



School of nursing
NSG341: Adult Health III Practicum
3 units

| Clinical Instructors | E-mail /Phone/Text | Meeting Locations | Meeting day/time | Office location and hours: |
|-----------------------------|--|--------------------------|-------------------------|-----------------------------------|
| Joseph Combs | jcombs@pointloma.edu 619-237-5033 | Scripps CV | Tues 6:30-14:30 | Office hours by appointment |
| Denia Pondexer | elliesmom77@gmail.com 623-262-1505 | Scripps Mercy | Tues 6:30-14:30 | Office hours by appointment |
| Heather Bivens | hbivens@pointloma.edu 619-252-5658 | Scripps CV | Thurs 6:30-14:30 | Office hours by appointment |
| Alex Blackhall | ablackha@pointloma.edu 619-952-5855 | Scripps Mercy | Thurs 6:30-14:30 | Office hours by appointment |
| Bee Natipagon-Shah | bnatipag@pointloma.edu 619-772-1028 | Scripps La Jolla | Tues 6:30-14:30 | Liberty Station Office 101 |

Placement:

Junior

Final Exam:

N/A

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

POINT LOMA NAZARENE UNIVERSITY
School of Nursing

COURSE DESCRIPTION:

Focuses on the nursing process as it is applied to adults experiencing multi-system failure.
Emphasis is placed on assessment of individual and family needs in critical illness.

PREREQUISITES:

Current Junior standing in the nursing program.

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

COREQUISITE:

Nursing 340 Nursing of Families: Adult Health III

Note: A minimum grade of “C” must be achieved in all co-requisite 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 15weeks.

PROGRAM VALUES & COURSE LEARNING OUTCOMES:

Upon completion of NSG 341, the student will meet the following outcomes:

Inquiring Faithfully:

1. Implement individualized evidence-based plan of care for adult patients with multiple complex disorders.
2. Apply skills of inquiry, analysis and information literacy to care of adult patients with multiple complex disorders.
3. Appraise the quality of scientific evidence for nursing practice.
4. Examine own personal self-care practices in provision of sustained quality care.

Following Faithfully:

1. Applies professional standards of care according to ethical, legal and Christian principles.
2. Implement the best practice recommendations to promote health and well-being of patients.
3. Participate in lifelong learning and continued professional development for nursing excellence.

Communicating Faithfully:

1. Engage with information technology to document and monitor patient care.
2. Formulate evidence-based health education to enhance patient/family understanding of health care practices.
3. Apply therapeutic communication skills to deliver patient/family-centered care.
4. Evaluate the inter- and intra-professional communication to optimize patient outcomes.

Leading Faithfully:

1. Create a safe and compassionate caring environment that results in high quality patient outcome.
2. Role model Christian nursing by integrating servant leadership in the care of diverse population.

Caring Faithfully:

1. Exemplify Christ's love through compassionate care for adult patients with multiple complex disorders and their families.
2. Investigate community resources to advocate for optimal health care for patients, families and communities.
3. Incorporate patient's health beliefs, culture, and health literacy into plan of nursing care.
4. Reflect on personal beliefs and values as related to professional nursing practice.

METHODS OF EVALUATION:

Students must meet a minimum of 75% of the standards listed on the *Clinical Evaluation Form* to receive "Credit"

ATTENDANCE AND PARTICIPATION:

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. **Students who may be late or sick during a clinical day MUST notify their clinical instructor no later than 0500 on that clinical day.** The first late arrival to a clinical experience will be forgiven. If a student is late a second time during the 16 week semester, the student will be required to submit an additional clinical journal entry which will include a reflection on how a late arrival does effect both the student professionally, their fellow students, their patient, and the hospital staff. That student will also receive a verbal warning concerning this behavior. ***If there is a third episode of being late to clinical during the semester, the student will be placed on contract, referred to the Dean and receive an automatic 5 points deduction on the Evidence-Based Nursing Care Plan.***

REQUIRED TEXTBOOKS:

Urden, L.D., Stacy, K.M., & Lough, M.E. (2013). *Critical Care Nursing: Diagnosis and Management (7th ed)*. Mosby Elsevier: St.Louis. (ISBN 9780323091787).

Kee, J.L., & Marshall, S.M. (2009). *Clinical calculations with applications to general and specialty areas (6th ed)*. St Louis, MO: Saunders.

PORTFOLIO REQUIREMENT:

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®.

1. Signature Assignment:
 - a. **Evidence-based nursing care plan paper**
 - b. **Journal club presentation**
2. Two Guided Reflective Clinical Journal Assignments:
 - c. **Courage**
 - d. **Respect/dignity for others**

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

REQUIRED LEARNING ACTIVITIES:

1. Each student will submit **evidence-based nursing care plan** on a selected patient case for a total 85 points. See NSG 340 syllabus for learning outcomes & grading criteria (rubric). **The paper is due on Nov 20th 2015 by 8:00 am.** It is the students' responsibility to make sure that the instructor receives the paper.
 - If the assignment is turned in late (after 0800), there will be automatic 15 point deduction.
 - If the paper is not in the clinical instructor's electronic mailbox by 24:00, another 15 points will be deducted.
 - If the paper is not received after 24 hours of the due time, there will be no points given to the paper.
2. For **journal club presentation**, a group of two students will have a patient case and research article presentation during post-conference. See NSG 340 syllabus for learning outcomes and peer evaluation criteria.
3. Each student will maintain **a clinical log and journal** of each clinical day's activities and these will be turned in by **Friday at 12:00.**

4. **Final clinical evaluation** will be held at the end of the semester (week of Dec 7th). The student is responsible for scheduling this appointment with the clinical instructor. The student should submit the completed self-evaluation form, by a specified time to the instructor.

