

Fall 2018



PLNU *forward*

**School of Nursing**  
*NSG311: Nursing of Families  
Child/Adolescent Practicum*

**3 Semester Units**

<b>Meeting days/times:</b> Section 1 – Tuesday AM (0630-1500) Section 2 – Tuesday AM (0630-1500) Section 3 – Thursday AM (0630-1500) Section 4 – Thursday AM (0630-1500)	<b>Clinical Instructor:</b> S1 - Christine Sloan PhD, RN, CNS, CPN S2 - Renee Mall, BSN, RN, CPN S3 - Emily Rapkin, BSN, RN, CPN S4 - Moriah Bartsch-Green, BSN, RN, CPN
	<b>Phone:</b> Moriah Bartsch-Green Cell: (559)287-5076 Renee Malle: (408)705-0513 Emily Rapkin Cell: (503)999-9156 Chris Sloan Cell: (619)518-2255
<b>Meeting location:</b> <b>Rady Children's Hospital-San Diego</b> 3020 Children's Way San Diego, CA 92123-4282 Phone: 858-576-1700	<b>E-mail:</b> Moriah Bartch-Green: Renee Malle: Emily Rapkin: <a href="mailto:Emily.rapkin@gmail.com">Emily.rapkin@gmail.com</a> Christine Sloan: <a href="mailto:christinesloan@pointloma.edu">christinesloan@pointloma.edu</a>
<b>Placement:</b> Junior status	<b>Office location and hours:</b> Dr. Sloan – Room 108 LSCC Hours by appt only (email or text me!)
<b>Final Exam:</b> N/A	<b>Additional info:</b> Co-requisite is NSG310

**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 the 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.

**COURSE DESCRIPTION:**

**NSG311 – Nursing Care of Families: Child/Adolescent Clinical Practicum**

This practicum course consists of opportunities for application of nursing theory and child development as it relates to adaptation of child and adolescent clients and their families.

**PRE-REQUISITES:**

Same as NSG 310 (Theory).

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

**CO-REQUISITES:**

NSG 310 (Theory).

Note: A minimum grade of “C” must be achieved in all corequisite courses in order to progress in the program.

**COURSE CREDIT HOUR INFORMATION**

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 15 weeks.

**PROGRAM & COURSE LEARNING OUTCOMES (PLO's & CLO's)**

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Upon completion of this program, students will be able to achieve

- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- Clinical Course Learning Outcomes (white), as specified in the BSN Clinical Assessment & Evaluation Form.
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

School of Nursing - BSN Program Program Learning Outcomes	NSG 311: Nursing of Families – Child/Adolescent Clinical Practicum
<p><b>I. 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> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX</p> <p>C. Promotes positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, III, IV, VI, VII, VIII, IX</p> <p>E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX</p>	
<p>A. Implement individualized evidence-based plan of care for pediatric patients within the context of both the community and the acute-care setting.</p> <p>B. Apply skills of inquiry, analysis and information literacy to the design and implementation of family-centered care practices</p> <p>C. Adapts approach to provide holistic, family-centered care to the specific needs of the patient and family</p> <p>D. Examine own personal self-care practices for the provision of sustained quality care</p>	

School of Nursing - BSN Program Program Learning Outcomes	NSG 311: Nursing of Families – Child/Adolescent Clinical Practicum
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**II. 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.**

- A. Demonstrate compassionate care to all people while mirroring Christ’s love for all  
BSN Essentials IV, VI, VII, IX
- B. Partner with the community to establish a trusting relationship  
BSN Essentials II, VI, VII, IX
- C. Demonstrate ethics and values consistent with the practice of professional nursing  
BSN Essentials V, VI, VII, VIII, IX

- A. Exemplify Christ’s love through compassionate care for children and their families  
Investigate community resources to support the health and well-being of patients, families and communities
- B. Incorporate family’s health beliefs, culture and health literacy into plan of nursing care
- C. Reflect on personal beliefs and values as related to professional nursing practice among this population.

