COURSE SYLLABUS SUMMER 2015

Florence Nightingale – The Crimean War

FACULTY CONTACT INFORMATION:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Coordinator:</td>
<td>713-525-5975</td>
<td><a href="mailto:hodgespj@stthom.edu">hodgespj@stthom.edu</a></td>
<td>By Appointment</td>
</tr>
<tr>
<td>Dr. Pamela Hodges</td>
<td>210-823-4187(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1208 Colquitt, #203</td>
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<tr>
<td>Clinical Faculty:</td>
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<tr>
<td>Dr. Lucindra Campbell-Law</td>
<td>832-370-3529</td>
<td><a href="mailto:campbell1@stthom.edu">campbell1@stthom.edu</a></td>
<td>By Appointment</td>
</tr>
<tr>
<td>Dr. Marianne Moore</td>
<td>713-299-8148</td>
<td><a href="mailto:mfmoore@stthom.edu">mfmoore@stthom.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Kristina Leyden</td>
<td>713-823-2263 (c)</td>
<td><a href="mailto:leydenk@stthom.edu">leydenk@stthom.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Christen Sadler</td>
<td>337-256-6004 (c)</td>
<td><a href="mailto:sadlercd@stthom.edu">sadlercd@stthom.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Angelina Chambers</td>
<td>713-553-6265</td>
<td><a href="mailto:achambe@stthom.edu">achambe@stthom.edu</a></td>
<td></td>
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<tr>
<td>(travel abroad-Haiti)</td>
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COURSE DESCRIPTION:

This three-credit clinical course (1 theory/ 2 clinical) provides students the opportunity to participate as a member of a community of practice, focusing on the development of clinical reasoning and professional identity with the support of a clinical preceptor and role models from the selected community of practice.

COURSE PREREQUISITES:

NURS2542 Foundations of Holistic Nursing Practice, NURS2342 Health Assessment, NURS3551 Holistic Nursing: Care of Adults, NURS3354 Holistic Nursing: Caring for the Community, NURS3552 Holistic Nursing: Care of Children and Families, NURS3553 Holistic Nursing: Care of the Childbearing Family, NURS3352 Clinical Inquiry
PRINCIPAL UNITS OF THE COURSE:

A. Seminar 1 - Introduction & course description
B. Seminar 2 - Student presentations on “The Immortal Life of Henrietta Lacks”
C. HESI Evolve Case Studies (Complete five (5) with a score of 85 or >)
D. Clinical Practicum in a medical-surgical or OB care setting.
E. Reflective Journals (3)
F. Connection Concept Map (2)
G. Patient Assessment (1)

GOALS & OBJECTIVES OF THE COURSE:

Upon successful completion of the course the students will achieve the following learning outcome objectives by demonstrating the ability to:

A. Provide care that is reflective of nursing as a healing ministry focusing on mind, body, and spirit.
B. Utilize nursing theory to inform holistic practice.
C. Perform basic holistic health assessments of patients and families.
D. Demonstrate therapeutic communication skills with patients and families.
E. Deepen skills as a user of information technology.
F. Provide care that is reflective of the patient and family as members of a community.
G. Provide care that is sensitive to diverse cultural values of patients and families.
H. Demonstrate advanced-beginner level clinical reasoning in application of the nursing process.
I. Provide care that is developmentally appropriate for the chosen population and incorporate appropriate specialty knowledge into practice.
J. Apply area specific evidenced-based findings in practice.
K. Demonstrate beginning practice that is reflective of professional values.
L. Provide education to patients and families in a manner that reflects a philosophy of partnership in care.
M. Analyze patterns of role modeling and reflect on their own developing professional identity.
N. Integrate nursing practice with interdisciplinary team practice.
O. Practice delegation and supervision of nursing tasks.
P. Discuss the rights of human subjects in research studies and related strategies for protection of those rights.

COURSE MANAGEMENT:

A. This 3 credit clinical course consists of:
   1. A clinical practicum (2 credits) in a medical-surgical or OB care setting in which the student is paired with a clinical preceptor. (Seven 12hr. shifts plus 6 hrs. clinical conference with clinical instructor = 90 hours total)
      (Specific criteria for students completing clinical hours at the Rite of Passage Women’s Health and Birth Center: On call time versus real time is calculated at a 1:3 ratio. For example: 3 hrs on call = 1 hr clinical time.) All clinical hours will be confirmed with clinical instructor.
2. Two seminars (1 credit) to complement the learning experiences of the students in the clinical settings.

