



School of Nursing
Adult Health II, Nursing of
Individuals
NSG 2061: Clinical Practicum II
Sections 1 - 10
Number of Units 3

Spring 2020, Sophomore Year

Meeting days: Tuesdays/Thursday	Instructor names: See below for individual Instructor
Meeting times: 0700-1530 (Campus Clinical); (Hospital Clinical) TBD	Phone: See below for individual instructors
Meeting location: Liberty Station (Campus Clinical); Clinical site for all others	E-mail: See below for individual instructors
Placement: Per Instructor	Office location and hours: *Office hours by appointment, as posted.
Final Exam: Clinical Evaluations 4/28/20 (Tuesday Clinical) & 4/30/20 (Thursday Clinical)	Additional info:

Faculty Contact information*

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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.

COURSE DESCRIPTIONS

NSG 2061: (3) Nursing of Individuals: Adult Health II: Clinical Practicum

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

Graded: Credit/No Credit.

Concurrent- NSG 2060, NSG 2070

PRE-REQUISITES:

Same as NSG 2060 (Theory).

Note: A minimum grade of "C" must be achieved in all prerequisite courses for course eligibility. A "B" grade is required for NSG 1050

CO-REQUISITES:

Same as NSG 2060 (Theory).

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 a maximum of 16 weeks.

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

OTHER INFORMATION

REQUIRED TEXTBOOKS: Same as NSG 2060 (theory)

ELECTRONIC MAIL POLICY: Refer to the NSG 2060 Syllabus

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

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 Program Values & PLOs	NRS 2060: Nursing of Individuals Adult Health II CLOs	NRS 2061- Practicum-Adult Health II CLOs
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.		
A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX C. Promotes positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX 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 E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX		
1. Integrate multiple dimensions of patient-centered care PLO: 1C PHCCR 1491-4: A-L		
2. Analyze diverse cultural, ethnic and social backgrounds as sources of patient, family and community needs PLO 1D PHCCR 1491-4: A-L		
3. Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs PLO: 1B PHCCR 1491-4: A-L 4. Provide patient-centered care with sensitivity and respect for the diversity of human experience PLO: 1D PHCCR 1491-4: A-L		

5. Create individualized care plans based on patient values and evidence (i.e. assessment, diagnostics) PLO: 1A PHCCR 1491-4: A-L		
6. Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events PLO: 1C PHCCR 1491-4: A-L		
School of Nursing Program Values & PLOs	NRS 2060: Nursing of Individuals Adult Health II CLOs	NRS 2061- Practicum- Adult Health II CLOs
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		
1. Prioritizes physiological, and psychological (including spiritual) assessment data that impacts disease process of adults PLO 2A PHCCR 1491-4: A-L		
2. Examines strategies to empower patients and communities in all aspects of the healthcare process PLO 2B PHCCR 1491-4: A-L		
3. Explore ethical/legal implications of patient-centered care PLO 2C PHCCR 1491-4: A-L		
4. Practice ethics and values related to the prevention of hazards and errors that affect adult patients/families, healthcare teams and communities PLO 2C PHCCR 1491-4: A-L		
5. Prioritize basic nursing care in a non-judgmental manner PLO 2A PHCCR 1491-4: A-L		
6. Individualize nursing care resulting in positive patient outcomes PLO 2A PHCCR 1491-4: A-L		

School of Nursing Program Values & PLOs	NRS 2060: Nursing of Individuals Adult Health II CLOs	NRS 2061- Practicum- Adult Health II CLOs
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 the use of verbal and nonverbal skills. <ul style="list-style-type: none"> A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX D. Advocate for patients/families and self BSN Essentials V, VI, VII E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, III, V, VI, VII, IX 		
1. Evaluate communication strategies that optimize positive patient outcomes PLO 3D PHCCR 1491-4: A-L		
2. Discern for reliable sources of evidence-based data and clinical practice guidelines PLO 3B PHCCR 1491-4: A-L		
3. Initiate effective communication skills (verbal/non-verbal) to affect positive patient outcomes PLO 3B PHCCR 1491-4: A-L		
4. Explore communication technology to support safe processes of care PLO 3B PHCCR 1491-4: A-L		
5. Integrate the contributions of others who play a role in helping adult patient/family and communities achieve health goals PLO 3C PHCCR 1491-4: A-L		

School of Nursing Program Values & PLOs	NSG 2060: Nursing of Individuals Adult Health II CLOs	NRS 2061- Practicum- Adult Health II CLOs
IV. 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.

