

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 4804

PRACTICUM IN NURSING IV

NURSING IN THE COMMUNITY

FALL 2009

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STATEMENT OF UNDERSTANDING

I have read and understand the syllabus for the course NUR 4804. I understand the requirements for this course and grading procedures.

STUDENT SIGNATURE

DATE

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course Number: NUR 4804

Course Title: Practicum in Nursing IV - Nursing in the Community

Credit Hours: 4 Semester Hours

Contact Hours: 18 Contact Hours per Week, Monday, Wednesday

Placement: Fall and Spring Semesters, Senior Year

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Course Description:

A clinical course that integrates theories and concepts from NUR 4606 and provides for practice in community-based health care settings. Emphasis is on the utilization of the nursing process in the promotion, restoration and support of health for individuals, families, groups and communities at risk for or experiencing complex health problems. Management skills and techniques are utilized in the delivery of holistic nursing care. Activities are provided which facilitate the role transition from student to professional nurse. Clinical experiences occur in a variety of healthcare settings to include global, technological and diverse topics.

Instructional Resources:

Required Textbooks:

Huber, D (2006). Leadership and Nursing Care Management, (3rd Ed.). Philadelphia, PA: Saunders Elsevier.

Maurer, F. & Smith, M. (2004). Community health nursing theory and practice, (3rd Ed.). Philadelphia, PA: W. B. Saunders.

Retain texts from previous nursing courses.

Recommended Textbook:

Hansten, R. & Washburn, M. (1998). Clinical delegation skills: A handbook for professional practice, (2nd ed.). Gaithersburg, MD: Aspen.

Auto-tutorial materials are available in the Student Learning Laboratory/Pendergraft Library.

Bibliography:

Students are to use refereed journals and Internet resources. Examples include government sites, national healthcare provider sites (ANA, NLN, AMA, APHA, etc.) or sites referenced in nursing texts. The use of other resources for papers/projects must be faculty approved.

Justification/Rationale for the Course

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals, families and communities.

Course Objectives:

Upon completion of the course, the nursing student will be able to:

1. Utilize critical thinking skills and attitudes to provide promotive, restorative and supportive health care to individuals, families, groups and communities.
2. Synthesize professional nursing roles in providing holistic nursing care to patients of all ages.
3. Value ANA Standards of Care and Standards of Professional Performance in evaluating nursing care administered by self and by other team members.
4. Incorporate professional nursing behavior into practice.
5. Integrate principles and concepts of management and leadership into the delivery of nursing care.
6. Utilize and communicate pertinent research findings to expand and support nursing decisions.

Evaluation:

1. Grading Scale:

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 68 - 74.99
- F = 67 and below
- I = Incomplete: All requirements not met.

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program.

Students achieving less than a "C" in Theories and Concepts will automatically fail the accompanying practicum.

Students achieving less than a "C" in practicum will be required to audit Theories and Concepts and participate fully in the requirements of the course.

3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the "incomplete" grade according to Arkansas Tech University's catalog requirements.

4. All required assignments are due as indicated by faculty. The grade for late work will be lowered one letter grade for each late day.

5. Students must pass a medication calculation exam with a score of 80% or higher before starting clinical rotations. Students not passing the exam prior to the first day of clinical will not be allowed to attend clinical until the exam is completed with a passing score.

6. Course Grade

A score of 75% or higher must be accrued in BOTH the Community Health Practicum AND the Nursing Management Practicum in order to earn a passing grade for NUR 4804.

