



**School of Nursing**  
**Adult Health I, Nursing of Individuals**  
**NSG 251 : Clinical Practicum I**  
**Sections 1 - 9**  
**Number of Units 3**

Fall 2015, Sophomore Year

<b>Meeting days:</b> Tuesdays/Thursday	<b>Instructor names:</b> See below for individual Instructor
<b>Meeting times:</b> 0700-1530 (Campus Clinical); TBD (Hospital Clinical)	<b>Phone:</b> See below for individual instructors
<b>Meeting location:</b> Liberty Station (Campus Clinical); Clinical site for all others	<b>E-mail:</b> See below for individual instructors
<b>Placement:</b> Per Instructor	<b>Office location and hours:</b> *Office hours by appointment, as posted.
<b>Final Exam:</b> Clinical Evaluations 12/8/15 (Tuesday Clinical) 12/10/15 (Thursday Clinical)	<b>Additional info:</b>

**Faculty Contact information\***

<b>Linda Hensley RN, CNS, DNP</b> Office: (619) 849-2568/Cell: (858) 395-6761 Hospital: Sharp Coronado	Associate Dean & Assistant Professor, Taylor Hall 109 Email: <a href="mailto:lindahensley@pointloma.edu">lindahensley@pointloma.edu</a> Day: Tuesday
<b>KT Helgesen RN, NP</b> Office: 619-849-7146/Cell: 619-838-6855 Hospital: Balboa Naval Medical Center	Assistant Professor, Taylor Hall 103 Email: <a href="mailto:kthelgese@pointloma.edu">kthelgese@pointloma.edu</a> Day: Thursday
<b>LeAnn Shipp RN, MSN, CNS</b> Cell: (619) 246-5681 Facility: Veterans Administration Med Ctr	Adjunct Professor Email: <a href="mailto:lshipp@pointloma.edu">lshipp@pointloma.edu</a> Day: Thursday
<b>Jacqueline Lopez-Fisher RN, MSN</b> Cell: 760-815-8588 Hospital: Sharp Chula Vista	Adjunct Professor Email: <a href="mailto:jfisherl@pointloma.edu">jfisherl@pointloma.edu</a> Day: Tuesday/Thursday
<b>Rennell Diaz RN, BSN</b> Cell: 858-722-2360 Hospital: Sharp Memorial	Adjunct Professor Email: <a href="mailto:rennelldiaz@pointloma.edu">rennelldiaz@pointloma.edu</a> Day Tuesday
<b>Tracy Page RN, MSN</b> Cell: 619-838-9191 Hospital: Sharp Grossmont	Adjunct Professor Email: <a href="mailto:tracypage@pointloma.edu">tracypage@pointloma.edu</a> Day: Tuesday
<b>Haylie Holden RN, MSN</b> Cell: See instructor Hospital: UCSD	Adjunct Professor Email: See instructor Day: Thursday
<b>Tamrah Jennings RN, MSN</b> Cell: 760-803-9718 Hospital: Sharp Coronado	Adjunct Professor Email: See instructor Day: Thursday

**PLNU Mission**  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

**SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV*

**Faculty reserves the right to make necessary schedule changes to  
this syllabus as the semester progresses.**

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

**PRE-REQUISITES:**

Same as NSG 250 (Theory).

Note: A minimum grade of "C" must be achieved in all prerequisite courses for course eligibility.

**CO-REQUISITES:**

Same as NSG 250 (Theory).

Note: A minimum grade of "C" must be achieved in all co- requisite courses in order to progress in the program.

## **COURSE DESCRIPTIONS**

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### **NSG 251: (3) Nursing of Individuals: Adult Health I: Clinical Practicum I**

Includes application of nursing theory to practice in major areas of nursing in a variety of hospitals and health agencies within the San Diego community. Learning laboratory experiences are provided concomitantly to increase competency in nursing practice.

Graded: Credit/No Credit.

*Concurrent- NSG 250*

## **COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over a maximum of 15 weeks.

For this 3- unit course, a minimum of 135 hours must be completed to receive credit for the course. These hours were determined according to the California BRN formula (i.e. hours = 3 hours times # of units times weeks in the semester) and is inclusive of pre and post clinical preparation.

## COURSE LEARNING OUTCOMES

Upon completion of NSG 250 the student will meet the following outcomes as aligned with the five School of Nursing values/program learning outcomes:

<b>School of Nursing - BSN Program Program Learning Outcomes</b>	<b>NSG 250 - Adult Health Nursing I Course Learning Outcomes</b>
<b>Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</b>	
<p>Initiate dialogue regarding current practice to improve healthcare</p> <p>Demonstrate use of evidence-based practices as an advocate for self and others</p> <p>Influence positive client outcomes using evidence-based data</p> <p>Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community</p> <p>Engage in self-care practices that facilitates optimal care of clients</p>	<p>Demonstrates satisfactory pre-clinical preparation for assigned clinical practice using reliable sources for evidenced-based knowledge</p> <p>Incorporates appropriate assessment data from collection and initiates an individualized care plan based on assessment data, patient values and overt evidence</p>
<b>Caring Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.</b>	
<p>Demonstrate compassionate care to all people while mirroring Christ's love for all</p> <p>Partner with the community to establish a trusting relationship</p> <p>Demonstrate ethics and values consistent with the practice of professional nursing</p>	<p>Provides patient care in a non-judgmental and timely manner.</p> <p>Communicates observations or concerns related to hazards and errors to patients, families, and the health care team.</p>