- A. Engage in a professional practice environment that promotes nursing excellence
BSN Essentials I, III, IV, V, VI, VII, VIII, IX
- 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
- C. Avail self of learning opportunities to initiate the life-long learning process
BSN Essentials III, IV, V, VI, VII, VIII, IX

1. Engage in a variety of learning opportunities external to the classroom

PLO 4C

PHCCR 1491-4: A-L

2. Differentiate the roles and responsibilities of the BSN student in the academic setting

PLO 4B

PHCCR 1491-4: A-L

3. Outline regulatory, professional and ethical standards for holistic nursing

PLO 4A

PHCCR 1491-4: A-L

4. Assimilate PLNU professional and site-specific standards

PLO 4A

PHCCR 1491-4: A-L

5. Integrate role and professional practice boundaries and responsibilities of the student nurse

PLO 4B

PHCCR 1491-4: A-L

6. Discriminate factors that contribute to a culture of safety within the professional practice environment

PLO 4B

PHCCR 1491-4: A-L

School of Nursing Program Values & PLOs	NRS 2060: Nursing of Individuals Adult Health II CLOs	NRS 2061- Practicum- Adult Health II CLOs
<p>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.</p> <p>A. Provide graceful service through compassionate response to others’ needs</p>		

<p>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>1. Analyze influence of own value system related to the impact on patient care PLO 5B PHCCR 1491-4: A-L</p>
<p>2. Discriminate community resources for adult patient as a function of service PLO 5A PHCCR 1491-4: A-L</p>
<p>3. Outline opportunities to represent patients in various aspects of human diversity PLO 5C PHCCR 1491-4: A-L</p>
<p>4. Practice characteristics of servant leader: humility, courage, forgiveness, and discernment PLO 5B PHCCR 1491-4: A-L</p>
<p>5. Build relationship with patient based on respect, patient preferences and expressed needs PLO 5A PHCCR 1491-4: A-L</p>
<p>6. Influence patient advocacy in response to sensitive, diverse patient situations PLO 5C PHCCR 1491-4: A-L</p>

ON-CAMPUS CLINICAL AT LIBERTY STATION



The first four weeks of NSG 2061 the student will be on campus at Liberty Station for their specific clinical day (Tuesday or Thursday). The day will begin at 0700 and end at 1530. Students are expected to practice demonstrated skills during on-campus clinical days guided by clinical faculty and graduate students assigned to their specific clinical group. Repetitive practice is essential to keep learning, it is vital that the student maximize their learning by continuing to practice the skills in the open lab sessions.

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

- Therapeutic Communication and Group Process

- Peripheral IV therapy -- spiking and priming, administration of IV push medications and IV piggyback medications and removal of peripheral IVs
- Central line (including TPN and PPN) versus peripheral site assessment and care
- Tracheostomy care and suctioning
- Foley catheter insertion and removal
- Nasogastric tube insertion and removal
- Math dosage calculations and documentation (IV drip rates)
- The process of blood and blood product administration including blood transfusion reactions.
- Care planning using nursing diagnosis, rationale and cited support to construct a viable nursing care plan for the patient.

Clinical faculty will facilitate critical thinking, therapeutic communication and integration of nursing process including assessment, diagnostics and pathophysiology through focused assessment, concept mapping and simulation scenarios.

