

2016

361-05 Adult Transitions Practicum

Amanda Herman
hermana2@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/nursing_syllabi_spring_2016

Recommended Citation

Herman, Amanda, "361-05 Adult Transitions Practicum" (2016). *Nursing Syllabi Spring 2016*. 49.
http://www.exhibit.xavier.edu/nursing_syllabi_spring_2016/49

This Restricted-Access Syllabus is brought to you for free and open access by the Nursing Syllabi 2016 at Exhibit. It has been accepted for inclusion in Nursing Syllabi Spring 2016 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

**XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
SCHOOL OF NURSING**

NURS 361 Spring 2016

Course Number and Title: NURS 361 Adult Transitions Practicum

Number of Credits: 4

Total Hours: 180 hours

Tuesday: 0700-1500 120 Clinical Hours

Thursday: 0800-1200 60 Lab Hours

Pre-requisites: All NURS 100, 200 courses and 364

Co-requisite NURS 360

Course Description: Application of promotive, preventive and interventive holistic nursing therapeutics in adults experiencing health-illness transitions in primary, secondary, and tertiary health care settings. The course focuses on fostering skill in planning, implementing, and evaluating holistic nursing therapeutics used to facilitate healthy outcomes for adults. Therapeutic presence is emphasized as an essential component of every nursing action. Interventions will assist clients in exploring self-awareness, spirituality, and personal transformation in healing. Twelve hours of clinical practicum weekly.

- Course Objectives:**
1. Demonstrate beginning level skill in clinical decision making with adults experiencing common health-illness transitions.
 2. Utilize knowledge from humanities and physical, behavioral and nursing sciences to facilitate health-illness transitions in adults.
 3. Develop collegial relationships with other health care providers when organizing care for adults.
 4. Plan nursing therapeutics to conserve and preserve resources in caring for adults.
 5. Utilize the nursing process in caring for adults experiencing health-illness transitions.
 6. Initiate therapeutic relationships with adults experiencing health-illness transitions.
 7. Assume responsibility and accountability for own decisions and actions when caring for adults experiencing health-illness transitions.
 8. Practice within an awareness of legal and ethical standards for nursing.
 9. Locate needed resources to assist individuals in transition.
 10. Develop professional communication and clinical skills by participating fully in clinical class discussions, presentations, and simulation sessions.

Time and Location: Tuesday: Clinical unit 0700-1500
Thursday: Cohen Room 187 0800-1200

Course Coordinator: Brenda Wiles, RN, MEd, MSN
Office Phone: 513-745-3040
E-mail: wilesb@xavier.edu
Office hours by appointment

Faculty:

Section 1	Jennifer Closson, RN, MSN E-mail: clossonj@xavier.edu Office hours by appointment Cell: 513-403-8689
Section 2	Charlene Callahan, RN, MS Email: callahang@xavier.edu Office hours by appointment Cell: 513-465-1500
Section 4	Rebecca Wood, RN, BSN E-mail: woodr7@xavier.edu Office hours by appointment Cell: 513-675-3399
Section 5	Amanda Herman, RN, BSN E-mail: hermana2@xavier.edu Office hours by appointment Cell: 513-518-1450
Section 6	Margaret Jordan, RN, MSN, ONC E-mail: jordanm3@xavier.edu Office hours by appointment Cell: 513-520-8335
Thurs lab	Renae Ayres, RN, BSN, CEN Email: ayresr@xavier.edu Office hours by appointment Cell: 513-295-3168
Section 7	Janet Thompson, RN, MSN E-mail: thompsonj24@xavier.edu Office Hours by appointment Cell: 513-377-4818
Section 8	Robin Saxon, RN, DNP E-mail: saxonr@xavier.edu

Office hours by appointment
Cell: 513-315-6596

Section 9 Laura Brausch, RN, MSN
E-mail: brauschl1@xavier.edu
Office hours by appointment
Cell: 513-582-1603

Required texts/learning tools:

