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373-04-10P Families in Transition Practicum

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XAVIER UNIVERSITY
College of Professional Sciences | School of Nursing
Syllabus: Spring 2017

Course Number/Title	NURS373 Families in Transition Practicum
Number of Credits	4 semester hours
Contact Hours	180 (139 clinical hours; 41 lab hours)
Prerequisites	NURS 230, 231, and 364
Corequisites	NURS 372

Instructor Information

Course Coordinators:	Obstetric Coordinator	Pediatric Coordinator
	Terri Enslein, MSN, RN Cohen Center, Room 131B Phone: 513-745-3148 E-Mail: ensleint@xavier.edu Office Hours: Wednesday 9-11am	Betsy A. List, PhD, MPH, RN Cohen Center, Room 121 Phone: 513-745-3690 Email: listb1@xavier.edu Office hours: Monday 3-5pm
Clinical Instructors:	Obstetric Instructors	Pediatric Instructors
SECTION 01 and 07	Karen Schriml, BSN, RN Cell: 937-829-7300 Email: schrimlk@xavier.edu	Laura Miller, MSN, RN, CPN Cell: 513-312-5935 Email: laura.miller@cchmc.org
SECTION 02 and 08	Sarah Popute, BSN, RN Cell: 513-476-9198 Email: poputes@xavier.edu	Monica Alsip, RNII, BSN, CPN Cell: 513-374-0606 Email: monica.alsip@cchmc.org
SECTION 03 and 09	Cindy Leicht BSN, RNC Cell: 513-515-7396 Email: leichtc@xavier.edu	Jan Torbeck, MSN, RN, CPN Cell: 513-703-3124 Email: janet.torbeck@cchmc.org
SECTION 04 and 10	Kimberly Gullette, BSN, RN Cell: 513-304-1372 Email: gullettek@xavier.edu	Kim Dietrich, RN, BSN, CPN Cell: 937-416 -2651 Email: Kimberly.dietrich@cchmc.org
SECTION 05 and 11	Christina Lahman BSN RNC Cell: 513-348-7988 Email: lahmanc@xavier.edu	<u>Section 05:</u> Melissa Bubash-Williams, BSN, RNII, CPN Cell: 513-226-8022 Email: melissa.bubash@cchmc.org <u>Section 11:</u> Nicole Kuhlenberg MSN, RN, CPN Cell: 513-238-0811 Email: nicole.kuhlenberg@cchmc.org

Course Information

Course Description

Application of promotive, preventive, and interventive holistic nursing therapeutics to be used with child-bearing and child-rearing families experiencing transitions. Experiences are provided with families in various stages of development. Skills in assessing, planning, implementing and evaluating quality and safe holistic nursing therapeutics for child-bearing and child-rearing families are emphasized.

Course Objectives

Objective	Related Essentials of Baccalaureate Education for Professional Nursing Practice	Method of Assessment
Execute intermediate level skills in evidence-based clinical decision making with families experiencing transitions.	Essential III: Scholarship for Evidence Based Practice	Concept map CPS rubric
Incorporate knowledge from the humanities and physical, behavioral, and nursing sciences to facilitate child-bearing and child-rearing families experiencing transitions.	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice	Concept map Teaching Plan Mastery level EAQs CPS rubric
Collaborate with patients, families and interprofessional team members to facilitate healthy outcomes in families experiencing transitions.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	CPS rubric
Plan nursing therapeutics that promote time management and conserve resources.	Essential IV: Information Management and Application of Patient Care Technology	Concept map CPS rubric
Apply the nursing process in providing quality and safe care to families experiencing transitions.	Essential IX: Baccalaureate Generalist Nursing Practice	SAM test CPS rubric
Demonstrate personal and professional values, ethics, and standards while caring for families experiencing transitions.	Essential VIII: Professionalism and Professional Values	CPS rubric
Demonstrate professional communication and clinical skills by participating fully in clinical experiences, conference discussions, presentations, and simulation experiences.	Essential IX: Baccalaureate Generalist Nursing Practice	Attendance and participation rubric

Course Materials

London, M.L., Wieland Ladewig, P.A., Davidson, M.R., Ball, J.W., McGillis Bindler, R.C., Cowen, K.J. (2017). *Maternal & Child Nursing Care* (5th ed.). Boston: Pearson.

