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373-P Families in Transition Practicum

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XAVIER UNIVERSITY
College of Professional Sciences | School of Nursing
Syllabus: Spring 2018

Course Number/Title NURS373 Families in Transition Practicum

Number of Credits 4 semester hours

Total Combined Lab + Clinical Contact hours 180 hours

Total planned clinical hours 120 hours

Total planned lab hours 60 hours (including 9 hours high-fidelity simulation)

Prerequisites NURS 230, 231, and 364

Corequisites NURS 372

Instructor Information

Course Coordinators:	Obstetric Coordinator	Pediatric Coordinator
	Terri Enslein, MSN, RNC-OB Cohen Center, Room 131B Phone: 513-745-3148 E-Mail: ensleint@xavier.edu Office Hours: Wednesday 9-11am	Sara Rosenthal, PhD, MSN, RN Cohen Center, Room 188C Office: 513-745-3816 Email: rosenthals1@xavier.edu Office hours: Wednesday 11:30am-12:00 and by appointment
Clinical Instructors:	Obstetric Instructors	Pediatric Instructors
SECTION 01 and 07	Karen Schriml, BSN, RN Cell: 937-829-7300 Email: schrimk@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	Kimberly Gullette, BSN, RN Cell: 513-304-1372 Email: gullettek@xavier.edu	Lori Pittman, RN, BSN Cell: 513-263-0250 Email: Lori.Pittman@cchmc.org
SECTION 10	Kimberly Gullette, BSN, RN Cell: 513-304-1372 Email: gullettek@xavier.edu	Mandy Dickerson, MSN, RNII, CPN Cell: 859-446-9442 Email: amanda.dickerson@cchmc.org
SECTION 05 and 11	Christina Lahman, BSN, RNC Cell: 513-348-7988 Email: lahmanc@xavier.edu	Devin Schnipke, RN, BSN, RNC Cell: 419-615-3195 Email: Devin.Warnecke@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 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
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.

ATI

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
01-11	CCHMC Ambulatory Care Clinics Main Campus Liberty	3333 Burnet Ave 7777 Yankee Rd
01, 02, 07, 08	Good Samaritan Hospital (GSH)	375 Dixmyth Ave
01-11	Healthy Moms and Babes	Varies – see Canvas

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.

Course Structure

Course Schedule:

Jan 8 – Feb 25	Obstetric Rotation	Sections 01, 02, 03, 04, 05
	Pediatric Rotation	Sections 07, 08, 09, 10, 11
Feb 26 – Apr 29	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, 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)	50%
Pediatric	
Obstetric	
OB Clinical Assignments	20%
Pediatric Clinical Assignment	20%
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
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. A specialized obstetric and a specialized pediatric SAM test 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 two times in order to achieve the required score for obstetric and the required score for pediatric medication administration. The highest score on each specialized test will be recorded in the gradebook. Failure to achieve the required minimum score after retesting will result in a grade of 0 for the specialized SAM test.

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

Clinical attendance is mandatory and includes all practicum, conference, laboratory, simulation, and other experiences. 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 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 and course coordinator 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 via the CPS.

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.

Section 1 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.

Section 2

The student met course related student learning outcomes related to the lab/conference experience, including participation in activities. ***Student MUST receive a 15 or 20 in this section to pass the course.

Section 3

Clinical attendance and Participation – Student is evaluated based on number of missed clinical experiences and participation in clinical experiences. This is scored out of a total of 30 points.

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.

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 Office of Disability Services at 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.