Successful completion of NSG 341(i.e. “credit” grade) is contingent upon a minimum of 75% or “C” grade in NSG 340 written examinations.

| <i>Clinical Practicum Assignments</i> | <i>Grading</i> |
|--|-----------------------|
| Evidence-based nursing care plan (85 points) | 10% |
| Journal club presentation (15 points) | 5% |
| Clinical log and journal | No grading |
| Final clinical evaluation (Pass/Fail) (See Competency Performance Evaluation Tool posted in Canvas) | (Pass/Fail) |

POLICIES FOR CLINICAL:

- Students will wear PLNU uniform to and from clinical assignments. Students must be prompt to the clinical areas and dressed in appropriate student attire which includes **name tag, school patch, stethoscope, black pen, and watch**. Be professional while in uniform and within the clinical setting. Long hair must be off the collar. ONE pair of post- earrings will be allowed. Students without proper identification will not be allowed to remain in the clinical setting.
- Students are required to attend ALL clinical experiences.
- A current CPR and TB cards (valid through **December 1^{4th}, 2015**) must be submitted on Canvas (under the modules tab of NSG340-1 FA15 - Nursing of Families: Adult Health III) by **September 1st, 2015**. A photocopy should be in the student’s file in School of Nursing.
- Students are required to complete all Scripps Health Student Placement requirements for your rotation (Go to [Hospital Orientation Module](#) posted on Canvas, or follow this link https://www.scripps.org/c_nursing-consortium-students and click on [Completed Online Orientation Modules](#)) by **September 10th, 2015**.
Students will not attend clinical until these criteria have been met.
- Students are responsible for reviewing clinical learning outcomes and reading materials for specialty areas prior to clinical experiences. Resources for this reading will include the textbook and relevant articles.
- Students have 30 minutes for lunch break and are expected to schedule time according to patient care needs.
- Complete the clinical rotation in a safe manner as documented on the clinical evaluation. Students are responsible for **ALL CARE**, medications administration, ADLs and patient treatment.
- Students will be sent home, if they are not prepared for the clinical.

CRITICAL BEHAVIORS

Critical behaviors which immediately result in probation or possible failure of course:

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

(Adheres to ANA Standards of Practice with Interpretive Statements found in the PLNU School of Nursing Student Handbook)

Additional Guidelines:

Use of Technology: Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of laptops, cell phones, and other electronic devices in the classroom/clinical setting is at the discretion of the professor. It is considered unprofessional and discourteous to use any device during class/clinical time for reasons other than course/clinical related purposes. Cell phones should be kept on vibrate or silent during class/clinical time unless arrangements have previously been made with the professor.

Social Media: Social networking sites are a great way to connect with many others. All students are advised to employ professional standards on these sites; stay positive, never criticize, condemn or complain. A general rule to follow: if what you have posted does not enhance your professional image then it probably needs to be reviewed.

Academic Honesty: Plagiarism or cheating in any nursing or non-nursing class as a pre-nursing or nursing major will have consequences within the School of Nursing.

Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook, and may include assignment/class/clinical failure, as well as possible dismissal from the program.

CLINICAL EXPERIENCE

1. Students will have a total of 12 days of clinical experience:
 - a. 6 days at home-based unit
 - b. 3 days at ICUs
 - c. 1 day at Emergency Department
 - d. 1 day at Health Promotion Center or surgical center
 - e. 1 day at inter-professional simulation lab
2. Students are responsible for **ALL CARE**, medication administration, and treatment.

POLICY FOR CLINICAL MAKE-UP

The student will select one of the following 5 options to make up the missed clinical. Student may also select the topic of his/her interest, but need to get an approval from the clinical instructor. Each paper requires a minimum of 5 typed pages in APA format and at least 3 scholarly articles as references in addition to textbooks. The paper must be submitted to the clinical instructor.

Option 1

Compare and contrast anticoagulant/anti-platelet medication managements of unfractionated heparin, enoxaparin (Lovenox), warfarin (Coumadin), aspirin, clopidogrel (Plavix) and GP Iib/IIIa. Please discuss: (a) mechanisms of action; (b) indications; (c) lab test measurements for therapeutic monitoring, if any; and (d) potential side effects and related interventions.

Option 2

Describe chest tube assessment and management, including: (a) hemothorax, pneumothorax and tension pneumothorax as related to chest tube management; (b) description of each chest tube chamber/section; (c) what variables/interventions the nurse would be monitoring/performing with each chamber; (d) describe air leaks and their significance, how does the nurse assess for air leaks, how does the nurse know if it is getting better or worse, and when the nurse should notify the MD; and I discuss three nursing diagnoses that might be priority for the patient with a chest tube

Option 3

Discuss pathophysiology of heart failure including preload, contractility, afterload, and cardiac remodeling processes and the classifications of heart failure. Discuss pharmacologic treatments, including: (a) beta blockers; (b) ACE inhibitors; (c) diuretics such as furosemide (Lasix) and spironolactone (Aldatone); and (d) digoxin. Discuss the rationales, side effects, and nursing implications of these drugs. Discuss long-term patient education related to heart failure.

Option 4

Describe pre-renal, intra-renal, and post-renal acute renal failures. Give examples of how a patient might develop each of these. Discuss lab test measurements significant to the renal

failure patients. Discuss the BUN/Cr. Ratio and related nursing implications and interventions. Discuss various types of continuous renal replacement therapy (CRRT) and nursing implications. Discuss diet and fluid restrictions.

Option 5

Discuss pathophysiology of end-stage liver disease including its major complications, diagnostic tests, medical treatments and nursing interventions.

Course Learning Outcomes and Clinical Exercises

To achieve the competencies of 5 learning outcomes: Inquiring Faithfully, Following Faithfully, Communicating Faithfully, Leading Faithfully and Caring Faithfully, various clinical evaluation tools are included in the syllabus.

