



(*)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
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%

TOTAL	41	100%
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DISTRIBUCIÓN DE PROFESORADO POR DEDICACIÓN AL TÍTULO.

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

DISTRIBUCIÓN DEL PROFESORADO POR EXPERIENCIA DOCENTE.

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

DISTRIBUCIÓN DEL PROFESORADO POR EXPERIENCIA INVESTIGADORA.

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

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^a 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

(*)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 las posibilidades 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^a 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.

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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.

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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
- FISIOLÓGÍA 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 DIETÉTICA 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
- PRÁCTICAS 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
- PRÁCTICAS 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
- PRÁCTICAS CLÍNICAS III 18 ECTS, 2º Semestre, OBLIGATORIO

CUARTO CURSO

- OPTATIVA I 6 ECTS, 1º Semestre, OPTATIVO
- OPTATIVA II 6 ECTS, 1º Semestre, OPTATIVO
- PRÁCTICAS CLÍNICAS IV 18 ECTS, 1º Semestre, OBLIGATORIO
- PRÁCTICAS 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 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.

(*)Grao en Enfermaría

Subjects

Year 3rd

Code	Name	Quadmester	Total Cr.
V53G140V01301	Clinical nursing 3	1st	6
V53G140V01302	Maternal and infant nursing	1st	9
V53G140V01303	Clinical practice 2	1st	15
V53G140V01304	Geriatric nursing and palliative care	2nd	6
V53G140V01305	Mental health nursing	2nd	6
V53G140V01306	Clinical practice 3	2nd	18

IDENTIFYING DATA				
Clinical nursing 3				
Subject	Clinical nursing 3			
Code	V53G140V01301			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	Galician English			
Department				
Coordinator	Muñíos Álvarez, Alicia			
Lecturers	Estévez Diz, Alfredo Muñíos Álvarez, Alicia Pesqueira Santiago, Daniel			
E-mail	amuinos@cepovisa.com			
Web	http://www.cepovisa.com			
General description	This subject *encuadra woos competitions to *desarrollar by him *estudiante in him *cuidado the *personas with *patologías specific inside him field of wool Medical Infirmary-*quirurgica.			

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
A5	Students have developed those skills needed to undertake further studies with a high degree of autonomy.
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.
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.
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.
D7	Critical reasoning.
D8	Autonomous learning.

Learning outcomes

Expected results from this subject	Training and Learning Results			
Be able of *diseñar the cares in the main illnesses related with the device *xeniturinario and system *endocrino.	A4 A5	B7 B8	C28 C29 C32	D1 D2 D3 D4 D7 D8
Be able to schedule and render cares in the main illnesses related with said device and system.	A3 A4 A5	B7	C28 C29 C30 C32	D1 D2 D3 D4 D7 D8
Be able to render assistance centered in the patient, using the diagnostics of infirmary and the derivative activities of them, in the pathologies *estudiadas.	A4	B7 B8	C28 C29 C30 C32	D1 D2 D3 D4 D7 D8

Be able to apply the necessary cares stop the attention to the critical/patient person *incluido the donor potential of organs.	A3	B7	C28	D1
	A4	B8	C29	D2
			C30	D3
			C32	D4
				D7
				D8

Contents	
Topic	

1. Pathology *Endocrina

- 1.1 Pathology *Endocrina
 - 1.1.1 General Concepts
 - 1.1.2 Remembrance *Anatómico
 - 1.1.3 General Assessment *Endocrina
 - 1.1.4 Medical Treatment
 - 1.1.5 Surgical Treatment
 - 1.2 Pathology of the *Hipotálamo
 - 1.3 Pathology *Hipofisaria
 - 1.3.1 *Hiperpituitarismo
 - 1.3.2 *Hipopituitarismo
 - 1.3.3 Illnesses of the *Neurohipófisis
 - 1.4 Pathology *Tiroidea
 - 1.4.1 Illnesses *Benignas of the *Tiroides
 - 1.4.1.1 *Hipertiroidismo
 - 1.4.1.2 Hypothyroidism
 - 1.4.1.3 *Bocio
 - 1.4.1.4 *Tiroiditis
 - 1.4.2 *Neoplasias of the *Tiroides
 - 1.4.2.1 Cancer *Papilar *Tiroides
 - 1.4.2.2 Cancer *Follicular *Tiroides
 - 1.4.2.3 Medullary Cancer *Tiroides
 - 1.4.2.4 Cancer *Anaplásico *Tiroides
 - 1.4.2.5 Lymphomas *Tiroides
 - 1.4.2.6 Cancer *Metastásico *Tiroideo
 - 1.5 Pathology *Paratiroidea
 - 1.5.1 *Hiperparatiroidismo Primary
 - 1.5.2 *Hiperparatiroidismo Secondary
 - 1.5.3 Other *Hiperparatiroidismos
 - 1.5.4 *Hipoparatiroidismo
 - 1.6 Tumours *Endocrinos of the Pancreas
 - 1.6.1 *Insulinoma
 - 1.6.2 *Gastrinoma
 - 1.6.3 *Glucagonoma
 - 1.6.4 *Vipoma
 - 1.6.5 Other Tumours *Endocrinos *Pancréaticos
 - 1.7 Pathology *Suprarrenal and of the *Gónadas
 - 1.7.1 Syndrome *Cushing
 - 1.7.2 Illness of Addison
 - 1.7.3 *Aldosteronismo Primary
 - 1.7.4 *Feocromocitoma
 - 1.7.5 *Carcinoma *Suprarrenal
 - 1.7.6 *Incidentalomas
 - 1.8 *Neoplasia *Endocrina Multiple
 - 1.8.1 *Neoplasia *Endocrina Multiple *I
 - 1.8.2 *Neoplasia *Endocrina Multiple II
 - 1.8.2.1 MEN IIthe
 - 1.8.2.2 MEN II*b
 - 1.8.3 *Neoplasia *Endocrina Multiple III
 - 1.9 Obesity
 - 1.9.1 I Handle Dietary
 - 1.9.2 I Handle *Farmacológico
 - 1.9.3 I Handle *Quirúrgico
 - 1.10 *Diabetes
 - 1.11 *Dislipemias
 - 1.12 *Hiperuricemia
 - 1.13 Infirmary *Endocrina
 - 1.13.1 Cares of infirmary
 - 1.13.2 Techniques of infirmary
 - 1.13.7 Treatments. Administration of the same
 - 1.13.3 Sanitary Education
 - 1.13.4 Prevention of Complications
-

