

**SUL ROSS STATE UNIVERSITY  
DEPARTMENT OF NURSING  
SPRING SEMESTER JUNIOR YEAR**

**NUR 3441 COMPETENCIES FOR PATIENT CENTERED CARE I**

**SEMESTER HOURS:** Four (4) Semester Credit Hours  
**CLINICAL HOURS:** Two (2) Credits  
**DIDACTIC CONTACT HOURS:** 2 Clock Hours/Week  
**CLINICAL/LAB CONTACT HOURS:** 8 Clock Hours/Week  
**TOTAL CONTACT HOURS:** 160

**PREREQUISITES:** Successful Completion of Previously Assigned Courses

**FACULTY INFORMATION:**

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Office Hours:

Hours available via e-mail: Monday-Sunday

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**COURSE DESCRIPTION:**

This course continues the development of professional nursing skills/competencies required to provide safe nursing care to patients of all ages. Focus is on psychomotor skills with attention to the clinical judgment required to perform skills in a safe, effective manner for each age group. Competencies focus on selected curriculum concepts across the life span and settings. These are repeated and evaluated during skills and simulation labs to achieve mastery before being performed in the clinical setting. Administration of medications, including intravenous access for delivery of medications and blood products, is initiated in this course. Clinical scheduling will provide for continuation of the Geriatric Modules and initiation of Obstetric and Peri-operative Modules.

**STUDENT LEARNING OUTCOMES:**

**MEMBER OF THE PROFESSION**

1. Demonstrate accountability to provide holistic, culturally sensitive and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations and standards.
2. Engage in self-evaluation and reflection to appraise and improve practice.

**PROVIDER OF PATIENT-CENTERED CARE**

3. Demonstrate assessment skills for patients across the life span.
4. Organize patient care activities based upon identified priorities.

5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members.
6. Demonstrate selected nursing activities, interventions, including medication administration as assigned for patients across the life span.
7. Use nursing standards and evidence-based findings to plan, implement, and evaluate nursing care for selected patients and families.

#### **PATIENT SAFETY ADVOCATE**

8. Apply principles of safety in the performance of patient care, including medication administration.
9. Assess potential safety hazards in patient-care environments to reduce patient and community risks.
10. Implement measures to promote aseptic techniques and reduce exposure to infections.

#### **MEMBER OF THE HEALTH CARE TEAM**

11. Demonstrate initial interpersonal and therapeutic communication skills.
12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient.
13. Recognize roles and functions of interdisciplinary team members.
14. Use informatics and technology skills to accurately assess, process, and document patient data.

#### **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 students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

#### **REQUIRED REFERENCES:**

- Callahan, B. (2018). *Clinical nursing skills: A concept-based approach to learning, Volume III* (3<sup>rd</sup> ed.). New York, NY: Pearson. ISBN-13: 9780134616834.
- Halter, M. J. (2018). *Varcarolis' Foundations of psychiatric-mental health nursing: A clinical approach* (8th ed.). St. Louis, MO: Elsevier. ISBN: 9780323389679

## **COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:**

### **LEARNING ACTIVITIES:**

#### **Clinical Skills Competency Evaluation**

Clinical nursing skills will be addressed in the skills lab for demonstration, practice, and evaluation. 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.

#### **Nursing Care Plans**

Each week, as designated, the student will complete a Nursing Care Plan. Guidance and the format will be 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. Students will be introduced to the Nursing Care Plan Format in this course. Group discussions will be arranged for students to identify where data related to competencies might be located in the Care 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. Peri-Operative and Obstetrical

Guidelines provide instruction for these focused clinical experiences.

### **COURSE EVALUATION:**

Each student enrolled in the nursing course NUR 3441 is required to complete evaluation forms provided by SRSU and the course evaluation form attached to each nursing course syllabus. Information provided by students is objective data on which to base course changes to enhance learning potential for each nursing student. In addition, a summary of course, faculty, and clinical evaluations is required in reports submitted to CCNE to maintain national accreditation.

The course evaluation provided in BB with each syllabus must be completed and submitted in a program to provide student anonymity. Submission date is before May 1, 2022. Course grades will be withheld until all course evaluation forms have been completed.

Course evaluation in the nursing curriculum is viewed as a course requirement. Nursing faculty members view this process as the principal source for facilitating change which can enhance the learning process in nursing education.