<p><b>Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.</b></p>	
<p>Engage in a professional practice environment that promotes nursing excellence</p> <p>Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse</p> <p>Avail self of learning opportunities to initiate the life-long learning process</p>	<p>Adheres to PLNU professional and site specific standards, including confidentiality, safety, and reporting processes.</p> <p>Displays exploration of resources and opportunities as part of professional practice.</p>
<p><b>Leading Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</b></p>	
<p>Provide graceful service through compassionate response to others’ needs</p> <p>Demonstrate the principles of a servant leader as a reflection of Christ’s love</p>	<p>Provides care with sensitivity and respect for the diversity of the human experience.</p> <p>Displays characteristics of humility, courage, forgiveness and discernment.</p>
<p><b>Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</b></p>	
<p>Engage in active listening to promote therapeutic relationships</p> <p>Demonstrate effective verbal and nonverbal communication skills to provide patient care</p> <p>Advocate for patients/families and self</p> <p>Implements patient care while revering the diversity of patients, families and communities</p>	<p>Explores communication technology when gathering basic information</p> <p>Participates in effective, culturally appropriate communication techniques with client groups, faculty, peers, and inter-professional teams</p>
<p>Engage in a professional practice environment that promotes nursing excellence</p> <p>Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse</p> <p>Avail self of learning opportunities to initiate the life-long learning process</p>	<p>Adheres to PLNU professional and site specific standards, including confidentiality, safety, and reporting processes.</p> <p>Displays exploration of resources and opportunities as part of professional practice.</p>

**Leading Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.**

Provide graceful service through compassionate response to others’ needs  
 Demonstrate the principles of a servant leader as a reflection of Christ’s love

Provides care with sensitivity and respect for the diversity of the human experience.  
 Displays characteristics of humility, courage, forgiveness and discernment.

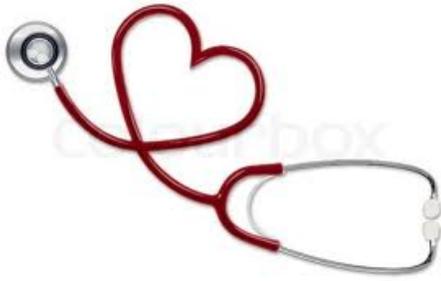
**Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.**

Engage in active listening to promote therapeutic relationships  
 Demonstrate effective verbal and nonverbal communication skills to provide patient care  
 Advocate for patients/families and self  
 Implements patient care while revering the diversity of patients, families and communities

Explores communication technology when gathering basic information  
 Participates in effective, culturally appropriate communication techniques with client groups, faculty, peers, and inter-professional teams

## ON-CAMPUS CLINICAL AT LIBERTY STATION

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The first four weeks of NSG 251 the student will be on campus at Liberty Station for their specific clinical day (Tuesday or Thursday). The day will begin at 0700 and end at 1530. Students are expected to practice demonstrated skills during on-campus clinical days guided by clinical faculty and graduate students assigned to their specific clinical group. Repetitive practice is essential to deep learning, it is vital that the student maximize their learning by continuing to practice the skills in the open lab sessions.

During the on-campus clinical weeks, students will be introduced to fundamental nursing skill including, but not limited to the following:

- Checking Vital signs: Temperature (T), Pulse (P), Respirations (R), Blood Pressure (B/P), Pain scale, Pulse Oximetry (O<sub>2</sub>) and documentation
- Head to toe assessment technique and pain assessment
- Focused assessment
- Nursing history and genograms
- Asepsis
- Sterile gloving
- Wound care
- Oxygenation devices and delivery
- Intake and output
- Range of motion
- Transfer of patients from bed to chair, gurney to bed
- Application and care of Restraints
- Hygiene
- Medication math and administration
- IV Assessment

## **STUDENT LEARNING OUTCOMES**

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At the completion of the on-campus clinical sessions, using discussion, simulation, ATI skills modules, case studies, role playing, lecture, inquiry, and with repetitive practice and return demonstration, the student will be able to:

- Display professional behavior at all times when in uniform
- Explain the basic differences among oxygenation devices
- Correctly applies nasal cannula to promote oxygenation
- Correctly use medical abbreviations
- Correctly calculates conversions
- Correctly calculate intake and output for a patient
- Correctly calculate dosage medication problems with or without calculator
- Demonstrate correct technique for vital signs: accurate temperature reading within 2 degrees, accurate pulse rate within 2 beats/minute,(to include rhythm –regular/irregular) accurate respiratory rate within 2 respirations/minute, accurate blood pressure within 4mmHg systolic/4mmHg diastolic
- Correctly performs pain assessment
- Demonstrate correct technique of assessment using correct anatomical landmarks
- Correctly demonstrate the four methods used in assessment
- Correctly demonstrate safe technique for transferring patients from bed to chair, from bed to gurney and returning patient to bed
- Correctly integrates basic safety design principles ( body mechanics )
- Correctly uses nursing interventions to support and maintain patient safety
- Explain the differences between medical and surgical asepsis
- Identify appropriate assessment data for collection from a nursing history
- Correctly don a surgical mask, sterile gown, and sterile gloves
- Correctly perform specific nursing skills on manikin (including NGT insertion, sterile dressing changes (wet to dry, and dry, application of restraints)
- Describe assessment activities designed to identify patient’s physical, psychosocial, and cognitive status relative to the patient’s safety status
- Correctly position patients to optimize oxygenation, comfort
- Correctly display use of bedpan, urinal in patient care
- Demonstrate correct technique required for assessment of head, neck, musculoskeletal and skin
- Choose specific nursing interventions to promote patient mobility and prevent complications from immobility
- Correctly create sterile field
- Correctly performs assessment required for peripheral intravenous site
- Correctly performs nursing interventions to promote the patient’s personal hygiene practices
- Correctly performs subcutaneous and intramuscular injections using correct anatomical landmarks
- Chooses appropriate syringe for subcutaneous and /or intramuscular injections

