



## (\*)E. U. de Enfermería (Povisa)

### (\*)ORGANIZACIÓN ACADÉMICA

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En lo que respecta al desarrollo de dicho Plan, el objetivo primordial de la escuela es formar profesionales ENFERMEROS.

ENFERMERÍA es hoy en día una disciplina compleja del área de salud, con un gran impacto social que constantemente ,aumenta sus funciones para satisfacer las necesidades que impone el cuidado de la salud en un mundo en cambio, siendo además un elemento esencial en la planificación comunitaria de los servicios de salud.

Así pues la profesión ENFERMERA abarca los cuidados, autónomos y en colaboración, que se prestan a las personas de todas las edades, familias, grupos y comunidades, enfermos o sanos, en todos los contextos, e incluye la promoción de la salud, la prevención de la enfermedad, y los cuidados de los enfermos, discapacitados, y personas moribundas.

Funciones esenciales de la enfermería son la defensa, el fomento de un entorno seguro, la investigación, la participación en la política de salud y en la gestión de los pacientes y los sistemas de salud, y la formación. Siendo aun una ciencia joven cuenta con principios propios, pero al ser una profesión vinculante exige que se nutra de otros conocimientos alcanzados por las ciencias medicas, a su vez sustentadas por los avances en biología, sociología y psicología.

Esto aporta a nuestra profesión una sólida formación teórico-práctica en sus CUATRO FUNCIONES : ASISTENCIAL, DOCENTE, GESTORA E INVESTIGADORA que permite al terminar los estudios de Grado desempeñar de forma altamente cualificada la profesión y trabajar en colaboración con otros profesionales de la salud para conseguir objetivos comunes. Y para llegar a esta meta, la formación del alumno se apoya en tres pilares fundamentales:

- El desarrollo de clases teórico-prácticas enfocadas a la resolución de problemas.
- El fomento de la aplicación práctica de los conceptos teóricos.
- Evaluación continuada del alumno por medio de tutorías.

El profesorado está formado en su mayor parte por especialistas en cada una de las materias que se imparten. Dentro de la filosofía de la Escuela tienen un apartado importante las relaciones internacionales; el intercambio de estudiantes y profesores a través del Programa Sócrates-Erasmus dentro del ámbito europeo. Esto permite que tanto profesores como alumnos tengan una visión más amplia de la profesión y su desarrollo en otros países, lo que adquiere una especial relevancia en una época donde los cambios tanto sociales como profesionales se suceden con gran rapidez, y en la que las posibilidades de trabajo se han ampliado al ámbito europeo.

El título de Graduado en Enfermería es válido en toda España y con los efectos legales que los convenios internacionales otorgan para otros países.

### ORGANIZACIÓN CURSOS ACADÉMICOS

El plan de estudios de Grado tiene 240 CRÉDITOS ECTS distribuidos según tabla:

#### TIPO CREDITOS A CURSAR POR EL ALUMNO/A: OFERTA DEL CENTRO

Formación básica (FB) 60  
Obligatorios 78  
Optativos 12/ 24  
Prácticas externas 78  
TFG (Trabajo fin de grado) 12  
**TOTAL 240**

#### DISTRIBUCIÓN MATERIAS CURSO/SEMESTRE :

MÓDULO	MATERIA	ASIGNATURA	ECTS	CARÁCTER (OBLIGATORIA/OPTATIVA)	CUATRIMESTRE	CURSO
MÓDULO FORMACIÓN BÁSICA COMÚN	ANATOMIA HUMANA	ANATOMIA HUMANA	9	OBLIGATORIA	1º	1º
	PSICOLOGIA	PSICOLOGIA	9	OBLIGATORIA	1º	1º
	BIOQUIMICA	BIOQUIMICA	6	OBLIGATORIA	1º	1º
	FISIOLOGIA	FISIOLOGIA	9	OBLIGATORIA	2º	1º
	ESTADISTICA	ESTADISTICA	6	OBLIGATORIA	2º	1º
	IDIOMA MODERNO	INGLES TÉCNICO	6	OBLIGATORIA	2º	1º
		INTRODUCCION A LA ENFERMERIA CLÍNICA	6	OBLIGATORIA	1º	2º
	FARMACOLOGIA Y DIETETICA	9	OBLIGATORIA	1º	2º	
MÓDULO CIENCIAS DE LA ENFERMERÍA	ENFERMERÍA COMUNITARIA	ENFERMARÍA COMUNITARIA I	6	OBLIGATORIA	1º	1º
		ENFERMARÍA COMUNITARIA II	9		2º	2º
		FUNDAMENTOS DE ENFERMARÍA	9	OBLIGATORIA	2º	1º
	ENFERMERÍA CLÍNICA	ENFERMARÍA CLÍNICA I	9	OBLIGATORIA	1º	2º
		ENFERMARÍA CLÍNICA II	6		2º	2º
		ENFERMARÍA CLÍNICA III	6		1º	3º
		ÉTICA Y LEGISLACIÓN	6	OBLIGATORIA	1º	2º
		GESTIÓN DE ENFERMERÍA	6	OBLIGATORIA	2º	2º
		ENFERMERÍA MATERNO INFANTIL	9	OBLIGATORIA	1º	3º
		ENFERMERÍA GERIÁTRICA Y CUIDADOS PALIATIVOS	6	OBLIGATORIA	2º	3º
ENFERMERÍA DE SALUD MENTAL		6	OBLIGATORIA	2º	3º	
MÓDULO PRÁCTICAS TUTELADAS Y TRABAJO FIN DE GRADO	PRÁCTICAS CLÍNICAS	PRÁCTICAS CLÍNICAS I	9	OBLIGATORIA	2º	2º
		PRÁCTICAS CLÍNICAS II	15	OBLIGATORIA	1º	3º
		PRÁCTICAS CLÍNICAS III	18	OBLIGATORIA	2º	3º
		PRÁCTICAS CLÍNICAS IV	18	OBLIGATORIA	1º	4º
		PRÁCTICAS CLÍNICAS V	18	OBLIGATORIA	2º	3º
		TRABAJO FIN DE GRADO	12	OBLIGATORIA	1º Y 2º	4º
MÓDULO MATERIAS OPTATIVAS	POVISA	ENFERMERÍA DE URGENCIAS Y CUIDADOS CRÍTICOS	6	OPTATIVA	1º	4º
		INTRODUCCIÓN A LA ENFERMERÍA AVANZADA	6	OPTATIVA	1º	4º
		ANTROPOLOGÍA DE LA SALUD	6	OPTATIVA	1º	4º
		ATENCIÓN DE ENFERMERÍA EN EMERGENCIAS Y CATÁSTROFES	6	OPTATIVA	1º	4º

Las materias son cuatrimestrales finales.

El calendario de exámenes , los horarios y las guías docentes de las asignaturas de cada curso, se rigen según normativa de la Universidad de Vigo en ellas podeis ver :

- Competencias de la materia
- Programa materia
- Planificación docente
- Metodología docente
- Tipos evaluación
- Bibliografía

#### (\*)PERSONAL DOCENTE

(\*)PERSONAL ACADÉMICO GENERAL E.U.ENFERMERÍA POVISA:

Será requisito ineludible para ser profesor/a de la Escuela tener la titulación requerida por la legislación vigente y obtener la

"VENIA DOCENDI" de la Universidad de Vigo para la materia o disciplina que vaya a desarrollar.

La "VENIA DOCENDI" será solicitada por la Escuela con carácter previo a la formalización de cualquier contrato de profesorado; tendrá el carácter de permanente, salvo revisión realizada a propuesta del Delegado de la Universidad.

La "VENIA DOCENDI" será otorgada por el Rector a petición de los respectivos centros adscritos y después del informe del delegado de la Universidad.

La "VENIA DOCENDI" constituye un requisito explícito por parte de la Universidad de Vigo de que cada profesorado de un centro adscrito cumple con los requisitos exigidos para la docencia en el centro y facultan, al mismo tiempo, para firmar las actas oficiales de calificación de los estudiantes.

El profesorado que no posea "VENIA DOCENDI" no podrá formar parte del cuadro de personal docente ni ejercer la docencia en un centro adscrito a la Universidad de Vigo.

La selección del personal docente e investigador de los centros adscritos se llevará a cabo respetando los principios de igualdad, mérito y capacidad de acuerdo con lo establecido en la legislación vigente.

El nombramiento y contratación del personal docente e investigador de los antedichos centros le corresponden al titular de los mismos, una vez que los candidatos propuestos soliciten de la Universidad de Vigo la "VENIA DOCENDI" correspondiente.