As students progress throughout the semester, they will take an active role in evaluating their own performance and progress each week. These exercises will provide evidence of clinical performance that addresses the above 5 outcomes. Students can also include these exercise forms in their LiveText® portfolio for NSG 341: Adult Health III Clinical course.

| Program Values | Course Learning Outcomes | Clinical Exercises |
|---|--|---|
| I. Inquiring Faithfully | <ol style="list-style-type: none"> 1. Implement individualized evidence-based plan of care for adult patients with multiple complex disorders. 2. Apply skills of inquiry, analysis and information literacy to care of adult patients with multiple complex disorders. 3. Appraise the quality of scientific evidence for nursing practice. 4. Examine own personal self-care practices in provision of sustained quality care. | <ul style="list-style-type: none"> • Weekly clinical log/journal • Evidence-based nursing care plan paper • Journaling on Assessment of Health Literacy |
| II. Following Faithfully | <ol style="list-style-type: none"> 1. Applies professional standards of care according to ethical, legal and Christian principles. 2. Implement the best practice recommendations to promote health and well-being of patients. 3. Participate in lifelong learning and continued professional development for nursing excellence. | <ul style="list-style-type: none"> • Weekly clinical log/journal • Evidence-based nursing care plan paper • Guided-reflective journaling on “Respect/dignity for others” |
| III. Communica ting Faithfully | <ol style="list-style-type: none"> 1. Engage with information technology to document and monitor patient care. 2. Formulate evidence-based health education to enhance patient/family understanding of health care practices. 3. Apply therapeutic communication skills to deliver patient/family-centered care. 4. Evaluate the inter- and intra-professional communication to optimize patient outcomes. | <ul style="list-style-type: none"> • Weekly clinical log/journal • Journal club presentation • Interprofessional education in Simulation |
| IV. Leading | <ol style="list-style-type: none"> 1. Create a safe and compassionate caring environment that results in high quality | <ul style="list-style-type: none"> • Weekly clinical log/journal |

| | | |
|-------------------------|--|--|
| Faithfully | <p>patient outcome.</p> <p>2. Role model Christian nursing by integrating servant leadership in the care of diverse population.</p> | <ul style="list-style-type: none"> • Journaling on Quality and safety monitor assignment |
| V. Caring Faithfully | <ol style="list-style-type: none"> 1. Exemplify Christ's love through compassionate care for adult patients with multiple complex disorders and their families. 2. Investigate community resources to advocate for optimal health care for patients, families and communities. 3. Incorporate patient's health beliefs, culture, and health literacy into plan of nursing care. 4. Reflect on personal beliefs and values as related to professional nursing practice. | <ul style="list-style-type: none"> • Weekly clinical log/journal • Guided reflective journaling on "Courage" |

Skills Lab Days Experiences

Date: Sept 3rd and 8th, 2015

The purpose of this learning activity is to practice and review nursing skills often perform with critically ill patients. Students learn together to improve their skills on such as sterile technique, changing central line dressing, IV fluid administration, Tracheostomy and endotracheal tube suctioning, urinary catheter insertion, and critical care medical calculation.

Student Learning Outcomes: Upon completion of the clinical and discussion, the student will be able to:

1. Assess, prepare, and perform skills
2. Participate in post-skills feedback and debriefing.

| Date | Time | Location | Students | Instructors |
|-----------------------------|-------------|-----------------------------------|---|--|
| Sept 3 rd , 2015 | 8:00-10:00 | Nicholson Commons Cunningham A | ALL junior students | Pro. Heather Bivens |
| Sept 3 rd , 2015 | 10:00-16:00 | Sim lab Liberty Station | Students scheduled to be on clinical on Thursdays (see students names on clinical sections table below) | Pro. Heather Bivens Pro. Alex Blackhall Dr. Bee N-Shah |
| Sept 8 th , 2015 | 10:00-16:00 | Sim lab Liberty Station | Students scheduled to be on clinical on Tuesdays (see students names on clinical sections below) | Pro. Denia Pondexter Pro. Joe Combs Dr. Bee N-Shah |

Clinical sections

| Section | 1 | 2 | 3 | 4 | 5 |
|------------------------------|-------------------------------|---|-------------------------------------|--------------------------------|---|
| Days | Tues | Tues | Tues | Thurs | Thurs |
| Time | AM | AM | AM | AM | AM |
| Instructor/ Clinical site | Combs, J Scripps CV | Pondexter, D Scripps Mercy SD | Bee, N-S Scripps La Jolla | Bivens, H Scripps CV | Blackhall, A Scripps Mercy SD |
| Student names | Bartlett, Sydney | Goff, Samantha | Albiso, Cassandra J | Carlson, Taylor R | Broguiere, Lauren J |
| | Brunet, Danielle K | Harmon, Roxy | Anderson, Kathryn | Cheung, Elena | Childers, Frances E |
| | Church, Mary E | Harper, Alexandra R | Coates, Courtney L | Dreibus, Kanani | Gesikowski, Olivia |
| | Kalasho, Kandice | Nguyen, Laurie | Delahunty, Hannah M | Orth, Mackenzie L | Halle, Cassidy |
| | Mangin, Claire | Okajima, Deanna | Link, Christin M | Overheul, Stephanie | Huang, Marissa |
| | Moore, Rebekah A | Perlwitz, Kendall P | Nells, Vanessa | Reed, Lauren D | Love, Cambria |
| | Vande Vegte | Ramos, Amyra | Quiroz, Cindy | Rosa, Angela | Myette, Alyssa Nicole |
| | Wood, Regan M | Sanchez, Stephanie | Thexton, Ashlyn | Sharp, Cherish F | Roberts, Rebekah L |
| | | Wojtysiak, Betsy M | | Truesdale, Kelli | Smith, Shannon C |

Intensive Care Unit Experience

Student learning outcomes: To help students apply course contents to this ICU rotation, the experiences below are expected:

Students will:

- Participate in required skills lab hour (see date, time and information of Skills lab days on page 26) to obtain competencies in the management of patients on
 - Respiratory care (closed-system suctioning techniques, oral care, ET/ TT dressing/changing)
 - Central line dressing/ changing,
 - Chest tube (monitoring and management in case of emergency)
 - IV (starting, care, and piggy bag medication)
 - Focus assessment
 - Review critical care meds calculations
- Be given patient assignment by a charge nurse on the morning of your ICU rotation.
- Identify and communicate his/her learning objectives and limits of the clinical day with the ICU preceptor.
- Observe the role of the ICU preceptor in caring for the critically ill patient.
- Perform head-to-toe assessment and document findings after validation from the preceptor.
- Participate in the care of the ICU patient under the direction of the ICU preceptor and as he/ she feels appropriate.
- Participate in the care for a patient with hemodynamic monitoring (PA catheter, A-line, CVP monitoring device), oxygenation and ventilation monitoring (Capnography, SVO₂, SpO₂), IABP, chest tube, mechanical ventilation (suctioning, oral care), an epicardial pacemaker, ICP monitoring.
- Review cardiac rhythm strips and identify at least three different arrhythmias during the course of your ICU experience. (such as Sinus Bradycardia, Sinus Tachycardia, A. fibrillation, A. flutter, PVCs, Ventricular tachycardia, ventricular fibrillation).
- Interpret ABG results.
- Observe (when possible) insertion of invasive lines and the procedures utilized.
- Review unit policies and observe (if possible) unit protocol for care of the patient in an emergency/life threatening situation (code situation).
- Identify all IV drip/IVPB/PO/IM/SQ medications that the patient is receiving with the preceptor (The Five R's, Rationale, Actions, Side Effects, & Allergies)
- According to the preceptor's choice, students may administer medications under the direct supervision of the preceptor.
- May titrate IV drip under the direct supervision of preceptor.
- Assess the emotional and spiritual needs of the ICU patient and family and discuss the psychosocial impact of the ICU and its environment on the patient.

Emergency Department (ED) Experience

Student Learning Outcomes: Upon completion of the clinical and discussion, the student will be able to:

1. Differentiate between medical and traumatic emergencies.
2. Describe the purpose of an emergency medical service system.
3. Explain the role of the professional nurse in emergency situations.
4. Describe the sequential steps in assessing a patient in an emergency situation.
5. Explain the pathology, assessment, and management of the specific emergency care conditions observed during rotation to the ED.
6. Participate in the care of the emergency department patient as the situation and the staff will permit.

Clinical log/journal: Reflect on your clinical experience and address some of the following questions.

1. What is the role of professional nurse in emergency situations?
2. How was your experience?
3. Comment on your critical thinking, organizational, and priority setting skills (provide examples). Which areas were you especially strong in and which need further work?
4. How did you identify patient problems, monitor/manage related signs/symptoms, and solve the problems/make the reasoned clinical judgments?
5. Comment on your communication skills with patients, families, preceptor, or other members of the health care team. How did you communicate with other team members when dealing with complex issues? Was there effective communication? How could communication been improved?
6. Based on your performance this week, what are your learning goals for next week and the remainder of the rotation? Did you meet the goals you listed from previous week?

Same Day Surgery Unit (SDS unit)/Operating Room (OR) Experience

Student Learning Outcomes: Upon completion of the clinical and discussion, the student will be able to:

1. Identify the processes involved for the patients undergoing surgery in the outpatient surgery center.
2. Describe the elements of the nursing process as they apply to the outpatient surgery patients.
3. Identify the various roles of the professional nurse in the pre-operative, intra-operative, and post-operative areas of care.
4. Identify the medications administered to the client including dosage, actions, and side effects.

Clinical log/journal: Reflect on your clinical experience and address some of the following questions.

5. How was your experience?
6. Describe the surgical procedures and expected outcomes for the patients you observed.
7. Comment on your critical thinking skills (provide examples). Which areas were you especially strong in and which need further work?
8. Comment on your communication skills with patients, families, preceptor, or other members of the health care team. How did you communicate with other team members? Was there effective communication? How could communication been improved?
9. Based on your performance this week, what are your learning goals for next week and the remainder of the rotation? Did you meet the goals you listed from previous week?

Reading assignment: Chapter 15: Peri-anesthesia Management.

Review the content on surgical procedures and medications from your textbook prior to the clinical

Interprofessional Simulation Lab Day Experiences

Date: Oct 27th, 2015

Time: 08:00 AM-4:00PM

Location: Liberty station

The purpose of this learning activity is to exercise interprofessional simulation educational session on triaging and managing Mass Casualty Incidents (MCIs). This collaborative simulation activities with paramedics students from EMSTA college will provide students learn together to develop and improve inter-professional teamwork and communication skills effectively in a simulated stressful, time-limited environment.

Student Learning Outcomes: Upon completion of the clinical and discussion, the student will be able to:

1. Work collaboratively with others to assess, plan, provide care and make decisions to optimize client/patient/family health outcomes and improve quality of care in a stressful, time-limited environment.
2. Communicate effectively with other inter-professional team members.
3. Participate in simulation day along with post-event feedback and debriefing.
4. Reflect on personal and professional values and respect those of other members.
5. Describe the role of the RN & pre-hospital personnel in disaster events

Clinical log/journal: Reflect on your experience by answering following questions.

1. What role did you play? How was your experience?
2. How did you feel to be making clinical decisions about care in such a compressed timeframe? What was most difficult?
3. What did you learn about your communication style/effectiveness in working alongside with other healthcare team members?
4. Name your team members' strengths in working effectively in a stressful, time-limited situation.
5. Name two improvements your team member could make to work more effectively.
6. What are your overall observations about your team members' communication practices? What are your insights that you gained from this experience?

