ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

CLINICAL PRACTICUM

NUR 3220
Adult Health Nursing I Practicum
Fall 2018
Walter Baranowski, MSN, RN
Alfredo Becerra III, MSN, RN
Brenda Sanchez, MSN, RN
Billie Klesch-Sheeran, MSN, RN

ANGELO STATE UNIVERSITY
Department of Nursing

COURSE NUMBER
NUR 3220
COURSE TITLE
Adult Health Nursing I Practicum

CREDITS
(0-0-6)

PREREQUISITE COURSES
Nursing 3304 Health Assessment, Nursing 3305 Clinical Nursing Skills

CO-REQUISITES
NUR 3410 Adult Health Nursing I

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course. http://www.angelo.edu/dept/nursing/handbook/

COURSE DELIVERY
This is a clinical practicum nursing course that involves direct delivery of patient care services.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

Please see computer requirements for BSN classes at this link:
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
**FACULTY**

Walter Baranowski, MSN, RN  
Assistant Clinical Professor  
Office: ACHHS 318 Q  
Phone: (325) 486-6863  
Fax: (325) 942-2236  
walter.baranowski@angelo.edu

Alfredo Becerra III, MSN, RN  
Clinical Instructor  
Office: AHHS 318 V  
Phone: (325) 486-6855  
Fax: (325) 942-2236  
abecerra1@angelo.edu

Brenda Sanchez MSN, RN  
Clinical Instructor  
Office: ACHHS 318 U  
Phone: (325) 486-6861  
Fax: (325) 942-2236  
Brenda.Sanchez@angelo.edu

Billie Klesch-Sheeran, MSN, RN  
Clinical Instructor  
Office: ACHHS 318 A3  
Phone: (325) 486-6854  
Fax: (325) 942-2236  
Billie.Klesch-Sheeran@angelo.edu

**OFFICE HOURS**

Walter Baranowski, MSN, RN  
Tuesday/Wednesday 1330 - 1530  
*Alternate times available by appointment

Alfredo Becerra III, MSN, RN  
Tuesday 0830-1130  
Wednesday 1100 - 1330

Brenda Sanchez MSN, RN  
Tuesday 1030-1330  
Thursday 1130-1330  
*Alternate times available by appointment

Billie Klesch-Sheeran, MSN, RN  
Virtual Office times available by appointment

**COURSE DESCRIPTION**

Students provide research-based, safe, and appropriate care to culturally diverse adult patients with common medical, surgical, or psychiatric conditions. Students use standards of care, informatics/technology, interdisciplinary communication, and error prevention techniques in a variety of settings. Grading will be pass or fail.

**COURSE OVERVIEW**

The purpose of this clinical nursing course is to involve students in the direct delivery of patient care services to adult clients and their families.

**BSN PROGRAM OUTCOMES**

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:
1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1, 3, 4, 6</td>
<td>1, 4, 9</td>
<td>I, III, IV, VI</td>
<td>PCC, EBP, I</td>
</tr>
<tr>
<td>1. Use health data, evidence, clinical judgment, and patient preferences in planning, implementing, and evaluating outcomes of care.</td>
<td>1, 3, 4, 5, 7</td>
<td>1, 2, 3, 4, 9</td>
<td>I, II, III, IV, IX</td>
<td>EBP, QI, S</td>
</tr>
<tr>
<td>2. Implement timely, research-based interventions for adult patients with common medical, surgical, and/or psychiatric conditions that address principles of safety and quality.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 7, 8, 9</td>
<td>I, VII, VIII, IX</td>
<td>PCC, TC, S</td>
</tr>
<tr>
<td>3. Deliver compassionate; appropriate; culturally, ethnically and patient-centered care based on evidence, guidelines, standards, and legal statutes/regulations.</td>
<td>1, 3, 4, 6</td>
<td>1, 2, 4, 6, 9</td>
<td>I, II, IV, VI, IX</td>
<td>PCC, EBP, TC, S</td>
</tr>
<tr>
<td>4. Provide and document effective health teaching to 1-2 adult patients addressing risk reduction, health promotion, preventative care and discharge planning.</td>
<td>1, 3, 4, 7</td>
<td>2, 3, 7, 9</td>
<td>II, III, VII, IX</td>
<td>PCC, EBP, S, I</td>
</tr>
<tr>
<td>5. Explain how to demonstrate advocacy for patients and families by protecting confidentiality, dignity, safety, autonomy, and rights.</td>
<td></td>
<td></td>
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</tbody>
</table>
6. Effectively communicate with patients, peers, colleagues and health team members to facilitate positive patient outcomes and a professional clinical environment.

