



BSc in Nursing

INTEGRATED COURSE TITLE: GENERAL CLINICAL PRACTICE 3

NUMBER OF ECTS CREDITS: 18

CODE: MEDS-24/C

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PREREQUISITES

The student can take the General Clinical Practice exam 3 if they have successfully passed the Internship 1 and 2 exams. Additionally, it is highly recommended that they have attended and passed the Nursing Sciences 1, 2, 3, 4, and 5 exams.

LEARNING OBJECTIVES

The third-year internship aims to promote the consolidation and advancement of skills from the first and second years. It also aims to develop the ability to care for patients with medium and high complexity health issues, make decisions regarding priorities and nursing care, including for groups of patients, design and manage care processes, allocate and supervise tasks to Support Operators, and ensure continuity of care within the same Complex Structure (CS)/Service, between different CS/Services within the same structure, and between hospital and community settings.

LEARNING OUTCOMES

Knowledge and Understanding

At the end of the third-year internship, the student will have:

- Knowledge of the characteristics of the facility where they operate and understand the purposes of hospital/territorial health services, as well as being able to assess the response of these services to the main needs of citizens.
- Detailed knowledge of the anatomy and physiology of the circulatory and respiratory systems, including the mechanisms of regulation of arterial and venous pressure.
- Knowledge and understanding of the procedures and techniques necessary to perform arteriography and invasive venipuncture, as well as the management of devices and infusion lines.
- Knowledge of the main types of implantable devices used for venous access and their maintenance and management procedures.

- Knowledge and understanding of the indications, precautions, and techniques for airway management and respiratory support devices.
- Knowledge of the protocols and procedures for performing brain death determination.
- Ability to competently use equipment for managing heart rhythm and cardiorespiratory emergencies.
- Knowledge of guidelines for enteral and parenteral nutrition, as well as procedures for their implementation and evaluation.
- Understanding of sanitation and disinfection procedures to prevent nosocomial infection.
- Ability to assist and manage patients with complex conditions such as polytraumatized patients, oncology patients, those with respiratory failure, psychiatric disorders, and patients in rehabilitation phase.
- Knowledge of the Glasgow Coma Scale assessment tool and the ability to apply it to evaluate the patient's level of consciousness.

Applying knowledge and understanding

At the end of the third-year internship, the student will be able to:

- Plan and safely execute invasive procedures such as arterial and venous access, ensuring continuous patient monitoring during the intervention.
- Adopt a holistic approach in managing implantable devices for venous access, including the ability to prevent and manage complications such as infections and thrombosis.
- Perform advanced respiratory care interventions, such as airway suctioning and management of respiratory emergencies, quickly assessing patient conditions and intervening accordingly.
- Coordinate and actively participate in multidisciplinary care, ensuring effective communication and collaboration with other healthcare professionals.
- Evaluate and manage enteral and parenteral nutrition based on specific patient needs, adapting therapies according to clinical response and monitoring results.
- Apply infection control and patient safety protocols during the management of medical devices and equipment.
- Manage cardiorespiratory emergency situations, including the appropriate use of defibrillators and performing life-saving maneuvers according to standard protocols.
- Assist and manage patients with complex conditions such as polytraumatized patients, oncology patients, and those with psychiatric disorders, providing personalized and comprehensive care.
- Apply the Glasgow Coma Scale assessment tool to monitor the patient's level of consciousness and effectively communicate variations to the care team.
- Make rapid and appropriate decisions in emergency situations, using acquired knowledge to ensure effective and safe patient treatment.

Communication skills

At the end of the third-year internship, the student will be able to:

- Develop relational skills with patients and caregivers that require a basic relational approach.
- Present core topics orally in an organized and coherent manner, using specific, appropriate scientific language that aligns with the topic of discussion.

