

NURS 370 Clinical Skills II: Community and Population Health**Abilene Christian University****Spring 2014**

NURS 370

Wednesday: 8 to 5 pm or

Thursday: 8 to 5 pm

3 credit hours

Classroom: Simulation Lab

Dr. Susan Kehl, RN, PhD, CNE, Associate Professor of Nursing

Office:

Office Phone: (325) 674 2265

Cell Phone: (325) 280 1128 (Before 10 pm)

Email: susan.kehl@acu.edu

Fax:

Office hours:

ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Clinical Skills II: Community and Population Health introduces students to competencies needed to apply evidence-based nursing standards within the scope of nursing practice to groups, communities, or populations across the continuum of care, using simulation and clinical experiences in a variety of health care settings.

Prerequisites

Completion of Level 1.

Co-requisites

NURS 360, NURS 361, NURS 371, NURS 380

Course Purpose and Audience

This course is required in the Level 2 semester for junior nursing students. This course provides understanding and application of nursing skills in the care of groups, communities, and targeted

populations within diverse health care settings. The course will allow practice and validation of cognitive and psychomotor skills required of professional nurses in community settings. Student demonstration of professional affective characteristics will be evaluated.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, knowledge, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believes that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty is responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty is responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and wants to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believes that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believes that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources are integrated in this course. The faculty invites the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

This course provides understanding and application of nursing science in the care of groups, communities, and target populations in diverse health care settings. Content covered in the course will be grouped in the categories of Provider of Patient-Centered Care, Patient Safety Advocate, Member of Health Care Team, and Member of the Profession. Specific content includes cast application, removal, pin site care, immobilization devices, traction, care of patients after biological, chemical, and radiation exposure; home care safety, home care teaching, medication self management, managing feeding tubes, and parenteral nutrition at home; specimen collection, mid-stream urine, straight catheter, timed urine collection, occult blood in stool and gastric

secretions, and blood glucose monitoring. Scenarios in triage, disaster preparedness, case management, community referral and placement, teaching assessment and presentations.

Student Goals

After successful completion of this course, as a novice to advanced beginner, the student will:

Provider of Patient-Centered Care

1. Apply and adapt clinical reasoning and established evidenced based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize simple to complex patient (GCP) preferences, values, and needs.

Patient Safety Advocate

2. Demonstrate knowledge of professional, legal, ethical, and regulatory standards for individual performance and identify elements of system effectiveness for safe nursing competencies (KBJSA), planning for the delegation of patient care to others, and state the importance of the efficient use and allocation of health care resources.

Member of Health Care Team

3. Engage patients (GCP) in their care decisions, and demonstrate effective communication skills and participation with the interdisciplinary team for the achievement of the highest potential and safe patient (GCP) health outcomes.
4. Apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (GCP) to ensure safety and quality, application of established evidence-based best practices, and the management of confidential information technology for seamless care and transition within health care systems.

Member of the Profession

5. Demonstrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. Explores the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality improvement, and legal and patient (IFG) advocacy, and participation in professional student nursing organizations.
7. Engage in self care and reflection to prepare for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in life long career and professional development.

Texts and Online Learning Resources

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based*

guide to planning care. St. Louis: Mosby Elsevier.

Evolve. (2008). *Student resources*. Retrieved at <http://evolve.elsevier.com/Potter/Stanhope>

Evolve. (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/Perry/skills>

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Zerwekh>

Perry, A. G. & Potter, P. A. (2010). *Clinical nursing skills & techniques*, 7th ed. St. Louis:

Mosby Elsevier.

Stanhope, M. & Lancaster, J. (2008). *Public health nursing: Population-centered health care in the community*. St. Louis: Mosby Elsevier.

