Universidad de Navarra

Community Nursing II
Guía docente 2026-27

INTRODUCTION

Course description:

Community Nursing focuses on helping individuals, families and the community satisfy their basic living needs, and in each one of the health-illness processes they have to cope with. To this end, the teaching of Community Nursing provides students with the skills to be familiar with the health needs of people, families and community, seeking to promote health and prevent diseases and promoting rehabilitation and recovery of health.

In particular, the aim of Community Nursing II, is for students to study in more depth the professional development of Nursing, within the framework of Primary Health Care, acquiring knowledge and skills to carry out nursing care, geared towards the prevention, promotion and education for health. Furthermore, the contents of this subject will address health policies, health plans and health programming.

- **Degree**: Degree in Nursing
- **Module in the Degree Program**: Module II. Nursing Science
- **Number of credits**: 4
- **Year**: 2º year, 2º semester
- **Type of course**: Compulsory
- **Instructors**: Dra. Sandra Tricas, Karen Oroz, and María Lavilla (responsible teacher)
- **Language**: English
- **Lecture schedule**: Please refer to the Calender

LEARNING OUTCOMES (Competencies)

CE16. Managing, assessing and providing comprehensive nursing care for individuals, families and the community.

CE17. Being able to describe the basics of primary care and the activities performed to provide comprehensive nursing care for individuals, families and the community.

CE18. Understanding the function, activities and cooperative approach that professionals must develop as members of a primary care team. Encouraging individuals, families and groups to participate in the health-disease process.

CE19. Identifying health-related factors and environmental problems to be able to treat people in situations of health and disease as members of a community.

CE20. Identifying and analyzing the effect of internal and external factors on the health level of individuals and groups.

CE21. Applying the methods and procedures required in a specific area to identify the community' s most relevant health problems.

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

CG04. Understanding people's interactive behavior based on their gender, group and community within their social and multicultural context.

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.

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

CG09. Encouraging healthy lifestyles and self-care, and supporting preventive and therapeutic behavior.

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

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.

PROGRAM

0. Community Nursing: revisiting essential concepts

1. Primary Health Care

- Levels of Health Care in Spain. Historical Evolution of Primary Health Care. Concept of Primary Health Care. Principles and Characteristics of Primary Health Care
- Structure of Primary Health Care. Health Areas and Zones. The Health Center. Primary Health Care Team. The Nurse in the Primary Health Care Team

2. Community Nursing; Historical Evolution of Community Nursing. Historical Evolution in Spain. Comparison with other countries. Concept of Community Nursing. Principles and Functions of Community Nursing. Objectives and Activities of Community Nursing. Areas of Practice in Community Nursing

3. Health Planning and Programming: Health Plan. Concept and Characteristics of the Health Plan. Stages of a Health Plan. Example Health Plans in Spain and in other countries. Health Programming

3.1 Smoking Prevention and Treatment Program. Program Justification. Target Population and Recruitment. General and Specific Objectives. Primary, Secondary, and Tertiary Prevention

3.2 Alcohol Consumption Prevention Program for Youth. Program Justification. Target Population and Recruitment. General and Specific Objectives. Primary Preventive Activities.

4.Motivational Interview. Principles of Motivational Interviewing. Structure of Motivational Interviewing. The Question, Silence, Simple and Complex Reflections.

5.Home visiting. Concept of "Home Care and Home Visit". Objectives. Types of Home Care. Stages of Home Care

6. Family Care

7. Transcultural Care

8. Three levels of actions in Primary Care

8.1 Level 1. Nursing Consultation

8.2 Level 2. Group interventions

8.3 Level 3. Caring for the community

EDUCATIONAL ACTIVITIES

FACE-TO-FACE TRAINING ACTIVITIES

- **Participatory theoretical lectures** (1,2 ECTS 30 hours) consisting of expository, explanatory and/or demonstrative content sessions with the support of audiovisual media by the teacher. They aim to present and explain the concepts and phenomena of the subject. The student must read, prior to receiving the classes, the material that the teacher provides, weekly, through the ADI of the subject.
- **Practical classes** (0,32 ECTS 8 hours): Role-play and video analysis of the Motivational Interview: 8 hours. (compulsory attendance)
- **Tutorial** (0,08 ECTS 2 hour): The student can have tutorials to solve doubts or other types of issues with the teacher. Appointment by email (mlavilla@unav.es)
- **Evaluation of the subject:** (0,08 ECTS 2 hours)

NON-PRESENTIAL TRAINING ACTIVITIES

- **Personal study** (2 ECTS 50 hours) It will be limited to the student carrying out the personal study autonomously, in which he/she is responsible for the organization of his/her work and the acquisition of the different skills, assuming the responsibilities and control of the personal learning process.