**COURSE CONTENT: ON-CAMPUS CLINICAL (WEEKS 1-4)**

	<b>Topics/Student Learning Outcome</b>	<b>Reading Assignments</b>
<b>Week 1</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Vital Signs</li> <li>• Assessment/Documentation</li> <li>• Pain Scale</li> <li>• Interview/History</li> <li>• Genograms</li> <li>• Math conversions, abbreviations, and calculations</li> <li>• Nutritional documentation</li> </ul> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Display professional behavior at all times when in uniform</li> <li>• Correctly calculate dosage medication problems with or without calculator</li> <li>• Correctly calculate conversions</li> <li>• Correctly uses medical abbreviations</li> <li>• Demonstrate correct technique for vital signs:               <ul style="list-style-type: none"> <li>○ accurate temperature reading within 2 degrees</li> <li>○ accurate pulse rate within 2 beats/minute,(to include rhythm – regular/irregular)</li> <li>○ accurate respiratory rate within 2 respirations/minute,</li> <li>○ accurate blood pressure within 4mmHg systolic/4mmHg diastolic</li> </ul> </li> <li>• Identify appropriate assessment data for collection from a nursing history</li> <li>• Correctly demonstrate the four methods used in assessment</li> <li>• Correctly write essential information to support safe patient care</li> <li>• Correctly performs pain assessment</li> <li>• Correctly perform specific nursing skills on simulator or peer partner including vital signs and assessments</li> </ul>	<p>*ATI Modules:</p> <ul style="list-style-type: none"> <li>• Vital Signs</li> <li>• Pain management</li> <li>• Dosage Calculations 2.0 (Pick one version of the 3 available)               <ul style="list-style-type: none"> <li>○ Safe Dosage</li> <li>○ Medication Administration</li> </ul> </li> <li>• Nutrition/Feeding/Eating</li> </ul> <p><b><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score above 75%. Bring ATI transcript to class.</i></b></p> <p><b>Jarvis:</b></p> <ul style="list-style-type: none"> <li>• (Interview, History, Genograms) - Ch. 1 &amp; 2</li> <li>• Pages 33-34 (minus “infants”).</li> </ul> <p><b>Potter &amp; Perry:</b></p> <ul style="list-style-type: none"> <li>• (Documentation) - Pages 348-364</li> </ul> <p><b>***Topics not covered in the skills modules should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</b></p>

	Topics/Student Learning Outcome	Reading Assignments
Week 2	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Body Mechanics</li> <li>• Positioning</li> <li>• Range of Motion</li> <li>• Asepsis</li> <li>• Sterile Gloving</li> <li>• Sterile Field</li> <li>• Physical Assessment of Neuro, Head, Neck, Musculoskeletal and Skin</li> </ul> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Display professional behavior at all times when in uniform</li> <li>• Correctly write essential information to support safe patient care</li> <li>• Correctly integrates basic safety design principles ( body mechanics )</li> <li>• Correctly position patients to optimize oxygenation, comfort</li> <li>• Correctly demonstrate safe technique for transferring patients from bed to chair, from bed to gurney and returning patient to bed</li> <li>• Demonstrate correct technique required for assessment of neurological system, head, neck, musculoskeletal system and skin</li> <li>• Choose specific nursing interventions to promote patient mobility and prevent complications from immobility</li> <li>• Correctly uses nursing interventions to support and maintain patient safety</li> <li>• Explain the differences between medical and surgical asepsis</li> <li>• Correctly perform specific nursing skills on simulator or peer partner: <ul style="list-style-type: none"> <li>○ transferring patients</li> <li>○ positioning patients</li> <li>○ application of restraints</li> </ul> </li> </ul>	<p>*ATI Module A (10 points):</p> <ul style="list-style-type: none"> <li>• Infection Control</li> <li>• Surgical Asepsis</li> <li>• Ambulation, Transferring and Range of Motion</li> </ul> <p><b><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score 75% or above on the post-test. Bring ATI transcript to class.</i></b></p> <p><b>Jarvis:</b></p> <ul style="list-style-type: none"> <li>• (Neurological System) – Ch. 16</li> <li>• (Head &amp; Neck) – Ch. 6</li> <li>• (Musculoskeletal System) – Ch. 15</li> <li>• (Skin) – Ch. 5</li> </ul> <p><b><i>**Bring your head to toe assessment sheet for practice documentation</i></b></p> <p><b>Potter &amp; Perry:</b></p> <ul style="list-style-type: none"> <li>• (Sterile field &amp; Sterile gloving) – pages 398-401, 410-43</li> </ul> <p><b><i>***Topics not covered in the skills modules should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</i></b></p>

