
 EUI-SANT PAU Centre adscrit a la URB	GRAU INFERMERIA - EUI SANT PAU	 HOSPITAL DE LA SANTA CREU I SANT PAU <small>FUNDACIÓ DE GESTIÓ SANITÀRIA UNIVERSITAT AUTÒNOMA DE BARCELONA</small>
---	---------------------------------------	--

"Practicum V" Code: 106124 Credits ECTS: 12	2022/2023
--	------------------

Degree	School Plan	Type	Course	Semester
1471 Nursing	Nursing Degree	Mandatory	3	2

Contact	Use of languages
<p>Responsible for the subject: De Francisco Prófumo, Seyla sdefrancisco@santpau.cat</p> <p>Teachers: De Francisco Prófumo, Seyla sdefrancisco@santpau.cat</p> <p>Hernandez Martínez-Esparza, Elvira ehernandezma@santpau.cat</p> <p>Serret Serret, Maria MSerret@santpau.cat</p> <p>Ricart Basagaña, Maite MRicart@santpau.cat</p>	<p>Principal working language: Catalan</p> <p>Some groups entirely in English: No</p> <p>Some groups entirely in Catalan: No</p> <p>Some groups entirely in Spanish: No</p>

Prerequisites

It is a requirement that the student has signed the "Student Confidentiality Commitment" and the specific educational cooperation agreement.

Before taking this subject, it is recommended to have knowledge of Theoretical and Methodological Bases in Nursing, Function of the Human Body I and II, Nursing Care for Adults I and II, Nursing Care in Complex Situations, Nursing Care for Women and Children, Nursing Care for the Elderly, Nursing Care in Mental Health as well as Therapeutic Communication and Pharmacology and the completion of Practicum I, Practicum II and Practicum III.

Contextualization and objectives

This subject is part of the module Supervised practice and is planned in the sixth semester of the Bachelor's Degree in Nursing. It is linked to the set of third-year subjects that provide the theoretical foundation that will act as a reference for reflection in and from action.

In the Clinical Practice Framework Document and in the regulations section of the Student Guide, information and documentation related to clinical practice is included. It is necessary for the student to have read this documentation before taking the course.

This practical experience provides students with real situations that allow them to apply the knowledge, skills and attitudes learnt and, at the same time, develop new knowledge and acquire the necessary skills to be able to provide nursing care.

Supervised practice in care settings is a fundamental element in the development of professional nursing competencies.

The purpose of the course is to facilitate the integration of theoretical knowledge, skills and attitudes specific to the degree, as well as to apply a working methodology based on the Virginia Henderson model. The aim of the course is to enable students to integrate and deepen the knowledge previously acquired and develop the skills and attitudes necessary to carry out care plans that contribute to the maintenance and improvement of the health of individuals and the community, focusing their action on **care in complex situations, women and children, the elderly and mental health**; and on the other hand, to guide students in their process towards professionalization.

Learning objectives of the Subject

1. Integrate into professional practice the knowledge, skills and attitudes associated with the competencies of the practitioner, incorporating professional values, health care communication skills, clinical reasoning, clinical management and critical judgment.
2. Use the nursing care process as a scientific methodology in clinical practice interventions to provide and ensure the well-being, quality and safety of the people cared for and in problem solving.
3. Provide comprehensive nursing care to the individual, family and community with quality criteria and based on scientific evidence and available means.
4. Perform clinical techniques and nursing procedures establishing a therapeutic relationship with patients and family members.
5. Reflect in and on the practice with the theoretical and practical references that the student is acquiring.

