

Integrated External Placements

Code: 104116
ECTS Credits: 12

Degree	Type	Year	Semester
2500891 Nursing	OT	4	0

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Daniel Gomez Garcia

Prerequisites

- Psychosocial sciences
- Therapeutic communication
- Methodological basics of nursing
- Internships I, II, III, IV, V, VI

For consistency with the progress of the acquisition of the level of competence, which is acquired gradually, it is VERY RECOMMENDED that the student has passed the subjects afore mentioned.

Important: It is not possible to do two practices that coincide in time.

The student will acquire the commitment to preserve the confidentiality and professional secret of the data to which he can access due to the process of learning in healthcare services. You will also have to maintain an attitude of professional ethics in all your actions. In this sense, the student enrolled in this subject undertakes to apply the "Normative Practicum in Nursing", and the "Behavior Recommendations of the students of the Faculty of Medicine". Both documents are available at the following link: www.uab.cat/medicine in the Degrees: Nursing; Practicum

* Application of the "Protocol by which basic guidelines are established to ensure and protect the right to privacy of the patient by students and residents of Health Sciences" (Document BOE-A-2017-1200):

- The directions of the hospital centers in which the students do clinical practices will send us the instructions so that the confidentiality document and, if applicable, the identification card is signed.
- Students must follow the rules that will be uploaded to the virtual campus of the subjects.
- Failure to comply with this rule will mean that you will not be able to carry out the practices and therefore the suspense the subject.

Objectives and Contextualisation

General objective

The student must provide complex care centered on the patient's time from a biopsychosocial perspective.

Specific objectives

- To develop the professional role in all areas of compliance.
- To use the scientific evidence and the bibliographic research for the evaluation, programming and evaluation of nurses.
- To enhance the improvement of communication skills and active listening of the person attended.
- To integrate into an interdisciplinary team and participate in all the functions you have in the development of the professional role.
- To manage and intervene effectively in care plans in complex situations.
- To promote the development of critical thinking in the development of all stages of the nursing care process.
- To apply a critical judgment to nursing decision making.
- To help to resolve conflicts autonomously and favor the exercise of your role as a student.

Competences

- Acquire and use the necessary instruments for developing a critical and reflective attitude.
- Analyse and synthesise complex phenomena.
- Base nursing interventions on scientific evidence and the available media.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Form part of and work with groups and teams.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- Identify, analyse and solve ethical problems in complex situations.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse and synthesise complex phenomena.
3. Apply an educational strategy based on people, following the objectives set out in the health plan.
4. Apply different educational strategies aimed at the patient and their carer.
5. Cite the evaluation indicators used for evaluating the results of the strategies employed.
6. Determine the preventative recommendation to maintain good health and justify them through the evidence demonstrated.
7. Develop independent learning strategies.
8. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
9. Form part of and work with groups and teams.
10. Identify, analyse and solve ethical problems in complex situations.
11. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
12. Justify the strategies for intervention planned and make a meta-analysis and/or 2 systematic reviews of the research studies. Explain the level of evidence produced.
13. Plan a nursing care process.

Content

All those contents related to the planning and development of the nursing care process as a scientific methodology and problem solving, under the framework of a conceptual nursing model, in accordance with the functional patterns and diagnostics of nursing, NANDA nursing, in order to develop the role of collaboration and the autonomous nursing role, recognizing the complexity of the cares of the person treated and family.

Methodology

The methodology of this subject is based on clinical practice mainly through the planning, execution and evaluation of nursing care, based on comprehensive health care, through multiprofessional cooperation, the integration of processes and the continuity of care.

Likewise, the attendance to the practices will be complemented by the presentation and discussion of cases in the sessions of seminars. The purpose of these is to encourage the reflective practice of the situations that arise in the complexity of the healthcare context and the learning that is derived from this reflection.

The seminars will be held in small groups of students under the supervision of a teacher, and nursing methodology will be used as a basic tool for analysis and problem-solving. The seminars will last for 3 hours and the scheduled days will be held during the clinical practice period. (See the calendar).

IMPORTANT: These hours can be modified according to the teacher. In the event that a student has to attend the seminar a day that does not have a clinical practice, he can reorder his hours so that the week complies with all the hours as the rest of his classmates.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS	9	0.36	1, 2, 9, 7, 8, 11, 10
Type: Supervised			
CLINICAL INTERNSHIP	291	11.64	1, 2, 9, 7, 8, 11, 10

Assessment

The final assessment of the subject corresponds to the sum of the note of the clinical practices and the obtained one in the discussion of cases in the sessions of seminar.

Composition of the final note:

60% of the note corresponds to clinical practice

40% of the note corresponds to the discussion of cases in the development of the seminars and the contribution of scientific evidence.

To pass the subject, clinical practices must be approved with a minimum grade of 5.