MyNursingLab for *Maternal & Child Nursing Care* (5th ed.)

Adaptive Quizzing [Computer software]. Philadelphia, PA: Elsevier.

Ackley, B. J. & Ladwig, G. B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis, MO: Mosby Elsevier.

Frandsen, G. & Pennington, S. S. (2014). *Abram's clinical drug therapy: Rationales for nursing practice* (10th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Clinical and Community Partner Sites

Sections	Facility	Address
05, 11	Atrium Medical Center	1 Medical Center Dr
03, 04, 09, 10	Bethesda North Hospital (BN)	10500 Montgomery Rd
01-11	Cincinnati Children's Hospital Medical Center (CCHMC)	3333 Burnet Ave
01, 02, 07, 08	CCHMC Ambulatory Care Clinics Liberty Mason	7777 Yankee Rd 9560 Children's Dr
03, 04, 05 09, 10, 11	CCHMC Ambulatory Care Clinics Liberty Mason Green Township Northern Kentucky	7777 Yankee Rd 9560 Children's Dr 5899 Harrison Avenue 2765 Chapel Place
01-11	Evanston Academy Elementary School	3060 Durrell Ave
01, 02, 07, 08	Good Samaritan Hospital (GSH)	375 Dixmyth Ave

Clinical Appearance

Please review the Uniform Policy found in the student handbook. No nail polish, jewelry (including watches and facial jewelry) should be worn in the clinical area. Students are required to wear the uniform described in the student handbook for all clinical experiences. Failure to wear the described uniform may result in the student being dismissed from the unit and receiving an unsatisfactory evaluation for the day.

Name tags issued by a facility must be worn and visible at all times.

For Simulation experiences, all students are required to wear their lab coat over professional attire. The lab coat may be removed for the service learning setting.

Course Structure

Course Schedule:

Aug 23 - Oct 14	Obstetric Rotation	Sections 01, 02, 03, 04, 05
	Pediatric Rotation	Sections 07, 08, 09, 10, 11
Oct 18 – Dec 9	Obstetric Rotation	Sections 07, 08, 09, 10, 11
	Pediatric Rotation	Sections 01, 02, 03, 04, 05

Section calendars are available on Canvas.

Teaching/ Learning Strategies

This course consists of a series of activities and assessments to assist you in achieving the objectives for the course. Each week you will complete various combinations of readings, online assignments, activities, and field experiences. Instructional strategies include clinical assignments and supervision, post clinical conferences, simulation, MyNursingLab, practice and return demonstration in the campus

laboratory, team-based learning strategies, lecture, discussion, role-play, case study, audio-visual aids, and journaling.

This course integrates service learning pedagogy. Through service learning, you will participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Service learning also provides for the mutually beneficial exchange of knowledge and resources between students, faculty, and our community.

Evaluation Methods

Clinical Performance Scale (CPS)

Pediatric	30%
Obstetric	30%
Assignments	20%
Safe Administration of Medication (SAM) Test	10%
Adaptive Quizzing	5%
Attendance and participation	5%
Total	100%

Grading System

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 75-76
- C- 70-74
- D+ 67-69
- D 64-66
- D- 60-63
- F <60

Safe Administration of Medication (SAM) Test

Students will have the opportunity to practice medication calculation through skills practice, instructor guidance, and quizzing. Specialized SAM tests will be administered as indicated on the course calendar. Mastery is demonstrated by achieving a minimum score of 90%. Up to 2 retests will be administered for students scoring less than 90%. Upon meeting the standard score required, the first specialized SAM test score will be retained in the grade book. Failure to achieve the standard score after retesting will result in a grade of 0 for the specialized SAM test.

Elsevier Adaptive Quizzing (EAQ)

Mastery level quizzes will be assigned through Elsevier Adaptive Quizzing. Mastery levels indicate how well you understand specific topics and assist in identifying which topics you need to study further. Due dates are specified on section calendars. Any exceptions must be authorized by the faculty member 48

hours prior to the deadline for the mastery level quiz.