### **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 discussion boards, online reflections and observations, 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/Assignments                      | 30%               |
| Skills Lab Activities                             | 20%               |
| ATI Med/Surg Practice and Proctored Assessments   | 10%               |
| Completion of Body System Competencies (All Ages) | P/F               |
| Simulation Lab Activities                         | 20%               |
| Clinical Experiences                              | 20%               |
| <b>Total Points</b>                               | <b>100%</b>       |

#### **3. Calculation of Final Grade:**

The final grade is derived as a summary of the points delineated on specific rubrics for assignments and participation. The final letter grade will follow the program grading scale:

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

## **POLICIES FOR EXAMS AND ASSIGNMENTS**

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include 3 examinations and a final. The examination average must be calculated before adding grades from other assignments. When a grade of less than 80% is acquired on any examination, the student will be required to meet with the faculty of record to explore ways to improve test taking ability. A total of 3 sessions will be required with the faculty of record for any one test where 80% is not achieved. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. The Missildine Review is one option which could be initiated to follow student progress.

**Online testing/Assessments:** When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

**Missed Examinations and Makeup Examinations:** Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

**Late and Make-up Assignments:** To achieve the designated points for an assignment, the assignment must be submitted at 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 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 accessed.

**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 off-site clinical experiences based on availability and course learning 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.

## NUR 3441 COMPETENCIES FOR PATIENT CENTERED CARE I

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

| Week & Dates | CONCEPT FOCUSED SKILL DEVELOPMENT<br>(AFFECTIVE, PSYCHOMOTOR, & AFFECTIVE DOMAINS)  | Required Readings & References   | Learning Activities, Assignments, & Submission Dates  |
|--------------|---|--|---|
| Week 1       | <ol style="list-style-type: none"> <li>1. Orientation to course – Nursing Skills and Simulation Lab, plus specific agencies, units, and facilities.</li> <li>2. Discuss and review course guidelines, activities, and expectations, including Geriatric, Peri-Operative and Obstetrical Focused Modules</li> <li>3. Review guidelines and performance expectations for skills and simulation laboratory learning experiences.</li> <li>4. Review environmental and cultural issues which may impact skill development and skill performance.</li> <li>5. Identify safety hazards in the skills and simulation laboratories which may alter nursing practice and expected patient outcomes.</li> </ol> | <p>Review Callahan, B. <i>Clinical Nursing Skills: A Concept-Based Approach to Learning, Vol. III.</i></p> <p>Review format for Nursing Care Plan through EHR Go</p> | <p>Scheduled Orientation to Clinical Agencies Assigned for the spring semester</p> <p>Review Simulation Laboratory Handbook</p> |
| Week 2       | <p>CONCEPT FOCUS: Safety</p> <ol style="list-style-type: none"> <li>1. Identify safety hazards which exist in the skills and simulation laboratories.</li> <li>2. Identify safe methods which will provide the expected safe environment for patients.</li> <li>3. Correct hazards in the skills and simulation laboratories if possible and develop a plan of care to correct more difficult issues identified in your observations.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol>   | <p>Callahan, Skills 15.1 through 15.7</p> <p>ATI Fundamentals Ch. 12, 13, and 18</p>   | <p>Student will identify 3 safety hazards with correction action. Meets Objectives 1-4</p>                                      |

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| Week<br>3 | <p>CONCEPT FOCUS: Infection Skills related to Medical Asepsis, Personal Protective Equipment (PPE), and Isolation Precautions.</p> <p>Include demonstration, practice, documentation, and evaluation.</p> <p>Focus on Infection Control needs and approaches to care.</p> | <p>Pearson Vol I Ch. 9<br/>Callahan, Skills 6.1 to 6.9.</p> | <p>ATI Assignment for Infection</p> <p>Demonstration and Return demonstration in lab. Meet Objective 1-6</p> |
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|           | <ol style="list-style-type: none"> <li>2. Skills Lab-Include demonstration, practice, documentation, and evaluation.</li> <li>3. Identify in your Data Base and the Nursing Care Plan where information related to infection control measures would occur.</li> <li>4. Simulation Lab Assignment, including Debriefing.</li> <li>5. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>6. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol>   |  |   |
| Week<br>4 | <p>CONCEPT FOCUS: Reproduction Skills Related to Antepartum Care, Intrapartum Care, and Post- Partum Care.</p> <ol style="list-style-type: none"> <li>1. Obstetric Focused Clinical- Identify pregnant woman or family to follow from antepartum, through deliver, and post-partum care.</li> <li>2. Skills Lab - Include demonstration, practice, documentation, and evaluation.</li> <li>3. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol> | <p>Pearson Vol II Ch. 33<br/>Callahan, Skills 14.1 through 14.21<br/>ATI Maternal Newborn Nursing Chapters 6, 13, and 20</p> | <p>ATI Assignments for Reproduction</p> <p>Orient to Obstetrical Nursing Care</p> <p>Student will have a patient to follow and do are plan for care. Meets Objectives 1-4</p> |