Clinical practices

Continuous and formative evaluation throughout the period: during the middle of the period the responsible professor together with the nurse will summarize the information obtained so far and will discuss it with the

student. In this formative evaluation, the level of achievement of the objectives set, the strengths to be emphasized and the weaknesses to be improved with the relevant recommendations will be worked on. In the same way, the student will do their self-evaluation and will discuss it with the teacher.

Final evaluation: at the end of the period of clinical practices, the nurse will make the student's assessment in writing through the corresponding assessment document, as well as the feedback. In the same way, the student will do their self-evaluation and will discuss it with the nurse and the teacher.

Attendance is mandatory in all scheduled hours and at the assigned time and place. The lack of support justified must be recovered within the period of scheduled clinical practices prior information and authorization of the responsible professor and the service of practices.

Discussion seminars on clinical cases

Continuous and formative evaluation throughout the period: it will be assessed through the presentation of clinical cases in accordance with the selection and exclusion criteria of the patient. In relation to the selected case, the foundation and the scientific evidence that evaluates the selection, the bibliography used and the forms of oral and written communication will be valued. Participation will also be valued with ideas and contributions to the work of other colleagues.

Final evaluation: on the last day of the seminar, the student will deliver the activities corresponding to the clinical case seminars (PAE and reflective newspapers) in paper format and electronically. The delivery of this work is mandatory and must be drafted in accordance with the rules established for the presentation of work.

In addition, each student will present the oral presentation of their case. This will include the integration and development of a specific care plan.

Attendance at the seminar sessions is mandatory. Only a lack of assistance that is duly justified will be accepted. This section is considered not approved if the student does not attend more than one session.

Non-attendance

A justified lack is considered which corresponds to the following situations:

- Deaths of relatives of first and second degree of consanguinity
- Programmed medical visit
- Scheduled illnesses
- Acute illnesses
- Driver license exam
- Official university examinations
- Official language tests

In all cases the corresponding justification is mandatory. It will be necessary to recover the hours in case of non-clinical practice assistance.

For each missing unjustified, the final mark (from 0 to 10) 0.5 points will be deducted.

The student who has completed all the practices and has not passed the subject by means of the continuous evaluation will be able to present to a final test of synthesis.

It will be considered NOT evaluated the student who has NOT performed all the practices and has not passed the subject by means of the continuous evaluation.

The student who has NOT performed any of the two modules provided in the assessment will be considered as NOT evaluated.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
INTERNSHIP ASSESMENT	60%	0	0	1, 2, 4, 3, 5, 9, 7, 6, 8, 11, 10, 12, 13
WRITTEN WORKS	40%	0	0	1, 2, 7, 8, 11, 10

Bibliography

1. Alfaro R. Pensamiento crítico y juicio clínico en enfermería: un enfoque práctico para un pensamiento centrado en los resultados. 4a ed. Barcelona: Elsevier;2009.
2. Alfaro R. Aplicación del proceso enfermero: fomentar el cuidado en colaboración. 5a ed. Barcelona: Masson; 2003.
3. Bulechek G, Butcher H, McCloskey J. Clasificación de intervenciones de enfermería (NIC). 5a ed. Madrid: Elsevier; 2009
4. Johnson M, Moorhead S, Bulechek G, Butcher H, Maas M, Swanson E. Vínculos de NOC y NIC a NANDA-I y diagnósticos médicos. Soporte para el razonamiento crítico y la calidad de los cuidados. 3a ed. Barcelona: Elsevier;2012.
5. Luis MT, Fernández C, Navarro MV, De la teoría a la práctica: el pensamiento de Virginia Henderson en el siglo XXI. 2aed. Barcelona: Masson; 2005.
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7. Marriner-Tomey A, Raile M. Modelos y Teorías en enfermería. 6a ed, Madrid: Elsevier; 2007.
8. Moorhead S, Johnson M, Maas M. Clasificación de resultados de enfermería (NOC). 4a ed. Madrid: Elsevier; 2009.
9. Nanda Internacional. Diagnósticos enfermeros. Definiciones y clasificación 2012-2014. Madrid:Elsevier; 2012.
10. Rifà R, Olivé C, Lamoglia M. Lenguaje NIC para el aprendizaje teórico-práctico en enfermería. Barcelona: Elsevier; 2012.
11. Tellez S, García M. Modelos de cuidados en enfermería NANDA, NIC y NOC. México DF: Mc Graw-Hill Interamericana; 2012.

Recomended

1. Chalifour, J. La Relación de Ayuda en Cuidados de Enfermería. Una perspectiva Holística y Humanista. Barcelona: S.G. Editores S.A; 1994
2. Dominguez, C.; Rodriguez, J.A.; De miguel, J. Sociología y Enfermería. Madrid: Ediciones Pirámide; 1983
3. Gálvez Toro A. Enfermería basada en la evidencia: cómo incorporar la investigación a la práctica de los cuidados. Granada: Fundación Índex; 2007.
4. Peplau, H. Relaciones interpersonales en Enfermería. Barcelona: Salvat; 1990