# GNSG 6064C: Adult-Gerontology CNS Role Practicum
## (2 Units)

## Fall 2023

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|---|---|
| **Meeting days:** Varied | **Instructor Information:** |
| **Meeting times:** Varied | **Lindsey Ryan** PhD, RN, ACNS-BC, CCRN-K, NE-BC |
| **Meeting location:** Varied | Rank: Adjunct Professor |
| | Email: LRya1@pointloma.edu |
| **Final Exam:** None | Cell: 619-925-7670 |
| **Office Location and Hours:** By appointment only email with desired date and time to meet | |

### 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*

## COURSE DESCRIPTION

The clinical practicum series will provide opportunities for the student to experience professional growth as an adult-gerontological clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project. Credit/No Credit

## PROGRAM/COURSE LEARNING OUTCOMES

Upon completion of this practicum, you will be able to achieve the following outcomes:

| **PLO 1: Inquiring Faithfully** |
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| The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process |
| **PLO 1.1.** Advance nursing practice by integrating scientific findings to promote patient outcomes and wellness (Essentials Domain 1, 4) |
| **PLO 1.2.** Apply advanced specialty knowledge to evidence and clinical judgment in the delivery of care (Essentials Domain 1, 5, 8) |
| **PLO 2: 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. |
| **PLO 2.1.** Role model Christian servant leadership through holistic compassionate care (Essentials Domain 2, 6) |
| **PLO 2.2.** Advocate for ethical principles in promoting the health of diverse individuals and populations (Essentials Domain 3, 9) |
| **PLO 3: 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 |
| **PLO 3.1.** Analyze information and communication technologies to facilitate optimal care of patients, nurses, and organizations (Essentials Domain 8) |
| **PLO 3.2.** Lead interprofessional healthcare teams to influence positive patient outcomes across the lifespan (Essentials Domain 6) |
| **PLO 4: 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. |
| **PLO 4.1.** Design and implement health policies to improve care of diverse patients, communities, and populations (Essentials Domain 3, 5) |
| **PLO 4.2.** Expand professional nursing expertise through self-reflection, accountability, and life-long learning processes (Essentials Domain 9, 10) |
| **PLO 5: 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.

**PLO 5.1.** Champion systems leadership to enhance access, quality, and cost effectiveness across the healthcare delivery continuum (Essentials Domain 5, 7)

**PLO 5.2.** Lead evidence-based, quality improvement initiatives to advance nursing practice and optimize patient safety (Essentials Domain 4, 5)

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES
Same as GNSG 6034, GNSG 6044, and GNSG 6054

## ASSESSMENT AND GRADING
Students will receive a "Credit" or "No Credit" grade for each clinical practicum course. The "Credit" grade is passing, or satisfactory; the "No Credit" is not passing.

To receive credit for each clinical practicum course, students are required to submit 7 Reflective Guided Journals, Clinical Performance Evaluation (CPE) Form, Clinical hours and Clinical Log (2 units=80-100 hours; 3 units=120-150 hours), and Clinical Site/Preceptor Evaluation. Failure to complete the required assignments and the clinical hours will result in a "No Credit" for the clinical.

## GRADING POLICIES
Grading Scale to be used for all exams and final course grades:

| | | |
|---|---|---|
| 93-100% | = | A |
| 90 - 92% | = | A- |
| 87 – 89% | = | B+ |
| 84 – 86% | = | B |
| *81 – 83% | = | B-    **Graduate Programs** |
| 78 – 80% | = | C+ |
| 75 – 77% | = | C |
| 73 – 74% | = | C- |
| 71 – 72% | = | D+ |
| 68 – 70% | = | D |
| Below 68% | = | F |

- In order to receive a passing grade in a GNSG course, the student must achieve a cumulative average of 81% on exams and quizzes.
- Students who achieve less than 81% in a GNSG course must repeat the course in order to progress in the program.
- Students who receive less than an 81% average on GNSG tests and quizzes will receive a course grade of no higher than "C+", regardless of total points accrued through written projects and other course assignments.
- Grades/points will not be rounded. For example, 80.5% does not round to 81% resulting in a grade of C+ instead of a B-, according to the grading scale below.
- All assigned coursework must be completed to receive a final course grade and progress in the program.

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- In order to progress in the program, students must earn a passing grade of "B-" or above in each theory course in addition to "Credit" in the concurrent clinical course. A grade of less than "B-" in a theory course and/or "No Credit" in the concurrent clinical course will necessitate the repetition of both courses.
- Students must receive a minimum score of 81% on all signature assignments. Remedial work and subsequent grading and any grade change in Canvas will be at the instructor's discretion.

## CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In GNSG 6064, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing, and I will support you throughout your learning in this course.

## TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In GNSG 6064, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing, and I will support you throughout your learning in this course.

## INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted per instruction on the due date and time- including assignments posted in Canvas.  Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty. Incompletes will only be assigned in extremely unusual circumstances.

