.com/Home
-Scopus: http://www.scopus.com/
-CINAHL (EBSCOhost): http://web.b.ebscohost.com/ehost/search/advanced?sid=206218cb-26bc-4738-882c-804eb206aa86%40sessionmgr111&vid=3&hid=125
-Up To Date: http://www.uptodate.com/home
-Joanna Briggs Institute: http://es.connect.jbiconnectplus.org/ Dialnet: http://dialnet.unirioja.es/
-CSIC: http://bddoc.csic.es:8085/index.jsp
-IBECS-SCIELO: http://www.scielo.org/php/index.php?lang=es

-Cochrane Plus: http://www.bibliotecacochrane.com/ Cuiden: http://www.index-f.com/new/cuiden/
-EnFisPo: http://alfama.sim.ucm.es/isishtm/enfispo/
-DOCUMED: http://www.uv.es/~docmed/documed/documed.html
-MEDES: https://medes.com/Public/Home.aspx
-MEDICAL IMAGING: http://www.medicalimaging.org/about-mita/medical-imaging-primer/
-IKERE: https://10.ikere.net/Osakidetza/HospitalDonostia/Ikere.php
-PREEVID: https://www.murciasalud.es/preevid.php
-Visible body: http://www.visiblebody.com/index.html
-Banco de Imágenes de la Medicina Española: http://www.bancodeimagenesmedicina.es/ SPRINGER- Imágenes: http://www.springerimages.com/
-BIOMED: http://www.biomed-search.com/
-UCSD. Catalog of clinical images: http://meded.ucsd.edu/clinicalimg/ Biology image library: http://www.biologyimagelibrary.com/sub

**Web sites of interest**

-BEHAGI: Gipuzkoako gizarte behatokia: http://www.behagi.net/
-GAINDEGIA: Observatorio para el desarrollo socio-económico de Euskal-Herria: http://www.gaindegia.eus/
-EUSTAT: www.eustat.es
-INE: http://www.ine.es/
-EUROSTAT: http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/
-OSAKIDETZA: www.osakidetza.net
-MINISTERIO DE SANIDAD http://www.msssi.gob.es/
-Instituto de Salud Carlos III : http://www.isciii.es/
-Guías clínicas del Sistema Sanitario de España: http://portal.guiasalud.es/web/guest/home
-Unión Europea. Salud: http://ec.europa.eu/dgs/health_consumer/index_es.htm
-Organización Mundial de la Salud: http://www.who.int/es/
-Centers for Disease Control and Prevention: http://www.cdc.gov/
-SIIS: http://www.siis.net/es/
-SPSS programa: http://www-01.ibm.com/software/analytics/spss/
-FISTERRA: http://www.fisterra.com/formacion/metodologia-investigacion/
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NANDA: http://nanda.es/
-NNT: http://www.nnnconsult.com/index
-International Committee of Medical Journal Editors: http://www.icmje.org/
-APA: http://www.apastyle.org/
-CASPe: http://www.redcaspe.org/
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## OBSERVATIONS

ADDENDUM.- ONLINE EVALUATION ORDINARY CALL
If for any reason the evaluation had to be on-line, it would be carried out following the criteria of the EHU edonondik / ebaluazioa document, as follows.

ORDINARY CALL: GUIDELINES AND WAIVER.
If there is continuous evaluation, all the exercises and the exam will be done online through e-gela.
On the day of the exam, at any time the student can be asked to activate the camera to identify herself, as stated in the Statute of the university student. In addition, the Blackboard Collaborate program will be open to solve the doubts that arose during that test and look for a solution in case any problem arises.
The development will be the same as that of the final test.
In the case of continuous evaluation, in accordance with the provisions of art. 12.2 of the Regulatory Regulations for the Evaluation of students in official degree degrees, if the weight of the final test is equal to or less than 40% of the grade for the course, students may waive the call within a period that, At least, it will be up to a month before the end date of the teaching period of the corresponding subject. This resignation must be submitted in writing to the faculty responsible for the subject.

REGULAR CALL: FINAL TEST

All the tests of the extraordinary call will be carried out on the e-Gela platform and the E1, E2 and E3 competences will be evaluated. In all competitions, in the week prior to the exam date, an exercise (asynchronous evaluation) must be carried out and on the day and during the exam time, the test questionnaire corresponding to each competition (synchronous evaluation). At any time, the student can be asked to activate the camera to identify herself, as stated in the Statute of the university student. In addition, the Blackboard Collaborate program will be open to solve the doubts that arose during that test and look for a solution in case any problem arises.