School of Nursing - BSN Program Program Learning Outcomes	NSG 311: Nursing of Families – Child/Adolescent Clinical Practicum
<p><b>III. 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 use of verbal and nonverbal skills.</b></p> <ul style="list-style-type: none"> <li>A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</li> <li>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</li> <li>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX</li> <li>D. Advocate for patients/families and self BSN Essentials V, VI, VII</li> <li>E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, III, V, VI, VII, IX</li> </ul>	
<ul style="list-style-type: none"> <li>A. Engage with information technologies to document and monitor patient care.</li> <li>B. Formulate developmentally-appropriate, evidence-based health education to enhance patient/family understanding of healthcare practices</li> <li>C. Apply therapeutic communication skills to deliver patient/family-centered care</li> </ul>	

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D. Evaluate inter- and intra-professional communication to optimize patient outcomes

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<p><b>V. 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>A. Engage in a professional practice environment that promotes nursing excellence BSN Essentials I, III, IV, V, VI, VII, VIII, IX</p> <p>B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse BSN Essentials II, VI, VI, VII, VIII, IX</p> <p>C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials III, IV, V, VI, VII, VIII, IX</p>	
<p>A. Applies professional standards of care according to ethical, legal and Christian principles</p> <p>B. Implement developmentally appropriate, best practice recommendations to promote health and well beings of patients/families</p> <p>C. Commit to life-long learning and continued professional development for nursing excellence</p>	

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<p><b>V. 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>A. Provide graceful service through compassionate response to others’ needs BSN Essentials II, IV, VI, VII, VIII, IX</p> <p>B. Demonstrate the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p> <p>C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>	
<p>A. Creates a safe and compassionate caring environment that results in quality patient outcomes</p> <p>B. Role model Christian nursing by integrating servant leadership in the care of diverse populations</p> <p>C. Respects the rights and care preferences of patients/families from diverse cultural backgrounds.</p>	

## METHODS OF EVALUATION

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Students must achieve a minimum of 75% of the standards listed on the *Clinical Evaluation Form* (Appendix A) to receive "Credit". Overall course evaluation (both written and in person) will occur at the middle and at the end of the semester.

All evaluation is based on achievement of stated course objectives. Evaluation tools include observation, concept maps, clinical assessments, clinical write-ups and clinical participation. Ongoing student evaluation of the course is sought throughout the semester. ALL required clinical assignments must be completed with a passing grade by the time of final evaluation to receive credit for this course.

<b>Activity</b>	<b>Clinical Hours Awarded</b>
On campus orientation	4 hours
On campus lab/simulation	8 hours
12 clinical days	108 hours
*1 community clinical day	8
*ECLC Assignment	4 hours
Mandated Reporter Training	6 hours
NIP it Modules	6 hours
<b>Total hours</b>	<b>144 clinical hours</b>

\*community health hours

## ACADEMIC POLICIES

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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 makeup clinical hours will result in a "No Credit" for the clinical practicum and an incomplete for the co-requisite theory course.



## **COURSE SPECIFIC POLICIES**

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- **CELL PHONE USE** is **absolutely prohibited in all clinical areas** and may not be carried anywhere on your person. Cell phones can be used in the cafeteria or outside the hospital building. Violation of this hospital-mandated policy will result in immediate dismissal from the clinical area and placement on academic probation or dismissal.
- **MEDICATION ADMINISTRATION: Medication administration is conducted according to the competencies outlined in “Medication Administration in the Clinical Area”. Failure to meet these competencies may result in failure of the course and placement on academic probation.**
- **DRESS CODE** is per PLNU policy. The only exception is that students may wear colorful socks, a colorful headband or hair wrap, and may wear a colorful lanyard. No jackets or “hoodies” may be worn - only lab coats are an acceptable means of “warming up” your uniform. No colored undershirts, messy hair or jewelry beyond the School of Nursing Policy. You are caring for a parents’ most prized possession – their child. Artificial nails of any type are not permissible. Students in inappropriate dress code may be sent home. **You must dress and act professionally to be taken seriously as a nursing student and nurse.**
- **JACKETS/HOODIES:** Rady’s dress policy requires wearing nothing below the elbow (BBE – Bare Below the Elbow) – no clothing, no jewelry. If you are a person who is easily cold, either bring your lab coat and roll the sleeves up or you can wear a white top underneath your PLNU scrubs with the sleeves rolled or pushed up to the elbow. Please no rings, watches, etc.
- **A student badge** provided by RCHSD must be worn along with your PLNU SON badge per PLNU policy. Students will not be allowed into the RCHSD facility without these two badges. Students who forget to wear their badge, will be sent home to retrieve it before attending any clinical time.

