

N-4612: ACUTE CARE PRACTICUM COURSE SYLLABUS

COURSE DESCRIPTION

This is a culminating experience in the last semester of the BSN program, which provides students opportunities to apply nursing theory, knowledge and skills into practice.

COURSE OVERVIEW

This course is designed using the principles of life-long learning and adult learning. The focus of the course is on application of all facets of nursing theory to the clinical setting, incorporating the entry-level competencies established by the Board of Nurse Examiners for the State of Texas. This course is a synthesis of applying knowledge from previous didactic courses and technical skills in the acute clinical setting. Students will plan, manage, provide, and coordinate care for various clients in the acute care setting using leadership and management techniques. The course has two components: seminar (30 hrs) and clinical practicum (180 hours).

PRE-REQUISITES

Successful completion of all required courses up to and including 7th semester and pre-requisites for the nursing curriculum. Clinical Clearances must be up-to-date, on file, and must remain up-to-date throughout the semester. A proficient ATI Pharmacology Exam score is also required.

Pre-requisites to the clinical practicum

In addition to the above pre-requisites, successful completion of: ATI Pharmacology Exam, Preceptor On-Line Program, Passport to Practicum, and a Preceptor Packet is required.

CREDIT ALLOCATION: Six (6) semester hours (2-0-12) (*30 didactic/hybrid—180 clinical*)

FACULTY INFORMATION

Course Manager / Clinical Faculty:

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REQUIRED TEXTS

- Lippincott Williams & Wilkins (2014). *Lippincott's NCLEX-RN PassPoint, North America PassPoint* (www.thepoint.lww.com).
- Fowler, D. M. (Ed.). (2010). *Guide to the Code of Ethics for Nurses: Interpretation and application*. Silver Spring, MD: American Nurses Association. (Is also part of the ANA three book series listed under highly recommended texts).
- ATI Series Reference Books for Nursing Curriculum -- Online ATI Integrated Resources
- Nursing Diagnosis Book/Reference; Current Pharmacology Text/Reference; Lab Reference Manual. All may be on a PDA or similar smart device with required information.
- Fundamentals of Nursing and all previous text books used in the Undergraduate Nursing Program.
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C: American Psychological Assoc.

HIGHLY RECOMMENDED TEXTS

- ANA (2010). ANA's Foundation Nursing Package. Includes: Nursing Scope & Standards of Practice, Nursing's Social Policy Statement, and Guide to Code of Ethics for Nurses.
- Garner Moore, S., & Moore, S. G. (2002). *Nursing Math Simplified* (4th ed.). Clearwater, FL: H & H Publishing Co.
- Silvestri, L. (2013). *Saunders Comprehensive Review for the NCLEX-RN Examination* (6th ed.). St. Louis, MO: Saunders.

RECOMMENDED TEXTS

- Campbell, L., Gilbert, M. A., & Laustsen, G. R. (2009). *Clinical coach for nursing excellence* (1st ed.). F.A. Davis Co.
- Scott, B. A. (2009). *Thinking as a nurse* (1st ed.). Bloomington, IN: iUniverse

COURSE OBJECTIVES:

Upon completion of the course the learner is expected to:

1. Perform the role of Provider of Patient Centered Care and Patient Safety Advocate by
 - a. Applying the nursing process and providing safe care
 - b. Delegating and using personnel to their maximum potential
2. Perform the role of a Member of the Health Care Team by:
 - a. Effectively working in collaboration with others

- b. Implementing appropriate care measures within a managed care environment
3. Perform the role a Member of the Profession by
 - a. Accurately discussing the nursing practice act of the state in which the experience took place
 - b. Participating in professional activities (ie: in-services, committees, policy and legal measures affecting nursing)
 - c. Demonstrate the use of theory and evidence based practice in his/her clinical practice.
4. Analyze the impact of the organization's leadership, management, political, and socioeconomic influences on the nurse's ability to provide care.

TEACHING/LEARNING STRATEGIES

The student is responsible for meeting course objectives, deadlines and requirements, participation and attendance, preparation for all assignments in the clinical and classroom setting, and professional behaviors. The student is expected to uphold policies of UTEP and the clinical facility, as well as maintaining standards of professional nursing practice.