E1 competence: value in the final grade 30%.
• In the week prior to the exam date: carry out this exercise in the e-classroom. Carry out the bibliographic search in the indicated health databases, manage the information sought through RefWorks and include those bibliographic references sought in a given text (15%)
• The day and time of the exam: on e-gela, complete a test questionnaire about bibliographic search and use of bibliography (15% - 30m).

E2 competence: value in the final grade 40%.
• In the week prior to the exam date: carry out the following exercise on e-gela: search for the indicated quantitative data in one of the health data sources, calculate with these data the corresponding basic statistics and create the indicated graph (15 %).
• On the day and at the exam schedule: complete an e-gel test questionnaire on descriptive statistics, hypotheses and the use of statistical contrast tests: (% 25-45m.).

E3 competence: value in the final grade 30%.
• In the week prior to the exam date: critical reading of an article on e-gela (15%)
• The day and time of the exam: complete an e-gel test questionnaire on care based on scientific evidence (15% - 30m.).
If a competition is not passed, the note of the suspended competition will be placed. If two or three have not been exceeded, the average grade of the suspended competitions will be assigned.
Failure to take the test set on the official exam date will automatically waive the corresponding call.

EXTRAORDINARY CALL: GUIDELINES AND WAIVER.
To pass the course, you must pass all the competences
The evaluation of the subjects in the extraordinary calls will be carried out exclusively through the final evaluation system. The positive results obtained by the students throughout the course will be preserved. That is to say, the students who have carried out the continuous evaluation in the ordinary call must carry out in the extraordinary call only the tests of the competences not passed.
All the tests of the extraordinary call will be carried out on the e-Gela platform and the E1, E2 and E3 competences will be evaluated. In all competitions, in the week prior to the exam date, an exercise (asynchronous evaluation) must be carried out and on the day and during the exam time, the test questionnaire corresponding to each competition (synchronous evaluation). At any time, the student can be asked to activate the camera to identify herself, as stated in the Statute of the university student. In addition, the Blackboard Collaborate program will be open to solve the doubts that arose during that test and look for a solution in case any problem arises.

The development will be the same as that of the final test.

Universidad del País Vasco — Euskal Herriko Unibertsitatea

**COURSE GUIDE** 2024/25

**Faculty** 252 - Faculty of Medicine and Nursing. Gipuzkoa Department **Cycle** .

**Degree** GENFER20 - Bachelor`s Degree in Nursing **Year** Third year

## COURSE

26457 - Development of Nursing Projects **Credits, ECTS:** 6

## COURSE DESCRIPTION

This subject aims to provide the knowledge regarding instruments, methods and material to carry out research projects and adopt evidence-based nursing, as well as contributing to the development of the body of knowledge in nursing.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

E1: To identify the stages of scientific research and design of a research project.
E2: To describe the relevance of research in nursing as a means of developing its body of knowledge.
E3: To analyse the advantages and disadvantages of the different designs and methods.
E4: To be aware of the ethical aspects of research.

## Theoretical and Practical Contents

Unit 1.- RESEARCH IN NURSING
0. Introduction to the subject
1. Final Degree Project
1. Introduction to research
2. Research in Nursing

Unit 2.- CARRYING OUT A RESEARCH PROJECT
3. Identification and development of the topic
4. Finding and assessing the available literature
5. Schedule and working plan
6. Literature review
7. Quantitative research
8. Qualitative research
9. Sampling

Unit 3.- OTHER RELEVANT ASPECTS RELATED TO RESEARCH
10. Ethics
11. Funding

## TEACHING METHODS

Methodological activities:

- Oral presentation.
- Analysis and comment on readings and videos.
- Group discussion.
- Design of a project.

## TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|---|---|---|---|---|---|---|---|---|
| Hours of face-to-face teaching | 40 | 20 | | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 45 | 45 | | | | | | | |

**Legend:**
M: Lecture-based — S: Seminar — GA: Applied classroom-based groups
GL: Applied laboratory-based groups — GO: Applied computer-based groups — GCL: Applied clinical-based groups
TA: Workshop — TI: Industrial workshop — GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 40%
- Individual assignments 60%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The mixed assessment proposed by course faculty is as follows:
Individual assignment: 60%
Practice (exercises, cases or problems): 40%
It is mandatory to pass both components.