Competences and Learning Outcomes (1)

Competences	Learning outcomes
SPECIFIC	
<p>E01. Provide technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards.</p>	<p>E01.21. Comprehensively evaluates health situations using tools such as physical examination, complementary tests and nursing interview.</p> <p>E01.22. Demonstrate skill in performing nursing procedures and techniques.</p> <p>E01.24. Periodically evaluate health situations and nursing interventions provided.</p> <p>E01.25. Provide comprehensive and individualized nursing care to individuals, families, and communities, evaluating the results obtained</p> <p>E01.26. Apply acquired knowledge and skills to nursing practice.</p> <p>E01.32. Recognize life-threatening situations</p> <p>E01.33. Demonstrate knowledge of how to perform basic life support maneuvers</p>
<p>E02. Plan and provide nursing care to individuals, families or groups, oriented to health outcomes, evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.</p>	<p>E02.02. Plan nursing care in an individualized way and adapted to each clinical practice situation.</p> <p>E02.03. Apply the nursing process to provide and ensure the well-being, quality and safety of cared-for persons</p>
<p>E03. Apply the theoretical and methodological foundations and principles of nursing.</p>	<p>E03.07. Solve nursing problems and collaborative problems, using the clinical history, applying the nursing methodology and standardized languages in force.</p>

<p>E05. Design systems of care for individuals, families or groups, evaluating their impact and establishing the appropriate modifications.</p>	<p>E05.03. Determine the outcome criteria appropriate to the nursing problems detected.</p> <p>E05.06. Apply knowledge of pathophysiology and health determinants in nursing care.</p> <p>E05.09. Assess the health status of the individual, family and/or community, identifying the problems and internal and external factors that affect their health.</p>
<p>E06. Base nursing interventions on scientific evidence and available means.</p>	<p>E06.05. Apply scientific evidence in the planning and development of nursing care.</p> <p>E06.06. Analyse nursing interventions justifying them with scientific evidence and/or expert contributions that support them.</p> <p>E06.07. Identify specific clinical practice guidelines for each stage of the life cycle.</p>
<p>E07. Demonstrate an unprejudiced understanding of people, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.</p>	<p>E07.12. Apply a respectful relationship with the user/family/health team, without making value judgments.</p> <p>E07.13. Respect the principles of the right to privacy, confidentiality and professional secrecy in all care provided.</p>
<p>E08. Promote and respect the right to participation, information, autonomy and informed consent in the decision making process of the people assisted, according to the way in which they live their health-disease process.</p>	<p>E08.06. Integrate psychosocial aspects into the care plan, ensuring respect for opinions, preferences, beliefs and values.</p> <p>E08.07. Respect the right to participate in the decision-making process of people in their own care, according to the way they live their health process.</p>
<p>E09. Promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviours</p>	<p>E09.06. Implement educational and informational interventions that promote healthy lifestyles and self-care.</p>

<p>E10. Protect the health and well-being of individuals, families or groups served, ensuring their safety.</p>	<p>E10.02. Identify the elements that can put people's health at risk in relation to the use and management of drugs.</p> <p>E10.11. Prioritize preventive health measures during interventions in health centers.</p> <p>E10.12. Assess the risk and protect people's health while ensuring their safety.</p> <p>E10.13. Use protective and safety measures to ensure well-being and minimize the risk associated with care.</p>
<p>E11. Establish effective communication with patients, family, social groups and peers and promote health education.</p>	<p>E11.05. Establish an empathetic and respectful relationship with the person and family, according to the person's situation, health problem and stage of development.</p> <p>E11.06. Use strategies and skills that allow effective communication with people, families, social groups and peers, as well as the expression of their concerns and interests.</p> <p>E11.07. Communicate adapting the language to each interlocutor.</p>
<p>E12. Demonstrate knowledge of the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a changing global context.</p>	<p>E12.05. Apply the ethical and deontological code of nursing in all areas of nursing activity.</p>
<p>E13. Demonstrate knowledge of the principles of health and social-health financing and make appropriate use of available resources.</p>	<p>E13.05. Use available resources properly.</p>
<p>E15. Work with the team of professionals as the basic unit in which the professionals and other personnel of the healthcare organizations are structured in a uni or multidisciplinary and interdisciplinary manner.</p>	<p>E15.03. Demonstrate a cooperative attitude with the different members of the team.</p> <p>E15.07. Integrate in multi- and interdisciplinary work teams and share common objectives.</p>
<p>E16. Demonstrate knowledge of health information systems.</p>	<p>E16.07. Use health information systems and computer programs for the collection and analysis of data that facilitate the planning, analysis and evaluation of care as well as the generation of reports.</p>

