



## INTRODUCTION

**COURSE DESCRIPTION:** Through the subject of Adult Nursing Care II the student will learn how to promote and maintain an adult person's health, assess health disorders and their symptoms at different stages and determine and tackle an adult person's care needs derived from health problems that affect the "Nutritional and Metabolic" and "Elimination" Functional Health Patterns. Furthermore, the student will learn how apply the Nursing Process, analyzing assessment data, identifying problems, and developing and applying an individually tailored health care plan.

- **DEGREE:** Nursing
- **MODULE IN THE DEGREE PROGRAM:** Module II. Nursing Science. Materia 2. Nursing care to the person throughout the lifespan.
- **YEAR:** Second.
- **SEMESTER:** Second.
- **NUMBER OF CREDITS:** 6 ECTS
- **TYPE OF COURSE:** Compulsory
- **LANGUAGE:** English
- **PROFESSOR:** Dr. Jesús Martín Martín.
- **DEPARTMENT:** Department of Adult Nursing. Faculty of Nursing
- **CLASSROOM AND BUILDING:** Classroom 22, Edif. Biblioteca Ciencias
- **SCHEDULE:** Please refer to the Timetable on the Nursing Faculty website for the timetable for the Unit.

[Adult II.jpg](#)

## LEARNING OUTCOMES (Competencies)

### COMPETENCIES OF NURSING GRADUATES

#### SPECIFIC COMPETENCIES

**CE07.** Using information and communication technologies and systems in healthcare.

**CE09.** Identifying the psychosocial responses of people in different health situations (in particular, disease and suffering) and selecting suitable action to help them. Establishing an empathetic and respectful relationship with the patient and family in accordance with the person's situation, the health problem and its stage of development. Using strategies and skills that allow for effective communication with patients, family members and social groups, and that enable them to express their concerns and interests.

**CE10.** Recognizing life-threatening situations and knowing how to perform basic and advanced life support procedures.

**CE23.** Providing education, facilitation and support for the health and well-being of community members whose lives are affected by health problems, risk, suffering, disease, disability or death.



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**CE24.** Being familiar with the health disorders in adults and identifying the manifestations that appear in the different stages.

**CE25.** Identifying care needs for specific health problems. Analyzing assessment data, prioritizing the adult patient's problems, and establishing, implementing and assessing the care plan.

**CE26.** Performing nursing care techniques and procedures while establishing a therapeutic relationship with patients and family members. Selecting interventions designed to treat and prevent problems derived from deviations from health.

**CE27.** Students must have a cooperative attitude toward different team members.

**CE37.** Being familiar with the Spanish healthcare system.

**CE41.** Providing care while guaranteeing the patient's and family's right to dignity, privacy, intimacy, confidentiality and decision-making.

**CE42.** Personalizing the care provided based on age, gender, cultural differences, ethnic group, beliefs and values.

## GENERAL COMPETENCIES

**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.** Planning and providing nursing care aimed at patients, families and groups and at achieving results in healthcare, and evaluating their impact using clinical-practice and patient-care guidelines, which describe the processes used to diagnose, treat and care for a health problem.

**CG06.** Basing nursing interventions on scientific evidence and the resources available.

**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.** Promoting and respecting 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.** Encouraging healthy lifestyles and self-care, and supporting preventive and therapeutic behavior.

**CG10.** Protecting the health and welfare of the patients, families and groups treated and ensuring their safety.

**CG11.** Establishing effective communication with patients, families, social groups and co-workers, and encouraging health education.

**CG15.** Working with a team of professionals as a basic unit in the unidisciplinary, multidisciplinary or interdisciplinary structure of healthcare professionals and other personnel in patient-care organizations.



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

### **ESSENTIAL COMPETENCIES**

**CB1.** Based on a general secondary school education, students must demonstrate that they possess and understand knowledge in an area of study 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.

## **PROGRAM**

### **Unit I. Nutritional-Metabolic Health Pattern**

**1. Definition of the Nutritional-metabolic Health Pattern. Nursing Assessment of the Nutritional-Metabolic Health Pattern in the adult person.**