## **ATTENDANCE AND PARTICIPATION**

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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. **Since students have 2 clinical practicums during the semester when this course is taken, it is highly recommended that the student miss clinical only for legitimate illness as a make-up will be very difficult to schedule.**

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

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Same as NSG 310 (Theory)

## PORTFOLIO REQUIREMENT

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At the conclusion of each course, students are expected to complete/update a LiveText® 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 LiveText®.

- *All Guided Reflective Journals*

Students are strongly encouraged to submit additional coursework into LiveText® to demonstrate personal and professional growth.

## REQUIRED LEARNING ACTIVITIES

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Clinical Assignment	Due Date
California Department of Social Services Mandated Reporter Medical Training	First week of school
Medication Quiz	Successful completion (100%) prior to administration of medications (Clinical Orientation – Day 2)
Concept Maps (3)	Due the week following that experience Pass/Fail on first 2, last con map is graded!
Float Experience Write-Ups (2)	Due the week following that clinical experience Pass/Fail
Critical Thinking Tool (1)	Due by the week following that assignment Pass/Fail
Reflective Journals (5)	Due by end of semester
Midterm Clinical Evaluation (1)	Due mid-term to clinical professor
Final Clinical Evaluation (1)	Due by 2 <sup>nd</sup> to last in-hospital clinical day.
Clinical Site Evaluation	Due by last in-hospital clinical day
Clinical Instructor Evaluation	Due by last in-hospital clinical day

**See Appendix A for a SAMPLE schedule of assignment completion**

***IMPORTANT DUE DATE INFORMATION for clinical assignments:*** A minimum of one clinical assignment must be turned in each week, until ALL clinical assignments are complete. All completed clinical assignments must be turned in no later the 2<sup>nd</sup> to last in-hospital clinical day! Each week in post-conference the student will commit to which assignment(s) will be turned in the following week.

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Unless otherwise arranged with your clinical professor, ALL clinical assignments are to be turned in via Canvas. **All items must be turned in Word or PDF format.** Photo's will not be accepted.

**REQUIRED LEARNING ACTIVITY:**

**Child Abuse Mandated Reporter Training – Online Modules**

- **General Training**
- **Medical Provider Training**

**STUDENT LEARNING OUTCOMES:**

- How the law defines child abuse and neglect
- What the law requires of you as a mandated reporter
- What protections the law provides for a mandated reporter
- How to spot evidence of child abuse
- How to report child abuse
- What happens after a report is filed
- Definitions of some of the terms used in this program

**GUIDELINES AND INSTRUCTIONS:**

**1. General Training**

Go to the following website:

<http://mandatedreporterca.com/training/generaltraining.htm> to complete the general training. Upload certificate to Canvas.

**2. Medical Training**

Once you have completed general training, complete the medical training module at <http://medical.mandatedreporterca.com/intro/intro.htm>. Upload certificate to Canvas.

**3. Post Certificates in Canvas**

Complete all modules prior to your hospital orientation day. Upload certificates of completion to Canvas. Note: certificates must have your name on them to be considered legitimate proof of training.

**GRADING:** This is a non-graded assignment. Students may NOT begin clinical without successful completion of these modules.

**REQUIRED LEARNING ACTIVITY:**

## **Medication Quiz**

**STUDENT LEARNING OUTCOMES:**

1. Apply previously learned pharmacologic principles when administering medications as appropriate.
2. Calculate fractional dosages and conversions, to determine if dosage is safe as evidenced by passing the Medication Math Quiz with score of 100%.
3. Implement a developmental approach during medication administration.
4. Understand the rationale for parental fluid administration
5. Identify the routes and methods of medication admin utilized in children.
6. Calculate the fluid needs of all patients assigned.
7. Identify safety measures used for administering medications to the pediatric patient.

