



***Chaminade University
School of Nursing
Course Syllabus
NUR 499
Clinical Immersion
Spring 2016***

Course: NUR 499 Clinical Immersion

Spring 2016

Credits: 6 (8 weeks)

Course Coordinator: Eurina Y. Kee, Ph.Dc, RN, MSN, CRRN
Clinical Facilities Coordinator: Julie Elting, EdD, MSN, APRN, CNE (Cohort Supervisor)
Simulation Coordinator: Jeanette Peterson, MSN, RN, CHSE, VA-BC

Office: Henry Hall, Room 118C

Phone: (808)739-7438

E-mail address: eurina.kee@chaminade.edu

Office hours: TBA

Catalog Description: This capstone course with a clinical immersion experience offers the student the opportunity to synthesize nursing knowledge. The student will have the opportunity to further develop clinical skills and practice leadership and management skills through immersion in a clinical setting.

Prerequisites: *BI 151 and BI151L, BI 152 and BI 152L, CH 201 and CH 201L, CH254 and CH 254L, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 301, NUR 304, NUR 305, NUR 401, NUR 402, NUR 403, NUR 404, NUR 405*

Co-requisites: *NUR 406, NUR 490*

Course learning outcomes:

At the end of this course, the student will demonstrate the ability to:

1. Integrate and practice therapeutic and professional communication skills in relationships with individuals, groups, and communities in the nursing role.
2. Apply the knowledge of health care systems and their effects on clients in advocating for change, and facilitate navigation of individuals and family through health care systems.
3. Integrate professional values and ethical decision making in personal and professional life.
4. Synthesize competence in the professional nursing role, by assuming the leadership role as a designer, manager, and coordinator of care, incorporating Standards of Professional Nursing Practice and Nursing Code of Ethics into own scope of practice, and establishing professional relationships with individuals, groups, and communities for the purpose of collaboration and partnership.
5. Apply cultural sensitivity in promoting health of individuals, families, and groups, across the lifespan to promote holistic nursing responses in the role of the professional nurse.
6. Apply clinical reasoning skills to function as a novice nurse.
7. Engage in evidence-based practice and inter-professional collaboration.

Goals:

The goals of the Nursing Program are to:

1. Provide a 4-year program leading to a baccalaureate degree in nursing, in which students will acquire the knowledge, skills, and Marianist values necessary for professional nursing practice and leadership in health care.
2. Ensure an educational foundation in the biological, physical, and social sciences as well as in the humanities, all of which are essential to professional nursing practice.
3. Foster an attitude of intellectual and critical inquiry that promotes evidence-based practice.
4. Provide an educational experience that emphasizes engagement of students through active learning.
5. Create a collegial environment that fosters professional development of students including life-long learning, scholarship, and leadership.
6. Prepare students for professional nursing roles in a dynamic health care environment.
7. Prepare the student for the National Council Licensure Examination (NCLEX) examination and practice as a professional registered nurse.
8. Provide a foundation for graduate study.

Program Learning Outcomes:

The student will demonstrate the ability to:

1. Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches;
2. Provide safe, holistic, patient-centered care, across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings;
3. Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role;
4. Communicate and collaborate effectively with patients and professionals from a variety of disciplines;
5. Critically evaluate and integrate research and reliable clinical evidence to inform nursing practice;
6. Incorporate informatics and healthcare technologies into the practice of professional nursing;
7. Use determinants of health, tools for measurement, and mechanisms to affect change in populations; and
8. Describe the elements of health care policy and finance within a regulatory environment

Key progression in professional nurse practice
(I= Introduced to the concept/skill D= Developing M= Mastered)