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| <p>Week<br/>5</p> | <p>CONCEPT FOCUS: Reproduction Skills Related to Newborn and Premature Nursing Needs</p> <ol style="list-style-type: none"> <li>1. Skills Lab - Include demonstration, practice, and evaluation.</li> <li>2. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>3. Identify in your Data Base and the Nursing Care Plan Format where information related to reproduction would be included.</li> </ol> | <p>Pearson Vol II Ch. 33<br/>Callahan, Skills 14.21 through 14.27</p> <p>ATI Maternal Newborn Nursing Chapters 23 and 27</p> | <p>ATI Assignment for Newborn &amp; Premature Care</p> <p>Introduction to Nursing Care Plan Format</p> <p>Test for week 1-4</p> <p>Students will identify 4 types of pelvic</p> <p>Students will identify 3 Postpartum care not monitor</p> <p>Students will identify 2 nursing diagnosis pertaining to care</p> <p>Meets Objectives 1-4</p> |
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|                   | <p>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes</p>   |                                       |   |
| <p>Week<br/>6</p> | <p>CONCEPT FOCUS: Health, Wellness, &amp; Illness, Bio-Psycho-Social-Cultural Response</p> <p>Skills related to</p> <ol style="list-style-type: none"> <li>1. Skills Lab - Include demonstration, practice, documentation, and evaluation.</li> <li>2. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>3. Identify in your Data Base and the Nursing Care Plan where information related to Mental Health would be included.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes</li> </ol> | <p>ATI Fundamentals Chapter 16-25</p> | <p>Students will identify 3 things to promote wellness</p> <p>Students will state 2 nursing diagnosis related to wellness</p> <p>Students will identify 3 prevention actions for wellness</p> <p>Meets objectives 1-4</p> |



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| <p>Week<br/>7</p> | <p><b>CONCEPT FOCUS: Nutrition</b><br/>Skills related to Healthy Eating Habits, Enteral Nutrition, and Using a Feeding Tube</p> <p><b>CONCEPT FOCUS: Metabolism</b><br/>Skills related to Endocrine Disorders, Capillary Blood Specimen and Diabetes Managing.</p> <ol style="list-style-type: none"> <li>1. Skills Lab - Include demonstration, practice, documentation, and evaluation.</li> <li>2. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>3. Identify in your Data Base and the Nursing Care Plan where information related to Nutrition would be included.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes</li> </ol> | <p>Callahan, Skills 10.1 to 10.12</p> <p>Callahan, Skills 8.1 through 8.5.</p> | <p>ATI<br/>Assignment for Nutritional Management</p> <p>Students will name 3 things to check when working with feeding tubes</p> <p>Students will discuss diabetic diets</p> <p>Students will discuss precautions with diabetic patients such as foot care</p> <p>Students will states nursing diagnosis</p> <p>Meets Objectives 1-4</p> |
| <p>Week<br/>8</p> | <p><b>CONCEPT FOCUS: Tissue Integrity</b><br/>Skills Related to Peri-operative Care</p>  | <p>Pearson Vol I Ch 21</p> <p>Callahan, B. Ch. 13 Skills 13.1 through 13.6</p> | <p>Orient to Surgical Patient Care</p>   |

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|  | <ol style="list-style-type: none"> <li>2. Peri-operative Project-Identify a surgical patient to follow from pre-operative, operative, and post-operative management.</li> <li>3. Skills Lab-Include demonstration, practice, documentation and evaluation.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol> <p><b>Formative Clinical Evaluation</b></p> | <p>ATI Medical Surgical Nursing Ch. 94-96</p> | <p>ATI - Assignments for Peri-operative Care</p> <p><b>ATI Med/Surg Practice Exam A</b></p> |
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|               |  |  | <p><b>Students will be able to distinguish between different age groups care of postop patient</b></p> <p><b>Meets Objectives 1-4</b></p>  |
| <p>Week 9</p> | <p><b>CONCEPT FOCUS: Tissue Integrity Skills Related to Wound Care, Dressings, Binders, and Wound Drainage Systems</b></p> <ol style="list-style-type: none"> <li>1. Skills Lab - Include demonstration, practice, documentation, and evaluation.</li> <li>2. Identify in your Data Base and the Nursing Care Plan where information related to tissue integrity would occur.</li> <li>3. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol> | <p>Pearson Vol I Ch. 21</p> <p>Callahan Skills 16.1 through 16.19.</p> | <p>ATI Assignments for Wound Management</p> <p>Students will observe demonstration and then return demonstration for wound care skills</p> <p>Student will identify Nursing diagnosis for postop patients</p> <p>Students will discuss signs/symptoms to assess wounds for</p> <p>Students will discuss how to document wounds and dressings</p> <p>Meets Objectives 1-4</p> |

