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373-Peds-P Families in Transition Practicum

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XAVIER UNIVERSITY
College of Nursing
Syllabus: Spring 2020

Course Number/Title NURS 373 Families in Transition Practicum

Number of Credits 4 semester hours

Combined Clinical and Lab Clock Hours: 180 hours

Planned Lab Hours: 60 hours

Planned Clinical Hours: 120 hours

Prerequisites NURS 230, 231, and 364

Corequisites NURS 372

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 maps 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 CPS rubric Perinatal Care Class assignment HMB experience
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 Ambulatory Care Reflection HMB Assignment
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

Objective	Related Essentials of Baccalaureate Education for Professional Nursing Practice	Method of Assessment
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	CPS rubric

Course Materials

Ricci, S., Kyle, T., & Carman, S. (2016). *Maternity and Pediatric Nursing (3rd edition)*. Philadelphia: Wolters Kluwer.

Additional suggested resources:

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 Instructor Information:

Details on you clinical instructors (contact information, credentials, clinical sites, etc.) as well as student clinical groups for both OB and Pediatrics rotations can be found on Canvas. For any further questions, please refer to either of the course coordinators below.

Course Coordinators:	Obstetric Coordinator	Pediatric Coordinator
	Kaelene Acosta, MSN, RNC-EFM Cohen Center, Room 131B Phone: 920-264-4954 Email: acostak@xavier.edu Office Hours: Monday 9:30-11:30am and by appointment	Heather Moore Cohen Center, Room 122 Phone: 513-745-3816 Email: mooreh11@xavier.edu Office hours: M & W 10:30- 11:30 and by appointment
Adjunct Faculty – OB:	Kimberly Gullette, BSN, RNC Phone: 513-304-1372 Email: gullettek@xavier.edu	Christina Lahman, BSN, RNC Phone: 513-348-7988 Email: lahmanc@xavier.edu
	Cindy Leicht, BSN, RNC Phone: 513-515-7396 Email: leichtc@xavier.edu	Sarah Popute, BSN, RN Phone: 513-476-9198 Email: poputes@xavier.edu
	Karen Schriml, BSN, RN, C-EFM Phone: 937-829-7300 Email: schrimlk@xavier.edu	Jenna Curtis, BSN, RN, C-EFM Phone: 937-763-1515 Email: curtisj8@xavier.edu

Adjunct Faculty – Peds:	Laura Miller, MSN, RN, CPN Phone: (513)312-5935 Email: Laura.Miller@cchmc.org Unit: A7NS	Amanda Dickerson Phone: Email: Unit: A4N
	Monica Alsip RNII BSN BMTCN CPN Phone: 513-374-0606 Email: Monica.Alsip@cchmc.org Unit: A5- Hem/Onc	Devin Werneke Phone: Email: Unit: A7C1 and A7C2
	Beth Mueller Phone: 513-237-9487 Email: Unit: A3S-TCC	

Lab/Simulation

Labs and simulations for the course will take place in:

HUB 204

Community Partner/Clinical Sites

Facility	Address
Atrium Medical Center	1 Medical Center Dr
Bethesda North Hospital (BN)	10500 Montgomery Rd
Cincinnati Children’s Hospital Medical Center (CCHMC)	3333 Burnet Ave
CCHMC Ambulatory Care Clinics	
Main Campus	3333 Burnet Ave
Liberty	7777 Yankee Rd
Good Samaritan Hospital (GSH)	375 Dixmyth Ave
Shriner’s Hospital	3229 Burnet 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 clinical uniform

Clinical Sections

Students registered in NURS 373 sections 01-05 will begin the semester in the obstetrics portion.

Students registered in NURS 373 sections 07-11 will begin the semester in the pediatrics portion. Please see the appropriate calendars below for clinical and lab information. More detailed information can be found on Canvas.

Course Structure

Obstetrics Rotations

Sections: 01-05

Sections: 07-11

Date	Activity & Time		Date	Activity & Time
1/14	Clinical 8-4p		3/17	Clinical 8-4p
1/16	Lab 12-4p		3/19	Lab 12-4p
1/21	Clinical 6:30-3:30		3/24	Clinical 6:30-3:30
1/23			3/26	Lab 12-4p
1/28	Clinical 6:30-3:30		3/31	Clinical 6:30-3:30
1/30	Lab 12-4p		4/2	Lab 12-4p
2/4	Clinical 6:30-3:30		4/7	Clinical 6:30-3:30
2/6	Lab 12-4		4/9	
2/11	Clinical 6:30-3:30		4/14	Clinical 6:30-3:30
2/13	Simulation 730-1130		4/16	Simulation 730-1130
2/18	Clinical 6:30-2:30		4/21	Clinical 6:30-2:30
2/20	Simulation 730-1130		4/23	Simulation 730-1130
2/25	Clinical 6:30-2:30		4/28	Clinical 6:30-2:30
2/27	Simulation 730-1130		4/30	Simulation 730-1130

*OB clinical hours are comprised of the hours denoted above

**Ob lab hours are comprised of the hours denoted above as well as Perinatal care education observation (6), PP and NB skills practice (3), and VSims (6)