#### **CUADRO GENERAL DEL PROFESORADO SEGÚN CATEGORÍA ACADÉMICA, SU VINCULACIÓN CON LA UNIVERSIDAD Y SU DEDICACIÓN AL TÍTULO.**

CATEGORÍA ACADÉMICA	Nº	VINCULACIÓN CON LA UNIVERSIDAD	DEDICACIÓN AL TÍTULO	
			Total	Parcial
Doctor/a	11	Venia docendi	5	6
Licenciados/as general	5	Venia docendi	4	1
Graduados/as en enfermería	11	Venia docendi	5	6
Licenciados/as especialistas	11	Venia docendi	4	7
Diplomados/as y graduados/as enfermeros/as especialistas	2	Venia docendi		2
Diplomados/as enfermería	1	Venia docendi	1	

#### **PORCENTAJE DE PROFESORADO CON EL TÍTULO DE DOCTOR.**

	FRECUENCIA	PORCENTAJE
DOCTORES	11	26,8%
NO DOCTORES	30	73,2%

<b>TOTAL</b>	<b>41</b>	<b>100%</b>
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**DISTRIBUCIÓN DE PROFESORADO POR DEDICACIÓN AL TÍTULO.**

	<b>FRECUENCIA</b>	<b>PORCENTAJE</b>
<b>PROFESORES CON DEDICACIÓN A TIEMPO COMPLETO</b>	8	25%
<b>Otros (externos)</b>	24	75%
<b>TOTAL</b>		<b>100%</b>

**DISTRIBUCIÓN DEL PROFESORADO POR EXPERIENCIA DOCENTE.**

	<b>FRECUENCIA</b>	<b>PORCENTAJE</b>
<b>MENOS DE 5 AÑOS</b>	12	29,27%
<b>ENTRE 5 Y 10 AÑOS</b>	11	26,83%
<b>MÁS DE 10 AÑOS</b>	18	43,90%
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

**DISTRIBUCIÓN DEL PROFESORADO POR EXPERIENCIA INVESTIGADORA.**

	<b>FRECUENCIA</b>	<b>PORCENTAJE</b>
<b>MENOS DE 5 AÑOS</b>	10	24,40%
<b>ENTRE 5 Y 10 AÑOS</b>	7	17,06%
<b>MÁS DE 10 AÑOS</b>	10	24,40%
<b>NS/NC</b>	14	34,14%
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

**DISTRIBUCIÓN DEL PROFESORADO POR EXPERIENCIA PROFESIONAL DIFERENTE A LA ACADÉMICA O**

## INVESTIGADORA.

	FRECUENCIA	PORCENTAJE
MENOS DE 5 AÑOS	10	24,39%
ENTRE 5 Y 10 AÑOS	11	26,82%
MÁS DE 10 AÑOS	13	31,07%
NS/NC		
TOTAL	34	82,28%

La figura de coordinador/a de curso, asegura la adecuada coordinación docente en el proceso de programación de la evaluación continuada de las materias en cada curso académico a través de reuniones de seguimiento y coordinación.

Esas reuniones de curso, arrancarán con una inicial, previa al comienzo de curso, en la que el coordinador planteará un calendario de actividades cuyo fin último es que no se produzcan solapamientos entre las distintas actividades que se proponen en las distintas guías docentes. Adicionalmente, esas reuniones iniciales servirán también para corregir la tendencia a incluir un excesivo número de actividades.

Se busca, por tanto, que la evaluación continuada se materialice en una distribución equilibrada de tareas a lo largo de todo el curso académico, apoyada en una programación racional de las materias. Para lograrlo, se dispondrán con cierta periodicidad reuniones de seguimiento y el coordinador del curso emitirá informes de seguimiento, destinados a mantener informados al Profesorado y Dirección sobre incidencias y eventos relevantes. Al finalizar el curso se celebrará una última reunión destinada a hacer balance y destacar posibles problemáticas a resolver para el siguiente curso.

### RELACIÓN DE COORDINADORES CURSO ACADÉMICO:

Coordinador **1º** Curso:

Vicente Suárez González

Coordinador **2º** Curso:

Esperanza M<sup>a</sup> Giraldez Miranda

Coordinador **3º** Curso:

Alicia Muiños Álvarez

Coordinador **4º** Curso:

Alfonso Eduardo Maldonado Arroyo

Además, existen las figuras del coordinador/a de prácticas externas (de ser el caso) y del trabajo de fin de grado, que se encargarán de coordinar los distintos/as tutores/as.

La Escuela de Enfermería de POVISA establecerá reuniones periódicas con las escuelas ubicadas en Vigo que comparten centros de prácticas para facilitar la coordinación vertical entre cursos de las prácticas y el intercambio de experiencias.

Con ello se persigue analizar las distintas propuestas de mejora, establecer criterios básicos de evaluación y organizar actividades conjuntas que afecten a más de una materia, por citar algunos objetivos concretos.

En definitiva, el sistema de coordinación que se propone constituye un elemento fundamental en la introducción de los nuevos objetivos y metodologías y, sobre todo, servirá para profundizar en una mejor y mayor coordinación entre docentes y entre éstos y el Centro.

En un futuro, dado que la coordinación del conjunto de actividades resulta clave para el adecuado aprovechamiento del alumnado, se pretende continuar este diseño, adecuándolo a las nuevas exigencias y tratando de garantizar niveles satisfactorios de coordinación vertical y horizontal.

### PERSONAL NO DOCENTE E.U.ENFERMERÍA POVISA:

#### PAS: PERSONAL DE ADMINISTRACIÓN Y SERVICIOS.

- 1 Jefe de Servicios administrativos

- 1 oficial administrativo a tiempo completo.
- 1 auxiliar administrativo a tiempo completo

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## **(\*)INFORMACIÓN ESTUDIANTES PRIMERO Y TRASLADOS**

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### **ESCUELA UNIVERSITARIA DE ENFERMERÍA POVISA**

#### **INFORMACIÓN GENERAL.**

La Escuela Universitaria de Enfermería de POVISA, adscrita a la Universidad de Vigo, nació oficialmente en el año 1991 bajo el patronazgo del HOSPITAL POVISA con la idea de desarrollar una función docente que consideraba adecuada y beneficiosa para un HOSPITAL de sus características, formando profesionales de Enfermería que cuando terminaran sus estudios, pudieran pasar a formar parte de la División de Enfermería del hospital.

Nuestra Escuela se rige por la Legislación Universitaria vigente, y por tanto, el Plan de Estudios está homologado y compartido por las otras E.U.E. adscritas a la Universidad de Vigo, la cual emite el título de Grado en Enfermería, lo que nos permite una comunicación fluida y facilita los posibilidad de traslados de estudiantes entre las Escuelas que en su momento pudieran surgir.

Las clases teóricas se imparten en las instalaciones en la calle Romil 75-77 y las prácticas se realizan en los distintos Departamentos, Servicios y Laboratorios del Hospital Povisa, y en hospitales de la red pública, así como en Centros de Salud y Residencias de la Tercera edad.

#### **EQUIPO DIRECTIVO:**

- **Director:** Alfonso García Suárez
- **Subdirectora:** M<sup>a</sup> Concepción Agras Suárez
- **Secretario:** Ángel Marcial Pérez

Además cada uno de los cursos del Grado tiene un tutor que será referente de los alumnos con respecto a temas relacionados con la docencia.

#### **TUTOR 1º CURSO:**

- **VICENTE SUÁREZ GONZÁLEZ** profesor de la materia **PSICOLOGÍA** de 1º curso

#### **TUTOR 2º CURSO:**

- **MARÍA GIRALDEZ MIRANDA** profesora de la materia **INTRODUCCIÓN A LA ENFERMERÍA CLÍNICA** de 2º curso.

#### **TUTOR 3º CURSO:**

- **ALICIA MUIÑOS ALVAREZ** profesora de la materia **ENFERMERIA CLINICA III** de 3º curso.

#### **TUTOR 4º CURSO:**

- **EDUARDO MALDONADO ARROYO** profesor de la materia de **TFG** de 4º curso.

#### **PLAN DE ESTUDIOS**

En lo que respecta al desarrollo de dicho Plan, el objetivo primordial de la escuela es formar profesionales **ENFERMEROS**.

**ENFERMERÍA** es hoy en día una disciplina compleja del área de salud, con un gran impacto social que, constantemente, aumenta sus funciones para satisfacer las necesidades que impone el cuidado de la salud en un mundo en cambio, siendo además un elemento esencial en la planificación comunitaria de los servicios de salud.

Así pues la profesión **ENFERMERA** abarca **los cuidados, autónomos y en colaboración, que se prestan a las personas de todas las edades, familias, grupos y comunidades, enfermos o sanos, en todos los contextos, e**

**incluye la promoción de la salud, la prevención de la enfermedad, y los cuidados de los enfermos, discapacitados, y personas moribundas. Funciones esenciales de la enfermería son la defensa, el fomento de un entorno seguro, la investigación, la participación en la política de salud y en la gestión de los pacientes y los sistemas de salud, y la formación.**

Siendo aun una ciencia joven cuenta con principios propios, pero al ser una profesión vinculante exige que se nutra de otros conocimientos alcanzados por las ciencias médicas, a su vez sustentadas por los avances en biología, sociología y psicología.

Esto aporta a nuestra profesión una sólida formación teórico-práctica en sus **CUATRO FUNCIONES: ASISTENCIAL, DOCENTE, GESTORA E INVESTIGADORA** que permite al terminar los estudios de Grado desempeñar de forma altamente cualificada la profesión y trabajar en colaboración con otros profesionales de la salud para conseguir objetivos comunes.

Y para llegar a esta meta, la formación del alumno se apoya en tres pilares fundamentales:

□ *El desarrollo de clases teórico-prácticas enfocadas a la resolución de problemas.*

□ *El fomento de la aplicación práctica de los conceptos teóricos.*

□ *Evaluación continuada del alumno por medio de tutorías.*

El profesorado está formado en su mayor parte por especialistas en cada una de las materias que se imparten.