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| <p>Week<br/>10<br/>Mar.<br/>29</p> | <p>CONCEPT FOCUS: Perfusion Skills Related to Maintaining Blood Volume and Antiembolism Devices.</p> <ol style="list-style-type: none"> <li>1. Skills Lab-Include demonstration, practice, documentation, and evaluation.</li> <li>2. Simulation Lab Assignment, including Debriefing.</li> <li>3. Identify in your Data Base and the Nursing Care Plan where information related to perfusion would occur.</li> <li>4. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>5. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol> | <p>Pearson Vol I Ch. 16</p> <p>Callahan, B. Skills 12.1 to 12.7</p> <p>ATI Medical Surgical Nursing Ch. 25, 40-42</p> | <p>ATI Assignment for Maintaining Blood Volume</p> <p>Analyze the physiology of perfusion in the body.</p> <p>Describe alterations in perfusion.</p> <p>Differentiate common assessment procedures and tests to examine perfusion.</p> <p>Describe priority safety considerations when preparing and administering a unit of blood to a patient.</p> <p>Describe the benefits of applying sequential compression devices to promote circulation in the lower legs.</p> <p>Demonstrate proper placement of SCD's on a patient.</p> |
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| <p>Week<br/>11</p> | <p><b>CONCEPT FOCUS: Oxygenation Skills Related to Assessment, Interventions, Supplemental Oxygen Therapy, Maintaining A Patent Airway, and Lung Expansion.</b></p> <ol style="list-style-type: none"> <li>1. Skills Lab-Include demonstration, practice, documentation, and evaluation.</li> <li>2. Simulation Lab Assignment, including Debriefing.</li> <li>3. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>4. Identify in your Data Base and the Nursing Care Plan where information related to oxygenation would occur.</li> <li>5. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol> | <p>Pearson Vol I Ch. 15</p> <p>Callahan Skills 11.1 through 11.20.</p> <p>ATI Medical Surgical Nursing Ch. 17, 18, and 21</p> | <p>ATI Assignment for Oxygenation.</p> <p>Students will state a nursing diagnosis for asthma</p> <p>Students will identify signs/symptoms of asthma</p> <p>Students will discuss the differences in Bronchitis, COPD, and Emphysema</p> <p>Meets Objectives 1-5</p> <p><b>ATI Med/Surg Practice Exam B</b></p> |
| <p>Week<br/>12</p> | <p><b>CONCEPT FOCUS: Comfort Skills related to Acute/Chronic Pain Management, Heat and Cold Applications and End-of-Life Care</b></p> <ol style="list-style-type: none"> <li>1. Skills Lab - Include demonstration, practice, documentation, and evaluation.</li> <li>2. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> <li>3. Identify in your Data Base and the Nursing Care Plan where information related to patient comfort would be included.</li> <li>4. Critical Thinking and Clinical Judgment Options for Unexpected Outcomes.</li> </ol>  | <p>Pearson Vol I Ch. 3</p> <p>Callahan Skills 3.1 through 3.14</p> <p>ATI Fundamentals for nursing Ch 38 and 41</p>           | <p>ATI Assignment for Pain Management</p> <p>Test for weeks 8-12</p> <p>Students will discuss comfort measures for all age groups</p> <p>Students will discuss comfort measures for patients with sleep apnea machines</p> <p>Meets Objectives 1-4</p>   |