## PLNU SPIRITUAL CARE

### Liberty Station Campus
Please be aware that PLNU strives to be a place where you grow as whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus, we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week.  If you have questions, desire to meet with Rev Ryland, or prayer requests you can

contact him directly at gradchaplainlibertystation@pointloma.edu.

## PLNU COPYRIGHT POLICY
Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY
Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Graduate Academic and General Policies for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course.  By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you.  Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

## ARTIFICIAL INTELLIGENCE (AI) POLICY
Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

## PLNU ACADEMIC ACCOMMODATIONS POLICY
PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.   PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## LANGUAGE AND BELONGING
Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good

writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. You may report an incident(s) using the Bias Incident Reporting Form.

## SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.  Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.  Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements. Refer to Academic Policies for additional detail.

## SYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION IN CLINICAL COURSES

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

## PARTICIPATION AND ATTENDANCE

Attendance and participation are vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in scheduled clinical hours. Professional attire must be worn at all times per the Graduate School of Nursing Handbook.

## SCHOOL OF NURSING - PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU.  The nursing department had developed these standards to provide clarification of expected professional behaviors.
1. Presenting yourself professionally (See handbook re Dress Code) in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions

6. Being prepared and punctual

**Additional Guidelines**
Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating <u>in any</u> class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Graduate Associate Dean/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

## COURSE-SPECIFIC POLICIES

For detailed information, **refer to (1) Graduate Program Preceptor Handbook; (2) Graduate Student Handbook; and (3) SON Student Handbook.**

The student is responsible for maintaining a record of all completed clinical hours throughout the program inkling servant leadership hours. **It is the student's responsibility to ensure that current copies of their RN License, HIPAA certificate, CPR card, and TB test are on file in Complio.** Any student with expired clinical requirements will not be permitted in the clinical facility until the deficiency has been resolved and any clinical hours that are done during this time period will not be credited. A final grade will not be posted until all clinical paperwork has been received by the course instructor.

**CLINICAL HOURS AND CLINICAL LOG**
The documented clinical hours should be faculty-supervised direct patient care hours. Students are required to document clinical hours in the **digital clinical log** that is maintained throughout the program. Document clinical experiences, major activities, and reflections on how course learning outcomes were met during the clinical experience. Electronically submit **cumulative log for clinical hours to the clinical faculty at 1) mid-semester and 2) the end of the semester.**

- A-G CNS and Pediatric CNS students: For a 1-credit unit of clinical course, approximately 40 hours of clinical experience are expected in GNSG 6064 A- E; GNSG 6065 A-E, respectively (i.e., 2 units = 80 hours; 3 units=120hours).

- A-G CNS with Women's Health Specialty students: For a 1-credit unit of clinical course, approximately 50 hours of clinical experience are expected in GNSG 6064 B-E (i.e., 2 units = 100 hours; 3 units=150 hours).
- Healthcare Leadership and Nursing Education track students: For a 1-credit unit of clinical course, approximately 40 hours of clinical experience are expected in GNSG 6068 A- D; GNSG 6067 A-D, respectively (i.e., 3 units=120hours).

**SERVANT LEADERSHIP HOURS**
In alignment with the vision and mission of the School of Nursing, all students are required to contribute to the community by engaging in **service-oriented opportunity** hours through **volunteer activities independent of clinical experiences.** Activities should be selected and congruent with program learning outcomes.  For example, the graduate students will participate in leadership roles such as planning, coordinating, implementing, or evaluating community service activities/events and reporting the findings. Another example of servant leadership for graduate students involves voluntary participation in leadership roles at regional or state-level professional nursing organizations or other professional events.  Each student will be responsible for obtaining prior approval for servant leadership opportunities from **the clinical faculty.**

Students are required to **complete a total of 10-20 hours** of servant leadership experience throughout the program.  The student will enter the completed servant leadership hours in the **digital clinical log** each semester and submit a **reflective journal.**

**ASSIGNMENTS AT-A-GLANCE**
The course summary below lists the assignments and their due dates.

1. **REQUIRED CLINICAL PAPERWORK for the CLINICAL AGENCY**
   **Complio Compliance:** The San Diego Nursing & Allied Health Service-Education Consortium (SDNSEC) has contracted with American Data Bank (ADB) to manage the collection of most pre-clinical items through the Complio system. Please refer to this document for creating an account: "New User Onboarding - Complio

2. **CLINICAL PLAN AND LEARNING OBJECTIVES**
   On the first day of the clinical experience, complete the Clinical Plan and Learning Objectives form **(Appendix A).** The form comprises course/program outcomes, self-assessment, clinical learning objectives, and scheduled clinical dates/hours. Review it with the preceptor.  Submit the signed form along with the Preceptor Data form and the preceptor's Curriculum Vitae (CV).  Discuss it with the clinical faculty on the faculty's **initial site visit.**

3. **CLINICAL LOG**
   The clinical log is your documentation of the time spent in clinical practicums. Submit your **log URL link at 1) mid-semester and 2) at the end of the semester.**

4. **GUIDED REFLECTIVE JOURNALS**

   Refer to **Graduate Student Handbook.**

The guided reflective journal will be submitted approximately every 2 weeks of clinical experience with a minimum of **7 journal entries** in each semester: **6 journal entries related to the clinical experience and one journal entry related to servant leadership experience.** By the mid-semester, there should be a minimum of 3 journal entries.