<p>E17. Perform nursing care based on comprehensive health care, which involves multiprofessional cooperation, integration of processes and continuity of care.</p>	<p>E17.02. Value and treat people in a holistic, tolerant and non-judgmental manner.</p> <p>E17.03. Work collaboratively and responsibly to achieve previously planned objectives, ensuring continuity of care.</p> <p>E17.04. Perform nursing care in a comprehensive manner within the interdisciplinary team.</p>
<p>E18. Demonstrate knowledge of strategies for adopting comfort and symptom management measures for patients and families in the application of palliative care that contribute to alleviating the situation of advanced and terminally ill patients.</p>	<p>E18.05. Design care for people in advanced illness and end-of-life situations that includes appropriate strategies to improve comfort and alleviate the situation, taking into account the values and preferences of sick people and their families.</p>
<p>E19. Propose solutions to health/illness problems of individuals, families and/or the community applying the therapeutic relationship following the scientific method of the nursing process.</p>	<p>E19.04. apply the helping relationship to the solution of health/illness problems of individuals, families, and/or the community</p>
<p>E20. Use scientific methodology in their interventions.</p>	<p>E20.06. Use the nursing care process as a scientific methodology in interventions and problem solving.</p> <p>E20.08. Use scientific evidence in nursing practice.</p>
<p>GENERALS / BASICS</p>	
<p>G01. Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.</p>	<p>G01.03. Acquire and use the necessary tools to develop a critical and reflective attitude.</p> <p>G01.04. Adapt to new situations and contexts while maintaining a constructive attitude.</p>
<p>G02. Act in their own field of knowledge valuing the social, economic and environmental impact.</p>	<p>G02.01. Identify the social, economic and environmental implications of the academic-professional activities in one's field of knowledge.</p>

<p>G04. Act in one's field of knowledge by evaluating inequalities based on sex/gender.</p>	<p>G04.03. Analyse sex differences and gender inequalities in etiology, anatomy, physiology, pathologies, differential diagnosis, therapeutic options, pharmacologic response, prognosis, and nursing care.</p> <p>G04.04. Perform a medical history, physical and psychological examination and nursing diagnosis specifically for men and women, also incorporating affective-sexual diversity, gender identity and gender expression.</p> <p>G04.07. Communicate using a non-sexist and non-discriminatory language.</p>
<p>B02. Those students know how to apply their knowledge to their work or vocation in a professional way and have the competencies that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.</p>	
<p>B03. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.</p>	
<p>B04. Students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.</p>	
<p>B05. Those students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.</p>	

(1) "The competencies and learning outcomes of the subject External Practice will be worked and evaluated throughout the different practicums depending on the context and environment where each of the practicums are developed. Throughout the development of clinical practice placements from 2nd to 4th year, the achievement of all the clinical practice competencies of the degree will be ensured".

Contents

During the practicum, the student must assess the needs, identify diagnoses and solve the problems of the people attended to during the practicum under the supervision of the nurse.

The contents of this practicum consist of a combination of the different subjects taught throughout the third year:

- Virginia Henderson's nursing model applied to the care of the newborn, children, adults and the elderly.
- The methodological bases for planning and providing nursing care.
- The application of the teaching-learning process when providing nursing care to people of different cultures.
- Nursing care plan.
- The code of ethics, the rights and duties of the user within the framework of the care system.
- Continuous improvement of the quality of nursing care.
- Clinical practice guides and protocols.
- Healthy eating and therapeutic diets of the people cared for.
- Factors influencing the learning processes of the people cared for, educational needs, learning objectives, educational strategies and expected results.
- Nursing care oriented to health promotion and prevention.
- Pharmacokinetics, pharmacodynamics of the most commonly prescribed drugs as well as the educational needs of the people in care.
- Therapeutic communication.
- Conflict management.
- Risk management standards for patient safety.
- The Catalan Health System.