**GUIDELINES AND INSTRUCTIONS:**

1. All students will take a medication math quiz at the beginning of the semester
2. Medications may not be administered in this clinical per the policy of the hospital. However, students will be responsible for looking up medication(s) being taken by their patients as part of creating a plan of care.
3. Medications must be thoroughly researched (as defined below) using a pediatric drug reference (preferably Lexicomp) prior to administration. Use of a non-pediatric focused drug book may result in medication errors! The student must be able to:
  - State expected action of drug
  - Provide rationale for giving this drug to this patient
  - The safe prescribed dose ranges and
  - Correctly calculate out the dosages and amounts to be given
  - Determine correct route of administration
  - State potential side effects and adverse effects
  - Review and plan for any patient/family teaching required
  - Determine contraindications & special instructions including specific monitoring parameters for the nurse.
  - Review the policies for Administration of Medications as needed.
5. **Failure to meet these competencies may result in failure in the course.**

**GRADING:** 20 points – the initial attempt will be the grade recorded. Student must remediate any result less than 100%.

**REQUIRED LEARNING ACTIVITY:**

## Clinical Concept Map

**STUDENT LEARNING OUTCOMES:**

1. Assess and integrate clinical information relevant to patient into a plan of care
2. Understand the relationship between pathophysiology and the patient's condition/assessment findings
3. Identify meaningful connections between the pathophysiology of the disease/condition, patient signs & symptoms, diagnostics and treatment plan
4. Use the nursing process to design and prioritize a relevant plan of care for the shift
5. Develop a plan for evaluating the effectiveness and outcomes of plan
6. Consistently demonstrate improvement in care planning skill and detail

**GUIDELINES:**

1. Three (3) concept maps due during the semester:
2. Each Completed **Concept Map** MUST include these 3 elements:
  - **Patient Assessment Form** - separate sheet (on Canvas)
  - **Concept Map**: including these elements
    - Medical Diagnosis with brief history and pathophysiology of the disease/problem
    - Relevant diagnostic findings (X-rays, labs, physical assessment findings, etc.)
    - Medications/Treatments ordered (e.g. acetaminophen, dressing change)
    - 2 Patient-Specific Problems (or potential problems)
      - PSYCHOSOCIAL (e.g. loneliness, family coping)
        - 2 goals or expected outcomes
        - 3 interventions per goal (6 total)
        - Evaluation of outcomes (met/not met – why)
      - PHYSIOLOGICAL (e.g. risk for infection, impaired gas exchange)
        - 2 goals or expected outcomes
        - 3 interventions per goal (6 total)
        - Evaluation of outcomes (met/not met – why)
    - **Two (2) Community Resources** specific to the patient – these are agencies or groups in the community that have something to offer the child or family. Often times there are support groups, activities or equipment offered by these entities. An example might be a YMCA in the neighborhood that has after-school care for

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a child whose mom works for the American Childhood Cancer Association, which offers all kinds of resources, financial and other, to families whose child is being treated for cancer. To turn in these resources you must provide a printed home page or document. No urls accepted.

3. First two (2) concept maps – reviewed and graded as pass/fail. Those concept maps that do not meet minimum standards or lack demonstration of competence will be returned for reworking and resubmission.
4. Final concept map (1) will be graded on the first submission using the Final Concept Map Rubric.

**DUE DATE:** The following week in clinical as determined by instructor. **Last map must be turned in no later than 2<sup>nd</sup> to last day of clinical. Late maps will receive zero credit but must still be turned in to pass the course.**

**GRADING:** Map #1 - pass/fail.  
Map #2 – pass/fail  
Map #3 - 15 points.

**RESOURCES:** See Canvas to obtain required forms (Patient Assessment Form) and helpful guidelines for completing concept maps. Large size paper will be available outside Dr. Sloan's door for concept map creation.

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**Final Graded Concept Map Rubric NSG311**

<b>Element</b>	<b>Criteria</b>	<b>Points</b>
Complete FINAL Concept Map	Turns in all of the following : <ul style="list-style-type: none"> <li>• Completed Physical Assessment Form</li> <li>• Concept Map</li> <li>• Community Resources (2) (any of these missing = zero for this section)</li> </ul>	5 points
Key Elements Present	<ul style="list-style-type: none"> <li>• Patient's Age (years/mos), Initials</li> <li>• Medical Diagnosis and Pertinent History/Findings</li> <li>• Pathophysiology of Main Problem (risk factors, symptoms, treatment and complications)</li> <li>• 2 Patient-Specific Nursing Problems               <ul style="list-style-type: none"> <li>○ Physiologic (oxygenation, perfusion)</li> <li>○ Psychosocial (loneliness, coping)</li> </ul> </li> <li>• 2 Goals per problem</li> <li>• 3 Interventions per goal</li> <li>• Evaluation of goals (met/not met - why)</li> </ul>	3 points
Nursing Problems & Goals Appropriate to Patient and Shift-Focused	<ul style="list-style-type: none"> <li>• Problems make sense given patient assessment findings (look at top 3 problems on Assessment form = are nursing diagnoses related?)</li> <li>• Goals are written in SMART format               <ul style="list-style-type: none"> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Achievable</li> <li>○ Realistic</li> <li>○ Timely</li> </ul> </li> <li>• Interventions realistic for shift</li> </ul>	4 points
Connections and Logic	<ul style="list-style-type: none"> <li>• Clear connections are noted between interventions (meds, nursing actions, key findings, diagnostics, patient assessment findings)</li> </ul>	3 points
	Final concept maps turned in past the 2 <sup>nd</sup> to last day of clinical WILL NOT BE GRADED.	15 points



