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2018

473-P Care of the Complex Client Practicum

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Xavier University
College of Professional Sciences
School of Nursing
FALL 2018

COURSE NUMBER: NURS 473-01-08
 COURSE TITLE: Care of the Complex Client Practicum
 CREDIT HOURS: 4 Semester Credit Hours
 CONTACT HOURS: 179 planned clinical hours (of which 96 are precepted)
 1 planned lab hours (high fidelity simulation)
 180 total combined hours clinical and simulation
 PRE-REQUISITES: All 300-level Nursing Courses
 CO-REQUISITES: NURS 472

FACULTY: Collin Dadosky, MSN, RN (Clinical Coordinator)
 Cohen Room 112
 Email: dadoskyc@xavier.edu
 Cell: 513-389-6356 (preferred)
 Office hours: M/W 10:00am-11:30am and by appointment

COURSE DESCRIPTION: This course provides clinical experiences enabling the student to participate in the care of the complex client. Management and coordination of care in various health care settings are emphasized. Holistic assessment, intervention, and evaluation are emphasized. This course offers the opportunity to practice as a holistic nurse by honoring a person’s journey through truly knowing, partnering, and being present with that client.

| Objectives | BSN Essentials |
|--|--|
| 1. Apply the knowledge of the humanities and sciences as they relate to the care of the complex client. | Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice |
| 2. Demonstrate the ability to synthesize multiple sources of data to plan, coordinate, delegate, and evaluate care of the complex patient and the family. | Essential IV: Information Manage and Application of Patient Care Technology Essential IX: Baccalaureate Generalist Nursing Practice |
| 3. Participate in the various communication systems essential to caring for the complex client. Utilize information and technology to communicate, manage knowledge, mitigate error, and support decision-making in the care of the complex client | Essential IV: Information Manage and Application of Patient Care Technology Essential VIII: Professionalism and Professional Values |
| 4. Manage resources while providing safe care to the complex client. | Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential V: Health Care Policy, Finance, and Regulatory Environments |
| 5. Participate in problem solving related to legal and ethical issues. | Essential V: Health Care Policy, Finance, and Regulatory Environments Essential VIII: Professionalism and Professional Values |

| | |
|---|---|
| 6. Utilize evidence in problem-solving related to safe care, legal, and ethical issues. | Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential III: Scholarship for Evidence Based Practice |
| 7. Identify sociopolitical influences that impact the care of the complex client. | Essential V: Health Care Policy, Finance, and Regulatory Environments Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential VII: Clinical Prevention and Population Health |

COURSE TIMES AND LOCATIONS*:

| Section | Day/Time | Location | Clinical Faculty |
|----------------|-----------------|----------------------|---|
| 473-01 | T 0700-1900 | Bethesda North 4T200 | Mary Morris Email: morrism16@xavier.edu Phone: (513)379-5157 |
| 473-02 | T 0700-1900 | Mercy Anderson B3 | Becca Weisner Email: weisnerr1@xavier.edu Phone: (513)893-6956 |
| 473-03 | T 0700-1900 | Bethesda North ICU | Janet Thompson Email: thompsonj24@xavier.edu Phone: (513)377-4818 |
| 473-04 | T 0700-1900 | West Chester MC ICU | Jason Theriot Email: theirotj@xavier.edu Phone: (859)866-8158 |
| 473-05 | R 0700-1900 | Mercy Fairfield ICU | Rick Melas Email: melasr@xavier.edu Phone: (513)301-8057 |
| 473-06 | R 0700-1900 | Bethesda North ICU | Christine Hassert Email: hassertc@xavier.edu Phone: (513)478-2409 |
| 473-07 | R 0700-1900 | Christ Hospital MICU | Jason Linville Email: linvillej@xavier.edu Phone: (513)258-8190 |
| 473-08 | R 0700-1900 | Christ Hospital 7S | Megan Loukinas Email: loukinasm@xavier.edu Phone: (513)288-8451 |

*NOTE: for role transition information below in this syllabus, times and location will vary

REQUIRED TEXTBOOK:

Morton, P. G. & Fontaine, D. K. (2018). *Critical care nursing: A holistic approach (11th Ed.)*. Philadelphia, PA: Wolters Kluwer.

