# 1. OVERVIEW

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|---|---|
| Subject area | Practicum 5 |
| Degree | Bachelor's Degree in Nursing |
| School/Faculty | Biomedical and Health Sciences |
| Year | 4th |
| ECTS | 12 ECTS |
| Type | Compulsory |
| Language(s) | Spanish |
| Delivery Mode | On campus |
| Semester | Semester 1 & 2 |

# 2. INTRODUCTION

The Practicum V course aims to enable students to integrate and apply the competencies acquired in various subjects of the Nursing degree in a real healthcare practice setting. Throughout this course, students will acquire the necessary competencies to integrate into a multidisciplinary team and participate, from a nursing perspective, in the comprehensive care of patients and their families at each stage of the life cycle and in various circumstances. They will develop the skills to communicate therapeutically with patients, apply the nursing process, implement interventions based on orders from other professionals, and make ethical and responsible decisions in accordance with the values and standards of the nursing profession.

In Practicum V, the clinical context will be provided in a medical or surgical hospitalization unit. The course encourages reflection and analysis of different practical experiences. Through simulation, consultation of scientific evidence, and a deep dive into health problems and nursing interventions in the subjects of Health Alterations 2 and 3, students will progressively build their own nursing knowledge based on clinical and professional learning reflections.

# 3. SKILLS AND LEARNING OUTCOMES

In the table below, the relationship between the competencies developed in the subject and the learning outcomes pursued is presented:

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

• CB1: Students have demonstrated possession and understanding of knowledge in an area of study that builds on general secondary education and is typically found at a level that, while supported by advanced textbooks, also includes aspects involving knowledge from the forefront of their field of study.
• CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills usually demonstrated through the development and defense of arguments and problem-solving within their area of study.
• CB3: Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.
• CB4: Students can convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.
• CB5: Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

**General Competencies (CG, by the acronym in Spanish):**

- CG1: Provide technical and professional healthcare: Deliver technically appropriate health care with full scientific autonomy. Adhere to quality and safety standards established in legal and ethical regulations.
- CG2: Plan and provide nursing care: Direct care focused on health outcomes, evaluating their impact. Use clinical and healthcare practice guidelines in diagnosing, treating, or caring for health problems.
- CG3: Know and apply historical foundations and theoretical and methodological principles.
- CG4: Understand interactive behavior of the individual: Consider factors such as gender, group, or community within their social and multicultural context.
- CG5: Design care systems: Evaluate their impact and make necessary modifications.
- CG6: Base interventions on scientific evidence and available means.
- CG7: Understand individuals without prejudice: Respect their physical, psychological, and social aspects. Ensure respect for opinions, beliefs, values, and the right to privacy.
- CG8: Promote and respect rights to participation, autonomy, and informed consent.
- CG9: Promote healthy lifestyles and self-care: Support preventive and therapeutic behaviors.
- CG10: Protect the health and well-being of individuals or groups, ensuring their safety.
- CG11: Establish effective communication and promote health education.
- CG12: Know the ethical and deontological code of Spanish nursing: Understand ethical implications of health in a globally transforming context.
- CG13: Know principles of healthcare management and financing: Use available resources appropriately.
- CG14: Establish evaluation mechanisms: Consider scientific-technical and quality aspects.
- CG15: Work with a team of professionals: Structure in a uni or multidisciplinary and interdisciplinary manner in healthcare organizations.
- CG16: Know healthcare information systems.
- CG17: Provide care based on comprehensive health care: Involve multidisciplinary cooperation, process integration, and continuity of care.

**Transversal Competencies (CT, by the acronym in Spanish):**

- CT1: Responsibility: The student should be able to accept the consequences of their actions and be accountable for their own deeds.
- CT2: Self-confidence: The student should be able to act with confidence and the necessary motivation to achieve their objectives.
- CT3: Awareness of ethical values: The student should possess the capacity to feel, judge, argue, and act consistently, persistently, and autonomously in accordance with moral values.
- CT4: Communication skills: The student should be capable of expressing concepts and ideas effectively, including the ability to communicate in writing with conciseness and clarity, as well as speaking publicly in an efficient manner.
- CT5: Interpersonal understanding: The student should be capable of active listening to reach agreements, utilizing an assertive communication style.
- CT6: Flexibility: The student should be capable of adapting and working in various situations and with diverse individuals, valuing and understanding different perspectives and adjusting their own approach as the situation requires.
- CT7: Teamwork: The student should be capable of actively participating in achieving a common goal, listening, respecting, and valuing the ideas and proposals of other team members.
- CT8: Initiative: The student should be capable of proactively anticipating situations and proposing solutions or alternatives.
- CT9: Planning: The student should be able to effectively determine their goals and priorities, defining actions, timelines, and optimal resources required to achieve those goals.
- CT10: Innovation-Creativity: The student should be capable of devising new and different solutions to problems, adding value to the challenges they encounter.