Topical Outline

Week	Content	PHCCR 1491-4 A- L	PHN Hours	Number of Hours
1	<ul style="list-style-type: none"> • Campus Clinical: • IV Therapy • Math Calculation (IV rates) • TPN vs. PPN • Blood Transfusions • Head to toe assessment: Demonstration 15 min time limit 		2	10
2	<ul style="list-style-type: none"> • Campus Clinical: • Tracheostomy suctioning & care • Sterile dressing care • Chest tube assessment/management 			10
3	<ul style="list-style-type: none"> • Campus Clinical: • Foley Catheters • Nasogastric Tubes • GT, PEG and Small-Bore Feeding tubes • Care planning 			10
4	<ul style="list-style-type: none"> • Campus Clinical: • Practice Skills Assessment: Medication Administration • Demonstration of Head to Toe Assessment 			10
5	Hospital orientation: Clinical site Online Orientation Modules California Mandated reporter Training Nursing Initiative Promoting Immunization Training Orientation to facility	4J 4C		8

6-14	Clinical experiences focus on: All activities from 2051/2061 and Medication administration, and skills that are outlined in Campus Clinical days 1-4			90
TBD	Simulation: Patient specific scenario designed to practice all outcomes of the clinical experience and paperwork			Part of 90 hours weeks 6-14
TBD	Clinical : Windshield Survey #2			Part of 90 hours weeks 6-14
14	Last clinical day and clinical evaluation			10

Total Clinical hours: >=144

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

	Topic/Student Learning Outcome	Reading Assignments
Week 1	<p>Topics:</p> <ul style="list-style-type: none"> • IV Therapy • Math Calculation (IV rates) • TPN vs. PPN • Blood Transfusions • Head to toe assessment: Demonstration 15 min time limit <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Prioritize focused patient assessments before, during and after procedures • Apply aseptic technique as appropriate • Demonstrate management of IV therapy - spiking and priming IVs, including IV site and fluid assessment, IVPB, IV push medications, discontinuing IVs central versus peripheral. • Calculate IV rates • Verbalize care of patient with TPN vs. PPN • Verbalize process of blood transfusion administration • Differentiate transfusion reactions including clinical manifestations. • Document nursing care of patient receiving IV therapy. 	<p>ATI Modules:</p> <ul style="list-style-type: none"> • IV therapy • Blood products <p><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score above 75%. Bring ATI transcript to class.</i></p> <p>Potter & Perry:</p> <ul style="list-style-type: none"> • Nutrition: pages 1076 beginning with “Parenteral Nutrition” and ends on page 1082 (see page 904-Box 45-12). • IV: pages 956 -963. • IV Drip: pages 968 (skip pages 977-981) through 989. <p>***Topics not covered in the skills modules should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</p>
Week 2	<p>Topics:</p> <ul style="list-style-type: none"> • Tracheostomy suctioning & care • Sterile dressing care • Chest tube assessment/management <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Prioritize focused patient assessments before, during and after procedures. • Demonstrate Tracheostomy suctioning and care. • Individualize patient care related to artificial airways, tracheostomy and suctioning. • Document nursing care of a patient with artificial airway and/or requires suctioning. 	<p>ATI modules:</p> <ul style="list-style-type: none"> • Wound Care • Airway Management • Closed Chest Drainage <p><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score above 75%. Bring ATI transcript to class.</i></p> <p>Potter & Perry:</p> <ul style="list-style-type: none"> • Oxygen Delivery Systems: Suctioning and artificial airways pages 900-902; pages 907-922 <p>***Topics not covered in the skills modules</p>

	<ul style="list-style-type: none"> Demonstrate proper technique with a simple sterile dressing change. 	<p>should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</p>
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	Topic/Student Learning Outcome	Reading Assignments
Week 3	<p>Topics:</p> <ul style="list-style-type: none"> Foley Catheters Nasogastric Tubes GT, PEG and Small-Bore Feeding tubes <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> Prioritize focused patient assessments before, during and after procedures. Foley catheterization insertion, care and removal. Nasogastric tube insertion, care and removal. Verbalize rationale for prioritization of steps during Foley catheter insertion. Verbalize rational for prioritization of steps during NG tube insertion. Document nursing care of a patient with Foley and/or NG tube. 	<p>ATI Modules:</p> <ul style="list-style-type: none"> Foley Catheter Nasogastric intubation <p><i>*Complete pre-test, review lesson and take post-test for each module listed. Must score above 75%. Bring ATI transcript to class.</i></p> <p>Potter & Perry:</p> <ul style="list-style-type: none"> Foley Catheter: pages 1119-(Table 46.5 on pg. 1114); pages 1119-1127; 1132-1145. NG tube: pages 1026-1039, Pages 1174-1178 <p>***Topics not covered in the skills modules should be prepared for by utilizing the readings. The Potter and Perry text should be utilized to further your mastery of the content.</p>
Week 4	<p>Topics:</p> <ul style="list-style-type: none"> Medication Administration Suctioning - demonstration Foley Catheter insertion – demonstration Head-to-toe assessment <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> Safely practice administration of assigned medications 	<p>Potter & Perry:</p> <ul style="list-style-type: none"> ➤ Read the following sections prior to class: Potter & Perry pg. 16, Box 32-7 page 629, Box 32-9 page 631, 629-633 stop at polypharmacy, Suctioning 907-914