2 *Politraumatismos

- 4.1 it Bear Vital Advanced
- 4.2 Assistance to the *Politraumatizado. General concepts
- 4.3 Abdominal Traumatismos
- 4.4 Syndrome *Compartmental
- 4.5 Hepatic Traumatism and *Esplénico
- 4.6 Intestinal Traumatismos
- 4.7 Traumatismos *Pancréaticos
- 4.8 Traumatismos *Torácicos
- 4.9 Traumatismos *Cervicais
- 4.10 Hematoma *Retroperitoneal

3 Renal Pathology and *Urológica

- 5.1 Study of the patient with Renal Illness. Pathology *Nefrourológica
 - 5.1.1 Assessment Renal Function and *Urinaria
 - 5.1.2 I Handle of the Renal Illnesses
 - 5.1.3 I Handle of the Illnesses *Urológicas
- 5.2 Renal Illnesses
 - 5.2.1 Renal Insufficiency Acute
 - 5.2.2 Renal Insufficiency Chronicle
 - 5.2.3 Syndrome *Nefrótico
 - 5.2.4 *Nefropatías *Glomerulares
 - 5.2.5 *Nefropatías *Túbulointersticiais
- 5.3 *Hemodiálise
- 5.4 *Diálise *Peritoneal
- 5.5 Patient *Urológico
 - 5.5.1 Evaluation of the patient *Urológico
 - 5.5.2 Symptoms and Signs
 - 5.5.3 Technical *Diagnósticas
- 5.6 Illnesses *Benignas *Tracto *Xenitourinario
 - 5.6.1 Illnesses *Infecciosas of the *Tracto *Genitourinario
 - 5.6.2 Illnesses *Inflamatorias of the *Tracto *Xenitourinario
- 5.7 Pathology *Urológica Renal
 - 5.7.1 *Uropatía *Obstructiva
 - 5.7.2 Renal Tumours
- 5.8 Pathology *Vesical
 - 5.8.1 Dysfunctions *neuromusculares of the *tracto *urinario
 - 5.8.2 Tumours *Vesicais
- 5.9 Pathology *Prostática
 - 5.9.1 *Hiperplasia Benigna of the *Próstata
 - 5.9.2 Cancer of the *Próstata
- 5.10 Pathology of the Testicle
 - 5.10.1 *Escroto Acute
 - 5.10.2 Tumours of the Testicle and *Paratesticulares
- 5.11 Genital Pathology Masculine and Sexual Dysfunction
- 5.12 Cares of infirmity in the patient *urológico
 - 5.12.1 Techniques
 - 5.12.2 Treatments
 - 5.12.3 sanitary Education
 - 5.12.4 Prevention of complications

4 *Doazón of organs

- 8.1 legislative Aspects poles that regulate the activities of *obtención and utilization of organs and *texidos.
- 8.2 Diagnostic and certification of the *muerte.
- 8.3 presumptive Consent.
- 8.4 National Organisation of the Transplant (ONT). Office of Coordination of the Transplant of Galicia.
- 8.5 Coordination of the Transplant to hospitable level.
- 8.6 *Qué organs and *texidos can donate .
- 8.7 Assessment of the potential donor.
- 8.8 familiar Interview.
- 8.9 Maintenance of the donor.

Planning

	Class hours	Hours outside the classroom	Total hours
Master Session	37	58	95
Introductory activities	3	0	3
Case studies / analysis of situations	12	0	12
Tutored works	0	38	38
Multiple choice tests	2	0	2

*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	Exhibition by part of the professor/it of the contained specific of the subject object of study.
Introductory activities	Sessions of kind *expositiva of the contained general by each of the professors/the *intergrantes of the subject.
Case studies / analysis of situations	Analysis of an event, issue or actual event in order to know, interpret, solve, generate hypotheses, comparing data, reflect, complete knowledge, diagnose and training in alternative dispute resolution procedures.
Tutored works	The student, of individual way or in group, elaborates a document envelope to thematic of the subject or prepares seminars, investigations, memories, essays, summaries of readings, conferences, etc. Generally it treats of an autonomous activity of the/*s student/*s that includes the research and collected of information, reading and handle of bibliography, editorial...

Personalized attention

Methodologies	Description
Tutored works	The student, individually or in groups, prepares a paper on the subject of matter or prepare seminars, research, memoirs, essays, summaries of readings, lectures, etc.. Generally it is an autonomous activity / of the student / s that includes finding and collecting information, reading and literature management, writing ...
Case studies / analysis of situations	Analysis of an event, issue or actual event in order to know, interpret, solve, generate hypotheses, comparing data, reflect, complete knowledge, diagnose and training in alternative dispute resolution procedures.

Assessment

Assessment	Description	Qualification	Training and Learning Results			
Case studies / analysis of situations	Of form *grupal will expose cases and situations (by means of bear writing, audiovisual presentation or exhibition of concrete material) that the students of active form will treat to #analyze and resolve.	5	A3 A4	B7 C30 C32	D1 D3 D4 D7	
Tutored works	IT/the student presents the result obtained in the manufacture of one document envelope a thematic concrete of the subject in a deadline established pole professor. #Carry of individual form.	10	A3 A4 A5	C28 C29 C32	D1 D2 D3 D7 D8	
Multiple choice tests	Proofs for evaluation of the competitions purchased that include questions closed with different alternatives of answer. The student will select an answer go in a number limited of possibilities. Each correct answer will sum three points and each incorrect will subtract a point. Dates: - Announcement January 2018: 15 of January to the 18*h. - Announcement of July 2018: 5 of July to the 9*h.	85	A3 A4	C28 C29 C32	D1 D2 D3 D4 D8	

Other comments on the Evaluation

IT/the student that do not achieve the *calificación of approved in the announcement of January, will have necessarily that #prpers presented the *globalidad of the subject in the following announcement. Likewise, regarding the work *tutelado and studies/*análisis of cases and situations will form part of the *calificación always that it treat of a first announcement, marking *únicamente the *examen in back announcement.