This course is not self-directed. Learners will seize new knowledge in a personal way throughout the semester. Cognitive dissonance accompanies the activities of accessing new information, examining prior learning from multiple perspectives, and synthesizing/applying current knowledge. Dissonance, in turn, creates the pool from which new knowledge is constructed. Teaching and learning strategies stimulate this process. Didactic course work and clinical content help develop the skills necessary to critically assess practice issues and identify clinical problems. Conduct relevant evidence-based literature searches, and develop solutions to problems. A variety of teaching/learning strategies will be used to enrich the experience of all types of learners and includes the following:

Didactic Content	Clinical Content
Course Orientation	Clinical Orientation
Scheduled Seminar Sessions	Simulation Hospital Day/Documentation Exercises
Dosage Calculation Review/Exams/Remediation	Skills Assessments and Demonstrations/ Open lab/Remediation Scenario Based Learning
Online BB assignments and Peer Reviews	Acute Care Practicum Hours/Leadership Hours
Presentations	Clinical Teaching Project and/or Poster Board Presentation
PassPoint© Quizzes/NCLEX questions	Hospital Specific Orientations/Computer Training/Skills Professional Development Activities.
ATI Live Review (TBA)	Hospital Affiliated In-services and Conferences as available

SIGNIFICANT LEARNING PROCESSES

According to Fink (2003), significant learning occurs when we move away from content to include lifelong learning, caring, and a human dimension to our teaching/learning framework. By the end of the semester, it is anticipated the learner will be able to:

Information	❖ Utilize the principles of theory, evidence-based practice (EBP), and web-based resources to develop foundational information in the classroom and clinical setting.
Application	❖ Participate in seminars, discussions, and journals to apply foundational knowledge to a variety of clinical and classroom situations. Provide leadership, management, political, and socioeconomic influences on the nurse's ability to provide care.
Integration	❖ Participate in both didactic and clinical content and to integrate foundational knowledge from these activities into practice.
Human Dimension	❖ Participate in group discussions and respond to peer postings. To identify the value of contributions made by professional colleagues in the classroom and in clinical rotations.
Caring	❖ Utilize classroom time, clinical time and discussion board to develop professional relationships with faculty, clinical faculty and peers.
Life-long learning	❖ Utilize the skills in the role of provider, role of coordinator of care, and the role of professional essential for practice in the acute care practicum.

GRADING POLICY AND STRUCTURE

- **Achieving less than 75% average score in course assignments will result in course failure.** This includes but is not limited to: ATI practice assessments, examinations, module assessments, and PassPoint quizzes. There is no rounding of grades and fractional points will be dropped. Additional assignments and clinical are factored into the overall course grade only if the student has achieved a minimum average score of 75 on PassPoint quizzes and exams. Students must attend **all** lectures/seminar and required presentations before other assignment points can be awarded.
- **Clinical performance is based on a Satisfactory (pass) / Unsatisfactory (fail) basis.** The Practicum Clinical Evaluation is completed by the clinical preceptor based on the student's performance at mid-clinical (formative) and at the end of the clinical rotation (summative). Students must achieve a rating of "Satisfactory" for each criterion on the summative Clinical Evaluation in order to pass the course. The only exception is when there is "No Opportunity" for the experience. **Any unsatisfactory performance related to patient safety is an automatic course failure. Failure to uphold the Standards of Nursing Practice is an automatic course failure.**
- **Assessment Technologies Institute (ATI) Exam:** Students are required to take and pass the related ATI exam at or above the 90% predicted probability of passing the NCLEX in order to pass N4612. (See statement under Course Policies)
- **Medication Administration and Calculation Exam:** Students must take and pass the Medication Administration and Calculation Exam at or above 90% to pass the course **and** PRIOR to participating in Simulated Hospital Day and clinical experiences. If unsuccessful, students will have two opportunities to retake the exam, and must attend mandatory remediation. **If the student does not pass the exam after the third attempt, he/she will be administratively dropped from the course.**
- **Skills Assessment:** Students must successfully demonstrate the performance of designated skills in order to pass the course and prior to Simulated Hospital Day and clinical experiences. Students are required to practice skills at least 1 hr. in Sim Lab. A 100% will be earned for the skill successfully demonstrated on the first attempt unless the student did not complete the Skills practice time prior to testing; this will result in a 25 point deduction. Failure to successfully demonstrate a skill on the first attempt will result in a 75% for that skill. If unsuccessful on the first attempt, students will have one more opportunity to remediate and successfully demonstrate the required skill(s), however, the grade will remain a 75 unless you did not practice in the Sim Lab as previously stated; and then your grade will be reduced to a 50.

- **Assignments:** All assignments and projects must be completed and submitted in order to pass the course and receive a course grade. Assignments submitted late will receive a deduction of five (5) points per day (24 hours). Assignments submitted 3 days (72 hours) past the assigned due date/time will receive a zero (0) for that assignment. Even though a student might receive a zero on an assignment, it must still be submitted in order to pass the course. All references must be submitted in APA format. Extension(s) for written assignments will be considered on an individual basis.

