

**SUL ROSS STATE UNIVERSITY**

**DEPARTMENT OF NURSING**

**NUR 4544**

**Competencies for Patient Centered Care III  
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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Office Hours:

Hours available via e-mail: 8am to 9pm Monday through Friday.

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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:**

ATI Access  
ATI Review Module  
EHRGo Access

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

**LEARNING ACTIVITIES:**

*Clinical Packet*

The students must submit a completed clinical packet with a head-to-toe assessment, labs, vital signs, etc for every clinical assigned.

*EHRGo*

The students must complete an EHRGo charting assignment for the clinicals assigned.

*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 interdisciplinary team members. Students complete and submit a Clinical Reflective Journal following each weekly clinical experience.

### **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.

### **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:**

<u>Course Requirements</u>	<u>Percentage</u>
Journal Activities	15%
Clinical Packets	35%
EHRGo	35%
Midterm Evaluation	7.5%
Final Evaluation	7.5%
<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 the assignments and participation.

Grading Scale

A = 90-100

B = 80-89

C = 75-79

F= <75

## **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.	
Week 2	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
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.	
Week 4	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
Week 5	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
Week 6	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
Week 7	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	

Week 8	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week</p> <p><b>Mid-Term Clinical Evaluation</b></p>	
Week 9	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week</p>	
Week 10	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week</p>	
Week 11	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week</p>	
Week 12	<p>ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week.</p>	



Week 13	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
Week 14	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
Week 15	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week	
Week 16	ACUTE CARE UNIT: Provide nursing care to 1-2 patients in an acute-care unit focused on meeting the course objectives with different patients each week <b>Summative Clinical Evaluation</b>	



