

Teaching Guide of the subject

Year 2025 - 2026

PRACTICUM III

Code: 106122

ECTS credits: 12

Titulation	Type	Course	Semester
2500891 Nursing	OB	3	1

Contact	Use of languages
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Prerequisites

In order to be able to carry out the clinical practice, the student must have signed the confidentiality commitment, the clinical internship collaboration agreement as well as having provided a negative certification from the Central Registry of Sexual Crimes, as indicated in the regulations published by the UAB, in April 2016, which must be complied with, according to article 13.4 of the Organic Law on the Legal Protection of Minors.

It is recommended that prior to taking this subject, you have knowledge about: Psychosocial Sciences, Evolution of Nursing Thought, Ethical Bases and Nursing Methodology, Structure of the Human Body, Function of the Human Body I and II, Nursing Care for Adults I and II, Family and Community Nursing, Health Education, Therapeutic Communication, Pharmacology, as well as Nursing Care for Women and Children in the Reproductive and Climacteric Cycle and Nursing Care in Situations Complex and the realization of the Practicum I and Practicum II.

Contextualization and objectives

This subject is part of the External Internships subject and is planned in the fifth and sixth semesters 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.

The [Clinical Practice Framework Document](#) and the regulations section of the [Student Guide](#) include information and documentation in relation to clinical internships. It is necessary that the student has read this documentation before taking the subject.

This practical experience makes real situations available to the student that allow them to apply the knowledge, skills and attitudes learned and at the same time, develop new knowledge and acquire the necessary skills to be able to offer nursing care.

Supervised practices in care settings are a fundamental element for the development of professional competencies in nursing.

The purpose of the subject is to facilitate the integration of theoretical knowledge, skills and attitudes specific to the degree, as well as for 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 its action on hospital or community care; and on the other hand, to guide the student 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, care communication skills, clinical reasoning, clinical management and critical judgment.
2. Use the nursing care process as a scientific methodology in interventions in clinical practice to provide and guarantee the well-being, quality and safety of the people cared for and in problem solving.
3. To provide comprehensive nursing care, to the individual, the family and the 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 on and on practice with the theoretical and practical references that the student acquires.

Competencies and Learning Outcomes¹

Competence	Learning Outcomes
SPECIFIC	
E01. To 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>E01.21. Comprehensively assess health situations using tools such as physical examination, complementary tests and nursing interviews.</p> <p>E01.22. Demonstrate skill in the execution of nursing procedures and techniques.</p> <p>E01.24. Periodically evaluate the 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 the knowledge and skills acquired to healthcare practice.</p> <p>E01.32. Recognize life-threatening situations.</p> <p>E01.33. Demonstrate how to execute basic life support maneuvers.</p>
E02. Plan and provide nursing care aimed at individuals, families or groups, oriented towards health outcomes, evaluating its impact, through clinical practice and care guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.	<p>E02.02. Plan nursing care in an individualized way and adapted to each situation of clinical practice.</p> <p>E02.03. Apply the nursing process to provide and guarantee the well-being, quality and safety of the people cared for.</p>
E03. Apply the theoretical and methodological foundations and principles of nursing.	<p>E03.07. Solve nursing problems and collaboration problems, using the clinical history applying the nursing methodology and the standardized languages in force.</p>

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

<p>E05. Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.</p>	<p>E05.03. Determine the appropriate outcome criteria for the nursing problems detected.</p> <p>E05.06. Apply knowledge about pathophysiology and health determinants in nursing care.</p> <p>E05.09. Assess the state of health 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. Analyze nursing interventions, justifying them with scientific evidence and/or contributions from experts to support them.</p> <p>E06.07. Identify specific clinical practice guidelines for each stage of the life cycle.</p>
<p>E07. Demonstrate that they understand people without prejudice, 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 carried out.</p>
<p>E08. Promote and respect the right to participation, information, autonomy and informed consent in the decision-making of the people served, 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 of participation in the decision-making set 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 behaviors.</p>	<p>E09.06. Apply educational and informational interventions that promote healthy lifestyles and self-care.</p>

