

1. OVERVIEW

Subject area	Clinical Placements 5
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 (MECES, 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.
- 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.

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.
- 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.
- CT6: Identify new opportunities and resistance to change from yourself and others.
- CT9: Evaluate and assess the cultural complexity of global organisations and institutions, and learn from their good practices.

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.

- CUE4: Independently take immediate measures for life support and implement measures in crisis and disaster situations.
- CUE5: Independently provide advice, guidance and support to people in need of care, as well as those close to them.

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.

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

- RA1. Assess and diagnose the health problems of patients in the specific care unit in which the rotation is carried out.
- RA2. Plan care, taking into account expected health outcomes and appropriate nursing interventions for diagnosed health problems.
- 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. Assess the outcomes of nursing care throughout the patient's hospitalisation and discharge process, identifying the need for continuity of nursing care.
- RA5. Provide education on individual self-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.
- 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, CB4, CG6, CG8, CT3, CE30, CUE1	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.
CB2, CB3, CB4, CG2, CG8, CT3, CT6, CE30, CUE2	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.
CB2, CB3, CB4, CG2, CG6, CG8, CG17, CT3, CT6, CE30, CUE4	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).
CB2, CB3, CB4, CG2, CG6, CG8, CG14, CG17, CT3, CT5, CT6, CE30, CUE5	RA4. Assess the outcomes of nursing care during the hospitalisation process and plan the patient's discharge, identifying the need for continuity of nursing care.
CB2, CB3, CB4, CG23, CG6, CG8, CE30, CUE5	RA5. Provide education on individual self-care.
CB2, CB4, CG8, CT1, CT5, CE30	RA6. Show ethical behaviour and professional responsibility in all activities during daily clinical practice in relation to the patient, family/relations and professional team.
CB2, CB4, CG8, CT4, CT5, CE30	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.
CB2, CB4, CG6, CT2, CT3, CT5, CT9, CE30	RA8. Share your own knowledge acquired on novel situations in clinical practice, managing sources of clinical and scientific information.

4. CONTENTS

The mentored placement rotation can be carried out with the following types of patients in a variety of healthcare contexts: patients in different stages of life (adults, children, elderly) with mental health disorders, or acute and/or chronic illness (emergency, cancer, kidney, rehabilitation).

- 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.
- Evaluation of results and modification of planned care activities. Application of scientific evidence for the different care activities within 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.
- Carrying out techniques, procedures and appropriate care for children, teenagers, adults, the elderly and women with acute or 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:

On campus:

Learning activity	Number of hours
External clinical placements	333
On-campus knowledge tests	3
Totals	336

7. ASSESSMENT

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

On campus:

Assessment method	Weighting
Tutor Report for Clinical Placements 5	50%
Portfolio. Learning portfolio	30%
OSCE (Objective Structured Clinical Examination)	20%

Clinical Placements 5 involves two rotations in units with patients requiring more complex care. There will be a tutor's report for each rotation, each worth 25% of the final grade for the subject area. The learning portfolio will be worth 15% 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 Objective Structured Clinical Examination (OSCE) will be worth 20% of the final grade for the subject area.

- 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:

- Bulechek, G.M., et al. (ed.) (2018). Clasificación de intervenciones de enfermería (NIC) (7ª. ed.). Madrid: Mosby
- Herdman, T.H. (ed.) (2015). Diagnósticos enfermeros: definiciones y clasificación 2015-2017. Barcelona: Elsevier
- Jensen, S., Serrahima Formosa, L., & Vilaret Fusté, E. (2012). Valoración de la salud en enfermería: Una guía para la práctica. Barcelona: Wolters Kluwer/Lippincott Williams & Wilkins Health.
- Moorhead, S., et al. (ed.) (2018). Clasificación de resultados de enfermería (NOC) (6ª. ed.). Madrid: Mosby
- Perry, A. G., & Potter, P. A. (2011). Guía mosby de técnicas y procedimientos en enfermería. Madrid: Elsevier