7. Demonstrate moral, ethical, professional and legal conduct in adult health clinical settings.

**REQUIRED TEXTS AND MATERIALS**
- Textbooks - See requirements in Appendix A.
- Materials – Bandage scissors, watch with a second hand, stethoscope, penlight, ASU uniform (see student handbook), name tags, appropriate reference materials, and appropriate clinical forms.

**OTHER REQUIRED MATERIALS**
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- We recommend the use of a PDA for referencing data on medications and pathophysiology only.

**RECOMMENDED TEXTS**
See Appendix A

**TOPIC OUTLINE**
N/A

**GRADING SYSTEM**
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

P (Pass), F (Fail), NC* (No Credit), W (Withdrawn)

*Note: NUR 3410 & NUR 3320 must be successfully completed simultaneously to receive credit in either course and progress through the program.
EVALUATION AND GRADES
Required assignments, activities comprising the overall course grade:

<table>
<thead>
<tr>
<th>Assignment Activity</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Clinical Experience Forms</td>
<td>CO# 1, 2, 3, 5</td>
</tr>
<tr>
<td>2. Dosage Calculation Exam</td>
<td>CO# 1, 2, 3</td>
</tr>
<tr>
<td>3. Perioperative Experience Paper</td>
<td>CO# 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>4. Mental Health Clinical Rotation Assignment</td>
<td>CO# 1, 2, 3, 4, 6, 7</td>
</tr>
<tr>
<td>5. Student Clinical Evaluations</td>
<td>CO# 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>6. High Fidelity Simulation Lab</td>
<td>CO# 1, 2, 3, 4, 5, 6, 7</td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
• Clinical participation and interactions
• Pre & Post conference activities
• Written assignments
• Simulation
• Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus. All work is intended to be the result of individual student effort and work sharing or collaboration is not permitted on any assignments for this course.

Weekly Clinical Experience:
The purpose of this clinical nursing course is to involve students in the direct delivery of patient care services to adult clients and their families. During the clinical preparation period, the student goes to a health care facility on the day or night before the actual clinical rotation, and gathers information from the client’s chart to complete the assigned sheets (per instructor’s instruction). See Appendix B.

Dosage Calculation Testing:
The Pre-Clinical Nursing Dosage Calculation Testing Policy exists to facilitate dosage calculation competence necessary for safe nursing practice. Students must score 100% on a level-specific dosage calculation test at the beginning of their clinical practicum each semester. See Appendix C and D.

Perioperative Case Study Instructions:
The purpose of this assignment is to promote critical reasoning and assess your understanding of different individual patients’ biopsychosocial needs related to single or multiple pathologies that require surgical intervention. See Appendix E. This paper is submitted via blackboard and the instructor will grade the paper by the rubric on blackboard. The rubric includes any feedback to the author.
**Mental Health Clinical Rotation Assignment:**
Following the mental health rotation, students will utilize informatics and library databases to complete the Psychopharmacology. During the clinical rotation, students will complete the Patient History and Pathophysiology and the Therapeutic Interaction Process Recording worksheet for their assigned patient utilizing informatics and library databases. APA formatting of sources cited and reference page required. See Appendix F. This paper is submitted via blackboard and the instructor will grade the paper by the rubric on blackboard. The rubric includes any feedback to the author.