Making judgements

At the end of the third-year internship, the student will be able to:

- Rapidly assess the patient's condition and identify the most urgent or critical needs, making informed decisions about which interventions need to be prioritized.
- Carefully monitor the patient's response to interventions and make changes to care plans based on evolving clinical conditions, continually assessing the effectiveness of therapies and making adjustments as needed.
- Promptly recognize emergency situations and act decisively to stabilize the patient and provide necessary care, making quick and appropriate decisions to ensure patient safety and well-being.
- Identify potential risks and complications associated with procedures and interventions, and take preventive measures to mitigate these risks, ensuring patient safety and compliance with clinical guidelines and organizational policies.
- Recognize early signs of patient deterioration and intervene promptly to prevent worsening clinical conditions, using vital signs, clinical assessments, and patient or caregiver reports.
- Plan and coordinate the overall management of the patient effectively, collaborating with other members of the healthcare team and coordinating activities to ensure integrated and continuous care.
- Address complex situations involving ethical and legal issues, making informed decisions and adhering to ethical principles and legal regulations governing nursing practice.
- Evaluate when it is necessary to involve other specialized healthcare professionals and collaborate with them to provide comprehensive and appropriate patient care.

Learning skills

The student will have acquired the skills and learning methods necessary for the deepening and improvement of their nursing care competencies, including through consulting scientific literature. Additionally, the student will adopt a professional behavior characterized by an active attitude, continuous commitment, reflective approach oriented towards self-learning, and acceptance of feedback for improvement in achieving the set objectives.

COURSE SYLLABUS

- Planning, implementation, evaluation, and documentation of an Arterial Blood Gas (ABG) from arterial access.
- Planning, implementation, evaluation, and documentation of invasive venous pressure.
- Management and dressing of infusion device implants (CVC; Port; PICC; Med line, etc.).
- Management, dressing, and suctioning of airways from tracheostomy cannula or endotracheal tube.
- Management of central venous catheter and central venous pressure monitoring.
- Performance of total hygiene care in patients with high care complexity, such as those with thoracic drains, oncology/hematology patients, immunocompromised patients, etc.
- Execution of the brain death assessment process. • Use and understanding of automatic, semi-automatic, and manual defibrillator management.
- Planning, implementation, evaluation, and documentation of interventions for enteral nutrition.
- Planning, implementation, evaluation, and documentation of interventions for parenteral nutrition.

- Execution of sanitization and disinfection interventions for equipment used in the ward.
- Assistance to patients undergoing multi-infusion therapy.
- Assistance and management of polytraumatized patients.
- Assistance and management of patients in the operating room (e.g., patient positioning, vital signs monitoring).
- Assistance and management of patients with respiratory failure.
- General and specific assistance to individuals in various areas of the Emergency Department (ED).
- Assistance and management of oncology/hematology patients.
- Assistance and management, including emergency cases, of complex cardiorespiratory patients.
- Assistance and management of patients with psychiatric disorders.
- Assistance in the Emergency Department (ED) Triage.
- Assistance to patients with ventilatory support or CPAP.
- Assistance and management of patients in rehabilitation settings.
- Evaluation of the level of consciousness using the Glasgow Coma Scale.
- Referral to the activities described in the Internship 1 and Internship 2 Syllabus Program.

COURSE STRUCTURE

The Bachelor's Degree in Nursing provides a total of 18 University Educational Credits (CFU) to be dedicated to internship activities in the second year of the course. Each CFU corresponds to 30 hours; therefore, the total number of internship hours in the first year of the course is 540 hours.

The location, period, and shifts for carrying out internship activities are defined by the Didactic Directorate and the Company Tutors. The Didactic Directorate is responsible for planning at least 5/6 internship experiences in different contexts throughout the three-year program, as per the Consensus Conference of the Permanent Conference of Degree Courses in Health Professions (2010).

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

ASSESSMENT CRITERIA

Internship experiences must be planned, evaluated, and documented in the student's learning path. The evaluation process takes place during the student's clinical learning journey through typical formative assessment methods along the way and, at the end of each academic year and the triennium, through 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 training objectives of the first year internship is verified by the clinical Tutors/Coordinators of the operating units through formative assessments, and by the Company Tutors/Didactic Direction and the MED/45 Teaching Staff 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 the contents indicated in the teaching programs are subject to evaluation. The student's knowledge and understanding, ability to apply knowledge and understanding, autonomy of judgment, and communication

skills will be evaluated, with respective weights of 30%, 30%, 30%, and 10% in the final score. The final grade will be assigned by the Commission, collectively.

The exam will be assessed according to the following criteria:

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| < 18 insufficient | The candidate possesses an inadequate knowledge of the topic, makes significant errors in applying theoretical concepts, and shows weak presentation skills. |
| 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.