B. Required Texts:


*Texts from all previous courses are recommended as resource material.*

C. Electronic Resources:

1. E*Value
2. Evolve
3. Skyscape
4. Blackboard

COURSE GRADE CRITERIA:

<table>
<thead>
<tr>
<th>Reflective Journal #1</th>
<th>Reflective Journal #2</th>
<th>Reflective Journal #3</th>
<th>Student Presentations on “The Immortal Life of Henrietta Lacks”</th>
<th>HESI Evolve Case Studies (Complete 5 with a score of 85 or &gt;)</th>
<th>Connection Concept Map (2)</th>
<th>Patient Assessment (Observed by clinical instructor in clinical setting)</th>
<th>Clinical Evaluation</th>
<th>TOTAL</th>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>25%</td>
<td>10%</td>
<td>5%</td>
<td>Pass/Fail</td>
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Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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<tr>
<td></td>
<td>95 - 100</td>
<td>90 - 94</td>
<td>87 - 89</td>
<td>84 - 86</td>
<td>81 - 83</td>
<td>78 - 80</td>
<td>75 - 77</td>
<td>72 - 74</td>
<td>69 - 71</td>
<td>65 - 68</td>
<td>&lt; 65</td>
</tr>
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</table>

Successful completion of a Nursing Clinical Course at the University of St. Thomas is defined as:

1. Completion of all course assignments.
2. Completion and submission of clinical assignments and written work.
3. Achievement of a final course grade of C or higher
4. A satisfactory clinical evaluation; grades at 0.5 or higher will be rounded up.
As a student, you are responsible for reading and understanding the policies in the School of Nursing Student Handbook. **Policies for exams, clinical performance and academic honesty are strictly followed.**

### DIDACTIC COURSE REQUIREMENTS (Due dates for all assignments are included on course schedule.)

- **HESI Evolve Case Studies:** Each student will complete five (5) case studies of their choice from the medical/surgical HESI Evolve case studies. Students will have three (3) possible attempts for each case study to make a score of 85 or greater. Completing the case studies is a pass/fail activity. For example: Score of 85 or greater = Passing (a grade of 100 will be seen in BB grade book.) Score of less than 85 = Failing (a grade of “0” will be seen in the BB grade book.) The five (5) case studies are 10% of the course grade.

- **Connection Concept Map:** Students will complete two (2) connection concept maps based on a single patient cared for in the clinical site using data collected for the reflective journal #1 and #2. Arrows should indicate relationships between systems as appropriate. This assignment is very subjective and will be explained further in class by course coordinator and reinforced by clinical instructors.

- **Student Presentations on “The Immortal Life of Henrietta Lacks”** Detailed instructions for assignments & grading rubric for presentation may be found on Blackboard. The presentation is 25% of the course grade. Presentations will be graded by all course faculty.

- **Reflective Journals:** Three (3) reflective journals are required during clinical practice and will be graded by assigned clinical faculty. Each is weighted at 20% of the course grade, with a total of 60% of course grade. Reflective journal guidelines and grading rubric may be found on Blackboard.

### CLINICAL OBJECTIVES:
The clinical objectives for the Summer Externship are the same as the course objectives.

### CLINICAL EVALUATION:
The purpose of the clinical evaluation is to provide summative feedback to the student regarding competency development in the clinical setting. For this course, competency is defined as: using clinical reasoning to solve clinical problems in a holistic manner within a clinical care specialty context. Informal feedback is provided on a daily basis to students by preceptors and clinical instructors. Formal written/electronic student clinical evaluations are completed by the clinical instructors at mid-semester as needed and at the end of the course (July 7, 2015).

- The clinical component of the course is a Pass/Fail activity. Students must complete all of the following activities to pass the course: 90 hours clinical rotation, all course evaluation forms as instructed, 3 reflective journals, 1 patient assessment (in clinical setting observed by clinical instructor), 2 connection concept maps. Clinical failing behaviors information is found below.
- At the end of the clinical rotation, the following evaluation forms will be completed: 1) Student Evaluation of Clinical Preceptor 2) Student Evaluation of Clinical Site 3) Student Evaluation of Clinical Instructor 4) Clinical Preceptor Evaluation of Student 5) Clinical Faculty Evaluation of Student.
Student 6) Clinical Faculty Evaluation of Course Coordinator and Course Coordinator Evaluation of Clinical Faculty. All forms can be found under clinical tab on Blackboard.

- All evaluation forms will be submitted to clinical faculty and then clinical faculty will submit to course coordinator along with copies of student work by August 11, 2015.

**CLINICAL FAILING BEHAVIORS:**
Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12. ([http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf](http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf)) Issues related to professional conduct, management of stress, clarification of course content and procedures, clinical assignment, and/or professional role expectations may warrant clinical warnings or practicum course failure.