**Student Clinical Evaluations:**
The student is responsible for completing the AH I Clinical Evaluations at 5, 10 and 15 weeks. Once completed, a copy must be given to the instructor, via fax, electronically, or hand delivery. See more details regarding “Evaluation Tools” in Appendix H.

**High Fidelity Simulation Lab:**
Students will engage in 4 simulation activities designed to evaluate students’ clinical reasoning, teamwork, communication and clinical skill performance.

**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:
- ASU Undergraduate Catalog located on the ASU website [http://www.angelo.edu/catalogs/](http://www.angelo.edu/catalogs/)
- ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website [http://www.angelo.edu/dept/nursing/handbook/](http://www.angelo.edu/dept/nursing/handbook/)

**IMPORTANT UNIVERSITY DATES**
- August 23: Course Orientation
- August 27: First class day of Spring semester
- September 3: Labor Day Holiday
- November 1: Last day to drop a class or withdraw from the University for this Semester
- November 21-23: Thanksgiving Holiday
- December 3-7: Last Week of Clinical Practicums
- December 10-14: Final Exams Week
- December 14: Last Class Day of Fall 2018 Semester
- December 15: Commencement
STUDENT RESPONSIBILITY & ATTENDANCE

• Come to clinical prepared to apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry.
• Demonstrate legal and ethical behavior, safety practices, communication, interpersonal and teamwork skills
• Participate in clinical opportunities, simulation, pre & post conference discussions and Blackboard discussions (if assigned).
• Ask questions as needed.

*The teaching team reserves the right to make additional or alternative assignments in order to meet the needs of an individual student or a particular class.

Attendance: A week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet clinical objectives and may result in failure of the course. This means that if you have one clinical day a week, missing ONE clinical practicum places you in jeopardy of course failure.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

In the event of extenuating circumstances preventing a student from attending a clinical experience, the student will:

• Notify the agency before scheduled time to report on duty.
• Notify the clinical instructor a minimum of one hour before scheduled time to report on duty.

Failure to call in will result in an UNSATISFACTORY for that clinical day. Students missing more than one week of clinical will result in reevaluation of a student’s ability to meet course objectives and may result in an unsatisfactory clinical grade. The instructor may assign the student work to supplement the experience.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as JK or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, some assignments may need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email your clinical instructor or me at walter.baranowski@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
Due dates and times for assignments are posted within each assignment appendix. Failure to submit an assignment by the deadline will result in point deductions, as specified in the assignment rubrics, per day past the posted deadline. Late assignments are not accepted without prior approval of faculty. Assignments submitted past the deadline will result in a documented counseling, unsatisfactory, and a revised deadline. If revisions to the late assignment are deemed necessary, a new submission deadline will be assigned and an automatic 15 point deduction will be taken (i.e. all revised assignments will start at an 85% as the maximum grade). Failure to submit the revised assignment by the deadline will result in another documented counseling and unsatisfactory. Further revisions are at the discretion of the instructor.

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University [http://www.angelo.edu/student-handbook/] as well as the Department of Nursing Undergraduate Student Handbook [http://www.angelo.edu/dept/nursing/handbook/index.html].
The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook, which states "Students must understand the principles of academic integrity, and abide by them in all class and/or course work at the University. Academic Misconduct violations are outlined Part I, section B.2 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question."

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST

1. Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.

   For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit [http://www.angelo.edu/services/disability-services/](http://www.angelo.edu/services/disability-services/)

2. The following includes contact information for Disability Services at ASU:

   Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909
   Phone: 325-942-2047
   Fax: 325-942-2211
   ada@angelo.edu

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.
STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19, Student Absence for Observance of Religious Holy Day.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

CLINICAL PRACTICUM REQUIREMENTS
Please see the ASU Nursing Program Undergraduate Student Handbook for a complete list of clinical practicum requirements to include dress code, physical requirements for clinical, behavior in the clinical practicum agencies and student occurrences.