	Topics/Student Learning Outcome	Reading Assignments
Week 3	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Oxygenation Devices</li> <li>• Intravenous (IV) Device Assessment</li> <li>• Intake &amp; Output (I&amp;O)</li> <li>• Dressings (wet to dry, dry)</li> <li>• Physical Assessment of Cardiac system, Pulmonary system, Nose, Mouth, Throat, GI/GU, and Breast &amp; Testicular</li> </ul> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Display professional behavior at all times when in uniform</li> <li>• Correctly write essential information to support safe patient care</li> <li>• Explain the basic differences among oxygenation devices</li> <li>• Correctly applies nasal cannula to promote oxygenation</li> <li>• Demonstrate correct technique of assessment using correct anatomical landmarks</li> <li>• Demonstrate correct technique required for assessments of cardiac system, pulmonary system, nose, mouth, throat, GI/GU, breasts and testicles</li> <li>• Correctly performs assessment required for peripheral intravenous site</li> <li>• Correctly display use of bedpan, urinal in patient care</li> <li>• Correctly perform specific nursing skills on simulator or peer partner (including sterile dressing changes (wet to dry and dry)</li> <li>• Correctly calculate intake and output for a patient</li> </ul>	<p>*ATI Module B (10 points):</p> <ul style="list-style-type: none"> <li>• Oxygen Therapy</li> <li>• IV Therapy</li> <li>• Wound Care</li> </ul> <p><b><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score 75% or above on the post-test. Bring ATI transcript to class.</i></b></p> <p><b>Jarvis:</b></p> <ul style="list-style-type: none"> <li>• (Cardiac) – Ch. 12</li> <li>• (Pulmonary) – Ch. 11</li> <li>• (Nose, Mouth &amp; Throat) – Ch. 9</li> <li>• (GI/GU, Breast &amp; Testicular) – Ch. 10, 14, 17 &amp; 18</li> </ul> <p><b><i>**Bring your head to toe assessment sheet for practice documentation.</i></b></p> <p><b>Potter &amp; Perry:</b></p> <ul style="list-style-type: none"> <li>• (Intake and Output) – Pages 898-900, 1052.</li> </ul> <p><b>***Topics not covered in the skills modules should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</b></p>

	Topics/Student Learning Outcome	Reading Assignments
Week 4	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Anti-Embolism devices (TEDS, SCDS)</li> <li>• Medication Administration</li> <li>• Complete Physical Assessment</li> </ul> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Display professional behavior at all times when in uniform</li> <li>• Correctly write essential information to support safe patient care</li> <li>• Demonstrate correct technique required for head-to-toe-assessment using correct anatomical landmarks</li> <li>• Correctly performs nursing interventions to promote the patient's personal hygiene practices</li> <li>• Correctly performs subcutaneous and intramuscular injections using correct anatomical landmarks</li> <li>• Chooses appropriate syringe for subcutaneous and /or intramuscular injections</li> <li>• Correctly perform specific nursing skills on simulator or peer partner including: <ul style="list-style-type: none"> <li>○ complete bed bath</li> <li>○ measurement and application/removal of anti-embolism devices</li> <li>○ administration of injection</li> </ul> </li> </ul>	<p><b>*ATI Module C (10 points):</b></p> <ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Physical Assessment Adult</li> <li>• Medication Administration (all modules) <ul style="list-style-type: none"> <li>○ Module 1</li> <li>○ Module 2</li> <li>○ Module 3</li> <li>○ Module 4</li> </ul> </li> </ul> <p><b><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score 75% or above on the post-test. Bring ATI transcript to class.</i></b></p> <p><b>Jarvis:</b></p> <ul style="list-style-type: none"> <li>• (Complete Physical Assessment) – Ch. 20 &amp; 21. <b>Note:</b> Review previous chapters for additional specific system review.</li> </ul> <p><b><i>**Bring a blank copy of the head to toe assessment sheet for practice documentation of complete assessment</i></b></p> <p><b>Potter &amp; Perry:</b></p> <ul style="list-style-type: none"> <li>• (Anti-embolism Devices and Sequential Compression Devices (SCD's) – Page 1149, 1150, 1151b and 1151f.</li> </ul> <p><b><i>***Topics not covered in the skills modules should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</i></b></p>

## TEACHING AND LEARNING STRATEGIES

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Small group discussion/Seminar	Canvas Learning Assignments	Case Study Analysis
Audio-visual presentation	Concept/Care Maps	Written Assignments/Worksheets
Computer assisted learning	Role-playing	Simulation
Return demonstration	Clinical practice	ATI Modules

## METHODS OF EVALUATION

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Quizzes	Pre/Post clinical paperwork	Student Journals
ATI Modules	Nursing Care plans	Portfolio
Demonstration of clinical skills	Written assignments	

**A minimum achievement of 75% (7.5/10) of the outcomes listed on the “Clinical Evaluation Form” is required to receive credit in NSG 251. See pages 23- 29 for the clinical evaluation form.**

**A grade of NO CREDIT prohibits the student from continuing in the nursing program unless the course is repeated with a satisfactory grade. A No Credit grade is earned with the student is not able to perform basic nursing skills in a safe manner, or when a patient’s safety is compromised.**

## ACADEMIC POLICIES

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University: Per the PLNU Undergraduate Catalog, see syllabus NSG 250 for full discussion

**“Academic dishonesty . . . Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examination. If faculty believes a situation involving academic dishonesty has been detected, they may assign a failing grade for that particular assignment or examination, and/or the course.”**

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At PLNU, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the DRC will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

## **COURSE SPECIFIC POLICIES**

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The student has the responsibility to identify their need for accommodation to their clinical faculty as soon as possible. In addition, the student has the responsibility to set up dates and times to take all quizzes and exams in the Bond Academic Center as directed by their assessed accommodations.