Texas Board of Nursing. (September 2009). *Nursing practice act, nursing peer review, nurse licensure compact, and advanced registered nurse compact*. Retrieved from <http://www.bon.texas.gov/nursinglaw/pdfs/npa2009.pdf>

Texas Board of Nursing. (2010). *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors: vocational (VN), diploma/associate degree (Diploma/ADN), baccalaureate degree (BSN)*. Retrieved from <http://www.bne.state.tx.us/nursingeducation/info.html>

Zerwekh, J. & Garneau, A. Z. (2012). *Nursing today: Transition and trends*. St. Louis:

Elsevier Saunders.

Course Activities

This is a clinical course that meets 9 hours weekly or 135 hours over the 15 week semester. The 16th week will be used for final course evaluations. The student will be assigned weekly readings which are reinforced by written reflective and discussion in clinical post conference. Professional preparation, behavior, and dress is expected in both clinical settings and the simulation laboratory.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of clinical reasoning, holistic, comprehensive assessment of adults, culturally	Exams, quizzes, concept maps, case	Exams and written assignments

sensitive competencies, and evidence- based nursing competences (KBJSa).	studies, written reflection, clinical evaluation tool	averages greater than or equal to 80/100.
The student applies the understanding the health illness continuum, knowledge of professional, legal, ethical, and regulatory standards for individual performance and system effectiveness to community health nursing practice.	Exams, quizzes, concept maps, case studies, written reflection, clinical evaluation tool	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student explains and analyzes assessment data, responds to emerging data, and prioritizes care appropriately in simple to complex patient (GCP) issues.	Clinical and Simulation experiences, exams, quizzes, assignments	Exams and written assignment averages greater than or equal to 80/100.
The student demonstrates knowledge of health care policy, finance, and regulatory environments by coordination, evaluation, and modification of care to ensure safety and quality, apply established evidence-based best practices, and the management of confidential information technology for seamless care and transition.	Clinical and simulation activities	Score is greater than or equal to 8/10.
The student conducts a learning needs assessment, and develops a teaching plan for a targeted population.	Learning needs and teaching plan project	Score greater than or equal to 80/100
The student effectively collects data, and collaboratively determines learning needs with individuals/focus groups, and communicates processes and findings to peer learners and faculty.	Learning needs and teaching plan presentation	Score greater than or equal to 80/100
The student validates successfully all nursing skills required in the course	Performance of clinical skill checklists.	Score greater than or equal to 8/10
Affective Competency Statements		
The student expresses a personal view of the Scriptural perspectives for responsibility in community.	Written assignments, post conference assignments	Score greater than or equal to 8/10
The student demonstrates professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural	Written assignments, post conference assignments	Score greater than or equal to 8/10

competency.		
The student engages in self care in preparation for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in life long career and professional development.	Written assignments, post conference assignments	Score greater than or equal to 8/10

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

Epidemiology Rates Exam 100 points

10 simulation activities (10 points each) 100 points

Population Assessment 100 points

Teaching Implementation 100 points

Peer Presentation 100 points

Inter professional Communication Blog Assignments (10) 100 points

Performance of Skills Checklists (10 points each) 100 points

Clinical Evaluation Tool Final 100 points

Summaries of Clinical Objectives 200 points

Total 1,000 points

Policies

Progression

There are 2 requirements for successful completion of this course. A Clinical Evaluation Tool Final grade must be 80 or higher, and a minimum final course grade of 800 points or a B is required for progression to Level III in the program.

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. Clinical hours are required for successful completion of the course. Excused absences may be made up at the discretion of the faculty. If the student misses more than 2 weeks of clinical, an incomplete or withdrawal will be necessary. The faculty will decide and advise regarding the appropriate course of action. The student is at risk of failure with any unexcused clinical absence. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

The clinical requirements of the course are 9 hours per week. The first 2 weeks of the semester, the students will spend all the time in the simulation laboratory. Through weeks 3 – 15, the students will spend 2 hours per week in the simulation laboratory and 7 hours per week in assigned clinical settings. During week 16 of the semester, faculty and students will engage in summative clinical evaluation meetings.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exam