1. Maintain student liability insurance and current American Heart Association Health Care Professional CPR certification.

2. Have in student file, in the nursing department, a current and complete immunization record and TB skin test. TB skin tests must be done annually while enrolled in the nursing program.

3. Provide safe nursing care to clients within level of knowledge and nursing skills.

*See UNSATISFACTORY & UNSAFE Clinical Practice in the ASU Nursing Program Undergraduate Student Handbook.

- UNSATISFACTORY clinical performance: A student will be considered "Unsatisfactory" if clinical experiences reflect negative performances, lack of preparation or absence. Unsatisfactory incidents indicate that students may not be able to meet course requirements. A student whose clinical practice is UNSATISFACTORY will be given (a) counseling, opportunities for improvement, and/or remediation, and (b) a verbal and written warning. Faculty may remove a student from the clinical setting for lack of preparation or other unsatisfactory performance.

- A pattern of three (3) clinical "unsatisfactories" may result in the student failing the clinical portion of the course, and as a result, receive a failing grade for the course.
- **UNSAFE Clinical Performance:** When direct patient care is part of the learning experience, patient safety and well-being is of paramount concern. If a faculty member evaluates that a student is unable to provide safe nursing care in accordance with Standards of Professional Nursing Practice (BON, Nursing Practice Act, 2001), and if this deficit is such that it cannot be remedied, the student will be removed from the clinical setting and will receive a grade of “F” in the course.

4. Satisfactory completion of all clinical assignments

**WEBLINKS:**
Board of Nursing for the State of Texas [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)

GBSN Student Resources
[http://www.angelo.edu/dept/nursing/online_learning.php](http://www.angelo.edu/dept/nursing/online_learning.php)
[http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php](http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php)

**COURSE EVALUATION**
Students are provided the opportunity and are strongly encouraged to participate in an end of the semester course evaluation. There is a student evaluation of clinical facility and a student appraisal of teacher effectiveness – clinical practicum evaluation that is provided for feedback.

**RUBRICS FOR ASSIGNMENTS**
See Appendices B – G
Appendix A

ADULT HEALTH NURSING 1 PRACTICUM COURSE MATERIAL, Fall 2018

REQUIRED: THE FOLLOWING TEXTBOOK MATERIAL(S)

- NUR 3410 Medical/Surgical Textbook (Hoffman, 2017)
- A current EHR Tutor subscription - http://www.ehrtutor.com/
- A current Medication/Drug reference (Mosby, Lipincott, Saunders, etc.)
- A current Laboratory/Diagnostic Test reference (Pagana & Pagana)

OPTIONAL

- **Fundamentals of Nursing (Clinical Companion)**
  - AUTHOR: Potter
  - EDITION: 8th
  - COPYRIGHT YEAR: 2013
  - PUBLISHER: Mosby, Incorporated
  - ISBN: 9780323085267

- **Prioritization, Delegation & Assignment**
  - AUTHOR: LaCharity
  - EDITION: 3rd
  - COPYRIGHT YEAR: 2013
  - PUBLISHER: Mosby, Incorporated
  - ISBN: 9780323065702

- **Prioritization, Delegation, and Assignment - Pageburst E-Book on VitalSource**
  - AUTHOR: LaCharity
  - EDITION: 3rd
  - COPYRIGHT YEAR: 2013
  - PUBLISHER: Elsevier - Health Sciences Division
  - ISBN: 9780323168533

- **Nursing Concept Care Maps for Safe Patient Care**
  - AUTHOR: Wittman-Price
  - EDITION: 1st
  - COPYRIGHT YEAR: 2013
  - PUBLISHER: F. A. Davis Company
  - ISBN: 9780803638969
Appendix B

Angelo State University - Department of Nursing & Rehabilitation Sciences

NUR 3320: Adult Health I Practicum

Weekly Clinical Experience Guidelines

**Purpose:** The purpose of this clinical nursing course is to involve students in the direct delivery of patient care services to adult clients and their families.

