



Methodological Fundamentals in Nursing
Guía docente 2026-27

INTRODUCTION

COURSE DESCRIPTION: This course describes the methodological fundamentals and principles for delivering scientific and person-centered nursing care to the individual/family/community.

- **DEGREE:** Nursing
- **MODULE IN THE DEGREE PROGRAM:** II Module. Nursing Science
- **NUMBER OF CREDITS:** 3
- **YEAR, SEMESTER:** first year, second semester
- **TYPE OF COURSE:** Compulsory
- **INSTRUCTOR:** Dra Amparo Zaragoza
- **LANGUAGE:** English
- **CLASSROOM, SCHEDULE:** Mondays from 11.00 to 13.00. Seminar 2D14. Hexágono; Thursday 23 April 10.00 to 11.00 and Friday 17th April 10.00 to 12.00. Seminar 2D14

LEARNING OUTCOMES (Competencies)

The present course will help students to start developing the following **COMPETENCES OF NURSING DEGREE** (Basic, general, Specific) indicated below:

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

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.

CE13 Students must understand the evolution of the main concepts that make up the discipline of nursing from an ontological and epistemological perspective, as well as the most important theoretical models **while applying the scientific method in the care process and developing the corresponding care plans**.

CE14 Students must **apply the nursing process to provide for and ensure the well-being, quality, and safety of patients**.

CE15 Students must **be familiar with and apply the principles behind comprehensive nursing care**.

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

The acquisition of the competencies will be assessed through a written exam. The student will show that he/she is able to:

1. Explain the importance of applying an appropriate method in nursing practice to promote and develop the person/family/community's potentialities and global well-being
2. Describe each one of the five stages of the Nursing Process
3. Recognize the relevance of developing nurse-patient interpersonal relationships and clinical reasoning competencies to carry out the Nursing process
4. Understand the area of nursing autonomy and its implications in terms of nursing leadership and interdisciplinary collaboration



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5. Understand the relevance of the Functional Health Patterns (FHP) of Marjorie Gordon as a framework for nursing assessment
6. Indicate how to carry out a complete and integrated assessment of the person based on the FHP framework and using the interview, physical assessment, and observation techniques.
7. Understand the meaning of Nursing Diagnosis as concepts representing human responses for which nurses are accountable.
8. Recognise the existence of undesirable human responses, human responses with great vulnerability to be undesirable, and those that are adequate but that can be enhanced.
9. Recognize what are nursing interventions.
10. Identify what are nursing outcomes and how to evaluate their achievement
11. Recognize the relevance of using NANDA, NIC, and NOC taxonomies as vehicles for a scientific approach to nursing practice
12. Understands the importance of documenting nursing care and becoming familiar with the electronic records
13. Contribute to their learning by reading and studying the recommended materials.

PROGRAM

The course Methodological Fundamentals in Nursing dwells around the process through which nurses enable the patient/family to find meaning and significance in their situation/life; promote the well-being of the person/family; and develop their potential. Each one of the stages of the nursing process is studied in depth: nursing assessment; nursing diagnosis, nursing planning, nursing implementation, and nursing evaluation. Alongside the process, the notions of nursing knowledge and standardized languages are explored as well as the competences needed for working with this approach: relationship based competences and clinical reasoning.

EDUCATIONAL ACTIVITIES

Lectures: 24 hours

The most relevant conceptual and theoretical aspects of the course will be explained in the classroom. The lecturer will indicate to the students the material (journal articles; book chapters; power points and so on) they should read and study before the class. Participation and contribution during the class will be positively valued.

An important part of the classroom activity will be discussions in relation to case studies. For every unit, the students will have to work on and prepare a case study. The students will upload to ADI their work on the case studies on the date indicated by the course leader.

Seminar on Functional Health Patterns: 5 hours

Students will present the Functional Health Patterns indicated by the lecturer. The class will be divided into groups of 4/5 students each. Each group will prepare an oral presentation. At the end of the presentation, the students will have to answer questions from the lecturer and their classmates.