1. LeMone, P., Burke, K., Bauldoff, G., & Gubrud, P. (2015). *Medical-surgical nursing: Critical thinking in patient care*. (6th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Schuster, P. M. (2012). *Concept mapping: A critical-thinking approach to care planning* (3rd ed.). Philadelphia: F. A. Davis.
3. Current nursing drug reference manual and diagnostic lab manual of the student's choice. *Recommended:* Fishbach, F. *A manual of laboratory and diagnostic tests*. Philadelphia: Lippincott.
4. Elsevier Adaptive Quizzing
5. All nursing texts from freshman and sophomore years.
6. Shadow Health product: Digital Clinical Experience [Computer software]. Gainesville, FL: Shadow Health.
 - For returning students who have already purchased Shadow Health, please add the course noted below when you go to this link:
<http://frc.shadowhealth.com/returning-students-adding-a-course/>
PIN: **January2016-3751-1376-9266-9562**
 - For new students: For registration and purchase, follow the guide at <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health> . You will need to copy and paste the unique PIN above to register in the course.
 - Shadow Health recommends using headphones to access the assignments in which you will practice identifying normal and abnormal sounds.
 - Technical Requirements -
 - <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>

Methods of Evaluation:

Clinical Packets (2 @ 5% each)	10%
Weekly worksheets/journals	12%
Clinical Performance Evaluation	45%
EAQ Quizzes (6 @ 0.5% each)	3%
Discharge Teaching Plan Paper	4%
Grand Rounds Presentation	5%
HESI	10%
SAM Evaluation	10%
IV simulation	1%
Shadow Health Assessment(virtual simulation)	Pass/Fail

TEACHING/LEARNING STRATEGIES:

Discussion, mini-lecture, guest speakers, independent and group activities, journaling, student-led discussions, simulation laboratory, virtual simulation, demonstration and return demonstration, and written and oral assignments.

Thursday Clinical Lab

Readings, worksheets, case studies, weekly dose calculations, medication of the week, math of the week, and simulations. Information is available on Canvas. Students are expected to utilize these resources to prepare for the clinical lab days. Students are expected to come prepared. 10 CPE points will be deducted if a student comes to simulation without the pre-simulation paperwork completed.

In addition to scheduled lab time, an independent 2 hour simulation on how to start IV's is required. This is done on the IV simulator machine. It must be completed before the student is allowed to start an IV, and must be completed by the end of the semester. Students must achieve a 75% on the IV simulator to pass.

In addition to the scheduled lab time, the student will be assigned 2 hours of virtual simulation to complete in ShadowHealth.

Tuesday Clinical

Two clinical packets are due at the beginning of the semester. The calendar at the end of the syllabus will indicate the date clinical packets are due. Packets must be submitted to the instructor by 0800 on Thursdays. Each student must prepare a brief pathophysiology, med cards, and begin completing the clinical packet **before** beginning clinical on the weeks packets are due.

During the remainder of the semester, weekly worksheets will be due each clinical day. Students are expected to prepare a concept map, med cards, and a brief pathophysiology **before** beginning clinical each week. This is to include placing patient history, assessment data, labs, and medications on the concept map. This means that the concept map will be at least 50% completed before clinical begins. Failure to prepare before clinical will result in a loss of weekly CPE points. Weekly worksheets/Concept maps will be submitted to the clinical instructor at the end of the clinical day. (The weekly worksheets are worth 20 points per week).

If scheduled for observation, prepare either the observation packet or the OR/PACU packet,

which is due at the end of the clinical day. Please note that there is a reading assignment prior to the OR experience.

Weekly journals must be submitted to the instructor by 0800 on Thursdays. (Journals are worth 10 points per week).

Grading scale: (you must obtain a C or greater for a passing grade in nursing courses; a C- is **not** a passing grade in nursing courses)

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

Late assignments:

Assignments must be submitted by the date and time indicated on the syllabus. There will be a 5 point reduction in grade for each day the assignment is late. All assignments must be submitted in order to pass the course. The student must contact the faculty member prior to the date the assignment is due, in order to be granted an exception for extenuating circumstances. Please note that failure to complete the Shadow Health Assessment module will result in an incomplete in the course.

Clinical Performance Evaluation:

The Clinical Performance Evaluation (CPE) is based on the objectives of the course and is designed to facilitate communication between faculty and student (see handout of scale and definitions). The scale is based on a variable point system. It is important to note that improvement over time is critical. The faculty will complete a weekly evaluation of each student following the clinical experience. The clinical grading includes both Tuesday and Thursday experiences.

Methods of Evaluation: Students must satisfactorily meet all course objectives. The clinical instructor is responsible for evaluating the knowledge base, skill competency and course goal achievement based on the established criteria. The instructor's evaluation supersedes the cumulative scoring of written assignments.

