

1. OVERVIEW

Subject area	Clinical Placements 4
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Third
ECTS	12 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Throughout the year: semesters 5 and 6

2. INTRODUCTION

Clinical and professional learning during the third year is geared towards health maintenance and recovery with a specific focus on the health outcomes we expect from patients, as well as the nursing interventions planned and applied to achieve them. In order to do this, it is very important to assess and identify problems through critical thinking beforehand.

For this subject area it is highly recommended to take or to have passed the subject area "Health Maintenance and Recovery" and those related to Care. This is the only way to gain a deeper understanding of theory applied in practice and be able to provide nursing care professionally.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (according to 'MECES', the Spanish Qualification Framework for Higher Education):

- 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.
- 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.

- 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 with a high degree of independence.

General Skills of the Degree:

- 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.
- CG6: Base nursing interventions on scientific evidence and available resources.
- 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.
- CG14: Establish assessment mechanisms, taking into account scientific and technical aspects and quality considerations.
- CG17: Perform physiotherapeutic interventions based on comprehensive healthcare, which requires multidisciplinary cooperation, process integration and continuity of care.

Transferable Skills:

- 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.
- CT6: Identify new opportunities and resistance to change from yourself and others.

General European skills (CUE, by the acronym in Spanish):

- 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.

- CUE6: Ensure quality nursing care and evaluate it independently.
- CUE7: Establish full professional communication and cooperate with members of other health professions.

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.

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

- RA1. Assess and identify the health problems of patients, relatives and/or the community of the healthcare facility or care environment in which the rotation is carried out.
- RA2. Plan nursing treatment by establishing expected health outcomes and appropriate nursing interventions based on the identified health problems and needs of the patient and/or family.
- RA3. Carry out nursing interventions for health maintenance and recovery (continuous assessment, symptom management, prevention of potential complications, use of drugs & medical devices and products).
- RA4. To assess the outcomes of nursing care during the hospitalisation process and to plan the patient's discharge by identifying the need for continuity of nursing care.
- RA6. Show ethical behaviour and professional responsibility in all activities during daily clinical practice in relation to the patient, family/relations and professional team.
- RA7. Use effective communication strategies (verbal and non-verbal) during clinical practice with the patient, family/relations and professional team, providing health education and advice in the care and discharge process.
- RA8. 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, CB3, CG17, CT2, CE30 CUE1	RA1
CB2, CB3, CG2, CG6, CG17, CT2, CE30, CUE6	RA2
CB2, CB3, CG2, CG6, CG17, CT2, CE30, CUE6	RA3
CB2, CB3, CG6, CG14, CG17 CT2, CE30, CUE6	RA4
CB2, CG8, CG17, CT1, CE30, CUE6	RA6
CB2, CB4, CG8, CG17, CT2, CE30, CUE7	RA7
CB2, CB3, CB4, CG8, CG17, CT1, CT2, CT4, CT6, CE30	RA8

4. CONTENTS

Mentored placement with patients at different stages of life (adults, children, elderly) with mental health disorders, acute and/or chronic illness (emergency, cancer, kidney, rehabilitation), in different social and healthcare contexts (hospital, day hospital unit, home hospital care, residential care, health centre) and women's care.

- Assessment, identification of problems and capabilities.
- Planning: health outcomes and health promotion, nursing care for disease prevention and recovery.
- Performing nursing care based on the principles of critical and reflective thinking.
- Application of scientific evidence in the different care activities performed during the nursing process.
- Integration of the different teaching activities that enable nursing practice and guarantee continuity of care.
- The various nursing roles and integration into daily practice.
- Handling techniques for the proper care of adults and the elderly with acute and chronic illness.

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:

Learning activity Number of hours	
External clinical placements	336 h
TOTAL	336 h

7. ASSESSMENT

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

Assessment method	Weighting
Tutor Report for Clinical Placements 4	60%
Portfolio: Learning portfolio	40%

Clinical Placements 4 involves two rotations in units with patients requiring more complex care. There will be a tutor's report for each rotation, each worth 30% of the final grade for the subject area. The learning portfolio will be worth 20% for each of them. 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.

***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.

On the Virtual Campus, 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.

8. BIBLIOGRAPHY

The works of reference for following up this subject area are:

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- Bulechek, G.M., et al. (2014) Clasificación de intervenciones de enfermería (NIC) Madrid: Mosby
- Eliopoulos C. (2014). Enfermería gerontológica. 8ª ed. Barcelona: Wolters Kluwer
- García Hernández M, Torres Egea MP, Ballesteros Pérez E. (2006). Enfermería Geriátrica. 2ª ed. Barcelona: MASSON
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- Lewis, Heitkemper y Dirksen, Enfermería Médico-Quirúrgica Vol. I y II, Mosby/Elsevier, Madrid 2004
- Morillo, J., Fernández, D.. Enfermería clínica I: Cuidados generales y especialidades médicoquirúrgicas. Elsevier 2016
- Perry, A. G., & Potter, P. A. (2011). Guía mosby de técnicas y procedimientos en enfermería. Madrid: Elsevier.
- Tabloski P. Enfermería gerontológica. Madrid: Prentice Hall; 2010