Dentro de la filosofía de la Escuela tienen un apartado importante las relaciones internacionales; el intercambio de estudiantes y profesores a través del Programa Sócrates-Erasmus dentro del ámbito europeo.

Esto permite que tanto profesores como alumnos tengan una visión más amplia de la profesión y su desarrollo en otros países, lo que adquiere una especial relevancia en una época donde los cambios tanto sociales como profesionales se suceden con gran rapidez, y en la que las posibilidades de trabajo se han ampliado al ámbito europeo.

El título de Graduado en Enfermería es válido en toda España y con los efectos legales que los convenios internacionales otorgan para otros países.

## **ORGANIZACIÓN CURSOS ACADÉMICOS**

El plan de estudios de Grado tiene **240 CRÉDITOS ECTS** distribuidos según tabla:

### **TIPO CRÉDITOS A CURSAR POR EL ALUMNO/A OFERTA DEL CENTRO**

Formación básica (FB) 60, Obligatorios 78, Optativos 12, Practicas externas 78, TFG (Trabajo fin de grado) 12 .**TOTAL 240.**

## **DISTRIBUCIÓN MATERIAS CURSO/SEMESTRE**

### **PRIMER CURSO**

- ANATOMÍA HUMANA 9 ECTS , 1º Semestre ,FORMACIÓN BÁSICA
- PSICOLOGÍA 9 ECTS , 1º Semestre, FORMACIÓN BÁSICA
- BIOQUÍMICA 6 ECTS, 1º Semestre ,FORMACIÓN BÁSICA
- ENFERMERÍA COMUNITARIA I 6 ECTS, 1º Semestre, OBLIGATORIO
- FISIOLOGÍA 9 ECTS , 2º Semestre, FORMACIÓN BÁSICA
- ESTADÍSTICA 6 ECTS, 2º Semestre, FORMACIÓN BÁSICA
- FUNDAMENTOS DE ENFERMERÍA 9 ECTS, 2º Semestre, OBLIGATORIO
- INGLES TÉCNICO 6 ECTS, 2º Semestre , FORMACIÓN BÁSICA

### **SEGUNDO CURSO**

- INTRODUCCIÓN A LA ENFERMERÍA CLÍNICA 6 ECTS ,1º Semestre, FORMACIÓN BÁSICA
- ÉTICA Y LEGISLACIÓN 6 ECTS, 1º Semestre ,OBLIGATORIO

- FARMACOLOGÍA Y DIETETICA 9 ECTS, 1º Semestre, FORMACIÓN BÁSICA
- ENFERMERÍA CLÍNICA I 9 ECTS, 1º Semestre ,OBLIGATORIO
- ENFERMERÍA CLÍNICA II 6 ECTS, 2º Semestre, OBLIGATORIO
- ENFERMERÍA COMUNITARIA II 9 ECTS, 2º Semestre, OBLIGATORIO
- GESTIÓN DE ENFERMERÍA 6 ECTS, 2º Semestre, OBLIGATORIO
- PRACTICAS CLÍNICAS I 9 ECTS, 2º Semestre, OBLIGATORIO

### **TERCER CURSO**

- ENFERMERÍA CLÍNICA III 6 ECTS , 1º Semestre, OBLIGATORIO
- ENFERMERÍA MATERNO INFANTIL 9 ECTS ,1º Semestre, OBLIGATORIO
- PRACTICAS CLÍNICAS II 15 ECTS , 1º Semestre, OBLIGATORIO
- ENFERMERÍA GERIÁTRICA Y CUIDADOS PALIATIVOS 6 ECTS ,2º Semestre, OBLIGATORIO
- ENFERMERÍA EN SALUD MENTAL 6 ECTS, 2º Semestre, OBLIGATORIO
- PRACTICAS CLINICAS III 18 ECTS, 2º Semestre, OBLIGATORIO

### **CUARTO CURSO**

- OPTATIVA I 6 ECTS, 1º Semestre, OPTATIVO
- OPTATIVA II 6 ECTS, 1º Semestre, OPTATIVO
- PRACTICAS CLÍNICAS IV 18 ECTS, 1º Semestre, OBLIGATORIO
- PRACTICAS CLÍNICAS V 18 ECTS ,2º Semestre, OBLIGATORIO
- TRABAJO FIN DE GRADO 12 ECTS, 2º Semestre ,OBLIGATORIO

Las materias son cuatrimestrales finales.

El calendario de exámenes se rige según normativa de la Universidad de Vigo, **(se adjunta)**.

Tenéis a vuestra disposición en la página de la EUE POVISA [www.cepovisa.com](http://www.cepovisa.com) un enlace con la Universidad de Vigo para la visualización de las guías docentes de las asignaturas de cada curso:

En ellas podéis ver:

- Competencias de la materia
- Programa materia
- Planificación docente
- Metodología docente
- Tipos evaluación
- Bibliografía



## **NORMAS GENERALES:**

La asistencia a clases se rige por normativa de la Universidad de Vigo.

Durante la asistencia y permanencia en las instalaciones del Centro:

- No está permitido fumar ni utilizar telefonía móvil.
- No está permitido utilizar el ascensor destinados a estudiantes y profesores con problemas de movilidad física.
- Podrá utilizarse la biblioteca del Centro, así como las aulas destinadas a los trabajos de grupo que están en el semisótano.
- Es imprescindible cuidar el aspecto personal, aseo y las formas de convivencia básicas así como las instalaciones que debemos mantener para que puedan ser utilizadas adecuadamente por todos.

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## **(\*)Grao en Enfermería**

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### **Subjects**

#### **Year 4th**

Code	Name	Quadmester	Total Cr.
V53G140V01405	Clinical practice 4	1st	18
V53G140V01406	Clinical practice 5	2nd	18
V53G140V01407	Final Year Dissertation	2nd	12
V53G140V01414	Emergency nursing and critical care	1st	6
V53G140V01415	Introduction to advanced nursing	1st	6

**IDENTIFYING DATA****Clinical practice 4**

Subject	Clinical practice 4			
Code	V53G140V01405			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	18	Mandatory	4th	1st
Teaching language	Spanish Galician English			
Department				
Coordinator	Muñños Álvarez, Alicia			
Lecturers	Giráldez Miranda, Esperanza María Maldonado Arroyo, Alfonso Eduardo Marcial Pérez, José Ángel Muñños Álvarez, Alicia			
E-mail	amuinos@cepovisa.com			
Web	<a href="http://www.cepovisa.com">http://www.cepovisa.com</a>			
General description	Subject destined to the acquisition of theoretical competitions-practical in relation with the taken care and procedures of infirmary in the field of the specialized attention.			

**Competencies**

Code	
A2	Students know how to apply their knowledge to their work or vocation in a professional manner and have the skills that are often demonstrated through the preparation and defense of arguments and the resolution of problems within their area of study.
A3	Students have the capacity to collect and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant topics of social, scientific or ethical nature.
A4	Students will be able to convey information, ideas, problems and solutions to specialist and non-specialist audiences
B1	To be able, in the field of nursing, to provide a professional and technical health care, appropriate to the health needs of people they assist, in accordance with the state of development of the scientific knowledge of each moment and with the quality and safety levels established in the legal and ethical applicable standards.
B3	To know how to apply the foundations and technical and methodological principles of nursing.
B4	To be able to understand the interactive behaviour of a person on the basis of gender, group or community within his social and multicultural context.
B6	To apply the nursing interventions on scientific evidence and on the available resources.
B7	To know how to understand, without prejudice, people, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their views, beliefs and values, besides ensuring the right to privacy, through professional confidentiality and secrecy
B8	To promote and respect the right of participation, information, autonomy and informed consent in assisted people decision making , in line with the way they live their health-disease process.
B9	To promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
B10	To protect the health and well-being of individuals, families or groups assisted, ensuring their safety.
B11	To know how to establish effective communication with patients, families, social groups and colleagues. To promote training and information for health.
B12	To apply the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a world in transformation.
B13	To apply the principles of health and socio-health financing and use properly the available resources
B15	To be able to work with a professional team as the basic unit in which professionals are structured in uni or multidisciplinary and interdisciplinary way and the rest staff of the welfare organizations.
B16	To be able to use health information systems.
B17	To perform nursing care based on the comprehensive health care that involves multiprofessional cooperation, integration of processes and the continuity of care.
B18	To apply strategies for means of comfort and care for symptoms, directed to the patient and family, in the implementation of palliative care that contributes to alleviating the situation of patients in advanced or terminal disease situations.
C4	Use of drugs, evaluating the expected benefits and associated risks or effects derived from its management and consumption.
C8	To apply the technologies and information systems and communication of health care
C10	To identify the psychosocial answers of people facing the different situations of health (in particular, the illness and the suffering), selecting the correct actions to provide help in these.
C11	To establish an emphatic and respectful relationship with the patient and family, according to the situation of the person, problem of health and stage of development.
C12	To use strategies and skills that allow an effective communication with patients, families and social groups, as well as the expression of its worries and interests.