Students have the right to be assessed through a final evaluation, regardless of whether they have participated in continuous evaluation. To this end, students must submit a written opt-out to the course teaching staff. The deadline for submitting this request is February 14th.

In this case, the evaluation components will be:
Individual assignment: 50%
Practice (exercises, cases or problems): 50%
It is mandatory to pass both components.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

At the extraordinary sitting, students will be examined only for those competences failed in the ordinary evaluation, maintaining the above percentages.

## MANDATORY MATERIALS

## BIBLIOGRAPHY

### Basic bibliography

Arantzamendi M, López-Dicastillo O, García C. Investigación cualitativa manual para principiantes. Ediciones Eunate, 2012.

Burns N, Grove SK. The practice of nursing research. Elsevier. 7th ed. London, 2012.

Gerrish K, Lathlean j. The research process in nursing. Wiley. 7th ed. London, 2015.

Grove SK, Gray JR, Burns N. Understanding Nursing Research: building an evidence-based practice. Elsevier, 2014.

### Detailed bibliography

Pearson A, Field J, Jordan Z. Evidence-based clinical practice in nursing and healthcare. Wiley. London, 2006.

Polgar S, Thomas SA. Introduction to Research in the Health Sciences. 7th edit. Elsevier, 2019.

### Journals

International Journal of Nursing Studies
Journal of Advanced Nursing
Journal of Clinical Nursing
Scandinavian Journal of Caring Sciences

### Web sites of interest

http://youtube.com/watch?v=aDR3VjwXvEo&feature=related
http://youtube.com/watch?v=aoPs-bsMB7g&NR=1
https://www.youtube.com/watch?v=6wWeeCBBlk4
https://www.youtube.com/watch?v=v50FZmYqVIY
http://www.nlm.nih.gov/bsd/disted/pubmed.html
http://www.isciii.es/investen

## OBSERVATIONS

Universidad del País Vasco — Euskal Herriko Unibertsitatea

**COURSE GUIDE** 2024/25

| | | | |
|---|---|---|---|
| **Faculty** | 252 - Faculty of Medicine and Nursing. Gipuzkoa Department | **Cycle** | . |
| **Degree** | GENFER20 - Bachelor`s Degree in Nursing | **Year** | Third year |

## COURSE

26460 - Quality and Security in Healthcare | **Credits, ECTS:** 6

## COURSE DESCRIPTION

This elective subject aims to provide skills to develop nursing leadership, critical ability to analyze our environment and care, management tasks at different levels of responsibility of health organizations from the perspective of Holistic care and Patient Safety Culture. In order to do this, work will be done through the acquisition of knowledge, the union of theory and practice, the development of a socio-critical view of our reality, the improvement of work systems and the optimization and quality assurance of human resources, materials and procedures that contribute to continuous improvement in the management of care and the quality and safety of patients. In summary, this elective subject is closely linked to the management and quality and safety of nursing care, basing it on knowledge, assessment of the environment and clinical judgments to offer higher quality and safety care.

This subject is part of project nr. IKDI3-23-01 authorized within the Call for projects 2021-2022 of Innovation IKDI3 of the Vice-Rector's Office for Innovation, Social Commitment and Cultural Action (UPV-EHU). The subject is oriented to the cooperative and dynamic learning model IKD (UPV-EHU Agreement, April 2010).

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Competences to be developed:
CE 1.- Identify the principles of Quality management and Risk Management in the Health sector, for the provision of safe and quality care, contributing to the improvement of the management of own resources to take responsibility for their learning and work autonomous.
CE 2.- Use the various methodologies and improvement tools to facilitate decision-making in the caregiver role. Instruments for the management of nursing care. Patient-centered electronic medical record. Tools to be used Osabide-Global and Osanaia.
CE 3.- Show the importance of informing, registering and documenting, using the appropriate technologies, to achieve continuous improvement through the evaluation and investigation of the care offered. Patient Safety. Health Risk Management. Risk Management Tools.

