



SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
NUR 4542 COMPETENCIES FOR PATIENT CENTER CARE II
Fall Senior Year

NUR 4542 COMPETENCIES FOR PATIENT CENTERED CARE II

SEMESTER HOURS: Five (5) Semester Credit Hours

CLINICAL HOURS: Five (5) Credit Hours

CONTACT HOURS: A minimum of 20 Contact Hours per Week

TOTAL CONTACT HOURS: 320 Contact Hours

PREREQUISITES: Successful Completion of all Previously Assigned Courses

FACULTY INFORMATION:

Name:

Contact Information:

Office Hours:

Hours available via e-mail:

Hours available on campus:

Hours available via phone office/home/cell:

Phone number(s): *(list numbers where you can be most easily reached)*

University e-mail:

COURSE DESCRIPTION:

This course focuses on integrated concepts for the development of the professional nurse's role in complex nursing situations across the life span. Emphasis is on knowledge and competency development while incorporating clinical judgment, professional values, and evidence-based practice within the nursing process. Learning experiences will occur in selected settings throughout the semester with guidance from faculty members and preceptors. Clinical-learning opportunities will incorporate previously learned and current concepts. Clinical scheduling will provide opportunities for continuation of Geriatric, Obstetrical, and Peri-operative Modules. Effective communication with members of the health-care team increases the potential for positive outcomes in patients across the life span.

NURSING PROGRAM OUTCOMES

Upon completion of all required nursing courses in the BSN Program each graduate will be able to:

1. Apply the art and science of nursing to comprehensive assessment, diagnosis, planning, implementation, and evaluation of individualized patient care needs across the life span.



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2. Provide safe and competent nursing care to diverse patients, aggregates, and communities based on professional standards and state rules and regulations incorporating scientific theory, evidence from research, and competencies.
3. Demonstrate accountability, responsibility, and critical reasoning for clinical judgment and nursing decision making.
4. Communicate and collaborate with patients, families, interdisciplinary team members, aggregates, and communities using oral, onverbal, written, and electronic methods to promote and maintain optimal working environments and health outcomes.
5. Integrate ethical behaviors, legal and practice standards, conflict management skills, and political principles in nursing practice across the life span.
6. Practice with established professional roles to provide cost-effective, quality health care to consumers in structured and unstructured settings with acute and long-term needs.
7. Assume responsibility for lifelong learning, self-care, professional development, promoting the nursing profession, and active participation in nursing and community organizations through leadership and advocacy.
8. Utilize education as a foundation for continued nursing education, academic achievement and national professional certifications.

NURSING STUDENT LEARNING OUTCOMES:

Upon completion of learning activities in this course, students will be able to:

MEMBER OF THE PROFESSION

1. Demonstrate a systematic approach to provide holistic, culturally sensitive, and evidence-based nursing care to address the health-care needs of patients and families across the life span.
2. Apply communication techniques and skills to establish and maintain professional relationships with patients and individual health-care team members.
3. Use self-evaluation, reflection, and peer and faculty feedback to modify and improve practice.

PROVIDER OF PATIENT-CENTERED CARE

4. Demonstrate assessment skills for patients across the life span that delineate or identify change in patient status related to treatment variables.



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5. Apply knowledge and skills related to selected concepts, as well as information obtained in previous nursing courses and current assignments, to plan and implement the nursing process for assigned patients across the life span.
6. Assume responsibility and accountability for the quality of nursing care provided to patients and their families, including issues affecting the nurse's role in and delivery of culturally sensitive care.
7. Utilize performance and self-evaluation processes to improve individual nursing practice and enhance professional growth.
8. Incorporate behavioral, pathophysiological, psychosocial, and growth and development factors which affect patients across the life span and their families with health-care needs when planning and implementing nursing care.
9. Utilize evidence-based practice when planning and implementing care for patients across the life span.
10. Plan, implement, and evaluate a teaching plan for selected concepts utilizing evidenced-based knowledge and principles of the teaching/learning process.
11. Utilize clinical reasoning to set priorities in the management of nursing care associated with concepts specified for this course.

PATIENT SAFETY ADVOCATE

12. Administer and document medications and intravenous fluids using clinical knowledge and safety principles for patients across the life span.
13. Inform patients regarding their plans of care and encourage patient autonomy to ensure consistency and accuracy in their care.
14. Promote compliance with immunization programs across the life span to prevent and control communicable diseases for public safety.

MEMBER OF THE HEALTH CARE TEAM

15. Demonstrate written and verbal skills to communicate patient information using appropriate and accurate terminology to support decision making and improve patient care.
16. Develop discharge plan that facilitates the communication among patient, family, and anticipated community resources to meet the continuity of care needs of the patient and family across the life span.
17. Collaborate with multi-disciplinary health team members to support the patient's right of self-determination and choice in addressing the complex or unmet needs of patients and families from a holistic perspective.



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SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES-STUDENT LEARNING OUTCOMES

1. Students will demonstrate holistic relationship-centered nursing care to individuals, families, patients, and communities based on an ethical and legal framework and incorporating scientific theory, evidence from research, and competencies.
2. Students will demonstrate accountability and responsibility for competent clinical judgment essential to nursing decision-making leadership.
3. Students will demonstrate established professional roles to provide cost-effective, quality health care to consumers and community members within the context of the remote, rural border environment, in structured and unstructured settings through formal and informal networking

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MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU.

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as student's progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:

- Adams, M., Holland, N., & Urban, C. (2019) *Pharmacology for nurses: A pathophysiologic approach Plus MyNursingLab with Pearson eText* (6th ed.). New York, NY: Pearson. ISBN-13: 9780135218334.
- Callahan, B. (2019). *Clinical nursing skills: A concept-based approach to learning, Volume III* (3rd ed.). New York, NY: Pearson.
- Halter, M. J. (2018). *Varcarolis' Foundations of psychiatric-mental health nursing: A clinical approach* (8th ed.). St. Louis, MO: Elsevier.
- Pagana, K. D., Pagana, T. J.; & Pagana, T. N. (2018). *Mosby's diagnostic & laboratory test reference* (13th ed.). St. Louis, MO: Elsevier.
- Pearson Concepts Editorial Board & Contributors (2019). *Nursing: A concept-based approach to learning, Volume I & II* (3rd ed.). New York, NY: Pearson.
- Touhy, T. A., & Jett, K. F. (2020). *Ebersole & Hess' toward healthy aging: Human needs & nursing response* (10thed.). St. Louis, MO: Mosby-Elsevier.
- Winters, Ca A., & Lee, H. J., Eds. (2018). *Rural Nursing: Concepts, theory, and practice* (5th ed.). New York, NY: Springer.
- Preceptor Handbook*

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Cultural Handbook

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Preceptor Assignment

During the senior year, each student will be assigned to a preceptor who has been selected to work directly with students while assigned to each area of clinical practice. Students will work with their randomly assigned preceptor according to the working schedule established by the Nurse Manager. Each student will select a minimum of 20 clinical hours per week with times and days selected to be able to attend class or other assignments. The schedule is provided to the preceptor and clinical faculty member. Guidelines and evaluation forms for the clinical experience are provided in the Preceptor Handbook.

