



BSc in Nursing

INTEGRATED COURSE TITLE: GENERAL CLINICAL PRACTICE 2

NUMBER OF ECTS CREDITS: 22

CODE: MEDS-24/C

MODULE CONVENOR: NOEMI GIANNETTA

E-MAIL: noemi.giannetta@unicamillus.org

<https://www.unicamillus.org/personnel/giannetta-noemi-2/>

PREREQUISITES

The student can take the General Clinical Practice Exam 2 if they have successfully passed the General Clinical Practice Exam 1. Additionally, it is strongly recommended to have attended and passed the exams for Nursing Sciences 1, 2, 3, and 4.

LEARNING OBJECTIVES

The second-year internship aims to provide students with advanced nursing assessment skills, clinical reasoning abilities, and the capacity to make nursing-related decisions for patients with priority health issues in medical, surgical, specialized surgical, oncological, and chronic care settings, under the supervision of an experienced professional.

LEARNING OUTCOMES

Knowledge and Understanding

At the end of the second-year internship experience, the student should be able to:

- Understand the protocols, procedures, and clinical care guidelines used in the hospital setting and within the operational unit.
- Understand the admission and care procedures for individuals undergoing dialysis, including different types such as peritoneal dialysis, hemodialysis, and hemofiltration.
- Understand and manage pharmacological therapy through various administration routes, including dosage preparation, intravenous, intramuscular, subcutaneous administration, and other routes, as well as managing pharmacological dosage calculations.
- Understand emergency situations such as blood transfusions and end-of-life care, including support in caring for the deceased.
- Be aware of hygiene practices, sterilization, and sanitization of surgical instruments, and maintain a sterile field during procedures.

Applying knowledge and understanding

At the end of the second-year internship experience, the student should be able to:

- Apply appropriate clinical care protocols, procedures, and guidelines while assisting patients, ensuring compliance with care and safety standards.
- Assess the complexity of patient care needs and plan care accordingly, coordinating available resources to ensure appropriate assistance.
- Apply the necessary skills to safely and accurately perform clinical procedures such as venous sampling, insertion of peripheral venous access, fluid balance management, and management of devices such as bladder catheters and nasogastric tubes.
- Apply pharmacological knowledge to prepare and administer medications safely and accurately, closely monitoring patient responses and adjusting therapy as needed.
- Provide assistance during diagnostic tests and interventions, collaborating with healthcare personnel to ensure patient comfort and safety, and providing adequate support throughout the process.
- Apply emergency management skills to respond promptly to critical situations such as blood transfusions or end-of-life care, providing empathetic and professional support to patients and their families.
- Apply hygiene and sterilization procedures for surgical instruments and medical devices, ensuring a safe and sterile environment for clinical procedures.

Communication skills

At the end of the second-year internship experience, the student should be able to:

- Develop relational skills with patients and caregivers that require a basic relational approach.
- Orally present core topics in an organized and coherent manner, using specific scientific language that is appropriate and relevant to the topic of discussion.

Making judgements

At the end of the second-year internship experience, the student should be able to:

- Independently assess the complexity of a patient's care needs, considering factors such as the severity of the clinical condition, comorbidities, and available resources, to plan and coordinate a personalized care plan.
- Independently establish care priorities based on the patient's immediate needs, the urgency of clinical conditions, and resource availability, ensuring efficient and effective use of hospital resources.
- Independently recognize emergency situations and make rapid and effective decisions to manage the situation, ensuring patient safety and well-being until specialized personnel arrive.
- Independently adapt the care plan in response to changes in the patient's condition, treatment responses, and any complications, ensuring continuous and appropriate care.
- Independently manage situations where patient care needs may conflict with other priorities, such as resource availability or the needs of other patients, finding balanced and respectful solutions.
- Critically evaluate the various therapeutic options available for the patient, considering the risks and benefits of each option and making informed and personalized decisions in collaboration with the healthcare team.

- Independently lead the decision-making process in end-of-life care, respecting the patient's wishes, providing emotional and spiritual support to patients and their families, and coordinating palliative care and support services.

Learning skills

The student will have acquired appropriate learning skills and methods for deepening and improving their skills in the field of nursing care, including through consultation of scientific literature. Additionally, the student will adopt a professional behavior: an active attitude, continuous commitment, a reflective approach oriented towards self-learning, and acceptance of feedback for improvement in achieving the expected objectives.

