SUL ROSS STATE UNIVERSITY

DEPARTMENT OF NURSING
NUR 4544
Competencies for Patient Centered Care lll
Spring Senior Year

NUR 4544 COMPETENCIES FOR PATIENT CENTERED CARE III
SEMESTER HOURS: Five (5) Credit Hours
CONTACT HOURS: A minimum of 20 Contact Hours per Week
TOTAL CONTACT HOURS: 320 Clock Hours

LEVEL: Senior

PREREQUISITES: Successful completion of all previously assigned courses

FACULTY INFORMATION:
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COURSE DESCRIPTION: This course focuses on concepts and skills for the development of the professional nurse's role in advanced nursing situations with all aged patients/families involving multiple body system in intermediate and critical-care settings. Emphasis is on knowledge, judgment, skills, and professional values within a legal /ethical framework. Development of beginning leadership and management skills will be reflected in direct-patient learning activities in all clinical sites. Incorporation of evidence-based practice is evident as the basis for decision making for nursing intervention, leadership, and management. Clinical scheduling will provide opportunities to complete Geriatric, Obstetrical, and Peri-operative Modules.

STUDENT CLINICAL OUTCOMES:
Upon completion of this course, the student will be able to:

MEMBER OF THE PROFESSION

1. Collaborate with interdisciplinary health-care team to implement and promote safe, quality care for patients, families, and community across the life span.
2. Demonstrate leadership skills when participating in rural communities to promote health and professional nursing practice.
3. Demonstrate accountability for additional learning needs to exhibit competencies relevant to specific practice areas.

PROVIDER OF PATIENT-CENTERED CARE

4. Apply theory, concepts, complex skills, regulations, and laws associated with patient-centered care in rural health care settings.
5. Apply relevant nursing literature, research, and evidence-based findings to nursing practice and clinical decisions.
6. Analyze and interpret health data for underlying pathophysiological changes in the patient's status to anticipate health-care needs and revise the plan of care.
7. Apply knowledge of disease prevention and health promotion in the delivery of care to at risk patients.

PATIENT SAFETY ADVOCATE

8. Safely perform increasingly complex patient-care activities, including administration of medications and procedures.
9. Communicate and/or document the patient's need for or response to pharmacological and non-pharmacological interventions.
10. Promote patient autonomy by engaging patients in planning care.
11. Employ facility policies and procedures and evidence-based practice guidelines to clarify orders, policies, and/or procedures that may be harmful to the patient.
12. Seek assistance or training whenever new or unfamiliar skills, equipment, or technology are encountered in the clinical area.

MEMBER OF THE HEALTH CARE TEAM

13. Facilitate confidentiality of communication among patients, families, community resources, and the interdisciplinary team to meet health-care needs of the patient and family across the life span.
14. Collaborate with inter-professional team members to promote and improve safe, holistic care and to evaluate outcomes of care.
15. Teach patients, families, and communities about access to health-related information.
16. Use informatics and technology skills to accurately assess, process, and document patient data.
17. Collaborate with inter-professional team members to address natural disasters, emergencies, and trauma events.

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:

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: 978-0135218334.

Barney, D., Haskins, T., Paudel, B. (2019). Rural health policy: Rural disaster preparedness. *Rural Health Policy Institute, National Rural Health Association,* Washington, DC. Category 2.

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.

Hanley, M. A. & Fenton, M.V. (2013). Improvisation and the art of holistic nursing. *Beginnings : American Holistic Nursing,* October; 4-5; 20-22.

Hanley, M. A., Coppa, D, & Shields, D. (2017) A practice-based theory of healing through Therapeutic Touch: Advancing holistic nursing practice. *Journal of Holistic Nursing,* 35, 369-381. https://doi.org/10.1177/089010117721827.

Haskins, T. & Snow, D. (2007). Research Reviews: Tobacco Prevention and Cessation interventions in Diverse Populations. *Journal of Addictions Nursing.* 18(2), 105-107. Category 1

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, C. A., & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5th ed.). New York, NY: Springer.

Preceptor Handbook

Cultural Handbook

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.

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 understanding of approaches to relate to patients, families, communities, and inter-disciplinary 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. The guidance and 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.

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, 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.

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:**

Course Requirements	Percentage
Clinical Reflective Journal	50%
Nursing Care Plans/Concept Maps	50%
Skills Lab Activities	P/F
Simulation Lab Activities	P/F
Clinical Performance Evaluation	P/F
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 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.

Clinical experiences will include areas of health service for patients with acute and chronic problems reflecting more complex management and greater understanding of body change. This could include patient's with multiple body system involvement, such as renal failure and cardiac rehabilitation. Even though acute management of patients in the Big Bend area travel elsewhere for acute management, these same patients return home for continued follow-up care and management to prevent progression of the disorder and complications. Such services will be utilized by students as they gain additional knowledge of nursing care in rural communities.