**Focus:** The focus of the Weekly Clinical Experience guidelines are structured so that as students progress through the program, they are expected to demonstrate increasing independence and competence in providing nursing care. Students are expected to demonstrate achievement of clinical objectives by the end of a clinical course.

**Due Date for Weekly Forms:** Day of clinical, time specified per individual instructor. **No exceptions.**

**Clinical Objective(s):** 1, 2, 3, 5

**General Instructions:**

**Weekly Patient Care Preparation**

You are responsible for being prepared at pre-conference for your client’s care. This will include:

1. A clinical preparation period (sometimes called “night before”) to gather information on your client(s) to be taken care of the next day during your clinical rotation. During the clinical preparation period, the student goes to a health care facility on the day or night before the actual clinical rotation, and gathers information from the client’s chart to complete the assigned sheets (per instructor’s instruction). This activity prepares the student to provide safe, competent, individualized care to the client the next day during the clinical rotation.
2. A completed client data sheet is required for each client to whom care is given.
3. Pathophysiology and lab sheets (per instructor’s instruction)
4. Completed medication sheet(s) for each client.
5. Three Nursing Diagnoses for each client.
6. Discuss the application of the nursing process to your client.
Appendix C

DOSAGE CALCULATION TESTING POLICY

BACKGROUND

The Pre-Clinical Nursing Dosage Calculation Testing Policy exists to facilitate dosage calculation competence necessary for safe nursing practice. The nursing literature reports that the majority of nursing errors occur in medication administration. Many hospitals require nurses to demonstrate dosage calculation proficiency as a requirement for employment. Therefore, it is imperative that nursing students assume personal responsibility for maintenance of dosage calculation skills throughout the nursing curriculum. Pre-clinical dosage calculation testing serves as a means for continued assessment of these important required skills. In addition, dosage calculation competence may be evaluated on written exams and clinical exercises.

POLICY

Students must score 100% on a level-specific dosage calculation test at the beginning of their clinical practicum each semester. A student will receive a clinical unsatisfactory after each attempt on the dosage calculation test if they do not score 100%. Failure of three level-equivalent versions of the dosage calculation test within a semester is evidence of a student’s inability to meet clinical objectives, and results in course failure. The student will be withdrawn from the clinical course with a grade of “F” and will receive “no credit” for the corresponding didactic course.

PROCEDURE

1. Three equivalent versions of the dosage calculation test will be constructed by the dosage calculation instructor for each clinical course in semesters 2, 3, and 4 of each nursing program.

2. After failure on the first test (score less than 100% correct) the student
   a. Receives one clinical unsatisfactory.
   b. Reviews their test with the clinical instructor prior to further testing.
   c. Completes remediation and further instruction with the clinical instructor.
   d. Must retake an alternate form of the test within 1 week of test failure.
   e. May attend clinical practicum while completing remediation during weeks 1-4 (While at clinical, student may NOT administer medications if they have not passed the dosage calculation test with 100%, please see more details in Appendix C).

3. After failure on the second test the student
   a. Receives a second clinical unsatisfactory.
   b. Reviews test with clinical instructor.
   c. Meets with course faculty team and program director.
   d. Completes remediation and further instruction
e. Retakes a third version of the test within 1 week of the second failure.

f. May attend clinical rotation while completing remediation during weeks 1-4
   (While at clinical, student may NOT administer medications if they have not
   passed the dosage calculation test with 100%, please see more details in
   Appendix C).

4. A third failure on a level-equivalent version of the dosage calculation test is evidence of
   the student’s inability to meet clinical objectives, and results in course failure. The
   student will be withdrawn from the clinical course with a grade of “F” and will receive
   “no credit” for the corresponding didactic course.