Clinical Skills Competency Evaluation

Clinical nursing skills will be addressed in the skills lab for demonstration, practice, and evaluation of specific skills identified by the clinical instructor. Each student must successfully complete all pass/fail skills and clinical-experiences, including return demonstrations, to receive credit for evaluation of designated nursing skills competencies. Students will have three opportunities to repeat the skill. If students are not successful in passing the skill after three (3) attempts, they will be individually counseled and be reported for potential failure of that nursing course.

Clinical Performance Evaluation

Students' clinical performance will be evaluated on an ongoing basis. Formal evaluations, using the Clinical Evaluation Tool, are comprised of formative evaluation at the mid-term and summative evaluation at the end of the semester. Students must achieve a 75% on the final evaluation in order to successfully pass the course.

Clinical Reflective Journal

The Clinical Reflective Journal is a process of inquiry that supports students' development of clinical judgement and reasoning, professional behaviors, knowledge, skills, and compassion by examining and exploring their clinical experiences. By recapturing an experience through reflection, students are able to examine how theory relates to clinical experiences, to develop self-awareness, and to organize their thinking (Bulman and Schutz, 2008). Reflection helps students to debrief clinical simulation and practice experiences; and to gain a deeper

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understanding of approaches for relating to patients, families, communities, and interdisciplinary team members. Students complete and submit a Clinical Reflective Journal following each weekly clinical experience.

Nursing Care Plans

Each week, as designated, the student will complete a Nursing Care Plan. Guidance and the format are provided. Students will review their initial care plan with faculty prior to providing care to a patient or patient. Upon completion of the clinical experience, students will submit the completed care plan to faculty within 24 hours of the end of the clinical experience.

Teaching Project

During the semester, the students will assess patient/patient learning needs and develop and provide a brief teaching plan to address those learning needs. Students will review the teaching plan with faculty prior to delivering the plan. Material used in the teaching plan, such as a brochure or information pages, is to be submitted with the teaching plan.

Focused Clinical Experience Modules

Students will engage in the Geriatric Project starting in the initial summer NUR 3311 Essence course and continuing each semester assigned to the competency courses. Student Geriatric Guidelines provide specific semester instruction, reading and clinical activities, and evaluation of the Geriatric Project. Faculty Geriatric Guidelines describe the faculty role in overseeing the student experiences. Beginning in the Junior Spring Semester students will have classroom and skills-lab experiences related to Peri-operative and Obstetrical nursing care and, thereafter, may be assigned to follow patients receiving those services. PeriOperative and Obstetrical Guidelines provide instruction for these focused clinical experiences.

Behavioral Health Case Study

Working in pairs, students will identify a patient with significant behavioral health needs during the course of the clinical rotations. While emphasis will be placed on concepts already covered in the program of study, this will not limit the scope of the case. Following data collection, students will develop a comprehensive holistic case study with consideration to all aspects of nursing management, medications, safety, and unmet needs (psychosocial, treatment, resources, housing, employment, child-care, etc.). Students will present the case to the faculty and class to elicit feedback, suggestions, and collaborative learning.

12 Step/Addiction Support Meeting and Reflection-



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Students will attend an open 12 Step or similar addictions support meeting of their choosing during the course. Students will provide documentation of attendance and complete a student reflection of the experience using a guided reflection tool.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussions, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the modules.

2. **Summary of Measure for Evaluation:**

<u>Course Requirements</u>	<u>Percentage</u>
Class Discussion	10%
Skills Lab Activities	20%
Examinations	20%
Completion of Body System Competencies (All Ages)	10%
Simulation Lab Activities	20%
Clinical Experiences	20%
Total Points	100%

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS:

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted on or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If



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students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

Remediation and Student Support:

The Nursing Program supports various initiatives to assist students to succeed. Students at risk of failure or withdrawal from the program or concerned about staying current in course requirements should immediately contact their course faculty so remediation and additional learning experiences can be arranged.

COURSE SCHEDULE:

Course orientation and introduction to course expectations. Skills and Simulation Labs experiences prepare the students for practicing nursing skills in various clinical settings. Clinical rotations may include acute care settings, clinic settings, long-term care settings, and community agencies to provide students with the opportunity to demonstrate nursing skills to prevent illness, to promote health and healing, and to deal with life changes, including end-of-life issues, consistent with course objectives. Students will participate in the Geriatric, Obstetrical, and Peri-Operative Focused Clinical experiences and develop a Behavioral Health Case Study focused on selected behavioral health concepts with designated patients.

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(This schedule is subject to change by faculty as needed.)

Week Dates	Activities – This schedule reflects learning responsibilities as students rotate through the assigned experience.	Learning Activities, Assignments, & Submission Dates
1	Orientation to course – Nursing Skills Simulation Lab, specific agencies, units/facilities. Discuss and do an overview of course activities and expectations, including Geriatric, Peri-Operative and Obstetrical Focused Modules.	
2	Participate in Nursing Skills Laboratory to practice and demonstrate nursing skills consistent with course objectives. Skills Lab - Include demonstration, practice, and evaluation. Complete all activities required to provide blood products to patients.	Blood Product Administration in Callahan, Skills 12.1; 12.2; 12.3; & 12.4

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3	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week. Schedule two visits with geriatric patient during the semester for Geriatric Project. Identify surgical patient to follow from pre-operative, operative, and post-operative for Peri-operative Focused Clinical for semester. Complete Nursing Care Plan for Selected Patient & Review with Faculty & Preceptor.</p>	<p>Preceptor to Assign Patients Consistent with Class Concepts when Possible.</p>
4	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week. Complete Nursing Care Plan for Selected Patient & Review with Faculty & Preceptor</p>	<p>Preceptor to Assign Patients Consistent with Class Concepts when Possible.</p>
5	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week. Complete Nursing Care Plan for Selected Patient & Review with Faculty and Preceptor Identify pregnant woman or family to follow from antepartum,</p>	<p>Preceptor to Assign Patients Consistent with Class Concepts when Possible.</p>
	<p>delivery, through post-partum for Obstetric Focused Clinical for semester.</p>	
6	<p>ACUTE CARE UNIT Provide nursing care to 1-2 patients in tan acute-care unit focused on meeting the course objectives with different patients each week. Complete Nursing Care Plan for Selected Patient & Review with Faculty & Preceptor.</p>	<p>Preceptor to Assign Patients Consistent with Class Concepts when Possible.</p>
7	<p>CLINIC Provide nursing care to patients of different ages as selected by the preceptor assigned to focus on meeting course objectives and providing opportunity to develop nursing skills. Select a Peri-operative Focused Clinical Project for the semester. Identify surgical patient to follow from pre-operative, operative, and post-operative.</p>	<p>Preceptor to Select Patients of Any Age with Conditions Consistent with Class Concepts when Possible</p>