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| <p>Week<br/>13</p> | <p>CONCEPT FOCUS: Fluids and Electrolytes Skills Related to Fluid Balance Measurement and Intravenous Therapy,</p> <ol style="list-style-type: none"> <li>1. Skills Lab - Include demonstration, practice, documentation, and evaluation.</li> <li>2. Identify in your Data Base and the Nursing Care Plan where information related to fluids and electrolytes would be included.</li> <li>3. Simulation Lab Assignment, including Debriefing.</li> <li>4. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> </ol> | <p>Pearson Vol I Ch. 6<br/>Callahan Skills 5.1 through 5.15<br/><br/>ATI Medical Surgical Nursing Ch 59</p>   | <p>ATI Assignment for Fluids and Electrolytes<br/><br/>Students will discuss different tests for kidneys<br/><br/>Demonstration and return demonstration for specimen collections for urinary tract<br/><br/>Meets objectives 1-4</p> |
| <p>Week<br/>14</p> | <p>CONCEPT FOCUS: Elimination Skills related to Collecting Specimens, Bladder Interventions and Bowel Interventions.</p> <ol style="list-style-type: none"> <li>1. Skills Lab-Include demonstration, practice, documentation, and evaluation.</li> <li>2. Identify in your Data Base and the Nursing Care Plan where information related to elimination would be included.</li> <li>3. Simulation Lab Assignment, including Debriefing.</li> <li>4. Provide nursing care to patients in a designated setting focused on meeting the course objectives.</li> </ol>         | <p>Pearson Vol I Ch. 5<br/>Callahan Skills 4.1 through 4.23<br/><br/>ATI Fundamentals Ch. 43 and 44<br/><br/>ATI Medical Surgical Nursing Ch 61</p> | <p>ATI Assignment for Elimination<br/><br/><b>ATI Med/Surg Proctored Assessment</b></p>   |

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| <p>Week<br/>15</p> | <p><b>CONCEPT FOCUS: Mobility</b><br/> Skills related to Balance and Strength, Moving and Transferring, Patient Assistive Devices and Traction and Cast Care.</p> <ol style="list-style-type: none"> <li>1. Skills Lab-Include demonstration, practice, documentation, and evaluation.</li> <li>2. Identify in your Data Base and the Nursing Care Plan where information related to mobility would be included.</li> <li>3. Simulation Lab Assignment, including Debriefing.</li> <li>4. Comprehensive Clinical Simulation Skills Competency Evaluation.</li> </ol> | <p>Pearson Vol I Ch. 13</p> <p>Callahan Skills 9.1 through 9.18</p> <p>ATI Fundamentals Ch. 40</p> <p>ATI Medical Surgical Nursing Ch. 71</p> | <p>ATI Mobility Assignment</p> <p>Students will state nursing diagnosis for mobility</p> <p>Students will discuss cast care</p> <p>Students will discuss traction</p> <p>Meets Objectives 1-4</p> |
| <p>Week<br/>16</p> | <p>Submit semester report of Geriatric, Peri-operative, and Obstetrical Care Clinical Projects to faculty members.<br/> <b>Final Clinical Evaluation</b></p>   | <p><b>FINAL EXAMINATION</b></p>   | <p><b>FINAL EXAMINATION weeks 13-16 and comprehensive</b></p>   |

## NUR 3441 SKILLS AND SIMULATION LAB EXPECTATIONS

**Extended SKILLS AND SIMULATION LAB GUIDELINES: Students will follow the Department of Nursing Skills and Simulation Manuals. In addition, students will follow the guidelines for this course as follows.**

1. Students will follow guidelines for skills practice with peers and check-off times with faculty members.
2. Sign up for practice times when faculty members are available and check-off times when they are posted.
3. All reading and written assignments must be completed and submitted to faculty members at the beginning of the skills experience.
4. All assignments must be completed for the designated concept skills before faculty will observe the final performance of designated skill.
5. Each student will document the time spent while practicing skills and working with peers to increase efficiency and confidence for performing skills.
6. The Individual Student Skills Completion List must be kept current throughout the semester and all documentation must be completed before verification of course grade completion.
7. Students must remain in Skills Lab for the full allotted time unless otherwise notified by the instructor, or previous arrangements have been made.
8. Each student will present a copy of the ATI post-test of the Skills Module to be covered in Skills Lab prior the start of the skills session at the beginning of each week. The grade on the ATI post-test must be 80% or higher.
9. Attire for the skills laboratory is casual, appropriate classroom attire. During skills practice and check-off, hair must be contained to eliminate interference with nursing procedures. Jewelry must also be appropriate to eliminate interference with nursing procedures. Comfortable close toed shoes must be worn to prevent/minimize accidents. Absolutely NO cell phones, piercings, visible tattoos, long nails, or nail polish (except for nude or clear colors) will be accepted in the Skills Lab. Student comportment and dress can affect your grade.
10. The Skills-Lab will be made available for individual practice as often as possible. Please check with your faculty for availability.
11. After mid-semester the simulation laboratory will be utilized to perform several skills which will be required within the Simulation Scenario. It is expected that you will use this opportunity to conduct the skills on a manikin with the ability that you would be able to apply to a patient in the clinical settings.
12. When assigned to the Simulation Laboratory, your appearance, attire, and demeanor must be the same as expected when you are assigned to an external clinical experience.

## **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 to the course 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.
- 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 course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by 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.
- 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 taking an online class.
  - 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.
  - 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.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:**

### **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine, Texas, 79832.

### **Library Information**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender,

national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **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.