In reflective journal entries, address the **following topics (concepts from the AACN Essentials) each semester. Use each concept as the title of the reflective journal.**
- Clinical judgment
- Communication (Collaborative interprofessional teamwork or informatics)
- Ethics and compassionate care
- Health policies
- Evidence-based practice
- Social Determinants of Health and DEI
- Servant leadership

**CNS Students:**
 In reflection on each concept, address how [NACNS Core Competencies (2022)](#) were met.
- CNS role components practiced
- Spheres of Impact utilized

See the sample Guided Reflective Journal Prompts **(Appendix B).**

5. **SITE VISIT**
   **Three site visits (initial, mid-semester, and end-of-semester)** will be attended by the student, preceptor, and faculty via in-person or Zoom. These site visits must be documented on the CPE tool as indicated.

6. **CLINICAL PERFORMANCE EVALUATION (CPE) TOOL**
   The clinical preceptor/faculty will use this evaluation tool for both **mid-semester and end-of-course** evaluations of students in clinical practice. You will rate yourself first, prior to giving the form to the preceptor/clinical faculty who will then rate you, and both will review the form together to generate discussion and future performance goals. Both mid-semester and end-of-semester evaluations will occur on the same form.

7. **FINAL CLINICAL DOCUMENTS**
   All of the following documents are required. **Grades will not be granted until all of these documents are completed.**
- Preceptor Data Form and CV
- Clinical Plan and Learning Objectives
- Fully completed Clinical Log
- Clinical Performance Evaluation (CPE)
- ALL 7 Journal entries
- Preceptor and Clinical Site Evaluation

## Appendix A

### Clinical Plan and Learning Objectives

GNSG Number_____          Course Title _____

Semester/Year _____

Student Name _____          Contact email _____

Clinical Faculty _____          Contact email _____

Preceptor Name _____ Agency _____ Contact email _____


1.      Student Self-Assessment (Reflect on strengths, areas for improvement as APRNs, and critical reviews of past evaluations).




2.      Identify 3-5 Specific Clinical Learning Objectives for this semester (*Note*. Consider the Program Learning Outcomes, NACNS core competencies, AONL core competencies, or NONPF core competencies).




3.      Scheduled clinical dates and hours (i.e., 2 units=80-100 hours; 3 units=120-150 hours)


4. Attach the completed Preceptor Data Form and the preceptor's Curriculum Vitae.


**Student Name _____          Signature _____          Date _____**

**Preceptor Name _____          Signature _____          Date _____**

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**Appendix B**

**Guided Reflective Journal Instructions**

**Instruction:** The guided reflective journal is an active learning strategy that promotes critical thinking and clinical judgment skills after clinical experiences. By exploring your own clinical experiences, these reflective writing exercises will provide opportunities to synthesize experience and evaluate evidence on what you have learned from the clinical experiences. It will help your thought process and clinical judgment development following the clinical experiences. Write it in a scholarly tone with a minimum of 300-500 words and proper citations according to the APA format.

Select **one** of the following **topics in each journal** and write a journal by looking at everything you've accomplished and thinking about all of the skills and experience you've gained from the clinical. There will be a minimum of **7 journal entries** each semester.
- Clinical judgment
- Communication (Collaborative interprofessional teamwork or informatics)
- Ethics and compassionate care
- Health policies
- Evidence-based practice
- Social determinants of Health and DEI
- Servant leadership

For **CNS Students** -- In reflection on each concept, address how your NACNS Core Competencies were met:
- Specific CNS roles utilized (expert clinician, educator, researcher, and consultant)
- Spheres of Impact utilized

**Servant Leadership hours prompts**: Address how your volunteer hours helped to attain PLNU Program Learning Outcomes (PLOs).
- How do you perceive embracing a willingness to serve others in the midst of life circumstances? Incorporate the characteristics of a servant leader including; humility, courage, or discernment.
- How have you been challenged? What values, opinions, or beliefs are changed?
- What were the most important lessons learned? How can you apply this learning in your nursing roles?

Below are other sample prompts:
- Patient Direct Care Sphere of Impact
- Nurses and Nursing Practice Sphere of Impact
- Organizations/Systems Sphere of Impact
- See the grading rubric

## Servant Leadership

Address how your volunteer work help attaining the PLNU Program Learning Outcomes (PLOs).