Health Promotion Center (HPC) Experience

Date/Time: To be announced
Location: Mid-City Church of the Nazarene
 4101 University Avenue San Diego, CA
 92105

Student Learning Outcomes: Upon completion of the clinical and discussion, the student will be able to:

1. Observe clinical roles of the nurse practitioner
2. Provide health education to individuals at the health center
3. Assist in patients' screening and examination

What to expect:

- Please contact HPC office, 619-624-9851, in case of being late or ill.
- Review patient education contents on HTN and DM management prior to the clinical day.
- Park the car in the church parking lot.
- Wear a uniform with lab coat and PLNU ID.
- Bring the stethoscope, books to read at lunch.
- In the morning clinic: You will be working with the PLNU team which includes Professor Rowe, Family Nurse Practitioner and senior nursing student externs. There will also be a senior Leadership student who will assist in your orientation for the day. Typical Adult III student activities include: greeting patients; taking vital signs; vision screening; weight & height; fingerstick for glucose & Hgb checks; urine collection and testing with a Chem Strip; tetanus immunization; TB Skin Test; phlebotomy for routine lab tests; EKG; pulling and filing patient records; charting vitals and a nursing note ; post-counseling with patient under the guidance of faculty. You will have an orientation to all these activities and your instructor, Professor Rowe will assist and observe along with the Leadership student.
- The morning clinic is for new patients receiving physical exams including PAP smears, etc. You will be given an opportunity to observe the role of the Nurse Practitioner.
- We do have a refrigerator to store lunches.
- The key to a good one day experience is to “jump in” and be a good team player and try your Spanish skills!

LEARNING ACTIVITY 1: Clinical Log

Evaluation: Satisfactory/Unsatisfactory

Student Learning Outcomes: Upon completion of each clinical experience, students will be able to:

1. Evaluate his/her clinical performance through use of reflective writing.
2. Recognize own's strengths and potential areas for improvements.
3. Develop confidence and competency in nursing knowledge and skills.

Throughout the clinical practicum, each student will rotate to various clinical settings. The clinical rotation write-ups will be turned in by the time designated by the clinical instructor.

LEARNING ACTIVITY 2: REFLECTIVE CLINICAL JOURNAL

Evaluation: Satisfactory/Unsatisfactory

Student Learning Outcomes: Upon completion of each reflective journaling, the student will be able to:

1. Utilize the self-reflective journaling as a means of enhancing nursing professional values.
2. Engage in ongoing self-reflection and professional development as a life-long learner.

Throughout the clinical practicum, each student will maintain reflective clinical journal of a clinical day's activities. The journal entries will be at the student's discretion and will be confidential. The journal will be turned in by the time designated by the clinical instructor.

In addition to weekly clinical log/journal, students are required to submit **TWO Guided Reflective Journals** on "**Courage**" and "**Respect/dignity for others**". The students will describe clinical exemplars of the care they provided and how their care was achieved each of the outcomes below. The paper will be written in single-spaced, 1-2 pages in length.

1. Following faithfully: Respect/dignity for others

Provide an example of interaction with patients/family members with diverse ethnic, cultural, religious, language or age backgrounds. Initiate effective patient-centered, nursing interventions to engage patients/family in active partnership that promotes health, safety and self-care management. The nursing interventions and patient education should also incorporate patient values, preferences and expressed needs. Reflect upon the respect and dignity for others.

2. Leading Faithfully: Courage

Seek out examples of "**courage**" performed by self and/or others. Explore the literature for references that define "**courage**". Reflect upon your clinical experience that exemplifies courageous behavior.

LEARNING ACTIVITY 3: Quality and Safety Monitor Assignment

Evaluation: Satisfactory/Unsatisfactory

The purpose of this assignment is to ensure patient safety and delivery of high quality care by addressing the role of registered nurse. Student will select one patient from fellow students' patients and complete the quality and safety checklist at the patient's bedside during the clinical day.

Student Learning Outcomes: Upon completion of this assignment, student will be able to:

- Analyze the care environment and informatics databases and collaborate with team members to identify hazards which affect the provision of safe, high-quality patient-centered care.
 - Communicate observations and concerns related to hazards and errors to the healthcare team.
 - Values one's own role in preventing error.
1. Patient interaction: Use "**I-SBAR**" approach when interact with patient.
 - a. **I:** Introduction – Introduce yourself and your role (Quality and Safety Monitor Student Nurse). Explain that you are a nursing student learning the importance of providing high quality and safe nursing care.
 - b. **S:** Specify to the patient what you will be doing (completing a checklist and discussing with classmates what you've learned about providing high-quality care.)
 - c. **B:** Background: Explain to the patient that PLNU School of Nursing is committed to educating students to provide patient-centered, high-quality, safe patient care.
 - d. **A:** Assessment: complete the safety checklist. Ask the patient if he/she has any concerns or questions.
 - e. **R:** Recommendations: Teach important safety information to the patient such as;
 - i. Importance of hand washing for all who enter the room.
 - ii. Importance of all staff checking for two patient identifiers prior to medication administration and/or treatments/procedures.
 2. **Prior to post-conference**, both students will collaborate to compare and contrast the quality and safety concerns that both of them identified for the patient.
 3. **During post-conference**, share the quality and safety concerns. Describe improvements that student could make to these areas of patient safety.
 4. **Journaling:** Incorporate this clinical experience into weekly clinical log.
- Share the quality and safety concerns that identified for the patients for whom you cared.

- Describe the actions taken based upon your findings.
- Discuss possible causes of these lapses in quality and safety.
- Describe improvements that you would make to these areas of patient safety
- What did you learn by completing this assignment?