TEACHING AND LEARNING STRATEGIES

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

METHODS OF EVALUATION

ATI post-tests	Pre/Post clinical paperwork	Student Journals
Simulation	Nursing Care plans	
Demonstration of clinical skills	Written assignments	

A minimum achievement of 75% (12/16) of the outcomes listed on the “Clinical Evaluation Form” is required to receive credit in NSG 2061. See pages 23- 29 for the clinical evaluation form.

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

ACADEMIC POLICIES - ATTENDANCE AND PARTICIPATION

Make up for clinical hours is at the discretion of the faculty. All clinical hours must be completed and/or or made-up. It is the responsibility of the student to initiate communication regarding arrangements for make-up. Failure to complete clinical hours will result in a “No Credit” for the clinical practicum and an incomplete for the co-requisite theory course. The clinical make-up day is **Saturday April 18, 2020**. This is a mandatory make-up for an absence on a clinical day.

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

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

students with disabilities and guarantees all qualified students' equal access to and benefits of PLNU programs and activities.

COURSE SPECIFIC POLICIES

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

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

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

Computers, laptops and or iPads are not allowed to be used in the clinical site for either pre-clinical or clinical use. This is considered a HIPAA violation.

REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

Same as NSG 2060 (Theory)

Weekly Journals (beginning in week 1)
Weekly Clinical Write-ups (beginning in the clinical facility)
Professional Committee Attendance
Skills Lab Attendance
Skills Assessment: Medication Administration
Simulation Experience



REQUIRED LEARNING ACTIVITY

WEEKLY PAPERWORK

Students are required to submit weekly paperwork for NSG 2061. This includes but is not limited to weekly journals, clinical paperwork (clinical worksheets –assessments –physiologic/psychosocial) care plans/SBAR or maps and clinical logs.

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

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



SKILLS LAB: Building your foundation

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

Students are required to participate in 16 skills lab hours, points will be added in the "Assignment points" section of their NSG 2060 (Theory) grade. See the NSG 2060 syllabus for more information.

Additional information:

- Skills lab calendar will be posted in the NSG 2060 sections of Canvas, please note dates and times
- Skills lab sign-up process will be outlined on Orientation day
- Students are required to be prompt to skills lab sessions (≥ 5 min late will forfeit their session)
- Students are required to notify faculty of absences BEFORE the session begins (penalties will occur if this becomes a habit)
- Students will work in groups and complete the skills covered in each week of on-campus lab
- The faculty and lab assistants reserve the right to direct practice
- Students are required to bring their skills lab kits with them to all skills labs
- Students are expected to follow the PLNU dress code for all on-campus clinical
- Professional behavior is expected at all times while in uniform
- Students are expected to focus on skills practice while in the lab
- Students are prohibited from using lab time for any alternate class
- The skills lab assistants and faculty reserve the right to turn students away from a session if these conditions or behaviors are not met

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

Faculty Coordinator	Sharon Smith RN PhD	Office # 106 LSCC (619) 849-2361
Simulation Faculty	Mary Adams PhD RN (Tues.)	Mary Adams PhD RN (TH)
Senior Lab Assistants	TBD	

Skills Lab Referrals for Remediation

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

CLINICAL SKILLS EVALUATION

The purpose of skills evaluation is to assess for competent and safe practice of essential skills required in the clinical environment. For the NSG 2061 course, the essential skill is the medication administration assessment. Points applied to testing are described in the NSG 2060 syllabus. Remediation of skills to be completed independently during skills lab hours.