RESOURCES

Resources available to assist students to prepare for the dosage calculation tests include:

1. Instructional materials obtained in NUR 3305, which includes dosage calculation.
2. The clinical instructor and dosage calculation instructor.
3. ATI dosage calculation skills modules purchased by students prior to the first semester
   of their program.
Dosage Calculation Remediation Contract

Today’s Date ______________________ Course __________________ Instructor _________________________________

Identified Need for Remediation:
______________________________has scored ___________ on dosage calculation exam attempt # ______

As per policy, students must score 100% on the dosage calculation test at the beginning of clinical practicums each semester. A score of less than 100% indicates test failure. A student will receive a clinical unsatisfactory after each failed attempt on the dosage calculation test. Receipt of two clinical unsatisfactories will require the student meet with course faculty team and program director. A third clinical unsatisfactory will result in student’s inability to meet clinical objectives, and course failure.

Plan of Action:
1. Student may attend clinical rotation while completing remediation during weeks 1-4, even though they have not passed the dosage calculation test with 100%. (While at clinical, student may NOT administer medications if they have not passed the dosage calculation test with 100%).

2. Student receives one clinical unsatisfactory for each failed attempt.

3. Student will meet with designated faculty (according to policy) for dosage calculation remediation, at least once, or as many times as is needed before making next attempt on dosage calculation test.

4. Student must complete ___________ attempt on dosage calculation test by ____________.
   (Retesting must be scheduled within one week of failed attempt).

5. Faculty who completes remediation with the student will sign this form in the space indicated below.

6. Student will take signed form to PASS Coordinator between 9:30 a.m. and 4:00 p.m. weekdays to retake the dosage calculation test.

Signatures:
I understand that not passing the dosage calculation test puts me at risk for failing the clinical course. I agree to complete remediation as outlined above.

__________________________________________________________________________________________________________________________________________________________
Student Signature       Date

_____________________________________________________________________________________________________________________________
Clinical Faculty Signature       Date

Student has completed dosage calculation remediation and is now eligible to retake the dosage calculation assessment.

__________________________________________     ________________________     ________________________     __________________________________________
Remediation Faculty Signature Date Remediation Given Assessment Retake Score Signature of faculty administering retake

Clinical faculty will put the original signed copy in the student’s file in the Nursing office. Administrator of 2nd attempt will attach signed copy after retesting and will staple this to the top of the original, give a finalized copy to student & clinical faculty who initiated the form.
Purpose: The purpose of this assignment is to promote critical reasoning and assess your understanding of different individual patients’ biopsychosocial needs related to single or multiple pathologies that require surgical intervention.

Focus: The focus for this assignment is to apply observations of patients’ treatment to supplement the findings in the literature and to develop an accurate overall assessment of the client’s perioperative needs.

Due Date & Time: One week after Surgery Rotation / 5:00PM CST. For each day this assignment is late, 15 points will be deducted before instructor grading of the assignment commences. Assignments will not be accepted after two days. The student will receive a zero for this assignment at this time and will be a risk of not meeting course completion requirements.

Clinical Objective(s): 1, 2, 3, 4, 5, 6, 7

General Instructions: The project consists of specific criteria that you must include to receive full credit. It is your responsibility to choose a patient from the patient(s) observed during the surgery rotation this semester. You will use current evidence-based practice (EBP) findings from research / text resource(s) to inform your answers

- Compare and contrast EBP findings to your observations in the actual clinical setting.
- Discuss the differences from the best practice to actual plan of care observed.
- Identify any inconsistencies observed and make recommendations for quality improvement if necessary.
- List peer reviewed references in Section II cited in this project.

Be thorough in gathering information to document the reason for any missing elements.

Section I: Evaluation of Perioperative Standards and Recommended Practices

1. Compare and contrast the evidence-based data from peer-reviewed journal article(s)/text(s) to observations in the actual clinical setting and practice. Discuss the differences from the best practice to actual plan of care witnessed.