**REQUIRED LEARNING ACTIVITY:**

## **Float Experience Write-Up**

**Number Due:** 2 write – ups - submitted over the course of the semester (these are done on any experience/unit other than our base-unit).

**STUDENT LEARNING OUTCOMES:**

The student will provide written evidence to meet the following outcomes:

1. Reflect upon differences in the nursing role for this experience as compared to other nursing experiences the student has had within this hospital or others.
2. Evaluate the meaning of this clinical experience against your own personal definition and view of nursing. This should show some depth of thought and effort!
3. Discuss the ways in which the type of nursing witnessed does or does not fit with your values and strengths. Why or Why Not?
4. Determine specific needs/stressors for the patient population under care in this area, including the teaching and learning needs of patients and/or families.

**GUIDELINES:**

1. Write-ups are generally 1½- 2 pages, single-spaced, type-written. APA format is not necessary. Be sure to include a) your name, b) the unit visited and c) the date of the experience as a header.
2. Each write-up should address each of the learning outcomes listed above.
3. Write-ups that reflect a poor effort will be returned to the student for revision or the student may be required to complete additional write-up(s) to demonstrate outcomes.

**GRADING:** Pass/Fail

**RESOURCES:** See Unit Specific Expectations in Canvas

**DUE DATE:** One week following the FLOAT experience

**REQUIRED LEARNING ACTIVITY:**

## **Critical Thinking Tool**

**Number Due:** 1 during the semester

**STUDENT LEARNING OUTCOMES:**

1. Demonstrate the ability to locate and discern key information regarding diagnosis, history of problem, signs, symptoms, and planned treatment by reviewing the electronic medical record (EMR).
2. Apply previous and new knowledge in evaluating the course of care for the patient
3. Determine pertinent teaching needs for the patient/family and create a teaching plan.

**GUIDELINES:**

1. A minimum of one Critical Thinking Tool will be completed during the course of the semester.
2. Work with your instructor to find a patient that you are not currently caring for (unknown to you).
3. Answer the questions asked on the tool. Provide information that is comprehensive and provides details. Do not use one word answers (e.g. "fever"). Be comprehensive in your descriptions. Tools that show a lack of detail will not be reviewed and must be redone.
4. Clinical instructors may require students to complete more than one tool based on clinical understanding and performance.

**GRADING:** Pass/Fail

**RESOURCES:** See Canvas for signs and symptoms Critical Thinking Tool form

**DUE DATE:** Due the week after completion.

**REQUIRED LEARNING ACTIVITY:**

## Reflective Journaling

**Number Due:** Five (5) journals during the semester. Graded as pass/fail.

**STUDENT LEARNING OUTCOMES:**

1. Reflect on clinical experience as it relates to their growth and development as a nurse and document this reflection. Do NOT merely give an account of what happened that day. This is an opportunity to tap into personal emotion and experience.
2. Evaluate own clinical performance to determine weaknesses and strengths.
3. Set goals for personal learning in future clinical experiences.

**GUIDELINES:**

1. The student will complete 1 reflective journal on one of the following topics (total of 5 journals during the semester):
  - Responsibility
  - Accountability
  - Respect/Dignity for others
  - Humility
  - Courage
  - Wildcard (if your experience does not fit one of the values listed) – can only do 1 of these in a semester.
2. Write-ups are generally 1½- 2 pages, single-spaced, type-written. APA format is not necessary. Be sure to include a) your name, b) the unit visited and c) the date of the experience. Write to the student learning outcomes listed above.
3. The journal entry must be at least 500 words in length and demonstrate thought and effort. Journal entries should be posted on Canvas in either Word or .pdf format.
4. Journal entries should be posted on Canvas in either Word or .pdf format. No hard copies required.

