

Practicum I

Code: 106120
ECTS Credits: 12

Degree	Type	Year	Semester
2500891 Nursing	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Sara Cano Mallo
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Ariadna Huertas Zurriaga
Lydia Saavedra Salillas
Anabel Lecegui González

Prerequisites

The prerequisites to be able to join this unit are (must be completed before its start):

- Having passed the simulation subject I
- Having attended the risks prevention course and having passed its tests.
- Having attended the practicum lab lessons from year two and three (check calendar)
- Having attended the planned visit to assess and update the vaccination card at the Preventive and Epidemiology Unit at Vall d'Hebron before the first day of the practice (check calendar).
- Having a personal ID given by Academic Management and the Teaching Unit at Vall d'Hebron, North Module or from the very practice centre.

Important: It is not possible to carry out two practices at the same time

The student will acquire the commitment of preserving confidentiality and professional secret from the data she or he may be able to access because of their learning process at the assistance service. Students will also maintain a professional attitude in all their actions. On that sense, the student that enrolls to this subject commits to applying the "Nursing Practicum Norms" and the "Recommendations for conduct for the Medicine Faculty students". The documents are available through the faculty website www.uab.cat/medicina within Graus, Infermeria, Practicum. There are practice centres that may not authorize the start of the practices without submitting the certificate of sexual crimes. That is the student's responsibility.
<https://web.gencat.cat/ca/tramits/que-cal-fer-si-vull-obtenir-el-certificat-de-delictes-de-naturalesa-sexual>

Objectives and Contextualisation

General Purpose :

Practicum I must allow the student to integrate and apply the contents They have worked on previously on the different subjects, incorporating new knowledge, abilities and attitudes through real contact with the nurse profession within the welfare field and its complexity.

Specific Objectives :

- To allow the students to go into depth in the care as well as having a first contact with those cares in a hospital environment.
- Work the nursing care process (PAI) as a scientific methodology for problem solving with the conceptual model of Virginia Henderson
- Develop the two dimensions of the professional role, the role of collaboration and the autonomous role, gain awareness of the great importance of the last one.
- Provide healthcare adapted to health needs, guaranteeing nursing care quality, directed to the person and the family, with an integral vision that contemplates the biological, psychological and social aspects of the individual.
- Develop communication skills with the person they are taking care of, his family and the work team

Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Apply the main foundations and theoretical and methodological principles of nursing.
- Base nursing interventions on scientific evidence and the available media.
- Carry out basic curative actions based on holistic health care, involving multiprofessional cooperation, the integration of processes and continuity of health care.
- Demonstrate knowledge of health information systems.
- Demonstrate knowledge of strategies to adopt measures of comfort and care of symptoms, the patient and family run, in the application of palliative care that will contribute to alleviate the situation of advanced and terminal patients.
- Demonstrate knowledge of the ethical and deontological code of Spanish nursing and what is understood by ethical health implications in a changing world context.
- Demonstrate knowledge of the principles of health financing and social health and proper use of available resources.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Establish efficient communication with patients, family members, social groups and friends, and promote education for health.
- Generate innovative and competitive proposals for research and professional activities.
- Offer solutions to health and illness problems to patients, families and the community applying the therapeutic relation by following the scientific method of the nursing process.
- 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.
- Promote and respect the right to participation, information, autonomy and informed consent in decision-making by the patient, in accordance with the way they are experiencing the health-illness process.

- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Use scientific methodology in interventions.
- Work with a team of professionals as a basic unit to structure the professionals and the other care organisation workers in a unidisciplinary or multidisciplinary way.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Adapt the language of communication to the needs of each interlocutor.
3. Adapt to new situations and contexts maintaining a constructive attitude.
4. Analyse differences by sex and gender inequality in ethiology, anatomy, physiology. Pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.
5. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
6. Apply knowledge of physiopathology and factors affecting health in nursing care.
7. Apply scientific evidence in the planning and practice of nursing care.
8. Apply the ethical and deontological code of nursing in all areas of nursing activity.
9. Assess and treat receivers of care in a tolerant holistic manner without making value judgements.
10. Carry out a specific clinical history, physical examination, psychological examination and nursing diagnosis for men and women, including emotional-sexual diversity and diversity in identity and gender expression.
11. Carry out nursing care in an integrated manner within an interdisciplinary team.
12. Communicate using non-sexist and non-discriminatory language.
13. Compare the characteristics of the principal information systems.
14. Demonstrate being able to carry out basic life support manoeuvres.
15. Demonstrate skill in performing nursing procedures and techniques.
16. Describe the principles for administering drugs and other therapies safely.
17. Design care aimed at patients in situations of advanced illness and end of life which includes the appropriate strategies to improve their comfort and alleviate the situation, taking into account the values and preferences of care receivers and their families.
18. Design education strategies for the health of people, families and groups.
19. Display a cooperative attitude towards the different members of the team.
20. Establish an empathetic and respectful relationship with the individual and their family, in accordance with their situation, their health problems and the stage of their development.
21. Evaluate risks and protect the health of people ensuring their safety.
22. Evaluate the state of health of the individual, family and/or community, identifying problems and internal and external factors affecting their health.
23. Form part of multi and interdisciplinary texts and share common objectives.
24. Identify and explain practical clinical and care guides related to attending to health demands of people during their entire life cycle and the changes that may occur, and to offer the necessary care at each stage.
25. Identify elements that can endanger the health of persons in relation to the use and management of drugs.
26. Identify the different groups of drugs and health products, the principles of their authorisation, use and symptoms, and the mechanisms of their use.
27. Identify the guides for clinical practice specific to each stage of the life cycle.
28. Identify the nutritional needs of healthy people and/or those with health problems.

29. Identify the psychosocial components of individuals as well as the values and beliefs that identify them as autonomous and independent people.
30. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
31. Identify the theoretical bases and phases of a therapeutic relationship.
32. Include psychosocial aspects in the health plan ensuring respect for opinions, preferences, beliefs and values.
33. Make adequate use of the available resources.
34. Periodically evaluate health situations and the nursing interventions that take place.
35. Plan nursing cares aimed at people, families or groups.
36. Prioritise means of prevention for health during interventions at health centres.
37. Recognise situations of risk to life.
38. Resolve nursing problems and collaboration problems using clinical histories, applying nursing methodology and current standardised languages.
39. Respect the principles of the right to privacy, confidentiality and professional secrecy in all care given.
40. Respect the right to participation in the decision making process by people for their own care, in accordance with the way in which they are experiencing the health process.
41. Select the basic aspects related to a healthy life, self-care and preventative and therapeutic actions in relation to health needs, directing the actions to the person as well as the families or responsible carers.
42. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
43. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
44. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
45. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
46. Use methods of protection and safety to ensure wellbeing and minimise risk associated with health care.
47. Use scientific evidence in care practice.
48. Use strategies and skills that allow for effective communication with the care receivers, their families, social groups and partners as well as the expression of their concerns and interests.
49. Use the process of nursing care as a scientific methodology in interventions and problem solving.
50. Work in collaboration and in a responsible manner to achieve previously defined objectives to ensure the continuity of care.

Content

The contents of this practicum are formed by a combination of the different subjects taught through the first and second year. During the practicum students will have to select the necessary contents in order to identify needs and solve problems of the patients that are cared for during the practicum under the watch of a nurse. Here are some of those contents highlighted:

- The Virginia Henderson model applied to attention of adults and the elderly.
- The methodological basis to plan and offer nursing care.
- Applying the teaching-learning process when nursing care is offered to people from different cultures.
- Nursing attention plan.
- Deontological code, rights and obligations of the user in the context of nursing care.
- On-going improvement in the quality of nursing care.
- Guides of clinical practices and protocol.
- Healthy eating and therapeutic diets on patients.
- Factors that influence the learning process in patients, educational needs, learning objectives, educational strategies and expected results.
- Nursing care oriented to Health promotion and prevention.
- Therapeutic communication.
- Conflict management.
- Risk management regulations for the patient's safety.
- The Catalan Medical System.