ASSESSMENT

Task	**% Marks**
Exam (with multiple choice and 4 written questions)	60%
Participation in class	10%
Motivational Interviewing Video	30%

Regarding the evaluation criteria:

- The exam will consist of 45 multiple-choice questions and 4 short-answer questions. The multiple-choice questions will have negative marking: one correct answer will be deducted for every four incorrect answers.
- Class participation must be substantial and will be assessed based on the professor' s judgment.
- The motivational interview video will be graded using the rubric available to students on ADI.

In case of failing the exam, the grades for class participation and the video will be retained for the extraordinary call. If the student fails the video, they will be required to attend the extraordinary call, even if they have passed the written exam and class participation, whose grades will be preserved.

Active participation in class will be considered positively.

ORDINARY CALL

- The final grade for the course will be the result of the grades obtained in the evaluating tasks. To pass the course, it will be compulsory to have achieved a minimum grade of 5 in the final written exam, in the Instruct course and in the practical exercise. Not doing one of the tasks supposes failing the subject.

EXTRAORDINARY CALL

- Students who have not attend the exam, have not done any of the proposed activities or have not obtained at least a 5 in the exam, will have to do the extraordinary call and/or hand in/do the part that had not been handed in. The marks of the parts that had been passed or presented (in the ordinary call) will be hold for the calculation of the final mark.

Final marks: in accordance with the provisions of article 5 of Royal Decree 1125/2003, the results obtained by the student will be scored according to the following numerical scale from 0 to 10, with an expression of one decimal place, to which its corresponding qualitative qualification may be added:

0 – 4,9: Fail (SS).

5,0 – 6,9: Pass (AP).

7,0 – 8,9: Notable (NT).

9,0 - 10: Outstanding (SB)

The Honorable mention (HM) is awarded to students who, having obtained an Outstanding, have excelled both in learning content and in the acquisition of specific competences.

Final Written Exam Review: Students will be able to review the exam and other activities evaluated in an interview with the teacher via zoom, after the publication of the qualifications, making a prior appointment via email.

Students with special educational needs

Students with special educational needs must contact the Academic Coordination Office of the (faculty/school) in advance to obtain the corresponding authorization for any adaptations (for example, extra time in exams). This authorization must then be sent by the student to the professor. It is recommended that this procedure be completed at the beginning of the semester.

OFFICE HOURS

Dra. María Lavilla (mlavilla@unav.es)

- Despacho 090 Edificio Los Castaños. Planta -1 (principal)
- Horario de tutoría: mandar email para concertar cita

Dra. Sandra Tricas (stricas@external.unav.es**)**

- Despacho: 085 Edificio Castaños. Planta -1
- Horario de tutoria: A concertar por correo.

Karen Oroz

- Despacho: 085 Edificio Castaños. Planta -1
- Horario de tutoria: A concertar por correo.

BIBLIOGRAPHY AND RESOURCES

- Manual de Enfermería Comunitaria I. Editorial Universidad de Almería. Ruiz Fernández, M. D., & Jiménez Rodríguez, D. (2024). Find this book in the library
- Manual práctico de enfermería comunitaria. 2014. 2ª edición. Jose Ramón Martínez-Riera y Rafael del Pino Casado. Find this book in the library
- Thomas, T., Martsolf, G., & Puskar, K. (2020). How to Engage Nursing Students in Health Policy: Results of a Survey Assessing Students' Competencies, Experiences, Interests, and Values. *Policy, politics & nursing practice*, *21*(1), 12–20. Find this article in the library https://doi.org/10.1177/1527154419891129
- Wang, C., & Burris, M. A. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. *Health education & behavior : the official publication of the Society for Public Health Education*, *24*(3), 369–387. https://doi.org/10.1177/109019819702400309
- Budig, K., Diez, J., Conde, P., Sastre, M., Hernán, M., & Franco, M. (2018). Photovoice and empowerment: evaluating the transformative potential of a participatory action research project. *BMC public health*, *18*(1), 432. Find this article in the library https://doi.org/10.1186/s12889-018-5335-7
- Coyne, I., O'Neill, C., Murphy, M., Costello, T., & O'Shea, R. (2011). What does family-centred care mean to nurses and how do they think it could be enhanced in practice. *Journal of advanced nursing*, *67*(12), 2561–2573. Find this article in the library https://doi.org/10.1111/j.1365-2648.2011.05768.x
- Tosun, B., & BENEFITS Group (2021). Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review. *Nurse education in practice*, *55*, 103171. Find this article in the library https://doi.org/10.1016/j.nepr.2021.103171