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8	<p>CLINIC Provide nursing care to patients of different ages as assigned with clinic focus on meeting course objectives and skill development. Formative Clinical Evaluation</p>	<p>Preceptor to Select Patients of Any Age with Conditions Consistent with Class Concepts</p>
9	<p>CLINIC Provide nursing care to patients of different ages as selected by the preceptor with focus on meeting course objectives and providing learning opportunities to meet weekly goals. Continue skill development related to nursing assessment and management.</p>	<p>Preceptor to Select Patients of Any Age with Conditions Consistent with Class Concepts</p>
10	<p>CLINIC Provide nursing care to patients of different ages as selected by the preceptor with focus on meeting course objectives and developing nursing skills.</p>	<p>Preceptor to Select Patients of Any Age with Conditions Consistent with Class Concepts</p>
11	<p>HOME HEALTH Gain experience with the role of the home health nurse to obtain data for the initial patient and home assessment. Develop insight into the role of the home health nurse.</p>	<p>Assigned with Preceptor to Assist with Assessment</p>
12	<p>HOME HEALTH Focus on patient care required by patient and develop an understanding of different approaches to care provided in the home. Provide nursing care to patients in a Home Health Setting focused on meeting the course objectives with different patients each week.</p>	<p>Assigned with Preceptor to Assist with Assessment and Care.</p>
13	<p>HOME HEALTH Provide nursing care to patients in a Home Health Setting focused on meeting the course objectives with different</p>	<p>Assigned with Preceptor to Assist with Assessment &</p>
	<p>patients each week.</p>	<p>Assignment</p>
14	<p>SENIOR LIFE SOLUTIONS Assist assigned patient as needed. Behavioral Health Case Study Report</p>	<p>Counselors will Assign Patients</p>



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15	SENIOR LIFE SOLUTIONS Assist assigned patient as needed	Counselors will Assign Patients
16	Submit semester report of Geriatric and other Focused Clinical Projects to faculty. Final Clinical Evaluation	



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Sample Rotation for Multiple Groups in Clinical Settings (Assignment
 may be adapted to experiences available.)

	Group 1	Group 2	Group 3	Group 4
Week 1	Orientation	Orientation	Orientation	Orientation
Week 2	Skills- Administration of Blood Products	Skills- Administration of Blood Products	Skills- Administration of Blood Products	Skills- Administration of Blood Products
Week 3	Acute Setting	Acute Setting	Clinic	Home Health
Week 4	Acute Setting	Acute Setting	Clinic	Home Health
Week 5	Acute Setting	Acute Setting	Clinic	Home Health
Week 6	Clinic	Home Health	Acute Setting	Acute setting
Week 7	Clinic	Home Health	Acute Setting	Acute setting
Week 8	Clinic	Home Health	Acute Setting	Senior Life Solutions
Week 9	Acute Setting	Acute Setting	Home Health	Senior Life Solutions
Week 10	Acute Setting	Acute Setting	Senior Services	Clinic
Week 11	Acute Setting	Acute Setting	Senior Services	Clinic
Week 12	Home Health	Senior Life Solutions	Acute Setting	Acute setting
Week 13	Home Health	Senior life solutions	Acute Setting	Acute setting
Week 14	Senior Life Solutions	Clinic	Acute Setting	Acute setting
Week 15	Senior Life Solutions	Clinic	Acute Setting	Acute Setting
Week 16	Clinical Eval			

Each group may include up to 5 students, based on availability of learning opportunities.



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Following orientation and skills update, each rotation is 3 weeks, subject to adjustment for space and learning opportunities available.

Settings: Acute - hospital at bedside; Senior Life Solutions @ BBRMC, HHA - Home health agency; Clinic - various primary care clinics and community care settings/services. Clinical experiences at each setting, as the student progresses, will be based on progressive knowledge and skills they have experienced and opportunities to practice those skills with patients while supervised by faculty or preceptors.

In addition to these assignments the students will implement Focused Clinical Projects with Geriatric, Peri-Operative, and Obstetrical patients and a Behavioral Health Case Study, as opportunities are available over each of the three clinical semesters, Junior Spring and Senior Fall and Spring.

COURSE EXPECTATIONS:

Orientation to Course: Students will participate in course orientation and orientation to designated hospitals, community agencies, and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.



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6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology:** If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- **Responses to emails and course postings:** Please respond to faculty requests and/or communications within 24 hours. Use Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6 PM if possible. Messages received on the weekends or holidays will be answered on the next working day.
- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 5 days of submission.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at scheduled Simulation Skills Laboratory and off-site clinical learning, both face-to-face and online.
- On-time arrival for scheduled Simulation Skills Laboratory and off-site clinical learning experiences is expected. See Nursing Student Handbook for details.
- Attire and appearance requirements are outlined in the Nursing Student Handbook.
- Students are accountable to adhere to Texas Board of Nursing Nurse Practice Act and Regulations, including Standards of Practice, and federal regulations related Health Insurance Portability and Accountability Act (HIPAA), patient confidentiality, and other national standards as indicated in the Nursing Student Handbook.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.

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- This course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a scheduled Simulation Skills Laboratory and off-site clinical learning experiences or complete an assignment by the due date, you must contact your faculty by phone, email or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
 - b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person’s joke may be another person’s insult.
 - c. Do not use all caps in the message box (it is considered shouting).
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when participating online.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.

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- a. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
 - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 - c. When posting a response, make sure you identify the post to which you are responding.
 - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
 - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
- a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author’s name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another’s ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
 - b. If the posting is going to be long, use paragraphs.
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
 - d. Just as you would proofread a formal paper, before posting:
 - i. Read what you have written for content; ii. Rethink what you have written for tone; iii. Reread what you have written for organization and coherence; and iv. Revise what you have written for grammar, punctuation and mechanics.
 - e. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don’t send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:



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Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a nonadministered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.



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In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the Uvalde Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students **MUST** have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance- education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.



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GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

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Nursing Skills Competency Evaluation

Each student must successfully complete all pass-fail experiences, including return Demonstrations to receive credit for evaluation of designated nursing skills competencies. Students will have **three** opportunities to repeat the skill. If students are not successful in passing the skill after three (3) attempts, they will be individually counseled and a plan for remediation will be developed. **Failure to appear for a demonstration, scheduled practice or check-off will be viewed as an unexcused absence.**

Attendance is required for all scheduled skills demonstrations and practice sessions in the Nursing Simulation Laboratory. Independent practice of skills is necessary and required before your scheduled practice with lab faculty, staff, or check off time. Lack of preparedness or student work schedules are **not** acceptable reasons for absence and are not acceptable.

Procedure for competency validation

- a. Sign up for validation sessions in advance.
- b. Pick a skill by random draw before beginning the validation.
- c. Be sure to stand so that your actions and statements are clear to the evaluator.
- d. Faculty will review student performance and will provide written feedback.

Electronic coaching or notes of any kind are not allowed during validation. Use of such will result in failure of that skill and may be reviewed for academic dishonesty.

Students are not permitted to discuss any aspect of the scenario after validation with anyone except a faculty member or lab instructor. Indication of such will result in the automatic failure of that skill and may be reviewed for academic dishonesty.