Regular and punctual attendance at all classes in which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain university-sponsored activities and are approved in writing by the Provost. Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of the total number of class meetings, the faculty member has the option of filing a written report to the Vice Provost for Academic Administration which may result in de-enrollment, pending any resolution of the excessive absences between the faculty member and the student...If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF (no grade). There are no refunds for courses where a de-enrollment was processed." (see catalog for full text)

Course grade appeal may be used when a student believes the syllabus was not followed in the grade calculation or if it is thought that grading was done in a capricious and arbitrary manner. The appeal policy does not include student dissatisfaction with a grade based on the faculty member's professional judgment. A Course Grade Appeal Form is available from the Vice Provost for Academic Administration and must be filed within one year from the end of the course in which the grade was given.

## **ATTENDANCE AND PARTICIPATION**

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Preparation for the clinical experience (on-campus or otherwise designated clinical experience) is required through assigned readings, or other additional sources prior to the clinical experience each week. Inadequate preparation may result in dismissal from patient care and clinical site and inadequate preparation will be reflected in the student's evaluation either at mid-semester or end-semester clinical evaluation. The clinical paperwork will be posted in Canvas in the NSG 250 course under "Syllabus" tab.

Make up for clinical hours is at the discretion of the faculty. All clinical (i.e. on-campus, skills lab, clinical sites) hours must be made up. It is the responsibility of the student to initiate communication regarding arrangements for make-up. Failure to make up clinical hours will result in a "no credit" for the clinical practicum and an incomplete for the co-requisite theory course. The clinical make-up day is **Saturday December 5, 2015**. This is a mandatory make-up for an absence on a clinical day.

## **REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES**

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Same as NSG 250 (Theory)

## REQUIRED LEARNING ACTIVITIES

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Weekly Journals (beginning in week 1)	See below
Weekly Clinical Write-ups (beginning in the clinical facility)	See below
Portfolio Update	See below
Skills Lab Attendance	See page 16
Simulation Experience	See page 17
Clinical Skills Evaluation: Complete Physical Assessment	See page 17
Windshield Survey Experience	See page 18
Professional Committee Attendance	See page 18

## WEEKLY PAPERWORK

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Students are required to submit weekly paperwork for NSG 251. This includes but is not limited to weekly journals, clinical paperwork (clinical worksheets –assessments –physiologic/psychosocial) care plans/SBAR or maps and clinical logs.

Paperwork for Tuesday clinical is due Wednesday morning at 0730 and Thursday clinical is due by Friday morning at 0730. Students are expected to follow the specific expectations for submission of paperwork (hard copy or via Canvas) set forth by their specific clinical professor.

Paperwork submitted after 0730 or after the specific due date will be considered late and this action could result in students being placed on contract or probation. Students are expected to communicate concerns about clinical paperwork to their specific clinical professor.

## PORTFOLIO REQUIREMENT

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At the conclusion of each course, students are expected to complete/update a Live Text® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in Live Text®.

- Signature Assignment: Well Elder Paper
- All Guided Reflective Assignments (*Faithfully Journals*)

Students are strongly encouraged to submit additional coursework into Live Text® to demonstrate personal and professional growth. (i.e. Journals, Clinical write-ups, etc.)

## SKILLS LAB: Building your foundation

The skills lab located at Liberty Station is an area where the student will practice skills, assessment, and math dosage calculation under the supervision of faculty and designated lab assistants.

Based on the number of hours a student participates in the skills lab, points will be added in the “Exam points” section of their NSG 250 (Theory) grade. See the NSG 250 syllabus for more information.



### Additional information:

- Skills lab hours will be posted in the NSG 250 sections of Canvas, please note dates and times
- Skills lab sign-up process is outlined on Orientation day
- Students are required to sign up for skills lab sessions and be prompt to skills lab sessions ( $\geq 5$  min late will forfeit their session)
- Students will work in groups and complete the skills covered in each week of on-campus lab (see pages 9-12)
- The faculty and lab assistants reserve the right to direct practice
- Students are required to bring their skills lab kits with them to all skills labs
- Students are expected to follow the PLNU dress code for all on-campus clinical
- Professional behavior is expected at all times while in uniform
- Students are expected to focus on skills practice while in the lab
- Students are prohibited from using lab time for any alternate class.

### Contact Information for the Clinical Education Center (Skills lab/Simulation) staff

<b>Faculty Coordinator</b>	Michelle Kelford RN, MS	Office # (619) 849-2361
<b>Adjunct Faculty</b>	Michelle Odom RN, MS	
<b>Lab Assistants</b>	TBD	

### Skills Lab Referrals

- Skills lab referrals are issued to students by clinical faculty in order to support further skill improvement.
- Skills lab referrals must be completed and signed off during skills lab.
- The student who is referred to skills lab should contact the Clinical Education Center Coordinator to arrange time in skills lab.
- All referrals need to be completed and signed off by the lab assistant or faculty.
- Referrals that are not completed by the end of the semester will result in probation.

