

1. Technical project details (Code, Groups involved, duration, responsible person and PDI involved)

Project title:

Detection of dating violence among university students in health sciences.
Recommendations and strategies for identifying and acting on situations of gender-based violence.

Project code: 2023 INDOV 00023

Principal Investigator: Dr Montserrat Puig Llobet

Duration: 2023–2026

Groups involved: Project developed within the framework of the Nursing Group for Innovative Educational Techniques (GIOTEL), with participation from Health Sciences faculty from various national and international universities, health professionals specialising in gender-based violence, equality units, social organisations and university students.

PDI involved: research and teaching staff from the University of Barcelona, the University of Lleida, the University of Girona, the Autònoma Barcelona University, Rovira i Virgili University, the Sant Joan de Déu Teaching Campus, the University of Northern Colombia and the University of Cartagena, among other collaborating institutions.

The teaching innovation project "Detection of Dating Violence among University Students in Health Sciences. Recommendations and strategies for identifying and responding to situations of gender-based violence" was developed with the aim of generating innovative educational resources to enhance awareness, early detection and capacity to act against gender-based violence among the university population. The project was led by Dr Montserrat Puig Llobet and was characterised by a participatory, multidisciplinary and inter-university approach, incorporating students, academic staff, healthcare professionals and organisations with expertise in gender-based violence in the co-creation process of the educational materials.

2. - Presentation or application context data: subjects, courses, involved PDI, involved students or purpose/objectives.

Gender-based violence in the affective relationships of young people constitutes a public health problem with significant personal, social and academic repercussions. Despite growing institutional awareness of this issue, numerous studies continue to show the persistence of controlling behaviour, digital surveillance, psychological violence and sexual violence among the university population. In this context, universities represent a privileged space for both the prevention and the promotion of healthy romantic relationships.]

The project was primarily carried out with students from Health Sciences degrees at various Spanish and Colombian universities, including Nursing, Medicine, Biomedical Sciences, Podiatry and Dentistry. In the quantitative phase, 511 university students took part, which allowed for a broad overview of the experiences, perceptions and training needs related to dating violence. In the qualitative phase, in order to develop the micro-lessons and teaching materials, parallel focus groups were conducted with both students and expert professionals.

Parallel to this, in the qualitative phase the project continued its analysis through focus groups, involving university lecturers with expertise in mental health, gender perspective and higher education, as well as support professionals experienced in caring for victims of gender-based violence. Similarly, student focus groups also took part in parallel. This participation enabled the integration of academic knowledge, professional experience and youth perspectives into the development of educational resources.

The main aim of the project was to transform the knowledge generated through research into useful, accessible teaching resources adapted to the communicative languages of today's university population. More specifically, the project aimed to create digital materials co-created with students that would contribute to the early identification of situations of gender-based violence, the development of critical thinking and the acquisition of intervention strategies applicable both to students' personal lives and to their future professional practice.

Objectives

The overall objective of the project was to contribute to the detection of dating violence and to equip university students in Health Sciences with tools and strategies to identify, prevent and respond to situations of gender-based violence.

Specifically, the project was aimed at:

- To determine the prevalence and characteristics of dating violence among university students in Health Sciences.
- To identify training needs related to the detection and management of gender-based violence. [
- To involve students in co-creation processes aimed at developing innovative educational materials.
- Produce video podcasts, audiovisual materials and digital resources adapted to the communication channels used by the university community.
- Foster the acquisition of skills related to emotional education, critical thinking, communication and the early identification of risky behaviours.
- Facilitate the transfer of results to university teaching by incorporating the developed materials into formal and informal learning spaces.

3. Performance development: Actions deployed

The project's development was structured into different phases that enabled the transformation of scientific knowledge about dating violence into innovative educational resources aimed at the university community. The process combined research, co-creation and teaching transfer activities, actively involving students, teaching staff, health professionals and organisations specialising in gender-based violence.

3.1. Diagnostic phase and identification of training needs

The first phase of the project was aimed at understanding the reality of violence during dating among university students in Health Sciences. To this end, a multicentre descriptive study was conducted using the Multidimensional Scale of Violence in Dating (EMVN), which enabled the collection of information on experiences of violence perpetrated and experienced in young people's romantic relationships. 511 students from various universities in Spain and Colombia participated, including those studying Nursing, Medicine, Podiatry, Dentistry and Biomedical Sciences.