Examples of Procedures/Skills to be included in the Competency Evaluation

Safety of patient, nurse, and environment, hand washing, moving and positioning patients, actions to prevent deep vein thromboses.
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Safety and comfort measures: hand washing asepsis and infection control, wounds and dressing changes, application of heat and cold.



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Hygiene (skin and oral), bathing, skin care, bed making.
Ventilation age-specific cases.
Nutrition to patients from diverse backgrounds and cultural variation in nutrition: feeding, insertion and use of feeding tubes, fluid balance assessment. Education for culturally specific or age-specific diets.
Mobility: planning/implementing/monitoring and evaluating procedures for mobility: positioning, transfers, ambulating, use of restraints
Elimination: assistance in meeting elimination needs (acute and chronic): insertion of urinary catheter (female and male), placing patient on a bed pan, giving an enema, using bedpan and urinals.
Nasogastric tube insertion, urinary catheterization (female and male), sterile dressing change, patient positioning/transfer/ambulating

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Professional Communication Using I-SBAR Format

Complete this first section the first time you report on this patient	
Identify self	Identify your name and role/relationship to patient
Situation	Identify patient by date of birth, include name, age, and gender Unit location and Room number Physician/Providers
Background	Admission diagnosis (date of surgery) Past medical history that is significant (hypertension, CHF, etc.) Allergies
Include the following in each report as applicable	
Assessment	Code status (any advance directives, Do Not Resuscitate Orders [DNR], Power of Attorney for Health Care [POAHC]) Procedures done in previous 24 hours including results/outcomes (include where we stand with post-procedure vitals/assessment) Abnormal and relevant assessment findings Abnormal vital signs IV fluids/drips/site; when site is to be changed Current pain score – what has been done to manage pain Safety needs – fall risk, skin risk, etc.
Recommendations	Needed changes in the plan of care (diet, activity, medication, consultations)? What are you concerned about? Discharge planning Pending labs/x-rays, etc. Calls out to Dr. _____ about _____ What the next shift needs to do or to be aware of – i.e., labs to be drawn in the AM, etc.

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Evaluation Rubric Nursing Care Plan

Student Name: _____
 Instructor: _____

Date: _____

Plan of Care completed and reviewed with clinical instructor in timely manner:

Plan of Care must be clear, complete, concise, and reflect individual patient needs.

Plan of Care submitted in timely manner: Satisfactory _____ Unsatisfactory _____ Total Score _____

Domains	Level: Accomplished Score = 3	Level: Proficient Score = 2	Level: Evolving Score = 1	Level: Not Evident Score = 0	Total
Critical Thinking	Logical interpretation of data independently Creative (3)	Logical interpretation of data with minimal help from instructor (2)	Logical interpretation of data with maximum help from instructor (1)	No interpretation of data (0)	
Problem Identification	Identifies and prioritizes problems independently (3)	Identifies and prioritizes problems with minimal help from instructor (2)	Identifies and prioritizes problems with maximum help from instructor (1)	Unable to identify and prioritize problems (0)	
Problem Solving	Identifies and implements appropriate nursing interventions independently (3)	Identifies and implements appropriate nursing interventions with minimal help from instructor (2)	Identifies and implements appropriate nursing interventions with maximum help from instructor (1)	Fails to identify and implement appropriate nursing interventions with maximum assistance (0)	
Teaching Plan	Evaluation and Teaching Independently (3)	Evaluation and Teaching require minimal assistance from instructor (2)	Evaluation and Teaching require maximum assistance from instructor (1)	Fails to evaluate outcomes No teaching plan (0)	

The student's ability to use the nursing process is evaluated weekly. The ability to safely meet patient care needs in a competent and caring manner is assessed when the student completes the Nursing Care Plan. The Nursing Care Plan must be submitted by midnight of the day following the clinical experience.

Students are scored using this rubric to show progression of learning and implementation of the nursing process. The student earns a grade in one of four levels, determined by how much help and guidance is needed by the student. Students are expected to achieve scores at the Proficient Level by Week 8 of the clinical rotation. If a student demonstrates less than Proficient, a referral for remediation will be made by the instructor to support the student's progression to at least a Proficient Level.



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Clinical Reflective Journal

Name _____ Date _____

The Clinical Reflective Journal is a process of inquiry that supports students' development of clinical judgment and reasoning, professional behaviors, knowledge, skills, and compassion by examining and exploring their clinical experiences. By recapturing an experience through reflection, students are able to examine how theory relates to clinical experiences, to develop self-awareness, and to organize their thinking (Bulman and Schutz, 2008). Reflection helps students to debrief clinical simulation and practice experiences and to gain a deeper understanding of approaches for relating to patients, families, communities, and inter-disciplinary team members. Students complete a Clinical Reflective Journal following each weekly clinical experience.

You may use these questions to guide your reflections or use free writing.

What did you notice about your performance this week?

What excited, troubled, or unnerved you?

What do you think your patient or patient gained from your interaction?

What was the most significant thing that happened to you as a learner this week?

What knowledge did you draw upon this week to support your care?

What additional knowledge do you need to gain based on your experience this week?

What did you learn about yourself?



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Patient Concepts II 12 Step or similar program Guided Reflection

1. What type of meeting did you attend and what motivated your decision to choose this meeting?
2. Describe your thoughts or concerns prior to arriving at your chosen meeting.
3. What were your initial impressions upon entering the meeting space and interactions with others prior to the start of the meeting?
4. Described what you noticed about the meeting as you spent more time there.
5. Describe any similarities or differences in this experience compared to your experiences encountered in nursing school or personal life.
6. Describe any stresses that you experienced during this activity.
7. List at least two ways that your nursing practice expanded during this experience.
8. Describe any changes in your values or feelings as a result of this experience.

Proof of Attendance at a 12 Step/Addictions Support Group

The nursing students at Sul Ross University have been given an assignment to attend a self-help meeting to enhance their study of substance use, substance dependence, and addictive disorders. This observation is merely for clinical education and to learn about the 12 Step Model as it pertains to recovery. Our students have agreed to the principles of HIPPA as part of our Division requirements and have signed the nursing program's documents concerning privacy issues.

We understand that you may have your own forms for such observation experiences.



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We appreciate the opportunity for our students to learn about the valuable resource of the 12 Step Model and other models of recovery.

_____ was in attendance for a full meeting on
_____ (date).

_____ Signature of meeting participant/leader

Teaching Project

Title of presentation _____

Purpose for teaching _____

Directions:

1. Assess Patient's learning needs.
2. Document learning objectives (patient centered and measurable) and outline teaching plan for each objective (be specific: include topics and subtopics- points to be covered under each).
3. Identify teaching strategies to use (methods used to present content, i.e. audiovisual aids and handouts) and provide copies the patient will use.
4. Identify method of evaluation for each objective.
5. Provide references used to develop the plan using APA—minimum of 4 references from refereed journals—and include copies with plan.
6. Following implementing the teaching plan, write a brief report:
 - a. Identify patient's responses to illustrate how Outcome Criteria are met or not met.
 - b. Appraise the overall teaching experience and identify plans to address future learning needs or teaching approaches.