## **CLINICAL SKILLS EVALUATION**

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The purpose of skills evaluation is to assess for competent and safe practice of essential skills required in the clinical environment. For the NSG 251 course, the essential skill is the complete physical assessment (head-to-toe). Points applied to testing are described in the NSG 250 syllabus. Remediation of skills to be completed independently during skills lab hours.

The skills evaluation is due prior to clinical evaluations at the end of the semester. Individual time and date for this evaluation will be determined by your clinical instructor.

## **SIMULATION EXPERIENCE**

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To provide additional student interaction with real life nursing scenarios, PLNU incorporates the use of simulation technology. The goal of the Simulation is to provide a realistic clinical environment for students to enhance their nursing knowledge and skills in a safe learning environment. The PLNU simulation rooms are equipped with Human Patient Simulators (HPS) whose functions range from lung, heart, and bowel sounds to those that can respond physiologically based on treatment delivered including medication administered intravenously. The HPS's are programmed with sophisticated case-based patient scenarios reflecting commonly occurring patient health problems that students encounter during clinical experiences. Students must use clinical judgment, knowledge, communication and teamwork in order to complete each simulation.

PLNU School of Nursing strives to provide students with the same technologies that they will use in the hospital setting.

- Clinical guidelines and requirements apply for this experience (see NSG 251 syllabi).
- Students will attend (1) simulation day during their NSG 251 clinical rotation, these will be held at Liberty Station.
- The rotation schedule for simulation will be provided to each clinical section by the NSG 251 instructor.
- Specific information for each simulation day will be emailed to the student by 5pm on the day prior to their rotation (i.e. Wednesday by 5pm for Thursday SIM, Monday by 5pm for Tuesday SIM).
- It is the expectation of the simulation faculty that students come prepared for this experience, which includes review and completion of ALL paperwork listed on informational email.

## WINDSHIELD SURVEY EXPERIENCE

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As part of the community hours required by the California Board of Registered Nursing (CA-BRN), students will complete a clinical based community assessment. This assessment in the NSG 251 course is the Windshield Assessment.

This assessment will take place during the clinical rotation and will count as a clinical day. Students will survey a community of San Diego adjacent to their clinical site using their vehicles. This survey reviews the community's access to medical care, education, food, parks, safety and other necessary components. Time and date for this assessment will be determined by the clinical instructor. The form for the windshield survey is located on each section's NSG 250 Canvas.

## LEADERSHIP REQUIREMENT

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Attendance of a professional committee meeting is required on an **annual** basis for each student.

**The student will need to show written proof of attendance and complete a journal reflection discussing the experience.**

**Attendance includes:**

- (1) Professional Nursing meeting **OR**
- Volunteering as class representative (2 persons) for the sophomore class.
  - *The class representatives attend sophomore team meeting general sessions. They bring group concerns and ideas to the table and take feedback back to the class. A positive attitude is important. The representative will be responsible for emailing the general session minutes to the class following each meeting.*

Examples of professional meetings can include, **but are not limited to:** Hospital committee meetings, Hospice/Palliative Nursing, School Nurses Resource Group, CA-BRN, ANA-C, Sigma Theta Tau, Philippine Nurses Association & PLNU SON Meetings.

Meeting dates/times can be found on each committee's website. If you are having difficulty finding a meeting to attend, contact your clinical instructor for ideas.

<b>Semester</b>	<b>Fall</b>	Spring
<b>Last Name(s)</b>	<b>A – L</b>	M – Z

## CLINICAL DAYS

After the first four weeks of on-campus clinicals, the remainder of the semester will be spent at your assigned clinical facility (excluding windshield survey and simulation days) where you will be applying the skills learned to actual patients. Clinical faculty will present the expectations regarding specific facility requirements, dress code, the process for choosing patients, computer orientation times and dates, and clinical paperwork. If the student has questions about any of the clinical expectations, the student should contact the clinical faculty.

**Clinical Dress Code:** See PLNU Nursing Student Handbook\*\*

**\*\*In addition, students are expected to follow the PLNU dress code when choosing their patients (including their ID badge, which is part of the uniform). Professional behavior is expected at all times while in uniform**

### Additional Equipment required for each clinical day:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> ID badge**   | <input type="checkbox"/> Watch with sweep second hand | <input type="checkbox"/> A quality stethoscope |
| <input type="checkbox"/> Penlight   | <input type="checkbox"/> Pen with Black Ink           | <input type="checkbox"/> Bandage Scissors      |
| <input type="checkbox"/> Printout of all Clinical forms, which include: Patient Care Worksheet, Medication and Treatment form, Care Map, Health Assessment form, and Nursing Care Plan. |   |  |

**\*\*while the ID badge may not be needed to perform the job of a nurse, the badge is part of the uniform. Students will not be permitted on the unit, no matter which facility the student is assigned to, without the Facility Specific and PLNU ID badge**