IKD MODEL - Sustainable development goals (ODS, Agenda 2030, UN) and transversal competences UPV-EHU (2019):
SDG-3: WELLNESS AND HEALTH.
Transversal competences (UPV-EHU, catalog 2019), oriented to SDG-3:
AA01: Self-confidence and Motivation.
BE04: Resilient attitude to difficulties.
PK15: Relate knowledge from different areas to give an interdisciplinary answer.
TL13: Collaborate with other teams in the construction of an interdisciplinary network.
IF08: Organize the information of the interdisciplinary work in online platforms for its retrieval, consultation and later use.

SDG-5: GENDER EQUALITY.
Transversal competences (UPV-EHU, catalog 2019), oriented to SDG-3:
GK06: Incorporate principles of gender equality and temporary accessibility.
EE01: Act respectfully in professional practice without discriminating by gender.

SDG-10: REDUCTION OF INEQUALITIES.
Transversal competences (UPV-EHU, catalog 2019), oriented to SDG-3:
GK01: Identify behaviors of social inequality.
GK04: Propose ways to overcome inequalities and behaviors to serve underprivileged groups
EE01: Act respectfully in professional practice without discriminating for sociocultural reasons.

## Theoretical and Practical Contents

Unit 1.-ELEMENTS AND CIRCUMSTANCES OF HEALTHCARE ASSISTANCE AND PROFESSIONAL EXERCISE OF NURSING IN HEALTH ORGANIZATIONS
Unit 1.1. The challenges of healthcare.
Unit 1.2. Patient Centered Care (ACP): The relationship of care, Holistic and Invisible Care, culture and gender.
Unit 1.3. The regulation of professional behaviour.

Unit 2.-MANAGEMENT OF QUALITY IN THE PROVISION OF CARE
Unit 2.1. Evolution of the concept of quality care in the nursing discipline.

Unit 2.2. The Advanced Management Model for the provision of quality care.
Unit 2.3. Nursing leadership.

Unit 3.- RISK MANAGEMENT IN THE PROVISION OF CARE
Unit 3.1. The determinants of patient safety.
Unit 3.2. Patient Safety: Public Health problem. Topic 3.3. The adverse event notification, registration and management system.
Unit 3.4. Prevention of adverse events and management of healthcare risk.
Unit 3.5. Patient Safety Culture. Good practices: safe nursing care and attention.
Unit 3.6. First, second and third victims. Topic 3.6. Patient safety in primary care.
Unit 3.7. Research in Patient Safety.

## TEACHING METHODS

Methodological activities:
- Oral presentation by the teacher, analysis, synthesis and assimilation of the concepts worked on in the classroom.
- Seminars with small groups.
- Group and / or individual works: viewing of videos, improvement plans, etc.
- Group preparation of cases and / or practical exercises.
- Implementation of active methodologies * in the classroom, IKD model:
-- Case Method and Problem Solving.
--IBL Inquiry-Based Learning.
- Historical knowledge and management of the evolution of patients on a platform interdisciplinary (Health Sciences).

## TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|---|---|---|---|---|---|---|---|---|
| Hours of face-to-face teaching | 30 | 30 | | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 44 | 46 | | | | | | | |

**Legend:**
M: Lecture-based
S: Seminar
GA: Applied classroom-based groups
GL: Applied laboratory-based groups
GO: Applied computer-based groups
GCL: Applied clinical-based groups
TA: Workshop
TI: Industrial workshop
GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 15%
- Individual assignments 45%
- Teamwork assignments (problem solving, Project design) 30%
- Oral presentation of assigned tasks, Reading¿ 5%
- Active participation with reflective attitude and commitment to learning process 5%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In accordance with the provisions of the Protocol on academic ethics and prevention of dishonest or fraudulent practices in the evaluation tests and in the academic works at the UPV/EHU, "the Teaching Guide must specify, sufficiently, with the greatest possible precision and clarity, the materials, means and resources, technological or otherwise type, the use of which is permitted in the development of the corresponding evaluation tests".

Continuous evaluation system:
CE 1: 40% [Group work (35%) and active participation (5%)]
CE 2: 20% [Group work (15%) and exhibition of works (5%)]
CE 3: 40% [Group work (15%, written test (15%) and individual work (10%)].

It will be an essential requirement to obtain the final grade for the subject that all the specific skills are passed with a grade equal to or greater than 5.