TEACHING/LEARNING STRATEGIES:

Clinical rotations, observational experiences, post-clinical seminar, reading assignments, reflective journal entries, concept maps, critical thinking activities, discussions, simulation, and medication safety review.

METHODS OF EVALUATION

| | |
|---|------------|
| Weekly clinical performance scales (for clinical weeks) | 36% |
| Clinical Assignments: Patient Packet or Alternative Experience Assignment (7) | 24% |
| Weekly journals (7 for Clinical, 1 for SIM, 8+ for Role Transition) | 15% |
| 1 Safe Administration of Medication Exam (SAM)—ATI Proctored assessment | 10% |
| Role Transition Evaluation | 15% |
| <u>Final Clinical Evaluation</u> | <u>P/F</u> |
| Total | 100% |

Weekly Clinical Performance Scales

The Clinical Performance Scale is the evaluation scale based on the objectives of the course and is designed to facilitate communication between faculty and student (see handout of scale and definitions). The faculty will complete a weekly evaluation of each student following the clinical experience. If the student has an alternative experience (ex. Observational experience) or is absent on a clinical day, the Clinical Performance Scale cannot be completed and no grade will be assigned. It is important to note that improvement over time is critical and that not everyone has a perfect day every day. The goal of the clinical evaluation is to see ongoing improvement as the student meets the clinical objectives. The Weekly Clinical Performance Scale and explanations can be found in Canvas under “Modules.”

Clinical Assignments: Patient Packet or Alternative Experience Assignment

On each clinical day students will complete a Patient Care Packet or an Alternative Experience Assignment. These working documents will be completed over the course of the clinical day and reviewed as needed during the clinical day and discussed in post-conference. These do not need to be re-typed after clinical. The Patient Packet will be graded per a rubric available on canvas under the “Clinical Assignments” module. The point values associated with the Alternative experience assignment will be graded based on the points indicated on assignment template in canvas under “Clinical Assignments” module.

Weekly Clinical Journals

Weekly journals are to be completed following each clinical and role transition day. The guidelines, template, and rubric are available under the canvas module “Clinical Journals.” Journals are to be submitted two days after the clinical date or role transitions shift by 11:59 p.m.

Safe Administration of Medication (SAM) Test

Students are required to complete the Critical Care Dosage Calculation Proctored Assessment. In preparation for this assessment, students are required to complete the Dosage Calculation & SMA 2.0 tutorials modules critical care medications, and case studies and finals, as well as the Med Surg Assessment Refresher. Students are also encouraged to review Dosage Calculation & SMA 2.0 tutorials modules 1-8. The proctored assessment grade will be worth 10% of the respective clinical course grade. The initial grade on the proctored assessment will be entered as the actual grade. Students who score less than 90% are required to complete mandatory remediation in the appropriate time-frame. Proof of remediation must be provided to the clinical instructor prior to passing any medications. Students must re-take the proctored assessment prior to completion of the clinical course. Failure to achieve the 90% score after a total of two attempts, or failure to complete remediation, will result in a grade of 0%, which is an automatic deduction of 10% from the overall clinical course grade.

Role Transition Evaluation

Role transition performance will be evaluated by the preceptor and clinical faculty. The form for this is available under the “Role Transition” module.

Final Clinical Course Evaluation

A cumulative evaluation based on the objectives for the course will be completed by the faculty at the end of the clinical experience. The evaluation will be reviewed by both the student and faculty. The original signed document will be retained in the student file. This clinical document is available on canvas under the “Final Evaluation” module. Regardless of points earned, students have met all course objectives on the final evaluation in order to pass the course.