PATIENT CARE WORK SHEETS	MEDICATION ADMINISTRATION WORKSHEET	ADDITIONAL CLINICAL ASSIGNMENTS
<p>Includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Pre-Clinical Worksheets</li> <li>• Physical Assessment</li> <li>• Psychosocial Assessment</li> <li>• Careplan</li> </ul> <p>These are to be completed for each assigned patient.</p> <p>The paperwork designated by the student's specific clinical faculty as "preclinical paperwork" is to be completed <b>PRIOR</b> to the clinical day and <b>IS</b> due at the beginning of pre-conference.</p> <p>When a student comes to clinical unprepared, the clinical instructor may ask him/her to leave the clinical setting**.</p> <p><b>**Students who are sent home from clinical for being unprepared will be required to make-up clinical hours. Repeated absence or incomplete work may result in a No Credit grade for the NSG 251**</b></p>	<p>Medications are an essential element of patient care and the student is expected to have researched the required number of the medications and show a thorough understanding of the needed information about the medication.</p> <p>Additional resources should be used when appropriate <b>(please check with your clinical faculty about the use of additional websites)</b>.</p> <p>If students experience difficulty locating specific medications, it is best for students to check with their clinical professor or their assigned senior student</p>	<p>Depending on the clinical facility and the specific instructor, there will be other assignments completed while in the clinical setting (e.g. alternate clinical settings).</p> <p>Clinical faculty will describe the expectations for this process prior to the experience.</p>

## HELPFUL HINTS for your Clinical Day

- Keep a “clinical bag” with all the necessary items you need for clinical (watch, badge, penlight, pens, stethoscope, clinical paperwork, notebooks, or whatever the specific clinical faculty has asked that the student bring to clinical).
- Keep the bag near the door so that in the morning all you have to do is pick it up and go! Or keep the “clinical bag” in the car!
- Students are expected to re- introduce themselves to their patients on the day of care and communicate your plan for the day to the patient (tell the patient what you will be doing)
- It is an expectation that on the day of care students will communicate the following information to the nurse and nursing assistant:
  - ✓Who you are
  - ✓Who you will be caring for
  - ✓What is your plan of the day for the patient (what you will be doing with the patient)
  - ✓When you will leave, for breaks, lunch, and the end of your day
  - ✓What you want to observe
- Throughout the clinical day, keep the nurse, nursing assistant, senior student, graduate student and clinical faculty informed about the patient (**any change in patient condition**)
- Students must provide a brief report to the nurse and nursing assistant before going on break, before going to lunch, and when leaving the floor at the end of the clinical day. In this report, students should describe exactly what was done for the patient, the latest vital signs, how the student left the patient (in bed or in the chair or the patient is in X-ray), and what the student was not able to complete.
- About 15 minutes before students plan to leave the floor, students should check that the room is in order and that the patient's needs are met (e.g., patient is not in pain, has the call light, water pitcher, phone within reach, the side rails are up and the bed is in the lowest position).

## Sample Math Problems

1. The patient is to receive Dilantin 300mg po. The pharmacist delivers Dilantin 100mg/tablet to the unit.

\_\_\_\_\_ tablet (s)/dose

2. The doctor orders Biaxin 100mg po for the patient. The unit is stocked with Biaxin 125mg/5mL.

\_\_\_\_\_mL/dose

3. The patient's order reads, "Codeine phosphate 15mg po now". The pharmacist delivers Codeine phosphate grain 1/4/tablet.

\_\_\_\_\_ tablet (s) /dose

4. The patient is scheduled to receive Compazine 10 mg po. The unit is stocked with Compazine 5mg/tablet.

\_\_\_\_\_ tablet (s)/dose

5. The patient is to receive Synthroid 100mcg po. The unit is stocked with Synthroid 0.1mg/tablet.

\_\_\_\_\_ tablet (s) /dose

6. The patient is scheduled to receive Heparin 7500U subc. The unit is stocked with Heparin 5000U /0.5mL.

\_\_\_\_\_mL/dose

7. The patient requests pain medication. The order is Morphine 5mg IM now. The unit is stocked with Morphine 10mg/mL.

\_\_\_\_\_mL/dose

8. The patient is to receive Vistaril 50mg with Demerol 100mg IM. Vistaril is stocked on the unit as Vistaril 100mg/mL. Demerol is stocked on the unit as 50mg/mL. Calculate the total mL dose of both medications in the same syringe.

\_\_\_\_\_mL/dose

9. The patient is to receive Heparin 10,000U subc. The unit is stocked with Heparin 5000U/0.5mL.

\_\_\_\_\_mL/dose

10. The doctor ordered Penicillin V Potassium 500mg po. The pharmacist delivers Penicillin V Potassium 250mg/500,000U/tab.

\_\_\_\_\_ tablet (s)/dose

## Answers to Sample Math Questions

1. 3 tablets
2. 4 mL
3. 1 tablet
4. 2 tablets
5. 1 tablet
6. 0.75mL
7.  $\frac{1}{2}$  mL or 0.5 mL
8. 2.5mL
9. 1 mL
10. 2 tablets

POINT LOMA NAZARENE UNIVERSITY  
 School of Nursing  
 SOPHOMORE CLINICAL EVALUATION FORM: NSG 251

Student Name: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

Clinical Facility: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

***Adheres to ANA Standards of Practice***

CRITICAL BEHAVIORS WHICH IMMEDIATELY RESULT IN PROBATION OR POSSIBLE FAILURE OF COURSE:

- Falsifying a client record.
- Blatant disregard of client confidentiality.
- Denying responsibility for one's own deviation from standard practice.
- Actions which place the client in jeopardy.
- Actions which place student or colleague in jeopardy.
- Abusive behavior toward clients.
- Ignoring the need for essential information before intervening.
- Not maintaining the standards of professional practice (for example: uniform, conduct, communication)

Student Self-Evaluation: Rate yourself in each category on the weeks between the initial, midterm and final evaluation by placing a check (√) in the box where you feel that you are performing. Narrative discussion can follow in each area to further explain the outcomes.