NUR 4542 COMPETENCIES FOR PATIENT CENTERED CARE III

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

Week Dates	This Schedule Reflects Activities as Assigned to Each Agency	Learning Activities, Assignments, & Submission Dates
Week 1	Orientation to course – Specific Agencies, Units/Facility. Discuss and do an overview of course activities and expectations including Geriatric, Peri-Operative, and Obstetrical Focused Modules and Behavioral Health Case Study.	Complete Assignments as Requested for Orientation
Week 2	Complete Learning Activities Related to care of the Dialysis Patient Receiving Hemodialysis, Peritoneal Dialysis and/or CRRT. Include demonstration, practice, and evaluation.	Callahan, Clinical Nursing Skills 4.24; 4.25; 4.26; & 4.27
Week 3	ACUTE CARE 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. Review patient care plan with faculty & preceptor.	Care for patients linked to weekly exemplars with focus on providing evidenced-based care reflecting greater levels of independence. Attend Pre-& Post Conference
Week 4	ACUTE CARE-DIALYSIS CENTER Provide nursing management to two selected patients in the dialysis center. With guidance from the preceptor, include teaching regarding skin care, nutrition, and fluid management.	Increase collaboration with members of the health care team in a growing area of health management. Attend Pre- & Post Conference
Week 5	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester.	Patient conditions will be linked to current concepts & exemplars as possible. Continue learning experiences with Mother and Infant Attend Pre- & Post Conference
Week 6	CLINIC Provide nursing care for patients of any age in the assigned clinic focused on meeting course objectives and increasing skill development. Develop insight into the relationship between diagnostic data and selected treatment modalities.	Increase nursing independence with assignment as guided by preceptor. Attend Pre-& Post Conference
Week 7	CLINIC Provide nursing care to patients of all ages selected to increase	Complete nursing care activities

		knowledge and skill related to current concepts and exemplars. Include attention to family dynamics and communication skills reflecting understanding of goals directed to achieving health.	assigned by preceptor with focus on documentation and patient goals
		For Peri-operative Focused Clinical Project for the semester identify surgical patient to follow from pre-operative through operative, and post-operative. Select surgical interventions related to currently assigned concepts and exemplars.	Follow peri-operative care as directed by the protocol and guided by the faculty. Attend Pre- & Post Conference
Week 8	CARDIAC REHABILITATION Select a minimum of two patients to assist with the process of returning to maximum potential following cardiac and circulatory intervention. Assisting with progressive return to normal activity provides understanding of continued care for patients in the home setting and opportunities for health-related teaching. **Formative Clinical Evaluation**		Complete nursing care activities assigned by preceptor with focus on teaching. Attend Pre- & Post Conference.
Week 9	SENIOR LIFE SOLUTIONS Provide nursing care to 1-2 patients as selected by Counselors. Provide care as needed and incorporate patterns of therapeutic communication with assigned patients.		Complete patient assignment from Counselors within the framework of care. Attend Pre- & Post Conference
Week 10	SENIOR LIFE SOLUTIONS Provide nursing care to 1-2 patients as selected by Counselors with focus on observed change related to medications & other modalities. Communication targeted at obtaining current status of the patient is significant.		Complete patient assignment & recording. Attend Pre- & Post Conference
Week 11	HOSPICE/PALLIATIVE CARE Management of the final stage of life is gained through role models as well as learned information from faculty & preceptors. Providing care to a minimum of 2 patients with reflection of caring and individualized care is the goal along with meeting other patient needs.		Complete a Process Recording for 1 selected patient. Attend Pre- & Post Conference.
Week 12	HOSPICE/PALLIATIVE CARE Continue to follow-up with previously selected patients when feasible. Report and provide nursing care for changes in physical and behavioral observations.		Continue with the Process Recording & modify as needed. Attend Pre- & Post Conference.
Week	ACUTE CARE		Trauma Mock Drill

13	Provide nursing care for a minimum of two patients selected with current or past trauma. Utilize information obtained to contribute to care of simulated mock trauma victims.	in Simulation Lab
Week 14	ACUTE CARE Provide nursing care for a minimum of two patients with greater independence from preceptor. Activities should reflect strong collaboration with members of the health care team with communication indicative of knowledge obtain. **Behavioral Health Case Study Report**	Preparation for Community Disaster Drill
Week 15	Implement plans for Disaster Drill	Natural and Man-made Disaster Drill
16	Submit semester report of Geriatric and other Focused Clinical Projects to faculty. **Summative Clinical Evaluation**	

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 Related to the Dialysis Patient	Skills Related to the Dialysis Patient	Skills Related to the Dialysis Patient	Skills Related to the Dialysis Patient
Week 3	Dialysis Center	Acute setting	Cardiac Rehabilitation	Hospice/Palliative Care
Week 4	Dialysis Center	Acute setting	~~Cardiac Rehabilitation~~	Hospice/Palliative Care
Week 5	Acute setting	Dialysis Center	Hospice/Palliative Care	Cardiac Rehabilitation
Week 6	Clinic	Dialysis Center	Hospice/Palliative Care	Cardiac Rehabilitation
Week 7	Cardiac Rehabilitation	Hospice/Palliative Care	Dialysis Center	Senior Life Solutions
Week 8	Cardiac Rehabilitation	Hospice/Palliative Care	Dialysis Center	Senior Life Solutions
Week 9	Senior Life Solutions	Cardiac Rehabilitation	Home Health	Dialysis Center
Week 10	Senior Life Solutions	Cardiac Rehabilitation	Home Health	Dialysis Center
Week 11	Acute Setting	Senior Life Solutions	Home Health	Clinic
Week 12	Acute Setting	Senior Life Solutions	Acute setting	Acute setting
Week 13	Home Health/Hospice	Clinic	Senior Life Solutions	Acute setting
Week 14	Home Health/Hospice	Clinic	Senior Life Solutions	Acute setting
Week 15	Disaster Drill	Disaster Drill	Disaster Drill	Disaster Drill
Week 16	Clinical Eval			

Each group may include up to 4 students, based on availability of learning opportunities.

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

Settings: Acute Care Settings, Primary Care Clinics, Senior Life Solutions; Emergency Room; Emergency Medical Services/Fire Departments; Long-term Care; Home Health Agencies, Dialysis Centers, Hospice/Palliative Care, and other community care settings/services, including schools and day-care settings.

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 evaluations. 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 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.
- 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, 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:

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 non-administered 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.

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.

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.

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.

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 is site 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.

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: 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.

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?