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

Competency 26 (CE 26) refers to pre-professional practices in the form of an independent clinical rotation, with a final competency assessment, conducted in hospitals. The objective of these practices is to incorporate

professional values, healthcare communication competencies, clinical reasoning, clinical management, and critical judgment. Throughout this period, the aim is to integrate into professional practice the knowledge, skills, and attitudes of nursing, grounded in principles and values associated with the competencies outlined in the general objectives and subjects that make up the program.

**Ethical-Social Competence:**

• Demonstrate ethical behaviors and social commitment in performing the activities of a profession, as well as sensitivity to inequality and diversity. This competence development will foster appropriate behaviors in academic and/or professional social and environmental norms and commitments and respectful behaviors towards diversity, promoting inclusive actions in the academic and/or professional environment. Therefore, through the development of this competence, a contribution will be made, to a greater or lesser extent, to the achievement of the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (https://www.un.org/sustainabledevelopment/).

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

- RA1: Ability to work in a holistic, tolerant, non-judgmental, careful, and sensitive manner.

- RA2: Awareness of the various roles, responsibilities, and functions of a nurse.

- RA3: Ability to respond to patient needs by planning, delivering services, and evaluating individualized programs.

- RA4: Ability to critically question, evaluate, interpret, and synthesize a range of information and data sources.

- RA5: Ability to assert clinical judgments to ensure that quality standards are met and practice is evidence-based.

- RA6: Ability to safely administer drugs and other therapies.

- RA7: Ability to consider emotional, physical, and personal care.

- RA8: Relevant knowledge of and ability to apply natural and life sciences.

- RA9: Relevant knowledge of and ability to apply technology and informatics to healthcare.

- RA10: Ability for effective communication.

- RA11: Ability to appropriately represent the patient's perspective and act to prevent abuse.

- RA12: Ability to use counseling skills effectively (communication techniques to promote patient well-being).

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

| Competences | Learning Outcomes |
|---|---|
| CB3, CG3. CG4, CG7, CG8, CG12, CT3, CE26 | RA1 |

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|---|---|
| CB1, CB2, CG1, CG2, CG15, CG17, CT1, CT6, CE26 | **RA2** |
| CB2, CB3, CG1, CG2, CG4, CG5, CG9, CG17, CT1, CT2, CT8, CE26 | **RA3** |
| CB1, CB3, CB4, CB5, CG6, CG13, CG14, CG16, CT4, CT8, CE26 | **RA4** |
| CB2, CB3, CG6, CG10, CG14, CE26 | **RA5** |
| CB2, CB3, CG6, CG10, CG14, CE26 | **RA6** |
| CG1, CG2, CG5, CG11, CG15, CG17, CT5, CE26 | **RA7** |
| CG14 | **RA8** |
| CG6, CG13, CG16 | **RA9** |
| CB4, CG11, CG15, CT4 | **RA10** |
| CG8, CG10, CG12, CT1 | **RA11** |
| CB4, CG11, CG15, CT4 | **RA12** |

# 4. CONTENTS

Supervised Clinical Practice Rotation in Nursing Units

A supervised clinical practice rotation in nursing units focusing on health promotion and disease prevention will include the following components:

- Organization of the Nursing Unit, Institutional Overview, and Various Professional Team Roles.

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- Understanding the structure and functioning of the nursing unit within the broader institution.
- Recognizing and fulfilling different roles within the professional team.
- Effective Communication with Patients, Families, and the Professional Team:
- Developing skills for clear and empathetic communication with patients, their families, and fellow healthcare professionals.
- Comprehensive Patient Assessment Applying Theoretical and Methodological Aspects:
- Conducting a holistic assessment of patients, integrating theoretical and methodological considerations.
- Focused assessment based on identified health problems.
- Application of Protection and Safety Measures in All Nursing Interventions:
- Implementing measures to ensure the safety and well-being of patients during nursing interventions.
- Demonstration of Ethical-Legal Principles:
- Upholding principles such as privacy, confidentiality, and professional secrecy in adherence to ethical and legal standards.
- Planning and Execution of Individualized Nursing Care:
- Developing plans for and delivering personalized nursing care to patients and their families.
- Identification of Real Health Problems and/or Risks, Distinguishing Between Nursing and Collaborative Issues:
- Recognizing and differentiating between actual health problems and potential risks, categorizing them as nursing issues or those requiring collaborative approaches.

# 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Cooperative Learning.
- Problem-Based Learning (PBL).
- Case Study.
- Simulation Environments.

# 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

| Learning Activities | Number of hours |
|---|---|
| Primary Care Clinical Internship | 300 |
| **TOTAL** | **300** |

# 7. ASSESSMENT

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

| Assesment System | Weighting |
|---|---|
| Internship Supervisor Report (Tutor's Evaluation 80% + Reflective Journal 20%) | 100 |

# 8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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