The grading will be as follows:

Community Health:50%
Clinical Experience/Log:	(25%)
Community Project/Teaching Plan: ...	(20%)
Cultural Project:	(5%)
Management:50%
	<hr/>
	100%

Conduct of the Course:

Policies:

Class Attendance:

1. It is considered essential that the student regularly attend all nursing experiences. Absences will be reflected in the evaluation of the student's ability to meet course objectives and may seriously jeopardize the student's grade. **More than one clinical absence will result in an "F" for the course.** The policy regarding makeup work for absences is determined by the clinical faculty.
2. It is the student's responsibility to be prepared and on time for all clinical experiences.
3. **In the rare event of a necessary absence, personal notification must be made to the proper agency as well as to the clinical faculty prior to the absence. Failure to report will be reflected in the Clinical evaluation tool under professionalism.**
4. If a consistent pattern of absences from practicum develops, the situation will be addressed with by the faculty.
5. In addition to the assigned clinical practicum, other learning experiences may be scheduled. All students are expected to participate.

Communication:

1. Students should check ATU Blackboard for NUR 4804 daily, Monday through Friday, for recent announcements, course documents, etc. Grades will be posted on Blackboard.
2. Faculty frequently need to contact students via email. If the student uses an email account other than the ATU system, it is the student's responsibility to have ATU email forwarded to the preferred email account.

Insurance:

All students must show evidence of having liability insurance prior to starting clinical experiences.

C.P.R. Certification:

All students must present evidence of current AHA verification for cardiopulmonary resuscitation (CPR). Certification must be current through the end of the semester.

T.B. Skin Test

All students must present evidence of current (within 12 months) TB screening.

All required paper work must be present and current or the student will receive an "F" for the course. The policy for determining makeup work for absences is determined by the clinical faculty.

Dress and Behavior:

1. The ATU Department of Nursing uniform for this practicum setting is as follows:

Scrubs with white lab coat with the ATU insignia and name pin. Professional looking street clothes may be substituted for scrubs in areas other than home health, such as school health.

Students may **not** at any time wear jeans, sandals or tennis shoes as that attire is considered inappropriate dress. for working in the clinics, schools, and client's home. Students are expected to be neat and clean in appearance.

2. The students will be expected to maintain a professional attitude at all times while in the clinical area. Client confidentiality must be maintained. Students will abide by the agency's regulating policies.
3. Students are reminded of the signed honesty statement and are expected to:
 - a. Present written work that is theirs alone.
 - b. Correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment.
 - c. Only use authorized devices or materials for an examination and no copying from other students' papers.

Note: Plagiarism is defined as stealing and presenting, as one's own, ideas or words of another, or not documenting material correctly.

Course Content:

- I. The Practice of Community Health Nursing
 - A. Community Project
 - B. Health Education
 - 1. Group teaching (adult/child)
 - 2. Incidental teaching
 - C. Settings for Community Health
 - 1. School Health
 - 2. Rural Health
 - 3. Home Health
 - 4. Occupational Health
 - 5. Health Department
 - a. Communicable Disease
 - b. Services for children
 - c. Services for young adults
 - d. Services for middle and older adults
 - D. Cultural Activity
- II. Long-term Community Problem: Vulnerable Populations
- III. Professionalism
 - A. Arkansas State Board of Nursing
 - B. Arkansas Legislature
- IV. Nursing Management
 - A. Planning, Organizing, Directing and Evaluating (Nurse Manager, Director, Supervisor, Head Nurse or Case Manager)
 - B. Planning, Organizing, Directing and Evaluating (Case Manager)
 - C. Directing (Charge Nurse)
 - D. Directing (Team Leader)
 - E. Planning, Organizing and Evaluating (Primary Care or Staff Nurse)
 - F. Evaluating (In-service Education)
- Addendums:
 - 1. Health Promotion/Illness Prevention Middle-aged and Older Adults
 - 2. Area Health Education Center (AHEC)
 - 3. Care for Medically Underserved Population
 - 4. Health Department: Environmental Health
 - 5. Nursing Management - Evaluation (Quality Management)
 - 6. Advance Practice Nursing
 - 7. Legislative Concerns

Teacher Roles:

Demonstrator, Evaluator, Facilitator, Resource Person and Supporter.

Student Roles:

Learner, Teacher, Manager, Advocate, Collaborator, Care-giver, Communicator and Researcher.