Grading Scale: A =100-90 B = 89-80 C = 79-75 D = 74-60 F = < 60

- Grades: The following indicates the percentage each assignment factors into the final grade.
- In order to pass the course, students must first earn an average score of 75 or greater on PassPoint© Quizzes and scheduled PassPoint© NCLEX practice exams.
 - PassPoint© Quizzes & Exams..... 40 %
- The following scores will be factored into the final grade **after** having passed PassPoint© with an average score of 75.
 - ATI Comprehensive Predictor Exam.....10 %
 - ATI-RN Comprehensive Practice Assessment Exam (2013)..... 5 %
 - Clinical Skills Assessment..... 5 %
 - Simulated Hospital Day..... 4%
 - Passport to Practicum..... 5%
 - Management Observation PowerPoint©..... 7 %
 - Clinical Project (Inservice).....7 %
 - Journals (Formative & Summative)..... 12 %
 - Complete Attendance of N-CLEX Review.....5%

COURSE POLICIES AND REQUIREMENTS

- Review **Academic Regulations in UT El Paso Undergraduate Studies Catalog** and the **School of Nursing Undergraduate Nursing Student Handbook** for the following policies: *Statement on Disability, Student Injury, Class Attendance, Religious Observance, Clinical Compliance and Policy on Academic Integrity.*
- This course is designed around the principles of adult learning. The student is responsible for meeting course objectives, deadlines and requirements, participation and attendance, preparation for all assignments in the clinical and classroom setting, and professional behaviors. The student is expected to uphold policies of UTEP and the clinical facility, as well as maintaining standards of professional nursing practice.
- **Attendance, Absences and Tardiness**
 - **Attendance to all didactic and clinical experiences is mandatory.** Professionalism is emphasized and students are expected to demonstrate professional behavior and **professional dress is required for all seminars.** This applies to absences and tardiness. 8th Semester nursing students are at a stage in their careers where discussion among peers of topics and issues related to healthcare and the professions are essential elements. Lectures and seminars

are designed to expose the 8th semester nursing student to a forum of peers, similar to those they will encounter as registered nurses, where these issues can be discussed and debated. The learning value is contained not only in the content presented by the faculty or guest speaker, but in the discussions, exchange of ideas, and exploration of possible solutions. For this reason, **attendance is required for all lectures, seminars and presentations** (whether in the classroom or Blackboard) and students are expected to be on time, and to participate in discussions and activities. Post clinical conferences and assignment submission may occur on Blackboard, email, discussion boards, assigned chat rooms, or in person as determined by individual clinical faculty.

- **Attendance to all clinical activities is mandatory.** This includes but is not limited to hospital specific orientations, clinical orientation, and/or computer orientation as required by the agency; simulated learning activities/demonstration, practice sessions, pre/post conferences, wrap-up sessions, and direct patient care. If, for any reason, the student must be absent from a clinical experience, the clinical faculty **must be notified prior** to the absence. If the clinical faculty is unavailable, notify the Course Manager. In addition, the preceptor and assigned unit must be provided notice of the absence. **At no time will a student make their own clinical arrangements or acquire their preceptor.** In case of illness, a release from a health care provider is required in order to return to the clinical setting. Any make up for an excused clinical absence is at the faculty's discretion. **More than one excused lab/clinical session will result in clinical failure.** **Any unexcused absence from a lab/clinical experience will result in course failure.**
- **Authorization / Notification to be in the clinical setting is required.** Students may not be in the clinical setting unless clinical faculty has been advised when and where the student is "working" and has given the student permission to be in the clinical setting. Approved dates of the clinical experience are specified on the Preceptor Agreement. Failure to abide by these rules is grounds for clinical and/or course failure. **No credit will be given for hours worked which were not authorized.**
- **Unexcused tardiness.** One time unexcused tardy will receive a verbal and written warning. Second unexcused tardy will receive written warning with SOS plan. Third time tardy will result in dismissal from the course failing.
- **Communication and Blackboard.**
 - Communication is the responsibility of both students and faculty. Faculty will keep students informed of progress in both theory and clinical and students will inform faculty of any deterrent to their success.
 - Students are required to subscribe and access, **on a daily basis**, the course Blackboard site and the UTEP Webmail system. This is the primary source of communication between faculty and students. Students must access this site on a daily basis. The course syllabus, calendar, topical outlines of scheduled lectures with objectives and assigned readings, and clinical assignment criteria are posted on this site. Test grades & final course grades will be made available **ONLY** through this site. Group as well as individual messages may be posted on Blackboard and/or email. Students are responsible for all announcements and information posted on Blackboard & should check it daily, as well as their email, for updates & postings.