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

SIMULATION EXPERIENCE

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

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

Simulation Rotation:

- Students will attend (1) simulation day during their clinical rotation or as scheduled, these will be held at Liberty Station
- The rotation schedule for simulation will be posted online in each NSG 2060 section's Canvas
- Each Simulation Day will begin at 0700 on the students regularly scheduled clinical day
- The student will be dressed and prepared as if attending clinical in the hospital
- Specific information for each simulation day will be emailed to the student the day prior to their rotation by 5pm (Thursday clinical = Wednesday email, Tuesday clinical = Monday email)

LEADERSHIP REQUIREMENT

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

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

Attendance includes:

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

Examples of professional committee meetings **at** PLNU include: SON, CEC, HPC, Level specific & ASAC. These meeting dates/times are available through the School of Nursing.

Examples of professional meetings **outside** of PLNU include: CA-BRN, ANA-C, Sigma Theta Tau, & CNA. These meeting dates/times can be found on each committee's website. Please note that CNSA is not permitted to meet this requirement. At any SON meeting a limit of 5 students will be permitted, sign up early to avoid issues. Meetings outside of the SON, please verify with clinical instructor.

Semester	Fall	Spring
Last Name(s)	A – K	L – Z

CLINICAL DAYS

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

Clinical Dress Code: See PLNU Nursing Student Handbook**

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

Additional Equipment required for each clinical day:

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

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

PATIENT CARE WORK SHEETS	MEDICATION ADMINISTRATION WORKSHEET	ADDITIONAL CLINICAL ASSIGNMENTS
<p>Includes, but is not limited to:</p> <ul style="list-style-type: none"> • Pre-Clinical Worksheets • Physical Assessment • Psychosocial Assessment • Care-plan <p>These are to be completed for each assigned patient.</p> <p>The paperwork designated by the student's specific clinical faculty as "preclinical paperwork" is to be completed PRIOR to the clinical day and IS due at the beginning of pre-conference.</p> <p>When a student comes to clinical unprepared, the clinical instructor may ask him/her to leave the clinical setting**.</p> <p><u>**Students who are sent home from clinical for being unprepared will be required to make-up clinical hours. Repeated absence or incomplete work may result in a No Credit grade for the NSG 261**</u></p>	<p>When giving medications, the student is expected to have researched each medication and show a thorough understanding of the needed information about the medication.</p> <p>Additional resources should be used when appropriate (please check with your clinical faculty about the use of additional websites).</p> <p>If students experience difficulty locating specific medications, it is best for students to check with their clinical professor or their assigned helper prior to the clinical day.</p>	<p>Depending on the clinical facility and the specific instructor, there will be other assignments completed while in the clinical setting (e.g. alternate clinical settings).</p> <p>Clinical faculty will describe the expectations for this process prior to the experience.</p>
<p align="center">HELPFUL HINTS for your Clinical Day</p> <ul style="list-style-type: none"> • <u>Keep a "clinical bag" with all the necessary items you need for clinical (watch, badge, penlight, pens, stethoscope, clinical paperwork, notebooks, or whatever the specific clinical faculty has asked that the student bring to clinical).</u> 		

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

SKILLS ASSESSMENT RUBRIC: Safe Medication Administration

Name _____ Grade Pass/Not Pass _____

Description: In the NSG 2061 course, each student will be assessed for readiness to administer medications during clinical in the spring. Each student will be randomly assigned to demonstrate ability to safely administer medication(s) via the following possible routes:

- Oral (PO) or Sublingual (SL)
- Subcutaneous (SQ) or Intramuscular (IM)
- Intravenous Push (IVP) or Intravenous Piggy Back (IVPB) (via central or peripheral lock or continuous infusion) or Nasogastric (NG) or Gastrostomy (GT)/ Percutaneous Endoscopic Gastrostomy (PEG)

In order to “pass” the assessment, 100% of Critical Behaviors must be demonstrated by each student. In addition, individuals must demonstrate medication administration within pre-determined percentage of the listed safety criteria.