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Assess Patient Learning Needs	Topic Objectives and Outline	Teaching Strategy and Education Materials	Outcome Criteria

Grading Rubric for Behavioral Case Study

Student:

Criteria	Excellent 5	Good 4	Average 3	Weak 0-2	Score
PatientCentered Content:	Provides comprehensive insight, understanding, and reflective thought about the case.	Provides moderate amount of insight, understanding, and reflective thought about the case.	Provides minimal insight, understanding, and reflective thought about the case.	Provides no insight, understanding, or reflective thought about the case.	

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Evidence-Based Resources:	Excellent use of research to support case presentation and analysis. Sources are reputable and cited.	Considerable use of research to support case presentation and analysis. Sources are cited	Some use of research to support analysis. Lacks citation when needed	Use of research to support analysis questionable. No citations.	
Patient- Centered Critical Thinking:	Demonstrates excellent critical thinking when identifying and discussing the various factors affecting the case.	Demonstrates considerable critical thinking when identifying and discussing the various factors affecting the case.	Demonstrates some critical thinking when identifying and discussing the various factors affecting the case.	Demonstrates limited critical thinking when identifying and discussing the various factors affecting the case.	
Informatics Communication:	Presented in a very clear, concise, and logical manner. Students display a clear understanding of the case and present it with a relaxed informed style. Layout and use of font, bullets and headings enhance content and increase readability. Graphics enhance the content.	Presented in a clear and logical manner. Students display some complex aspects of the case with minimum consideration of resources. Presentation style is factual but limited in engagement. Visual appeal and readability is occasionally enhanced by font, headings and bullets. Limited use of graphics.	Presented in factually limited way but logical in scope. Students' presentation style is awkward and lacks audience engagement. Case fails to examine the complexities evident. Visual appeal and readability are acceptable but challenged by font, headings, and bullets. Graphics lack pertinence to content.	Presented in a clear, concise, or logical manner. Students read slides. Case lacks important aspects needed to fully discuss the case. Visual appeal and readability are challenged by font, headings, and bullets. No graphics.	

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Informatics Technical:	No spelling, grammar, or structural mistakes. Includes links to websites or documents that enhance the information. All links accessible.	Limited spelling, grammar, and structural mistakes. Includes links to websites or documents, but not all links enhance the information. All links accessible.	Some spelling, grammar, and structural mistakes. Includes links to websites or documents which add little value to the information. Not all links accessible.	Numerous spelling, grammar, and structural mistakes. Links not included, inaccessible, or are of poor quality and do not add any value to the information presented.	
Peer Evaluation: Teamwork & Collaboration: Individual Effort	Contributes equally with partner to develop a comprehensive case study. Meets deadlines. Efforts are recognized by partner.	Assists some with partner. Meets deadline. Efforts are minimally recognized by partner.	Provides minimal assistance to partner. Problems with deadlines as set by the team. Efforts are questioned by partner	Does not contribute to the project. Ignores deadlines. Fails to respect the work of the team reflected in peer evaluation.	
Total mark <i>Max possible 30</i> . Final grade reflects the project as a whole with the individual effort evaluation. 30-26: = 100 25- 21: = 90 20-16: = 80 15-0: = 68					

Additional Comments:

Faculty:

Date:



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SKILLS COMPETENCY ASSESSMENT FORM

Student: _____ **Semester:** _____

Preceptor _____

Faculty: _____

Instructions: Students will be evaluated wherever clinical activities occur. Clinical activities occur in Nursing Skills and Simulation Laboratory and agencies.

Scale of 4 to 0 using the following:

- 4 = Accomplished (routinely and consistently demonstrates competency)
- 3 = Proficient (demonstrates competency in most situations)
- 2 = Evolving (demonstrates basic competency with faculty/preceptor support or reminders)
- 1 = Developing (Requires direction or support in order to carry out basic competency)
- 0 = Unsafe (Unable to demonstrate competencies without direct monitoring or instruction)
- CI = Critical Incidence (requires completion of a critical incident report)

All skills must be **Proficient or Evolving** for each course competency at the summative evaluation. Skills evaluated as **“Developing” or “Unsafe”** during any formative evaluation will require the student to successfully complete a Learning Contract in conjunction with the student’s clinical faculty. The student is required to complete a self-evaluation using **this form prior to** the evaluation appointment with the faculty. The Contract form may be copied.

The skills on the following list are expected to be mastered at level 3 or 4 by the end of the course. Once the skill is demonstrated as mastered the score and date are entered into the chart.

Initial	Follow-up	Clinical Competency Assessment
Date & Grade	Date & Grade	Skill –



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Learning Contract

Student _____ Faculty _____

Course: _____

Concern: _____

Skill Attempt 1 2 3

Objectives (What am I going to learn?)	
Strategies and Resources (How am I going to learn it?)	
Time Frame (When will I need to finish?)	



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Evidence of Completion (How will I know that I have learned it?)	
Verification/Evaluation (How will I prove that I have learned it?)	

The signatures below indicate approval/completion of the contract:

_____	_____	_____	_____
Student	Date	Faculty	Date
cc Course Coordinator verifying evidence of completion			Date

CLINICAL PERFORMANCE EVALUATION

Student: _____

Semester: _____

Preceptor _____

Faculty: _____

Instructions: Students will be evaluated at midterm and final for where clinical activities occur. Clinical activities occur in the Skills and Simulation Laboratory and agencies.

Scale of 4 to 0 using the following:

4 = Accomplished (routinely and consistently demonstrates competency)



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- 3= Proficient (demonstrates competency in most situations)
- 2= Evolving (demonstrates basic competency with faculty/preceptor support or reminders)
- 1= Developing (Requires direction or support in order to carry out basic competency)
- 0 = Unsafe (Unable to demonstrate competencies without direct monitoring or instruction)
- NO = No Opportunity (did not have the opportunity to demonstrate competency based on clinical setting or experience)
- CI = Critical Incidence (requires completion of a Department of Nursing Critical Incidence Report and a Learning Contract)

Scoring sample **56 items X 4 = 224 = 100%**
 56 items X 3 = 168 = 75%
 56 items X 2 = 112 = 50%

The final passing score for the semester must be 75% or higher as for each course competency (Accomplished, Proficient, and Developing). Behaviors evaluated as “Developing” or “Unsafe” during any formative evaluation will require the student to successfully complete a Learning Contract in conjunction with the student’s clinical faculty. The student is required to complete a selfevaluation using this form prior to the evaluation appointment with the faculty.

Students who are rated at “Unsafe” in any course competency by the end of the semester will not pass the course.