Beyond data collection, this phase represented an educational opportunity for raising awareness. Participation in the study fostered processes of self-reflection among students about their own affective relationships and contributed to increasing the visibility of existing institutional resources, especially the Equality Units of the participating universities. During the study's development, guidance and support channels were provided for those students who required specialised advice.

3.2. Co-creation phase with students and experts

Once the main educational needs had been identified, a co-creation phase based on participatory methodologies was launched. Various focus groups were organised with the participation of university students, academic staff specialising in gender-based violence and mental health, care professionals and representatives of social organisations involved in the prevention of male-perpetrated violence.

These collaborative working spaces enabled the identification of the content considered a priority by the students themselves, as well as the exploration of the difficulties involved in recognising situations of violence in young people's affective relationships. The sessions addressed aspects related to the most common forms of violence, the myths of romantic love, aesthetic pressure, digital violence and strategies for detecting and responding to situations of risk.

In parallel, a specific focus group was convened with healthcare professionals experienced in caring for victims of gender-based violence. The contributions of this group enabled the development of practical recommendations aimed at university students and future healthcare professionals, complementing the needs identified by the students.

3.3. Design and production phase of educational resources

The results of the co-creation processes served as the basis for the development of digital educational materials. The production was geared towards using formats that closely resemble the communicative languages of the university community, with the aim of enhancing their accessibility and impact.

As a result of this phase, three video podcasts starring the university students themselves were developed. The content was selected and prioritised by the participants during the focus groups and centred on aspects related to self-awareness, personal boundaries in affective relationships, the identification of controlling behaviours and the promotion of healthy relationships based on respect, trust and consent.

Complementarily, other educational and outreach resources were generated, among which the following stand out:

- A leaflet with recommendations for the detection and tackling of gender-based violence.
- A video podcast created by health professionals with specific recommendations for the university population.
- Awareness-raising graphic materials associated with the project's visual identity.
- Adaptations of the content for different digital channels and social media.

With the aim of facilitating the transfer and internationalisation of the materials, all audiovisual resources were subtitled in Catalan, Spanish and English. This decision significantly expanded the possibilities for disseminating and using the materials in different educational contexts.

3.4. Validation and evaluation phase of the materials

Before their final dissemination, the materials developed were subjected to a review and validation process. The various participating universities reviewed the content in order to ensure its pedagogical relevance, scientific quality and suitability for the target population. The collaboration of the Equality Unit of the University of Barcelona was also enlisted, which provided a specialised review from a gender perspective.

This phase enabled improvements to be made to formal aspects, particularly concerning video duration and certain communicative elements, while at all times maintaining the content agreed with the students during the co-creation process. The evaluation results showed a positive assessment by both the students and the participating professionals.

3.5. Phase of transfer and incorporation into teaching

The final phase of the project was focused on the transfer of the results and their incorporation into university educational settings. The materials generated were conceived not only as awareness-raising resources but also as teaching tools that could be integrated into courses related to Health Sciences and other fields of knowledge.

The project's results highlighted the need for more experiential educational strategies to address gender-based violence. This need subsequently facilitated the incorporation of the project's developed content into teaching activities and clinical simulations for nursing students, facilitating a direct transfer between research, teaching innovation, and educational practice.

Parallel to this, various dissemination activities were initiated at universities, academic conferences, equality units and institutional digital repositories, ensuring the sustainability of the materials generated and promoting their future use in training, awareness-raising and health promotion activities.

4. Results: Qualitative and quantitative, and methodology employed

4.1. Methodology used:

The project's methodology was developed from a participatory, interdisciplinary and multicentre perspective, combining quantitative and qualitative methods with the aim of generating applied knowledge and transforming it into innovative educational resources for the university community.

In a first phase, a cross-sectional descriptive study was carried out using the Multidimensional Scale of Dating Violence (MSDV) with university students in Health Sciences from various universities in Spain and Colombia. This phase allowed the identification of the predominant characteristics and dimensions of dating violence, as well as the detection of training needs that could be addressed through specific educational interventions.

Subsequently, a qualitative methodology was developed based on focus groups and co-creation processes with university students, academic staff experts in mental health

and gender-based violence, care professionals and representatives of social organisations. This approach allowed for an in-depth exploration of the participants' experiences, perceptions and needs, as well as the co-creation of educational proposals tailored to the university context.

