

## 1. OVERVIEW

<b>Subject Area</b>	Clinical Placements 2
<b>Degree</b>	Bachelor's Degree in Nursing
<b>School/Faculty</b>	Biomedical and Health Sciences
<b>Year</b>	Second
<b>ECTS</b>	12 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	Semesters 3 and 4

## 2. INTRODUCTION

Clinical learning during the second year is oriented towards health promotion and risk detection, which are basic aspects of patient care prior to identifying problems and planning care.

In the subject area "Clinical Placements 2", the clinical setting will be hospitalisation, primarily for surgery patients, with a focus on the detection of risks in patients.

You will have to assess and identify risk factors related to specific situations (bedridden patient), therapeutic procedures (minor or major surgery) or medical problems (medical diagnosis on admission or previous).

It is important to revise the contents of Public Health, Patient Safety and Nursing Assessment. You will have the opportunity to observe, understand and make connections between the subject areas of Mechanisms and Processes of Disease, Adult Care and Pharmacology.

You will enhance your clinical learning by questioning what you observe and reflecting on the differences between what you learn and what you experience in practice. You will participate in daily clinical activity, demonstrating ethical and professionally responsible behaviour and caring for patients and family/relations with sensitivity and respect.

### 3. SKILLS AND LEARNING OUTCOMES

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

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

#### **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.
- CT3: Contribute actively as part of a team, taking on shared responsibilities.
- CT4: Apply effective communication strategies in professional practice.

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

- CE.30: 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 theory and medical knowledge, and plan, organise and administer nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with point 6(a), (b) and (c), in order to improve professional practice.
- CUE5: Independently provide advice, guidance and support to people in need of care, as well as those close to them.
- CUE7: Establish full professional communication and cooperate with members of other health professions.

#### **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.
- 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.
- CG8. Promote and respect the right to participation, information, autonomy and informed consent in the decision-making process of the people cared for, in line with their personal experience of their health/illness process.
- CG10. Protect the health and well-being of individuals, families or groups that use healthcare services, guaranteeing their safety.

- 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.

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

- RA1. Analyse the specific profiles (care needs) of patients in the inpatient unit.
- RA2. Describe the patient safety measures established in the inpatient unit and apply them in all diagnostic and therapeutic procedures for individualised patient care.
- RA3. Diagnose the risks and potential complications of the patient's health status, carrying out nursing interventions to reduce them or detect them early.
- RA4. Show ethical behaviour and professional responsibility in all activities during daily clinical practice in relation to the patient, family/relations and professional team.
- RA5. Use effective communication strategies (verbal and non-verbal) during clinical practice with the patient, family/relations and professional team.
- RA6. Share your own knowledge acquired on novel situations in clinical practice, managing sources of clinical and scientific information.

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

Skills	Learning outcomes
CB2, CG2, CG7, CG15, CT3	RA1
CB2, CG2, CG10, CG15, CT3, CE30	RA2
CB2, CG10, CG15, CT3, CT4	RA3
CB2, CT1, CT4, CE30, CUE7	RA4
CB2, CG7, CG8, CG15, CT3, CT4, CE30, CUE5, CUE7	RA5
CB2, CB5, CG2, CE30, CUE1, CUE5	RA6

## 4. CONTENTS

### Mentored placement rotation in nursing units for medical or surgical hospitalisation

- Organisation of the nursing unit, of the institution as a whole and different roles of the professional team.
- Effective communication with the patient, family and professional team.
- Application of safety and security measures in all nursing interventions.
- Demonstration of ethical/legal principles: privacy, confidentiality and professional secrecy.
- Comprehensive patient assessment, applying theoretical and methodological aspects. Focused assessment guided by health problems detected.
- Approach to the identification of real and/or risky health problems, distinguishing between nursing problems and problems requiring the collaboration of others.
- Analysis of the planning and execution of individualised nursing care for the patient, family and/or community, including health promotion, prevention and education activities.

## 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 Outcomes	Learning outcomes	Type of activity	Contents
RA 1	External clinical placements Learning portfolio	Practice-based learning  Analysis and guided reflection in written report	Analyse the organisation of the nursing unit in terms of physical space and functionality, nurse ratio, team functions and patient profiles.  Identify the care needs of typical patients.

RA 2	External clinical placements  Learning portfolio	Practice-based learning  Analysis and guided reflection in written report	Apply patient protection and safety measures in diagnostic and therapeutic procedures, in the administration of drugs and in techniques or activities associated with care.
RA 3	External clinical placements  Learning portfolio	Practice-based learning Analysis and guided reflection in written report	Detect specific risk problems in patients seen in the unit where the placement takes place. Implement risk detection, prevention and reduction interventions.
RA 4	External clinical placements  Learning portfolio	Practice-based learning  Analysis and guided reflection in written report	Demonstrate ethical behaviour in patient interaction while maintaining privacy and confidentiality.
RA 5	External clinical placements  Learning portfolio	Practice-based learning  Analysis and guided reflection in written report	Demonstrate respect, caution and active listening when interacting with patients and professionals. Explain the purpose of nursing interventions, as well as recommendations or health advice in a clear way, with correct terminology and answering patients' questions.
RA 6	External clinical placements  Learning portfolio	Practice-based learning  Analysis and guided reflection in written report	Obtain and organise patient information for a proper assessment and validate the information with different sources. Appropriate selection of healthcare documentation: medical history, protocols, procedures and nursing records. Relates theory and practice and knows sources of scientific evidence to check.

RA 1	External clinical placements  Learning portfolio	Practice-based learning  Analysis and guided reflection in written report	Analyse the organisation of the nursing unit in terms of physical space and functionality, nurse ratio, team functions and patient profiles.  Identify the care needs of typical patients.
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The student's learning will be monitored weekly by the clinical associate lecturer and university lecturer, who will supervise the initial adaptation, progressive learning in line with learning objectives, and the well-being of each student.

Learning activity	Number of hours
External clinical placements	333
On-campus knowledge tests	3
<b>TOTAL</b>	<b>336</b>

## 7. ASSESSMENT

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

### On campus:

Assessment system	Weighting
Tutor Report for Clinical Placements 2 - Rotation 1: 25% - Rotation 2: 25%	50%
Portfolio: Learning portfolio	30%
Objective Structured Clinical Evaluation (OSCE)	20%
<b>*IMPORTANT:</b> The grades achieved in the assessment tests are a <b>grading proposal</b> that must be approved by the Coordination of Clinical Placements.	

Clinical Placements 2 consists of **two rotations** in inpatient units, which will be assessed by two tutor's reports, each worth 25% of the final grade for the subject area. For each rotation, an interim and a final assessment will be carried out according to the tutor's report rubric (Annex 1), preferably by means of an interview with the tutor/collaborating clinical teacher.

- The **interim assessment** is formative and does not involve a numerical grade, but focuses on areas of improvement and aims to reinforce the students' strengths.

- The **final assessment** will be carried out in the same way, with a final report and numerical grade given.

The **learning portfolio** is worth 30% of the final grade for the subject area and the Objective Structured Clinical Examination (OSCE) is 20% of the final grade.

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 works of reference for following up this subject area are:

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