**DUE DATE:** Journals must be turned in one week after the experience written about. All journals should be completed by the students 2<sup>nd</sup> to last clinical. You may NOT turn in more than 1 journal in on a clinical day!

**REQUIRED LEARNING ACTIVITY:**

## **CLINICAL PRACTICUM - Medical Unit – 4 East and 2 Rose**

These units will be our home base for clinical experience. You will be here for the majority of your clinical experiences except for floating/observational experiences to other units.

**STUDENT LEARNING OUTCOMES**

1. Develop a set of personal goals for the day (in writing).
2. Work with the RN to carry out the plan of care on patients requiring nursing interventions. Discuss daily goals with RN and Instructor.
2. Discuss with the instructor at the beginning of the shift the patient, diagnosis, status, plan of care, developmental considerations and the medications to be given (if any).
3. Communicate clearly with assigned nurse/health care provider to determine how work and tasks will be divided. Critical findings or issues must be communicated immediately to instructor and to the nurse caring for the patient.
4. Be prepared to present and discuss patient cases and learning experiences in post-conference

**GUIDELINES AND INSTRUCTIONS:**

1. Each student will be given a clinical schedule at the beginning of the semester. This schedule will also be posted on Canvas and updated as needed.
2. Pre-conference begins at 0630 for AM groups. Meet in the location determined by your clinical professor.
3. Students are assigned to work with a nurse for the day. After hearing report, the student and the nurse will determine which patient(s) the student will care for on their shift.
4. Utilizing the Patient Assessment sheet, collect information on the selected patient. Research the patient's electronic medical record for necessary information.
5. Prepare quickly for your day by becoming familiar with the diagnosis, medications, treatment, expected outcomes, developmental, family, and cultural considerations. Students who do not adequately prepare for their clinical experience may be sent home.
6. Prepare medication rationale, side effects, and calculations/information in advance. Not all students will be able to give meds on a given clinical shift. This depends on how many students have medication and how busy the unit is.
7. At 0700, report to your pod/unit and confer with the assigned nurse. Introduce yourself and be present while your nurse is receiving report from the night shift (if AM).

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8. Communicate clearly with the assigned nurse your goals for the day. Abnormal or questionable findings are to be discussed with both your nurse and your instructor.
9. **NOTE: As per current hospital policy, medications will be not be administered by students this semester. Violation of this policy will result in immediate termination of clinical experience and possible disciplinary action within the School of Nursing including dismissal.**
9. In the event that you become ill, late or cannot attend clinical, you must make VOICE contact with the clinical instructor to declare your absence as early as possible. Emails and/or texts are NOT acceptable unless you receive an immediate response. If you don't reach the instructor leave a voicemail and please call a fellow class-member to notify them of your absence so that your whereabouts are known and we don't worry! ☺

Base Unit:                    Medical Unit or Surgical Unit (see guidelines)  
Float experience:        Varied clinical areas (see Canvas)

- Each unit has their own Clinical Practice Guidelines-“CPG” (like a policy and procedure for how things are done on that unit; frequency of assessments, vital signs, weights, etc). Review this prior to your time on the unit.
- All float units have a 1-page Student Nurse Guide sheet that outlines the type of patients on the unit, clinical preparation for time on that unit, and expectations.
- These resources must be reviewed the night before clinical as well as for any other unit.

All necessary preparatory information can be found in NSG310 Canvas and ALL Assignments (except Concept Maps) are to be turned in on Canvas NSG310 site. There is no NSG311 Canvas site published.

**REQUIRED LEARNING ACTIVITY:**

## **CLINICAL PRACTICUM - Floating Clinical Experiences**

Students will have multiple opportunities to “float” to various units for their clinical experience. This experience may be forfeited in the event of an absence or if an absence occurs on a regularly scheduled Medical or Surgical day.

**NUMBER DUE:** 2 Float Write-Ups (even though you will have more float experiences! See the Required Learning Activity for how to complete the Float Write Up.)