Sources of information

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Complementary Bibliography

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 Marylynn E. Doenges et al., **Planes de Cuidados de Enfermería**, 2008
 Alan Wein et.al, **Campbell Walsh Urología**, 2015

Recommendations

Subjects that continue the syllabus

Emergency nursing and critical care/V53G140V01414

Introduction to advanced nursing/V53G140V01415

Clinical practice 4/V53G140V01405

Clinical practice 5/V53G140V01406

Final Year Dissertation/V53G140V01407

Subjects that are recommended to be taken simultaneously

Clinical practice 2/V53G140V01303

Clinical practice 3/V53G140V01306

Subjects that it is recommended to have taken before

Human anatomy: Human anatomy/V53G140V01101

Biochemistry: Biochemistry/V53G140V01103

Physiology: Physiology/V53G140V01105

Basics of nursing/V53G140V01107

Clinical nursing 1/V53G140V01204

Clinical nursing 2/V53G140V01205

Pharmacology and dietetics/V53G140V01203

Introduction to clinical nursing/V53G140V01201

IDENTIFYING DATA**Maternal and infant nursing**

Subject	Maternal and infant nursing			
Code	V53G140V01302			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	9	Mandatory	3rd	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Domínguez Otero, M ^a José			
Lecturers	Domínguez Otero, M ^a José Estévez Guimeráns, Francisco González Figueras, Ramón			
E-mail	mjdominguez@povisa.es			
Web	http://www.cepovisa.com			
General description	The matter consists of two very differentiated parts: The maternal infirmery that occupies of the *atención a the woman and mother; and the childish infirmery whose aim is the boy in his different evolutionary stages until the adulthood. Like general aims, the student, when finalising the *asignatura will be able of: - Obtain knowledges and necessary skills on appearances of cares of technicians of maternal infirmery-childish, that allow *capacitarlo to develop practises it nurse of an ideal form - loan integral cares so much to the woman as to the boy, from his *nacimientop until the adolescence, in the different levels of attention of health: promotion, prevention, recovery and rehabilitation. Taking into account his individuality and, the familiar context and partner-environmental in which they manage - Develop a critical spirit *einvestigador in the *aera of the maternal infirmery-childish, that allow him enrich his development and training.			

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.
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.
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.
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.
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.
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

Learning outcomes

Expected results from this subject	Training and Learning Results			
Be able to schedule cares of infirmity in the distinct stages of the life of the woman, inside the familiar context and *comunitario to attain a state of optimum health or recover the health, basing the taking of decisions in objective data, scientific facts and clinical evidences.	A1	B2	C34	D1
	A2	B4	C35	D2
	A3	B5	C36	D3
	A4	B7	C37	D4
	A5	B8	C38	D5
		B9	C39	D6
		B10	C40	D7
		B11		D8
				D9
Know describe suitable activities to the prevention and treatment of the problems of health in the infancy and the adolescence and, schedule cares guaranteeing the right to the dignity, privacy, privacy, confidentiality and capacity of decision of the boy and his family	A1	B2	C34	D1
	A2	B4	C35	D2
	A3	B5	C36	D3
	A4	B7	C37	D4
	A5	B8	C38	D5
		B9	C39	D6
		B10	C40	D7
		B11		D8
				D9

Contents

Topic	
1.-Anatomical memory of the female genital tract	1.1- Characteristic anatomical 1.2- Half of clamping, vascularization and innervation.
2.- Feminine genital cycle.	2.1- Ovulation 2.2- Menstruation
3.- Puberty and climacteric	3.1- Definition 3.2- Diagnostic 3.3- Treatment
4.- Diagnose of the pregnancy.	4.1- Physiological and psychological modifications of the pregnant woman
5.- Prenatal controls	5.1- Perinatal infection
6.- Dietary and hygiene advice in the pregnant woman.	6.1- maternal Education
7.-Main medical problems that they can arise in the pregnant woman.	7.1- Pathology medical and surgical in pregnant woman
8.- Main problems that affect to the fetal development	8.1- premature Childbirth 8.2- Detachment premature of placenta 8.3- previous Placenta 8.4- IRG 8.5- prolonged Pregnancy
9.- Childbirth	9.1- Start 9.2- Definition 9.3- Causes 9.4- Periods
10.- Follow-up of the labouring woman during the phases of childbirth.	10.1- Obstetric Interventions. Cares of infirmity

11.- Workshop: Taking of vaginal samples	11.1- Characteristic of the cervix 11.2- Requirements for the taking 11.3- Technical of the taking 11.4- Colposcopy
12.- Breastfeeding	12.1- Physiology 12.2- Problems but frequent.
13.- Taken care of infirmity in the puerperium.	13.1- Puerperal Infection
14.- Abortion.	14.1- Ectopic Pregnancy 14.2- *Mola
15.- Family Planning	15.1- History 15.2- Advice 15.3- Methods
16.- Menstruals Disorders	16.1- Amenorrhoea 16.2- abnormal uterine Bleedings 16.3- Dysmenorrhea
17.- Gynecological infections	17.1- I Diagnose and treatment
18.- Gynecological tumors	18.1- Definition 18.2- Diagnostic 18.3- Staging 18.4- Treatment
19.- The child. Pediatrics and childcare	19.1- Concepts and evolution 19.2- social Appearances 19.3- childish Health in Spain
20.- The recently born	20.1- Characteristic 20.2- Assessment and attentions 20.3- preventive Measures 20.4- neonatal Problems
21.- Infant feeding	21.1- Breastfeeding, artificial feeding and mixed 21.2- complementary Feeding 21.3- Feeding after one year old
22.-High-risk neonate	22.1- preterm 22.2- low weight for his G.A. 22.3- immature 22.4- postage newborn
23.-Psychosocial appearances: childish Education.	23.1- Education techniques and educational errors 23.2- The familiar environment 23.3 The game and the TV
24.-Services of childish health.	24.1- childish Maltreatment
25.- Childish hospitalisation	25.1- Preparation for the hospitalisation 25.2- Reaction of the boy and his parents in front of the illness and hospitalisation. 25.3- Assistance to the ill boy 25.4- Particularities of the childish hospitalisation
26.- Principles of surgical infirmity	26.1.- Cares preoperatives and postoperatives 26.2.- Accidents in the infancy
27.-Nutrition and nutrients.	27.1- nervous Anorexia and false anorexia 27.2- Obesity and his factors 27.3- special Diets
28.- Metabolism of the water. Water-electrolyte equilibrium.	28.1- Dehydration: Types and treatment 28.2- Acido-basic balance. 28.3- Acidosis and alkalosis and, his mechanisms of compensation
30.-Genetic medical.	30.1- congenital and hereditary Illnesses 30.2- congenital Errors of the metabolism
31.- Common childhood illnesses by devices and systems	31.1- endocrine System 31.2- Nervous system 31.3- Psychopathology. Mental retardation. Test of sicomotor development 31.4- Sense organs: vision and audition 31.5- digestive Device 31.6- Cardio-vascular diseases 31.7- Hematology 31.8- Injuries of the skin: Exanthematous diseases. Burns. 31.9- Genitourinary system 31.10- Osteo-articulate system