- **Professionalism**
 - Students are expected to behave professionally *at all times* with faculty, peers, preceptors, and clients *and* in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a SOS plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in removal from the clinical setting and/or an administrative withdrawal from the course and/or dismissal from the program.
- **Students Opting for Success (SOS)**
 - When a student is not progressing in the course as expected or is not meeting clinical expectations, they will be required to meet with the Course Manager or clinical faculty to discuss strategies for success as outlined on the SOS form. The Students Opting for Success Plan form will identify recommendations for improving the student's success potential and will specify time lines for completion of these recommendations. The SOS form (with all recommendations completed and all signatures in place) must be submitted to course manager at due date. *Students who are not successful in the course should be aware that non-compliance with SOS recommendations jeopardizes eligibility for the opportunity to repeat the course in the subsequent semester. Please refer to the SOS forms posted in Blackboard.*
- **Dress Code.**
 - Students are expected to dress professionally (business-casual attire) for classroom activities (seminars/lectures, group presentations, etc.). Students are allowed to wear their nursing uniform when attending classroom presentations or seminars immediately after or during a clinical rotation. The dress code for N4612 clinical is UTEP SON scrubs with a name badge.
 - Student nursing uniforms are to be worn to all simulation based learning activities unless otherwise stated by the Course Manager.
 - Students are required to adhere to the student dress code when in the clinical setting. The UTEP School of Nursing and facility identification badges (if required) are worn at all times. Students in specialty areas that require nurses to wear hospital issued scrubs will adhere to the institutional/unit dress code. In accordance with the UTEP SON Undergraduate Handbook, students may not wear student uniforms outside of the clinical/academic setting. **Refer to the SON Undergraduate Handbook for complete dress code regulations, accessible on the course School of Nursing website. Any student in violation of the dress code will be dismissed from clinical with an unexcused absence.**
- **ATI-RN Comprehensive Practice Assessment Exams A & B**
 - Students are required to take the ATI practice exams prior to the ATI Comprehensive Predictor Exam. The practice exams will be web-based through ATI. See scoring above for the practice exams.
- **ATI RN Comprehensive Predictor Examination (RN-CPE).**
 - The Texas Board of Nursing (BON) requires an Affidavit of Graduation (AOG) from each student's School of Nursing (SON) as part of the application for State licensure. The UTEP

- SON requires students achieve at or above the benchmark 90% predicted probability on the RN-CPE as one of the criteria for submitting the student's AOG to the BON.
- Students are provided two opportunities during the semester to achieve at or above 90% predictability on the RN-CPE.
 - If unsuccessful after the first attempt, students will be required to remediate prior to attempt #2. Remediation will consist of completing Version "A and/or B" Practice Exams in each topic area of weakness as identified on the student's ATI results. Students will meet with the course manager for further instructions. Non-compliance with remediation will prevent the student from taking a second attempt of the ATI RN-CPE. This will result in an Incomplete for the course. Course policy for Incompletes due to the ATI RN-CPE will then apply.
 - If unsuccessful after three attempts the student will receive an Incomplete (I) in N4612 until he/she successfully retakes and passes the Exam with $\geq 90\%$. If unsuccessful after two attempts, remediation will be mandatory attendance to the N-CLEX Review held at the end of the semester. Once the N-CLEX Review is completed, a third attempt at the RN-CPE will be offered to the student.
 - Students not achieving at or above 90% on the third attempt will require proof of remediation prior to the next attempt. Recommended remediation is enrollment in Virtual ATI or as recommended by the course manager and/or the ATI Champion. After the student has successfully completed and provided proof of remediation, he/she may retake the exam the following semester when it is regularly scheduled.
 - Upon successfully passing the RN-CPE (at or above 90% predictability) the "Incomplete" will be replaced with the student's earned course grade.
 - The SON contract with ATI requires that students pay the additional testing fee(s) for third and subsequent retakes of the ATI RN-CPE as well as personal tutoring with ATI counselors.
 - According to UTEP policy, a course Incomplete ("I") must not exceed one calendar year. If the Incomplete has not been resolved within that year the "I" will be changed to the grade earned in N-4612. (UTEP Academic Catalogue). This means that students unable to achieve $\geq 90\%$ on the RN-CPE within one calendar year will be granted their Bachelor's degree, however, the Affidavit of Graduation will not be sent to the Board of Nursing. This will not allow the graduate to apply for licensure and take the N-CLEX exam.
 - The N-CLEX Review is mandatory for all graduating nursing students as a preparation for the NCLEX examination.
 - Remediation and Retesting:
 - Those earning $\geq 95\%$ on **RN-CPE #1** may opt out of taking **RN-CPE # 2**. The highest score stands. Remediation is not mandatory but highly recommended.
 - Those earning 90-94% on **RN-CPE #1** must take **RN-CPE #2**. The highest score stands. Remediation will consist of an ATI focused review and a retake of the practice exams prior to the RN-CPE #2.
 - Those earning below 90% on **RN-CPE #1** must take **RN-CPE #2**. Remediation is required. Remediation will consist of an ATI focused review and a retake of the

practice exams prior to the RN-CPE #2 and a meeting with the ATI champion or it's designee.

- **Policy on Scholastic Dishonesty**

- Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the School of Nursing and/or university. "Scholastic dishonesty includes but is not limited to reproducing test materials from memory, copy/paste or xerox, cheating, plagiarism, collusion, the submission for credit or any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the School of Nursing and the university, policies on scholastic dishonesty will be strictly enforced via the Office of Student Conduct and Conflict Resolution (OSCCR). See detailed procedure in the Handbook of Operating Procedures (HoOP) available in the Office of the Dean of Students.