Methodology

Clinical Practice (PEXT):

The clinical practice provides the student with the opportunity to develop knowledge, skills, attitudes and values in a professional, complex and real environment always accompanied by a professional nurse (clinical associate teacher). It lasts approximately 7-8 weeks in a fitting hospital service according to their learning needs. During this period, they will be assigned a professional nurse (clinical associate teacher) from the unit that will take care of their learning process in an individualized and continuous matter. You will be able to check your schedule on the calendar uploaded to the Moodle. **IMPORTANT:** The schedules can be modified depending on the need of each service

Reflective notebook (QR):

It is a collection of those situations experienced during practice that have aroused some emotion, whether positive or negative with an impact on the learning process. Fortnightly delivery in the form of written work via Moodle.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
HUMAN CARE CLINICAL PRACTICE (PEXT)	291	11.64	3, 1, 4, 5, 8, 6, 7, 34, 13, 12, 2, 15, 14, 19, 16, 17, 18, 20, 11, 10, 26, 25, 27, 24, 29, 30, 28, 32, 23, 35, 36, 45, 44, 42, 43, 37, 38, 40, 39, 41, 50, 33, 49, 48, 47, 31, 46, 21, 9, 22
Type: Autonomous			
Job preparation / Personal study / Reading articles	9	0.36	1, 13, 27

Assessment

The final qualification of the subject is the result:

70 % of the mark corresponds to the Clinical Practice (PEXT)

30% of narrative registers

IMPORTANT: In order to pass the subject, you must have passed each of the competence groups from the clinical practice and the seminar assignments with at least a 5. It is compulsory to carry out the whole clinical practice period programmed on the calendar, no matter the schedule in which the practice is carried out. Any interruption from the attendance to the service will be considered an absence, which can either be:

a) A justified absence, in the following situations: Deaths Visit to a medical specialist Acute illness Driving license exam Official university exam Official language exams The students must present proof to the teacher and fill up the document "Tracking sheet"

b) Non justified absences: Those that are not on the previous list and have not been authorized by the subject coordinator. The student will fill up the "tracking sheet" with the information about this absence. At the end of the term, 0.5 points will be subtracted from their final mark.

c) Strikes, demonstrations: Preserving the rights of the students and following the recommendations of the rector, the students that want to take part in any of the events organized by the student Union will have to inform their teacher and the practice service in advance. The "tracking sheet" must be filledup. That lesson will be considered done and not recoverable.

d) Non justified and non-notified absence: It may lead to failing the subject

e) Delay: Being late more than 5 times through the subject period may lead to failing the subject. The associate teacher and the practice service must be informed of the absences as soon as possible in order to reduce its effect on the learning process and agree on a new day to recover it. Every hour missed must be recovered during the period of practice. The attendance to the simulation is compulsory and cannot coincide with the schedule assigned to the practice. Not attending this session will be penalized by subtracting one point from the final mark. Every practice must be carried out. The justified absences must be recovered without impact on the assessment. The non-justified absences must be recovered and will lead to the subtraction of 1 point each one to a maximum of 3 days (in that case the student will fail the subject). There is no possibility to recover outside of the practice period. Not respecting the practice period without previous notice and with a justified reason may lead to failing the subject.

Particular Cases: If the subject responsible asks for it an assessment commission can be formed in order to assess particular cases, personal or extraordinary that don't find an answer on this guide or in the documents uploaded to the practicum website. The practicum commission will give a definitive answer.

Attendance control: "Tracking sheet": Through daily signing of this document, the responsible nurse from each student will confirm the scheduled followed during the student practice day. The only responsible from this document is the student. It must be up to date and he or she will be responsible for its veracity. The document will be handed to the teacher at the end of the practicum. At any time this document can be required by the practicum responsible or the clinical associate teachers for its control. Any sign of academic dishonesty or manipulation; any discriminatory, violent or disrespectful attitude towards the patients, professionals or colleagues will lead to an immediate failing of the subject. Each of these situations can be notified to the practicum commission, that will analyse the facts and establish a consensual resolution about it.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EVALUATION DURING INTERNSHIPS AT THE CARE CENTER	70%	0	0	3, 1, 4, 5, 8, 6, 7, 34, 13, 12, 2, 15, 14, 19, 16, 17, 18, 20, 11, 10, 26, 25, 27, 24, 29, 30, 28, 32, 23, 35, 36, 45, 44, 42, 43, 37, 38, 40, 39, 41, 50, 33, 49, 48, 47, 31, 46, 21, 9, 22
REFLECTIVE RECORDS	30%	0	0	1

Bibliography

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Luis, M.T., Fernández. C., Navarro. M.V. (2005). De la teoría a la práctica. El pensamiento de Virginia Henderson en el siglo XXI. 3ª ed. Barcelona: Masson

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Software