COURSE SYLLABUS

- Use of protocols, procedures, and clinical care guidelines used in the hospital setting and within the operational unit.
- Admission and care acceptance of individuals based on their care complexity (e.g., admission form, patient assessment).
- Admission and care acceptance of individuals undergoing dialysis (e.g., peritoneal, hemodialysis, hemofiltration).
- Planning, implementation, evaluation, and documentation of peripheral venous blood sampling.
- Planning, implementation, evaluation, and documentation of peripheral venous access insertion (peripheral venous cannula).
- Planning, implementation, evaluation, and documentation of interventions for enteral nutrition.
- Planning, implementation, evaluation, and documentation of interventions for parenteral nutrition.
- Planning, implementation, evaluation, and documentation of fluid balance.
- Planning, implementation, evaluation, and documentation of urinary catheter insertion (temporary and permanent).
- Planning, implementation, evaluation, and documentation of nasogastric tube insertion.
- Planning, implementation, evaluation, and documentation of an electrocardiogram (ECG).
- Bladder catheter management.
- Nasogastric tube management.
- Intestinal stoma management.
- Pharmacological dosage calculation management.
- Intravenous pharmacological therapy management.
- Intramuscular pharmacological therapy management.
- Subcutaneous pharmacological therapy management and other routes of administration.
- Central venous catheter management and central venous pressure monitoring.
- Preparation, management, and maintenance of a sterile field.
- Preparation and assistance of the patient before, during, and after diagnostic tests (e.g., endoscopic examinations, biopsies, lumbar punctures, examinations with and without contrast medium).
- Assistance and collaboration with healthcare personnel in the preoperative, intraoperative, and postoperative phases (e.g., surgical bed preparation, patient positioning, drainage control).

- Assistance and collaboration with healthcare personnel in the preparation, administration, monitoring, evaluation, and documentation of blood transfusions.
- Assistance and collaboration with healthcare personnel in end-of-life care and deceased care.
- Identification, maintenance, sanitization, and sterilization of surgical instruments.
- Reference is made to the activities described in the Internship Syllabus Program 1.

COURSE STRUCTURE

The Nursing Degree Course (CdS) provides a total of 22 university training credits (CFU) dedicated to internship activities in the second year of the course. One CFU corresponds to 30 hours, so the total internship hours in the first year of the course amount to 660 hours.

The location, period, and shifts for internship activities are defined by the Didactic Direction and the Company Tutors. The Didactic Direction is responsible for scheduling at least 5/6 internship experiences in different contexts over the three-year period, as outlined in the Consensus Conference of the Permanent Conference of Health Professions Degree Courses (2010).

Attendance at internship activities is mandatory for all students enrolled in the Nursing Degree Course and must be continuous for each internship experience and throughout the academic year.

ASSESSMENT CRITERIA

The internship experiences must be designed, evaluated, and documented within the student's learning pathway. The evaluation process takes place during the student's clinical learning journey using typical formative assessment methods throughout, and at the end of each academic year and the three-year period, with certifying evaluation methods. Please refer to Article 7 of the current Internship Regulation of the Nursing Degree Course for further details.

The achievement of the internship's educational objectives in the first year of the course is assessed by the Clinical Tutors/Unit Coordinators through formative assessments and by the Company Tutors/Didactic Direction and the Faculty of MED/45 through certifying evaluations.

The certification assessment consists of a written and oral exam. Only students who score higher than 18 on the written exam are eligible to take the oral exam. The exam will be considered passed if the student achieves a final score of 18/30.

All content outlined in the teaching programs will be evaluated. The assessment will cover the student's knowledge and understanding, their ability to apply knowledge and understanding, judgment autonomy, and communication skills, each contributing respectively to 30%, 30%, 30%, and 10% of the final score. The final grade will be assigned collectively by the Commission.

The examination will be evaluated according to the following criteria:

< 18 insufficient	The candidate possesses an inadequate knowledge of the topic, makes significant errors in applying theoretical concepts, and shows weak presentation skills.
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18 - 20	The candidate possesses a barely adequate and only superficial knowledge of topic, limited presentation skills, and only an inconsistent ability to apply theoretical concepts.
21 – 23	The candidate possesses an adequate, but not in-depth, knowledge of the topic, a partial ability to apply theoretical concepts, and acceptable presentation skills.
24 – 26	The candidate possesses a fair knowledge of the topic, a reasonable ability to apply theoretical concepts correctly and present ideas clearly.
27 - 29	The candidate possesses an in-depth knowledge of the topic, a sound ability to apply theoretical concepts, good analytical skills, clear argumentative clarity and an ability to synthesize
30 - 30L	The candidate possesses an in-depth knowledge of the topic, an outstanding ability to apply theoretical concepts, a high level of argumentative clarity, as well as excellent analytical skills, and a well-developed ability to synthesize and establish interdisciplinary connections.

OPTIONAL ACTIVITIES

Students will have the opportunity to participate in theoretical/practical exercises and attend seminars or laboratory activities.

RECOMMENDED READING

- Lazenby, M., & Smeltzer, S. C. (Eds.). (2021). Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.). Wolters Kluwer.
- Ackley, B. J., Ladwig, G. B., Makic, M. B. F., Martinez-Kratz, M. R., & Zanotti, M. (2023). Nursing diagnosis handbook: An evidence-based guide to planning care (13th ed.). Elsevier.
- Berman, A., Snyder, S., & Frandsen, G. (2021). Kozier & Erb's fundamentals of nursing: Concepts, process, and practice (11th ed.). Pearson.
- All teaching materials and handouts provided by the nursing science faculty.