### **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.

## STUDENT EVALUATION

### 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

1. Faculty will review student performance and will provide written feedback.
2. Sign up for validation sessions in advance.
3. Pick a skill by random draw before beginning the validation.
4. Be sure to stand so that your actions and statements are clear to the evaluator.
5. 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.  |
| Safety and comfort measures: hand washing asepsis and infection control, wounds and dressing changes, application of heat and cold.   |
| 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.  |

## Professional Communication Using I-SBAR Format

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

## Evaluation Rubric Nursing Care Plan

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

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:<br>Accomplished<br>Score = 3   | Level:<br>Proficient<br>Score = 2   | Level:<br>Evolving<br>Score = 1   | Level:<br>Not Evident<br>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.

## 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.





## 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)

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**      **59 items X 4 = 326 = 100%**

**59 items X 3 = 177 = 75%**

**59 items X 2 = 118 = 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 self-evaluation 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  |
|-------|--|-------|--|
|       | <b>Professional Nursing Standards</b>                              |       | <b>Professional Nursing Standards</b>                              |
|       | <b>Standard 1: Clinical Attendance, Scheduling, and Appearance</b> |       | <b>Standard 1: Clinical Attendance, Scheduling, and Appearance</b> |
|       | Adheres to institutional policies and procedures                   |       | Adheres to institutional policies and procedures                   |
|       | Accountable for adhering to clinical schedule                      |       | Accountable for adhering to clinical schedule                      |
|       | Attends clinical on time   |       | Attends clinical on time   |
|       | Adheres to dress code  |       | Adheres to dress code  |
| Score | Midterm  | Score | Final  |

|              |  |              |  |
|--------------|--|--------------|--|
|              | <b>Standard 2 – Professional Behaviors</b>   |              | <b>Standard 2 – Professional Behaviors</b>   |
|              | 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   |
|              | <b>Standard 3 – Professional Integrity</b>   |              | <b>Standard 3 – Professional Integrity</b>   |
|              | 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  |
|              | <b>Member of the Profession</b>  |              | <b>Member of the Profession</b>  |
|              | <b>1. Demonstrate accountability to provide holistic, culturally sensitive, and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations, and standards as evidenced by:</b> |              | <b>1. Demonstrate accountability to provide holistic, culturally sensitive, and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations, and standards as evidenced by:</b> |
|              | 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   |
|              | Contributes to the coordination of care for the Patient, Family, and Community   |              | Contributes to the coordination of care for the Patient, Family, and Community   |
|              | Applies the nursing process in care for Patient, Family, and Community   |              | Applies the nursing process in care 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   |
|              | Communicates effectively with faculty, staff, and team members   |              | Communicates effectively with faculty, staff, and team members   |
|              | Adheres to professional standards of practice  |              | Adheres to professional standards of practice  |
|              | <b>2. Engage in self-evaluation and reflection to appraise and improve practice as evidenced by:</b>   |              | <b>2. Engage in self-evaluation and reflection to appraise and improve practice as evidenced by:</b>   |
|              | Accountable for individual practice  |              | Accountable for individual practice  |
|              | Reflects on practice, evaluates effects of choices and actions on others   |              | Reflects on practice, evaluates effects of choices and actions on others   |
|              | <b>Provider of Patient Centered Care</b>   |              | <b>Provider of Patient Centered Care</b>   |
| <b>Score</b> | <b>Midterm</b>   | <b>Score</b> | <b>Final</b>   |

|              |  |              |  |
|--------------|--|--------------|--|
|              | <b>3. Demonstrate assessment skills for patients across the life span as evidenced by:</b>   |              | <b>3. Demonstrate assessment skills for patients across the life span as evidenced by:</b>   |
|              | Conducts a comprehensive physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs                                    |              | Conducts a comprehensive and focused psychical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs                       |
|              | Interprets assessment findings in the context of the patient presentation  |              | Interprets assessment findings in the context of the patient presentation  |
|              | Applies assessment findings to the plan of care  |              | Applies assessment findings to the plan of care  |
|              | Recognizes the need for follow-up patient assessment   |              | Recognizes the need for follow-up patient assessment   |
|              | <b>4. Organize patient care activities based upon identified priorities as evidenced by:</b>   |              | <b>4. Organize patient care activities based upon identified priorities as evidenced by:</b>   |
|              | 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 |
|              | 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  |
|              | <b>5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members as evidenced by:</b>         |              | <b>5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members as evidenced by:</b>         |
|              | Communicates clearly with Patient, Family, and Community   |              | Communicates clearly with Patient, Family, and Community   |
|              | Actively seeks to understand the patient experience  |              | Actively seeks to understand the patient experience  |
|              | Delivers compassionate patient-centered care   |              | Delivers compassionate patient-centered care   |
|              | <b>6. Demonstrate selected nursing activities, interventions, including medication administration as assigned for patients across the life span as evidenced by:</b>             |              | <b>6. Demonstrate selected nursing activities, interventions, including medication administration as assigned for patients across the life span as evidenced by:</b>             |
|              | Demonstrates psychomotor clinical skills for efficient, safe, patient-centered care under appropriate faculty supervision.   |              | Demonstrates psychomotor clinical skills for efficient, safe, patient-centered care under appropriate faculty supervision.   |
| <b>Score</b> | <b>Midterm</b>   | <b>Score</b> | <b>Final</b>   |