**2. Adult Nursing Care for altered Nutritional-Metabolic Health Pattern. Nursing Diagnoses and related factors.**

2. 1. Deficient fluid volumen: hiper/hypotonic. Hydroelectrolytic disorders

2.1.1. Hydric balances

2.1.2. Sodium, potassium, and calcium disorders

2. 2. Surgical Section

2.2.1. General aspects

2.2.2. Anesthesia

2.2.3. Preoperative, Intraoperative, postoperative

2.3. Impaired skin integrity (risk of)

2.3.1. Bedsores (pressure sores)

2.3.2. Burns



## 2.4. Imbalanced nutrition

### 2.4.1. Imbalanced nutrition. More than body requirements. Obesity

## 2.5. Nursing care of adult patients with temperature disorders

### 2.5.1. Hyperthermia and Hypothermia

## 2.6. Nursing care of adult patients with ingestion, digestion, absorption and elimination disorders

### 2.6.1. Nursing care of adult patients with upper digestive tract disorders

### 2.6.2. Nursing care of adult patients with liver, biliary ducts, and pancreas disorders

## 2.7. Nursing care of adult patients with endocrine regulation disorders

### 2.7.1. Nursing care of adult patients with pituitary gland disorders

### 2.7.2. Nursing care of adult patients with thyroid and parathyroid disorders

### 2.7.3. Nursing care of adult patients with adrenal disorders

### 2.7.4. Nursing care of diabetic patients

## **Unit II. Elimination Health Pattern**

### **1. Nursing Assessment of the Elimination Health Pattern in the adult person (Faecal)**

#### 1.1 Impaired faecal elimination and related factors.

##### 1.1.1 Nursing care of patients with diarrhea, constipation.

##### 1.1.2 Nursing care of patients with chronic inflammatory bowel disorders

##### 1.1.3 Nursing care of patients with acute inflammatory bowel disease

##### 1.1.4 Nursing care of patients with intestinal obstruction

##### 1.1.5 Nursing care of patients with diverticulosis, diverticulitis, and colorectal cancer

### **2. Nursing Assessment of the Elimination Health Pattern in the adult person (Urinary)**

#### 2.1 Impaired urinary elimination and related factors.

##### 2.1.1 Nursing care of adult patients with renal urologic problems, obstructive uropathies, and urinary retention.

##### 2.1.2. Nursing care of adult patients with nephrotic syndrome, glomerulonephritis

##### 2.1.3. Nursing care of adult patients with acute kidney injury.

##### 2.1.4. Nursing care of adult patients with chronic kidney disease.

## **EDUCATIONAL ACTIVITIES**



## I. CLASSROOM TEACHING ACTIVITIES

### 1. Lectures (2.24 ECTS 56 hours)

Lectures will take place in the classroom, using different sources. The lecturer will post on ADI the PowerPoint presentation after each lecture. These classes will be done through PowerPoint presentations and the utilization of videos where the professor will explain the presentations. Active participation of students will be sought. Students will present some chosen topics, and they will be involved in group work activities and other methodologies during class.

### 2. Game-based learning (0,4 ECTS 10 hours)

During the course, we will create, share and play learning games or trivia quizzes to put into practice the content seen in class.

### 3. One-to-one tutorials (0,08 ECTS 2 hours)

Each student may have personal interviews with the lecturer to help with personal study and learning.

## II. PERSONAL AND INDIVIDUAL STUDY (3,12 ECTS 78 hours)

The student will be responsible for the organization of his/her work and knowledge acquisition at his/her own pace. Thus, the student will have to study and review the program and solve doubts individually in tutorials or groups.

## ASSESSMENT

### 1. Evaluation of the Theory program (0,16 ECTS 4 hours)

Theory element: counts 85% of the final mark

The evaluation of the theory program will include the following:

- Partial exam: 42,5% of the final mark.
- Final exam: 42,5% of the final mark.

The examinations will be multiple-choice tests graded based on the number of correct answers. **To avoid the random effect, one correct answer for every four wrong answers will be subtracted.**

**Students must achieve a 7 out of 10 to pass the partial exam.** If a student passes the partial exam, the content already assessed will not be included in the final exam. If that is not the case, the student will be examined for the whole course content, and the final mark (85%) will be obtained from this exam.

### 2. Participation

Participation will constitute 15% of the final grade.

This will be evaluated through different learning activities (e.g., professor's questions, case studies, game-based education).



**Passing the exam is a prerequisite for participation to be considered in the calculation of the final grade.**

According to the Royal Decree 1125/2003, article 5, marks will range from 0 to 10, including one decimal point and with the following corresponding qualitative grade:

0-4,9: Fail (F).

5,0-6,9: Pass (P).

7,0-8,9: Merit (M).

9,0-10: Outstanding (A), with Honors if that is the case

**\* Exams review**

Students will be able to review the exam and other components assessed in an interview with the professor after the publication of the grades in a day and place that will be indicated.

**\* Students with special learning needs**

Students with special educational needs must first contact the Office of Academic Affairs of the School of Nursing to obtain the corresponding authorization for accommodations. This authorization must then be sent by the student to the course professor. It is recommended that this procedure be carried out at the beginning of the semester. Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives.

**Evaluation of the extraordinary call**

There will be an extraordinary assessment in June for those who do not pass the course. The Extraordinary evaluation will follow the same assessment criteria as the Ordinary one.

**It is reminded that any attempt at fraud, copying, plagiarism, or other irregular behavior constitutes a serious offense as set forth in Title IV 'Academic Disciplinary Regulations for Students' within the System of Rules on Coexistence at the University of Navarra**

## OFFICE HOURS

Dr. Jesús Martín Martín ([jmartinm@unav.es](mailto:jmartinm@unav.es))

- Office S091. Castaños Building.
- Appointments will be agreed by e-mail.

## BIBLIOGRAPHY AND RESOURCES

- [Find the books in the Library](#)

### BASIC

1. Castledine G, Close Ann (2009) Oxford Handbook of Adult Nursing. Oxford University Press. Oxford. [Find this book in the library](#)



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2. Ignatavicius DD, Workman ML (2013) Medical-Surgical Nursing. Patient-Centered Collaborative Care (7th Edition). Elsevier Saunders, Missouri. [Find this book in the library](#)

## RECOMMENDED

1. Downing PJ (2009) Emergencies in Adult Nursing. Oxford University Press. [Find this book in the library](#)

2. Mosby's Pocket Dictionary of Medicine, Nursing & Health Professions (1994) (4th Edition). Elsevier Mosby, Missouri. [Find this book in the library](#)

3. Pathophysiology A 2 in 1 reference for nurses (2005). Lippincott Williams and Wilkins, London. [Find this book in the library](#) (Ed. 2004, electronic version)

## WEBSITES

<http://www.diabetes.org/>

<http://www.bmi-calculator.net/bmr-calculator/harris-benedict-equation/>

<http://www-users.med.cornell.edu/~spon/picu/calc/beecalc.htm>

<http://evolve.elsevier.com/VCE>

<https://www.help-diabetes.org.uk/>