Final evaluation system:
Students will have the right to be evaluated through the final evaluation system, regardless of whether or not they have obtained the evaluation system proposed by the teaching staff. To do this, students must submit their resignation to the

assessment proposal in writing to the lecturer responsible for the subject until February 14, 2025.
The single final test will consist of a written test with the following weighting:
CE 1: 40% [Written test]
CE 2: 20% [Written test]
CE 3: 40% [Written test]

CALL RESIGNATION:
Refusal of the call will result in the qualification of not presented or not presented.

In the case of continuous evaluation, in accordance with the provisions of art. 12.2 of the Regulations governing the Evaluation of students in official degree qualifications, if the weight of the final test is greater than 40% of the grade of the subject, for the resignation of the call it will suffice not to present said final test to that the final qualification of the subject is not presented or not presented.

In the case of final evaluation, failure to appear for the test set on the official exam date will mean automatic resignation from the call.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation of the subject in the extraordinary call will be carried out exclusively through the final evaluation system. This will be carried out by means of a written test with the same characteristics as that described in the ordinary call. The note of those competitions that have been approved in the ordinary call will be taken into account.

CALL RESIGNATION:
Failure to take the test set on the official exam date will automatically resign the call.

## MANDATORY MATERIALS

- Orkaizagirre Gómara, A., Amezcua, M., Huércanos Esparza, I., & Arroyo Rodríguez, A. (2014). El Estudio de casos, un instrumento de aprendizaje en la Relación de Cuidado. Index de Enfermería, 23(4), 244-249.

## BIBLIOGRAPHY

### Basic bibliography

- Donaldson, L., Ricciardi, W., Sheridan, S., & Tartaglia, R. (2021). Textbook of patient safety and clinical risk management.
- Lachman, P., Runnacles, J., Jayadev, A., Brennan, J., & Fitzsimons, J. (Eds.). (2022). Oxford Professional Practice: Handbook of Patient Safety. Oxford University Press.
- Duffy, J. R. (2022). Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders. Springer Publishing Company.

### Detailed bibliography

- National Patient Safety Agency. (2004). Seven steps to patient safety: the full reference guide. National Patient Safety Agency.
- Marquis, B. L., & Huston, C. J. (2009). Leadership roles and management functions in nursing: Theory and application. Lippincott Williams & Wilkins.

### Journals

- Journal of Patient Safety
- Journal of Nursing Management
- Journal for Healthcare Quality
- Journal of Healthcare Quality Research

### Web sites of interest

- National Institute for Health and Clinical Excellence: http://www.nice.org.uk/
- Agency for Healthcare and Quality: https://www.ahrq.gov/
- John Hopkins, Patient Safety and Quality: https://www.hopkinsmedicine.org/patient-safety
- Josie King Foundation: https://josieking.org/home/
- WHO, Patient Safety actions: https://www.who.int/news-room/fact-sheets/detail/patient-safety

## OBSERVATIONS

At the beginning of the course, the teaching guide and the timetable of the subject will be made available to the students, specifying the most fundamental aspects.

Universidad del País Vasco — Euskal Herriko Unibertsitatea

**COURSE GUIDE** 2024/25

**Faculty** 252 - Faculty of Medicine and Nursing. Gipuzkoa Department **Cycle** .

**Degree** GENFER20 - Bachelor`s Degree in Nursing **Year** First year

## COURSE

26436 - Structure and Function of the Human Body I **Credits, ECTS:** 6

## COURSE DESCRIPTION

This is a CORE subject in this field of study and is taught in the first four-month period of the first year of the Bachelor's Degree in Nursing.

It is included in the module M01 COMMON BASIC TRAINING, and its objective is to achieve competency M01CM01, along with the subjects "Structure and function of the human body II" and "Structure and function of the human body III".

Competency M01CM01 defines it as follows: "Knowing and identifying the structure and function of the human body. Understanding the molecular and physiological basis of cells and tissues."

In this course, the students will examine the phases of human embryonic development and will analyse the structure of the human body at the cellular, histological, organic, and anatomical system levels.

The competencies developed in this core subject will be useful to acquire the competencies of other subjects of the degree, especially those related to physiology, physiopathology, and nursing care.

To be able to adequately study the subject "Structure and Function of the Human Body I", it is necessary to have basic knowledge of cytology, histology and human anatomy, aspects that are studied at pre-university levels.