Score	Midterm	Score	Final
	Professional Nursing Standards		Professional Nursing Standards
	Standard 1: Clinical Attendance, Scheduling, and Appearance		Standard 1: Clinical Attendance, Scheduling, and Appearance
	Adheres to institutional policies and procedures		Adheres to institutional policies and procedures
	Accountable for developing and adhering to schedule		Accountable for developing and adhering to schedule

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	Attends clinical on time		Attends clinical on time
	Adheres to dress code		Adheres to dress code
	Standard 2 – Professional Behaviors		Standard 2 – Professional Behaviors
	Maintains patient confidentiality		Maintains patient confidentiality
	Exhibits professional attitude		Exhibits professional attitude
	Exhibits civility and respect for patients, colleagues, staff and families		Exhibits civility and respect for patients, colleagues, staff and families
	Seeks out resources to inform practice		Seeks out resources to inform practice
	Standard 3 – Professional Integrity		Standard 3 – Professional Integrity
	Accountable for learning and clinical preparation		Accountable for learning and clinical preparation
	Seeks out and engages in learning opportunities		Seeks out and engages in learning opportunities
	Accepts individual responsibility and accountability for actions		Accepts individual responsibility and accountability for actions
	Accepts constructive criticism and develops a plan of action of improvement		Accepts constructive criticism and develops a plan of action of improvement
	Applies legal and ethical standards		Applies legal and ethical standards
	Member of the Profession		Member of the Profession
	1. Demonstrate a systematic approach to provide holistic, culturally sensitive, and evidencebased nursing care to address the health-care needs of patients and families across the life span as evidenced by:		1. Demonstrate a systematic approach to provide holistic, culturally sensitive, and evidencebased nursing care to address the health-care needs of patients and families across the life span as evidenced by:
	Communicates clearly with Patient, Family, and Community		Communicates clearly with Patient, Family, and Community
	Values cultural and health beliefs of Patient, Family, and Community		Values cultural and health beliefs of Patient, Family, and Community

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	Contributes to the coordination of care for the Patient, Family, and Community
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Score	Midterm	Score	Final
	Demonstrates clinical reasoning and judgment in planning and providing patient-centered care		Demonstrates clinical reasoning and judgment in planning and providing patient-centered care
	2. Apply communication techniques and skills to establish and maintain professional relationships with patients and individual health-care team members.		2. Apply communication techniques and skills to establish and maintain professional relationships with patients and individual health-care team members.
	Establishes professional boundaries as a health provider in the student role both in clinical and the community		Establishes professional boundaries as a health provider in the student role both in clinical and the community
	Seeks input from faculty or staff in situations that create challenges for maintaining professional boundaries in the health-care setting		Seeks input from faculty or staff in situations that create challenges for maintaining professional boundaries in the health-care setting
	Applies therapeutic communication techniques		Applies therapeutic communication techniques
	3. Use self-evaluation, reflection, and peer and faculty feedback to modify and improve practice as evidenced by:		3. Use self-evaluation, reflection, and peer and faculty feedback to modify and improve practice as evidenced by:
	Accountable for individual practice		Accountable for individual practice
	Reflects on practice, evaluates effects of choices and actions on others and patient care		Reflects on practice, evaluates effects of choices and actions on others and patient care.
	Integrates reflection and professional growth in practice and patientcentered care		Integrates reflection and professional growth in practice and patientcentered care

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	Adheres to professional standards of practice		Adheres to professional standards of practice
	Provider of Patient Centered Care		Provider of Patient Centered Care
	4. Demonstrate assessment skills for patients across the life span that delineate or identify change in patient status related to treatment variables span as evidenced by:		4. Demonstrate assessment skills for patients across the life span that delineate or identify change in patient status related to treatment variables span as evidenced by:
	Conducts comprehensive and focused physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs.		Conducts a comprehensive and focused physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs.

Score	Midterm	Score	Final
	Completes assessment in a timely manner as appropriate for the patient and their care.		Completes assessment in a timely manner as appropriate for the patient and their care.
	Documents assessment in a clear organized manner.		Documents assessment in a clear organized manner.
	Interprets and applies assessment findings in the context of the patient presentation		Interprets and applies assessment findings in the context of the patient presentation
	5. Apply knowledge and skills related to selected concepts and to information obtained in previous nursing courses and current assignments to plan and implement the nursing process for assigned patients across the life span as evidenced by:		5. Apply knowledge and skills related to selected concepts and to information obtained in previous nursing courses and current assignments to plan and implement the nursing process for assigned patients across the life span as evidenced by:
	Plans holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance within a variety of healthcare systems		Plans holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance within a variety of healthcare systems

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	Uses the nursing process in providing care for Patient, Family, and Community.		Uses the nursing process in providing care for Patient, Family, and Community.
	Demonstrates clinical reasoning and judgment in planning and providing patient centered care		Demonstrates clinical reasoning and judgment in planning and providing patient centered care
	Accurately prioritizes patient safety		Accurately prioritizes patient safety
	Demonstrates infection control procedures.		Demonstrates infection control procedures.
	6. Assume responsibility and accountability for the quality of nursing care provided to patients and their families, including issues affecting the nurse's role in and delivery of culturally sensitive care as evidenced by:		6. Assume responsibility and accountability for the quality of nursing care provided to patients and their families, including issues affecting the nurse's role in and delivery of culturally sensitive care as evidenced by:
	Demonstrates cultural awareness when providing care for Patient, Family, and Community		Demonstrates cultural awareness when providing care Patient, Family, and Community
	Conducts cultural assessment in relation to the plan of care.		Conducts cultural assessment in relation to the plan of care.
	7. Utilize performance and selfevaluation processes to improve individual nursing practice and		7. Utilize performance and selfevaluation processes to improve individual nursing practice and

Score	Midterm	Score	Final
	enhance professional growth as evidenced by:		enhance professional growth as evidenced by:
	Actively seeks input from faculty for improvement in the clinical setting		Actively seeks input from faculty for improvement in the clinical setting
	Incorporates suggestions for improvement and mid semester evaluations to strengthen clinical practice		Incorporates suggestions for improvement and mid semester evaluations to strengthen clinical practice

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	Uses reflection to self-identify areas of strength and opportunities for improvement		Uses reflection to self-identify areas of strength and opportunities for improvement
	8. Incorporate behavioral, pathophysiological, psychosocial, and growth and development factors which affect patients across the life span and their families with health-care needs when planning and implementing nursing care as evidenced by:		8. Incorporate behavioral, pathophysiological, psychosocial, and growth and development factors which affect patients across the life span and their families with health-care needs when planning and implementing nursing care as evidenced by:
	Care plans reflect holistic factors influencing health		Care plans reflect holistic factors influencing health
	Care plans show evidence of patient collaboration in the delivery of care		Care plans show evidence of patient collaboration in the delivery of care.
	Identifies patient resources that are culturally, financially, and geographically appropriate and patient centered.		Identifies patient resources that are culturally, financially, and geographically appropriate and patient centered.
	9. Utilize evidence-based practice when planning and implementing care for patients across the life span as evidenced by:		9. Utilize evidence-based practice when planning and implementing care for patients across the life span as evidenced by:
	Supports patient-care interventions with evidenced-based findings		Supports patient-care interventions with evidenced-based findings.
	Cites research support for care planning		Cites research support for care planning
	10. Plan, implement, and evaluate a teaching plan for selected concepts utilizing evidencedbased knowledge and principles of the teaching/learning process as evidenced by:		10. Plan, implement, and evaluate a teaching plan for selected concepts utilizing evidencedbased knowledge and principles of the teaching/learning process as evidenced by:
	Assessment of learning needs is evident in the teaching plan.		Assessment of learning needs is evident in the teaching plan.