<p>E10. Protect the health and well-being of the people, family or groups served, guaranteeing their safety.</p>	<p>E10.02. Identify the elements that may put people's health at risk in relation to the use and management of drugs.</p> <p>E10.11. Prioritise health prevention measures during their interventions in health centres.</p> <p>E10.12. Assess the risk and protect people's health by guaranteeing their safety.</p> <p>E10.13. Use protection and safety measures to ensure well-being and minimise 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 individuals, families and social groups and peers; as well as the expression of their concerns and interests.</p> <p>E11.07. Communicate by adapting the language to each interlocutor.</p>
<p>E12. Demonstrate that they know the ethical and deontological code of Spanish nursing, understand 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 and health financing and make appropriate use of available resources.</p>	<p>E13.05. Properly use available resources.</p>
<p>E15. Work with the team of professionals with a basic unit in which professionals and other personnel of healthcare organizations are structured in a uni- or multi-disciplinary and inter-disciplinary way.</p>	<p>E15.03. Demonstrate a cooperative attitude with the different members of the team.</p> <p>E15.07. Integrate into multi- and inter-disciplinary 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. To provide nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.</p>	<p>E17.02. Value and treat people in a holistic, tolerant and non-judgmental way.</p> <p>E17.03. Work collaboratively and responsibly to achieve previously planned objectives, guaranteeing continuity of care.</p> <p>E17.04. Perform nursing care in a comprehensive way within the inter-disciplinary team.</p>
<p>E18. Demonstrate knowledge of the strategies for adopting comfort measures and symptom care, aimed at the patient and family, in the application of palliative care that contributes to alleviating the situation of advanced and terminally ill patients.</p>	<p>E18.05. To design care aimed at people in a situation of advanced illness and in an end-of-life situation that includes the appropriate strategies to improve comfort and alleviate the situation, considering the values and preferences of sick people and their families.</p>
<p>E19. Propose solutions to the health/disease problems of individuals, families and/or the community by 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/disease 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 healthcare practice.</p>
<p>GENERAL / BASIC</p>	
<p>G01. To introduce changes in the methods and processes of the field of knowledge in order 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 the field of their own knowledge, assessing the social, economic and environmental impact.</p>	<p>G02.01. Identify the social, economic and environmental implications of the academic-professional activities in the field of their own knowledge.</p>
<p>G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.</p>	<p>G04.03. To analyse differences by sex and gender inequalities in etiology, anatomy, physiology, pathologies, differential diagnosis, therapeutic options, pharmacological response, prognosis and nursing care.</p> <p>G04.04. Carry out a medical history, physical and psychological examination, and nursing diagnosis specifically for men and women, also incorporating</p>

	<p>affective-sexual diversity, gender identity and expression.</p> <p>G04.07. Communicate with a non-sexist and non-discriminatory use of language.</p>
<p>B02. Students must know how to apply their own knowledge to their work or vocation in a professional way and have the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.</p>	
<p>B03. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on salient social, scientific, or ethical issues.</p>	
<p>B04. That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.</p>	
<p>B05. Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy.</p>	

Content

The contents of this practicum consist of a combination of the different subjects taught throughout the first and second years. During the internship, students must select the necessary content to identify needs and solve the problems of the people cared for that arise during the internship under the supervision of the nurse. The following stand out:

- Virginia Henderson's nursing model applied to the care of children, adults, and the elderly.
- The methodological bases for planning and offering nursing care.
- The application of the teaching-learning process when offering nursing care to people from different cultures.
- Nursing care plan.
- The code of ethics, the rights and duties of the user in the Framework of the Healthcare System.
- The continuous improvement of the quality of nursing care.
- Clinical practice guidelines and protocols.
- Healthy eating and therapeutic diets of the people served.
- Factors that influence the learning processes of the people served, educational needs, learning objectives, educational strategies and expected results.
- Nursing care aimed at health promotion and prevention.
- Pharmacokinetics, pharmacodynamics of the drugs that are most prescribed, as well as the educational needs of people.
- Therapeutic communication.
- Conflict management.
- Risk management standards for patient safety.
- The Catalan Health System.

Methodology

Practicum III is regulated by the collaboration agreement with the internship center, the training project of the subject and the Framework Document of Clinical Practices.

Supervised Activity: Clinical Practice

Clinical internships give students the opportunity to develop knowledge, skills, attitudes and values in a real and complex professional environment.

Each student, during the internship, is assigned to a tutor from the internship center (reference nursing) who assumes a single student throughout the period; and an academic tutor (professor and/or clinical collaborator) who monitors the student's progress and formative assessment on a weekly basis.

They consist of a clinical practice stay of approximately 8 weeks in an inpatient and/or primary care service, appropriate to training needs.