HESI Policy

The HESI exam will be administered at the end of the semester. The score achieved will be weighted in the student's final grade at 10%. Students must obtain a minimum score of 900. Students not reaching a score of 900 are **REQUIRED** to participate in the remediation process. This will include a remediation plan developed by the student, as well as completing EAQ questions. Students are responsible to initiate remediation requirements. (Instructions for the remediation plan are posted in Canvas). The student will receive a grade of "I" (Incomplete) until such time that the remediation is completed.

Safe Medication Administration

Students are required to take the initial Safe Administration of Medications (SAM) assessment test. The student will need to obtain 100% on this test prior to medication administration on the clinical unit. The test will be administered during the first Thursday clinical lab. The tool will serve to facilitate a learning agreement between the student and the clinical faculty to promote safe medication administration.

There will also be an end of semester SAM test that will reflect specific objectives you have met over the semester. This will count as 10% of the final grade. The student must achieve 95% on this final SAM assessment test. Should the student not achieve a 95% the student must participate in the assigned remediation. After remediation, the student will be given two opportunities to retake the SAM Exam. If the 95% is not met after three attempts at taking the SAM, the student will not meet course objectives. The student will receive a grade of "I" (Incomplete) until such time that the remediation is completed. The initial grade received on the test is the recorded grade.

Attendance Policy:

Clinical practice is an integral part of professional nursing education. Clinical practice provides the student with an opportunity to put theory into practice with supervision. Each student has something to contribute to clinical experience as well as something to learn from the experience. Therefore, it is critical that students attend all clinical experiences and classes. Students are expected to attend all Tuesday and Thursday clinical experiences. CPE points will be deducted when a student is absent.

Should circumstances prevent a student from attending a clinical experience either on Tuesday or on Thursday, it will be the responsibility of the student to inform the clinical faculty and/or the clinical unit **1 hour prior to experience BY PHONE ONLY**. Any other form of communication will be considered an unexcused absence. For documentation purposes, the student must also send the clinical faculty an email stating the reason for absence. Fulfilling this responsibility is a demonstration of professional behavior and will be reflected on the weekly CPE.

Professional Behavior

The use of cell phones, texting, excessive sleepiness, or disruptive behavior will not be tolerated in the classroom or at the clinical site. Excessive absences and tardiness will also be treated as

unprofessional behavior. Please review the conduct policy as outlined in the School of Nursing Handbook. All students are required to follow OBN Rules and Regulations for clinical experiences.

Social Media

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability.

<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>

<http://www.xavier.edu/nursing/current-students.cfm>

The following are taken from the American Nurses Association Social Networking Recommendations and modified to serve as a guide to students to avoid potential problems.

1. Standards of professionalism are the same on-line as in any other circumstance.
2. Never post photographs or any information gained in a nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs these boundaries.
4. Do not post inflammatory or unflattering information about peers, patients, clinical sites and/or their employees on any social media site. Make every effort to present yourself as mature, responsible, and professional.
5. Do not take photos or recordings of a patient in your clinical setting or peers in their clinical or classroom learning environment without obtaining special permission utilizing the appropriate forms.
6. Promptly report any breach of confidentiality or privacy to your faculty member.
7. Do not share any protected health information. (HIPAA)

Source: <http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit>

Cancellation

In the event that the clinical day is cancelled for any reason, make up days will be conducted during exam week on either a Tuesday or Thursday during scheduled clinical hours. Please include this week in your schedule.

Plagiarism

This is considered a serious violation by both the University and the School of Nursing. Please refer to the Xavier Student Handbook and The School of Nursing Handbook.

Clinical Appearance:

Students are required to wear the uniform described in the student handbook for all medical-surgical experiences at the clinical site. Failure to comply will result in the student being dismissed from the unit and receiving an unsatisfactory evaluation for the day.

Items such as beepers, cell phones, cameras, or tape recorders are not to be brought to any clinical experience. Students should remove these items prior to coming on the clinical unit.

Any badges or parking permits issued by the facility are the property of the facility. All badges are to be turned in the last week of clinical. Failure to return a badge may result in a monetary fine.

Thursday Lab: Uniform and Xavier clinical ID badge

Clinical site: Uniform, clean white shoes, Xavier clinical ID badge, facility identification

Caveat:

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Clinical coordinator: Brenda Wiles

Brenda Wiles earned her BSN at Spalding University in 1990, her MSN from Xavier University in 2008, and her MEd from Xavier University in 2009. She spent ten years in medical/surgical nursing at Deaconess Hospital in Cincinnati. She spent the next eight years working at Bethesda North Hospital in the SICU/MICU/CVRU and PICC team, during which time she was ACLS and CCRN certified. She taught for three years at Good Samaritan College of Nursing. She was adjunct faculty for Xavier University, prior to assuming a full-time faculty position. She is currently pursuing her DNP at Case Western Reserve University. She is a member of the Association of Critical Care Nurses, and Sigma Theta Tau.

