

Integrated Work Placement

Code: 106139
ECTS Credits: 12

Degree	Type	Year	Semester
2500891 Nursing	OT	4	A

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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 suspension 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

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

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."
- Base nursing interventions on scientific evidence and the available media.
- 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.
- 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 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse differences by sex and gender inequality in ethiology, anatomy, physiology. Pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.
2. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
3. Apply scientific evidence in the planning and practice of nursing care.

4. Apply the nursing process to offer and guarantee the wellbeing, quality and safety of the people receiving the care.
5. Comprehensively assess health situations using tools such as physical examination, laboratory tests and nursing interview.
6. Demonstrate skill in performing nursing procedures and techniques.
7. Evaluate risks and protect the health of people ensuring their safety.
8. Exercise a respectful relationship with the user of the service/family/health team without making value judgements.
9. Give integrated and individualised nursing care to individuals, families and communities, evaluating the results obtained.
10. Identify the guides for clinical practice specific to each stage of the life cycle.
11. Periodically evaluate health situations and the nursing interventions that take place.
12. Plan individualised nursing care adapted to each situation of clinical practice.
13. Put into care practice the knowledge and skills acquired.
14. Recognise situations of risk to life.
15. 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.
16. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
17. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

Content

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, 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

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 multi-professional cooperation, the integration of processes, and the continuity of care. Likewise, attendance at 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 complied with all the hours as the rest of his classmates.

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: Directed			
Seminars	9	0.36	13, 11, 6, 9, 17, 16, 5
Type: Supervised			
CLINICAL PRACTICE	291	11.64	1, 2, 13, 4, 3, 8, 11, 6, 10, 12, 9, 17, 16, 15, 14, 5, 7

Assessment

Assessment

Within the Nursing Degree curriculum, 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.

The final assessment of the subject corresponds to the sum of the note of the clinical practices and the obtained in the discussion of cases in the sessions of the 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 and seminars 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, and the strengths to be a 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 practice, 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 during 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 to 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 development of weekly activities

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

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.

IMPORTANT: THIS SUBJECT DOES NOT PROVIDE A SINGLE EVALUATION

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assesment of clinical practice	60%	0	0	1, 2, 13, 4, 3, 8, 11, 6, 10, 12, 9, 17, 16, 15, 14, 5, 7
Narrative journals	40%	0	0	2, 13, 4, 3, 11, 6, 10, 12, 9, 17, 16, 14, 5

Bibliography

Recomended

- Chalifour, J. La Relación de Ayuda en Cuidados de Enfermería. Una perspectiva Holística y Humanista. Barcelona: S.G. Editores S.A; 1994

- Dominguez, C.; Rodriguez, J.A.; De miguel, J. Sociología y Enfermería. Madrid: Ediciones Pirámide; 1983 Gálvez Toro A. Enfermería basada en la evidencia: cómo incorporar la investigación a la práctica de los cuidados. Granada: Fundación Índex; 2007.
- Peplau, H. Relaciones interpersonales en Enfermería. Barcelona: Salvat; 1990.

Software

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