Theoretical Foundations of Nursing Care. 2012-2013

This subject is the base for all the subjects designating Nursing Curriculum. It is useful to understand the origin and evolution of the nursing profession; its conceptual framework; the main models, care theories and the basic methodology to carry them out.

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<tr>
<td>Year</td>
<td>2012-2013, C1, S1</td>
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<tr>
<td>Language</td>
<td>Catalan 50% Spanish 50%</td>
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<td>Credits</td>
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<td>Credits ECTS</td>
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<td>Typology</td>
<td>Module 2. Science nursing</td>
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Final work of the grade
- “Plan of cares” is offered as a topic for the final work of the grade (FWG), attending the philosophies, conceptual frameworks or nursing theories from the school of needs, school of involvement and school of the desired effects, school of health promotion, school of unitary human beings and Caring school.

Previous requirements
- None

Requirements
- None

- Data of the Coordinator, lecturer or lecturers:

<table>
<thead>
<tr>
<th>LECTURER</th>
<th>Carme Torres Penella</th>
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<tbody>
<tr>
<td>Telephone number</td>
<td>2460</td>
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<td>E-mail</td>
<td><a href="mailto:carme.torres@infermeria.udl.cat">carme.torres@infermeria.udl.cat</a></td>
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<tr>
<th>LECTURER</th>
<th>Lorena-Lourdes Tejero Vidal</th>
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<tr>
<td>E-mail</td>
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Recommendations
The students should have knowledge on the subjects of the first semester from nursing graduation or similar: Human Anatomy, Physiology, Psychology of nursing care and scientific philosophy

Specific proficiencies
1) Ability to identify, integrate and relate the concept of health and cares from a historical perspective, in order to understand the evolution of nursing cares.

2 and 3) Ability to understand from an ontological and epistemological perspective, the evolution of central concepts that form the nursing discipline, as well as the most relevant theoretical models
4) Apply scientific methodology in the care process to develop appropriate care plans.

**Objectives**

1.1. Know, understand, identify, explain and relate the social, political, economic, cultural and health context, that are involved in the cares of health and disease, people in charge of themselves in different historical periods and their influence in the present.

2. 1. Discuss the central concepts of the nursing discipline (person and environment, health, nurse practice) and the theories that hold them.

2.1.1 *Person and environment* (understand: individual, families, groups and community). Know and understand the different conceptions of the person, to have a comprehensive view at the same time of assessing and acting.

2.1.2. *Health.* Know and analyse the different contributions about human health, in order to help evaluate the process of health-disease.

2.1.3. *Nursing practice.* Discuss the different functions and activities areas of the professional nurse at the current affairs, and their collaboration relationships and interdisciplinarity.

3. Understand the ontological and epistemological evolution, of the central concepts that form the nursing discipline, as well as the most relevant theoretical models.

3.1. Analyze the central concepts of care’s models of the Schools of Nurse thoughts from Nightingale to Parse.

3.2 Develop the care’s models of the School of Needs from Dra. Virginia Henderson: the postulates, values and basic elements.

4. Create a model of logical and rigorous thinking, called “care process” in order to improve the status of a person, assuring a care of quality.

4.1. Know, identify and distinguish the stages that form the care process.

4.2. Practice the observation and communication in order to know the person’s needs and to establish a care plan.

**Subject/ matter’s contents**

Subject matter I. Theoretical basis of care and the nursing profession

Lesson 1. The care as a healing practice throughout history.

Concept, purpose and sources for the study of the Nursing History. Analysis of the term care. The origin of the caretakers practices. The conception of health and illness within social formations. Health knowledge. The nursing origin as a function. Institutions, movements and personalities that have contributed to nursing as a profession and discipline. The features of a person in charge of care; their values, attitudes, functions and intervention areas in the following
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historical periods: prehistory, ancient cultures, classical cultures and Christianity, Middle Ages, modern age, contemporary age and the consolidation of nursing.

Lesson 2. Central concepts of nursing discipline

2-1 Person and environment (understand: individual, families, groups and community)

2-2 Health.

2-3 Nursing practice

Lesson 3. Evolution of nursing thoughts and care activities

3.1. Central concepts (cares; man; health; and nursing) of nursing models in: School of Needs; School of Interaction; School of Desired Effects, Health Promotion School; Human Being School and Caring School.

3.2. Care’s models of the School of Needs from Dra. Virginia Henderson: postulates, values and basic elements from the care’s model of Henderson. Independence in satisfying the 14 basic needs of an individual: breath; eat and drink; eliminate; move; sleep and take rest; get dressed and undress; keep the body temperature; keep the body hygiene and the skin integrity; avoid dangers (physical and psychological); communicate; live according to beliefs.; feel useful; enjoy oneself; and learn.

Subject matter II. Methodological bases of nursing cares.

Lesson 4. The care process as a tool for nursing care quality

4.1. Stage of data collection

4.2. Stage of analysis and data interpretation.

4.2. Stage of cares planning
4.4. Execution stage

4.5. Evaluation stage.
Purpose of the evaluation. The evaluation process. Assessment of the objectives. Assessment of the process and the cares.

**Methodology**

Lectures will be in large groups. Theoretical practices and practices in small groups (tutorial attendance): guided reading and summary of articles and books; works about the Nursing history; seminars on Nursing Conceptual Framework, Basic Human Needs (VH) and Cares Models; Role Playing practice cases; Expositions of works; and discussions; Study of cases.

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<th><strong>General evaluation: Continuous and summation</strong></th>
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<td><strong>Attendance to masterly lessons and seminars 10 %</strong></td>
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**Competence 1; objective 1; contents of lesson 1 = 20%**
- Guided reading and summary of articles and books 5%
- Work of History and exposition 15%

**Competences 2 and 3; objectives 2 and 3; contents of lessons 2 and 3= 20%**
- Search and exposition about a Care Model applied into a clinic case 5%
- Virginia Henderson Model: Practical exercise on sources of difficulty 5%
- Seminars and expositions of VH Human Needs Models 10%

**Competence 4; objective 4 and subject’s matter content 4 = 25%**
- Individual/group assessment attending to the presentation of a VH model 10%
- Role Playing about assessment (observation and interview) 5%
- Case studies- Nursing Cares Process attending to VH model (2 cases) 10%

**Test attendance = 25%**
- Intermediate evaluation 12.5%
- Final test 12.5%

**BASIC BIBLIOGRAPHY**


Degree in Nursing


COLLIÈRE, MF. *Soigner... le premier art de la vie*. InterÉditionsCop. Paris, 1996.


The **specific bibliography** will be recommended in each activity in the resources section.