

Practicum I

Code: 106120
ECTS Credits: 12

Degree	Type	Year	Semester
2500891 Nursing	OB	2	2

Contact

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Use of Languages

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

Teachers

Sara Cano Mallo
Eva Porcuna Nicolás
Javier Garcia Fernandez
Kevin Santander Morillas
Lydia Saavedra Salillas
Patricia Valero Valdevira
Anabel Lecegui Gonzalez

Prerequisites

In order to enrol in Practicum I, students must have:

- Attended the occupational risks session and test.
- Attended the planned visits for the assessment and update of the vaccination card and the tuberculosis test through the Vall d'Hebron Preventive Medicine and Epidemiology areas before starting the first subject of the syllabus.
- Own the Student ID.

Important: It is not possible to participate in two practicums simultaneously.

Students will be committed to preserving confidentiality and professional secrecy regarding the data they may get access to when learning about nursing services. They also commit to having an ethical and professional attitude in every single action. In that sense, whoever enrolls in this subject also commits to apply the "Nursing Practicum regulations" and the "Behaviour recommendations for the Faculty of Medicine Students". These documents are available through the Faculty of Medicine website.

- The addresses of the hospitals and Medical centres where the students go through their clinical practicum will send us their instructions in order to arrange the signature of a confidentiality agreement and, if necessary, and ID.
- Students will follow the regulations available at the Online Campus.
- Not following the regulations will mean the termination of the practicum and therefore its failing.

It is mandatory to own a Certificate of Sexual Crimes before initiating the practicum. You will find information on how to obtain it on the following link:
<https://web.gencat.cat/ca/tramits/que-cal-fer-si/vull-obtenir-el-certificat-de-delictes-de-naturalesa-sexual>. Some practicum centres will not authorize the start of the practicum if the certificate is not submitted on time. Carrying out this task is the student's responsibility.

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 previously. 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 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. Y

You will be able to check your schedule on the assignment document that will be published on 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, 29, 47

Assessment

Within the Nursing Degree curriculum, the clinical placements are part of the External Practice subject. The skills and learning outcomes of this External Practice subject will be worked on and evaluated throughout the different placements depending on the context and area where each of them is developed. Throughout the development of the clinical placement periods from 2nd to 4th year, the acquisition of all the clinical practice skills and competencies of the nursing degree will be ensured.

Assessment criteria

The final qualification of the subject is formed by the sum of the clinical practices mark, the one obtained on the seminar and the one obtained on the reflective journal with the following weighing:

- 70% formed by the clinical practices mark.
- 30% formed by the reflective journal mark.

In order to pass the subject every area must be completed with a minimum mark of 5.

Attendance control:

Attendance sheet: Through the daily signing of this document, the nurse responsible for each Student will confirm the schedule of each day. This document will serve as proof of the number of practice hours.

The only person responsible for the document will be the student. It will have to be updated at all times, and the student will be responsible for its information being truthful. The document will be submitted to the nursing associate teacher at the end of the practicum and uploaded to the Moodle.

This document may be asked at any given time by those responsible for the subject.

It is mandatory to go through the whole practicum period programmed on the teaching calendar, no matter the schedule of the practicum.

Any interruption of assistance to the service is considered an absence. Those may be:

- a) Justified absences in the following situations:
 - Family death.
 - Specialized medical visit.
 - Acute illness.
 - Driving test.
 - Official university test.
 - Official language test.The students must present proof of these events to the teacher and fill up the document "follow-up sheet" and will agree with the teacher how to catch up on missing hours.
- b) Non-justified absences:
 - Those that are not on the previous list and are not authorized by the subject coordination. The student will write about them on the follow-up sheet and will agree with the teacher how to catch up on missing hours. At the end of the practicum, 1 point will be subtracted from the final mark for each day of absence.
- c) Strikes, demonstrations:
 - Taking into account the student's rights, those students who want to take part in a strike will need to inform their teacher and the nursing service previously, as well as writing about it on the follow-up sheet. That day will be considered non retrievable.
- d) Non-justified and non-notified absence:
 - It might entail failing the subject.
- e) Lateness:
 - Being late more than 5 times during the practicum might entail failing the subject.

Absences must be communicated to the associate teacher as early on as possible and the practicum department so that the learning process stays unaffected and new days can be chosen the make up for the lost hours.

Clinical practicum:

On-going assessment: Approximately trough half of the period, the associate nurse teacher, along with the nurse, will summarize the information obtained up to that point and will discuss it with each student. The fulfilment of the objectives, strengths and weaknesses and recommendations will be addressed in this assessment. The student will self-assess and discuss it with the teacher as well.

Final assessment: When the clinical practicum period is finished, the nurse will submit a final report regarding the competences acquired by the students. The student will self-assess and discuss it with the teacher as well.

*Attendance is mandatory in every shift that is programmed. Those absences that are not justified will be made up for during the period programmed for the clinical practicum when authorized by the teacher responsible.

Reflective journal

Reflections derived from the writing of the reflective journal will be assessed in the context of the clinical practicum. Plurality of ideas, people and situations will be considered, as well as the ability to identify strategies to improve while learning.

Submitting the reflective journal every two weeks is mandatory. Non-compliance will reflect poorly on the assessment.

Obtaining of the final qualification:

According to the assessment regulations, the qualifications will be the following:

- Fail: <5
- Pass: de 5 a 6,9
- Remarkable: de 7 a 8,9
- Excellent: >9
- Honours: >9

According to the regulations of all degrees and masters of the Autonomous University of Barcelona, it will be considered "non-assessable" whoever can not submit enough evidence of assessment.

*It will be considered criteria for "non-assessment":

- Not achieving the number of hours established on this guide.
- Not submitting the projects within the timings established by teachers.

NOTE:

Any sign of academic dishonesty, such as plagiarism or document manipulation, as well as any discriminatory, violent or disrespectful attitudes towards patients, teachers or co-workers will be elevated to the practicum commission, which will analyse the situation and act accordingly.

An assessment commission can be created at any given time in order to assess special situations that do not find an answer in this guide or in those documents published on the practicum website

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, 13, 12, 27, 29, 49

Bibliography

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Betolaza, E., Alonso, I. (2002). El diario reflexivo y el aprendizaje tutorizado. *Metas de Enfermería* 45, 14-18.

Huber, D.L. (2019). *Gestión de los cuidados enfermeros y liderazgo*. Barcelona: Elsevier.

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Software

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