| Quality and Safety Checklist | | |
|--|--|---|
| Quality and Safety | Yes/No <i>If yes, intervene within boundaries of student role. If beyond student role, notify nursing faculty or co-assigned RN.</i> | Intervention taken, if indicated |
| Patient ABC intact | | |
| Patient positioned properly | | |
| Pain controlled adequately | | |
| IV site patent | | |
| Correct IVF infusing | | |
| IV pump light green | | |
| Call bell within reach | | |
| Bed in low position | | |
| Bed rails up (if indicated) | | |
| Patient ID band in place | | |
| Patient allergy band in place (if indicated) | | |
| Oxygen: correct flow rate | | |
| Oxygen: tubing free of kinks, client wearing correctly (NC in nares, mask over nose/mouth) | | |
| Foley catheter: patent and draining | | |
| Foley catheter: hanging below level of bladder | | |
| Drains: suction functioning, either wall or self-suction | | |

| | | |
|--|--|--|
| Drains: pinned to client gown | | |
| White board in room: labeled with RN, student and | | |
| White board in room: patient goals for day identified | | |
| Signs over bed if no BP/IV in one extremity | | |
| Sign outside door for precautions | | |
| Sign outside door if fall risk | | |
| No tripping hazards, cords in client walkway around | | |
| Locks on bed and chairs | | |
| Sign outside door for PO status, client aware of PO status(ask) | | |
| Fall Risk Assessment completed and | | |
| Braden Scale completed and charted | | |
| Patient Concerns or questions identified during interaction: (list) | | |

Assess if the following safety measures are being followed by health care team with every client interaction.

| Safety Measures | Comments (do not include names) |
|---|------------------------------------|
| Hand washing asepsis | |
| Checking client I.D. | |
| Explanation to patient of treatment/ medication | |
| Correct precautions followed as ordered (i.e. fall, contact, skin) | |

LEARNING ACTIVITY 4: Assessment of Health Literacy

Evaluation: Satisfactory/Unsatisfactory

The goal of this learning activity is to promote patient-centered care as it relates to health literacy and health outcomes. This learning activity can help students gain greater understanding of health literacy and its impact on quality and safety in patient care.

The Newest Vital Sign (NVS) is a screening tool for health literacy and it can be administered in about three minutes. Results of the screening provide health care providers with information regarding patients' health literacy, allowing health care professionals to adapt communication techniques to promote understanding of health issues.

1. Prior to the clinical day:
 - a. **Read the article** Weiss, B., et al. (2005). Quick assessment of literacy in primary care: The newest vital sign. *Annals of Family Medicine*, 3(6), 514-522, available at <http://www.annfammed.org/cgi/reprint/3/6/514>.
 - b. Review the Newest Vital Sign (NVS). Pfizer health literacy (posted on EClass) and print out **Ice Cream Label Example and Score Sheet**.
2. Clinical day:
 - a. Administer the NVS to the assigned patient and total the score. To administer the NVS, the patient is given the **Ice Cream Label** (part of NVS) but is not provided the scoring sheet. The scoring sheet is retained by the student with each item read to the patient. At the conclusion of administering the NVS, the student scores the patient and sums to the total. Interpretation of scores is included on the answer sheet.
 - b. Students are also asked to report their findings to the primary nurse. In post-conference, students discuss their results.
3. **Journaling:** *Incorporate this clinical experience into weekly clinical log.*
 - i. How was your experience?
 - ii. What barriers did you encounter in completing this assignment and how did you overcome them?
 - iii. Prior to completing this assignment, consider your perception of the patient's level of health literacy. Were the results of the NVS different than you expected? Why or why not?
 - iv. How did you communicate your findings to the patient and primary nurse?
 - v. What adjustments did you make with regard to your patient's educational needs based on these results?
 - vi. What did you learn by completing this assignment?

Student Learning Outcomes: Upon completion of this assignment, student will be able to:

1. Examine the barriers to active patient involvement in their own health management.
2. Communicate patient values, preferences and expressed needs to other healthcare providers.

Clinical Log for home-based unit Experience

1. Concept map:

- a. Focus on **TWO** physiological and **ONE** psychosocial assessment.
- b. Integrate vital signs, cardiac rhythm, pertinent laboratory/radiology results, medications and IV fluid/meds and skin assessment.. etc. (write in 10-font size)

2. Brief history of present illness & admission:

- a. What was your patient's "Chief Complaint" that brought him/her to the hospital?
- b. What "Signs and symptoms" were noted on arrival to the hospital?
- c. What "Diagnostic tests" were completed relative to these manifestations?
- d. What "Medical treatments/interventions" were implemented to treat these manifestations? (Include medication, transfer to ICU, surgical procedures... etc)
- e. See the sample

3. Nursing care plan:

- a. One priority Nursing diagnosis:
- b. Expected outcomes
- c. Nursing interventions:
 - a. Comprehensive nursing interventions by looking at whole patient
 - d. Evaluation

4. Clinical experience reflection (utilization of critical thinking skills + journaling): Reflect on how you've utilized your critical thinking skills in this patient by addressing the questions below that are pertinent to your clinical experience.

- a. What are you on alert for today with this patient?/ what are the important assessments to make?/what complications may occur?/what interventions will prevent complications?
- b. How did you identify patient problems, monitor/manage related signs/symptoms, and solve the problems/make the reasoned clinical judgments?
- c. Comment on your organizational, critical thinking, priority setting skills, communication with pt/family/healthcare members/faculty (provide examples). Which areas were you especially strong in and which need further work?
- d. Journaling: Any other concerns/thoughts related to your school work/life...etc?

5. Medication table (Separate page):

- a. Include all routine medications and PRN medications that were given last 24 hours.
- b. Nursing Implications: address at least **THREE (3)** key adverse effects of each medication relevant to your patient.
- c. See the sample.

6. Laboratory table (Separate page):

- a. Include ALL lab results, including the normal values.
- ii. Focus on WBC, RBC, Hgb/Hct, Platelets, PT/INR, Na+, K+, BUN/Cr, Glucose, Ca++, Mg++

- iii. Other labs depending on your patient's diagnosis (Fibrinogen, lactic acid, LFT, amylase, lipase, D-dimer, BNP...etc)
- b. Write at least **ONE** main function of the lab test being measured.
- c. Discuss the rationale for abnormal value.
- v. Nursing Implications, include at least **THREE (3)** key signs and symptoms of abnormal values.
- w. See the sample.