- **Statement on Disability/Pregnancy**

- It is the responsibility of the student to inform the course manager of any limitations they may have in completing course expectations. Written guidelines r/t accommodations from the Center for Accommodation and Support Services (CASS) and must be submitted to the course manager PRIOR to the start of the course.

- **Grade Challenges**

- Students may challenge grades as determined by a member of the faculty of the University during or within one year after the end of any credit course, qualifying or comprehensive examination, for which the student has been enrolled. A challenge to a grade may be pursued only on the basis of: malice, bias, arbitrary or capricious grade determination, or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Students must attempt to resolve issues relating to grades through the following channels:

- First:** with the faculty member who issued the grade;
- Second:** with the Course Manager
- Third:** with the Director of the Undergraduate Nursing Program
- Fourth:** with the Assistant Dean for Undergraduate Education;
- Fifth:** with Executive Nursing Officer of the School of Nursing;
- Sixth:** with Dean of the School of Nursing.

Formal grievances MUST be in WRITING and filed through the faculty member, the SON Assistant Dean for Undergraduate Education and the Dean of the SON. Having failed to resolve the matter after consultation with the above persons, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

OTHER COURSE POLICIES

- Simulated Learning Activities.

- The goal of these activities within the course is to provide the student with an experience similar to what they will encounter in the clinical practicum. This gives the student an opportunity to apply principles of patient care management, critical thinking, and leadership. Faculty is available to mentor the student through the process of integrating theory into practice, while applying the nursing process. Students will be evaluated on Simulation Hospital Day according to the BSN competencies on a needs improvement or meets standard basis. Attendance and participation in all simulated learning activities is mandatory. Failure to attend a clinical/simulation lab activity may result in clinical failure. Makeup for an absence is at the faculty's discretion.

- The Clinical Practicum

- A minimum 180 hours of clinical is required for completion of the course. These hours include simulated learning activities, simulated hospital day, hospital orientations and computer training, precepted clinical hours, and other assigned clinical/sim lab activities. Each student will be assigned a preceptor within an acute care facility. Students will meet with their assigned preceptors in advance of the clinical experience. Students will provide the faculty with his/her preceptor's complete work schedule **prior** to the first day of clinical and as the preceptor's new work schedules are available. The schedule must be submitted via Blackboard, and must **always** be **prior** to the student being in the work setting. The student will work the same schedule, to include holidays and weekends, as the preceptor unless arrangements are made for an additional experience, i.e., working with the unit manager. This means, for example, if the preceptor is working two eight-hour day shifts and three eight-hour evening shifts in one week - the student works the same schedule. If the preceptor is scheduled for three 12-hour shifts each week, then the student works the three shifts and is off from clinical practice the other days for that specific week. Alternative clinical hours may not exceed 15 hours. Prior permission is needed and is at the course manager's discretion. Examples of alternative clinical hours include health fair leadership, hospital affiliated conferences and mock disasters. TNSA conference hours or activities **do not** count as clinical hours.
- **The student may be scheduled 40 hours per week maximum. The student will not work scheduled overtime, even though the preceptor may be assigned or elect to work extra hours or shifts.** The only exception to the 40-hour per week rule is when the scheduled shifts are: three (3) 12-hour shifts one week and three (3) 12-hour shifts plus one (1) 8-hour shift the next week, for a total of 80 hours in the preceptor's two week pay period. Students must, however, work until he/she has completed shift work, even if it is beyond the scheduled shift. ie: An emergency arises or you have not completed documentation for the assigned shift. The student will stay after the shift with his/her preceptor until this work has been completed. These hours will be documented as "extra hours" on the Clinical Timesheet.
- Students may not leave work mid-shift. Ie: If the 180 hour clinical requirement is met mid-shift, students must remain on the job until end of that shift.

- Students may request to work more than the 180 minimum clinical hours. Depending on preceptor availability, students may request to have these hours on their assigned unit or request experience on a different unit.
- Attendance and punctuality at all post conferences/seminars/wrap-up sessions and theory integration classes are mandatory. Post conferences/seminars will include presentation, discussion, and analyzation of patient cases. Students are to bring their N-4307 text and be ready to discuss clinical experiences. Each student is to have at least one case study from his/her clinical analysis in mind and be ready to share. Be ready to apply leadership/management, legal/ethical issues, including theorists, to cases presented. Additional weekly conferences may be called by faculty or adjunct faculty as deemed necessary. These conferences would be for all students within the facility, faculty, and adjunct faculty as required. Time will be as indicated by faculty member.
- Preceptors are assigned by the clinical faculty in collaboration with the agency managers and must be BSN level nurses or ADN nurses with several years of clinical experience. Preceptors must complete the Preceptor On-Line Program and submit Certificate of Successful Completion prior to the clinical experience.
- At the end of the clinical rotation, the student will submit to faculty the completed and signed Clinical Evaluation Tool, Timesheet, and all other required forms. In addition to End of Course evaluations, students will receive two exit surveys via email after the middle of the semester. One is administered by EBI, and the other by UTEP. It is an expectation that students will complete these surveys.
- Leadership hours include management observation. Other activities may be offered as opportunities present themselves. A maximum of 12 leadership hours may be applied to the total clinical hour requirement.
- Students may not do their clinical experience on a unit in which they are currently employed. Interns will be assigned in collaboration with the sponsoring facility.