Planning

	Class hours	Hours outside the classroom	Total hours
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Tutored works	1	7	8
Master Session	64	128	192
Case studies / analysis of situations	6	6	12
Troubleshooting and / or exercises	3	0	3
Seminars	2	6	8
Multiple choice tests	2	0	2

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

Methodologies	
	Description
Tutored works	The student, of individual way or in group, elaborates a document on the thematic of the matter or prepares seminars, investigations, memories, essays, summaries of readings, conferences, etc. Generally treats of an autonomous activity of/of the student/*s that includes the research and collected of information, reading and handle of bibliography, editorial...
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.
Case studies / analysis of situations	The student develops exercises or projects in the classroom under the guidelines and supervision of the professor. It can be linked his development with autonomous activities of the student.
Troubleshooting and / or exercises	Proof in which the student has to solve, of face-to-face form, a series of problems and/or exercises in a time/condition established/ace by the professor. Of this way, the student has to apply the knowledges that has purchased on the subject.
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.

Personalized attention

Methodologies	Description
Seminars	The academic activity will develop , individual and in small groups, with the purpose to attend the needs and queries of the *alumnado related with the specific subjects, providing him orientation, support and motivation in the process of learning. This activity can develop of face-to-face form and/or of form no face-to-face (through the email or of the virtual campus).
Tutored works	The academic activity will develop , individual and in small groups, with the purpose to attend the needs and queries of the *alumnado related with the specific subjects, providing him orientation, support and motivation in the process of learning. This activity can develop of face-to-face form and/or of form no face-to-face (through the email or of the virtual campus).

Assessment

	Description	Qualification	Training and Learning Results		
Case studies / analysis of situations	The student develops exercises or clinical cases in the classroom under the guidelines of the professor and in relation with matter studied previously. It will be linked with autonomous activities of the student of individual form or in group and, with back resolution of the same	10	A4 A5	B2 B4 B5 B7 B9 B10	C34 C35 C36 C37 C38 C39
Seminars	*valorá The participation of the student in class, as well as the resolution/execution of the works realised during the same.	10	A1 A2 A3	B2 B5 B9 B10	C34 C35 C36 C37 C38 C39 C40
Multiple choice tests	Proofs for evaluation of the competitions purchased that include enclosed questions with different alternative of answer. The students select an answer between a number limited of possibilities. To take into account that it establishes criterion of negative points in those cases in which they exist questions badly answered.	80	A1 A2 A3 A4 A5	B2 B4 B5 B7 B8 B9 B10 B11	C34 C35 C36 C37 C38 C39 C40

Other comments on the Evaluation

Sources of information

Basic Bibliography

Complementary Bibliography

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<http://www.aeped.es/protocolos>, **Protocolos diagnósticos y terapéuticos en pediatría**,

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Recommendations

Subjects that continue the syllabus

Clinical practice 4/V53G140V01405

Subjects that it is recommended to have taken before

Human anatomy: Human anatomy/V53G140V01101

Physiology: Physiology/V53G140V01105

IDENTIFYING DATA**Clinical practice 2**

Subject	Clinical practice 2			
Code	V53G140V01303			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	15	Mandatory	3rd	1st
Teaching language	Spanish English			
Department				
Coordinator	Giráldez Miranda, Esperanza María			
Lecturers	Giráldez Miranda, Esperanza María Maldonado Arroyo, Alfonso Eduardo Marcial Pérez, José Ángel Muñíos Álvarez, Alicia			
E-mail	mgiraldez@povisa.es			
Web	http://www.cepovisa.com			
General description	Matter allocated the acquisition of theoretical competition - practical in relation with the cares and procedures of Infirmary in him field of the skilled attention and the primary 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.
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.
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
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.
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
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.
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.
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.
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.
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.
D11	Sensitivity towards environmental issues.

Learning outcomes

Expected results from this subject	Training and Learning Results			
Be able to participate in *the *cares that *have like *purpose *guarantee he *greater degree of independence of wools *people in *his basic and *specific needs, in Primary Attention, skilled *and field *socio-sanitario.	A2	B1	C4	D2
	A3	B2	C8	D3
	A5	B3	C11	D4
		B4	C12	D5
		B6	C17	D6
		B7	C18	D7
		B9	C19	D8
		B10	C22	D11
		B11	C23	
		B12	C24	
		B13	C25	
		B15	C26	
		B16	C29	
		B17	C31	
			C33	
			C35	
			C36	
			C37	
			C42	
			C44	
			C49	
			C50	

Be able to provide cares to the patient applying the process of infirmery, *establishing an empathic attitude with the patient and the family to which *will guarantee the right to the confidentiality, privacy and dignity.

B1 C4 D2
B2 C8 D3
B3 C11 D4
B4 C12 D5
B6 C17 D6
B7 C18 D7
B9 C19 D8
B10 C22 D11
B11 C23
B12 C24
B13 C25
B15 C29
B16 C31
B17 C33
C35
C36
C37
C42
C44
C49
C50

Contents

Topic

Rotatory of practical *preprofesionales that allow the application and the acquisition of competitions and of the theoretical and methodological knowledges of the Infirmery to the clinical practice, in centres *asistenciales, *socio-sanitarios and hospitals. Realisation of the activities referred to the periods of clinical practices in the corresponding services *asistenciales, applying taken care of basic and specific infirmery, according to individual needs of each patient, as well as technical and procedures. Realisation *portafolios in each period.

Planning

	Class hours	Hours outside the classroom	Total hours
Teaching and/or informatives events	4	8	12
Introductory activities	4	3	7
Case studies / analysis of situations	8	8	16
Clinical practice	224	112	336
Reports / memories of practice	0	2	2
Portfolio / dossier	0	2	2

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

Methodologies

	Description
Teaching and/or informatives events	Conferences, talks, exhibitions, round tables, debates... Realised by *ponientes of prestige, that allow to deepen or complement the contents of the matter.
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 develops the activities in a context related with the exercise of the profession in the area of Sciences of the Health.

Personalized attention

Methodologies	Description
Clinical practice	The manager of the service will realise follow-up of the evolution of the student in the unroll of his activity and will resolve the possible incidents that can arise.
Case studies / analysis of situations	They will pose questions on the follow-up of a patient or clinical evolution of the same.
Tests	Description
Reports / memories of practice	The first week will inform on his *cumplimentación, insisting in the importance of his personal assessment on the fulfillment of aims, relation with the professional team, patient and families, like this how has been his global assessment of the period developed.