Sample: History of present illness & admission

B.Wis is a 68-year-old male who developed acute respiratory distress on 1/23 lasting over an hour at which he became syncopal, cyanotic, and unable to talk. His son called 911 and the patient was taken to a hospital. He was treated for pulmonary edema with Lasix and his condition improved. The patient had angiogram and was found to have severe sclerosis of three coronary arteries. The patient received CABG x3 on 1/26 and had complication of acute renal failure. He was placed on daily hemodialysis and was closely monitored in ICU until 2/7. His renal function improved and dialysis was no longer necessary, and was transferred to 6th floor on 2/8.

Sample: Laboratory Table

| Test (normal) | Admit | Day of care | Main function & Rationale (specific to YOUR patient) | Nursing Implications |
|-------------------------------------|-------|-------------|---|---|
| K+ (3.5-5.0 mEq/ L) | 3.9 | 3.6 | Primary intracellular ion; important in muscle cell contractility (cardiac muscle) and nerve impulse conduction | Monitor s/s of hyperkalemia: paresthesias, dysrhythmias, irritability Monitor s/s of hypokalemia: dysrhythmias, cramps, irritability Nursing action: K+ this AM was 3.6 and replaced with 30 meqKCL per sliding scale; Sinus rhythm. Continue to monitor K+ level. |

Sample: Medication Table

| Drug (generic & trade name); | Classification & action | Rationale for administration | Nursing implications |
|---|--|---|--|
| Spirolactone (Aldactone) 25 mg PO daily | Potassium-sparing aldosterone(hormone-causes retention of Na H ₂ O) in distal tubule ↓ promotes excretion of and H ₂ O ↓ increasing K retention ↓ producing diuresis and | -Pt has HF and this med (CXR 9/9 indicate pulmonarv edema. also edema present in hands and feet) | -Monitor for S/Sx of hyperkalemia dehydration, hyponatremia, lethargy -Monitor I&O, weight, electrolytes -Expect increase in volume/frequency of urination -K+ this AM: 4.0 |

Modified Clinical Log for home-based unit Experience

This modified clinical log format will be utilized for Telemetry/ICU clinical experience upon approval from the clinical instructor after completion of **THREE (3)** or more satisfactory clinical logs. This modified clinical log **does NOT include** Medication/Laboratory Tables and Concept Map. It should present an integrated picture of your clinical day, addressing salient medications and laboratory results in a narrative format.

1. Brief history of present illness & admission:

i. Same as before

2. Narrative clinical experience reflection (utilization of critical thinking skills + journal):

Address your clinical day, patient's condition and reflection of your critical thinking skills.

- i. Discuss your overall clinical day & patient's condition.
- ii. What were the results of diagnostic tests? Rationale for these lab values? iii.What medications were administered? Summarize drug classification and actions briefly.
- iv. What medical/interventions were implemented? Why?
- v. What are you on alert for today with this patient?/ what are the important assessments to make?/what complications may occur?/what interventions will prevent complications?

- vi. How did you identify patient problems, monitor/manage related signs/symptoms, and solve the problems/make the reasoned clinical judgments?
- vii. Comment on your organizational, critical thinking, priority setting skills, communication with pt/family/healthcare members/faculty (provide examples).
- viii. Which areas were you especially strong in and which need further work? ix. Journaling: Any other concerns/thoughts related to your school work/life...etc?

Point Loma Nazarene University, School of Nursing

Adult Health NSG 341 Clinical Practicum

Clinical Performance Evaluation Form

Student Name: _____

Instructor Name: _____

Semester/Year: _____

Clinical Facility: _____

I. Inquiring Faithfully

| Outcome Description | Meets Expected Standards | Needs Improvement to Meet Expected Standards |
|--|---|---|
| Implement individualized evidence-based plan of care for adult patients with multiple complex disorders | | |
| Apply skills of inquiry, analysis & information literacy to care of adult patients with multiple complex disorders | | |
| Appraise the quality of scientific evidence for nursing practice | | |
| Examine own personal self-care practices in provision of sustained quality | | |

Comments: _____

II. Following Faithfully

| Outcome Description | Meets Expected Standards | Needs Improvement to Meet Expected Standards |
|--|--------------------------|--|
| Applies professional standards of care according to ethical, legal, and Christian principles | | |
| Implement the best practice recommendations to promote health & well-being of patients | | |
| Participate in lifelong learning & continued professional development for nursing excellence | | |

Comments: _____

III. Communicating Faithfully

| Outcome Description | Meets Expected Standards | Needs Improvement to Meet Expected Standards |
|--|--------------------------|--|
| Engage with information technologies to document & monitor patient care | | |
| Formulate evidence-based health education to enhance patient/family understanding of health care practices | | |
| Apply therapeutic communication skills to deliver patient/family centered care | | |
| Evaluate inter & intra-professional communication to optimize patient outcomes | | |

Comments: _____

IV. Leading Faithfully

| Outcome Description | Meets Expected Standards | Needs Improvement to Meet Expected Standards |
|--|--------------------------|--|
| Create a safe & compassionate caring environment that results in high quality patient outcome | | |
| Role model Christian nursing by integrating servant leadership in the care of diverse population | | |
| Respects the rights & care preferences of patients/ families from diverse cultural backgrounds | | |

Comments: _____

V. Caring Faithfully

| Outcome Description | Meets Expected Standards | Needs Improvement to Meet Expected Standards |
|--|--------------------------|--|
| Exemplify Christ's love through compassionate care for adult patients with multiple complex disorders | | |
| Investigate community resources to advocate for optimal health care for patients, families & communities | | |
| Incorporate patient's health beliefs, cultures & health literacy into plan of nursing care | | |
| Reflects on personal beliefs & values as related to professional nursing practice | | |

Comments: _____

Form continued

Completed 100% of clinical time YES___ NO___

Attended Dept. Meeting Date YES___ NO___ Meeting Date _____

E-Portfolio YES___ NO___

Student Comments:

Strengths: _____

Areas for growth/future goals: _____

Instructor Comments:

