

SUBJECT TEACHING GUIDE

G374 - Historical and Theoretical Foundations of Nursing

Degree in Nursing

Academic year 2024-2025

1. IDENTIFYING DATA					
Degree	Degree in Nursing			Type and Year	Compulsory. Year 1
Faculty	Faculty of Nursing				
Discipline	Subject Area: Theoretical and Methodological Bases of Nursing Module: Nursing Science				
Course unit title and code	G374 - Historical and Theoretical Foundations of Nursing				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web	https://aulavirtual.unican.es/default.aspx				
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. ENFERMERIA
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Other lecturers	

3.1 LEARNING OUTCOMES

- Identify the importance of the human being care from a tolerant no judging, caring and sensitive holistic perspective, respecting the individual and group rights, making sure they do not get compromised.
- Describe the concepts and conditions of the nursing historical evolution.
- Explain the evolution of the activity of care depending on the parameters that have shaped the concept of health and disease, as well as nursing care in different historical stages .
- Acknowledge the significance of the gender issue in the historical evolution of nursing.
- Relate the Spanish nursing evolution with the various political, social, economic and religious changes.
- Analyze the different historiographical and iconographic sources with nursing content .
- Identify the factors that have determined the evolution of the scientific knowledge in Nursing.
- Describe the basis of nursing science.
- Identify the elements that determine the autonomous role of nursing.
- Analyze the scientific paradigms that have conditioned the Nursing Schools of Thought .
- Integrate the importance of the application of Nursing theories and models as key elements of professional practice.

4. OBJECTIVES

- To introduce students to the study of health care and how to care through time , so they can learn the political, social, economic and religious factors that have influenced the historical development of Nursing, thus providing a starting point for the understanding of the professional profile today.
- Provide students with the knowledge on which to base the role of nursing from a disciplinary point of view, through the acquisition of scientific and methodological knowledge of nursing, the study of the different perspectives and paradigmatic phenomena, and through the various models of care, so that they are able to understand the importance of the nurses' role in the person, group and community's care.

6. SUBJECT PROGRAM

CONTENTS

1	<p>THEMATIC BLOCK 1.</p> <p>Unit 1 - Historiography. Historical sources. Unit 2- Care practice, nursing activity along history. Unit 3. Birth of Nursing as a profession. Unit 4. Historical development of nursing practices in Spain . Unit 5- Professionalization of nursing in Spain. Spanish Nursing today.</p> <p>CLASSROOM PRACTICES</p> <p>C.P. I. - Nightingale , F. (1990) . Book □ Notas sobre Enfermería. Qué es y qué no es □ (Notes on Nursing. What it is and what it is not), and some websites. C. P.II. - Film Projection. C.P. III.- Documents related to nursing care in the Middle Ages . C.P. IV.- Guided tour of the former San Rafael’s Hospital, current headquarters of the Parliament of Cantabria. C. P. V.- Legislative documents and secondary sources. C.P.VI.- Related legislative documents. C.P. VII.- Round table with the participation of nursing professionals.</p>
2	<p>THEMATIC BLOCK 2:</p> <p>Unit 6 - Nursing as a profession and scientific discipline. Unit 7 - General theories and their application to the Nursing Science. Unit 8 □ Key elements in Nursing Science. Unit 9 - The distinctive role of nursing professionals in the health team . Unit 10 - Nurse thought trends. Unit 11 □ Care models development in Nursing. Unit 12 - Virginia Henderson’s conceptual model.</p> <p>CLASROOM PRACTICES</p> <p>C.P. V III - Viewing a selection of recommended videos on the web. C. P. IX - Working with nursing related documents related to establish a subsequent debate . C. P. X □ Working with nursing related documents related to establish a subsequent debate . C. P. XI - Documents related to establish a subsequent debate. C. P. XII - Film Projection. C. P. XIII - Reading the book " Pensamiento Enfermero " (Nursing Thought). C. P. XIV - Case study related to the Conceptual Nursing Model . C. P. XV - Case study related to the Conceptual Nursing Model. C. P. XVI - Documents related to Virginia Henderson’s Model . C. P. XVII -Role playing. C.P. XVIII- Lecture given by a relevant personality in the nursing field.</p>

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Classroom practices	Written exam	No	Yes	15,00
Continuous assessment (Theory, Classroom practices)	Others	No	Yes	5,00
Individual assignments	Work	No	Yes	12,00
Team work This activity is not recoverable since it evaluates a non-reproducible activity	Others	No	No	8,00
The overall assessment of student learning is continuous throughout the course	Written exam	Yes	Yes	60,00
TOTAL				100,00
Observations				
<p>When a student has not carried out evaluation activities whose weight exceeds 50% of the grade for the subject, he or she will appear in his or her record as not presented. When the student has taken tests that represent the aforementioned 50% or more, the corresponding grade will appear in the report (art. 39 of the UC Evaluation Process Regulations). In the event that the health and academic authorities so advise, the evaluation may be carried out remotely.</p>				
Observations for part-time students				
<p>Conditions for part-time students will be the same as for the rest of the students. In order to be able to perform the final exam, these P-T students will be essential to attend at least 50% of the classroom practices. In case the student decides to do a unique evaluation the evaluation regulations will be applied.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS
BASIC
COLLIÈRE, M.F. 1993. Promover la vida. Madrid: McGraw-Hill.
DONAHUE, P. 1998. Historia de la Enfermería, versión española, Barcelona: Doyma.
FERNÁNDEZ FERNÁNDEZ, M.L.; GARCÍA MARTÍNEZ, A.C.; GARCÍA MARTÍNEZ, M.J. (Coord.) 2015. Un siglo cuidando a la sociedad. Centenario del Reconocimiento Oficial de la Enfermería en España. Santander: Colegio Oficial de Enfermería de Cantabria
LUIS RODRIGO, M.T. [et al] 2005. De la Teoría a la práctica el pensamiento de Virginia Henderson en el siglo XXI. Barcelona: Masson 3º edición
NIGHTINGALE, F. 1990. Notas de Enfermería. Qué es y qué no es. Barcelona: Salvat
RAILE ALLIGOOD, M. 2015. Modelos y Teorías en Enfermería. Madrid: Elsevier 8ª edición
SELLÁN SOTO, M. C.: 2010. La profesión va por dentro. Elementos para una historia de la Enfermería Española contemporánea. Madrid: Fundación para el Desarrollo de la Enfermería (FUDEN) 2ª edición.
KEROUAC, S. [et al] 1996. El Pensamiento Enfermero. Barcelona: Masson