Finally, the results derived from the two previous phases were used to design, develop and validate various digital educational resources, including video podcasts, audiovisual materials, outreach resources and teaching support materials. This methodology fostered the active participation of students in all stages of the project and enabled the creation of materials aligned with the interests, needs and usual communication channels of the university student population.

4.2. Quantitative results ¹

The quantitative study involved 511 Health Sciences students from eight universities in Spain and Colombia. This sample provided a broad overview of the phenomenon of dating violence among the university population.

The results revealed that controlling and surveillance behaviours were the most common forms of violence identified by participants, especially those related to the use of social networks and digital environments. Likewise, sexual violence emerged as one of the dimensions with the greatest presence among the experiences reported by the students.

The data also revealed that subtle forms of violence, often normalised in young people's romantic relationships, remained present within the university population. These behaviours included digital control, monitoring of social media activity, and certain manifestations of grooming and emotional manipulation.

Quantitative analysis enabled the identification of differences according to participants' gender and geographical context, reinforcing the need to develop educational strategies tailored to different cultural and social contexts. The results highlighted the importance of cross-cutting gender perspective in university Health Sciences studies.

From a teaching perspective, these results contributed to identifying priority content for subsequent educational materials and served as the basis for guiding awareness-raising and training activities aimed at students.

4.3. Qualitative results ²

The focus groups conducted with students, teaching staff, health professionals and experts provided a deeper understanding of the difficulties involved in identifying and addressing gender-based violence during dating.

¹ Recently published: Puig-Llobet, M., ORTEGA, A. S., Prats-Armon, M., Aguera, Z., Rodríguez-Martín, D., Moreno Arroyo, C., ... & Sanchez-Balcells, S. Detection of Dating Violence Among University Students in Health Sciences: A Multicentric Cross-Sectional Study in Spain and Colombia. *Frontiers in Global Women's Health*, 7, 1831359.

² It has been recently published: Sanchez-Balcells, S., Sánchez-Ortega, M. A., Prats-Armon, M., Giménez-Bonafé, P., Vergés Bosch, N., & Puig-Llobet, M. (2026). New Values, New Lives, and Emerging Dating Violence: Insights on Detection and Intervention from Health Sciences Students. *Behavioral Sciences*, 16(5), 630.

In the focus groups with specialised professionals, four major thematic areas emerged. The first referred to the barriers to identifying violence, especially the normalisation of controlling behaviours, the persistence of romantic love myths and the difficulty in recognising forms of psychological and digital violence. The second addressed the difficulties professionals face in intervening in these situations, mainly related to specific training gaps or the lack of suitable tools. The third focused on early detection strategies and the fourth on the actions required after identifying a possible case of violence.

Regarding the focus groups with students, participants highlighted the need for educational spaces that encourage critical reflection on affective relationships. The discussions brought to light the influence of social media, aesthetic pressure, new forms of digital control, and the difficulties in identifying potentially violent behaviours when they are presented in a subtle or normalised way.

One of the most significant findings was the identification of emotional education as a key element in prevention. Students highlighted the need to develop skills related to self-awareness, assertive communication, the setting of personal boundaries and the detection of controlling dynamics within affective relationships.

These contributions directly guided the content of the audiovisual resources produced during the project, ensuring that the materials developed addressed the real, everyday concerns of university students.

4.4. Results of teaching innovation ³

The project's main contribution from the perspective of teaching innovation was the transformation of research findings into digital educational resources co-created with students. This strategy enabled the overcoming of traditional knowledge-transmission models and fostered active student participation in the construction of training materials.

As a result of the co-creation process, three video podcasts were developed, focusing on self-awareness, the identification of control behaviours and the promotion of healthy relationships. Additionally, complementary audiovisual resources, a leaflet and materials adapted for various digital distribution channels were created. All resources were produced in accessible formats and with subtitles in Catalan, Spanish and English. The validation carried out by the participating universities, the collaborating professionals and the Equality Unit of the University of Barcelona confirmed the relevance and usefulness of the materials developed. Both students and professionals positively valued the relevance of the content and its capacity to foster critical reflection on affective relationships and situations of gender-based violence.

Furthermore, the project demonstrated the potential of the developed resources to be incorporated into various university courses, particularly in the field of Health Sciences. The results also contributed to the subsequent development of clinical simulation

3 This link provides access to all the teaching materials.: [Materials didàctics i audiovisuals INDOVIG](#)

experiences aimed at the detection and management of gender-based violence, reinforcing the transfer between research, teaching innovation and educational practice.