Faculty:

Peggy Jordan

Peggy Jordan earned her BSN from Kent State University in 1990, and her MSN (with a focus in nursing informatics) from Xavier University in 2011. She has been oncology certified since 1990. She has had 21 plus years of nursing experience in oncology research and direct patient care, 5 plus years in outpatient research for the National Cancer Institution clinical trials, 5 plus years as a nurse clinician providing one-on-one management of oncology practice, 7 plus years as a nurse clinician in an auto and allogeneic stem cell transplant center. She has 5 plus years as adjunct clinical faculty at Xavier University.

Janet Thompson

Janet Thompson graduated with her BSN in 1980 from the College of Mt.St.Joseph in Cincinnati, and with her MSN in 2010 from the University of Cincinnati. She worked at Jewish Hospital for 3 years on a medical floor. For 13 years she was a manager at Drake Hospital. She spent 17 years in the Critical Float pool at UC hospital. She was a PRN supervisor at West

Chester Hospital for 3 years, and worked for 3 years in the Mercy Mt.Airy ICU. She has been a Xavier Clinical instructor for 1 year.

Amanda Herman

Amanda Herman obtained her BSN from UC in 2005, from there she worked in the UCMC Level One Trauma center as a fulltime RN for the first 4 years. For the remainder of her nursing career she transferred to the SICU at UCMC, eventually performing the role of Charge Nurse in the 35 bed ICU. She is ACLS, PALS, and TNCC certified, and audited ATLS. She has attended conferences on Forensic Nursing and the Slice of AACN. IN 2014, she returned to higher education at Xavier in pursuit of MSN-FNP.

Laura Brausch

Laura has been a nurse for 23 years. She graduated from Good Samaritan Hospital School of Nursing in 1992. Her first job was on a medical- surgical floor in Georgia where she worked for 2 years. From there she took a position in a sister hospital in a CVU and PCCU unit. Later she transferred back to the original hospital that she had worked in and took a position in their ICU. Later she transferred to ER and worked there for 8 years. She obtained her BSN from Armstrong Atlantic State University during this time. She decided in 2006 to move back to Ohio to help take care of her elderly parents. She went to work in another ER here in Ohio but within the year was blessed to transfer to a position at Mercy Fairfield as the inpatient diabetic educator. She has been in this position since 2007 and has since earned her MSN at Liberty University.

Rena Ayres

Rena is a graduate of the BSN program at Miami University and is currently attending Xavier University to obtain her MSN. She has worked with pediatric, adult, and geriatric populations. She has worked in school nursing, long-term care, and in the hospital setting. She is currently working full time as an ER nurse, and is heavily involved in several practice councils where she works. She absolutely loves ER nursing and is looking forward to expanding her experience as adjunct faculty at Xavier. During her time away from work, she is very busy as a mother of 3 children and 2 step children.

Jennifer Closson

Jennifer Closson graduated from Miami University in 2008. She attended University of Cincinnati and obtained a BSN in 2013. She graduated in November of 2015 with an MSN focusing on nursing education. She has worked in the emergency department since 2008 at Jewish and Mercy Rookwood and is currently an Assistant Clinical Manager at West Chester Hospital. She still spends 20 hours on the unit which she loves because she gets to use her skills. She is ACLS, PALS, TNCC certified and is preparing to take the CEN. She has 3 wonderful kids and a dog and a cat so outside of work she is a busy soccer mom, taxi driver, etc...

Charlene Callahan

Charlene Callahan RN, MS earned her BSN from Miami University in 2002 and her MS in nursing from Wright State University in 2004. Following graduate school, she returned to Miami University as a Visiting Professor of Nursing. Her first nursing experience was Labor/Delivery and Mother Baby Care after earning an ADN from Miami University and since has worked in various areas of nursing including Medical/Surgical, Critical Care, Utilization Review, Quality

Assurance, Radiology, and Cardiac Cath Lab. She currently works at West Chester Hospital in the Float Pool and enjoys the variety of nursing assignments that position offers. Charlene is a member of Sigma Theta Tau and a Daisy Award recipient.