<table>
<thead>
<tr>
<th>Clinical Failing Behaviors</th>
<th>Matched to Standards</th>
<th>Unprofessional Conduct Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance is unsafe.</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S, 1T, 1U, 3A, 3B</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 4, 5</td>
</tr>
<tr>
<td>2. Questionable decisions are often made.</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S, 1T, 1U, 3A, 3B</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 4, 5</td>
</tr>
<tr>
<td>3. Lacks insight into own behaviors and that of others.</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S, 1T, 1U, 3A, 3B</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 4, 5</td>
</tr>
<tr>
<td>4. Significant difficulty in adapting to new ideas/functions.</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S, 1T, 1U, 3A, 3B</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 4, 5</td>
</tr>
<tr>
<td>5. Continues to need additional guidance and direction beyond a reasonable period of time.</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S, 1T, 1U, 3A, 3B</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 4, 5</td>
</tr>
<tr>
<td>6. Demonstrates professional misconduct.</td>
<td>1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S, 1T, 1U, 3A, 3B</td>
<td>6A, 6B, 6C, 6D, 6E, 6F, 6H, 6I, 6J, 8, 10, 11, 12, 13</td>
</tr>
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**COURSE REQUIREMENTS:** Class attendance is required. If the student is not able to attend class, the instructor should be notified at least one hour before the beginning of class.

**CELL PHONES AND BEEPERS:** Please keep cell phones and beepers on vibrate or silent mode during class. Do NOT text during class or talk on your cell phone. This is disruptive to the class and you will be asked to leave the classroom if you cannot follow this rule. If you have an emergency communication, please exit and discuss this outside of the classroom.

**COMPUTER USE POLICY:** You may use a computer to take notes or refer to class materials in class. You may be asked to turn off your computer if it is used in ways not permitted in the classroom.
STUDENT ACCOMMODATIONS:
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations. The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability. The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss any matters. All information will be kept confidential.

ACADEMIC INTEGRITY:
All students will complete the tutorial on plagiarism and academic integrity at UST. http://www.stthom.edu/libtraining/ustplagiarism/ustplagiarism.htm

UST Students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The SON Student Handbook contains detailed information on plagiarism and related policies. Students are held accountable for knowing and adhering to these policies. Please note that Turn It In software will be used routinely to help address insufficient documentation; this software can detect plagiarism.

EXAM REGULATIONS:
The following UST-SON Classroom Exam Agreements- March 2014 will be followed.
- All bags are placed outside of classroom on cart
- All personal items (including phones) are placed outside classroom
- All phones MUST be off or silenced
- No bottles or food on computer desks at any time
- Electronic test items should never be copied/pasted/forwarded/photographed or reproduced in any form
- Scrap paper will be provided by faculty
- Scrap paper must be returned to faculty with the student’s name on it as the student completes the exam
- Questions about the test should be written on scrap paper and personally handed to faculty
- Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time)
- Students must exit the classroom quietly immediately after completing the exam
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Faculty</th>
<th>Preparation for class &amp; Assignment Due Dates</th>
<th>Clinical 6/1 thru 8/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 26</td>
<td>0900-1050 Seminar #1 Introduction &amp; Course Description</td>
<td>Drs. Hodges &amp; Clinical Faculty</td>
<td>Review syllabus &amp; blackboard course prior to class</td>
<td>1100-1200 Meet with assigned clinical faculty (Art Gallery) (Submit all required clinical forms)</td>
</tr>
<tr>
<td>Week of June 1</td>
<td>No Class</td>
<td>Clinical Faculty</td>
<td></td>
<td>Clinical shifts as scheduled with clinical preceptors</td>
</tr>
<tr>
<td>Week of June 8</td>
<td>No Class</td>
<td>Clinical Faculty</td>
<td>Reflective Journal #1 &amp; Concept Connection Map #1 Due June 9, 1700</td>
<td>Clinical shifts as scheduled with clinical preceptors</td>
</tr>
<tr>
<td>Week of June 15</td>
<td>No Class</td>
<td>Clinical Faculty</td>
<td>Reflective Journal #2 &amp; Concept Connection Map #2 Due June 16, 1700</td>
<td>Clinical shifts as scheduled with clinical preceptors Clinical Conference #1</td>
</tr>
<tr>
<td>Week of June 22</td>
<td>No Class</td>
<td>Clinical Faculty</td>
<td>Reflective Journal #3 Due June 26, 1700</td>
<td>Clinical shifts as scheduled with clinical preceptors</td>
</tr>
<tr>
<td>Week of June 30</td>
<td>No Class</td>
<td>Clinical Faculty</td>
<td>Evolve Case Studies (5) Due July 2, 1700</td>
<td>Clinical shifts as scheduled with clinical preceptors Clinical Conference #2</td>
</tr>
<tr>
<td>July 7</td>
<td>0800-1800 Seminar #2 Student Presentations of “The Immortal Life of Henrietta Lacks”</td>
<td>Drs. Hodges &amp; Clinical Faculty</td>
<td>Final course evaluations Final Clinical Evaluations Due (Meet with Clinical Faculty as Instructed)</td>
<td>Last Day of Clinical July 3, 2015 Except Travel Abroad Students (August 11, 2015)</td>
</tr>
</tbody>
</table>
Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 3391 course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Student Signature ___________________________ Date: ________________