CLO Clinical Learning Outcomes

PLO Program Learning Outcomes	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches.	M	M	M	M	M	M	M
PLO#2: Provide safe, holistic, patient-centered care across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings.	M	M	M	M	M	M	M
PLO#3: Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role.	M	M	M	M	M	M	M
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines	M	M	M	M	M	M	M
PLO#5: Integrate research and reliable clinical evidence to inform their nursing practice.	M	M	M	M	M	M	M
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing	M	M	M	M	M	M	M
PLO#7: Use the determinants of health, tools for measurement, and interventions for health promotion and disease prevention in populations.	M	M	M	M	M	M	M
PLO#8: Describe the elements of health care policy and finance within a regulatory environment.	M	M	M	M	M	M	M
Program Associated Hawaiian Core Values	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
1. Patient Centered-Care, <i>Ka malama olakino Pili pono I ia kanaka</i>	M	M	M	M	M	M	M
2. Community Based Care, <i>Ka malama olakino ma o ke kaiaulu</i>	M	M	M	M	M	M	M
3. Developmentally and Culturally Appropriate Care, <i>Ka malama ola kino noka ho'omohala a me ka mo'omeheu</i>	M	M	M	M	M	M	M
4. Care Across the Lifespan <i>Ka malama olakino o ka wa ola</i>	M	M	M	M	M	M	M

Course Introduction

NUR499 is a six credit, clinical immersion course (270hours) that occurs in the second half of the final semester of the nursing program. The 270 hours includes orientation, simulation, skills lab, virtual simulation, and patient care. Immersion may occur with a one-to-one RN preceptor or in small cohorts with an adjunct clinical instructor. Students assigned to an RN preceptor are expected to function at the highest level of independent student practice. This is important for student development as well as considerate towards qualified RNs who volunteer to precept students. Students in cohorts will benefit from working closely with a clinical instructor who will pay close attention to student needs and facilitated clinical growth. Cohort students will also spend time weekly on campus guided and individualized remediation to increase preparation for professional nursing practice.

Criteria for Preceptorship and Cohort Group

Criteria for Preceptorship group students include

- 1) ATI “Level 2” and up on at least 3 nursing major courses among NUR304, NUR305, NUR401, NUR402, NUR403, NUR405
- 2) Cumulative GPA and Nursing Major GPA above 3.0
- 3) Satisfactory/Exceed clinical performance evaluation
- 4) Nursing adviser input
- 5) Availability of qualified RN preceptors and qualified clinical sites

Criteria for Cohort group students include

- 1) Any “Below Level 1” of ATI test result on NUR304, NUR305, NUR401, NUR402, NUR403, NUR405
- 2) Cumulative GPA and Nursing Major GPA below 3.0
- 3) Any unsatisfactory and/or need improve on clinical evaluation
- 4) Nursing adviser input
- 5) Availability of qualified clinical instructors and qualified clinical sites

Clinical Hours: 6 Clinical Credits (270 Clinical Hours total)

Total clinical hours include facility/site orientation and evaluation with preceptor(s) or clinical instructor and all clinical related activities such as direct patient care, assessment and charting, training, and interdisciplinary collaboration. Suggested minimum clinical hours are as below. Students may exceed clinical hours based on agreement with preceptors or adjunct faculty and availability clinical schedule under the approval of course coordinator.

	Preceptorship Group	Cohort Group
Clinical Hours	230 Patient care=32hrs x7wk Site Orientation=6hr	168 (24hrs x7wk including site orientation)
On Campus Remediation hours		62
Simulation	40	40
Total	270	270

Simulation (TBA) Week 15 Monday April 25-Friday April 29

- Students will be scheduled 8 hours/day for 5 days in clinical simulation exercises during SIM week
- There will be no other activity or work scheduled by the student during clinical simulation week.
- The simulation activities must be completed for successful completion of the course by Friday April 29, 2016
- There will be NO make-up available for SIM events

Course Requirements/Method of Evaluation:

Your grade in this course will be based on the following:

Clinical Practice hours

Weekly Discussion Threads

Daily ePost-Conference Reflection (on clinical days)

Student Portfolio (Professional resume, dosage calculation, capstone paper)

Skills lab and Simulation

You must receive a Pass grade in Clinical Performance to pass this course.