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)

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

NOTE: In addition, the course coordinator has the right to make the determination of the final grade in the course regardless of the student’s score on graded assignments. Students must meet all objectives for the course on the final evaluation in order to pass this course.

LATE ASSIGNMENTS

Assignments are expected to be submitted by the time and date specified in this document. In the event that an extenuating circumstance arises requiring a late submission of an assignment advance notice should be given to the clinical faculty member. Unless there is a mutual agreement between the student(s) and clinical faculty, due to extenuating circumstances, points will be deducted from late assignments as follows:

- 5 point deduction for submissions received within 24 hours past due date
- 10 point deduction for submissions received between 24-48 hours past due date
- No Credit for assignments received more than 48 hours after the due date

ROLE TRANSITION

This course includes a precepted experience on caring for complex clients known as “Role Transition.” The clinical faculty will meet with the student’s preceptor prior to the start of role transition. Students will receive the necessary information to contact the preceptor regarding the role transition schedule. The student is responsible for completing all assigned training and credentialing requests of the preceptor’s facility prior to starting role transition. The student will make role transition a priority when scheduling personal events. Role transition hours may not conflict with classes. See calendar attached for the dates that role transition is scheduled. It is the student’s responsibility to achieve the 96 required hours for role transition to complete the course. Failure to do so will result in an “incomplete” in the course.

OUT OF CLASSROOM ASSISTANCE:

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.

CLINICAL APPEARANCE

Students are required to wear the uniform described in the student handbook for all clinical experiences, which includes simulation. Failure to comply with the professional dress code may result in the student being dismissed from the unit or simulation and receiving an unsatisfactory evaluation for the day. This includes name-tags.

ATTENDANCE POLICY

Should circumstances prevent a student from attending a lab or clinical day, it will be the responsibility of the student to inform the instructor by phone prior to the beginning of the lab or clinical day. If it is not possible to contact the instructor prior, due to extenuating circumstances, the student should make every attempt to contact as soon as possible. Fulfilling this responsibility is a professional courtesy and reflects the professional behavior that we seek to promote, and one that the professional setting would unequivocally expect to occur. Students with absences due to extenuating circumstances and approved by the clinical instructor may receive an alternative assignment to obtain up to 75% credit for the missed clinical assignment. No credit can be received for a missed clinical journal. Unexcused absences will result in a grade of “zero” for the missed clinical assignment and journal.

In the event a clinical class is cancelled due to snow or faculty illness, accommodations will be made for makeup date (see calendar). Please note that make-up days include exam week. For further information regarding attendance see the Undergraduate Student Handbook, “School of Nursing Attendance Policy.”

INCLEMENT WEATHER

The University responds to serious inclement weather and/or emergency condition by announcements on local TV, radio stations or you can sign up for the XU Alert System on Xavier’s website. Common cancellations are usually:

1. Classes are cancelled –on such days, classes will not be held at the University. If you are scheduled for clinical training, you do not have to attend the clinical day at your site. **BUT YOU MUST MAKE UP ANY CLINICAL HOURS NOT ATTENDED.** Since the University does not open until 8:00 am, you may already be at the clinical site when the University announces that classes are cancelled. If this occurs the clinical instructor must contact the Clinical Coordinator who may either send the students home (with make-up hours required), or complete the clinical shift.

2. University Closed- on such days the classes will not be held, and the University employees are not expected to report to work. Regarding clinicals the situation stated above applies to this closing. The University’s Weather/Emergency Condition Hot Line is (513) 795-8822 or you can sign up for XU Alert Me on the website.

PROFESSIONAL BEHAVIOR

Please read the Xavier School of Nursing Handbook regarding professional behavior in both the lab and the clinical site. Excessive absences and tardiness will also be treated as unprofessional behavior. Cell phones should be on silent and in your pocket or book bag during lab and clinical. It is against Xavier and

health care facility policies to access your cell phone in patient care areas. Respectful behavior to all peers and faculty is expected at all times.