Assessment					
	Description	Qualification	Training and Learning Results		
Clinical practice	Continuous evaluation by part of the tutor/to corresponding to identify particular needs of the student (25%) and of the professional / team of the service (70%), valuing the acquisition of the competitions assigned, following the *modelola established, that structures in: practical theoretical/knowledges, attitudes, skills and fulfillment of the norms.	95	B1 B3 B6 B11 B13 B15	C4 C11 C12 C17 C18 C19	D5 D6
Reports / memories of practice	Report of the student in which it includes fulfillment of aims, relation with the professional team, patient and family and global assessment of his rotation in the service assigned.	2.5	B7	C24 C29 C31 C33 C35 C36 C42	D3 D5 D6 D8
Portfolio / dossier	Document filled by the student that reflects his perception on the degree of difficulty or observation of the different activities and technical.	2.5		C4 C8 C11 C12 C17 C22 C31 C33 C49	

Other comments on the Evaluation

In case that the/the student do not deliver, in time and forms the *portafolios and the memory of practices, *repercutirá negatively in the note, subtracting a 5 % of the qualification of the corresponding period. To the clinical practices II are linked two periods, will be necessary to reach a minimum qualification of four points on ten in each one of the evaluations, to be able to opt to the approved. In units of hospitalisation and centre *socio-sanitarios, will realise Plans of Attention of Infirmary, that will evaluate inside 25% corresponding to the tutor/to (10 % *PAES).The faults of assistance no justified will suppose the suspense and the immediate interruption of the period, whereas if it treats of faults justified will allow a maximum of 4, that will be of compulsory recovery in the period established for such end by the manager of the *asignatura.

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Recommendations

Subjects that continue the syllabus

Clinical practice 3/V53G140V01306

Clinical practice 4/V53G140V01405

Clinical practice 5/V53G140V01406

Subjects that are recommended to be taken simultaneously

Clinical nursing 3/V53G140V01301
Mental health nursing/V53G140V01305
Geriatric nursing and palliative care/V53G140V01304
Maternal and infant nursing/V53G140V01302

Subjects that it is recommended to have taken before

Community nursing 2/V53G140V01206
Ethics and law/V53G140V01202
Pharmacology and dietetics/V53G140V01203
Introduction to clinical nursing/V53G140V01201
Clinical practice 1/V53G140V01208

IDENTIFYING DATA**Geriatric nursing and palliative care**

Subject	Geriatric nursing and palliative care			
Code	V53G140V01304			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	2nd
Teaching language	Spanish Galician			
Department				
Coordinator	Mosquera Losada, María Elena			
Lecturers	Abras Suárez, María Concepción Mosquera Losada, María Elena Pérez Martín, Javier			
E-mail	elena@elenamosquera.es			
Web	http://www.cepovisa.com			
General description	The subject of "Geriatric Infirmary and palliative cares" treats to provide to the student the knowledge of the modifications that produce in the individual with the age, since aspects no alone *bio-physiological and functional but also partner-economic that have in this group of population a signification of sum importance and transcendence, treats equally of the taken care that owe to mete out to the elderly healthy and ill, as well as of the suitable attitude when meting out the *devanditos cares. Also *engloba the palliative cares since the personal perspective, social and familiar and boarding the cares that mete out in the *devandita situation.			

This subject imparts in the third course of the Degree of Infirmary, and is a subject *cuatrimestral.

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.
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
B9	To promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
B11	To know how to establish effective communication with patients, families, social groups and colleagues. To promote training and information for health.
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.
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.
C8	To apply the technologies and information systems and communication of health care
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.
C49	To provide care, guaranteeing the right to dignity, privacy, confidentiality and problem-solving ability of the patient and family.
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.

Learning outcomes

Expected results from this subject	Training and Learning Results			
Know apply the general aspects of the process of the aging in the his context partner-sanitary.	A1	B3	C8	D1
	A2	B5	C41	D2
	A3	B6	C42	D3
	A4	B7	C43	D4
	A5	B9		D5
		B11		D6
		B14		D7
				D8
				D9
				D10
				D11
Realize cares taking into account the modifications morphologic, funtional, psychological and social of the aging.	A1	B1	C8	D1
	A2	B2	C44	D2
	A3	B3	C49	D3
	A4	B5	C52	D4
	A5	B6		D5
		B7		D6
		B9		D7
		B11		D8
		B14		D9
		B15		D10
		B18		D11

Contents

Topic	
SUBJECT 1: The AGING: CONCEPTUAL FRAME. GENERAL ASPECTS OF The AGING	1.1: CONCEPT OF OLD AGE 1.3: CONCEPTS KEYS IN The OLD AGE 1.4: AGING OF The POPULATIONS 1.5: PROBLEMATIC OF The AGING 1.6: HEALTHFUL AGING And ACTIVE AGING
SUBJECT 2: GERONTOLOGY NURSING	2.1: GERIATRIC And GERONTOLOGY 2.2: FUNCTIONS OF The NURSE XERONTOLOXIA 2.3: CARES SPECIFIC OF The NURSE XERONTOLOXIA IN RELATION WITH The NEEDS DOS USERS (MODEL VIRGINIA HENDERSON)
SUBJECT 3: The CONTEXT PARTNER-SANITARY OF The ELDERLY POPULATION	3.1: PLAN GERONTOLOGY 3.2: CONCEPT KEYS OF The DEPENDENCY 3.3 RESOURCES ASISTENCIAIS 3.4: LAW OF The DEPENDENCY
SUBJECT 4: LEVELS ASISTENCIAIS	4.1: CONCEPT OF LEVEL HEALTHCARE 4.2 RANKING OF LEVELS HEALTHCARE 4.3: FUNCTIONS OF The NURSING XERONTOLOXICA US DISTINCT LEVELS ASISTENCIAIS 4.5 ORGANISATION DOS CARES OF ENFERMERIA INSIDE The INSTITUTIONS PARTNERMEDICS.