Shifts and schedules:

Daily practices are established during the day (morning, afternoon and morning/afternoon (sliding)) and at night adapted to the Center's care schedule.²

These shifts can be modified depending on unforeseen situations and/or the needs of the internship center or the academic tutor.

Autonomous Activity: Reflective Memory of the Student

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

Students will have the guidelines for preparation and evaluation criteria for carrying out the autonomous work on the subject's virtual campus.

² The student's internship hours are set at an average of 7h.30'/day, plus/minus 30', considering the particularities of the different collaborating internship centers. Throughout the degree, from 2nd to 4th year, the student reaches the total hours specified in the subject of External Internships.

Training Activities

Activity	Hours	ECTS	Learning Outcomes
Types: Supervised Human Clinical Care Practice.	291	11,64	<i>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</i>
Type: Self-employed Personal study, bibliographic consultations and documents. Preparation of works.	9	0,36	<i>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</i>

The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to students can answer the assessment surveys on the teaching performance and the subject.

Evaluation

Evaluation is formative and continuous. The level of achievement of the objectives and skills acquired during the clinical internships is evaluated.

Attendance at clinical practices is mandatory.

The student evaluation involves:

- The tutor of the internship center (reference nurse) informs of the student's ongoing process.
- The clinical collaborator who values the monitoring of the student's learning.
- The student himself, through the memory of the practical.
- The academic tutor (professor responsible for the subject), responsible for the overall evaluation of the student and the grade.

Assessment instruments:

- Report from the centre's tutor (referral nurse)
- Evaluation report of the clinical collaborator.
- Student's memory.

The final grade of the subject is obtained from the weighted average according to the percentage assigned to each of the different activities proposed for evaluation. The minimum grade of each part to be able to make the average is a 5 out of 10.

Attendance at the internship:

- **Attendance at clinical practice is mandatory in all the scheduled hours, in the shift and at the assigned time.**
- We understand justified absence as³ :
 1. Death of a family member of the first and second degree of consanguinity.
 2. Acute disease.
 3. For medical visit: the student has permission for the essential hours to attend the medical visit.
 4. Official exams: the student has permission all day the exam takes place.
 5. For other cases approved jointly by the collaborating entity and the EUI-Sant Pau.
- **Notification of absences:** The student must inform the tutor of the collaborating centre (reference nurse, the clinical collaborator and the academic tutor (subject responsible), and send an email to practiqueseui@santpau.cat of any absence and must present the corresponding justification... When the absence is foreseeable, you must give enough notice.
- In the case of absences from internships due to time incompatibility, and whenever required by the person in charge of the subject, the student must deliver the Responsible Declaration of Time Incompatibility to the student, this document must be communicated and delivered **before** the start of the practical period that affects.
- **Unjustified absences:**
 - For each unjustified absence, up to 3 days (21 hours), 0.5 points will be deducted from the final grade of the subject for each day.
 - If the student has > 3 absences (>21 hours) without justification, the subject is suspended.
- **Justified absences:**
 - Up to 4 absences (28 hours) justified: The teacher responsible for the subject will propose a remedial activity.
 - > of 4 (>28 hours): the subject will be considered non-assessable.

Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: 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 higher than 9, he/she may opt, at the discretion of the teacher, for an honors degree).

³ Academic regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023). Title IX. UAB External Internships.

Not assessable

It is considered that the subject will not be assessable at the time that one of these circumstances is met:

1. Not having submitted any continuous assessment activity provided for in the teaching guide.
2. Not have attended any of the practical or compulsory sessions, when these are necessary to assess specific competences and this is indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, job defence, etc.), if this represents an essential percentage of the qualification.
4. Not having completed the minimum required participation in training activities (e.g. seminars, presentations, forums, etc.), when these are part of the assessment.
5. Not having submitted the final work or compulsory project, if this constitutes central evidence of the learning of the subject.

Review of exams and tests

Once the final grade has been published, the student can request the review in the period determined by the "review". Requests for review on dates outside the established limit will not be accepted.

Evaluation activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Supervised activity	100%	291	11,64	
Evaluation of the implementation of Clinical practice				<i>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</i>
- Report from the school tutor	45%			
- Evaluation report of the Clinical Collaborator	35%			
- Delivery of report (report)	20%	9	0,36	

Procedure in case of copying/plagiarism

1. Copying **or plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).
2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.

3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.
4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

The use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies is regulated according to the type of work to be performed:

In the event that the work aims at personal reflection and meaningful learning by the student, **the use of AI technologies is prohibited** in any of its phases of realization.

Any work that includes AI-generated fragments (e.g., abstracts, translations, text writing or image creation) will be considered academic dishonesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

Aspects of assessment related to values and attitudes

1. The teacher may reduce the final grade of the subject by between 1 and 2 points when the student repeatedly does not respect the indications of behavior in the classroom and/or disturbs the normal functioning of the classroom.
2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered. It is recommended that before submitting learning evidence, it is necessary to check that the sources, textual citations and bibliographic references have been correctly written following the regulations of Presentation of works, a text recommended by EUI-Sant Pau.

Bibliography

Books:

NURSING. CLINICAL TECHNIQUES II

Author: J.Esteve /J.Mitjans

Edition: MC Graw-Hill/Interamericana de España 2003

ISBN: 84-486-0499-7

MEDICAL-SURGICAL NURSING

Author: Linda S. Williams; Paula D Hopper

Edition: 3rd edition. Mac Graw, Interamericana de España Hill 2009

ISBN: 13-978-970-10-7242-4

MEDICAL-SURGICAL NURSING

Author: Brunner and Suddarth

Edition: Ed Lippincott 2014

ISBN: 978-841-568-4244

NURSING DIAGNOSES. DEFINITIONS AND CLASSIFICATION. 2021-2023

Author: NANDA International & T Healthier Herdman & Shigemi Kamitsuru

Edition: Elsevier 2021

ISBN: 978-84-1382-1276

CLASSIFICATION OF NURSING INTERVENTIONS (NIC)

Author: Gloria M Bulechek. FAAN, Howard K Butcher, Joanne M. Docteman and Cheryl Wagner

Edition: 6th edition. Elsevier España S.L 2014

ISBN: 978-849022-4137

NURSING OUTCOMES CLASSIFICATION (NOC)

Author: Sue Moorhead, Marion Johnson, Meridean L Maas, FAAN and Elizabeth Swanson

Edition: 5th edition. Elsevier España S.L 2014

ISBN: 978-849-022-415

NANDA-I NURSING DIAGNOSES: DEFINITIONS AND CLASSIFICATION 2015-17

Author: Nanda Internacional.

Edition: Elsevier España S.L 2015

ISBN: 978-849-022-9514

CLINICAL NURSING. Nursing care for people with health disorders

Author: Luís Rodrigo, MT

Editing: Ed Wolter Kluwer. 2015

ISBN: 978-84-15840-64-0

NURSING DIAGNOSES: CRITICAL REVIEW AND PRACTICAL GUIDE (9th edition)

Author: Luís Rodrigo, MT

Edition: Madrid. Elsevier Masson 2013

ISBN: 978-84-458-2404-7

NOC AND NIC LINKS TO NANDA-I AND MEDICAL DIAGNOSES: SUPPORT FOR CRITICAL REASONING AND QUALITY OF CARE.

Author: Johnson M, Mooehead S, Bulechek GM, Howard K. Buthcer, Meridean L Maas and Swanson E.

Edition: Madrid Elsevier, 2012

ISBN: 978-848-0869-133

NIC LANGUAGE FOR THEORETICAL-PRACTICAL LEARNING IN NURSING.

Author: Rifà Ros R, Oliveras Andrados C and Lamoglia Puig M

Edition: Madrid Elsevier, 2012

ISBN: 978-848-0869-454

FAMILY CARE AND COMMUNITY HEALTH. 3rd edition.

Author: Martín Zurro, A; Jodar Solà, G (editors)

Edition: Barcelona: Elsevier 2023

ISBN: 978-84-9113-227-1

Websites of interest:

- **List of standardised care plans for people cared for in Primary Care**
<https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/plans-de-cures-estandarditzats/>
- **GIDA. Adult Acute Motifs**
<https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/plans-de-cures-estandarditzats/aguts-adults/>
- **ARES. Primary Care**
https://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/ares_primaria/index-ap.html
- **Federation of Family and Community Nursing Associations**
<https://faecap.es/>
- **AlFiCC: Association of Family and Community Nursing Catalonia**
<https://www.aificc.cat/>

- **Spanish Association of Primary Care Paediatrics**
<https://www.aepap.org/>
- **Preventive Activities and Health Promotion Program**
<https://papps.es/>
- **GEDAPS Network Foundation**
<https://www.redgdps.org/>
- **Public Health Agency of Catalonia**
<https://salutpublica.gencat.cat/ca/inici/>