|              |   |              |   |
|--------------|---|--------------|---|
|              | Engages only in clinical skills in the clinical setting that are successfully demonstrated in the skills lab  |              | Engages only in clinical skills in the clinical setting that are successfully demonstrated in the skills lab  |
|              | Delivers care within the expected time frame  |              | Delivers care within the expected time frame  |
|              | <b>7. Use nursing standards and evidence-based findings to plan, implement, and evaluate nursing care for selected patients and families as evidenced by:</b> |              | <b>7. Use nursing standards and evidence-based findings to plan, implement, and evaluate nursing care for selected patients and families as evidenced by:</b> |
|              | Locate resources appropriate for clinical practice  |              | Locate resources appropriate for clinical practice  |
|              | Adheres to BON standards of practice  |              | Adheres to BON standards of practice  |
|              | <b>Patient Safety Advocate</b>  |              | <b>Patient Safety Advocate</b>  |
|              | <b>8. Apply principles of safety in the performance of patient care with medication administration as evidenced by:</b>                                       |              | <b>8. Apply principles of safety in the performance of patient care with medication administration as evidenced by:</b>                                       |
|              | Provides safe and effective patient-centered care   |              | Provides safe and effective patient-centered care   |
|              | Provides care in a timely and efficient manner  |              | Provides care in a timely and efficient manner  |
|              | Adheres to clinical support technology systems  |              | Adheres to clinical support technology systems  |
|              | 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 post-medication administration assessments as appropriate for the medication and safety factors                                       |              | Completes both pre- and post-medication administration assessments as appropriate for the medication and safety factors                                       |
|              | Uses medication technology dispensing systems as available in the clinical setting  |              | Uses medication technology dispensing systems as available in the clinical setting  |
|              | Completes documentation of medication administration in accordance with facility policy and legal standards   |              | Completes documentation of medication administration in accordance with facility policy and legal standards   |
|              | <b>9. Assess potential safety hazards in patient care environments to reduce patient and community risks as evidenced by:</b>                                 |              | <b>9. Assess potential safety hazards in patient care environments to reduce patient and community risks as evidenced by:</b>                                 |
|              | Identifies risks to patients and implements actions to reduce risks   |              | Identifies risks to patients and implements actions to reduce risks   |
|              | Incorporates patient safety risks in plan of care   |              | Incorporates patient safety risks in plan of care   |
|              | <b>10. Implement measures to promote aseptic techniques and reduce</b>  |              | <b>10. Implement measures to promote aseptic techniques and reduce</b>  |
| <b>Score</b> | <b>Midterm</b>  | <b>Score</b> | <b>Final</b>  |