SUBJECT 5: TEORITHEM OF The AGING	5.1: CONCEPT OF AGING 5.2 TYPES OF RANKINGS OF The TEORITHEM OF AGING 5.3 TEORITHEM OF The AGING
SUBJECT 6: MODIFICATIONS MORPHOLOGIC, FUNTIONAL, PSICHOLOGICAL AND SOCIAL OF THE AGING.	6.1: CHARACTERISGENERAL TICAS OF The PRESENTATION OF ILLNESSES IN The ELDERLY PATIENT 6.2: CHANGES FISICTHEM IN The AGING And PRESENTATIONS ATIPICAS OF The ILLNESSES BY DEVICES 6.3 CHANGES PSICOQUICO*S And SOCIAL IN The AGING 6.4: CHARACTERISGENERAL TICAS OF The PRESENTATION OF ILLNESSES IN The ELDERLY PATIENT 6.5 TERAPEUTICThe FARMACOLOXICA IN The ELDERLY PATIENT
SUBJECT 7: The ILL SENIOR PERSON. COMPREHENSIVE ASSESSMENT	7.1: ASSESSMENTXERIATRICA 7.2: INSTRUMENTS OR SCALES OF ASSESSMENT 7.3: ASSESSMENTOF The HEALTH FISICThe 7.4: ASSESSMENTOF The FUNCTIONAL CAPACITY 7.5: ASSESSMENTOF The MENTAL HEALTH 7.6: ASSESSMENTACION 7.7.:ATTACHMENTS(SCALES)
SUBJECT 8: THE FRAGILE ELDERLY	8.1 TYPES OF PATIENTS IN GERIATRIC 8.2 The FRAGILE ELDERLY. APPROACH
SUBJECT 9: BIG GERIATRICO SYNDROMES	9.1: CONCEPT OF SD GERIATRICO 9.2: RANKING GERIATRICO SYNDROMES 9.3: GERIATRICO SYNDROMES
SUBJECT 10: PALLIATIVE CARES	10.1 SUPPORT SOCIALPSICO To The FAMILY 10.2 ATTENTION IN The ULTIMThe DAYS. AGOGINIA 10.3 PALLIATIVE SEDATION 10.4 DUEL DEFINITION, PHASES And DEMONSTRATIONS

Planning

	Class hours	Hours outside the classroom	Total hours
Troubleshooting and / or exercises	8	20	28
Case studies / analysis of situations	10	20	30
Tutored works	8	2	10
Forum Index	0	10	10
Proceedings	3	0	3
Seminars	3	0	3
Master Session	22	42	64
Multiple choice tests	0.5	0	0.5
Short answer tests	1	0	1
Troubleshooting and / or exercises	0.5	0	0.5

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

Methodologies

	Description
Troubleshooting and / or exercises	Activity in the that formulate problems and/or exercises related with the subject. The student owes to develop the suitable or correct solutions by means of it practice of routines, the application of formulas or algorithms, the application of procedures of transformation of the available information and the interpretation of the resulted. It usually employ how supplement of the lesson masterly.
Case studies / analysis of situations	Analysis of a done, problem or real event with the aim to know it, interpreted, resolved, generate hypothesis, contrast data, reflect, complete knowledges, diagnosed and trained in alternative procedures of solution.
Tutored works	The student, of individual way or in group, elaborates a document envelope to thematic of the subject or prepares seminars, investigations, memories, essays, summaries of readings, conferences, etc. Generally it treats of an autonomous activity of the student that includes the research and collected of information, reading and handle of bibliography, editorial... Student that includes the research and collected of information, reading and handle of bibliography, editorial...
Forum Index	Forums in the that It is proposed the student that think on different concepts of the subject. And in the that the students deepen owes reflexions and think of assertive form envelope the vision of the rest of the mates.
Proceedings	Activities group, in the that the students expose the their ideas and argues them envelope a subject related that subject. Of the same form listen other ideas and argues so as to have different view and therefore it enrich his field of knowledges. The debate will be moderate pole professor to guide and drive the debate inside the field professional.
Seminars	Exhibition by part of the professor of one fear related with the subject and that supplements and enriches the knowledge of the students in relation with the field of the Geriatric Nursing.

Master Session	Exhibition by part of the professor of the contained envelope to subject object of study, theoretical bases and/or guidelines of one work, exercise or project to develop pole student.
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Personalized attention

Methodologies	Description
Troubleshooting and / or exercises	The student will owe to resolve exercises proposed that they remitted by mail electronic and that will serve even to keep a discussion *có @docente no that *reflexionará on concepts keys of this *asignatura. Also it will owe to calculate extracting data of the different INE *indices *y *tasas related with the aging in Spain
Case studies / analysis of situations	The student owed to resolve different cases proposed pole professor in group and of individual form related that subjects (determine the cares *más suitable in different clinical situations that manifests in *Xeriatria, know apply scales of *valotrcion of the AVD and envelope the Cognitive state etc)
Tutored works	The student *desenrolará in the kind in group being *tutorizará teaching pole, diverse exercises on active aging, organisation of the taken care in of geriatric centres, etc.
Forum Index	They will establish different forums of discussion, on important concepts in *xeriatria *incluido the field of the taken care palliative

Assessment

Description		Qualification	Training and Learning Results			
Troubleshooting and / or exercises	Proof in which the student has to solve a series of problems and/or exercises in a time/condition established/the by the professor. Of this way, the student has to apply the knowledges that purchased.	11	A1 A5	B3 B14	C42 C43	D2 D3 D4 D8 D10
Case studies / analysis of situations	Proof in which it presents a situation or problematic already given or that it can give, splitting of the different factors *involucrados, the analysis of the antecedents, conditions, of the situation, etc.	15	A1 A2 A3 A4 A5	B1 B2 B3 B5 B6	C8 C41 C42 C43	D1 D3 D4 D7 D8 D9 D10
Tutored works	The student presents the result obtained in the preparation of a document on the thematic of the matter, in the preparation of seminars, investigations, memories, essays, summaries of readings, conferences, etc. Can carry out of individual way or in group, of oral form or writing□	5	A1 A2 A3 A4 A5	B2 B3 B5 B6 B7 B9 B14 B15	C8 C41 C42	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11
Multiple choice tests	Proofs for evaluation of the competitions purchased that include enclosed questions with different alternative of answer (true/false, multiple election, *emparejamiento of elements...). The students select an answer between a number limited of possibilities.	5	A1 A3 A5	B7 B9 B14	C41 C42 C43	D1 D8
Short answer tests	Proofs for evaluation of the competitions purchased that include direct questions on a concrete appearance. The students have to answer of direct and brief way in base to the knowledges that have on the matter.	64	A1 A2 A3 A4 A5	B1 B2 B3 B5 B6 B7 B9 B11 B14 B15 B18	C8 C41 C42 C43 C44 C49 C52	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11