CLINICAL SITES

Client privacy must be upheld at all times. This includes any paperwork, conversation, social media, and e-mail. Please review the HIPAA policy in the Xavier School of Nursing Handbook. Violation of privacy carries serious consequences. **Do not bring valuables to the clinical area.** There may not be a secured area for your belongings.

Any identification badge or parking permit issued by the facility is the property of that facility and is to be returned to your clinical faculty on your last clinical day. Failure to return these may result in a fine.

ACADEMIC HONESTY POLICY: (from Xavier policy)

Refer to the Xavier University Catalogue and the School of Nursing Undergraduate Student Handbook. The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behaviour will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. 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. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination. In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

If you have any question as to whether or not you are appropriately citing a reference or are unclear as to what plagiarism encompasses, please meet and discuss with your faculty member.

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 behaviour 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. Refer to your student handbook for more information and to view the Social Media Policy, go to the following link: <http://www.xavier.edu/nursing/current-students.cfm>.

CAVEAT

The schedule and procedures in this course are subject to change in the event of an extenuating circumstance as well as class learning needs.

FACULTY BIOS

Collin Dadosky, MSN RN

I am the clinical coordinator for NURS473 and I teach in the undergraduate and graduate nursing programs at Xavier University. I primarily teach courses such as pathophysiology, pharmacology, and complex nursing. I have a BSN from the University of Cincinnati, MSN from Xavier University, and am currently a third-year PhD student at Saint Louis University. Prior to teaching at Xavier, I worked as a nurse on a telemetry/stepdown unit and a in hospital-based research center managing research trials in cardiovascular, pulmonary, and endocrine disorders.

Christine Hassert, BSN, RN, TNCC, CEN, SANE

I have been an RN for 21 years, specializing in emergency nursing/trauma for the past 15 years. I have also worked as a sexual assault nurse examiner for the past three years. I obtained my associates degree from Raymond Walters College, and my bachelor's degree from Ohio University. I enjoy acting as a preceptor for the role transition students in my department, and appreciate the enthusiasm and that newfound look of confidence on his or her face when they tackle a new challenge and succeed. Thank you for allowing me to be a part of this journey with you.

Jason Linville, BSN, RN

I have been a RN for 11 years all working in critical care with adults. Within those 11 years, I have worked mostly in MICU for 8 of those 11 years. I also have experience in ER, EICU and Telemetry. I received my associates degree from Good Samaritan College and my bachelors from Western Governors University. I am currently working on my MSN-Education and hope to start teaching full time in the future.

Megan Loukinas, RN BSN

My name is Megan Loukinas and I graduated from Liberty University in 2013 with my BSN. I have been a nurse for 4.5 years. I have been working in the Emergency department for the last 4.5 years. I enjoy helping new nurses learn and accomplish new skills. I am excited to be a part of your nursing journey and can't wait to meet all of you!!

Rick Melas, BSN, RN

I have been a RN for 14 years, mostly in cardiology. I am a graduate of the University of Cincinnati (BSN) working at Kettering Medical Center in the Cardio-Thoracic Care Unit (CTCU). This is my 6th year at Xavier University teaching Care of the Complex Client and Role transition, and my 3rd year here at Mercy Fairfield.

Mary Morris, MSN, RN

I have been a nurse for almost 50 years. I started as an LPN and worked my way through diploma, Bachelor's and Master program. I have always been interested in critical care nursing from the newborn to the elderly. My career in nursing has given me many opportunities for new experiences; from bedside nursing to the director of an associate degree program with many adventures in the middle. I look forward in helping guide the next generation of nurses to their "great adventures".

