1. OVERVIEW

Subject area	Practicum 2
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	4th
ECTS	18 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Throughout the year: Semesters 7 and 8

2. INTRODUCTION

The subject area *Practicum 2* will enable students to acquire the skills needed to work in complex care settings. Students will rotate through nursing units where patients require specific interventions and care according to their health status; or in areas of primary care or school healthcare, where the main interventions revolve around prevention, promotion and health education.

In these new, more complex care settings, students must integrate general and specific theory/practical knowledge of each unit or area. They must make an effort to study, understand and reflect on these differences in the clinical setting and what it means for their professionalism.

3. SKILLS AND LEARNING OUTCOMES

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

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

- 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 (CG, by the acronym in Spanish):

- CG1.Be able to provide technical and professional nursing care in line with patients' specific health needs, pursuant to the current state of scientific knowledge and the levels of quality and safety established in the applicable legal and ethical regulations.

- CG5.Design care systems aimed at individuals, families or groups, assessing their impact and making the appropriate modifications.

- 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.

- CG13.Know the principles of healthcare and social financing and make appropriate use of the available resources.

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.

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

- CT8: Turn ideas into actions, taking risks and overcoming obstacles.

- CT9: Evaluate and assess the cultural complexity of global organisations and institutions, and learn from their good practices.

- CT10. Take on and/or set challenging individual goals, and meet individual goals and objectives.

- CT11. Show initiative to pursue additional responsibilities, evaluating work results to ensure compliance with quality standards.

- CT12: Critically evaluate information and its sources, identify gaps (missing) information and search appropriate sources to fill them.

- CT13. Synthesise information and integrate it with what is already known about a topic.

- CT14: Identify patterns from information and understand the big picture, ensuring you use the best practices and analyse quantitative and qualitative data.

- CT15: Identify and solve work problems independently, considering various approaches to problem solving.

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.

- CUE2: Collaborate effectively with other actors in the health sector, including taking part in practical training for health workers based on the knowledge and skills acquired in accordance with paragraph 6(d) and (e).

- CUE8: Assess the quality of care and improve your own professional practice as a general care nurse.

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 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. Implement 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 during the hospitalisation process and 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
CB1 CB3 CT10 CT14 CUE1 CE30	RA1
CB1 CB3 CG5 CG8 CG13 CT9 CT10 CT13 CT14 CT15 CUE1 CE30	RA2
CB1 CB4 CG1 CG13 CT1 CT6 CT8 CT13 CT14 CUE2 CE30	RA3
CB1 CB3 CB5 CG5 CG13 CT1 CT6 CT8 CT9 CT11 CT12 CT13 CUE8 CE30	RA4
CG1 CG8 CG13 CT1 CT9 CUE8 CE30	RA6
CB1 CB4 CG8 CT8 CUE2 CE30	RA7
CB5 CT1 CT6 CT8 CT12 CT13 CT14 CE30	RA8

4. CONTENTS

Two rotations with the following types of patients in various healthcare settings: 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 and identification of patient, family or community problems in highly complex situations.
- Complex nursing care planning and treatment.
- Application of scientific evidence in care planning and discharge recommendations.
- Effective communication with the patient, family and team.
- Organisation of special units and critical care settings.
- Adaptation to complex and critical situations.
- Communication and teamwork skills
- Development of skills in handling complex techniques

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- MD6. Simulation environments
- MD8. Practice-based learning
- MD9. Reflective learning
- MD10.Dialogic 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	501 h
On-campus knowledge tests	3 h
TOTAL	**504 h**

7. ASSESSMENT

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

Assessment system	Weighting
Reports and written work: Learning portfolio	20%
Placement tutor's report	60%
OSCE (Objective Structured Clinical Examination)	20%

Practicum 2 consists of two rotations in special services, which will be assessed by two tutor's reports, each worth 30% 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 20% of the final grade for the subject area and the Objective Structured Clinical Examination (OSCE) is 20% 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.

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 recommended bibliography is indicated below: