

Practicum III

Code: 106122
ECTS Credits: 12

2024/2025

Degree	Type	Year
2500891 Nursing	OB	3

Contact

Name: Eva Carolina Watson Badia

Email: carolina.watson@uab.cat

Teachers

Marisa Bañuls Pardina

Raúl López Salas

Maria Jesus Lopez Parra

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

In order to enrol in Practicum III:

- It is required that students comply with the criteria established by each practice center regarding occupational risk prevention, preventive medicine, and epidemiology. It is important to note that the specific criteria for each practice center may vary, and it is the student's responsibility to ensure compliance with these requirements before starting the practical training.
- Students must have their personal student identification card.

To ensure a coherent progression in skill acquisition, which is achieved gradually, it is HIGHLY RECOMMENDED that students have passed Practicums I and II.

Important: It is not possible to undertake two practicums that coincide in time.

Students will commit to preserving the confidentiality and professional secrecy of the data they may access during their training in healthcare services. They must also maintain a professional and ethical attitude in all their actions. By enrolling in this course, students agree to adhere to the "Nursing Practicum Regulations" and "Conduct Recommendations for Faculty of Medicine Students". The documents are available on the faculty of medicine website www.uab.cat/medicina under Degrees: Nursing; Practicum.

Implementation of the "Protocol establishing basic guidelines to ensure and protect patient privacy rights by students and residents in Health Sciences" (BOE-A-2017-1200 Document):

- • The management of hospitals, primary care, and social health centers where students do clinical practice will provide instructions for signing the confidentiality document and, if applicable, the identification card.
- Students must follow the regulations that will be posted on the virtual campus of the courses (according to the corresponding department).
- Failure to comply with these regulations will result in not being able to carry out the practical training and, consequently, failing the course.

It is mandatory to have the Certificate of Sexual Offenses before starting the practical training. At the following link, you will find information on how to process it:

<https://web.gencat.cat/ca/tramits/que-cal-fer-si/vull-obtenir-el-certificat-de-delictes-de-naturalesa-sexual>. Some practice centers may not authorize the start of the training if the certificate is not delivered on time. This process is the responsibility of each student. Foreign students must process it well in advance (since the process may take longer in other countries).

Objectives and Contextualisation

General Purpose :

Practicum III 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 cares initiated in Practicum I, those that are part of the day-to-day life of a nurse, and initiate themselves in those complex cares that are carried out in the hospital units.
- Incorporate the nursing process of attention as scientific methodology.
- Develop the dimensions of the collaborative and autonomous roles.
- Offer nursing care adapted to Medical needs, guaranteeing quality nursing care, directed to the patient and the family with an integral vision that contemplated the biological, psychological and social need of the patients.
- 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.
- Establish efficient communication with patients, family members, social groups and friends, and promote education for health.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 educational and informational interventions to promote healthy lifestyles and self-care.
7. Apply help to solve health/illness problems of care receivers, their families and/or the community.
8. Apply knowledge of physiopathology and factors affecting health in nursing care.
9. Apply scientific evidence in the planning and practice of nursing care.
10. Apply the ethical and deontological code of nursing in all areas of nursing activity.
11. Apply the nursing process to offer and guarantee the wellbeing, quality and safety of the people receiving the care.
12. Assess and treat receivers of care in a tolerant holistic manner without making value judgements.
13. 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.

14. Carry out nursing care in an integrated manner within an interdisciplinary team.
15. Communicate using non-sexist and non-discriminatory language.
16. Comprehensively assess health situations using tools such as physical examination, laboratory tests and nursing interview.
17. Demonstrate being able to carry out basic life support manoeuvres.
18. Demonstrate skill in performing nursing procedures and techniques.
19. 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.
20. Display a cooperative attitude towards the different members of the team.
21. 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.
22. Evaluate risks and protect the health of people ensuring their safety.
23. Evaluate the state of health of the individual, family and/or community, identifying problems and internal and external factors affecting their health.
24. Exercise a respectful relationship with the user of the service/family/health team without making value judgements.
25. Form part of multi and interdisciplinary texts and share common objectives.
26. Give integrated and individualised nursing care to individuals, families and communities, evaluating the results obtained.
27. Identify elements that could place at risk the health of people in relation to the use and management of medicaments.
28. Identify the criteria for adequate results for nursing problems detected.
29. Identify the guides for clinical practice specific to each stage of the life cycle.
30. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
31. Include psychosocial aspects in the health plan ensuring respect for opinions, preferences, beliefs and values.
32. Make adequate use of the available resources.
33. Periodically evaluate health situations and the nursing interventions that take place.
34. Plan individualised nursing care adapted to each situation of clinical practice.
35. Prioritise means of prevention for health during interventions at health centres.
36. Put into care practice the knowledge and skills acquired.
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. 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.
42. 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.
43. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
44. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
45. Use healthcare information systems and computer programs for collecting and analysing data to facilitate the planning, analysis and evaluation of care and the production of reports.
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 previous years. 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:

- Application of nursing models and/or the Virginia Henderson nursing model applied to patient care.
- 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.