Jason M. Theriot BSN, RN

I have been a nursing for 3.5 years, but in healthcare for about 25 years. My background is Emergency Medicine, Telemetry, and various type of Med Surg. I am very passionate about nursing and enjoy helping new nurses grow and develop. I am glad to be a part in helping to strengthening the future of Nursing.

Janet Thompson, MSN, RN

I have been an RN for over 36 years. My experience is in Med/Surg, Tele and Critical Care. I worked for 13 years in Med/Surg and Tele and the next 23 years in Critical Care. During the 36 years I have had multiple roles as Staff RN, Charge RN, as well as a Nurse Manger and Nursing Supervisor. I graduated from the University of Mount Saint Joseph in 1980 with my BSN and in 2010 from the University of Cincinnati with my MSN. My experience as a clinical instructor started at Xavier in 2011. I am excited to be part of your journey to learning about the complex client.

Rebecca Weisner, BSN, RN

I'm an ER nurse in Cincinnati where I was born and raised. I received my BSN from Mount Saint Joseph and began my nursing career as a nurse on a neuro/ortho/trauma floor before finding my love of emergency nursing. I am married and have two beautiful baby girls. I strongly believe nursing is a calling and I am very much looking forward to empowering and teaching others to be the safest, skillful, and compassionate nurses they can be.

Xavier University
College of Professional Sciences
School of Nursing
NURS 473: Care of the Complex Client Practicum
Weekly Clinical Evaluation Scale

| Course/Clinical Objective | Points Earned |
|---|---------------|
| <p>1. Apply the knowledge of the humanities and sciences as they relate to the care of the complex client. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Performing/modifying clinical skills as necessary • Applying nursing care principles safely and appropriately • Recognizing and utilizing psychological and developmental principles appropriately | |
| <p>2. A. Demonstrate the ability to synthesize multiple sources of data to plan and evaluate care of the complex patient and the family. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Uses the care plan/MAR/lab results appropriately to plan care • Demonstrates synthesis of concepts (patho, pharmacology, labs, nursing assessment, prioritization) throughout the day • Prioritizes patient assessments appropriately • Utilizes/adds to the patient care plan appropriately | |
| <p>B. Demonstrate the ability to synthesize multiple sources of data to coordinate and delegate the care of the complex patient and the family. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Coordinates direct patient care with other care providers • Delegates tasks to PCAs and understanding rationales for delegation • Coordinates patient care with team members | |
| <p>3. A. Participate in the various communication systems essential to caring for the complex client. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Provides clear and thorough patient report to other nurses/faculty/peers/health care providers • Communicates clearly and in a timely fashion • Documents patient care accurately and appropriately • Establishes a good working team relationship with team members • Coordinates care of patients with team members | |
| <p>B. Utilize information and technology to communicate, manage knowledge, mitigate error, and support decision-making in the care of the complex client. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Accessing lab results, procedure results etc. from patient information sites • Double checks for transcription errors • Identifies potential medication side effects • Prioritizes/organizes/schedules nursing care activities appropriately with other team members | |
| <p>4. Manage resources while providing safe care to the complex client. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Is conscious about not wasting supplies • Recognizes potential patient needs to reduce interruptions • Recognizes/monitors for potential medication side effects | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Works well with their team member • Prioritizes patient care with their team member • Identifies risks to patient safety (fall risk, etc) • Organizes time well and completes tasks in a reasonable time | |
| <p>5. Participate in problem solving related to legal and ethical issues. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Discusses real/potential legal/ethical issues pertaining to each situation • Provides culturally appropriate care • Accurately compares/contrasts different patient needs | |
| <p>6. Identify, find and utilize evidence in problem-solving related to safe care, legal, and ethical issues. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Can access educational information for patients/families/nurses pertaining to patient care • Seeks out information from reliable sources to promote patient care (information on disease process, discharge teaching, medication etc) • Identifies risks to patient safety | |
| <p>7. Identify socio/economic/political influences/challenges that impact the care of the complex client. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Can discuss how the patient's economic status/insurance/employment status may impact health • If participating in discharge teaching, helping the patient find cost-effective options • Can discuss concerns related to adequate/safe staffing | |
| <p>8. Establishes and maintains professional nursing behaviors throughout the day. This may include (but not limited to):</p> <ul style="list-style-type: none"> • Coming to the clinical setting appropriately prepared (proper attire, proper equipment, paperwork, well-rested, physically and emotionally prepared for the clinical experience) • Professional and appropriate communication with all professors, staff, peers, patients, and families • Accountable for assignment and seeks support as needed • Submits work on time | |
| Total Points Earned for this Clinical Day | |

