



INTRODUCTION

Course description: The Final Degree Project (FDP) is an independent assignment that each student carries out under the guidance of a tutor, who encourages and guides the student in the learning process.

This project will enable students to provide a comprehensive demonstration of the content of the education they have received and of the skills acquired associated with the Degree qualification. It is a subject with a specific number of credits (6 ECTS), the activities of which essentially consist of the work of the student personally and in cooperation with others. The aim of this project is to encourage critical thought and reflection and the practical application of the knowledge acquired. The Final Year Project is a cross-cutting subject in which coursework is done in association with different subjects.

- **Degree:** Nursing
- **Module in the Degree Program:** Supervised Internships and Final Degree Project.
- **Number of credits:** 6 ECT
- **Year:** Fourth Year, annual.
- **Type of course:** Compulsory
- **Instructors:** Dra. Cristina Alfaro; Dra. Mónica Arias; Mrs. Nerea Azcárate; Dra. Ma. Begoña Errasti; Mrs. Beatriz Esquisabel; Dra. Hildegart González; Dra. María José Hernández (coordinator); Dr. Jesús Martín; Dra. Maddi Olano; Dra. Miriam Pereira; Dra. María Pueyo; Mrs. Amaya Villanueva. Dra. Amparo Zaragoza.
- **Language:** English
- **Lecture schedule:** Please refer to Calender

COMPETENCIES

COMPETENCES OF THE SUBJECT AND THE DEGREE IN NURSING (specific, general and basic)

The Final Year Project should help students attain the competences established for the Degree in Nursing. For this subject, the competences are classified as basic competences (CB), general competences of the qualification (CG) and specific competences (CE), and are as follows:

Basic Competences

CB1 Students must demonstrate that they possess and understand knowledge in an area of study based on a general secondary school education whose content often comes from advanced text books, but also includes cutting-edge knowledge in this field of study.

CB2 Students must know how to apply their knowledge to their work or vocation in a professional way and must have the competences that are usually demonstrated by means of preparing and defending arguments and solving problems within their area of study.

CB3 Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific and ethical topics.

CB4 Students must be able to transmit information, ideas, problems and solutions to specialized and general audiences.



CB5 Students must develop the learning skills required to undertake subsequent studies with a high level of independence.

General Competences

CG01 In the context of nursing, students must be able to provide technical and professional healthcare that fits the health needs of the people they care for, in accordance with their stage in the process of acquisition of academic knowledge and the quality and safety levels established in applicable legal and ethical standards.

CG02 Students must be able to plan and provide nursing care aimed at patients, families and groups and at achieving results in healthcare, and evaluate their impact using clinical-practice and patient-care guidelines, which describe the processes used to diagnose, treat and care for a health problem.

CG03 Students must be familiar with and apply the theoretical and methodological fundamentals and principles of nursing.

CG04 Students must be able to understand people's interactive behavior based on their gender, group or community, within their social and multicultural context.

CG05 Students must be able to design care systems aimed at patients, families and groups, evaluate their impact and make the appropriate modifications.

CG06 Students must base their nursing interventions on scientific evidence and on the means available to them.

CG07 Students must approach people without prejudice and without considering their physical, psychological or social appearance. They must treat them as independent individuals, respect their opinions, beliefs and values, and guarantee their right to privacy, confidentiality and professional secrecy.

CG08 Students must promote and respect the right of those under their care to participation, information, independence and informed consent when making decisions, in accordance with the way in which they experience their health-disease process.

CG09 Students must encourage healthy lifestyles and self-care, and support preventive and therapeutic behavior.

CG10 Students must protect the health and well-being of the patients, families and groups they attend to and ensure their safety.

CG11 Students must be able to establish effective communication with patients, families, social groups and co-workers, and encourage education in health.

CG12 Students must be familiar with the code of professional ethics of Spanish nursing and must understand the ethical implications of healthcare in a global context of transformation.

CG13 Students must be able to understand the principles of healthcare and social services funding and make proper use of the available resources.

CG14 Students must establish assessment mechanisms that take into account scientific, technical and quality aspects.



CG15 Students must be able to work with a team of professionals as the basic unidisciplinary, multidisciplinary and interdisciplinary unit around which healthcare professionals and other personnel are structured in patient-care organizations.

CG16 Students must be able to understand healthcare information systems.

CG17 Students must provide nursing care based on comprehensive healthcare, which involves multi-professional cooperation, process integration and the continuity of care.