Prerequisites to Clinical Practicum

- Before clinical orientation, students are required to have a clinical clearance that is valid through the end of the semester. Health clearances are conducted via Verified Credentials© CPR, insurance, background checks, drug screening, and city-wide orientation clearance is verified by the School of Nursing Compliance Officer. Students are **NOT** eligible for clinical participation until all requirements are verified.
- Students must successfully complete the Preceptor On-Line Program and submit the Certificate of Successful Completion to faculty. Students must also complete and submit the preceptor packet, preceptor schedule, and Passport to Practicum *prior* to the first day of clinical. Students may not begin their clinical rotation without the knowledge **and** faculty approval of all the precious mentioned documents.
- The Preceptor On-Line Program provides a means for nursing students to receive the same information as the nurse preceptors. It helps assure that all parties have the same understanding of the expectations and responsibilities while participating in the clinical preceptored experience. The Program and Instructions are located on Blackboard Community Site. Certificate of Successful Completion is returned to the Course Manager.

- **Passport To Practicum**
 - Students are required to arrange a meeting with their preceptors prior to the clinical experience. Students must submit to their assigned clinical faculty, a list of the top 5 medical diagnoses, top 5 nursing diagnoses, top 5 diagnostic tests, top 10 routine medications, top 5 PRN medications and top 10 clinical skills used most frequently on the assigned unit. The medical diagnoses should include a precise and concise description; the nursing diagnoses must include a discussion of associated assessment/evaluative parameters and common nursing interventions. All medications listed must include the normal dosage range for the clinical population, the routes, side and adverse effects and contraindications/ precautions and any appropriate nursing implications/ considerations. Diagnostic procedures must list appropriate nursing implications/considerations. This must be submitted with the preceptor packet and schedule **PRIOR** to beginning the clinical experience, and is an indication of clinical preparation. This assignment is to be completed by each student even if they are working in the same unit as another classmate. **Group work will not be accepted** Students may not start the clinical practicum until the PASSPORT is reviewed and approved by the assigned Clinical Faculty.

- **Clinical Time Sheet**
 - Record all clinical hours on the Clinical Time Sheet. Time spent after scheduled shifts (following a nurse manager, attending meetings, or needed to stay past end of shift to complete shift work/tasks) are counted as extra time on the time sheet and are included in the total clinical hour's requirement. The preceptor will certify the documented hours of practicum. *Falsification of timesheets results in a meeting with the course manager, the Assistant Dean and possible dismissal from the program. Students are responsible for completing, tracking, totaling, and submitting completed time sheets.* Keep a copy for your own records.

- **Clinical Evaluation Tool**
 - The tool is designed to track a student's achievement of minimum nursing competencies through critical thinking, delegation, and prioritization skills based on *Texas Board of Nursing Differentiated Essential Competencies for a BSN* graduate nurse and of N4612 Course Objectives. This is completed by the preceptor midway (formative) through the practicum and at the end of the practicum (summative) and reviewed with the student. The original signed, completed tool with all evaluations is submitted at the end of the semester. Students must consistently meet minimum standards of nursing practice at all times. Students must achieve a satisfactory level of performance in every criteria (on the summative evaluation) by the end of the semester. "Needs Improvement" or "Unsatisfactory" are not considered passing criteria. The preceptor and/or student will notify clinical faculty immediately it is determined that the student is not demonstrating competencies at the required level.

- **Additional student expectations.**
 - Accountability for all information provided, clinical assignments, and assignments from faculty and as distributed on Blackboard.
 - Ability to critically discuss and analyze all information gathered from patients and the patients' records (see statement on confidentiality below).
 - Review & practice of clinical skills needed in clinical setting at the Simulation Lab,
 - Full preparation for each clinical experience including assessments and/or procedures.
 - Awareness of the nursing process and how it relates to the care of the patient(s).