- C13 To recognize situations of vital risk and to be able to execute maneuvers of basic and advanced vital support.
- C17 To apply the nursing process to provide and ensure well-being, quality and safety to assisted people.
- C18 To know and apply the principles underlying the comprehensive nursing care
- C29 To identify care needs arising from health problems.
- C31 To perform the techniques and procedures of nursing care, establishing a therapeutic relationship with patients and families.
- C33 To have cooperative attitude with the different members of the team.
- C35 To apply general care during maternity to facilitate women and infants adjustment to new demands and prevent complications.
- C36 To know the specific aspects of newborn care. To identify the characteristics of the different stages of childhood and adolescence and the factors that determine the normal pattern of growth and development.
- C37 To know the most common childhood health problems and identify its manifestations. To analyze child assessment data, identifying nursing problems and complications that can arise.
- C42 To identify structural, functional, psychological and life forms changes, associated with the aging process
- C44 To select care interventions aimed to treat or prevent health problems and its adjustment to everyday life by proximity and support resources to elderly.
- C49 To provide care, guaranteeing the right to dignity, privacy, confidentiality and problem-solving ability of the patient and family.
- C50 To personalise care considering age, gender, cultural differences, ethnic group, beliefs and values.
- D1 Analysis and synthesis ability
- D2 Organization and planning ability
- D3 Information management ability.
- D4 Problem solving and decision making.
- D5 Multidisciplinary and multilingual teamwork
- D6 Skills in interpersonal relationships
- D7 Critical reasoning.
- D8 Autonomous learning.
- D10 Motivation for the quality.
- D11 Sensitivity towards environmental issues.

### Learning outcomes

Expected results from this subject	Training and Learning Results			
Be able to take part in *los *cuidados that *tengan how *finalidad *garantizar he *mayor degree of independence of wools *personas in *sus basic needs *y specific, so much in specialized attention how *instituciones *socio-sanitarias.	A2	B1	C4	D1
	A3	B3	C8	D2
	A4	B4	C10	D3
		B6	C11	D4
		B7	C12	D5
		B8	C13	D6
		B9	C17	D7
		B10	C18	D8
		B11	C29	D10
		B12	C31	D11
		B13	C33	
		B15	C35	
		B16	C36	
		B17	C37	
		B18	C42	
			C44	
			C49	
			C50	

Be able to provide \*cuidados \*al patient applying he Process of Infirmery, \*estableciendo join \*actitud \*empática with him patient \*y wool family, \*lo that \*garantizará he \*derecho the wool \*confidencialidad, \*privacidad \*y \*dignidad.

A2 B1 C4 D1  
 B3 C8 D2  
 B4 C10 D3  
 B6 C11 D4  
 B7 C12 D5  
 B8 C13 D6  
 B9 C17 D7  
 B10 C18 D8  
 B11 C29 D11  
 B12 C31  
 B13 C33  
 B15 C35  
 B16 C36  
 B17 C37  
 B18 C42  
 C44  
 C49  
 C50

## Contents

### Topic

\*Rotatorio Of practical \*preprofesionais enabling Realization of the activities referred to the \*periodos of clinical practices in to application and the acquisition of competitions the corresponding services \*asistenciais, applying cares of basic and of the theoretical and methodological knowledges specialized infirmery, second the individual needs of each patient, as well of the in practice clinical Infirmery in areas of as technical and corresponding procedures. hospitalization, special services and institutions Realization of the folder-memory of the student in each \*periodo \*socio-sanitarias. \*asistencial. Manufacture of PAES.

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	3	0	3
Case studies / analysis of situations	12	24	36
Teaching and/or informatives events	0	6	6
Clinical practice	360	36	396
Reports / memories of practice	0	3	3
Portfolio / dossier	0	6	6

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Introductory activities	Activities directed to take contact and gather information on the *alumnado, as well as to present the matter.
Case studies / analysis of situations	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, *reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution. That student assigned/to to hospitalisation will have to carry out to preparation of four plans of cares.
Teaching and/or informatives events	The/the student will be able to assist of voluntary form to the educational events programmed linked to his service assigned during the period of practices, previous permission of the manager of the service and information to the tutor/the.
Clinical practice	The/the student will develop the activities in a context related with the exercise of a profession in the area of Sciences of the Health.

## Personalized attention

Methodologies	Description
Clinical practice	The student develops the activities in a context related with the exercise of a profession in the area of Sciences of the Health.
Introductory activities	Activities directed to take contact and gather information on the *alumnado, as well as to present the *asignatura.
Case studies / analysis of situations	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, *reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution.
Tests	Description

Reports / memories of practice	The first day will explain to the student the way to fill, insisting in the importance of his personal assessment on the fulfillment of aims, relation with the professional team, relation with the patient and family and in which it will reflect his experiences and global assessment.
Portfolio / dossier	The first day will explain to the student the way to fill, in him will reflect the register of the daily activities that the/the student realises or observes daily, as well as the degree of difficulty of the same.

<b>Assessment</b>						
	Description	Qualification	Training	and Learning Results		
Clinical practice	Evaluation of the competitions that purchases and shows it/the student during it *desenrolo of the his practices in centres *asistenciais. It Will evaluate: theoretical Knowledges-practical, Attitudes, Skills, Fulfilment of the norms.	95	A2 A4	B1 B3 B6 B10 B11 B13 B15 B16 B17 B18	C4 C8 C11 C12 C13 C17 C18 C31 C33 C35 C36 C37	D1 D2 D3 D4 D5 D6 D7 D8
Reports / memories of practice	It Will evaluate the resolution of one marry clinical proposed pole *titor/it.	2.5	A3 A4	B11 B13 B16	C4 C8 C35 C36 C37	D1 D2 D3 D5 D6 D7 D8
Portfolio / dossier	IT/the student will present when finalizing the *periodo the corresponding folder.	2.5	A3 A4	B11 B13 B16	C4 C8 C35 C36 C37	D1 D2 D3 D5 D6 D7 D8

### Other comments on the Evaluation

The \*calificación definitiva will calculate envelope a maximum of ten points, including all the \*apartados quoted in the evaluation. In the case that it/the student do not deliver, in time and form the folder and the memory of practices, \*ademáis of the PAES correspondents, duly \*correxidos and reviewed pole professor-\*titor, \*repercutirá negatively in the note, subtracting him in each of the cases a 10% of the \*calificación final. Taking into account that to the clinical practices IV are linked three \*periodos of practices, will be necessary to achieve a \*calificación minimum of four points on ten &#x2013;in #each of the evaluations for power do average with the \*calificación of the remaining \*periodos \*incluidos in these clinical practices. IT/the student explains his disposal with a rule of assistance to practices, of forced fulfilment, the one who will be able to access through the page web of the School.

### Sources of information

#### Basic Bibliography

#### Complementary Bibliography

**ENFERMARÍA MATERNOINFANTIL E NEONATAL**, 1ª EDICIÓN,  
SHEEHY, **MANUAL DE URXENCIAS HOSPITALARIAS**, 6ª EDICIÓN. ELSEVIER ESPAÑA,  
**ENFERMARÍA XINECOOBSTÉTRICA**, 1ª EDICIÓN,  
JOHN R. HAMPTON, **ECG BÁSICA**, 7ª EDICIÓN. ELSEVIER,

MARÍA TERESA LUIS RODRIGO, **LOS DIAGNÓSTICOS ENFERMEROS**, 9ª EDICIÓN. ELSEVIER MASSON,

### Recommendations

#### Subjects that continue the syllabus

Clinical practice 5/V53G140V01406

#### Subjects that are recommended to be taken simultaneously

Emergency nursing and critical care/V53G140V01414  
Introduction to advanced nursing/V53G140V01415

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**Subjects that it is recommended to have taken before**

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Maternal and infant nursing/V53G140V01302  
Clinical practice 2/V53G140V01303  
Clinical practice 3/V53G140V01306

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**IDENTIFYING DATA****Clinical practice 5**

Subject	Clinical practice 5			
Code	V53G140V01406			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	18	Mandatory	4th	2nd
Teaching language	Spanish Galician			
Department				
Coordinator	Maldonado Arroyo, Alfonso Eduardo			
Lecturers	Giráldez Miranda, Esperanza María Maldonado Arroyo, Alfonso Eduardo Marcial Pérez, José Ángel Muñíos Álvarez, Alicia			
E-mail	emaldonado@cepovisa.com			
Web	<a href="http://http://www.cepovisa.com">http://http://www.cepovisa.com</a>			
General description	Matter allocated the acquisition of theoretical competitions-practical in relation with the cares and procedures of infirmary in the field of the skilled attention.			