2. Outline an appropriate discharge plan of care for the selected patient. What types of follow-up care (inpatient or outpatient) are appropriate for this patient and why? *To receive full credit this section should include recommended recovery time; modifications to activity and/or diet, follow-up in- or outpatient therapy and recommended sexual activity level for the observed patient.
3. Identify any inconsistencies observed and make recommendations for quality improvement if necessary. What quality improvement actions could you initiate as a professional nurse to improve care delivery and/or implement based on research findings? If you feel no recommendations are necessary then provide the rationale for your assessment.

Section II: References.

1. Cite all references used in the paper. The references must include at least one peer-reviewed journal article. The article should be less than 5 years old, and must be longer than 2 printed pages to count. Other references can be textbooks, clinical handbooks (such as medication and laboratory guides), and internet sites (ex: scholarly websites from .org, .edu, and etc. Wikipedia is not an accepted resource). The reference section must follow APA 6th edition (2nd printing) format.
Perioperative Case Study

Instructions

Use evidence-based practice (EBP) data from peer-reviewed journal article(s), text(s) and the learning materials supplied in the Blackboard course to complete the following sections. Where appropriate, compare and contrast the actual observations made in the clinical setting and practice to the literature findings. Discuss the differences from the EBP guidelines to the actual plan of care you witnessed. What inconsistencies, if any, were observed at any stage of the perioperative process? In the final section outline what recommendations you would make for quality improvement. Cite any literature references in your responses.

Section I: Clinical Observations and Analysis

Pre-Operative

Using a peer-reviewed or reference source, create an appropriate preoperative nursing plan of care for the patient you observed. Include pre-operative instructions, home preparation procedures and required documentation.

Intra Operative

What safety measure(s) did you observe implemented in the operating room?

What error prevention activities did you observe in the operating room?

How did the staff ensure a sterile field was maintained?

How did the staff practice hypothermia prevention? If not why?
**Post-Operative**

Describe the appropriate discharge plan of care for your patient. What types of follow-up care (inpatient or outpatient) are appropriate for this patient and why? Ensure to include recommended recovery time; modifications to activity (sexual, exercise, work, etc.) any dietary restrictions or recommendations and in- or outpatient therapy for the observed patient.

**Quality Improvement**

Identify any inconsistencies observed and make recommendations for quality improvement if necessary. If you feel no recommendations are necessary then give a rationale for your assessment.

**SECTION II: REFERENCES**

Cite all references used in the paper. The references must include at least one peer-reviewed journal article. The article should be less than 5 years old, and must be longer than 2 printed pages to count. Other references can be textbooks, clinical handbooks (such as medication and laboratory guides), and internet sites (ex: scholarly websites from .org, .edu, and etc. Wikipedia is not an accepted resource). The reference section must follow APA 6th edition format.
Limit your written response to no more than 4 double-spaced pages with 1” margins all around. Use 12-point *Times New Roman* font. All of your work, except for the appendices, must be in type written form for this assignment. Follow APA 6th edition for this paper.

Please do not plagiarize, as this is grounds for failure. As much as possible one should paraphrase (put into your own words) when referencing sources. One may use quotes as appropriate. All papers are subject to submission to SafeAssign (http://safeassign.com/) to assess for plagiarism. Spelling, punctuation, and grammar needs to be correct.

Point totals of 70 to 100 points equal “Satisfactory performance” on this assignment. Point totals of 0 to 69.99 points will result in an “Unsatisfactory performance.” Unsatisfactory assignments will be returned to the student for corrections. These assignments will be rescored using the same scoring guidelines. The student may have the assignment rescored once.
Appendix F

Angelo State University - Department of Nursing & Rehabilitation Sciences

NUR 3320: Adult Health Practicum

Mental Health Clinical Rotation Assignment Guidelines

Due Date: Actual date to be determined; should be a week after the mental health rotation.