Evaluation and Grading:

The proportion that each of the above contributes to your grade in this course is as follows:

Clinical Performance	Pass/Fail
Weekly Discussion Threads	50 points
Daily ePost-Conference Reflection	50 points
Student Portfolio	50 points
Simulation	50 points
Total	200 points

Grading (percent of grade):

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

REQUIREMENT	POINTS	PERCENT OF GRADE
Clinical	Pass/Fail	Pass/Fail
Weekly Discussion Threads	50 points	20%
ePost-Conference Reflection	50 points	20%
Student Portfolio	50 points	20%
Simulation	50 points	40%
TOTAL	200 Total Points	100 %

TEACHING-LEARNING STRATEGIES

Highest quality of Nursing Practice and Nursing Care
Nursing Ethics
Nursing Informatics and Virtual Learning
Teamwork and Collaboration
Nursing Ethics
Resources and Utilization
Simulation

Textbook

All texts below from previous nursing clinical courses will be required resources

NUR204 Complex Disease I

Assessment Technologies Institute, LLC. (ATI). (2013). *Fundamentals for nursing review module* (8th ed.).

Berman (MyNursingLab with Pearson eText-access card- for Fundamentals of Nursing)

Berman, A.J., Snyder, S. (2013). *Skills in clinical nursing* (7th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-214964-8

Horntvedt, T. (2013). *Calculating dosages safely: a dimensional analysis approach*. Philadelphia, PA: F.A.Davis Company. ISBN: 978-0-8036-2254-8

Kee, J.L. (2014). *Laboratory and diagnostic tests with nursing implications* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-313905-1

North Carolina Concept-Based Learning Editorial Board (NCCB). (2013). *Nursing: A concept-based approach to learning*. Vol.1. Boston, MA: Pearson. ISBN: 978-1-256-58195-6

Tabloski, P.A. (2014). *Gerontological nursing* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN:978-0-13-295631-4

Wilkinson, J.M. (2014). *Nursing diagnosis handbook* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-313904-4

Wilson, B.A., Shannon, M.T. & Shields, K.M. (2014). *Nurse's drug guide*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-335552-7 / 978-0-13-335552-9

NUR304 Complex Disease II

ATI Medical-Surgical Nursing Edition 8.0 (will receive text in class and access to online content)

Fischbach, F. & Dunning, M.B. (2011). *Quick reference to common laboratory and diagnostic tests* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-0781796163

Lemone (eText in MyNursingLab bundle).

Myers, E. (2010). *RNotes nurses's clinical pocket guide* (3rd ed). Philadelphia, PA: Davis. ASIN: B003YJXOYI

NCCB (2011). *Nursing: A conceptual approach volume 1* (CUH custom version). Upper Saddle River, NJ: Pearson. ISBN: TBD and MyNursingLab bundle.

NUR305 Children and Family Care Nursing

ATI Maternal-Newborn Edition 8.0

ATI Nursing Care of Children 8.0

Fischbach, F. & Dunning, M.B. (2011). *Quick reference to common laboratory and diagnostic tests* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-0781796163

Lynn, P. (2011). *Taylor's clinical nursing skills: A nursing process approach* (3rd ed.). Philadelphia, PA: Lippincott Williams and Wilkins. ISBN: 978-0781793841

Lynn, P. (2011). *Skills checklists for Taylor's clinical nursing skills: A nursing process approach* (3rd ed.). Philadelphia, PA: Lippincott Williams and Wilkins. ISBN: 978-0781795180

Myers, E. (2010). *RNotes nurses's clinical pocket guide* (3rd ed). Philadelphia, PA: F. A. Davis. ASIN: B003YJXOYI

Ricci, S. S., Kyle, T. & Carman, S. (2013). *Maternity and pediatric nursing* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-1-60913-747-2

The Joint Commission. (2013). Facts about the official "Do not use" list. Retrieved from http://www.jointcommission.org/assets/1/18/Do_Not_Use_List.pdf

NUR401 Public Health Nursing

Nies, M.A., & McEwen, M. (2015). *Community/public health nursing: Promoting the health of population* (6th ed.). St. Louis: Elsevier.

ATI Community Health-Specialty RN Edition 6.0

NUR402 Psychiatric & Mental Health Nursing

ATI Psychiatric and Mental Health for Nursing (highly recommend to use electronic updated version on ATI website)

Kneisl, C.R. & Trigoboff, E. (2013) *Contemporary Psychiatric-Mental Health Nursing* (3rd ed). Upper Saddle River, N.J.: Pearson Education. ISBN 9780113255777

NUR405 Complex Disease III

ATI Medical-Surgical Nursing Edition 8.0

ATI Pharmacology for Nursing 5.0

NCCB (2011). *Nursing: A conceptual approach volume I (CUH custom version)*. Upper Saddle River, NJ: Pearson. ISBN: TBD and MyNursingLab bundle.