**Competencies**

## Code

- A3 Students have the capacity to collect and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant topics of social, scientific or ethical nature.
- A4 Students will be able to convey information, ideas, problems and solutions to specialist and non-specialist audiences
- B1 To be able, in the field of nursing, to provide a professional and technical health care, appropriate to the health needs of people they assist, in accordance with the state of development of the scientific knowledge of each moment and with the quality and safety levels established in the legal and ethical applicable standards.
- B2 To know how to plan and provide nursing care to individuals, families or groups, aimed at health results, evaluating their impact through clinical and care practice guidelines, that describe the processes by which a health problem is diagnosed, treated and looked for.
- B3 To know how to apply the foundations and technical and methodological principles of nursing.
- B5 To design care systems conducted to individuals, families or groups, assessing its impact and making the necessary modifications.
- B6 To apply the nursing interventions on scientific evidence and on the available resources.
- B7 To know how to understand, without prejudice, people, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their views, beliefs and values, besides ensuring the right to privacy, through professional confidentiality and secrecy
- B8 To promote and respect the right of participation, information, autonomy and informed consent in assisted people decision making , in line with the way they live their health-disease process.
- B9 To promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
- B10 To protect the health and well-being of individuals, families or groups assisted, ensuring their safety.
- B11 To know how to establish effective communication with patients, families, social groups and colleagues. To promote training and information for health.
- B15 To be able to work with a professional team as the basic unit in which professionals are structured in uni or multidisciplinary and interdisciplinary way and the rest staff of the welfare organizations.
- B16 To be able to use health information systems.
- B17 To perform nursing care based on the comprehensive health care that involves multiprofessional cooperation, integration of processes and the continuity of care.
- C4 Use of drugs, evaluating the expected benefits and associated risks or effects derived from its management and consumption.
- C8 To apply the technologies and information systems and communication of health care
- C10 To identify the psychosocial answers of people facing the different situations of health (in particular, the illness and the suffering), selecting the correct actions to provide help in these.
- C11 To establish an emphatic and respectful relationship with the patient and family, according to the situation of the person, problem of health and stage of development.
- C12 To use strategies and skills that allow an effective communication with patients, families and social groups, as well as the expression of its worries and interests.
- C13 To recognize situations of vital risk and to be able to execute maneuvers of basic and advanced vital support.
- C17 To apply the nursing process to provide and ensure well-being, quality and safety to assisted people.
- C18 To know and apply the principles underlying the comprehensive nursing care
- C29 To identify care needs arising from health problems.
- C31 To perform the techniques and procedures of nursing care, establishing a therapeutic relationship with patients and families.

C33 To have cooperative attitude with the different members of the team.

C50 To personalise care considering age, gender, cultural differences, ethnic group, beliefs and values.

D1 Analysis and synthesis ability

D2 Organization and planning ability

D3 Information management ability.

D4 Problem solving and decision making.

D5 Multidisciplinary and multilingual teamwork

D6 Skills in interpersonal relationships

D7 Critical reasoning.

D8 Autonomous learning.

### Learning outcomes

Expected results from this subject	Training and Learning Results			
Be able to participate in the cares that have like purpose guarantee the greater degree of independence of the people in his basic and specific needs, so much in skilled attention as in institutions partner-sanitary.	A4	B1	C4	D1
		B3	C8	D2
		B6	C10	D3
		B7	C11	D4
		B8	C12	D5
		B9	C18	D6
		B10	C29	
		B11	C31	
		B15	C33	
		B16		
Be able to provide cares to the patient applying the Process of Infirmery, establishing an empathic attitude with him patient and the family, what will guarantee the right to the confidentiality, privacy and dignity.	A3	B2	C4	D1
	A4	B3	C8	D2
		B5	C12	D3
		B6	C13	D4
		B16	C17	D7
			C18	D8
			C29	
			C31	
			C50	

### Contents

Topic	
Rotatory of practical preprofesionales that allow the application and the acquisition of competitions of the theoretical and methodological knowledges of the Infirmery in the clinical practice in areas of hospitalisation and institutions partner-sanitary.	Realisation of the activities referred to the periods of clinical practices in the corresponding services asistenciales applying taken care of basic and skilled infirmery, according to the individual needs of each patient, as well as technical and corresponding procedures.  Realisation of the folder - memory of the student in each period asistencial.  Preparation of PAES

### Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Case studies / analysis of situations	4	6	10
Clinical practice	420	0	420
Portfolio / dossier	6	12	18

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

### Methodologies

	Description
Introductory activities	Activities directed to take contact and gather information on the alumnado, as well as to present the matter.
Case studies / analysis of situations	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution.
Clinical practice	The student will develop the activities in a context related with the exercise of a profession in the area of Sciences of the Health.



<b>Personalized attention</b>	
<b>Methodologies</b>	<b>Description</b>
Introductory activities	Activities directed to take contact and gather information on the alumnado, as well as to present the subject.
Case studies / analysis of situations	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution.
Clinical practice	The student develops the activities in a context related with the exercise of a profession in the area of Sciences of the Health.
<b>Tests</b>	<b>Description</b>
Portfolio / dossier	The student will realise a portfolio in which it will include his memory of the practices as well as the daily description of the activities and procedures of Infirmary observed or realised by the student. Also it will have to describe the degree of difficulty that supposed him said acquisition of competitions.

<b>Assessment</b>						
	Description	Qualification	Training	Learning Results		
Clinical practice	Evaluation of the competitions that purchases and show the/the student during unroll it of his practices in centres *asistenciales and partner-sanitary.  It will evaluate : 1. Theoretical knowledges - practical 2. Attitudes 3. Skills 4. Fulfillment of the norms	95	A4	B1 B2 B3 B6 B7 B10 B11 B15 B16 B17	C4 C8 C10 C11 C12 C13 C17 C18 C31 C33	D1 D2 D3 D4 D5 D6 D7 D8
Portfolio / dossier	The student will present when finalising the period the corresponding folder that will include the activities developed during the practices and the degree of difficulty.	5	A4			D1 D2 D3 D4 D7 D8

### **Other comments on the Evaluation**

The definite qualification will calculate on a maximum of ten points. Including all the quoted sections in the evaluation. In case that the student do not deliver, in time and forms the folder and the memory of practices, in addition to the \*PAES corresponding, properly corrected and reviewed by the professor-tutor, \*repercutirá negatively in the note, subtracting in each one of the cases 5% of the \*final qualification. The student explains his disposal with a rule of assistance to practices, of forced fulfillment, the one who will be able to access through the page web of the escuela.en said rule include relative appearances to the penalties in the final evaluation by faults of assistance without justifying the practices, as well as to the general and disciplinary norms of the centre. Also, in the rule include the criteria of selection for to the election of the service where the student will unroll his clinical practices.

### **Sources of information**

#### **Basic Bibliography**

NANDA INTERNACIONAL, **DIAGNÓSTICOS ENFERMEROS: DEFINICIONES Y CLASIFICACIONES**, 10ª Edición, ELSEVIER, 2012

MARÍA TERESA LUIS RODRIGO, **LOS DIAGNÓSTICOS ENFERMEROS**, 9ª Edición, ELSEVIER MASSON, 2013

#### **Complementary Bibliography**

MARILYNN DOENGES, **PLANES DE CUIDADOS EN ENFERMERÍA**, 7ª Edición, Mc GRAW HILL, 2008

ANNE PERRY y PATRICIA POTTER, **Técnicas Y Procedimientos en Enfermería**, 7ª Edición, ELSEVIER MOSBY, 2011

### **Recommendations**

#### **Subjects that are recommended to be taken simultaneously**

Final Year Dissertation/V53G140V01407

#### **Subjects that it is recommended to have taken before**

Clinical practice 1/V53G140V01208

Clinical practice 2/V53G140V01303



**IDENTIFYING DATA****Final Year Dissertation**

Subject	Final Year Dissertation			
Code	V53G140V01407			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	12	Mandatory	4th	2nd
Teaching language	Spanish English			
Department				
Coordinator	de la Fuente Aguado, Javier			
Lecturers	Agras Suárez, María Concepción de la Fuente Aguado, Javier García Suárez, Alfonso Giráldez Miranda, Esperanza María Maldonado Arroyo, Alfonso Eduardo Marcial Pérez, José Ángel Muñíos Álvarez, Alicia			
E-mail	jfuentes@povisa.es			
Web	<a href="http://www.cepovisa.com">http://www.cepovisa.com</a>			
General description				

**Competencies**

Code	
A1	Students have demonstrated knowledge and understanding in an area of study that comes from the basis of the general secondary education, and it is often found at a level that, if well supported on advanced text books, it also includes some aspects that involve knowledge from the forefront of their field of study.
A2	Students know how to apply their knowledge to their work or vocation in a professional manner and have the skills that are often demonstrated through the preparation and defense of arguments and the resolution of problems within their area of study.
A3	Students have the capacity to collect and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant topics of social, scientific or ethical nature.
A4	Students will be able to convey information, ideas, problems and solutions to specialist and non-specialist audiences
A5	Students have developed those skills needed to undertake further studies with a high degree of autonomy.
B1	To be able, in the field of nursing, to provide a professional and technical health care, appropriate to the health needs of people they assist, in accordance with the state of development of the scientific knowledge of each moment and with the quality and safety levels established in the legal and ethical applicable standards.
B2	To know how to plan and provide nursing care to individuals, families or groups, aimed at health results, evaluating their impact through clinical and care practice guidelines, that describe the processes by which a health problem is diagnosed, treated and looked for.
B3	To know how to apply the foundations and technical and methodological principles of nursing.
B4	To be able to understand the interactive behaviour of a person on the basis of gender, group or community within his social and multicultural context.
B5	To design care systems conducted to individuals, families or groups, assessing its impact and making the necessary modifications.
B6	To apply the nursing interventions on scientific evidence and on the available resources.
B7	To know how to understand, without prejudice, people, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their views, beliefs and values, besides ensuring the right to privacy, through professional confidentiality and secrecy
B8	To promote and respect the right of participation, information, autonomy and informed consent in assisted people decision making, in line with the way they live their health-disease process.
B9	To promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
B10	To protect the health and well-being of individuals, families or groups assisted, ensuring their safety.
B11	To know how to establish effective communication with patients, families, social groups and colleagues. To promote training and information for health.
B12	To apply the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a world in transformation.
B13	To apply the principles of health and socio-health financing and use properly the available resources
B14	To establish mechanics of evaluation, taking into account the scientific, technical and quality aspects
B15	To be able to work with a professional team as the basic unit in which professionals are structured in uni or multidisciplinary and interdisciplinary way and the rest staff of the welfare organizations.
B16	To be able to use health information systems.