Scoring Explanations:

5 = The student was mostly independent and needed minimal supervision and assistance with meeting the course objective. The student responded immediately to input and adapted actions and behaviors accordingly.

4 = The student required some supervision but was somewhat independent with procedures, decisions, etc. and/or immediately modified behaviors/actions as needed with supervision.

3 = The student acted with some independence but consistently needed supervision, assistance and feedback with varying skills and/or demonstrates some difficulty connecting concepts and requires frequent prompting.

2 = The student performed with minimal independence and little understanding of concepts. Patient care was deemed unsafe.

1 = The student was totally dependent, unable to be independent in any way, needs constant supervision and assistance with all skills and procedures and/or was unable to demonstrate an understanding of the basics concept in the course objective.

NOTES:

-This form is only to be used when the student is providing patient care in clinical. It is not used for alternative experiences or if the student is absent. It is not used for complex role transition evaluation.

Xavier University
College of Professional Sciences
School of Nursing
NURS 473: Care of the Complex Client Practicum

Weekly Journal Rubric

| Category | Possible points and description | | |
|---|--|---|--|
| Relates the clinical experience to two course objectives | 20 The student relates the clinical experience to two relevant course objectives in a clear and concise manner | 15 The student relates the clinical experience to only one course objective OR The student relates the clinical experience to one or two course objectives but the connection is not clear or relevant | 0 The student does not relate the journal to any course objectives |
| Relates the clinical experience to one QSEN competency | 10 The student relates the clinical experience to a relevant QSEN competency in a clear and concise manner | 5 The student relates the clinical experience to a QSEN competency, but the relationship is not clear or relevant | 0 The student does not relate the clinical experience to any QSEN competencies. |
| Provides a clear goal and plan for the next clinical experience | 10 The student provides a specific goal statement for the following clinical with an appropriate plan to achieve. | 5 Missing and/or incomplete/ nonspecific goal statement OR Missing and/or incomplete/ nonspecific plan | 0 Missing both a goal and a plan for next clinical experience |

Xavier University
College of Professional Sciences
School of Nursing
NURS 473: Care of the Complex Client Practicum

Weekly Assignment Rubric

| Item | Meets Expectations | Partially Meets Expectations | Does Not Meet Expectations |
|---|---|--|---|
| Patient information and nursing care plan | 20 points The majority of the patient care packet is complete and the priority information, nursing diagnoses, and nursing interventions relevant to the patient are included. At a minimum, the student identifies priority nursing diagnoses and care. | 10 points Only minimal information is included in the patient care packet. | 0 points The care packet was assigned but it was not completed |
| Concept Map | 20 points The concept map reflects critical thinking and connects multiple items including diagnosis, assessment findings, medications, and interventions relevant to the patient. | 15 points The concept map is minimally completed and lacks pertinent information. | 0 points The concept map was assigned but it was not completed |

Xavier University
College of Professional Sciences
School of Nursing
NURS 473: Role Transition Evaluation (By preceptor/Clinical faculty)
Fall 2018

Student _____

Preceptor _____

Please circle:

- 5- Independent -objectives were met with minimal assistance,**
- 4-Supervised- performed the stated objectives “independent” with consistent supervision,**
- 3-Assisted- meets stated objective but requires ongoing assistance to translate concepts to practice,**
- 2- Provisional-unable to complete assignments in a timely and consistent manner, and**
- 1-Dependent- unable to meet the objectives of the course.**

1. Did the student meet the required hours (96 hours) with you?

Yes

No

2. Did the student demonstrate professional behaviors in interactions with colleagues, patients and families? (Dress, communication, followed the facilities policies & procedures etc.)