**STUDENT LEARNING OUTCOMES:**

The student will:

1. Participate in the care of children with advanced or complex disease processes.
2. Assist with and carry out the plan of care for patients requiring complex nursing interventions under the direct supervision of the assigned nurse.
3. Be prepared to present and discuss the assignment in post conference.

**GUIDELINES & INSTRUCTIONS:**

1. All units require pre-clinical reading/preparation prior to your visit. Please refer to the Clinical Preparation Table (Appendix B) for specific instructions. All materials can be found in the Clinical Resources Module in Canvas for NSG310.
2. Report to your clinical group’s base unit for pre-conference (unless going to **HH**). You will then be sent to your float unit.
3. Floating experiences are primarily observational and as such, students may not perform skills that have not been previously practiced/performed. Students may not start peripheral IV’s or draw blood peripherally. Use of central lines to draw blood is acceptable as long as your RN is competency trained and willing to supervise your performance.
4. **Medication Administration is NOT allowed under any circumstances – this includes creams, eye drops, lotions, etc.**
5. After conferring with clinical instructor, you will report to the unit charge nurse and locate your assigned preceptor for the shift. Return to pre-determined area to have lunch and meet for post conference at 1:00pm (AM shift) or 7:00pm (PM shift).
6. Floating experiences will be forfeited in the event of an absence, student or instructor.

**GRADING:** Pass/Fail

**ASSIGNMENT:** Clinical Float Experience Write-Up or Care Plan (see Appendix A)

**DUE DATE:** One week following the experience. Turn all clinical assignments in using course folders provided by the instructor.

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**Appendix A**

**Clinical Preparation & Assignment Guidelines by Unit**

Unit	Pre-Clinical Prep	Assignment Opportunity*
<b>Acute Cardiac Unit</b>	SN Guide CPG	Concept Map or Write-up
<b>Bernardy Center (BC)</b>	SN Guide CPG	Concept Map or Write-up
<b>Child and Adolescent Psychiatry Service (CAPS)</b>	SN Guide CPG Mandatory Safety Orientation	Concept Map or Write-up
<b>Dialysis</b>	SN Guide CPG	Concept Map or Write-up
<b>Emergency Department (ED)</b>	SN Guide CPG	Write-up
<b>Hematology/Oncology Unit/Clinic (HO-U or HO-C)</b>	SN Guide CPG	Concept Map <u>or</u> Write-up
<b>Home Health (HH)</b>	SN Guide CPG **Call the day before clinical BEFORE 4:00pm to obtain specific nurse assignment. If you don't do this, you will be on the Medical Unit.	Write-up
<b>Medical Unit (M)</b>	SN Guide CPG	Concept Map
<b>NICU (NICU)</b>	SN Guide CPG	Concept Map <u>or</u> Write-up
<b>Critical Care – PICU (PICU)</b>	SN Guide CPG	Concept Map <u>or</u> Write-up
<b>Operating Room (OR)/PACU</b>	SN Guide CPG Complete Surgical-Services Orientation on Canvas	Write-up

\* A reflective journal can be written for any week of clinical.

**Appendix C**

**SAMPLE Assignment Completion Schedule**

This is just an EXAMPLE of how you could actually complete your assignments early so that your last several weeks of clinical are paperwork free! Whoa!

Week 1 – Medical Unit	Concept Map #1 Journal 1
Week 2 - PICU	Float Write Up#1 Journal 2
Week 3 - Dialysis	Concept Map #2 – (case study pt?) Journal 3
Week 4 - Medical	Concept Map #3 (graded) Journal 4
Week 5 - OR	Float Write Up#2 Journal 5
Week 6	Critical Thinking Tool Oral Case Study Presentation
You are now technically “done” with your clinical paperwork. You would still need to complete: <ol style="list-style-type: none"> <li>1. Denver Developmental Screening Test</li> <li>2. Developmental Assessment &amp; Paper/Project</li> </ol>	



**Appendix D**  
**Junior Clinical Evaluation Form**  
**NSG 311- Fall 2017**

**Student Name:** \_\_\_\_\_  
**Instructor Name:** \_\_\_\_\_  
**Semester/Year:** \_\_\_\_\_  
**Clinical Facility:** Rady Children’s Hospital San Diego

**THE ORIGINAL OF THIS FORM MUST BE FILED IN THE STUDENT’S FILE!**

*Adheres to ANA Standards of Practice*

**CRITICAL BEHAVIORS WHICH RESULT IN IMMEDIATE 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 the 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)

**Directions to student/faculty/preceptor (as applicable) must be given:**

**Student Self-Evaluation:** Use blue or black ink.

Rate yourself in each category 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 competencies.