Strengths: _____

Areas for growth/future goals: _____

Final Grade: Credit _____

No credit _____

Incomplete _____

Student signature: _____ Instructor signature _____

Date: _____

Date _____

POINT LOMA NAZARENE UNIVERSITY

School of Nursing

NSG 341 Clinical Rotation Fall 2015

Section: 1 (Tuesdays)

Clinical instructor: Joe Combs

Clinical site: Scripps Chula Vista

| Student name | Student email |
|--------------------------------|--|
| 1. Bartlett, Sydney | sbartlett618@pointloma.edu |
| 2. Brunet, Danielle K | dbrunet909@pointloma.edu |
| 3. Church, Mary E | marychurch1994@pointloma.edu |
| 4. Kalasho, Kandice | kandicekalasho913@pointloma.edu |
| 5. Mangin, Claire | cmangin333@pointloma.edu |
| 6. Moore, Rebekah A | rebekahmoore1895@pointloma.edu |
| 7. Vande Vegte, Karlyn Reyanne | kvandevgte1995@pointloma.edu |
| 8. Wood, Regan M | reganwood1234@pointloma.edu |

Home-based unit: 4th floor

Floating units:

| Unit | Number of students |
|------------------|--------------------|
| Cardiac cath lab | 1 |
| ED | 1 |
| ICU | 1 |
| OR | 1 |

POINT LOMA NAZARENE UNIVERSITY

School of Nursing

NSG 341 Clinical Rotation Fall 2015

Section: 2 (Tuesdays)

Clinical instructor: Denia Pondexter

Clinical site: Scripps Mercy

| Student name | Student email |
|------------------------|--|
| 1. Dreibus, Kanani | kdreibus017@pointloma.edu |
| 2. Goff, Samantha | samanthagoff916@pointloma.edu |
| 3. Harmon, Roxy | rharmon1414@pointloma.edu |
| 4. Harper, Alexandra R | aharper000@pointloma.edu |
| 5. Nguyen, Laurie | laurienguyen2894@pointloma.edu |
| 6. Okajima, Deanna | dokajima122@pointloma.edu |
| 7. Perlwitz, Kendall P | kendallperlwitz2017@pointloma.edu |
| 8. Sanchez, Stephanie | ssanchez127@pointloma.edu |
| 9. Wojtysiak, Betsy M | bwojtysiak1995@pointloma.edu |

Home-based unit: 10th floor

Floating units:

| Unit | Number of students |
|------|--------------------|
| Pacu | 1 |
| ED | 1 |
| ICU | 1 |

POINT LOMA NAZARENE UNIVERSITY

School of Nursing

NSG 341 Clinical Rotation Fall 2015

Section: 3 (Tuesdays)

Clinical instructor: Bee N-Shah

Clinical site: Scripps La Jolla

| Student name | Student email |
|------------------------|--|
| 1. Albiso, Cassandra J | cassandraalbiso1995@pointloma.edu |
| 2. Anderson, Kathryn | kanderson533@pointloma.edu |
| 3. Coates, Courtney L | courtneycoates1995@pointloma.edu |
| 4. Delahunty, Hannah M | hannahdelahunty1995@pointloma.edu |
| 5. Link, Christin M | christinlink513@pointloma.edu |
| 6. Nells, Vanessa | vnells0723@pointloma.edu |
| 7. Quiroz, Cindy | cquiroz8899@pointloma.edu |
| 8. Thexton, Ashlyn | athexton1995@pointloma.edu |

Home-based unit: 6th and 7th floor

Floating units:

| Unit | Number of students |
|------|--------------------|
| CCU | 1 |
| ED | 1 |
| ICU | 1 |
| SICU | 1 |

POINT LOMA NAZARENE UNIVERSITY

School of Nursing

NSG 341 Clinical Rotation Fall 2015

Section: 4 (Thursdays)

Clinical instructor: Heather Bivens

Clinical site: Scripps ...

| Student name | Student email |
|-----------------------------|--|
| 1. Carlson, Taylor R | taylorcarlson1220@pointloma.edu |
| 2. Cheung, Elena | elenacheung1259@pointloma.edu |
| 3. Myette, Alyssa Nicole | amyette303@pointloma.edu |
| 4. Orth, Mackenzie L | mackenzieorth808@pointloma.edu |
| 5. Overheul, Stephanie | soverheul1994@pointloma.edu |
| 6. Reed, Lauren D | lreed324@pointloma.edu |
| 7. Rosa, Angela | angelarosa188@pointloma.edu |
| 8. Sharp, Cherish F | cherishsharp717@pointloma.edu |
| 9. Truesdale, Kelli Kathryn | kellitruedale2222@pointloma.edu |

Home-based unit: 4th floor

Floating units:

| Unit | Number of students |
|------------------|--------------------|
| Cardiac cath lab | 1 |
| ED | 1 |
| ICU | 1 |
| OR | 1 |

POINT LOMA NAZARENE UNIVERSITY

School of Nursing

NSG 341 Clinical Rotation Fall 2015

Section: 5 (Thursdays)

Clinical instructor: Alex Blackhall

Clinical site: Scripps ...

| Student name | Student email |
|------------------------|--|
| 1. Broguiere, Lauren J | laurenbroguiere123@pointloma.edu |
| 2. Childers, Frances E | fchilders232@pointloma.edu |
| 3. Gesikowski, Olivia | ogesikowski122@pointloma.edu |
| 4. Halle, Cassidy | cassidyhalle1995@pointloma.edu |
| 5. Huang, Marissa | marissahuang7495@pointloma.edu |
| 6. Love, Cambria | cambrialove1995@pointloma.edu |
| 7. Ramos, Amyra S | asramos838@pointloma.edu |
| 8. Roberts, Rebekah L | rebekahroberts1318@pointloma.edu |
| 9. Smith, Shannon C | shannonsmith278@pointloma.edu |

Home-based unit: 10th floor

Floating units:

| Unit | Number of students |
|------|--------------------|
| PACU | 1 |
| ED | 1 |
| ICU | 1 |