5 4 3 2 1

Evidence:

3. Was the student reliable with the schedule the two of you decided upon?

5 4 3 2 1

Evidence:

4. Did the student consistently identify clinical goals with you?

5 4 3 2 1

Evidence:

5. Did the student develop a plan and implement goals?

5 4 3 2 1

Evidence:

6. Did the student provide safe patient care and implement nursing interventions following institution and school policy?

5 4 3 2 1

Evidence:

7. What is your overall impression of the student's performance?

5 4 3 2 1

Evidence:

Preceptor's Comments:

Student's Comments:

Total Points: _____/30

Student's Signature: _____

Preceptor's Signature: _____

Clinical Faculty Signature: _____

The completed form should be given to the clinical instructor.

XAVIER UNIVERSITY
 COLLEGE OF PROFESSIONAL SCIENCES
 SCHOOL OF NURSING
 NURS 473 CARE OF THE COMPLEX CLIENT PRACTICUM
 FALL 2018
 FINAL COURSE EVALUATION

Student Name: _____

| Methods of Evaluation | Grade |
|------------------------------------|---|
| Weekly Clinical Performance Scales | See canvas for up to date grades on assignments |
| Weekly Clinical Assignments | |
| Weekly Journals | |
| SAM Test | |
| Role Transition Evaluation | |
| Faculty Evaluation* (Circle one) | Pass / Fail* |
| TOTAL Grade (in Canvas) | /100% |

Clinical Course objectives met*: (see next page) YES _____ NO _____

Lab Objectives met* (see final page)

Final Letter Grade**: _____ (Entered by course coordinator)

Clinical Instructor/Faculty Comments:

Student Comments:

*The student must meet all course objectives in order to pass this course

** The Clinical Course Coordinator has the authority to determine the final grade regardless of the student's performance on graded assignments

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Course Coordinator (Faculty): _____ Date _____

Student Name: _____ **Faculty Name:** _____

| Objective | Objective Met? | Evidence |
|--|--|----------|
| 1. Apply the knowledge of the humanities and sciences as they relate to the care of the complex client. | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |
| 2. Demonstrate the ability to synthesize multiple sources of data to plan, coordinate, delegate, and evaluate care of the complex patient and the family. | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |
| 3. Participate in the various communication systems essential to caring for the complex client. Utilize information and technology to communicate, manage knowledge, mitigate error, and support decision-making in the care of the complex client | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |
| 4. Manage resources while providing safe care to the complex client. | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |
| 5. Participate in problem solving related to legal and ethical issues. | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |
| 6. Utilize evidence in problem-solving related to safe care, legal, and ethical issues. | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |
| 7. Identify sociopolitical influences that impact the care of the complex client. | <input type="checkbox"/> YES <input type="checkbox"/> NO* | |

XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
SCHOOL OF NURSING
NURS 473 CARE OF THE COMPLEX CLIENT PRACTICUM
FALL 2018
LAB EVALUATION

Lab Experience Evaluation Form

Student Name: _____

| Lab Met*: | Associated Course Objectives | Objectives | |
|-----------------------------------|-------------------------------------|-------------------|----|
| AMI/Code Communication Simulation | 1, 2, 3, 4, 5, 6 | Yes | No |

NURS 473 FALL 2018 CALENDAR (NOTE: SUBJECT TO CAVEAT ON SYLLABUS)

August 2018

NOTES:

