

1. OVERVIEW

Subject area	Clinical Placements 1
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	1st
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Second semester

2. INTRODUCTION

Clinical placements are essential to your training, as Nursing is a fundamentally practical discipline. In this subject area "Clinical Placements 1", you will have the opportunity to have your first experience in a real clinical setting with the professional team in a nursing unit at a healthcare facility. You will be able to observe patients, their family and environment; understand their needs, and apply basic nursing care and procedures to meet them. It is important that you take time to reflect on what you observe each day during your placement and what you have learned in the classroom and in the simulated hospital. In this way you will build your own knowledge and develop skills for patient assessment and the rest of the nursing process.

3. SKILLS AND LEARNING OUTCOMES

General skills (CG, by the acronym in Spanish):

- CG2. Plan and provide nursing care directed at individuals, families or groups, geared towards effective results for health and assess their impact through clinical care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- GC4. Understand the interactive behaviour of individuals in terms of gender, group or community, within their social and multicultural context.
- CG7. To understand people, without prejudice, as autonomous and independent individuals, taking into account their physical, psychological and social aspects, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy through confidentiality and professional secrecy.

- CG15. Work as a core part of a professional team, whereby professionals and other people at healthcare organisations are structured in either a unidisciplinary or multidisciplinary/interdisciplinary way.

Basic skills (CB, by the acronym in Spanish):

- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1: Students will be able to analyse and evaluate aspects of their own professional activity from an ethical point of view, making decisions and assuming the consequences of their own and other people's actions.
- CT2: Manage information, resources and technologies independently to achieve your learning objectives.
- CT4: Apply effective communication strategies in professional practice.

Specific skills (CE, by the acronym in Spanish):

- CE30: Incorporate professional values, healthcare communication skills, clinical reasoning, clinical management and critical judgement. Integrate the knowledge, skills and attitudes of nursing into professional practice, based on principles and values associated with the skills described in the overall objectives and in the various subject areas within the degree.

European skills:

- CUE1: Independently diagnose the necessary nursing care using theoretical and clinical knowledge, in order to plan, organise and manage nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with paragraphs 6(a), (b) and (c), with the aim of improving professional practice.
- CUE4: Independently take immediate measures for life support and implement measures in crisis and disaster situations.
- CUE7: Establish full professional communication and cooperate with members of other health professions.

Learning outcomes (RA, by the acronym in Spanish):

- RA1. Carry out patient assessment by means of observation, interview and physical examination, taking into account their environment and family/relations.
- RA2. Perform care techniques and procedures for maintaining hygiene/clean clothing, feeding/hydration, elimination, mobilisation, rest/sleep and patient safety.
- RA3. Show ethical behaviour and professional responsibility in all activities during daily clinical practice in relation to the patient, family/relations and professional team.
- RA4. Use effective communication strategies (verbal and non-verbal) during clinical practice with the patient, family/relations and professional team.
- RA5. Share your own acquired knowledge on novel situations in clinical practice.
- RA6. Manage the sources of clinical and scientific information necessary for professional practice.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CUE1, CG2, CG4, CB3, CT1, CT4, CE30	RA1. Carry out patient assessment by observation, interview and physical examination, taking into account their environment and family/relations.
CUE1, CUE4, CG2, CG4, CG7 CB3, CB5, CT4, CE30	RA2. Perform care techniques and procedures for maintaining hygiene/clean clothing, feeding/hydration, elimination, mobilisation, rest/sleep and patient safety.
CG7, CB5, CT1, CT2, CE30	RA3. Display ethical behaviour and professional accountability in all aspects of the activities during day-to-day clinical practice in relation to the patient, family/relations and professional team.
CG7, CB5, CT1, CE30	RA4. Use effective communication strategies (verbal and non-verbal) during clinical practice with the patient, family/relations and professional team.
CUE7, CG2, CG15, CB3, CT1, CT2, CT4, CE30	RA5. Share your own acquired knowledge on novel situations in clinical practice.
CG7, CB5, CT2, CE30	RA6. Manage the sources of clinical and scientific information necessary for professional practice.

4. CONTENTS

Mentored placement rotation

1. Organisation of the nursing unit, of the institution as a whole and different roles of the professional team.
2. Effective communication with the patient, family and professional team.
3. Assessment and comparison of different registers used in the clinical setting.
4. Comprehensive patient assessment, applying theory and methodology.
5. Basic care: hygiene, feeding, elimination, mobilisation, rest according to the patient's needs, distinguishing levels of assistance.
6. Implementation of safety and security measures.
7. Demonstration of ethical/legal principles: privacy, confidentiality and professional secrecy.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- MD8. Practice-based learning.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
AF16 External Clinical Placements	168
TOTAL	168

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Placement tutor's report	60%
Portfolio: Learning portfolio	40%
*IMPORTANT: The grades achieved in the assessment tests are a grading proposal that must be approved by the Coordination of Clinical Placements.	

The tutor's report will be given in the middle and at the end of the rotation. Halfway through, the student will receive an interim assessment of a formative and indicative nature; and **the final assessment is a proposal for a grade to be approved by the collaborating teacher and university coordinator**. On the UEvalua platform, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

***IMPORTANT:** The grades achieved in the assessment tests **are a grading proposal** that must be approved by the Coordination of Clinical Placements. The UEvalua app might display a passing grade as the final grade, but this may later be modified according to the reports from the collaborating clinical teacher and university professor.

8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Alfaro-Le Fevre, R. (2014). *Aplicación del proceso enfermero: fundamento del razonamiento clínico colaboración*. (8ª ed.) Barcelona, España: Editorial Wolters Kluwer Health/Lippincott Williams & Wilkins.
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