Overall, the results obtained indicate that the project contributed to raising students' awareness, promoting critical thinking, facilitating the early identification of risky behaviours and generating innovative educational resources with the potential for transfer to different teaching and professional contexts.

5. Conclusions: On the achievement of the planned objectives

The results obtained allow us to conclude that the project has satisfactorily achieved its initially set objectives, both in terms of generating knowledge about dating violence in the university setting and in transforming that knowledge into innovative educational resources aimed at prevention, raising awareness and empowering students.

Firstly, the project has contributed to deepening the understanding of the characteristics and manifestations of gender-based violence in the romantic relationships of the university population in Health Sciences. The results have revealed the presence of forms of violence that are often invisibilised or normalised, especially those related to digital control, social media surveillance and other psychological and sexual behaviours. This evidence has reinforced the need to incorporate a gender perspective and affective-sexual education cross-cutting across university studies.

Secondly, the project has demonstrated the added value of participatory and co-creation methodologies in the development of teaching resources. The active involvement of students in identifying priority content and in designing the materials has enabled the creation of educational products that are close to their reality, tailored to their interests and aligned with the communication styles typical of young people. This participation has fostered not only the quality of the materials developed, but also the students' engagement and commitment to the learning processes.

Likewise, the creation of video podcasts, audiovisual materials, digital resources and outreach materials has represented a significant teaching innovation, by incorporating accessible, engaging and easily transferable formats to different educational contexts. The use of audiovisual languages and channels commonly used by students has helped to broaden the reach of preventive messages and to facilitate access to the content for the university community.

The project has also contributed to the development of transversal skills in students, particularly in areas related to critical thinking, emotional education, interpersonal communication, the identification of risky behaviours and the promotion of healthy relationships. Furthermore, the results have highlighted the potential of the materials

developed to encourage reflection on one's own experiences and contribute to the early detection of situations of violence.

Another of the project's significant contributions has been its capacity for transfer to university teaching. The materials generated have become resources that can be incorporated into Health Sciences courses and other degree programmes, as well as into awareness-raising activities promoted by equality units and university services. Similarly, the project has served as a basis for the subsequent development of new teaching innovation experiences, including clinical simulation activities aimed at the detection and addressing of gender-based violence.

Finally, the project has highlighted the importance of collaboration between universities, health professionals, social organisations and students to address complex issues such as gender-based violence. The creation of this interdisciplinary working network has facilitated the transfer of knowledge between the academic, clinical and social spheres, contributing to the consolidation of innovative educational strategies with the potential for continuity and expansion in future projects.

Overall, it can be concluded that the project has had a positive impact on both raising awareness and empowering students, and on the creation of innovative educational resources, consolidating a working model based on active participation, co-creation and effective transfer between research and teaching.

6. Evaluation of those involved: PDI, students, faculty, ...

The overall evaluation of the project by the various stakeholders has been very positive, both in terms of the development process and the results achieved. The active participation of students, teaching staff, health professionals and collaborating institutions has been instrumental in the quality of the materials developed and the educational impact of the initiative.

Student assessment

The students have formed the central axis of the project, not only as recipients of the activities developed, but also as active agents in the construction of educational resources. Participation in the focus groups and co-creation processes allowed students to express their perceptions, experiences and training needs regarding gender-based violence during dating. This involvement fostered a high level of commitment to the project and helped produce materials that are more closely aligned with the realities of university students.

During the development of the various activities, there was a marked increase in students' awareness of the issue addressed, as well as active participation in the reflection and discussion sessions. Students particularly valued the opportunity to be

involved in the design process of the educational resources, which enhanced their sense of belonging and identification with the final materials.

Furthermore, the content covered fostered processes of self-reflection related to one's own affective relationships, the identification of risk factors and knowledge of the institutional resources available for care and support in the event of possible situations of violence.

Evaluation of university teaching staff

The participating teaching staff rated the project's innovative character and the educational possibilities associated with co-creation methodologies very positively. The activities developed enabled the incorporation of new strategies for working on the prevention of gender-based violence within the university setting, overcoming approaches based solely on the transmission of theoretical content.