For the future profession, a solid knowledge of the structure of the human body will be necessary in order to carry out correctly nursing diagnostics and procedures.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The specific competencies (SCs) to be achieved are:

SC1. To differentiate the components of the typical eukaryotic cell and tissues that make up the structure of the human body.

SC2. To distinguish the stages of human embryonic development.

SC3. To examine the normal morphology and topography of the organs that constitute the different anatomical systems.

## Theoretical and Practical Contents

UNIT 1: INTRODUCTION TO THE STRUCTURE OF THE HUMAN BODY
1.1. Levels of structural organization.
1.2. Anatomical position and directional terms.
1.3. Body plans and sections.
1.4. Body cavities and regions.

UNIT 2: CYTOLOGY AND GENERAL HISTOLOGY
2.1. Structure of the typical eukaryotic cell. Plasma membrane. Cytoplasm. Nucleus.
2.2. Classification of tissues. Epithelial tissue. Connective tissue. Muscular tissue. Nervous tissue.

UNIT 3: GENERAL HUMAN EMBRYOLOGY
3.1. First week of development. Fertilization. Segmentation of the zygote. Blastocyst formation. Implantation.
3.2. Second week of development. Development of the bilaminar germinative disc. Development of the trophoblast. Development of the amnion. Development of the yolk sac. Development of the sinusoids. Development of the extraembryonic coelom or chorionic cavity.
3.3. Third week of development. Development of the trilaminar germinative disc. Gastrulation. Formation of the notochord. Development of the intraembryonic coelom. Development of the chorionic villi.
3.4. From the fourth to the eighth week of development, or embryonic period. Organogenesis. Derivatives of the germinative ectodermal, endodermal and mesodermal leave.

UNIT 4: HUMAN ANATOMY
4.1. Anatomy of the systems related to support and movement functions: integumentary system and musculoskeletal

system.
4.2. Anatomy of the systems related to communication, control and integration functions: nervous system, sensory organs and endocrine system.
4.3. Anatomy of the systems related to the transport and defence functions: cardiovascular system and lymphatic system.
4.4. Anatomy of the systems related to the functions of respiration, digestion, excretion and reproduction: respiratory system, digestive system, urinary system and reproductive system.

## TEACHING METHODS

Different methodologies will be used in this course.

Classroom activities will be lecture-based classes, seminars and laboratory practices. The non-face-to-face activities include independent study and tutorials with the teacher.

LECTURE-BASED CLASSES:

They will consist of the imparting of knowledge by the teacher, with the support of images of the structure of the human body projected on the screen. At the same time, the students will complete the colouring book. In addition, several videos/documentaries related to the subject will be viewed. The teacher will promote student participation by asking questions. At the end of the class, he/she will answer the questions posed by the students.

SEMINARS:

The students, individually and in groups, will mainly carry out exercises to identify structures in images. Also, they will work in teams to deepen their knowledge of human anatomy.

LABORATORY PRACTICES:

Students, in small groups, will mainly perform exercises to identify structures in histological and anatomical models. In addition, they will use the optical microscope for the observation of cells and tissues.

ACTIVITIES TO BE PERFORMED OUTSIDE THE CLASSROOM:

The students will STUDY BY THEMSELVES in order to analyse, synthesise and assimilate the concepts worked on in the classroom. This independent study will be essential to be able to correctly perform the tasks proposed in the laboratory practices, seminars and exams.

The students may request TUTORIALS with the teacher to clarify doubts. During such tutorials, revision of the exercises of the seminars and practices will also be carried out, and the appropriate clarifications will be offered.

## TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|---|---|---|---|---|---|---|---|---|
| Hours of face-to-face teaching | 40 | 10 | | 10 | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 60 | 15 | | 15 | | | | | |

**Legend:**
M: Lecture-based
S: Seminar
GA: Applied classroom-based groups
GL: Applied laboratory-based groups
GO: Applied computer-based groups
GCL: Applied clinical-based groups
TA: Workshop
TI: Industrial workshop
GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 50%
- Short and/or multiple-choice questions 50%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In accordance with the Protocol on academic ethics and prevention of dishonest or fraudulent practices in the assessment tests and academic works of the UPV/EHU, on the first day of class, during the presentation of the student's guide, the teaching staff will describe as specifically and clearly as possible, the materials, means and resources (technological or otherwise) whose use is allowed during the assessment tests of the subject.