- Ability to relate prior knowledge such as adaptation, anatomy, physiology, psychology, and nutrition to the clinical experience.
 - Application of nursing management and leadership principles.
 - Appropriate attire for the clinical setting. Students are representatives of UTEP School of Nursing. Uniform and name badges are required to be worn at all times, and lab coat as specified. Students not in proper uniform or without a name badge will be sent home and given an unexcused absence.
 - Clarification of and seeking information and feedback from faculty and preceptor when needed.
 - Strict adherence to confidentiality standards. The student is legally liable for the confidentiality of data obtained and about clients during their clinical experiences. Information is to be discussed in class, clinical seminars, or on an individual basis with faculty only. The client's name and other identifying data are not to be used on assignments completed outside of the clinical setting.
 - Arranging own transportation to meet course and clinical requirements.
 - Reporting of any unusual incidents or problems to the faculty (including on-call faculty), preceptor and staff immediately.
- The Course Manager/faculty reserve the right to drop a student from the course when, in their assessment, they determine:
 - The student has been absent to such a degree as to impair his/her meeting course objectives.
 - The student has not prepared for clinical experiences, classes, conferences. This includes all required reading assignments.
 - The student is not achieving competency expectations in one or more areas of direct patient care/clinical performance and/or as documented on the Clinical Evaluation Tool.
 - Student behavior is identified as unsafe practice or non-professional.
 - The student is absent or late without approval of, or notification to the faculty and organization (preceptor).
 - The student does not comply with HIPAA guidelines related to confidentiality.
 - Student has failed to notify faculty of any changes in the work (clinic) schedule.

Should it be determined the student be dropped from the course, the faculty will assign either a W or F grade (refer to UTEP catalogue). Missed experiences must be made up. Arrangements to make up missed clinical time must be discussed and approved by faculty and preceptor. The student must then coordinate with faculty, adjunct faculty of the facility, and a preceptor to complete the experience. If a preceptor is unavailable and the student will not complete the required 180 hours of clinical, the student will be administratively withdrawn from the course with an assigned grade of either a W or F. The only excused absences from clinical are for seminars and/or post conferences.

- **PassPoint© Quizzes**
 - PassPoint© quizzes (2-4 weekly) will be posted each week on The Point (www.thepoint.lww.com). These quizzes consist of approximately 20-30 questions each. The PassPoint program bases the questions on the student's knowledge level. Each of these quizzes will be on a mastery level point scale. Students will take each quiz until they have reached one of the following mastery levels. These levels are averaged for your final quiz average. Quizzes are due by the deadline posted in PassPoint© in MST.

8.0 mastery level = 100 %
 7.0 mastery level = 89 %
 6.0 mastery level = 82 %
 5.0 mastery level = 75%
 Below 5.0 = 0

- **Weekly Journals**
 - Journals are designed to assist you in application of Texas Board of Nursing competencies, evidence based practice, critical and ethical reasoning skills, reflective insight and application of the nursing process related to your clinical experiences.
 - Journals are to be presented on time, using correct English, spelling, grammar, punctuation. All references must be within the last five years and in APA (current edition) format. Work is expected to be professional in appearance and scholarly in content. Journals are to be typed as a “Word” document and submitted electronically via Blackboard.
 - Journals are submitted to the student’s assigned clinical faculty member by the due date directed by that faculty. Faculty reserve the right to refuse a journal if incomplete or not compliant with the guidelines. Should this occur a zero will be awarded for that journal.

- **Leadership and Management**
 - Each student will select a nurse manager with a minimum of a BSN in their agency, facility, or unit to observe. The observation is for 8-12 hours, and must be completed within one eight, one 12 or 3 four hour sessions. The manager and the site must be presented for approval to the course faculty prior to commencing the experience. See the Management Observation Evaluation Tool for guidance. Students will submit a PowerPoint© presentation describing your experience. A minimum of two references to support opinions and statements are required. In addition, the observed manager may be used as a personal reference. The journal must be written using proper grammar, punctuation, spelling, etc. All references must be APA format. This project may be done at a time agreed upon by the student, manager, and the course faculty. However, the date set for the observation must be turned to faculty by week 2 of your clinical rotation. The journal is due within one week of the experience.

- **Instructional Presentation**
 - During the clinical experience each individual is responsible for preparing and delivering an inservice to staff of the clinical unit assigned. The inservice is to be coordinated with the leadership, nurse manager/director, of the assigned clinical area. The inservice will be 10 to 15 minutes in length and target a specific learning need with current relevance for the staff. Clinical faculty must approve the inservice date and topic. A **detailed** outline using three cited references is to be provided to the faculty member. One of the references must be a research article - a copy of which is to be submitted along with the outline. Lecture is not recommended for delivering an inservice. See the Inservice Rubric/Evaluation. An example of an evaluation tool, with which your unit staff can use to evaluate your inservice, will be on Blackboard for your use. Hospital staff are given credit by their agency for attending your inservice; therefore, be sure the presentation is professionally presented and the appropriate agency staff sign-in sheet is available. The objectives, teaching strategies, detailed outline, and method(s) of presentation, must be presented to and approved by clinical faculty prior to the inservice.

- **Technology in the Classroom:** The use of laptops and other electronic devices (IPads, iPods, smart phones, recording devices, MP3 players, etc.) during seminars/lectures, group presentations is not permitted unless it is being used on the day of seminar for a faculty driven request. Otherwise, Students are expected to have their devices muted and not in use during seminar.