Methodology

Practicum V is regulated by the collaboration agreement with the work placement centre, the subject's training project and the Clinical Practice Framework Document.

Supervised activity: Clinical Practicum

Clinical placements give students the opportunity to develop knowledge, skills, attitudes and values in a real and complex professional environment. They consist of two clinical practice placements, of approximately 4 weeks each, in complex and critical care services, Women's Care, Child Care, Elderly Care and/or Mental Health Care.

Each student, during the placement, is assigned to a tutor at the placement centre (reference nurse) who takes on a single student for the entire period; and to an academic tutor (lecturer and/or clinical collaborator) who carries out weekly monitoring of the student's progress and formative assessment.

Shifts and timetables:

Daily placements are established in day shifts (mornings and afternoons) and night shifts adapted to the Centre's timetable (2).

These shifts may be modified depending on unforeseen situations and/or the needs of the placement centre itself or the academic tutor.

Autonomous activity: Student's reflective memory

This is a compilation of those situations experienced during the placement that have aroused curiosity and critical analysis or even some emotion with an impact on the learning process.

Students will have at their disposal in the virtual campus of the subject, the guidelines for the elaboration and the evaluation criteria for the completion of the autonomous work.

Training Activities

Activity	Hours	ECTS	Learning Outcomes
<p>Type: Supervised Human clinical practice</p>	291	11,64	E01.21, E01.22, E01.24, E01.25, E01.26, E01.32, E01.33, E02.02, E02.03, E05.06, E05.09, E06.05, E07.12, E07.13, E08.07, E09.06, E10.11, E10.12, E10.13, E11.05, E11.06, E11.07, E12.05, E13.05, E15.03, E15.07, E16.07, E17.02, E17.03, E17.04, E19.04, E20.08, B02, B04, G01, G01.03, G1.04, G04.07
<p>Type: Autonomous Personal study and bibliographic consultations and documents. Elaboration of works</p>	9	0,36	E03.07, E05.03, E06.06, E06.07, E08.06, E10.02, E12.05, E18.05, E20.06, B03, B04, B05, G01.03, G02.01, G04.03 ,G04.04

(2) The student's internship hours are set at an average of 7h, 30'/day, plus/minus 30', taking into account the particularities of the different collaborating internship centers. Throughout the degree, from 2nd to 4th year, the student achieves the hours specified in the subject of External Practices.

Assessment

Assessment is formative and continuous. The level of achievement of the objectives and competences acquired during the clinical practical is assessed.

Attendance at the laboratory and clinical practical is compulsory.

Student assessment is carried out by

- The tutor at the placement centre (reference nurse) who reports on the student's ongoing process.
- The academic tutor (clinical collaborator), who assesses the monitoring of the student's learning.
- The student him/herself by means of the practical report.
- The lecturer in charge of the subject, who is responsible for the overall assessment of the student and the qualification.

Evaluation instruments of the subject.

- Center tutor's report.
- Evaluation report of the academic tutor.
- Student's memory.

Requisites:

- **Attendance to the clinical practice is mandatory in the totality of the scheduled hours, in the assigned shift and schedule.**
- We understand as an **excused absence**:
 1. Death of a family member of the first and second degree of consanguinity.
 2. Acute illness
 3. Scheduled medical visit
 4. Driver's license examination
 5. Official university examination
 6. Official language tests
 7. Period of home quarantine due to COVID-19-related incidents (close contact with a person diagnosed with COVID-19; waiting for the result of a PCR or other molecular diagnostic test due to COVID-19 symptomatology.)
 8. Vulnerable student by the risk of severity in case of contracting the SARS-coV-2 infection, by indication of Occupational Health cannot be incorporated in any practice environment.
 9. Attending the care of minors or dependents in front of isolation or closure of schools, residential, etc.
 10. Other cases approved jointly by the collaborating entity and EUI Sant-Pau.