Student Learning Outcomes	Pass	Revalidation required
1a. Follows Critical Behaviors for administration of medications; 1b. Performs accurate technique for medication administration via the oral/sublingual route	Student <ul style="list-style-type: none"> - Introduced self to patient, including name and title - Washed hands - Completed focused assessment - Provided privacy - Implemented 5 Rights (i.e. patient name, time, dose, med, route) - Implemented 3 checks (i.e. preparation, bedside, after administration) - Provided patient education about procedure and medication (Right #6) - Documented administration of medication including time, initials, focused assessment findings (Right # 7) 	Student did not follow 100% of critical behaviors listed
2. Performs accurate technique for medication administration via the SQ or IM route	Student (n = 6) <ul style="list-style-type: none"> - Selected appropriate needle size, gauge and syringe based on patient assessment data and medication to be administered - Implemented aseptic technique during preparation of medication - Located appropriate anatomical landmarks for SQ or IM route - Wore gloves for medication administration - Disposed used equipment appropriately - Assessed patient response to medication administered 	Student performed < 83% (n = 4 or less) of safety criteria
3a. Performs accurate technique for medication administration via the locked or continuous intravenous route (i.e. IVP or IVPB)	Student (n = 8) <ul style="list-style-type: none"> - Selected appropriate equipment for IVP or IVPB - Implemented aseptic technique during preparation of equipment and medication - Flushed IV lock appropriately before and after medication administration OR - Verified IV compatibilities between medication and IV solution - Calculated timing/rate for med administration - Demonstrated appropriate timing for the medication administration process - Wore gloves for medication administration as appropriate - Disposed used equipment appropriately - Assessed patient response to medication 	Student performed < 75 % (n = 5 or less) of safety criteria

3b. Performs accurate technique for medication administration via the NG or GT/PEG route	Student (n = 11) <ul style="list-style-type: none"> - Verbalized considerations for verification of tube placement - Discussed appropriateness of medication form (e.g. capsules, extended release) for administration through the tube - Implemented clean technique during preparation of equipment and medication - Checked residual before medication administration - Verbalized considerations based on amount of residual aspirated - Flushed tube appropriately before medication administration - Demonstrated appropriate timing for the medication administration process - Wore gloves for medication administration as appropriate - Flushed tube appropriately after medication administration - Disposed used equipment appropriately - Assessed patient response to medication 	Student performed < 75 % (8 or less) of safety criteria
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POINT LOMA NAZARENE UNIVERSITY

School of Nursing

SOPHOMORE CLINICAL EVALUATION FORM: NSG 2061

Student Name: _____ Instructor Name: _____

Clinical Facility: _____ Semester/Year: _____

Adheres to ANA Standards of Practice

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

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

Student Self-Evaluation: Rate yourself in each category by placing a check (√) in the box where you feel that you are performing. Narrative discussion can follow in each area to further explain the outcomes. In the Pre-self-assessment column, please mark either column, based upon your evaluation of yourself for each outcome as you start this semester. Any "NI" should be explained in comment section below each outcome.

Instructor Evaluation: Instructor may elect to document in narrative fashion and attach to the student self-evaluation. Faculty must place an (X) in the box appropriate to each outcome for evaluation.

Student MUST meet outcomes at a minimum of 75% 12/16 outcomes (Midterm and Final evaluation columns)

Leadership OR Service Component:

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

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

Date _____ Committee attended/or Student Rep _____

Completed 100% of clinical time	YES	NO	
a. If No, Make-up time completed/arranged	YES	NO	N/A
Skills Assessment: Medication Administration	YES	NO	