- **Ethical and Responsible Use of Social Media Technologies.**
 - Posting information about patients in social media of any kind is strictly forbidden. This

includes but is not limited to: names, diagnoses, treatments, medications, histories, room numbers, symptom description, descriptions of any kind (good or bad), conversations with or any other part of the day in clinical, pictures of patients, clients, or family members at the clinical sites.

- Under no circumstances are students to discuss policies or activities of any clinical facilities.
 - Any violation of this policy will result in disciplinary action which may include dismissal from the program. This violation is covered under HIPAA laws.
- **Cell Phones**
 - Set phones to mute or silent mode prior to classes, activities, or clinical
 - Cell phones are not allowed for any use in class (no calls, texts, web browsing) unless specified by the course manager. Any student using phones will be asked to leave the class and will receive an unexcused absence for that day with all quizzes/exams/assignments recorded as a zero.
 - In case of emergency, friends/family may call the School of Nursing operator at 747-7280 with name of student and course number and the message will be relayed.
- **HIPAA Statement:** The Health Insurance Portability and Accountability Act (HIPAA) of 1996 is a mandatory federal law that protects patient health information. In keeping with HIPAA guidelines, nursing students **shall not under any circumstance** photocopy, fax, or remove from the agency premises any component of the patient's medical record. Failure to comply with HIPAA policies **will** result in disciplinary action that may include course failure and/or dismissal from the nursing program. In addition, legal action may be taken against the student.
- ***Students are held accountable for all information provided, clinical preparation, application of nursing process, standards of practice, nursing theory and academic integrity.***
- **Center for Accommodations Office (CASS):** If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Rm. 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. It is the responsibility of the student to inform the course manager of any limitations they may have in completing course expectations. Written guidelines related to accommodations from the Center for Accommodations Office (CASS) must be submitted to the course manager PRIOR to the start of the course.
- **Reporting of an Injury:** Students injured while participating in UTEP School of Nursing courses or activities are required to complete an Incident Report, as stipulated in the SON Undergraduate Handbook. Students are responsible for carrying their own health insurance.

THE UNIVERSITY OF TEXAS AT EL PASO

<p>NOTE: Addendum or changes may be made to the syllabus as the semester progresses at the discretion of the faculty. Notifications of changes or updates are made on the Announcement section of Blackboard.</p>	<p>Revised August, 2016 LR</p>
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University of Texas at El Paso School of Nursing

N-4612 ACUTE CARE PRACTICUM

COURSE SYLLABUS –Fall 2016

STATEMENT OF UNDERSTANDING AND AGREEMENT

Please sign the statement below and return to Course Manager no later than August 25, 2016

I have read the course syllabus for N-4612 and understand my obligations to adhere to the policies described. I have also reviewed and agree to comply with the dress code as noted in the Syllabus and School of Nursing Handbook.

Student Printed Name

Date

Student Signature

SAFE AND EFFECTIVE NURSING PRACTICE POLICY FOR THE UNDERGRADUATE NURSING PROGRAM:

The following Safe Nursing Practice Policy is a revision of a similar policy that has been in effect since the nursing program was a part of the University of Texas System (1972).

This policy must be adhered to in order for a student to succeed in clinical nursing courses. The nursing process must be directed toward quality care for the patient/client/family/community/population to promote health, prevent illness, advocate, and treat human responses.

Safe and Effective Nursing Practice is defined as the ability to:

- Demonstrate knowledge about patient/client health status
- Observe, report and record signs and symptoms
- Accurately interpret, report and record changes in patient's condition
- Demonstrate actions that assure the delivery of quality nursing care
- Set priorities and carry through with appropriate nursing interventions
- Evaluate and make substantive judgments relative to the quality of nursing care
- Calculate and administer drugs safely, including documentation of administration

As professional nurses with a commitment to the welfare of clients/patients, the nursing faculty reserves the right to refuse the opportunity to a student to care for patients if the student's health interferes with performance or if the student gives evidence of unsafe and/or ineffective nursing practice. A student may not render care when under the influence of prescribed or over-the-counter medication which may affect judgment, or if the student imbibes in/or is under the influence of alcohol or illicit drugs. A student who is deemed to demonstrate unsafe practice will fail the course and be dropped from all clinical courses enrolled in at that time. Further progression in the nursing major will be evaluated.

Since the faculty student ratio in the clinical area is 1:10, it is impossible for a faculty member to be present continually with each student to observe every situation. It is therefore imperative that each student assumes personal responsibility to be prepared for each clinical practice experience. Each student is expected to check immediately with the instructor or agency staff if in doubt about patient care or a patient's condition, and to report to the instructor or staff when leaving the clinical area to assure continuity of care for patients. Students who come unprepared for clinical may be dismissed from the clinical site upon the discretion of the clinical faculty.

SAFE AND EFFECTIVE NURSING PRACTICE POLICY

Adopted by Faculty Organization Committee Meeting.

Revised February 13, 1985, December 14, 1994 and September 2012.