Mastery level EAQs:

1. Pregnancy, labor, childbirth, postpartum-uncomplicated
2. Pregnancy, labor, childbirth, postpartum-at risk
3. Nursing care of the newborn
4. Growth & development
5. Infants
6. Toddlers
7. Preschoolers
8. School-aged children
9. Adolescents

Grading Rubric (EAQs):

10 points	9 points	7 points	4 point	0 points
Demonstrates level 3 mastery	Demonstrates level 2 mastery	Demonstrates level 1 mastery	Performs below level 1 mastery	No mastery level quiz attempted

Assignments

All assignment descriptions and rubrics are linked to the appropriate module on Canvas.

Clinical worksheets are designed to help students prepare to provide care for their assigned patient. Failure to arrive on the unit without a completed worksheet may result in a student's dismissal from the unit for that day. SIM prework is also required prior to participation in a simulation experience, and failure to arrive without the completed prework may result in a student's dismissal from that SIM.

Late Assignments

Late assignments will receive a 10% per day penalty for up to four days; thereafter the assignment will receive a zero and will not be accepted for credit. Student requests for an extension must be received at least 48 hours before the assigned due date/time. Extensions are at the discretion of the instructor and may include a late penalty.

Attendance and Participation

Clinical attendance is mandatory. Absence is only permissible in extreme situations. In the event that an unplanned absence is necessary, the student should notify the clinical instructor as soon as possible but absolutely no later than one hour preceding the scheduled clinical, SIM, conference, or community experience.

Should a student anticipate the necessity to be absent from a future clinical experience, arrangements for the absence and its reconciliation should be planned with the instructor as far in advance as possible. Requests for arrangements must be realistic and acceptable for both the clinical agency and the instructor.

Attendance and participation will be assessed at the completion of the OB clinical rotation and the pediatric clinical rotation.

Grading Rubric (attendance and participation):

	4-5 points	2-3 points	0-1 point
Attendance	Less than 2 recorded absences from all clinical practicum, conference, laboratory, and service learning experiences	2 to 3 recorded absences from clinical practicum, conference, laboratory, and/or service learning experiences	Greater than 3 recorded absences from clinical practicum, conference, laboratory, and/or service learning experiences
Participation	Full participation and engagement in clinical and laboratory experiences Student consistently reports on time and is prepared for the experience	Few episodes of poor participation, engagement, or inappropriate attire Student is sometimes tardy and/or not well prepared for the experience	Multiple episodes of poor participation, engagement, or inappropriate attire Student is frequently tardy and/or not well prepared for the experience

Clinical Performance Scale (CPS)

Student clinical performance in both the lab and practicum settings will be evaluated using the CPS. Students will complete a self-evaluation near the end of both the obstetric and pediatric clinical rotations. Faculty will use the student's self-evaluation when assessing clinical performance. Clinical instructors will meet individually with students to review progress during their clinical rotation. Grade descriptions are listed below.

Outstanding (O)

A grade of "O" means the student:

- Consistently excels in performance of behavior; independent; 10% of the time requires direction, guidance, monitoring and support.

Satisfactory (S)

A grade of "S" means the student:

- Is competent in performance, mostly independent; less than 25% of the time requires direction, guidance, monitoring and support.

Needs Improvement (NI)

A grade of "NI" means the student:

- Performs behavior safely; less than 50% of the time requires direction, guidance, monitoring and support.

Unsatisfactory (U)

A grade of "U" means the student:

- Requires intense guidance for the performance of activities at a safe level.
- Clinical performance reflects difficulty in the provision of nursing care.
- Unable to perform behavior; requires guidance at least 75% of the time.

Academic Honesty and Professional Behavior

As a student at Xavier University and a future member of the nursing profession, you are expected to abide by honest, respectful, and ethical behavior. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical

behavior will not be tolerated. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in assignments. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Review the Professional Conduct Policy in the School of Nursing Undergraduate Student Handbook. Administering unsafe patient care, persistent tardiness, sleeping/dozing, excessive conversations between classmates, cell phone usage (including texting) during conferences, breakouts, simulation experiences or on clinical units are examples of unprofessional behaviors that will not be tolerated. Accessing social media on the clinical unit and taking pictures with cameras, including cell phone cameras, are prohibited. Exhibiting unprofessional behavior will result in a student warning or possible expulsion from this course.

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Caveat

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.