Other comments on the Evaluation

*DIA EXAMINATION: WENESDAY 23 MAY 11:00 (2 HOURS)

Sources of information

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JOAN SUBIRATS, **LA VEJEZ COMO OPORTUNIDAD**, 1, INSERSO, 1992

Recommendations

Subjects that continue the syllabus

Clinical practice 4/V53G140V01405

Clinical practice 5/V53G140V01406

Subjects that are recommended to be taken simultaneously

Clinical nursing 3/V53G140V01301

Subjects that it is recommended to have taken before

Human anatomy: Human anatomy/V53G140V01101

Community nursing 1/V53G140V01104

Clinical nursing 1/V53G140V01204

Clinical nursing 2/V53G140V01205

Community nursing 2/V53G140V01206

Clinical practice 1/V53G140V01208

Clinical practice 2/V53G140V01303

Clinical practice 3/V53G140V01306

IDENTIFYING DATA				
Mental health nursing				
Subject	Mental health nursing			
Code	V53G140V01305			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	2nd
Teaching language	Spanish Galician			
Department				
Coordinator	Iglesias Víctor, María Laura			
Lecturers	Iglesias Víctor, María Laura Vallejo Curto, María del Carmen			
E-mail	lauraiglesiasvictor@yahoo.es			
Web	http://www.cepovisa.com			
General description	The *asignatura of infirmery in mental health pretends to endow to the students of the necessary tools that allow them warn, recognise, treat and handle the symptomatology of the mental illnesses, loaning a technical and professional attention chord to the needs of health of the population attended and taking into account the technical advances and current scientists. It will learn to realise plans of taken care nurses using the taxonomy NANDA basing us in the functional patterns of *Marjory Gordon, allocated to the people with mental illness and his surroundings. Besides they will treat the legal and deontological appearances related with the mental health.			

Competencies

Code	
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.
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.
C24	To identify and analyze the influence of internal and external factors in the level of health of individual and groups.
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.
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.

Learning outcomes

Expected results from this subject	Training and Learning Results
Know the classification, clinical and treatment of the distinct mental disorders and the cares of infirmery associated to them.	C10 C12 C24 C31 C32 C51

Contents

Topic	
Introduction to the mental health.	SUBJECT 1. History of the psychiatry. SUBJECT 2. Concept of mental health. Explanatory models of the enfermar in Psychiatry. SUBJECT 3. Infirmery of Mental and psychiatric Health: evolution along the history. Current situation. SUBJECT 4. Net asistencial and paper of the infirmery us distinct devices. SUBJECT 5. The interview in psychiatry. SUBJECT 6. Rankings of the psychiatric illnesses. SUBJECT 7. Psychiatric assessment of infirmery. Registers.
Communication and therapeutic relation.	SUBJECT 8. The therapeutic communication. Bases of the relation with the patient
Terapias interactivas	TEMA 9. Tratamientos biológicos en psiquiatría: farmacología, TEC. TEMA 10. Tratamientos psicológicos TEMA 11. Actuación de enfermería en los distintos tratamientos.

SUBJECT 11. The exploration *psicopatológica
 SUBJECT 12. Organic mental disorders
 SUBJECT 13. Disorders by abuse of substances
 FEAR 14. *Esquizofrenia And other disorders **psicóticos
 SUBJECT 15. Disorders of the state of spirit
 FEAR 16. Disorders of anxiety
 FEAR 17. Disorders **somatomorfos
 SUBJECT 18. Disorders of the alimentary behaviour
 SUBJECT 19. Disorders of the dream
 FEAR 20. Sexual dysfunctions
 SUBJECT 21. Disorders of the control of impulses
 FEAR 22. Disorders of the personality
 FEAR 23. Disorders more usual in the infancy and the adolescence
 FEAR 24. The suicidal patient
 SUBJECT 25. Urgencies in *psiquiatría. The patient agitated

Cuidados de enfermería nos distintos trastornos mentales
 TEMA 27. Consideraciones éticas y legales en el enfermo mental
 TEMA 28. Planes de cuidados. Patrones funcionales.
 TEMA 29. Planes de cuidados y actuación de enfermería nos distintos trastornos mentales.

Planning

	Class hours	Hours outside the classroom	Total hours
Master Session	46	95	141
Seminars	4	0	4
Workshops	1.5	0	1.5
Case studies / analysis of situations	0	2	2
Multiple choice tests	1.5	0	1.5

*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	Exhibition by part of the professor of the contained envelope to subject object of study, theoretical bases and/or guidelines of one work, exercise or project to develop pole student.
Seminars	Activities focused to the work envelope a specific subject, that allow to deepen or supplement the contents of the subject. Can be employed how supplement of the theoretical kinds.
Workshops	Activities focused to the acquisition of knowledges and skills manipulativas and instrumental envelope a thematic concrete, with specific assistance by part of the professor to the individual activities and/or grupales that develop the students.
Case studies / analysis of situations	Analysis of a done, problem or real event with the aim to know it, interpreted, resolved, generate hypothesis, contrast data, reflexionar, complete knowledges, diagnosed and trained in alternative procedures of solution.

Personalized attention

Methodologies	Description
Seminars	Se realizarán seminarios de valoración psicopatológica y de contención mecánica
Workshops	Se realizará un taller de relajación en ansiedad
Case studies / analysis of situations	Se realizará un ejercicio de valoración de casos clínicos

Assessment

	Description	Qualification	Training and Learning Results
Seminars	Proof in the that the student owes to solve a series of problems and/or exercises in a time/condition established/put them it professor. In this way, the student owes to apply the knowledges that purchased. The application of this technical can be presencial or no presencial. Can be employed different tools to apply this technical how, for example, chat, post, was, audioconferencia, videoconference, etc.	10	C10 C12 C24 C31 C32 C51

Case studies / analysis of situations	Proof in the that presents a situation or problematic already given or that can gave, splitting of the different factors involucrados, the analysis of the antecedents, conditions, of the situation, etc	10	C10 C12 C24 C31 C32 C51
Multiple choice tests	Prueba con 50 preguntas tipo test con una sola respuesta verdadera.	80	

Other comments on the Evaluation

In Julio will value only the results obtained in the examination type test.