- Sec 01, 02, 03, 04 are Tuesday for the initial clinical part; Sec 05, 06, 07, 08 are Thursday for the initial clinical portion
- Role Transition hours are scheduled with preceptor
- Clinical Simulation is scheduled individually, compensatory time is provided on final clinical day

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---|-----------|---|--------|----------|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 Sec 01-04 Clinical Orientation & SAM Test Location/Time TBD | 22 | 23 Sec 05-08 Clinical Orientation & SAM Test Location/Time TBD | 24 | 25 |
| 26 | 27 | 28 Clinical Day 1 7a-7p | 29 | 30 Clinical Day 1 7a-7p | 31 | |

September 2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|----------------|-------------------------------|-----------|-------------------------------|--------|----------|
| | | | | | | 1 |
| 2 | 3 Labor Day | 4 Clinical Day 2 7a-7p | 5 | 6 Clinical Day 2 7a-7p | 7 | 8 |
| 9 | 10 | 11 Clinical Day 3 7a-7p | 12 | 13 Clinical Day 3 7a-7p | 14 | 15 |
| 16 | 17 | 18 Clinical Day 4 7a-7p | 19 | 20 Clinical Day 4 7a-7p | 21 | 22 |
| 23 | 24 | 25 Clinical Day 5 7a-7p | 26 | 27 Clinical Day 5 7a-7p | 28 | 29 |
| 30 | | | | | | |

October 2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--------|---|-----------|---|-----------------|--|
| | 1 | 2 Clinical Day 6 7a-7p | 3 | 4 Fall Break | 5 Fall Break | 6 |
| 7 | 8 | 9 Clinical Day 7 7a-(comp for lab) | 10 | 11 Clinical Day 6 7a-7p | 12 | 13 Leave Open for Complex Role Transition |
| 14 Leave Open for Complex Role Transition | 15 | 16 Make-up day OR Leave Open for Role Transition | 17 | 18 Clinical Day 7 7a-(comp time for lab) Others: Open for Complex RT | 19 | 20 Leave Open for Complex Role Transition |
| 21 Leave Open for Complex Role Transition | 22 | 23 Leave Open for Complex Role Transition | 24 | 25 Make-up day OR Leave open for Complex Role Transition | 26 | 27 Leave Open for Complex Role Transition |
| 28 Leave Open for Complex Role Transition | 29 | 30 Leave Open for Complex Role Transition | 31 | | | |
| | | | | | | |

November 2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--------|--|-------------------------|--|-------------------------|--|
| | | | | 1 Leave Open for Complex Role Transition | 2 | 3 Leave Open for Complex Role Transition |
| 4 Leave Open for Complex Role Transition | 5 | 6 Leave Open for Complex Role Transition | 7 | 8 Leave Open for Complex Role Transition | 9 | 10 Leave Open for Complex Role Transition |
| 11 Leave Open for Complex Role Transition | 12 | 13 Leave Open for Complex Role Transition | 14 | 15 Leave Open for Complex Role Transition | 16 | 17 Leave Open for Complex Role Transition |
| 18 Leave Open for Complex Role Transition | 19 | 20 Leave Open for Complex Role Transition | 21 University Closed | 22 University Closed Thanksgiving Day | 23 University Closed | 24 Leave Open for Complex Role Transition |
| 25 Leave Open for Complex Role Transition | 26 | 27 Leave Open for Complex Role Transition | 28 | 29 Leave Open for Complex Role Transition | 30 | |
| | | | | | | |

December 2018

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|-----------------|---|-----------------|---|-----------------|---|
| | | | | | | 1 Leave Open for Complex Role Transition |
| 2 Leave Open for Complex Role Transition | 3 | 4 Leave Open for Complex Role Transition | 5 | 6 Leave Open for Complex Role Transition— Hours Due by end of day | 7 | 8 |
| 9 | 10 Exam Week | 11 Exam Week Make-up if needed | 12 Exam Week | 13 Exam Week Make-up if needed | 14 Exam Week | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |