

1. OVERVIEW

Subject Area	Clinical Placements 3
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Second
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Throughout the year (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.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further studies.

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.
- CG9. Promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic activity.
- 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.

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 in work teams, assuming shared responsibilities.
- CT4: Apply effective communication strategies in professional practice.
- CT5: Be oriented towards the development of others by understanding their attitudes, interests, needs and perspectives.

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 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.

- CUE3: Empower individuals, families and groups to take responsibility for healthy lifestyles and self-care based on the knowledge and skills acquired in accordance with paragraph 6(a) and (b).
- CUE7: Establish full professional communication and cooperate with members of other health professions.

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
CG2, CG7, CG8, CG9, CG15, CT3, CE30	RA1
CB2, CB4, CG7, CG9, CT1, CT4, CT5, CUE3, CE30	RA2
CB2, CT1, CT3, CE30	RA3
CB2, CG15, CT1, CT3, CE30	RA4
CB4, CG7, CG8, CT4, CUE7, CE30	RA5
CB2, CB4, CB5, CG2, CG8, CG15, CT1, CT3, CT4, CE30, CUE1, CUE3, CUE7	RA6

4. CONTENTS

Mentored placement rotation in nursing units where health promotion and disease prevention are carried out:

1. Organisation of the nursing unit, clinic or school within the institution a whole.
2. Patient profile and care needs.
3. Health promotion and disease prevention.
4. Risk detection and patient safety measures.

5. Privacy, confidentiality and professional secrecy. Professional responsibility: asking and informing the patient and team before, both before and after taking action. Commitment throughout learning.
6. Basic communication skills. Empathy and active listening.
7. Medical history, protocols and procedures. Critical reading of information.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- 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
External clinical placements	168
TOTAL	168

Learning Outcomes	Learning Activity	Type of Activity	Contents
RA1	External clinical placement Clinical Session	Practice-based learning Analysis and guided reflection in written report	Analyse the specific functioning of a preventive medicine unit, school nursing and/or primary care clinic, within the overall organisation, adapting to working as part of a multidisciplinary team. Identify the care needs of typical patients
RA2	External clinical placement Clinical Session	Practice-based learning Analysis and guided reflection in written report	Plan activities and care for health promotion, disease prevention and self-care.
RA3	External clinical placement Clinical Session	Practice-based learning Analysis and guided reflection in written report	Apply in-clinic and at-home patient protection and safety measures in diagnostic and therapeutic procedures, in the administration of drugs and in techniques or activities associated with care.

RA4	External clinical placement Clinical Session	Practice-based learning Analysis and guided reflection in written report	Demonstrate ethical behaviour when providing care: privacy, confidentiality and professional secrecy.
RA5	External clinical placement Clinical Session	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.
RA6	External clinical placement Clinical Session	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.

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 3	70%
Portfolio: Learning portfolio	30%
d in the assessment tests are a grading proposal that must be approved by the Coordination of Clinical Placements.	

Clinical Placements 3 III consists of **one rotation** in a school nursing, primary care or occupational health department. The tutor's report will be worth 70% 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 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 clinical 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.

The **learning portfolio** is worth 30% of the final grade.

***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

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