The interdisciplinary working process among teaching staff from different universities facilitated the exchange of teaching experiences, the generation of new educational ideas and the creation of a collaborative network aimed at innovation in the teaching of Health Sciences. Likewise, the active participation of students in defining the content was perceived as a methodological strength, as it enabled the development of more contextualised and meaningful resources for students.

The teaching staff also highlighted the potential of the materials generated for incorporation into various university courses and awareness-raising activities, thereby facilitating the transfer of the results beyond the original project.

Health professionals' assessment

The participating healthcare professionals actively contributed to the development of the project by providing their expertise in caring for victims of gender-based violence and in implementing early detection strategies. Their participation in the focus groups and in the drafting of recommendations significantly enriched the content of the educational materials produced.

This group particularly valued the opportunity to establish collaborative spaces with the university and to participate in initiatives aimed at training future healthcare professionals. Likewise, it emphasised the importance of bringing the realities of patient care closer to students through educational resources based on real professional experiences and practical recommendations applicable to clinical practice.

Evaluation of the Equality Units and collaborating entities

The Equality Units of the participating universities and the organisations specialising in gender-based violence played a key role in validating the content and in the subsequent dissemination of the resources developed. Their involvement ensured the rigour of the preventive messages, as well as the cross-cutting incorporation of the gender perspective throughout all phases of the project.

These institutions welcomed the generation of materials adapted to the current university reality and highlighted the usefulness of the resources created for awareness-raising, training and the promotion of healthy affective relationships within university campuses. Furthermore, the project has contributed to strengthening the links between the university, the healthcare system and social organisations, fostering the creation of collaborative networks aimed at preventing gender-based violence.

Institutional evaluation

From an institutional perspective, the project has contributed to strengthening the commitment of the participating universities to promoting gender equality, teaching innovation and the holistic development of students. The experience has highlighted the potential of participatory methodologies for addressing complex social issues in higher education, as well as the importance of developing transferable and sustainable educational resources over time.

Overall, feedback from the various stakeholders confirms that the project has fostered meaningful learning processes, promoted the active participation of students, and generated innovative educational resources with high potential for application both in the teaching context and in professional and community settings related to the prevention of gender-based violence.

7. Continuity and elements for improvement

The results obtained throughout the project demonstrate the initiative's potential for continuity, both in terms of teaching innovation and the development of new research, transfer and awareness-raising activities on gender-based violence. The participatory nature of the project and the materials produced allow for their incorporation into different university contexts, fostering sustainability beyond the initial implementation period.

One of the main avenues for continuity is the stable integration of the developed resources into the teaching activities of different university degree programmes, particularly in Health Sciences. The video podcasts, audiovisual materials, digital resources and outreach materials developed during the project constitute educational tools that can be used both in specific modules related to health, mental health or the gender perspective, and in cross-cutting awareness-raising activities aimed at the entire university community.

Furthermore, the project's results have demonstrated the usefulness of the co-created materials as a starting point for the development of more experiential teaching methodologies. In this regard, the experience has contributed to driving subsequent teaching innovation initiatives based on clinical simulation, facilitating the transfer of

research findings to applied learning situations aimed at developing students' competencies.

Regarding institutional transfer, the consolidation of the materials into digital repositories and university educational platforms is planned, facilitating open access and encouraging reuse by other teaching teams. Likewise, the collaboration established with the Equality Units of the participating universities ensures the continuation of awareness-raising actions and the use of the resources in future training and gender equality promotion activities.

The inter-university and international dimension of the project also opens up new opportunities for development. The collaborative network established between universities in Spain and Colombia facilitates the possibility of expanding the materials, adapting them to new educational contexts and developing future joint initiatives aimed at preventing gender-based violence in higher education.

With regard to areas for improvement, one of the main lines identified is to expand students' direct participation in future stages of material production. Although co-creation has been one of the project's strengths, future editions could further enhance student participation in the design, recording and dissemination of the educational resources, thereby fostering higher levels of commitment and ownership of the content.

Likewise, it is considered necessary to continue developing new materials adapted to the evolution of communication channels used by young people. New forms of digital interaction and the constant emergence of new platforms require the continuous updating of educational resources to maintain their relevance, proximity and impact potential.

Another identified area for improvement is the incorporation of new realities and experiences related to affective-sexual and gender diversity. Although the project has incorporated an inclusive perspective, future actions could delve deeper into the experiences of people in the LGTBIQ+ community and into other forms of violence present in different types of affective relationships, thus expanding the educational scope of the developed content.