The epidemiology rates exam will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 80 on the exam will be assigned remedial work/testing at the decision of the faculty. A grade of 90 is required on the exam, and two attempts offered. The first score earned on each exam will be used in the calculation of the final course grade. A grade of 90 on the exams is required prior to progression to Level III of the program.**

Simulation Activities

Students will work in groups of 2 on simulation activities assigned each week. Students will be assigned case studies, selection a creative format (concept map, diagram, mnemonic, or role play), or completion of an online module to demonstrate relationships and nursing application of content assigned for simulation scenarios. The scores for 10 activities will contribute to the total course points. **See Appendix A for Problem Solving Rubric**

Clinical Evaluation Tool

The clinical evaluation tool will be used for assessment of beginning competencies related to the role expectations of professional nursing. The student will self evaluate at mid term for practice reflection. Faculty evaluation at mid term is used for formative correction in semester competencies. A separate grade will be made in a final, summative evaluation and will count towards the final course grade. One course requirement for program progression is a grade of 80/100 on this tool. **See Appendix B for the Clinical Evaluation Tool**

Performance of Skills Checklists

Skills checklists from Perry & Potter will be assigned in the simulation laboratory throughout the semester. Ten of the checklists will be evaluated by faculty in the lab and will count in the total course points.

Population Assessment, Teaching Implementation, and Peer Presentation

Students will work on groups of 3-4 to write an assessment of a health issue of a target population. The group will develop and implement a teaching plan to a target focus group. Lastly, the group will present

the teaching plan with evaluation and areas of improvement needed to course peers and faculty. **See Appendix C Community Assessment Model and Appendix D Oral Communication Rubric**

Interprofessional and Patient Communication Blog Assignments

Blog assignments will be posted on the course website. Students are required to address questions substantially for at least 10 of the postings. **See Appendix E for the Blog Rubric.**

Summarizes argument accurately	Misses the point; does not understand claim, reasons, and support (1 point)	Partially identifies claim, reasons, and support (2 points)	Identifies claim, reasons, and support; perhaps not maintaining questions emphasis (4 points)	Accurately identifies claim, reasons, and support without oversimplifying or distorting (5 points)
Includes essential information	Does not distinguish introductory information from argument; includes unneeded examples (1 point)	Does not distinguish introductory information from argument; perhaps includes unneeded examples (2 points)	Includes a little background or an unneeded example or two (4 points)	Excludes introductory information and unneeded examples (5 points)

Summaries of Clinical Objectives

Students will visit a variety of community clinical settings. A set of clinical objectives will be completed after each clinical experience. Sample clinical objectives include:

1. Describe the services, and setting for community patients.
2. Explain the inter professional team providing health care services, and the role of the registered nurse in the setting. Include the following topics:
 - a. Communication/Teamwork
 - b. Patient-Centered Care/Delegation
 - c. Safety and Quality Evidence
 - d. Evidence-based Practice
 - e. Informatics
 - f. Professional standards/organizations to support nursing practice
 - g. Regulations, policies (accrediting, organizational, financial)

3. Discuss the variety of target population and community health needs encountered in the clinical experience.
4. Select a patient/group seen throughout the day, explore health education needs. Provide learning objectives, a teaching plan, setting/factors for education, and evidence of patient retention and understanding.
5. Discuss legal and ethical issues that arose during day, and potential solutions to be implemented by the registered nurse.
6. Explore a professional value that is important in the nursing care of patients in this setting. In each site, focus on a different value.

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Read and audio pod casts Perry & Potter (Skills), 11 – 1 to 5; Review of 20; Chapters 41 Skills 41 – 1 to 3, Skills 42 – 1 to 8	Course/Syllabus/ Clinical Evaluation Orientation Orthopedic skills – assisting with cast application, cast removal, care of patient in skin traction, care of patient in skeletal traction and pin site care, care of patient with immobilization. Review of safe medication administration Home Care Safety Home Care Teaching Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct DECs, Essentials, QSEN Scripture and Value Exploration Hendrick and ARMC Orientations TBA	Simulation Activities: Skills 1, 2, 3
Week 2	Read and audio pod casts Perry & Potter,	Specimen collection Disaster preparedness	Simulation Activities: Skill 4,5,6