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	Teaching plan reflects appropriate teaching methods that are engaging,		Teaching plan reflects appropriate teaching methods that are engaging and patient centered.
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Score	Midterm	Score	Final
	patient-centered, and culturally competent.		
	Evaluation plan for teaching is developed prior to teaching session and adequately assesses knowledge.		Evaluation plan for teaching is developed prior to teaching session and adequately assesses knowledge.
	Reflects on teaching effectiveness and identifies ways to improve.		Reflects on teaching effectiveness and identifies ways to improve
	11. Utilize clinical reasoning to set priorities in the management of nursing care associated with concepts specified for this course as evidenced by:		11. Utilize clinical reasoning to set priorities in the management of nursing care associated with concepts specified for this course as evidenced by:
	Prioritizes patient problems appropriately		Prioritizes patient problems appropriately
	Manages human and material resources effectively		Manages human and material resources effectively
	Patient Safety Advocate		Patient Safety Advocate
	12. Administer and document medications and intravenous fluids using clinical knowledge and safety principles for patients across the life span as evidenced by:		12. Administer and document medications and intravenous fluids using clinical knowledge and safety principles for patients across the life span as evidenced by:
	Administers medications using 2 patient identifiers, 3 checks, and 6 rights at the bedside.		Administers medications using 2 patient identifiers, 3 checks, and 6 rights at the bedside.
	Completes both pre, and postmedication administration assessments as appropriate for the medication and safety factors		Completes both pre- and postmedication administration assessments as appropriate for the medication and safety factors

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	Administers medications in an efficient and timely manner		Administers medications in an efficient and timely manner
	Appropriate use of medication technology, documentation, and dispensing systems as available in the clinical setting		Appropriate use of medication technology, documentation, and dispensing systems as available in the clinical setting.
	13. Inform patients regarding their plans of care and encourage patient autonomy to ensure consistency and accuracy in their care as evidenced by:		13. Inform patients regarding their plans of care and encourage patient autonomy to ensure consistency and accuracy in their care as evidenced by:
	Identifies risks to patients and implements actions to reduce risks		Identifies risks to patients and implements actions to reduce risks
	Collaborates with patients to develop the plan of care		Collaborates with patients to develop the plan of care

Score	Midterm	Score	Final
	14. Promote compliance with immunization programs across the life span to prevent and control communicable diseases for public safety as evidenced by:		14. Promote compliance with immunization programs across the life span to prevent and control communicable diseases for public safety as evidenced by:
	Identifies immunization needs of the patient across the life span		Identifies immunization needs of the patient across the life span
	Incorporates immunization education as appropriate for the patient presentation		Incorporates immunization education as appropriate for the patient presentation
	Collaborates with the health-care team to address immunization needs		Collaborates with the health-care team to address immunization needs
	Member of Health Care Team		Member of Health Care Team

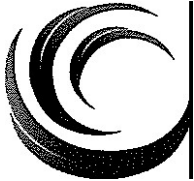
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	15. Demonstrate written and verbal skills to communicate patient information using appropriate and accurate terminology to support decision making and improve patient care as evidenced by:		15. Demonstrate written and verbal skills to communicate patient information using appropriate and accurate terminology to support decision making and improve patient care as evidenced by:
	Uses I-SBAR communication technique in handoffs, patient report, and communications regarding patient needs		Uses I-SBAR communication technique in handoffs, patient report, and communications regarding patient needs
	Communicates effectively and collaboratively with faculty, staff, and team members		Communicates effectively and collaboratively with faculty, staff, and team members.
	Manages patient information systems and use of EHR to ensure accuracy of information and to protect against errors		Manages patient information systems and use of EHR to ensure accuracy of information and to protect against errors
	Applies information management and use of technology according to agency guidelines to communicate and support decision making		Applies information management and use of technology according to agency guidelines to communicate and support decision making
	Documentation is accurate, timely, and maintained in a confidential manner		Documentation is accurate, timely, and maintained in a confidential manner
	16. Develop discharge plan that facilitates the communication among patient, family, and anticipated community resources to meet the continuity of care needs of the patient and family across the life span as evidenced by:		16. Develop discharge plan that facilitates the communication among patient, family, and anticipated community resources to meet the continuity of care needs of the patient and family across the life span as evidenced by:
Score	Midterm	Score	Final
	Identifies goals for discharge in the plan of care		Identifies goals for discharge in the plan of care



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	Assesses and addresses progress toward discharge		Assesses and addresses progress toward discharge
	Collaborates with healthcare team for effective discharge planning		Collaborates with healthcare team for effective discharge planning
	Identifies discharge education and community resource needs		Identifies discharge education and community resource needs
	17. Collaborate with multidisciplinary health-team members to support the patient's right of self-determination and choice in addressing the complex or unmet needs of patients and families from a holistic perspective as evidenced by:		17. Collaborate with multidisciplinary health-team members to support the patient's right of self-determination and choice in addressing the complex or unmet needs of patients and families from a holistic perspective as evidenced by:
	Advocates for patient and families to achieved health-centered goals		Advocates for patient and families to achieved health-centered goals
	Collaborates with staff and providers to address the unmet needs of patients and families		Collaborates with staff and providers to address the unmet needs of patients and families
	Total score for Midterm		Total Score for Final
	Percentage of possible score => 75%		Percentage of possible score => 75%
	Preceptor Evaluation Date _____		Preceptor Evaluation Date _____
	Faculty Evaluation Date _____		Faculty Evaluation Date _____
	Student Self Evaluation Date _____		Student Self Evaluation Date _____



Senior Life

Solutions[®] E::
BIG BEND REGIONAL MEDICAL CENTER



Senior Life Solutions services are designed to provide assistance to individuals suffering from symptoms of depression and anxiety often related to aging including:
Hopelessness
Loneliness Restlessness Sadness

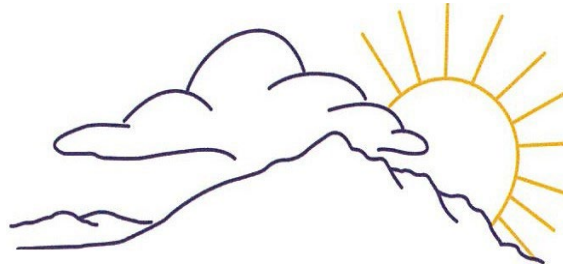
Senior Life Solutions is a program dedicated to addressing the emotional and behavioral health of adults over the age of 65.

Senior Life Solutions program staff includes a board-certified psychiatrist, a licensed therapist, a registered nurse and other trained professionals to ensure you receive the best possible care.