Activities and Methodology

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

Clinical Practice (PEXT):

Clinical practices provide students with the opportunity to develop knowledge, skills, attitudes, and values in a real and complex professional environment, always accompanied by a teaching nurse (clinical associate professor).

They consist of an approximate 8-week stay in a hospitalization service suitable to the training needs, during which each student will be assigned a nurse from the unit where they perform their practices, who ensures and guides their learning process in an individualized and continuous manner.

You can check the assigned shifts and schedules on SIA. These schedules may be modified according to the needs of the hospital services; students will follow the same schedule as their assigned clinical tutor.

The cost of public transportation to travel to healthcare centers is borne by the student.

Reflective Journal (QR):

It is a collection of situations experienced during the practice that have triggered some emotion, whether positive or negative, with an impact on the learning process. It is submitted bi-weekly (every 10-15 days) in the form of a written report uploaded to Moodle.

Note: 15 minutes of personal work time within the schedule established by the center/degree will be reserved for students to complete the faculty performance evaluation surveys and the course/module evaluation.

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.

Assessment

Continuous Assessment Activities

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

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 to make up for the lost hours.

Clinical practicum:

On-going assessment: Approximately through 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 elaboration of the reflective journals within the context of clinical practice will be evaluated. Respect for the plurality of ideas, people, and situations will be taken into account. The ability to identify strategies for improvement in learning will also be assessed.

There will be a grid with the items to be evaluated and also presentation guidelines (style, spelling, expression, etc.). It will be necessary to follow the recommendations for the elaboration of the reflective journal.

The completion of the bi-weekly Reflective Journal is mandatory. Failure to submit any of them within the period established by the teacher will be scored as 0. There will be no extraordinary submission periods.

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 of 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.

This subject does not provide the single assessment system

Bibliography

Alfaro-Lefevre, R. (2014). Aplicación del proceso enfermero : fundamento del razonamiento clínico. Barcelona [etc.]: Wolters Kluwer Health.

Berman, A., Erb, G., Kozier, B., & Snyder, S. (2008). Fundamentos de enfermería: conceptos, proceso y práctica. Madrid: Pearson Educación.

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.

ICS (2020). 3clics: Atenció primària basada en l'evidència. [Internet]. 2008 [citat 11 juliol 2020];12. Disponible a: <https://www.ics.gencat.cat/3clics>

Luis, M.T. (2013). Los diagnósticos enfermeros. Revisión crítica y guía práctica .9ª ed. Barcelona: Elsevier Masson

Luis, M.T. (2015). Enfermería clínica. Cuidados enfermeros a las personas con trastornos de Salud. Barcelona: Wolters Kluwer,

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

Luis Rodrigo, T. (2015). Enfermería clínica : cuidados enfermeros a las personas con trastornos de salud. Barcelona : Wolters Kluwer Health.

Medina, J.L. (2001). Guía para la elaboración del diario reflexivo. Barcelona: Universidad de Barcelona.

NANDA International. (2019). Diagnosticos enfermeros : definiciones y clasificación : 2018-2020. Barcelona: Elsevier.

Pérez, P. E., Sánchez, J. M. R., Formatger, D. G., & Fernández, M. G. (2016). Investigación en metodología y lenguajes enfermeros. Madrid: Elsevier España.

San Rafael Gutiérrez, S.; Siles González, J.; Solano-Ruiz C.(2014). El diario del estudiante de enfermería en la práctica clínica frente a los diarios realizados en otras disciplinas. Una revisión integradora. Aquichan 14(3): 403-416. DOI: 10.5294/aqui.2014.14.3.10

Tellez, S.E; García Flores, M. (2015). Modelos de cuidados en enfermería NANDA, NIC y NOC [Recurs electrònic]. México [etc] : McGraw-Hill Education.

Software

-

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.