Date of Clinical			PRE-self EVAL		Midterm EVAL		Final EVAL	
					THU: 3-5 TU: 3-17		TU: 4-28 THU: 4-30	
INQUIRING FAITHFULLY	SON-BSN PLOs	NSG 2061 CLOs	NI	M	NI	M	NI	M
	Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community	Prioritize interventions to promote health and wellness.						
	Engage in self-care practices that facilitates optimal care of clients	Provide patient-centered care with sensitivity and respect for the diversity in light of patient values, preferences and expressed needs						
	Initiate dialogue regarding current practice to improve healthcare	Create individualized care plans based on patient needs and evidence (i.e. assessment, diagnostics)						
	Demonstrate use of evidence-based practices as an advocate for self and others	Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events						
	Influence positive client outcomes using evidence-based data							

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

Pre-Self-Assessment comments:

Student:

Midterm Comments:

Student:

Faculty:

Date of Clinical			PRE-self EVAL		Midterm EVAL		Final EVAL	
					THU: 3-5 TU: 3-17		TU: 4-28 THU: 4-30	
CARING FAITHFULLY	SON-BSN PLOs	NSG 2061	NI	M	NI	M	NI	M
	Demonstrate ethics and values consistent with the practice of professional nursing.	Practice ethics and values related to the prevention of hazards and errors that affect adult patients/families, healthcare team and communities.						
	Demonstrate compassionate care to all people while mirroring Christ's love for all.	Prioritize nursing care in a non-judgmental manner						
	Partner with the community to establish a trusting relationship	Individualize nursing care resulting in positive patient outcomes						

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

Pre-Self-Assessment comments:

Student:

Midterm Comments:

Student:

Faculty:

Date of Clinical			PRE-self EVAL		Midterm EVAL		Final EVAL	
					THU: 3-5 TU: 3-17		TU: 4-28 THU: 4-30	
LEADING FAITHFULLY	SON-BSN PLOs	NSG 2061	NI	M	NI	M	NI	M
	Exhibit patient advocacy that reflects sensitivity to diversity in a holistic manner	Practice characteristics of servant leader: humility, courage, forgiveness, and discernment						
	Provide graceful service through compassionate response to others' needs	Build relationship with patient based on respect, patient preferences and expressed needs						
	Demonstrate the principles of a servant leader as a reflection of Christ's love	Influence patient advocacy in response to sensitive, diverse patient situations						

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

Pre-Self-Assessment comments:

Student:

Midterm Comments:

Student:

Faculty:

Date of Clinical			PRE-self EVAL		Mid-term EVAL		Final EVAL	
					THU: 3-5 TU: 3-17		TU: 4-28 THU: 4-30	
COMMUNICATING FAITHFULLY	SON-BSN PLOs	NSG 2061	NI	M	NI	M	NI	M
	Advocate for patients/families and self	Initiate effective communication skills (verbal/non-verbal) to affect positive patient outcomes						
	Implements patient care while revering the diversity of patients, families and communities	Explore communication technology to support safe delivery of care						
	Engage in active listening to promote therapeutic relationships	Integrate the contributions of others who play a role in helping adult patient/family and communities to achieve health goals						
	Demonstrate effective verbal and nonverbal communication skills to provide patient care							
	Dialog with members of the healthcare team, including the patient, to facilitate positive patient outcomes							

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

Pre-Self-Assessment comments:

Student:

Midterm Comments:

Student:

Faculty:

	Date of Clinical		PRE-self EVAL		Mid-term EVAL		Final EVAL	
FOLLOWING FAITHFULLY					THU: 3-5 TU: 3-17		TU: 4-28 THU: 4-30	
			NI	M	NI	M	NI	M
	Avail self of learning opportunities to initiate the life-long learning process	Assimilate PLNU, professional and site-specific standards						
	Engage in a professional practice environment that promotes nursing excellence	Integrate role and professional practice values and responsibilities of the student nurse						
	Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse	Discriminate factors that contribute to a culture of safety within the professional practice environment						

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

Pre-Self-Assessment comments:

Student:

Midterm Comments:

Student:

Faculty:

FINAL ASSESSMENT:**STUDENT COMMENTS:**

- Strengths

- Areas of growth/future goals:

INSTRUCTOR COMMENTS:

- Strengths:

- Areas of growth/future goals:

Final Grade: Credit _____ No Credit _____

 Incomplete _____ Reason _____

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____