CG18 Students must be familiar with strategies for adopting measures to ensure comfort and care for symptoms aimed at patients and families when applying palliative care to help alleviate the situation of patients in and advanced stage of disease and terminal patients.

Especific Competences

CE46 Final Year Project: Cross-cutting subject in which coursework is done in association with different subjects.

PROGRAM

Theoretical and practical program:

1. Presentation of the subject
2. Scientific research process
 1. Formulation of the research question
 2. Search strategy
 3. Critical reading, data extraction, synthesis and presentation of scientific evidence
3. Preparation of discussion and conclusion sections
4. The oral defense in the Final Degree Project

EDUCATIONAL ACTIVITIES

1. Classroom-based training activities

- a. Theoretical classes (1.86 ECTS. 46.5hrs)
- b. Oral evaluation: poster presentation (0.2 ECTS. 5hrs)

2. Off-site training activities

- a. Project Preparation (2.54 ECTS. 63.5hrs)
- b. Poster preparation (0.4 ECTS. 10hrs)
- c. Personal study: preparation of seminars and review of theoretical contents (1 ECTS. 25hrs)

ASSESSMENT



	Description	Percentage (%)
Follow-up Report: Tutor assigned to each group	Evaluation the student process in developing the FDP*	30%
Written work	Evaluation of the project presentation	40%
Oral presentation	Oral statement of defense	30%
Total		100%

*Attendance at seminars and workshops is mandatory at 60% in order to be eligible for the process evaluation.

1. To be able to send written work students must have had a minimum of 60% attendance to all activities on the calendar, otherwise they go directly to extraordinary call.
2. To be able to send poster and oral defense, the written work must have been qualified with a note equal to or greater than 5, otherwise they must be presented to second call.
3. For the extraordinary call, the process qualification of the ordinary call is maintained.

Evaluation in the ordinary call

08/04: SENDING FDP IN ADI

15/04: PROCESS MARKS

22/04: TFG MARKS

29/04: SENDING POSTER IN ADI

2 y3 /05: ORAL DEFENSE

Evaluation in the extraordinary call

: SENDING FDP IN ADI

: FDP MARKS

: SENDING POSTER IN ADI

: ORAL DEFENSE

OFFICE HOURS

Dra. María José Hernández (mhernandezl.1@unav.es)



- Despacho 092. Edificio Los Castaños. Planta -1
- Horario de tutoría: 09:00 - 18:00 hrs (cita previa)

BIBLIOGRAPHY AND RESOURCES

Cortés Barré, M. (2010) Cómo escribir la introducción de un artículo científico. *Col Or Tra* 24 (2), 83-85. [Enlace](#)

Vera Carrasco, O. (2009) Cómo escribir artículos de revisión. *Rev.Méd. La Paz* 15, 1-6. [Localízalo en la Biblioteca](#)

Reference articles

[Physical Activity and Alzheimer's Disease_Narrative Review.pdf](#)

[Burnout in United States Healthcare_Narrative Review.pdf](#)

[The Role of Social Network Technologies in Online Health_Narrative Review.pdf](#)

[Pregnancy after bariatric surgery_Narrative Review.pdf](#)

[Emotional intelligence and affective events in nurse education_Narrative review.pdf](#)

[Obstetric Triage Scales_Narrative Review.pdf](#)

[Pediatric Massage Therapy Research_Narrative review.pdf](#)

[Infant sleep and its relation with cognition_Narrative review.pdf](#)

[Motherhood after breast cancer_Narrative review.pdf](#)

Research link of interest

1. La pregunta de investigación y principales aspectos de la búsqueda de la literatura https://youtu.be/xPeJ2tk_Aq8

2. Tutorías oficiales de Pubmed <http://www.nlm.nih.gov/bsd/disted/pubmed.html>

3. Diferencia entre keyword/Mesh <https://www.youtube.com/watch?v=aDR3VjwXvEo&feature=related>

4. Uso de AND y OR <http://www.youtube.com/watch?v=KRImmx52I2o&feature=related>

5. Describe búsquedas de keyword y Mesh y el registro en PubMed de las búsquedas <http://www.youtube.com/watch?v=aoPs-bsMB7g&NR=1>

6. Uso de PubMed <http://www.youtube.com/watch?v=0IT7wYqEH8M&feature=related>

<http://www.youtube.com/watch?v=xcot1tOKqvU&NR=16>. My NCBI