In the ordinary call there will be two assessment systems, the continuous assessment and the end-of-course assessment.

THE CONTINUOUS ASSESSMENT SYSTEM:

An assessment by competencies will be carried out, with the following weighting:

SC1: 15% (Practical exercises 15%).
SC2: 5% (Practical exercises 5%).
SC3: 80% (Practical exercises 30%, written test with short and/or multiple-choice questions 50%).

In order to opt for the continuous assessment, it will be mandatory to attend the seminars and laboratory practices, since practical exercises will be carried out and handed in. The contents, dates, characteristics of the tools that will be used for the assessment and their weighted values will be detailed in the agenda-chronogram and in the student's guide.

The written test will take place on the official examination date.

The following are essential requirements to pass the course:
1. Passing the written test.
2. Passing all the competencies.

If one or more competencies are not passed or the written test is not passed, the lower mark obtained in the failed competency(ies) or in the failed written test will be awarded.

THE END-OF-COURSE ASSESSMENT SYSTEM:

Students may be tested by means of the end-of-course assessment system, regardless of whether or not they have participated in the continuous assessment system. To this end, students must submit a written opt-out to the teacher. The deadline for submitting this request is November 8th.

The end-of-course assessment will be carried out by means of an individual test, which will take place during the official examination period, with the following weighting by competencies:

SC1: 15% (Practical exercises 15%).
SC2: 5% (Practical exercises 5%).
SC3: 80% (Practical exercises 30%, written test with short and/or multiple-choice questions 50%).

The following are essential requirements to pass the course:
1. Passing the written test.
2. Passing all the competencies.

If one or more competencies are not passed or the written test is not passed, the lower mark obtained in the failed competency(ies) or in the failed written test will be awarded.

OPTING OUT OF THE CALL

Opting out of the call will be recorded as "No show".

Failure to attend the test set on the official exam date will result in the automatic opting out of the call.

**EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

END-OF-COURSE ASSESSMENT SYSTEM:

The assessment of the subject in the extraordinary call will be carried out exclusively through the end-of-course assessment system.

The mark of those competencies that have been passed in the ordinary call will be kept for the students requesting it. In addition, the students who have opted for the continuous assessment system in the ordinary call may keep the mark of the work they have passed throughout the learning period.

OPTING OUT OF THE CALL:

Opting out of the call will be marked as "No show".

Failure to attend the test set on the official exam date will result in the automatic opting out of the call.

## MANDATORY MATERIALS

The cytology, histology, embryology and anatomy colouring book.

## BIBLIOGRAPHY

### Basic bibliography

- ANASTASI G, GAUDIO E, TACCHETTI C. RODRÍGUEZ-BAEZA A (Editor de la Edición en Español). Anatomía Humana. Atlas. 2º ed. Edi-Ermes; 2022.
- ASURABARRENA C. Anatomia eta Biologia Zelularra. Elhuyar Edizioak; 2007.
- BADIOLA ETXABURU I, ALONSO ARANA E. Giza histologia medikoa. Udako Euskal Unibertsitatea (UEU), Euskal Herriko Unibertsitatea (UPV/EHU); 2018.
- DRAKE RL, VOGL AW, MITCHELL AWM. Gray. Anatomía para estudiantes. 5ª ed. Elsevier; 2024.
- HANSEN JT. Netter Cuaderno de Anatomía para colorear. 3ª ed. Elsevier; 2023.
- MOORE KL, PERSAUD TVN, TORCHIA MG. Embriología Clínica. 11ª ed. Elsevier; 2020.
- NETTER FH. Atlas de Anatomía Humana. Abordaje regional. 8ª edición. Elsevier; 2023.
- NETTER FH. Atlas de Anatomía Humana. Abordaje por sistemas. 8ª edición. Elsevier; 2023.
- SADLER TW. Langman. Embriología médica. 15ª ed. Wolters Kluwer; 2023.
- SMITH-AGREDA JM. Escolar. Reconstrucciones Humanas. Por planos de disección. 6ª ed. Editorial Médica Panamericana; 2016.
- SUAREZ QUINTANILLA JA, ITURRIETA ZUAZO I, RODRÍGUEZ PÉREZ AI, GARCÍA ESTEO FJ. Anatomía humana para estudiantes de Ciencias de la Salud. 2ª ed. Elsevier; 2020.
- PATTON KT, BELL FB, THOMPSON T, WILLIAMSON PL. Anatomy and Physiology. 11ª ed. Elsevier; 2023.
- TORTORA GJ, DERRICKSON B. Principios de Anatomía y Fisiología. 15ª ed. Editorial Médica Panamericana; 2018.