Recommended Resources

American Psychological Association, (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.

COURSE POLICIES:

All policies stated in the Chaminade University and Chaminade University School of Nursing handbooks are in effect in this course.

Academic Honesty: Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing. Any behavior that impedes the assessment of individual knowledge, skills, or attitudes will be deemed academic dishonesty. It is the responsibility of the learner to clarify if an assignment is group work.

Course Atmosphere: This course is not a lecture course. The eCollege learning community will be utilized extensively and all students are expected to participate in discussion threads, keep up with announcements, and submit deliverables on time.

Cell Phones: Use of music devices and cell phones is prohibited during all Nursing classes at Chaminade, unless specifically permitted by your instructor. Use of cell phones and music devices in the laboratory, simulation, or clinical settings is a safety and privacy issue. In addition, use of cell phones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may receive unsatisfactory performance for that day. Please refer any questions to the Dean for Nursing.

Attendance: Attendance is mandatory for all students. Students are expected to participate in all weekly discussion threads. Each student will be encouraged to develop a professional work ethic that reflects personal responsibility, initiative, and teamwork. Students should notify their faculty coordinator by phone for any absence. Any student who stops attending class or clinical without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of class may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Students are expected to complete a total of 270hrs, 230hrs spent in clinical and 40hrs in week 15 on campus.

Academic Conduct: Please refer to and follow all policies and procedures included in the *Student Handbook* (available in hard copy and online) and carefully read all areas. Please pay attention to the sections that discuss plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

Assignments: All assignments must be word processed. It is expected that assignments will be handed in on time. If an extension is needed, please contact the instructor prior to the due date.

Writing policy: All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at 735-4881. All papers are to be word processed, proofread, and solely the work of the author. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at 735-4881. All papers are to be word processed, proofread, and solely the work of the author. Please read information about plagiarism in your student handbook.

Testing policy: Students are expected to take tests on the designated day. In case of an emergency, please contact the instructor prior to the test so that an alternate plan can be made. Failure to do so will result in a zero. If a test is to be made up, it must be taken before the next class. Approval for taking a make-up test must be granted by the instructor.

ADA Accommodations: Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the CUH Counseling Center (Dr. June Yasuhara; phone 735 4845) by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students and review the procedures at http://www.chaminade.edu/student_life/ssc/counseling_services.php.

IMPORTANT: Communication of Clinical Information

Preceptor Students: NUR499 Handbook for RN Preceptors and Students is available either printed version or an electronic version. NUR499 Orientation packet including a printed copy of the handbook with course coordinator contact information and required forms will be delivered to RN preceptor directly prior to the first day of clinical and student site orientation. Electronic version will be available both eCollege and Canvas.

The student will be assigned a primary preceptor by the institution or agency prior to the first day of clinical. The student will work the same schedule as the preceptor. The method of communication between preceptor and student will be determined at the beginning of the clinical experience.

Cohort Students: NUR499 Cohort Immersion syllabus addendum will be distributed to you and your clinical instructors. All information in this syllabus including assignments, deadlines, and grading applies to all students.

Clinical Details/Requirements:

Clinical rotations in the nursing program are foundational to the development of the professional nurse and nursing as a practice. Student uniform will depend on the clinical site, and students will be advised of the appropriate uniform to wear prior to clinical experience. Regardless of the uniform used, your image is representative of the Chaminade University Nurse. Please read the information about appropriate use of jewelry, make-up and finger nail specifications in your student handbook.

Clinical facilities have specific requirements each student must meet; some of these are to be completed before the first day of clinical. These requirements can be facility orientation to policies, computer systems, and other forms of paperwork. Please remember that students and faculty of Chaminade are guests in these facilities and we must comply with ALL of the requirements given or the student and/or clinical group will not be allowed to participate in learning experiences at that facility. A failure to meet these requirements may result in having to withdraw from the course since changing clinical placements after the semester has begun not allowed by the clinical facilities. See additional details in Student Handbook, Clinical Practicum Course Information, and Chaminade University School of Nursing.