Clinical Objective(s): 1, 2, 3, 4, 6, 7

General Instructions:

Prior to the mental health rotations, students will utilize informatics and library databases to complete the Psychopharmacology and Therapeutic Communication/Problem Management Tools. The student will identify the following for assigned medications: medication implications, nursing considerations/ assessment, side effects, therapeutic serum level, and estimated cost per patient. Review of the literature for exploration of verbal and non-verbal communication interventions. The student needs to bring the Psychopharmacology and Therapeutic Communication/Problem Management Tools to assigned clinical day.

During the clinical rotation, students will complete the Patient History and Pathophysiology for their assigned patient utilizing informatics and library databases. APA formatting of sources cited and reference page required.

Please do not plagiarize, as this is grounds for failure. As much as possible one should paraphrase (put into your own words) when referencing sources. One may use quotes as appropriate. All assignments are subject to submission to SafeAssign (http://safeassign.com/) to assess for plagiarism. Spelling, punctuation, and grammar needs to be correct.
Mental Health Clinical Rotation Assignment Rubric

<table>
<thead>
<tr>
<th>Grading Criteria and Instructor Comments</th>
<th>Grade</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Therapeutic Communication/Problem Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Verbal Response/Intervention</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>b. Non-verbal Response/Intervention</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Patient History and Pathophysiology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how medications are administered to mental health clients in your  facility. Describe the considerations for administering medications to mental health client...</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>BSN level writing, APA formatting, and appropriate references</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> (Must have a 70 for Satisfactory performance)</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

All of your work must be in type written form. Please do not plagiarize, as this is grounds for failure. As much as possible, one should paraphrase (put into your own words) when referencing sources. One may use quotes as appropriate. Make sure to cite resources following APA format (6th edition). All assignments are subject to submission to [http://safeassign.com/](http://safeassign.com/) to assess for plagiarism. Spelling, punctuation, and grammar needs to be correct.

Point totals of 70 to 100 points equal “Satisfactory performance” on this assignment. Point totals of 0 to 69.99 points will result in an “Unsatisfactory performance.” Unsatisfactory assignments will be returned to the student for corrections. These assignments will be rescored using the same scoring guidelines. The student may have the assignment rescored once.
Appendix G

CLINICAL EVALUATION TOOLS

Clinical evaluation provides the student with criteria for achieving clinical objectives. It also measures whether or not the student has satisfactorily met the learning outcomes during the clinical practicum. These tools evaluate four broad areas: Member of the Profession, Provider of Patient Centered Care, Patient Safety Advocate, and Member of the Healthcare Team. (These areas derived from the Board of Nurse Examiners document Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, 2002. Additional clinical behaviors, derived from the same document, are listed under each of these broad areas.) If the clinical instructor observes behaviors, which in his/her judgment indicates that the student is not satisfactorily meeting criteria for any one of the three areas, the student will receive an “Unsatisfactory” rating for that area. An “Unsatisfactory” final rating on a critical behavior will result in failure of the clinical practicum, regardless of the behaviors assessed in the remainder of the tool.

Please read the guidelines below, as well as the tools, to be sure that you clearly understand the clinical evaluation process.

1. Responsibilities of the clinical instructor:
   a. Clarify any part of the tools that are unclear to the student. Discuss how the tools will be used to evaluate clinical performance.
   b. Assign an evaluation for each of the categories on the tool, based on the applicable behaviors listed under each category.
   c. Make additional comments as indicated to note deficiencies, as well as strengths or outstanding performance.
   d. Document an evaluation at least every 5 weeks to include mid-semester and end of the semester.
   e. Allow the student to review the evaluation weekly, mid-semester and at the end of the semester.

2. Responsibilities of the student:
   a. Review the tools carefully and ensure that you understand it. Obtain clarification from the clinical instructor if necessary.
   b. Be accountable for learning and provide evidence of that learning.
   c. Participate fully in clinical assignments to meet as many of the clinical objectives and listed clinical behaviors as possible.
   d. Review the assigned evaluation rating and sign in the space indicated. It is the student’s responsibility to discuss areas of difference with the clinical instructor.

End of syllabus.