Senior Life Solutions program referrals can be made by anyone, including a patient's physician, family member, or other healthcare professional. If you or someone you know could benefit from this program, please contact us.



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Aging brings many joys, but our older years can also bring difficult life transitions and the loss of loved ones .

Senior Life Solutions, an intensive outpatient group therapy program, is designed to meet the needs of individuals over the age of 65 struggling with depression and anxiety often related to aging.

If you or someone you know is experiencing any of the following, we can help:

Recently experienced a traumatic event

Loss of spouse or close family member

Loss of interest in previously enjoyed activities

Changes in appetite

Difficulty sleeping

Loss of energy

Feelings of sadness or grief lasting more than two weeks

Feelings of worthlessness or hopelessness

Following an individual assessment, group participants meet three times per week in a supportive, encouraging setting. Anyone can refer individuals to the group including family members, physicians, or other health professionals

**Depression is not a normal part of growing older.
You're not alone**

MEET THE SENIOR LIFE SOLUTIONS TEAM Our patients are offered services by an interdisciplinary team of caring, experienced, behavioral health professionals, which includes a psychiatrist, licensed therapist, and registered nurse. For more information about Senior Life Solutions, contact our dedicated staff at Big Bend



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Regional Medical Center. 432-837-0455 [f](#) Senior Life
Solutions®

What is Senior Life Solutions? What Providers Need to Know:

- Senior Life Solutions is an intensive outpatient counseling program for adults ages 65 and older.
- Services offered include: psychiatric evaluation, group therapy, individual therapy, family therapy, medication education, psychiatric medication, management, resource development, and discharge planning,
- **Problems that meet admission criteria include, but are not limited to:**
 - Recently experienced a traumatic event
 - Loss of spouse or close family member
 - Loss of interest in previously enjoyed activities
 - Changes in appetite
 - Difficulty sleeping
 - Loss of energy
 - Feelings of sadness or grief lasting more than two weeks
 - Feelings of worthlessness or hopelessness
- The plan of care is individualized and usually starts with 3 treatment days each week for about 4 hours each day, decreasing in time as the participant progresses.
- Follow-up care is provided in the form of continued contact from staff and resource development as needed.
- Each participant's primary care physician will be consulted regarding medication changes and progress of treatment as needed for coordination of care.
- Senior Life Solutions staff members are available to provide educational staff in-service training and other outreach organizations. Quality of life does not have to stop as we get older. We can help!

**ANYONE CAN MAKE A REFERRAL TO SENIOR LIFE SOLUTIONS, INCLUDING
PRIMARY CARE
PHYSICIANS, SPECIALISTS, FAMILY MEMBERS, FRIENDS, COMMUNITY
GROUPS, AND NURSING**



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OR RESIDENTIAL FACILITIES. TO MAKE A REFERRAL, OR FOR MORE INFORMATION, PLEASE CONTACT OUR STAFF:

- **BIG BEND REGIONAL**
- **Medical Center**
- **432-837-0455**

➤ **Senior Life Solutions**

Do you feel like you've lost your "zest" for life?

Take a look at the checklist below and check your mood.

- Loss of interest in previously enjoyed activities;
- Feelings of sadness or grief lasting more than two weeks;
- Loss of energy, feeling tired all the time;
- Physical symptoms that can't be otherwise explained
(headaches, stomach aches, constipation, etc.);
- Feelings of worthlessness;
- Feelings of hopelessness;
- Feelings of guilt;
- Not able to concentrate or think clearly;
- Changes in appetite (either eating too much or too little);
- Change of sleeping patterns (sleeping too much or too little);

If you've checked four or more of the above, it may be time to talk to someone. Senior Life Solutions offers a free, confidential consultation. We specialize in the care of late life depression. We believe quality of life does not have to stop as we get older. We can help!

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Crosswalk of Course Objectives with TBON DECs and AACN Essentials

Objectives	CLINICAL DECs	AACN Essentials
Member of Profession		
1. Demonstrate a systematic approach to provide holistic, culturally sensitive, and evidence-based nursing care to address the health-care needs of patients and families across the life span.	A.2 B.3b.c. & 5,	I-1, 2, 5; VIII; X-21
2. Apply communication techniques and skills to establish and maintain professional relationships with patients and individual health-care team members.	B.7.a	II-1-10
3. Use self-evaluation, reflection, and peer and faculty feedback to modify and improve practice.	D.3	II-1-10; VIII6, 7, 14
Provider of Patient-Centered Care		
4. Demonstrate assessment skills for patients across the life span that delineate or identify change in patient status related to treatment variables.	A.1.; B 1 a., 2, 3a	IX-1, 9
5. Apply knowledge and skills related to selected concepts, and to information obtained in previous nursing courses and current assignments to plan and implement the nursing process for assigned patients across the life span.	A.2., 3.; B.5.	IX-3, 5, 7
6. Assume responsibility and accountability for the quality of nursing care provided to patients and their families, including issues affecting the nurse's role in and delivery of culturally sensitive care.	D.1., 2.a., b.	VIII-2, 3, 4
7. Utilize performance and self-evaluation processes to improve individual nursing practice and enhance professional growth.	D.3	II-1-10; VIII6, 14
8. Incorporate behavioral, pathophysiological, psychosocial, and growth and development factors which affect patients across the life span and their families with health care needs when planning and implementing nursing care.	D. 3., 4. E, 1, 2. A, b, c.; 8., 9., 12	III-5, 6, 7; IV – 1; IX-5, 8
9. Utilize evidence-based practice when planning and implementing care for patients across the life span.	D. 11; E. 7. a, b.; 11; 12 a. b.	I-6; IX-8, 11
10. Plan, implement, and evaluate a teaching plan for selected concepts utilizing evidenced based knowledge and principles of the teaching/learning process.	G.1.a., 3.	VII-5; IX-7
11. Utilize clinical reasoning to set priorities in the management of nursing care associated with concepts specified for this course.	D. 2.a-d.	III-6
Patient Safety Advocate		
12. Administer and document medications and intravenous fluids using clinical knowledge and safety principles for patients across the life span.	B.3.b 9	IX-3, 16, 21
13. Inform patients regarding their plans of care and encourage patient autonomy to ensure consistency and accuracy in their care.	B.9	VII-4, 5
14. Promote compliance with immunization programs across the life span to prevent and control communicable diseases for public safety.	C.2, 3	VII-7; VII-3



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Member of Health Care Team		
15. Demonstrate written and verbal skills to communicate patient information using appropriate and accurate terminology to support decision making and improve patient care.	E. 1, 3, 5.b., 9.a.	I-4; II-2; VI3
16. Develop discharge plan that facilitates the communication among patient, family, and anticipated community resources to meet the continuity of care needs of the patient and family across the life span.	C. 5.; E. 3.a	VI-2; VII-5; IX-10
17. Collaborate with multi-disciplinary health-team members to support the patient's right of self-determination and choice in addressing the complex or unmet needs of patients and families from a holistic perspective.	B.1a, b, 2. a. D. 4., 6; E. 3.b.; H.3	VII-2; VIII10