

**COURSE DATA****DATA SUBJECT****Code:** 34387**Name:** Practicum II**Cycle:** Undergraduate Studies**ECTS Credits:** 19.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1200 - Degree in Nursing	Facultat d'Infermeria i Podologia	3	Indefinite (Individuals)
1213 - Grado en Enfermería (Ontinyent)	Facultat d'Infermeria i Podologia	3	Indefinite (Individuals)

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1200 - Degree in Nursing	Integrated practice in the health area/department	INTERNSHIPS
1213 - Grado en Enfermería (Ontinyent)	Prácticas integradas en el Área/Departamento de salud	INTERNSHIPS

**COORDINATION**

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**SUMMARY**

The model of integrated in the Department / Area Health, integrates knowledge, skills, attitudes and values acquired in all subjects of the degree incorporating both life sciences and medical and social. However, one must bear in mind that practice in health institutions is an essential component of teaching-learning process in nursing, providing the opportunity to develop different practical knowledge acquired by doing, by allowing different situations to recognize and intervene with a concrete response by the practice, considered a knowledge linked to experience, and focused attention not only to the person but the family and community.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE****1200 - Degree in Nursing**

Obligation to have previously passed the subject(s) 34385 - Introduction to the nursing practice

**1213 - Grado en Enfermería (Ontinyent)**

Obligation to have previously passed the subject(s) 34385 - Introduction to the nursing practice

**OTHER REQUIREMENTS**

It is recommended to have passed the subjects of the first and second year of graduate programs in nursing related to the subject of Public Health, Community Nursing and Management and Administration of Health Services and all subjects "Nursing in the Life Cycle." This course is complementary to the subject Practicum I, therefore it is recommended to students jointly enrolled for both subjects.

**COMPETENCES / LEARNING OUTCOMES****1200 - Degree in Nursing**

Apply information and communication technologies in clinical, therapeutic, preventive, health promotion and research activities.

Base nursing interventions on scientific evidence and available means.

Be able to describe the foundations of the primary health care level and the activities to be developed to provide comprehensive nursing care to the individual, family and community. Understand the role and activities and cooperative attitude that the professional must adopt within a primary health care team. Promote the involvement of individuals and groups in their health-disease process.

Be able to formulate hypotheses and to gather and critically assess information to resolve problems by applying, among others, the gender approach.

Be able to provide comprehensive and professional nursing care that is appropriate to the health needs of the person, family and community being cared of, from the recognition of the citizens' right to health, and in accordance with the current state of development of scientific knowledge and with the quality and safety standards established in applicable legal and deontological regulations.

Be able to recognise situations where life is in danger and to perform basic and advanced life-saving techniques.

Design care systems for individuals, families or groups, focusing on health results, evaluating their impact and implementing appropriate changes.

Direct, evaluate and provide comprehensive nursing care to the individual, family and community.

Establish evaluation procedures applying scientific-technical and quality principles.

Establish truthful, effective and respectful communication with patients, family, social groups, other professionals and the media, both orally and in writing, and promote health education.

Identify community participation as an essential element for the development of health promotion, and participate in the formulation, implementation and evaluation of healthy public policies and intersectoral



projects that strengthen local development.

Identify people's psychosocial responses to different health situations (in particular, illness and suffering), selecting the appropriate actions to provide help in these situations. Establish an empathic and respectful relationship with the patient and family, according to the person's situation, health problem and stage of development. Use strategies and skills that enable effective communication.

Identify the biological, demographic, environmental, social, economic, cultural, psychological and gender determinants of health, and analyse their influence on the living and working conditions of the population and their impact on the health-disease process.

Implement health care information and communication technologies and systems.

Know and apply the theoretical and methodological foundations and principles of nursing, for the promotion and protection of health, the prevention of illness and the comprehensive care of people, in order to improve the quality of life of the population.

Know and assess the nutritional needs of healthy people and of those with health problems, throughout the life cycle and according to physical activity, in order to promote and reinforce healthy eating behaviour patterns. Identify the nutrients and the foods in which they are found. Identify the most prevalent nutritional problems in women and men and select appropriate dietary recommendations.

Know the health alterations of the adult person, identifying the manifestations that appear in the different stages. Identify care needs arising from health problems. Analyse the data collected in the assessment, prioritise the adult patient's problems, define and implement the care plan and evaluate it.

Know the strategies to provide comfort and alleviate symptoms, aimed at the patient, the family and the non-professional caregiver, in the administration of palliative care in situations of advanced or terminal illness.

Offer health education actions using strategies that are appropriate to individuals, families and communities, making scientific information and recommendations available to the population in an understandable language.

Plan, organise and evaluate training activities for nurses and other health professionals.

Plan and provide nursing care for individuals, families or groups, focusing on health results and evaluating its impact, using guides to clinical practice and care that set out the processes involved in the diagnosis, treatment or care of a health problem.

Promote healthy lifestyles that encourage self-care among individuals, families and communities.

Propose and develop health care actions that privilege health promotion and disease prevention, and that aim to improve the living conditions of the population.

Provide nursing care based on integrated healthcare principles, involving multi-professional cooperation, process integration and continuity of care, in coordination with all the levels of healthcare and other social and health resources and services.