- B17 To perform nursing care based on the comprehensive health care that involves multiprofessional cooperation, integration of processes and the continuity of care.
- B18 To apply strategies for means of comfort and care for symptoms, directed to the patient and family, in the implementation of palliative care that contributes to alleviating the situation of patients in advanced or terminal disease situations.
- C1 To know and identify the structure and function of the human body. To understand the molecular and physiological basis of cells and tissues.
- C2 To know the use and indication of nursing care-related health products
- C3 To learn about the different groups of drugs, the principles of their authorisation, use and indication, and their mechanisms of action.
- C4 Use of drugs, evaluating the expected benefits and associated risks or effects derived from its management and consumption.
- C5 To know and assess the nutritional needs of healthy people and problems of health throughout the vital cycle, to promote and reinforce healthy eating guidelines.
- C6 To identify the nutrients and the food in where they are.
- C7 To identify the nutritional problems of major predominance and to select the suitable dietetic recommendations
- C8 To apply the technologies and information systems and communication of health care
- C9 To know the physiopathologic processes, its declarations and the factors of risk that determine the states of health and illness in the different stages of the vital cycle.
- C10 To identify the psychosocial answers of people facing the different situations of health (in particular, the illness and the suffering), selecting the correct actions to provide help in these.
- C11 To establish an emphatic and respectful relationship with the patient and family, according to the situation of the person, problem of health and stage of development.
- C12 To use strategies and skills that allow an effective communication with patients, families and social groups, as well as the expression of its worries and interests.
- C13 To recognize situations of vital risk and to be able to execute maneuvers of basic and advanced vital support.
- C14 To know and to identify the psychological and physical problems derived from the violence of genre to qualify students in the prevention, the precocious detection, assistance, and rehabilitation of victims of this violence.
- C15 To identify, integrate and relate the concept of health and care, from a historical perspective, to understand the evolution of the nursing care.
- C16 To understand from an ontological and epistemological perspective, the evolution of the core concepts that make up the discipline of nursing as well as the most relevant theoretical models, applying scientific methodology in the process of care, developing appropriate care plans
- C17 To apply the nursing process to provide and ensure well-being, quality and safety to assisted people.
- C18 To know and apply the principles underlying the comprehensive nursing care
- C19 To lead, assess and provide comprehensive nursing care, to individual, family and community.
- C20 Ability to describe the basics of the primary level of health and activities to develop to provide comprehensive nursing care to individual, family and community.
- C21 To understand the function and activities and cooperative attitude that the professional has to develop in a primary health care team.
- C22 To promote the involvement of individual, groups and family in their health-disease process.
- C23 To identify factors related to health and environment issues, to assist people in situations of health and disease as members of a community.
- C24 To identify and analyze the influence of internal and external factors in the level of health of individual and groups.
- C25 To apply methods and procedures in its scope to identify the most important health problems in a community.
- C26 To analyze statistical data related to population studies, identifying possible causes of health problems.
- C27 To educate, inform, facilitate and support the health and well-being of community members, whose lives are affected by problems of health, risk, suffering, disease, disability or death.
- C28 To know adult health alterations, identifying manifestations appearing in different phases
- C29 To identify care needs arising from health problems.
- C30 To analyze collected data in the assessment, prioritize the problems of the adult patient, establish and execute care plan and its assessment.
- C31 To perform the techniques and procedures of nursing care, establishing a therapeutic relationship with patients and families.
- C32 To select interventions to treat or prevent deviations from health-related problems.
- C33 To have cooperative attitude with the different members of the team.
- C34 To identify the characteristics of women at different stages of the reproductive cycle, the climacteric and the alterations that may appear, providing the necessary care at each stage.
- C35 To apply general care during maternity to facilitate women and infants adjustment to new demands and prevent complications.
- C36 To know the specific aspects of newborn care. To identify the characteristics of the different stages of childhood and adolescence and the factors that determine the normal pattern of growth and development.
- C37 To know the most common childhood health problems and identify its manifestations. To analyze child assessment data, identifying nursing problems and complications that can arise.
- C38 To apply techniques that integrate nursing care, establishing a therapeutic relationship with children and their caregivers

- C39 To select interventions aimed to healthy and ill children, as well as those derived from diagnosis and treatment methods.
- C40 To be able to provide training and information for health to parents or primary caregivers.
- C41 To understand changes associated with the aging process and its impact on health.
- C42 To identify structural, functional, psychological and life forms changes, associated with the aging process
- C43 To know the most common health problems in elderly.
- C44 To select care interventions aimed to treat or prevent health problems and its adjustment to everyday life by proximity and support resources to elderly.
- C45 To know Spanish sanitary system
- C46 To identify characteristics of the directive function of nursing services and care management.
- C47 To know and be able to apply techniques of team management
- C48 To know applicable legislation and the Spanish code of ethics and deontologism of nursing, inspired in the European code of ethics and deontologism of nursing.
- C49 To provide care, guaranteeing the right to dignity, privacy, confidentiality and problem-solving ability of the patient and family.
- C50 To personalise care considering age, gender, cultural differences, ethnic group, beliefs and values.
- C51 To know the most relevant mental health problems at different stages of vital cycle, providing comprehensive and effective care in the field of nursing.
- C52 To know palliative care and pain control to provide care that soothe the situation of patients in advanced or terminal illness situation.
- D1 Analysis and synthesis ability
- D2 Organization and planning ability
- D3 Information management ability.
- D4 Problem solving and decision making.
- D5 Multidisciplinary and multilingual teamwork
- D6 Skills in interpersonal relationships
- D7 Critical reasoning.
- D8 Autonomous learning.
- D9 Adaptation to new situations. Initiative and entrepreneurial spirit. Creativity
- D10 Motivation for the quality.
- D11 Sensitivity towards environmental issues.

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### **Learning outcomes**

Expected results from this subject

Training and Learning Results

Be able to design and execute a plan of \*investigacion

A1	B1	C1	D1
A2	B2	C2	D2
A3	B3	C3	D3
A4	B4	C4	D4
A5	B5	C5	D5
	B6	C6	D6
	B7	C7	D7
	B8	C8	D8
	B9	C9	D9
	B10	C10	D10
	B11	C11	D11
	B12	C12	
	B13	C13	
	B14	C14	
	B15	C15	
	B16	C16	
	B17	C17	
	B18	C18	
		C19	
		C20	
		C21	
		C22	
		C23	
		C24	
		C25	
		C26	
		C27	
		C28	
		C29	
		C30	
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		C37	
		C38	
		C39	
		C40	
		C41	
		C42	
		C43	
		C44	
		C45	
		C46	
		C47	
		C48	
		C49	
		C50	
		C51	
		C52	

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## Contents

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### Topic

Realization of one study of investigation.	<ul style="list-style-type: none"> <li>*Búsqueda Bibliographic</li> <li>Design of the protocol of work, according to *estructura established</li> <li>References *bibliograficas second the norms of *Vancouver</li> <li>Manufacture of the theoretical frame</li> <li>Creation of database</li> <li>Treatment *estadístico of the data, proceeds</li> <li>Editorial of the final report</li> <li>Manufacture of a *presentacion in *power *point</li> <li>stop the presentation and public defence of the TFG</li> </ul>
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## Planning

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Class hours	Hours outside the classroom	Total hours
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Introductory activities	20	40	60
Seminars	10	30	40
Jobs and projects	20	180	200

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

### Methodologies

	Description
Introductory activities	Explanation of the design of one work of investigation: *búsqueda *bibliografica, treatment of data, normative stop the publication
Seminars	Activities focused to the work envelope a specific subject, that allow *afondar or supplement the contents of the subject. Can be employed how supplement of the theoretical kinds.

### Personalized attention

Tests	Description
Jobs and projects	Performing activities that allow the cooperation of various subjects and students face, working together, to open problems. Allow coaching, among others, the cooperative learning skills, leadership, organizational, communication and strengthening relationships.

### Assessment

Description	Qualification Training and Learning Results
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Jobs and projects	Manufacture, presentation and public defence of the work: 25% *Calificación of the *titor.	100	A1	B1	C1	D1
	75% of the court		A2	B2	C2	D2
			A3	B3	C3	D3
			A4	B4	C4	D4
			A5	B5	C5	D5
				B6	C6	D6
				B7	C7	D7
				B8	C8	D8
				B9	C9	D9
				B10	C10	D10
				B11	C11	D11
				B12	C12	
				B13	C13	
				B14	C14	
				B15	C15	
				B16	C16	
				B17	C17	
				B18	C18	
					C19	
					C20	
					C21	
					C22	
					C23	
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					C44	
					C45	
					C46	
					C47	
					C48	
					C49	
					C50	
					C51	
					C52	

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### Other comments on the Evaluation

It Will remain to criterion of the \*titor/the the acceptance or no of the work, for power opt to the public defence.\*Térase In account the same criteria of evaluation that in the announcement of May-June.