A clinical make-up session will be determined by the preceptor or clinical instructor. Preceptor students should call/email the preceptor & course coordinator and cohort students should call/email the clinical instructor within 12 hours of the absence if possible. You are expected to be at the clinical site on time without tardiness. Students may NOT switch clinical sections as orientation to the clinical site will have occurred. Do not bring valuables and only bring the assigned equipment. Clinical facilities do not provide storage for students' bags. If you bring your lunch please realize that a refrigerator will not be available for storage so plan accordingly. Microwaves are usually available in the cafeterias but it is your responsibility to check on this.

Clinical Attendance:

Attendance is *mandatory*. If you must miss a clinical session due to illness, you must call your preceptor one hour prior to preconference and provide a physician's note in order to receive a make-up session.

Discussion Threads:

Using the discussion threads posted on Canvas, all students in NUR 499 will engage in meaningful discussion in the learning community. There are five discussion threads worth 10 points each and weighted for a total of 20%. The discussion threads posts are evaluated using the rubric below. All discussions are focused questions related to the learning objectives of the course. You are strongly encouraged to communicate with students that are in different types of clinical specialties and clinical experiences to broaden the learning community for all. Be mindful of how you communicate in the learning community. Respect for all points of view is expected. Please follow detail instructions for an initial post and a peer feedback reply on each

discussion threads on Canvas. all responses **MUST** have APA 6th edition formatted reference that demonstrate evidence-based practice.

Points	Performance Expectations Discussion Threads
10-8 points	Responds to the initial question according to the dates on the schedule fully addressing the question. Replies with a substantive post to one or more peers and follows up on questions asked of you while the discussion is current according to the schedule. Note: A substantive reply is one that acknowledges what peers have said, expands on what was said, asks questions, or otherwise re-engages and expands the discussion. Point deduction for late submission, incorrect APA reference format, insufficient evidence, lack of quality, and limited word counts.
7-5 points	Responds to the initial question, but may not be timely according to the schedule or the response does not fully address the question. You reply with a substantive post to one or more peers, but may not follow up on questions asked of you. Point deduction for late submission, incorrect APA reference format, insufficient evidence, lack of quality, and limited word counts.
4-1 points	Response to the initial question is incomplete, posted after the discussion is current, replied to peers with a non-substantive response, failed to re-engage with others during the time the discussion is current according to the schedule. Point deduction for late submission, incorrect APA reference format, insufficient evidence, lack of quality, and limited word counts.
0 point	No participation.

SIMULATION: A calendar of events will be provided for you. Some of the required activities will use the vSim product. All computerized simulation work should be individual work. You want to show your best effort during Week 15 in your work product. Artifacts that demonstrate your current knowledge and skills will be kept and filed in your student file.

You must receive a Pass grade in Clinical Performance to pass this course.

Confidentiality, Unacceptable Practice (unsafe, unethical, or illegal):

Students are expected to maintain patient confidentiality at all times. **No computer printouts, or any form of patient record, are to be removed from the clinical setting.** Patient records are **NOT** to be photocopied. To do so will result in clinical failure. Please read the **HIPAA** regulations for your agency, sign acknowledgement form as required, and submit to appropriate clinical instructor or Course Leader.

- A failure to close out completely from a facility computer with patient information is a HIPAA violation and will be treated accordingly. This includes screens that have been minimized. This is a federal law and compliance is mandatory.
- A failure to cover patient information on your clipboard or notepad is another example of HIPAA violation.

Patient identifiers, such as: name, clinical facility, DOB, SS#, home address and telephone number, city/county/region, employer, names of relatives/significant others **must be removed or omitted from all written work.** All written work with patient care information (such as daily patient care plans with vital signs and physical assessment notes) must be shredded at the end of the clinical day. Students are also expected to delete from their computer files all coursework at

the end of the semester and return any I.D. and/or parking badges to the respective clinical sites. Students are responsible for any replacement fees attached to lost IDs or parking badges.

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check Chaminade email and course site including the clinical hub for students in eCollege frequently for announcements. A syllabus is a contract between the university and the students. All students will be held responsible to read, understand, and clarify the content within this document.