### Detailed bibliography

- AZKUE JJ, BENGOETXEA H, BIDAURRAZAGA A, ELEZGARAI I, GERRIKAGOITIA I, MENDIZABAL JL et al. Terminologia anatomica. Anatomiaren Nazioarteko Terminologia. Universidad del País Vaso/Euskal Herriko Unibertsitatea, Argitalpen Zerbitzua; 2019.
- DAUBER W. Feneis. Nomenclatura Anatómica Ilustrada. 11. ed. Elsevier; 2021.
- DRAKE RL, VOGL W, MITCHELL AM. Gray. Atlas de Anatomía. 3ª ed. Elsevier; 2021.
- MTUI E, GRUENER G, DOCKERY P. Fitzgerald. Neuroanatomía clínica y neurociencia. 8ª ed. Elsevier; 2022.
- PAULSEN F, WASCHKE J. Sobotta. Atlas de Anatomía Humana (3 vol.) 25ª ed. Elsevier; 2024.
- PAWLINA W. Ross. Histología. Texto y Atlas. Correlación con Biología Molecular y Celular. 8ª ed. Wolters Kluwer; 2020.
- PRÓ EA. Anatomía Clínica. 2ª ed. Editorial Médica Panamericana; 2014.
- ROHEN JW, YOKOCHI C, LÜTJEN-DRECOLL E. Atlas de Anatomía humana. Estudio fotográfico del cuerpo humano. 9ª ed. Elsevier; 2021.
- SCHÜNKE M, SCHULTE E, SCHUMACHER U. PROMETHEUS. Texto y Atlas de Anatomía (3 tomos). 5ª ed. Editorial Médica Panamericana; 2022.

### Journals

- ACADEMIA ANATOMICA INTERNATIONAL: https://aijournals.com/index.php/aanat
- ANNALS OF ANATOMY: https://www.sciencedirect.com/journal/annals-of-anatomy-anatomischer-anzeiger
- CLINICAL ANATOMY: https://onlinelibrary.wiley.com/journal/10982353
- INTERNATIONAL JOURNAL OF ANATOMICAL VARIATIONS: https://www.pulsus.com/international-journal-anatomical-variations.html
- JOURNAL OF ANATOMY: https://onlinelibrary.wiley.com/journal/14697580
- TISSUE AND CELL: https://www.sciencedirect.com/journal/tissue-and-cell

### Web sites of interest

- AMERICAN ASSOCIATION FOR ANATOMY https://www.anatomy.org
- ANATOMY AND PHYSIOLOGY https://openstax.org/details/books/anatomy-and-physiology-2e
- ANATOMYZONE https://anatomyzone.com/
- DESARROLLO EMBRIONARIO 1 Y 2 SEMANAS https://www.youtube.com/watch?v=4vRIeGk519w
- DIGITAL ANATOMIST INTERACTIVE ATLASES (UNIVERSITY of WASHINGTON) http://da.si.washington.edu/da.html
- GROSS ANATOMY DISSECTIONS (UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND PUBLIC HEALTH) https://videos.med.wisc.edu/events/65
- KENHUB ANATOMY https://www.kenhub.com/
- MICHIGAN HISTOLOGY AND VIRTUAL MICROSCOPY LEARNING RESOURCES (UNIVERSITY OF MICHIGAN MEDICAL SCHOOL) http://histology.medicine.umich.edu/full-slide-list

- THE INTERNET PATHOLOGY LABORATORY FOR MEDICAL EDUCATION. THE UNIVERSITY OF UTAH ECCLES HEALTH SCIENCES LIBRARY https://webpath.med.utah.edu/
- UNIVERSITY OF MICHIGAN MEDICAL SCHOOL. RESOURCES https://sites.google.com/a/umich.edu/bluelink/resources

**OBSERVATIONS**

The STUDENT'S GUIDE, the AGENDA-CHRONOGRAM and the ACTIVITIES corresponding to each competency will be made available to the students in the e-classroom.