- **Communication of absences:** The student must inform the tutor of the collaborating entity (reference nurse), the academic tutor (clinical collaborator) and the person in charge of the subject of any absence and must present the corresponding justification. When the absence is foreseeable, the tutor of the collaborating entity (reference nurse), the academic tutor (clinical collaborator) and the person in charge of the subject must be notified well in advance (UAB external academic internship regulations).³

- **Unjustified absences:**
 - For each unexcused absence, up to 2 days, 0.5 points will be subtracted from the final grade of the course.
 - If the student has ≥ 3 unexcused absences, the course will be failed.

- **Justified absences:**
 1. **3, 4, 5 excused absences:** The teacher in charge of the course will propose a make-up activity.
 2. **> 5:** The teacher responsible for the course will evaluate each case individually.

The final grade of the course is obtained from the weighted average according to the percentage of the evaluation instruments.

The minimum grade for each part to be able to make the average is 5 out of 10.

Not assessable

When the student has provided sufficient evidence to allow an overall grade of the course, the grade of "Not evaluable" will appear in the grade report.

If the student does not participate in any of the activities of the continuous evaluation, this is a reason for lack of sufficient evidence.

Qualification:

- 0 to 4, 9: Fail
- 5, 0 to 6, 9: Basic Pass
- 7, 0 to 8, 9: Remarkable
- 9, 0 to 10: Excellent (in the event that the student has obtained a grade equal to or greater than 9 may, at the discretion of the teacher, be eligible for an honorary degree).

³Regulations for external academic placements at the UAB (Agreement of the Governing Council 10 December 2014),

Examination review

Once the final grade has been published, the student may request a review within the "review" period. Requests for review will not be accepted outside the deadline.

Assessment activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Supervised activity	100%	291	5.82	
Evaluation of the implementation of the clinical practice				E01.21, E01.22, E01.24, E01.25, E01.26, E01.32, E01.33, E02.02, E02.03, E05.06, E05.09, E06.05, E07.12, E07.13, E08.07, E09.06, E10.11, E10.12, E10.13, E11.05, E11.06, E11.07, E12.05, E13.05, E15.03, E15.07, E16.07, E17.02, E17.03, E17.04, E19.04, E20.08, B02, B04, G01, G01.03, G1.04, G04.07
- Report of the tutor of the centre	45%		0.18	
- Academic tutor's evaluation report.	35%			
- Report submission	20%	9		

BIBLIOGRAPHY

DIAGNÓSTICO DE ENFERMERÍA

Author Carpenito, L.J.
Edition 9ª edició. Mac Graw Hill Interamericana de España 2002
ISBN 978-84-4860-48-37

NANDA. DIAGNÓSTICOS ENFERMEROS: DEFINICIONES Y CLASIFICACIÓN 2018- 2020

Author NANDA Internacional.
Edition Elsevier Espanya S.L. 2017
ISBN 978-84-9022-026-9

GUÍA PRÁCTICA DE INFORMES DE ENFERMERÍA EN SALUD MENTAL

Author Tejedor, Mª Jesús; Etxabe Mª. Pilar Edició
Edition Barcelona: editorial Glosa. 2007
ISBN 978-84-7429-361-6

MANUAL DE DROGODEPENDENCIAS

Author Fatima Larger ; Francisca López

Edition Ediciones LU Libreria Universitaria s. l. Barcelona 2002

ISBN 84-89978-34-4

ENFERMERÍA PSIQUIÁTRICA Y DE SALUD MENTAL. CONCEPTOS BÁSICOS.

Author Shives, L. R.

Edition Madrid:Mac Graw Hill Interamericana .2007

ISBN 978-84-481-4661-0

Web links

Grup Nacional per l' estudi i assessorament de les úlceres per pressió i les ferides cròniques

<https://gneaupp.info/biblioteca-internacional-de-heridas/>

Confederación Salud Mental España

<https://consaludmental.org/presentacion-confederacion-salud-mental/>

Psiquiatria.com

<http://www.psiquiatria.>