Finally, the advisability of incorporating medium and long-term evaluation strategies is proposed, allowing for the analysis of the materials' real impact on students' knowledge, attitudes and skills. This information would contribute to strengthening the evidence on the effectiveness of participatory methodologies and digital resources in the prevention of gender-based violence within the university setting.

Overall, the prospects for the project's continuation are high thanks to the quality of the materials developed, the involvement of the participating institutions and the transferability of the actions carried out. At the same time, the identified areas for improvement provide a solid foundation for continuing to advance teaching innovation and for promoting university environments that are safer, more equal and more sensitive to gender-based violence.

8. Dissemination of the experience (if carried out) must include the original timeline with indications of the actions achieved. It may include, as an annex, the various monitoring reports prepared during the course of the project.

Since the project's inception, the dissemination of the results and materials generated has been a key strategic line aimed at ensuring the transfer of knowledge to the university community, health professionals and society at large. The actions undertaken have combined scientific dissemination activities, teaching transfer, public outreach and the distribution of digital educational resources.

In the academic and scientific sphere, the project's results have been presented at various congresses and conferences related to health research, teaching innovation and the gender perspective. Among the actions carried out, the presentation of the communication stands out *"Gender-based violence in dating among university students: A mixed-methods study in health sciences universities in Catalonia and Colombia"* at the 3rd International Conference on Experiences in Active Learning in Higher Education (ICELHE), as well as communication *"Dating violence among Health Sciences students: a study in Spain and Colombia"* presented at the 29th International Meeting on Research in Care (INVESTÉN). Likewise, the project's results were presented as a poster at *13th International Congress on University Teaching and Innovation (CIDUI)*, favouring its dissemination among professionals involved in university educational innovation.

Scientific dissemination has also been achieved through the publication and submission of articles to indexed international journals. In this regard, the publication of the article stands out *"New Values, New Lives, and Emerging Dating Violence: Insights on Detection and Intervention from Health Sciences Students"* in the journal *Behavioral Sciences*, as well as the preparation of manuscripts derived from the various phases of the project related to the multicentre study and expert focus groups. These publications have helped to transfer the knowledge generated beyond local contexts and to position the results within the international scientific literature on gender-based violence and higher education.

Regarding teaching transfer, the resources developed during the project have been specifically designed to facilitate their incorporation into university learning environments. The video podcasts, outreach videos, leaflets and supplementary materials have been adapted for use in virtual campuses, Health Sciences courses and awareness-raising activities run by various universities. Subtitling the materials in Catalan, Spanish and English has significantly expanded their reach and made them easier to use in diverse academic contexts.

At an institutional level, the project has benefited from the active collaboration of the Equality Units of the participating universities, which have contributed both to the validation of the materials and to their subsequent dissemination. In the case of the University of Barcelona, the resources generated are intended to be incorporated into the institutional repositories and university dissemination channels, facilitating their preservation, accessibility and future reuse by teaching staff and students.

The outreach dimension of the project has also been particularly significant. With the aim of reaching young people through the usual communication channels, the content produced has been adapted to audiovisual formats and social media. The project's results have been disseminated through various institutional channels, including faculty news, Instagram profiles and other digital communication initiatives linked to the participating universities. Additionally, outreach activities have been carried out through podcasts and communication platforms aimed at the general public, with the aim of raising awareness of gender-based violence in young people's romantic relationships.

Another significant area of transfer has been participation in university conferences and outreach activities related to nursing care, mental health and gender equality⁴. In these spaces, outreach materials have been distributed and the main resources developed have been presented, facilitating the exchange of experiences with other professionals, students and teaching teams.

Overall, the dissemination strategy developed has enabled the project's impact to be significantly extended beyond the direct participants, facilitating the effective transfer of the knowledge generated, raising awareness among the university community and creating accessible educational tools for the prevention of gender-based violence. The diversity of channels used, the combination of scientific and popular dissemination, and the involvement of multiple institutional actors contribute to ensuring the sustainability and continuity of the results achieved.

4 II Workshop on Research Lines Applied to Nursing Care: <https://www.ub.edu/nursearch/2026/05/06/la-facultat-dinfermeria-acull-la-ii-jornada-de-linies-de-recerca-aplicada-a-les-cures-infermeres/>