	Chapter 43, 14	Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct ANA Code of Ethics Legal Issues Ethical Decision making Scripture and value exploration	Blog 1
Date	Pre Class Preparation	In Class Assignment	Assignment due dates
Week 3 Sim. Lab	Read and audio pod cast Perry & Potter, Review all skills	Lab: Validation Community Scenario Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Evidence-based nursing practice Importance of informatics Patient-Centered Care Cultural Competence Scripture and value exploration	Simulation Activities: Skill 7 Blog 2
Week 4	Read and audio pod cast Perry & Potter, Review all skills	Lab: Validation Community Scenario Clinical:	Simulation Activities: Skill 8 Blog 3

		Complete clinical objectives Post Conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Safety and Quality Initiatives Professionalism Nutritional needs of patients Medication error prevention, safe medication calculation Scripture and values exploration	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 5	Read and audio pod cast Perry & Potter, Review all skills	Lab: Validation Community Scenario Clinical: Complete clinical objectives Post Conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Delegation issues Interdisciplinary communication Organizational policy and procedure Scripture and values exploration	Simulation Activities: Skill 9 Blog 4
Week 6	Read and audio pod cast Perry & Potter, Review all skills	Lab: Validation Community Scenario	Simulation Activities: Skill 10

		Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Prioritization Responding to emerging priorities Delegation Interdisciplinary communication Scripture and values exploration	Blog 5
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Read and audio pod cast Perry & Potter, Review all skills	Lab Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Unit policy and procedures Grand rounds of day Confidentiality Reporting Scripture and values exploration	Epidemiology Rates Exam Clinical Evaluation Mid Term Blog 6
Week 8	Read and audio pod cast Perry & Potter, Review all skills	Lab: Community Scenarios Clinical:	Simulation Activities: Blog 7

		Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of day Delegation Scripture and values exploration	
Week 9	Read and audio pod cast as needed Perry & Potter, Review all skills	Lab: Community Scenario Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of the day Provider of patient-centered care Patient safety advocate Member of Health care team Member of profession Scripture and values exploration	Blog 8
Week 10	Read and audio pod cast Perry & Potter, Review all skills	Lab: Community Scenarios Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing	Simulation Activities Blog 9

		Practice, Unprofessional Conduct Grand rounds of the day Provider of Patient-Centered Care Patient Safety Advocate Member of Health Care Team Member of Profession Scripture and values exploration	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 11	Read and audio pod cast Perry & Potter, Review all skills	Lab: Integrated simulation of all nursing(KJBSA) Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of the day Provider of Patient-Centered Care Patient Safety Advocate Member of Health Care Team Member of Profession Scripture and values exploration	Blog 10
Week 12	Read and audio pod cast	Lab: Integrated simulation of all nursing(KJBSA) Clinical: Complete clinical objectives	Simulation Activities Peer Presentations

		Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of the day Provider of Patient-Centered Care Patient Safety Advocate Member of Health Care Team Member of Profession Scripture and values exploration	
Week 13	Read and audio pod cast	Lab: Integrated simulation of all nursing(KJBSA) Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of the day Provider of Patient-Centered Care Patient Safety Advocate Member of Health Care Team Member of Profession Scripture and values exploration	Simulation Activities Peer Presentations
Week 14		Lab: Integrated simulation of all nursing(KJBSA) Clinical: Complete clinical objectives	Peer Presentations

		Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of the day Provider of Patient-Centered Care Patient Safety Advocate Member of Health Care Team Member of Profession Scripture and values exploration	
Week 15		Lab: Integrated simulation of all nursing(KJBSA) Clinical: Complete clinical objectives Post conference: Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Grand rounds of the day Provider of Patient-Centered Care Patient Safety Advocate Member of Health Care Team Member of Profession Scripture and values exploration	Population Assessment and Teaching Projects Due
Week 16		Schedule Final Clinical Evaluation with Faculty	