Instructor Evaluation: Clinical Instructors will complete an evaluation on the first day, midterm and final evaluation weeks. The clinical instructor may elect to document in narrative fashion and attach to the student self-evaluation. Faculty must place an (X) in the box appropriate to each outcome for evaluation.

**Student MUST meet outcomes at a minimum of 75% (Midterm and Final evaluation columns)**

**Leadership OR Service Component:**

Fall semester = Last names beginning with A-K; Spring semester = Last names beginning with L-Z

Student: Must submit proof of attendance to instructor (i.e. photograph of attendance, copy of sign-in sheet, or attendance note from chair of meeting/committee). Sophomore Student Representative role counts toward this component.

Date \_\_\_\_\_ Committee attended/or Student Rep \_\_\_\_\_

Completed 100% of clinical time	YES	NO	
a. If No, Make-up time completed/arranged	YES	NO	N/A
ePortfolio Reviewed (Must be acknowledged each term)	YES	NO	
Skills Evaluation: Complete Physical Assessment	YES	NO	

INQUIRING FAITHFULLY

Date of Clinical		T 10/13 TH 10/8		T 10/20 TH 10/15		MIDTERM T 10/27 TH 10/22		T 11/3 TH10/29		T 11/10 TH 11/5		T 11/17 TH 11/12		T11/24 TH 11/29		FINAL T 12/1 TH 12/3	
		NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M
<b>SON-BSN PLOs</b>	<b>NSG 251</b>																
Initiate dialogue regarding current practice to improve healthcare	Demonstrates satisfactory preclinical preparation for assigned clinical practice using reliable sources for evidenced based knowledge																
Demonstrate use of evidence-based practices as an advocate for self and others																	
Influence positive client outcomes using evidence-based data																	
Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community	Incorporates appropriate assessment data from collection and initiates an individualized care plan based on assessment data, patient values and overt evidence																
Engage in self-care practices that facilitates optimal care of clients																	

**KEY: M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, √ = Student, X = Faculty**

Student Comments:

Faculty Comments:

CARING FAITHFULLY	SON-BSN PLOs	Date of Clinical NSG 251	T TH		T TH		Midterm T TH		T TH		T TH		T TH		T TH		FINAL T TH	
			NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M
	Demonstrate compassionate care to all people while mirroring Christ's love for all.	Provides patient care in a non-judgmental and timely manner																
	Partner with the community to establish a trusting relationship	Communicates observations or concerns related to hazards and errors that affect patients, families and the health care team																
	Demonstrate ethics and values consistent with the practice of professional nursing.																	

**KEY: M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, √ = Student, X = Faculty**

Student Comments:

Faculty Comments:

	Date of Clinical	T TH		T TH		Midterm T TH		T TH		T TH		T TH		T TH		FINAL T TH	
		NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M
<b>LEADING FAITHFULLY</b>	<b>SON-BSN PLOs</b>																
	Provide graceful service through compassionate response to others' needs																
	Demonstrate the principles of a servant leader as a reflection of Christ's love																
	Exhibit patient advocacy that reflects sensitivity to diversity in a holistic manner																
	Displays characteristics of humility, courage and forgiveness																

**KEY: M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, √ = Student, X = Faculty**

Student Comments:

Faculty Comments:

		Date of Clinical	T TH		T TH		MIDTERM T TH		T TH		T TH		T TH		T TH		FINAL T TH	
SON-BSN PLOs		NSG 251	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M
<b>COMMUNICATING FAITHFULLY</b>	Engage in active listening to promote therapeutic relationships	Explorers communication technology when gathering basic information																
	Demonstrate effective verbal and nonverbal communication skills to provide patient care																	
	Dialog with members of the healthcare team, including the patient, to facilitate positive patient outcomes.																	
	Advocate for patients/families and self	Participates in effective, culturally appropriate communication techniques with client groups, faculty, peers, and inter-professional teams																
	Implements patient care while revering the diversity of patients, families and communities																	

**KEY: M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, √ = Student, X = Faculty**

Student Comments:

Faculty Comments:

SON-BSN PLOs	Date of Clinical NSG 251	T TH		T TH		MIDTERM T TH		T TH		T TH		T TH		T TH		FINAL T TH	
		NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M	NI	M
Engage in a professional practice environment that promotes nursing excellence	Adheres to PLNU professional and site specific standards, including confidentiality, safety and reporting processes																
Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse	Displays exploration of resources and opportunities as part of professional practice																
Avail self of learning opportunities to initiate the life-long learning process																	

**KEY: M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, √ = Student, X = Faculty**

Student Comments:

Faculty Comments:

**STUDENT COMMENTS: Midterm/Final**

- Strengths
  
  
  
  
  
  
  
  
  
  
- Areas of growth/future goals:

**INSTRUCTOR COMMENTS: Midterm/Final**

- Strengths:
  
  
  
  
  
  
  
  
  
  
- Areas of growth/future goals:

Final Grade: Credit \_\_\_\_\_ No Credit \_\_\_\_\_

Incomplete \_\_\_\_\_

Reason \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_