Work as a team, understood as a basic unit into which professionals and other workers of health care organisations are integrated, structured and organised in single- or multi-disciplinary and inter-disciplinary teams, as a way of ensuring the quality of health care.



## DESCRIPTION OF CONTENTS

1.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Clinical internships in health institutions	0,00
Theory supplements	0,00
Classroom practice	0,00
Laboratory	0,00
Seminars	0,00
In-class tutorials	0,00
<b>Total hours</b>	<b>0,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	0,00
<b>Total hours</b>	<b>0,00</b>

## TEACHING METHODOLOGY

Verification Document for this subject provides a load of 19.5 ECTS credits for students involving a total of 585 hours, with classroom activities (468 h.) And student work / a (not-to-face teaching mode) of 117H. Given the characteristics of the Subject, we propose the use of participatory methodologies for conducting activities that allow to implement the knowledge acquired previously and stays in the Health Center and work with the community to facilitate compliance with the objectives.

From the timing of the curriculum, and given the nature of teaching modalities proposed in the plan of work can be seen in the following table, which arise for students:

- 70 hours of **teaching in Lab mode** (Groups of 15 students). Laboratory teaching in groups of 15, which raised the reinforcement and tutoring activities that are performed at the level of Primary Health Care. The workshops used a participatory methodology applied to the specific acquisition and instrumental manipulative skills on each topic supervised by / the teaching of individual activities and / or group that develops the students and to be specified in the syllabus of the subject.



- 20 hours of **academic tutoring teaching** in tracking mode (individual and / or group) to allow monitoring of students in the learning process and mentoring of products made in the workshops.

378 hours of **stay in Health Institutions** so as to permit rotation of each student by the domains of action in the health center, student involvement within the care team and community interaction.

## EVALUATION

Given the characteristics of the course the student assessment will be made, firstly by the faculty associate health sciences (PACCS) and / professional staff and other practices by teachers responsible for the subject, based on :

Evaluation of students by the PACCS and professional practice partners, to be held on the basis of:

- A) Time and attendance
- B) Integration of students in the center. Valuing the interest and motivation, participation, organizational skills, responsibility, etc..
- C) Compliance with the proposed activities in the workshops:
  - The talk of health education at school.
  - The continuing education activity.
  - Exposure of continuing education.
  - The home visit.
  - Detection of situations of gender violence from primary care.
  - Patient Safety in Primary Care.

Evaluation by teachers responsible for the subject of the final report, which will take into account:

- A) General Guidelines for submission of the report.



- B) Contents of the memory training group
- B.1. Report of the activities in the center, attaching an annex all products made in the workshops include:
  - B.1.1 Talk of health education at school
  - B.1.2 continuing education activity.
  - B.1.3 The exhibition of continuing education.
  - B.1.4 The home visit.
  - B.1.5 Detection of domestic violence situations from primary care.
  - B.1.6 Patient Safety in Primary Care.
- D. Bibliography.

Accrediting purposes, the PACCS and professional practice partners will qualify from 0 to 10 activities in the middle range, and the Faculty responsible qualify each of the activities in the workshops between 0 and 10. From these partial scores will get the arithmetic mean, which will be the final score shall be taken into account the need to pass both parts separately for the mean.

Student assessment.

1. Assessment survey company tutor / PACCSS.

At the end of the period of practice he / PACCSS delivery of the questionnaire to each student. In the heading of the questionnaire includes: instructions and evaluation criteria, identification data: Center, period, course, name PACCSS. The main sections are: Planning and preparation practices, development of practices, availability of resources for students in the middle of practice. The last questions are dedicated to student self-assessment in practice just ended. Each section has several items, a total of 19, with a Likert score. The last section is devoted to the observation of students, leaving a blank space to express their opinion.

2. Evaluation of practices by student

In each period, the group of students prepare a brief report which reflect its assessment of the practices taking into account the following criteria: Organization of the work plan (distribution of students, rotating ...). Compliance with the objectives. Difficulties encountered in carrying out the activities. Comments about the length of community practices. Proposals on how to improve community practices. Relationship between the theory taught and performed in practice. Other aspects to consider.



## REFERENCES

- 1. Escribà-Agüir, V et al (2008). Protocolo para la atención sanitaria de la violencia de género (PDA). Valencia: Generalitat Valenciana. Conselleria de Sanitat. 2. García Calvente, MM (ed.) et al (2010). Guía para incorporar la perspectiva de género a la investigación en salud. Granada: Escuela Andaluza de Salud Pública. Consejería de Salud. 3. García Ferrando M, Ibáñez J, Alvira F (2000). El análisis de la realidad social métodos y técnicas de investigación. Madrid: Alianza Editorial. 4. Gita Sen G., George A., Östlint P. (2005). Incorporar la perspectiva de género en la equidad en salud: Un análisis de la investigación y las políticas. Washington D.C.: OPS. Disponible en: [http://www.paho.org/Spanish/DD/PUB/PO\\_14\\_entire\\_book.pdf](http://www.paho.org/Spanish/DD/PUB/PO_14_entire_book.pdf) 5. López de Ceballos P (1998). Un método para la investigación-acción participativa. Madrid: Popular. 6. Marchioni M (1997). Planificación social y organización de la comunidad: alternativas avanzadas a la crisis. Madrid: Popular.
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