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### Sources of information

#### Basic Bibliography

#### Complementary Bibliography

Nancy Burns et al, **INVESTIGACION EN ENFERMERIA**, 2012,

Julio Cabrero García, **INVESTIGAR EN ENFERMERÍA**, 2010,

Blanca Fernández - Lasquetty Blanc, **INTRODUCCIÓN A LA INVESTIGACIÓN EN ENFERMERÍA**, 2012,

Pilar Serrano Gallardo, **TRABAJO FIN DE GRADO EN CIENCIAS DE LA SALUD**, 2012,

Ana Belén Salamanca Castro, **El aeiou de la investigación en Enfermería**, 2013,

<http://www.fisterra.com/>,

Biblioteca virtual de la salud, <http://bvsalud.isciii.es/php/index.php>,



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## **Recommendations**

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### **Subjects that are recommended to be taken simultaneously**

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Emergency nursing and critical care/V53G140V01414

Introduction to advanced nursing/V53G140V01415

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### **Subjects that it is recommended to have taken before**

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Statistics: Statistics/V53G140V01106

Ethics and law/V53G140V01202

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**IDENTIFYING DATA****Emergency nursing and critical care**

Subject	Emergency nursing and critical care			
Code	V53G140V01414			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	4th	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Cabadas Aviión, Rafael			
Lecturers	Cabadas Aviión, Rafael García Vega, Francisco Javier González Abelleira, Óscar Manuel			
E-mail	cabadas@me.com			
Web	<a href="http://www.cepovisa.com">http://www.cepovisa.com</a>			
General description	(*)Según la OMS, urgencia es la aparición fortuita (imprevista o inesperada), en cualquier lugar o actividad, de un problema de salud de causa diversa y gravedad variable, que genera la conciencia de una necesidad inminente de atención por parte de sujeto que la sufre o de su familia, así las UUH se define como una organización de profesionales sanitarios que ofrece asistencia multidisciplinar, ubicada en un área específica del hospital, que cumple unos requisitos funcionales, estructurales y organizativos, que garantizan condiciones de seguridad, calidad y eficiencia para atender a la urgencias y la emergencia. una organización de profesionales sanitarios que ofrece asistencia multidisciplinar en un espacio específico del hospital, que cumple unos requisitos funcionales, estructurales y organizativos, de forma que garantiza las condiciones de seguridad, calidad y eficiencia adecuadas para atender pacientes que, siendo susceptibles de recuperación, requieren soporte respiratorio o que precisan soporte respiratorio básico junto con soporte de, al menos, dos órganos o sistemas; así como todos los pacientes complejos que requieran soporte por fallo multiorgánico.			

**Competencies**

Code	
B2	To know how to plan and provide nursing care to individuals, families or groups, aimed at health results, evaluating their impact through clinical and care practice guidelines, that describe the processes by which a health problem is diagnosed, treated and looked for.
B11	To know how to establish effective communication with patients, families, social groups and colleagues. To promote training and information for health.
C4	Use of drugs, evaluating the expected benefits and associated risks or effects derived from its management and consumption.
C13	To recognize situations of vital risk and to be able to execute maneuvers of basic and advanced vital support.
C29	To identify care needs arising from health problems.
C32	To select interventions to treat or prevent deviations from health-related problems.
D1	Analysis and synthesis ability
D2	Organization and planning ability
D3	Information management ability.
D4	Problem solving and decision making.
D5	Multidisciplinary and multilingual teamwork

**Learning outcomes**

Expected results from this subject	Training and Learning Results	
(*)Utilization of the medicines, evaluating the profits expected and the risks associated and/or effects derived of the his administration and consumption.	C4	D1 D2 D3 D4
(*)	B2 B11	C13 C29 C32 D1 D3 D4
(*)2. Recognise the situations of vital risk and know execute manoeuvres of basic vital support and advanced.	C13	D1 D2 D4 D5

**Contents**

## Topic

(*)1.- *Urgencias	(*)1.1 concept; 1.2 *estructura; 1.3 *calidad
(*)2.- Systems *integrales *Emergencia/*Mod *Sist *Extrahospitalario/061 Galicia	(*)
(*)3.- Infirmary in Unities of *Cuidados Critical	(*)1.1 characteristics; 1.2 *Gestión
(*)4.- Pain *torácico	(*)4.1 concept *y type; 4.2 Syndrome *coronario @agudo (SCA)
(*)5.- *Síncope	(*)
(*)6.- Initial assistance *al *Politraumatizado	(*)6.1 concepts. 6.2 *manejo *extrahospitalario
(*)7.- Acute respiratory insufficiency	(*)7.1 types. 7.2 *apoyo *ventilatorio. Mechanical ventilation.
(*)8.- Alteration of @el level of *conciencia (*bajo level of *conciencia *y *agitación)	(*)8.1 syndrome *confusional @agudo; 8.2 psychiatric patient, *agitación.
(*)9.- Abdominal pain @agudo	(*)9.1 types; 9.2 *etiologías *y performance.
(*)10.- *Manejo Advanced of wool aerial road	(*)10.1 *justificación; 10.2 types *y *cuidados
(*)12.- Prevention of wool infection *nosocomial in UCC	(*)12.1 *justificación; 12.2 *proyecto *bacteriemia 0
(*)13.- *Electrocardiografía Basic in *urgencias *y UCC	(*)13.1 bases *y *derivaciones; 13.2 *ECG normal. 13.3 *Arritmias basic; 13.4 *Tto electric of wools *arritmias/OF THAT
(*)14.- *Transtornos *hidroelectrolíticos *y *ácido-base	(*)
(*)15.- Drugs *y roads of administration	(*)15.1 wool road *intraósea
(*)16.- React *alérgicas	(*)16.1 types; 16.2 *Anafilaxia. Performance
(*)17.- Renal failure *y technical of *depuración *extrrenal	(*)17.1 *Manejo practical of wool *HDFVVC
(*)18.- Principles of wool sanitary assistance in catastrophes *y *víctimas in mass	(*)18.1 *triage; 18.2 organization, assistance *in *situ *y transfer.
(*)19.- Patient *quemado	(*)
(*)22.- *Intoxicaciones Acute	(*)22.1 Methods to delete he toxic; 22.2 frequent @tóxico *y *antídotos.
(*)21.- Reanimation *cardiopulmonar RCP	(*)21.1 theoretical bases; 21.2 practical performance

## Planning

	Class hours	Hours outside the classroom	Total hours
Master Session	35	50	85
Teaching and/or informatives events	4	48	52
Classroom work	12	0	12
Multiple choice tests	1	0	1

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Master Session	Presentation by the teacher of the contents on the subject under study, theoretical and / or guidelines for a job, exercise or project to be developed by the student.
Teaching and/or informatives events	Conferences, lectures, exhibitions, panel discussions, debates ... performed by renowned speakers, which you can drill or supplement the contents of the field.
Classroom work	Students develop exercises or classroom projects under the guidance and supervision of the teacher. May link autonomous development of student activities.

## Personalized attention

### Methodologies Description

Classroom work	Students develop exercises or classroom projects under the guidance and supervision of the teacher. May link autonomous development of student activities.
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## Assessment

	Description	Qualification	Training and Learning Results
Classroom work	Students develop exercises or classroom projects under the guidance and supervision of the teacher. May link autonomous development of student activities.	10	C4 C13 C29
Multiple choice tests	Tests for assessment of acquired skills that include questions with response alternatives (true / false, multiple choice, matching elements ...). Students select an answer from a limited number of possibilities.	90	B2 B11 C29 C32

## Other comments on the Evaluation

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**Sources of information**

---

**Basic Bibliography**

---

**Complementary Bibliography**

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**Manual de Urgencias para Enfermería**, ELA-ARAN,

Potter, **Urgencias en enfermería**, Interamericana,

**Recomendaciones asistenciales en Trauma Grave.**, SEMES. Edicomplet,

**Atención al paciente Politraumatizado**, ELA-ARAN,

**Terapia Intensiva. Procedimientos de la AACN**, Panamericana,

Pamela Kidd/Patty Sturt, **Urgencias en enfermería.**, Harcourt Brace,

Abelardo García de Lorenzo y Mateos, Juan Caturla Such, **Medicina intensiva**, Editorial universitaria Ramón Areces,

Alvarez Leiva, **Manual de asistencia sanitaria en las catástrofes**, ELA-ARAN.,

Rodríguez de Vigurí, **Manual de Soporte Vital Avanzado**, Elsevier/Masson,

**Protocolos de asistencia prehospitalaria al paciente politraumatizado. Urgencias Sanitarias 061,**

**PHTLS 6ª edición**, Elsevier Mosby,

[www.semicyuc.org/sites/default/files/resumen\\_guias\\_erc\\_2010.pdf](http://www.semicyuc.org/sites/default/files/resumen_guias_erc_2010.pdf),

[www.cprguidelines.eu/](http://www.cprguidelines.eu/),

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**Recommendations**

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**Subjects that continue the syllabus**

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Clinical practice 5/V53G140V01406

Final Year Dissertation/V53G140V01407

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**Subjects that are recommended to be taken simultaneously**

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Clinical practice 4/V53G140V01405

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**Subjects that it is recommended to have taken before**

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Human anatomy: Human anatomy/V53G140V01101

Physiology: Physiology/V53G140V01105

Clinical nursing 1/V53G140V01204

Clinical nursing 2/V53G140V01205

Clinical nursing 3/V53G140V01301

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**IDENTIFYING DATA****Introduction to advanced nursing**

Subject	Introduction to advanced nursing			
Code	V53G140V01415			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	4th	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Maldonado Arroyo, Alfonso Eduardo			
Lecturers	de Miguel Bouzas, José Carlos Fernández Sanromán, Jacinto Gutierrez de la Cámara, Arturo Maldonado Arroyo, Alfonso Eduardo Moledo Eiras, Enrique Muñoz Garzón, Victor			
E-mail	emaldonado@cepovisa.com			
Web	http://www.cepovisa.com			
General description				

**Competencies**

Code	
A3	Students have the capacity to collect and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant topics of social, scientific or ethical nature.
B1	To be able, in the field of nursing, to provide a professional and technical health care, appropriate to the health needs of people they assist, in accordance with the state of development of the scientific knowledge of each moment and with the quality and safety levels established in the legal and ethical applicable standards.
B2	To know how to plan and provide nursing care to individuals, families or groups, aimed at health results, evaluating their impact through clinical and care practice guidelines, that describe the processes by which a health problem is diagnosed, treated and looked for.
B3	To know how to apply the foundations and technical and methodological principles of nursing.
B7	To know how to understand, without prejudice, people, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their views, beliefs and values, besides ensuring the right to privacy, through professional confidentiality and secrecy
B17	To perform nursing care based on the comprehensive health care that involves multiprofessional cooperation, integration of processes and the continuity of care.
C8	To apply the technologies and information systems and communication of health care
C9	To know the physiopathologic processes, its declarations and the factors of risk that determine the states of health and illness in the different stages of the vital cycle.
C18	To know and apply the principles underlying the comprehensive nursing care
C49	To provide care, guaranteeing the right to dignity, privacy, confidentiality and problem-solving ability of the patient and family.
D2	Organization and planning ability
D4	Problem solving and decision making.
D5	Multidisciplinary and multilingual teamwork

**Learning outcomes**

Expected results from this subject	Training and Learning Results			
Be able of *reconocer *los diverse *roles, responsibilities *y work of join *enfermera.	A3	B1 B2 B3 B17	C18 C49	D2 D4 D5
Be able to undertake *valoraciones exhaustiva *y systematic using wools *herramientas *y suitable frames stop he patient, *teniendo in *cuenta *los physical factors, *sociales, *culturales, *psicológicos, *espirituales *y *ambientales *relevantes.	A3	B1	C18	D2 D4
Be able of *reconocer and interpret signs *normales the changing of *salud-bad *salud, *sufrimiento, *incapacidad of wool *persona (assessment *y diagnostic).	A3	B1 B2 B3 B17	C9 C18 C49	D2 D4
Be able of *mantener wool *dignidad, *privacidad *y *confidencialidad of him patient (using wools skills...).		B7	C49	

Be able to consider *los *cuidados *emocionales, physical *y *personales, *incluyendo satisfy wools needs of *confort, nutrition and *higiene *personal *y allow he *mantenimiento of wools activities *cotidianas (using wools skills...).	B1 B3	C18
*Conocer Of form *relevante *y be able to apply *tecnología and computing to *los *cuidados of *salud.		C8 D2

## Contents

Topic		
1. CONCEPTUAL BASES OF DIAGNOSE And CARES OF INFIRMARY IN NUCLEAR MEDICINE	1.1. Description of processes diagnostics in Nuclear Medicine. 1.2. Ganglion *centinela. 1.3. Cares of Infirmary in Nuclear Medicine.	
2. CONCEPTUAL BASES OF DIAGNOSE And CARES OF INFIRMARY IN CONVENTIONAL RADIOLOGY And *INTERVENCIONISTA.	2.1. Description and classification of the different technical of *radiodiagnóstico. 2.2. Radiology *Intervencionista 2.3. Cares and procedures of infirmary in radiology *intervencionista and conventional.	
3. CONCEPTUAL BASES OF DIAGNOSE And CARES OF INFIRMARY IN PLASTIC And BURNED SURGERY	3.1. Surgical technicians applied the the plastic surgery and *reconstructiva: *injertos, *colgajos, etc. 3.2. *Reimplantes Of members and transfers. 3.3. Cutaneous tumors. 3.4. Surgery of breast: plastic - *reconstructiva and aesthetic. 3.5. Burns. 3.6. Cares of infirmary.	
4. CONCEPTUAL BASES OF DIAGNOSE And CARES OF INFIRMARY IN CARDIAC And THORACIC SURGERY.	4.1. Introduction to the processes *fisiopatológicos related with the cardiac and thoracic surgery. 4.2. Description of the surgical technicians. 4.3. *Perfusionismo And *hemodinamia 4.4. Cares of infirmary.	
5. CONCEPTUAL BASES OF DIAGNOSE And CARES OF INFIRMARY IN ORAL SURGERY And *MÁXILO FACIAL.	5.1. Oral surgery and *implantología. Pathologies more common and indications of the surgery. 5.2. Articulation *témporomandibular: pathophysiology, classification of the main alterations, possibilities of treatment 5.3. Pathologies of the glands salivated, tumors, classification and surgical technicians employees. 5.4. Congenital cervical pathology and purchased: diagnostic and treatment. 5.5. *Oncología Oral and *maxilofacial: classifications, diagnostic and possible treatments. I handle of the patient *oncológico in plant. 5.6. Traumatology *craneo-*maxilofacial: I handle of the patient *traumatizado, types of fractures, treatment and handle *postoperatorio. 5.7. Deformities *dentofaciales: classification, diagnostic and treatment.	
6. CONCEPTUAL BASES OF DIAGNOSE And CARES OF INFIRMARY IN *NEUROCIRUGÍA	6.1. Cranial aneurisms. 6.2. Cerebral tumors. 6.3. Pathology of the column: hernias ... 6.4. Cranial traumatismos. 6.5. Cares of infirmary in *neurocirugía.	

7. CONCEPTUAL BASES OF DIAGNOSTIC And CARES OF INFIRMARY IN RADIOTHERAPY

7.1. Classification and \*descripción of the different technical \*radioterápicas: \*Braquiterapia, therapy \*metabólica, ...

7.2. Complications of the radiotherapy: \*radiodermatitis

7.2. Cares of infirmary in radiotherapy.

**Planning**

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Seminars	6	0	6
Master Session	44	29	73
Multiple choice tests	2	68	70

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

**Methodologies**

	Description
Introductory activities	Activities directed to take contact and gather information on the *alumnado, as well as to present the matter.
Seminars	Activities focused to the work on a specific subject, that allow to deepen or complement the contents of the matter. Can employ as I complement of the theoretical classes.
Master Session	Exhibition by part of the professor of the contents on the matter object of study, theoretical bases and/or guidelines of a work, exercise or project to develop by the student

**Personalized attention**

**Methodologies Description**

Seminars	Activities focused to the work on a specific subject, that allow to deepen or complement the contents of the matter. Can employ as I complement of the theoretical classes.
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**Assessment**

	Description	Qualification	Training	Learning Results		
				B1	C8	D2
Multiple choice tests	Proofs for evaluation of the competitions purchased that include questions closed with different alternatives of answer (true/false, multiple election, *emparellamento of elements...). The students select an answer go in a number limited of possibilities	100	A3	B2	C9	D4
				B3	C18	D5
				B7	C49	
				B17		

**Other comments on the Evaluation**

Wools questions type test feature of varied \*items, but with join sole \*respuesta correct. By each & \*three questions & \*answered \*erróneamente, will subtract join of wools answered correctly. He number of questions \*totales of him \*examen, will distribute in function of wools teaching hours scheduled stop each subject the module. He \*examen \*contendrá fifty questions type test, how maximum. He \*temario of \*examen \*lo will deliver he coordinator of wool subject, \*y \*contendrá wool information \*más \*relevante stop he studio of infirmary; & \*of all \*los subjects \*expuestos in kind in session \*magistral, exhibition \*y \*obradoiro. In second wool announcement \*mantendrán wools \*mismas guidelines that in wool \*primera

**Sources of information**

**Basic Bibliography**

**Complementary Bibliography**

BRUNNER Y SUDDARTH, **ENFERMERÍA MÉDICO-QUIRÚRGICA**, 12ª Edición, Lippincott, 2017

ELIZABETH JAMIESON, **PROCEDIMIENTOS DE ENFERMERÍA CLÍNICA**, 5ª Edición, ELSEVIER, 2008

**Recommendations**

**Subjects that are recommended to be taken simultaneously**

Emergency nursing and critical care/V53G140V01414

**Subjects that it is recommended to have taken before**

Human anatomy: Human anatomy/V53G140V01101

Physiology: Physiology/V53G140V01105

Clinical nursing 1/V53G140V01204  
Clinical nursing 2/V53G140V01205  
Introduction to clinical nursing/V53G140V01201  
Clinical nursing 3/V53G140V01301

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