**BSc in Nursing**

*Academic year 2026/2027*

**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

### DD1: Knowledge and Understanding

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

- Demonstrate advanced knowledge in the management of acute and critically ill patients.
- Understand the main pathophysiological mechanisms underlying clinical emergencies.
- Know protocols and guidelines used in emergency and critical care settings.
- Understand principles of advanced monitoring of vital signs and organ functions.
- Be familiar with equipment and technologies used in high-intensity care environments.

### DD2: Applying knowledge and understanding

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

- Apply the nursing process in the management of critically ill patients.
- Identify and manage care priorities in emergency situations.
- Implement timely, appropriate, and evidence-based nursing interventions.
- Safely use advanced devices and technologies.
- Collaborate actively in patient management within complex clinical settings, under supervision.

**DD3: Making judgements**

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

- Rapidly assess the patient's clinical condition.
- Set care priorities based on severity and urgency.
- Recognize early signs of clinical deterioration.
- Make informed nursing decisions ensuring patient safety.
- Promptly activate appropriate resources in critical situations.

**DD4: Communication skills**

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

- Communicate effectively and promptly with the multidisciplinary team in critical situations.
- Interact appropriately with patients and families, even in emergency contexts.
- Use appropriate technical and scientific language.
- Provide clear, concise, and structured clinical information.
- Accurately document nursing care activities.

**DD5: Learning skills**

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

- Demonstrate autonomous learning in complex clinical environments.
- Critically reflect on clinical experiences in high-intensity care settings.
- Integrate theoretical knowledge with clinical practice.
- Identify learning needs and develop strategies for improvement.
- Keep knowledge up to date through guidelines and scientific literature.

**COURSE SYLLABUS**

- Assist patients in critical conditions in different Emergency Department settings, ensuring safety, comfort, stabilization, and continuity of care.
- Perform arterial blood gas (ABG) sampling from the radial artery.
- Assess patients with acute or chronic confusion and plan, implement, and evaluate nursing interventions.
- Assess patients with impaired verbal communication and plan, implement, and evaluate interventions.

- Manage care, relational, and safety needs in patients with psychiatric disorders.
- Assess hemodynamic status through invasive blood pressure monitoring, including interpretation and documentation.
- Assess and manage patients with impaired gas exchange and altered breathing patterns, including invasive and non-invasive ventilatory support.
- Assess and manage patients with ineffective airway clearance, including suctioning techniques.
- Identify care priorities through triage procedures.
- Monitor neurological status, including level of consciousness using the Glasgow Coma Scale.
- Assist patients in cardiac arrest, including cardiopulmonary resuscitation (CPR) and defibrillator use.
- Promote residual autonomy and functional recovery through targeted rehabilitation interventions, collaborating with the multidisciplinary team to ensure continuity of care.
- 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 exam, written and oral/practical, 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. |

Students with disabilities or certified Specific Learning Disorders (SLD/DSA) are entitled to compensatory tools and dispensatory measures (e.g., extra time, concept maps, equivalent assessment formats), to be agreed in advance with the lecturer and the relevant University office, without prejudice to achieving the same expected learning outcomes.

## OPTIONAL ACTIVITIES

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

## RECOMMENDED READING

- Kozier and Erb's (2016). Fundamentals of Nursing (10 Ed.) Pearson.
- All teaching materials and handouts provided by the nursing science faculty.