Sources of information

Basic Bibliography

Complementary Bibliography

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Elena Rodriguez Seoane, **Enfermería en la rehabilitación de la enfermedad mental severa**, 1ª edición, Díaz de Santos, 2015

Andoni Anseán, **Manual de prevención, intervención y postvención de la conducta suicida**, 2ª edición, Fundación Salud Mental España, 2014

Luis Cibanal, **Técnicas de comunicación y relación de ayuda en ciencias de la salud**, 3ª edición, Doyma, 2014

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Recommendations

Subjects that continue the syllabus

Clinical practice 3/V53G140V01306

Clinical practice 4/V53G140V01405

Clinical practice 5/V53G140V01406

Subjects that are recommended to be taken simultaneously

Geriatric nursing and palliative care/V53G140V01304

Subjects that it is recommended to have taken before

Psychology: Psychology/V53G140V01102

Clinical practice 1/V53G140V01208

Clinical practice 2/V53G140V01303

IDENTIFYING DATA**Clinical practice 3**

Subject	Clinical practice 3			
Code	V53G140V01306			
Study programme	(*)Grao en Enfermaría			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	18	Mandatory	3rd	2nd
Teaching language	Spanish			
Department				
Coordinator	Giráldez Miranda, Esperanza María			
Lecturers	Giráldez Miranda, Esperanza María Maldonado Arroyo, Alfonso Eduardo Marcial Pérez, José Ángel Muños Álvarez, Alicia			
E-mail	mgiraldez@povisa.es			
Web	http://www.cepovisa.com			
General description	Matter allocated the acquisition of theoretical competitions - practical in relation with the cares and procedures of Infirmary in him field of the skilled attention and the primary 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.
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.
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
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.
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
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.
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.
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.
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.
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.
D11	Sensitivity towards environmental issues.

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, in skilled Attention, Primary and field *socio-sanitario.	A2	B1	C4	D2
		B2	C8	D3
		B3	C11	D4
		B4	C12	D5
		B6	C17	D6
		B7	C18	D7
		B9	C19	D8
		B10	C22	D11
		B11	C23	
		B12	C24	
		B13	C25	
		B15	C29	
		B16	C31	
		B17	C33	
			C35	
			C36	
			C37	
			C42	
			C44	
			C49	
			C50	

Contents

Topic	
Rotatory of practical *pre-professionals that allow the application and the acquisition of competitions and of the theoretical and methodological knowledges of the Infirmary to the clinical practice, in centres of Primary and Skilled Attention	Realisation of the activities referred to the periods of clinical practices in the corresponding services *asistenciales, applying taken care of basic and specific infirmary, according to individual needs of each patient, as well as technical and procedures. Realisation of *portafolios in each period.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	4	4	8

Teaching and/or informatives events	8	0	8
Case studies / analysis of situations	8	2	10
Clinical practice	280	140	420
Reports / memories of internships or practicum	0	2	2
Portfolio / dossier	0	2	2

*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.
Teaching and/or informatives events	Conferences, talks, exhibitions, round tables, debates... Realised by *ponientes of prestige, that allow *afondar or complement the contents of the matter. Clinical sessions
Case studies / analysis of situations	They will pose questions on the follow-up of a patient or clinical evolution of the same
Clinical practice	The student will develop his activity in a context related with the exercise of a profession in the area of Sciences of the Health, inside the field *socio-sanitario of Skilled and Primary Attention.

Personalized attention

Methodologies	Description
Introductory activities	Of previous form to the location in the service of destination, the responsible professor of the service, will expose to the student the characteristics of the same, typology of patients, as well as the valid rule and the system of evaluation.
Clinical practice	The manager of the service will realise follow-up of the evolution of the student in the development of his activity and will resolve the possible incidents that can arise.
Case studies / analysis of situations	They will pose questions on the follow-up of a patient or clinical evolution of the same
Tests	Description
Reports / memories of internships or practicum	The first week, will explain to the student the form of *cumplimentación, insisting in the importance of his personal assessment on the fill of aims, relation with the professional team and with the patient and family as well as his experiences and global assessment.
Portfolio / dossier	The first week will explain to the student forms of *cumplimentación, 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.

Assessment

	Description	Qualification	Training and Learning Results
Clinical practice	Continuous evaluation by part of the tutor/to corresponding to identify particular needs of the student (25%) and of the professional / team of the service (70%), valuing the acquisition of the competitions assigned, following the *modelola established, that structures in: practical theoretical/knowledges, attitudes, skills and fulfillment of the norms.	95	A2 B1 C4 D2 B2 C8 D3 B3 C11 D4 B4 C12 D5 B6 C17 D6 B7 C18 D7 B9 C19 D8 B10 C22 D11 B11 C23 B12 C24 B13 C25 B15 C29 B16 C31 B17 C33 C35 C36 C37 C42 C44 C49 C50
Reports / memories of internships or practicum	Report of the student in which it includes the fulfillment of aims, relation with the professional team, patient and family as well as the global assessment of his rotation in the service assigned.	2.5	

Portfolio / dossier Document filled by the student that reflects his perception on the degree of difficulty or observation of the different interventions realised.	2.5	B9 C8 D2 B11 C12 B12 C17 B13 C31 B17 C35
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Other comments on the Evaluation

In the case that the student do not deliver, in time and forms the *portafolios and the memory of practices, *repercutirá negatively in the note, subtracting 5 % of the qualification reached in the corresponding period. The clinical practices III are linked to two periods, will be necessary to reach a minimum qualification of four points on ten in each one of the evaluations, to be able to opt to the approved. In units of hospitalisation and centre *socio-sanitarios, will realise (*PAES) Plans of Attention of *Enfermería, that will evaluate inside the 25% corresponding to the tutor (10 % **PAES). The faults of assistance no justified will suppose the suspense and the immediate interruption of the period, whereas if it treats of faults justified will allow a maximum of 4, that will be of compulsory recovery in the period established for such end by the manager of the matter.

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<http://www.index-f.com/new/cuiden/>,

Sandra F., **De las técnicas básicas a las avanzadas**, 7ª, Pearson, 2009

<http://enfermeriaactual.com/relacion-nanda-noc-nic/>,

Recommendations

Subjects that continue the syllabus

Clinical practice 4/V53G140V01405

Clinical practice 5/V53G140V01406

Subjects that are recommended to be taken simultaneously

Clinical nursing 1/V53G140V01204

Clinical nursing 2/V53G140V01205

Community nursing 2/V53G140V01206

Pharmacology and dietetics/V53G140V01203

Introduction to clinical nursing/V53G140V01201

Subjects that it is recommended to have taken before

Basics of nursing/V53G140V01107

Clinical practice 1/V53G140V01208