Individual tutorials: 1 hour

It is recommended that the student undertakes at least one tutorial with the course leader.

Evaluation: 2 hours

Autonomous work: 43 hours

The autonomous work hours include the study hours and the time required to prepare the seminar, case studies, and exercises regarding the reading material

Total Hours: 75 (3 ECTS)



EVALUATION

Ordinary call:

The course final score will include the following evaluation parts:

- Final Written exam (open-ended questions) which includes all the content of the course: 65 %
- Class contribution: 10%
- Seminar on Functional Health Patterns: 10 %
- Case study: 15 %

It is necessary to pass the written exam to average out with the rest of the activities

Extraordinary call

- Final Written exam (open-ended questions) which includes all the content of the course: 65 %

The other 35 % will come from the scores obtained from the other activities indicated in the ordinary call

OFFICE HOURS

Dra. Amparo Zaragoza (azaragoza@unav.es)

- Office S073 Building Castaños . Basement
- Office Hours: Students will arrange the day and time for the tutorial through e-mail

BIBLIOGRAPHY

Basic Bibliography

Book and book chapters

Carpenito-Moyet, I (2010). Understanding collaborative problems. *In Nursing diagnosis. Application to clinical practice. 13th Edition. (pp 24-29)*. Lippincott Williams & Wilkins. [Find this book in the library](#)

Gordon, M (1994) Functional Health Patterns: A structure for Assessment. In *Nursing diagnosis: Process and application (pp 69-100)*. St. Louis: Mosby. [Find this book in the library](#)

Herdman, H & Kamitsuru (2021). Nursing Diagnoses. Definitions and Classification. 12th edition. Wiley Blackwell. Oxford. **Study from page 109-125.** [Localízalo en la Biblioteca](#)

Jones D. (2013) **Nurse-patient relationship: Knowledge transforming practice at the bedside** in J. Erickson, D. Jones, & M. Ditomassi (Eds) *Fostering nurse-led care (pp 95-121)* Sigma Theta Tau International. Indianapolis. USA. [Find this book in the library](#)

Web pages

<http://www.nanda.org/nanda-international-glossary-of-terms.html?subject=NANDA-I>



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<http://www.nanda.org/about-nanda-international.html>

<https://nursing.uiowa.edu/cncce/nursing-outcomes-classification-overview>

<https://nursing.uiowa.edu/cncce/nursing-interventions-classification-overview>

Complementary Bibliography

Book chapters

Gordon, Marjory (2008). Assess notes: nursing assessment & diagnostic reasoning. Philadelphia : F.A. Davis, cop. [Find this book in the library](#)

Roy (2007) Advances in Nursing knowledge and the Challenge for transforming practice. In C. Roy ; D. Jones, *Nursing knowledge development and clinical practice* (pp 26-31). Springer Publishing Company. New York. [Find this book in the library](#)

Jones, D (2007) A synthesis of Philosophical perspectives for knowledge Development. In C. Roy C; D. Jones, *Nursing knowledge development and clinical practice*. (pp 163-179) Springer. Publishing Company. New York. [Find this book in the library](#)

Johnson, M; Moorhead, S; Bulechek, G; Butcher, H; Maas, M; Swanson, E. NOC and NIC linkages to NANDA-I and clinical conditions: supporting critical thinking and quality care. [Find this book in the library](#)

Books

Nursing : A Concept-Based Approach to Learning. Fourth edition. NY, NY: Pearson, 2023. Print. [Find this book in the library](#)

Potter P; Perry, A; Stockert P; Hal, A. Fundamentals of nursing (2017). St. Louis, Mo. : Mosby Elsevier, 9th ed. [Find this book in the library](#)

Butcher, H; Bulechek, G; Dochterman, J; Wagner, Ch . Nursing interventions classification (NIC). /th edition. 2018. [Find this book in the library](#)

Moorhead, S; Swanson, E; Johnson M; Maas, M. Nursing Outcomes Classification (NOC): measurement of health outcomes. 6th Edition. 2018. [Find this book in the library](#)