Rebecca Wood RN, BSN

Rebecca Wood earned her BSN at the University of Cincinnati. She began her nursing career at Mercy Mt. Airy Hospital in the Rehabilitation Unit and eventually found a passion for emergency medicine. That is why she is currently employed by Emergency Departments at both University Hospital Medical Center and Mercy West Hospital. Three years ago she began teaching Clinicals and enjoys seeing her students develop the skills and practices so important to their work in this field. Rebecca is happy to have joined the adjunct faculty at Xavier University in the Fall of 2015.

Robin Saxon, RN, DNP

Robin Saxon graduated in 1991 from Kettering College of Medical Arts with an Associates Degree in Nursing. She received her BSN from Indiana Wesleyan University in 2011. She earned her Masters of Science in Nursing from University of Cincinnati School of Nursing in 2013 and most recently earned her Doctorate of Nursing Practice in 2015. She worked less than a year on a medical/ surgical at Middletown Regional Hospital until moving to the greater Cincinnati area where she took a job in the ICU at Franciscan Health now known as Mercy Health. She has served this ministry for 24 years. Her experiences have for the most part been in critical care, 5 years Emergency Department (ED) and 19 in Intensive Care Unit (ICU). Her Post Graduate research (nursing mentorship) lead her to leadership, where she serves as a manager of a Medical Surgical/ Telemetry unit. She is a member of Sigma Theta Tau International (STTI) Honor Society of Nursing, Beta Iota Chapter. She is also a member of American Association of Occupational Health Nurses (AAOHN) and Critical Care Nurses (AACN).

Calendar:

Clinical days occur on Tuesdays and labs are on Thursdays every week. Please view Canvas for readings/preparation required before coming to on-campus labs.

Week one:

1/12/16: Clinical

1/14/16: SAM test, orientation

Week two:

1/19/16: Clinical

1/21/16: Oncology speaker. Skills review. Refresher simulation

Week three:

1/26/16: Clinical

1/28/16: **Packet #1 due.** Care of the patient with hematologic and immune disorders.

Administration of blood products. Dehydration, UTI, and Neutropenia simulation (groups A-C).

Week four:

2/2/16: Clinical

2/4/16: Care of the patient with hematologic and immune disorders. Administration of blood products. Dehydration, UTI, and Neutropenia simulation (groups D-F)

Week five:

2/9/16: Clinical

2/11/16: **Discharge paper due.** Care of the patient with respiratory disorders (O2 devices, suction set up, yankeur, trach care, ABG's, lung sounds, chest tubes, inhalers, nebulizers, incentive spirometry). Vascular access device dressing changes.

Week six:

2/16/16: Clinical

2/18/16: **Packet #2 due.** Care of the patient with cardiovascular disorders (Chest pain, ER, cath lab). Post-cardiac cath mini simulation (all groups).

Week seven:

2/23/16: Clinical

2/25/16: Care of the patient with cardiovascular disorders. COPD/CHF simulation(groups A-C).

Week eight:

3/1/16: Clinical

3/3/16: Care of the patient with cardiovascular disorders. COPD/CHF simulation (groups D-F).

Spring break: No clinical or lab: 3/8/16 and 3/10/16

Week nine:

3/15/16: Clinical

3/17/16: Grand Rounds Presentations

Week ten:

3/22/16: Clinical

3/24/16: No lab: Easter Break.

Week eleven:

3/29/16: Clinical

3/31/16: Care of patients with traumatic bone injury, amputation, CVA, dementia, and seizure disorders. Pre-op hip fracture simulation (groups A-C).

Week twelve:

4/5/16: Clinical

4/7/16: Care of patients with traumatic bone injury, amputation, CVA, dementia, and seizure disorders. Pre-op hip fracture simulation (groups D-F).

Week thirteen:

4/12/16: Clinical

4/14/16: Care of the patient with diabetes and endocrine disorders. Diabetic mini-simulation (all groups). Care of the patient with renal disorders. ARF low-fidelity simulation (all groups).

Week fourteen:

4/19/16: Clinical

4/21/16: SAM test. Care of the patient with hepatic and pancreatic disorders. Pancreatitis mini-simulation (all groups). End-stage liver disease low-fidelity simulation (all groups).

Week fifteen:

4/26/16: Clinical

4/28/16: HESI test

Finals week: 5/3/16: Clinical make-up day