|              |  |              |   |
|--------------|--|--------------|---|
|              | <b>exposure to infections as evidenced by:</b>   |              | <b>exposure to infections as evidenced by:</b>  |
|              | Demonstrates infection-control standards by consistently completing hand hygiene protocols immediately prior to care and when exiting patient room |              | Demonstrates infection-control standards by consistently completing hand hygiene protocols immediately prior to care and when exiting patient room. |
|              | Demonstrates adherence to isolation protocols in patient care  |              | Demonstrates adherence to isolation protocols during patient care   |
|              | <b>Member of Health Care Team</b>  |              | <b>Member of Health Care Team</b>   |
|              | <b>11. Demonstrate initial interpersonal and therapeutic communication skills as evidenced by:</b>   |              | <b>11. Demonstrate initial interpersonal and therapeutic communication skills as evidenced by:</b>  |
|              | Communicates effectively with faculty, staff, and team members   |              | Communicates effectively with faculty, staff, and team members  |
|              | Uses I-SBAR technique for patient handoffs   |              | Uses I-SBAR technique for patient handoffs  |
|              | Manages human and material resources effectively   |              | Manages human and material resources effectively  |
|              | <b>12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient as evidenced by:</b>                   |              | <b>12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient as evidenced by:</b>                    |
|              | Limits discussion of clinical cases and learning experiences to specified faculty-led activities   |              | Limits discussion of clinical cases and learning experiences to specified faculty-led activities  |
|              | Communicates patient sensitive information to the collaborative team on a need-to-know basis   |              | Communicates patient sensitive information to the collaborative team on a need-to-know basis  |
|              | Adheres to agency, institutional, or organizational policies and procedures for the protection of patient-sensitive information                    |              | Adheres to agency, institutional, or organizational policies and procedures for the protection of patient-sensitive information                     |
|              | <b>13. Recognize roles and functions of interdisciplinary team members as evidenced by:</b>  |              | <b>13. Recognize roles and functions of interdisciplinary team members as evidenced by:</b>   |
|              | Identifies examples of collaborative relationships with members of the interdisciplinary team.   |              | Identifies examples of collaborative relationships with members of the interdisciplinary team.  |
|              | <b>14. Use informatics and technology skills to accurately assess, process, and document patient data as evidenced by:</b>                         |              | <b>14. Use informatics and technology skills to accurately assess, process, and document patient data as evidenced by:</b>                          |
|              | Accesses information effectively   |              | Accesses information effectively  |
|              | 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   |              | Applies information management and use of technology according to   |
| <b>Score</b> | <b>Midterm</b>   | <b>Score</b> | <b>Final</b>  |

|   |  |   |  |
|---|--|---|--|
|   | guidelines to communicate and support decision making                      |   | 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 |
|   | <b>Total score for Midterm</b>   |   | <b>Total Score for Final</b>   |
|   | <b>Percentage of possible score =&gt; 75%</b>                              |   | <b>Percentage of possible score =&gt; 75%</b>                              |
| <b>Faculty Evaluation</b> Date _____      |  | <b>Faculty Evaluation</b> Date _____      |  |
| <b>Student Self Evaluation</b> Date _____ |  | <b>Student Self Evaluation</b> Date _____ |  |

## Crosswalk of Course Objectives with TBON DECs and AACN Essentials

| Objectives  | CLINICAL<br>DECs                              | AACN<br>Essentials                 |
|---|---|------------------------------------|
| <b>Member of Profession</b>   |   |                                    |
| 1. Demonstrate accountability to provide holistic, culturally sensitive, and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations, and standards. | B. 3.b.c.                                     | I-1, 2, 5;<br>VIII; X-21           |
| 2. Engage in self-evaluation and reflection to appraise and improve practice.   | D.3   | II-1-10;<br>VIII-6, 14             |
| <b>Provider of Patient-Centered Care</b>  |   |                                    |
| 3. 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,<br>3a                        | IX-1                               |
| 4. Organize patient-care activities based upon identified priorities.   | A. 2. a., b; B.<br>5.                         | III & VI;<br>IX-3, 13              |
| 5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members.   | E. 4. A, b.; 9.<br>A, b.                      | I- 4; IX-4,<br>16                  |
| 6. Demonstrate selected nursing activities, interventions, including medication administration as assigned for patients across the life span.   | D. 3., 4. E, 1,<br>2. A, b, c.; 8.,<br>9., 12 | III-5, 6, 7;<br>IV – 1;<br>IX-5, 8 |
| 7. Use nursing standards and evidence-based findings to plan, implement, and evaluate nursing care for selected patients and families.  | D. 11; E. 7. a,<br>b.; 11; 12 a. b.           | I-6; IX-11                         |
| <b>Patient Safety Advocate</b>  |   |                                    |
| 8. Apply principles of safety in the performance of patient care, including medication administration.  | B. 1  | II-5; IV 8                         |
| 9. Assess potential safety hazards in patient care environments to reduce patient and community risks.  | B.2, 3.c                                      | II-7; IX-<br>12                    |
| 10. Implement measures to promote aseptic techniques and reduce exposure to infections.   | C.2.a   | II-8                               |
| <b>Member of Health Care Team</b>   |   |                                    |
| 11. Demonstrate initial interpersonal and therapeutic communication skills.   | A. 1; B.3.b 9                                 | I-4; II-2;<br>VI-3                 |
| 12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient.   | C. 2.b; B.9                                   | VIII-10                            |
| 13. Recognize roles and functions of interdisciplinary team members.  | F. 1., G.2.                                   | VI-2                               |
| 14. Use informatics and technology skills to accurately assess, process, and document patient data.   | E. 1.a., 3.a., 4.                             | IV-1, 2                            |