**Instructor Evaluation:** Use **PURPLE ink.**

Instructor may elect to document in narrative fashion and attach to the student self-evaluation. Faculty must also check the box appropriate to each competency for evaluation.

Student **MUST** meet standards in a minimum of 75%.

<b>Leadership/Service Component:</b>	<u>Met in Leadership/Management course</u>		
Completed 100% of clinical time	YES	NO	
Make-up time completed/arranged	YES*	NO	N/A
*Number of hours missed and made-up	_____		
Livertext® Portfolio Reviewed	YES	NO	

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<b>INQUIRING FAITHFULLY</b> The 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 in the nursing process	<b>Meets Expected Standards</b>		<b>Needs Improvement to Meet Expected Standards</b>	
	Midterm	Final	Midterm	Final
Implement individualized evidence-based plan of care for pediatric patients within the context of both the community and the acute-care setting.				
Apply skills of inquiry, analysis and information literacy to the design and implementation of family-centered care practices				
Adapts approach to provide holistic, family-centered care to the specific needs of the patient and family				
Examine own personal self-care practices for the provision of sustained quality care (PLO1.5; BSN Essen VIII-14).				

***STUDENT COMMENTS - Midterm:***

***STUDENT COMMENTS - Final:***

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<b>CARING FAITHFULLY:</b> 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>Meets Expected Standards</b>		<b>Needs Improvement to Meet Expected Standards</b>	
	Midterm	Final	Midterm	Final
Exemplify Christ's love through compassionate care for children and their families				
Investigate community resources to support the health and well-being of patients, families and communities				
Incorporate family's health beliefs, culture and health literacy into plan of nursing care				
Reflect on personal beliefs and values as related to professional nursing practice among this population				

***STUDENT COMMENTS - Midterm:***

***STUDENT COMMENTS - Final:***

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<b>COMMUNICATING FAITHFULLY:</b> 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, which conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.	Meets Expected Standards		Needs Improvement to Meet Expected Standards	
	Midterm	Final	Midterm	Final
Engage with information technologies to document and monitor patient care.				
Formulate developmentally-appropriate, evidence-based health education to enhance patient/family understanding of healthcare practices				
Apply therapeutic communication skills to deliver patient/family-centered care				
Evaluate inter- and intra-professional communication to optimize patient outcomes				

***STUDENT COMMENTS - Midterm:***

***STUDENT COMMENTS - Final:***

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<b>FOLLOWING FAITHFULLY:</b> 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 for all actions and treating others with respect and dignity.	Meets Expected Standards		Needs Improvement to Meet Expected Standards	
	Midterm	Final	Midterm	Final
Applies professional standards of care according to ethical, legal and Christian principles				
Implement developmentally appropriate, best practice recommendations to promote health and well beings of patients/families				
Commit to life-long learning and continued professional development for nursing excellence				

***STUDENT COMMENTS - Midterm:***

***STUDENT COMMENTS - Final:***

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<b>LEADING FAITHFULLY:</b> 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, and discernment.	<b>Meets Expected Standards</b>		<b>Needs Improvement to Meet Expected Standards</b>	
	Midterm	Final	Midterm	Final
Creates a safe and compassionate caring environment that results in quality patient outcomes.				
Role model Christian nursing by integrating servant leadership in the care of diverse populations				
Respects the rights and care preferences of patients/families from diverse cultural backgrounds.				

***STUDENT COMMENTS - Midterm:***

***STUDENT COMMENTS - Final:***

***MIDTERM EVALUATION***

***Midterm Summary - Student***

Summary of Strengths:

Areas of growth/future goals:

**Midterm Summary - INSTRUCTOR:** (Sometimes done in this format on computer and attached to document)

Summary of Strengths:

Areas of growth/future goals:

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

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

***FINAL SUMMARY***

***Final Summary - Student***

Summary of Strengths:

Areas of growth/future goals:

**Final Summary - INSTRUCTOR:** (Sometimes done in this format or on separate document and attached to this document as addendum)

Summary of Strengths:

Areas of growth/future goals:

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Course Credit:       Pass                       Fail

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

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