Pediatrics Rotations

Date	Activity & Time		Date	Activity & Time
1/14	Clinical 7-3		3/17	Clinical 7-3
1/16	Lab 12-4		3/19	Lab 12-4
1/21	Clinical 6:30-2:30		3/24	Clinical 6:30-2:30
1/23	-Group 07 ambulatory care only- 0800-1200		3/26	-Group 01 and 05 ambulatory care only-
1/28	Clinical 6:30-2:30		3/31	Clinical 6:30-2:30
1/30	Lab 9:30-11:30A		4/2	Lab 9:30-11:30 & 12-4pm
2/4	Clinical 6:30-2:30		4/7	Clinical 6:30-2:30
2/6	Simulation 12-4pm		4/9	
2/11	Clinical 6:30-2:30		4/14	Clinical 6:30-2:30
2/13	Simulation 12-4pm		4/16	Simulation 12-4pm
2/18	Clinical 6:30-2:30		4/21	Clinical 6:30-2:30
2/20	Simulation 12-4pm		4/23	Simulation 12-4pm
2/25	Clinical 6:30-2:30		4/28	Clinical 6:30-2:30
2/27	Simulation 12-4pm		4/30	Simulation 12-4pm

*Pediatric clinical hours are comprised of the hours denoted above as well as ambulatory experiences (4)

**Pediatric lab hours are comprised of the lab and simulation hours denoted above as well as ATI Skills Modules, genetics module(s), and Vsims.

*** Detailed schedule can be found 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, 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)	40%
Pediatric (20%)	
Obstetric (20%)	
OB Clinical Assignments	25%
Pediatric Clinical Assignment	25%
Safe Administration of Medication (SAM) Test	10%
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
F	<64

Safe Administration of Medication (SAM) Test

Students will have the opportunity to practice medication calculation through skills practice, instructor guidance, and quizzing. A specialized obstetric and a specialized pediatric SAM test (ATI OB & Peds Dosage Calculation Proctored Assessments) will be completed as indicated on course section calendars. Each test is weighted five percent of the course grade. Mastery in each area is demonstrated by achieving a minimum score of 90%. Students will have the opportunity to retest once times in order to achieve the required score for obstetric and the required score for pediatric medication administration. The grade earned on the proctored assessment first attempt is entered into the gradebook, regardless of whether it is a passing or non-passing grade. Failure to achieve the required minimum score after retesting will result in a grade of 0 for the specialized SAM test.

ATI OB & Peds Dosage Calculation Preparation and Proctored Assessments

Students are required to complete the Proctored OB Dosage Calculation Assessment in the 373 course. Students are required to take the custom Fundamentals Assessment Refresher in preparation for this assessment. Students are required to complete the Pediatric Dosage Calculation Proctored Assessment in the 373 course. In preparation for this assessment, students are required to complete the Dosage Calculation & SMA 2.0 tutorials modules: dosage by weight, and pediatric medications.

Assignments

All assignments for this course will be submitted through Canvas unless otherwise instructed. Clinical worksheets in pediatrics are designed to help students prepare to provide care for their assigned patient. Arrival 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; 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

Students are required to attend and be actively engaged in each assigned clinical or laboratory experience. Clinical and lab attendance is mandatory. Absence is only permissible in extenuating situations as determined by the course lead/coordinator. Absences not due to extenuating circumstances are unexcused absences. Unexcused absences will result in a five percent reduction to the final course grade for each clinical day missed. Absences may impact the student's ability to meet course objectives and may result in course failure.

If absences interfere with safe practice or achievement of course objectives or course content, faculty may advise the student to withdraw in lieu of failure. In the event that an unplanned absence is necessary, the student should observe the following procedure:

The clinical agency or the instructor should be notified as soon as possible but absolutely no later than two hours prior to the scheduled clinical. Students should refer to their course syllabi for any specific instructions.

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

Clinical Performance Scale (CPS)

Clinical performance is evaluated by nursing faculty based upon course objectives and related performance. Each student's clinical performance is evaluated at least twice in each section and feedback concerning student progress is provided by the clinical instructor. Students who are not

meeting learning outcomes will be counseled individually as needed. A CPS grade will be given at the completion of the pediatric clinical rotation and the obstetric clinical rotation using the rubric below.

Course Objectives:	Points Possible
1. Execute intermediate level skills in evidence-based clinical decision making with families experiencing transitions.	/10 pts.
2. Incorporate knowledge from the humanities and physical, behavioral, and nursing sciences to facilitate child-bearing and child-rearing families experiencing transitions.	/10 pts.
3. Collaborate with patients, families and interprofessional team members to facilitate healthy outcomes in families experiencing transitions.	/10 pts.
4. Plan nursing therapeutics that promote time management and conserve resources.	/10 pts.
5. Apply the nursing process in providing quality and safe care to families experiencing transitions.	/10 pts.
6. Demonstrate personal and professional values, ethics, and standards while caring for families experiencing transitions.	/10 pts.
7. Demonstrate professional communication and clinical skills by participating fully in clinical experiences, conference discussions, presentations, and simulation experiences.	/10 pts.
8. Provides appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.	/10 pts.
Other:	
9. Revises the plan of care based on an ongoing evaluation of patient outcomes. Student also incorporates prior feedback provided from clinical instructor in revising plan of care.	/10 pts.
10. The student met all course-related student learning outcomes and objectives related to clinical, as well as in relation to the lab/conference experience - including participation in activities such as: PP and NB assessment skills, pediatric skills blitz, Ob/Peds simulations, SAM test, further lab activities, etc.	/10 pts.
Total Points Possible	100 pts.

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.

Office of Academic Support

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Office of Disability Services

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodation letter from Disability Services, it is essential that you email the letter and meet with Cassandra Jones as soon as possible to discuss your disability-related accommodation needs for this course. If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu. to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

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.

Addendum 3/19/2020

Due to the coronavirus (COVID-19) and unforeseen suspension of in-person courses and activities, from March 13, 2020 through the end of the semester (May 8, 2020) all didactic activities and classes will be offered in a virtual fashion via Canvas. Please see Canvas for details on these assignments and activities.