Teaching/Learning Strategies:

Conferences, Clinical Logs, Clinical Seminars, Teaching Project, Community Focus Project, and Videos.

NUR 4804 Practicum in Nursing IV
Nursing in the Community
GUIDELINES FOR CULTURAL ACTIVITY

Purpose:

To study a selected cultural group (Native American, Asian American, African American, Hispanic/Latino, Americans in poverty, or approved culture) in depth, particularly in relation to health practices, health behaviors and nursing care. Students will apply knowledge of the selected culture to an assigned case study.

This project is intended to be an enjoyable learning experience in which your small group uses its creative talents to teach the larger group regarding a specific cultural group.

Resources are varied. Do not limit yourselves to library research. Talk to a variety of people of different ages and status within the cultural group. Visit communities, stores, and churches. Talk to health care providers who work with the group. Your presentation might include examples of clothing, jewelry, foods, photographs, etc. Review the outline for specific expectations.

Community health text, chapter ten is a good starting place.

Outline for Presentation:

I. Overview (15 points)

- A. Nature, origin, general description
- B. History and impact in the U.S.
- C. Location, size of group in your community, in U.S.
- D. Ritual practices, beliefs and values
- E. Religion in the culture
- F. Language
- G. Communication practices
- H. Conflicts between culture and living patterns in U.S.
- I. Response of the community to this group (currently and historically)

II. Health-related Practices, Beliefs, Behaviors (25 points)

- A. Family relationships
- B. Definition of health and illness
- C. General responses to:
 - 1. physical illness
 - 2. psychological illness
 - 3. "sick role"
 - 4. pain
 - 5. health care provider
- D. Practices related to
 - 1. diet
 - 2. medications
 - 3. folk practices, remedies, "healers"
- E. Responsible for health care
- F. Common health problems

III. Nursing Implications and Application to Case Study

(35 points)

(Must be addressed to receive grade for presentation)

Address the nursing process, the nursing roles of **care giver, communicator and teacher**, and **promotive, restorative, and supportive health care** in terms of cultural characteristics. **You must develop a case study for your culture.** You may act out the case study or present it in your presentation. The case study should exemplify the differences in nursing care provided for your culture as opposed to care provided for other cultures. For example based on culture:

What unique assessment data is gathered?

From whom do you gather the data?

Who is the household head?

What are unique communication characteristics that discourage/encourage a therapeutic relationship, i.e. eye contact, touching?

Where do you obtain an interpreter? How do you use an interpreter?

How are feelings, pain and disease expressed?

How and with whom do you collaborate to plan care, set goals, etc.?

What are interventions that "fit" the culture, i.e. diet, hot/cold, yin/yang, religion?

What unique primary preventive needs do members of the culture have?

IV. Resources/Bibliography (variety, appropriateness)

*(10 points)

Examples:

Health Department personnel, industrial nurses, nurse midwives, nurse practitioners; cultural members/leaders in churches, community; journals, books, community library, newspapers.

V. Overall presentation/creativity

(15 points)

100 points Total

*Submit a written resource and bibliography at the beginning of the culture presentation. **Note: this is the only written requirement for this presentation.**

Cultural Activity Evaluation

Culture: _____

Group Members: _____

Faculty Member: _____

I. Overview (15 points) _____ Points

- ____A. Nature, origin, general description
- ____B. History and impact in the U.S.
- ____C. Location, size of group in your community, in U.S.
- ____D. Ritual practices, beliefs and values
- ____E. Religion in the culture
- ____F. Language
- ____G. Communication practices
- ____H. Conflicts between culture and living patterns in U.S.
- ____I. Response of the community to this group (currently and historically)

II. Health-related Practices, Beliefs, Behaviors (25 points) _____ Points

- ____A. Family relationships
- ____B. Definition of health and illness
- ____C. General responses to:
 - ____1. physical illness
 - ____2. psychological illness
 - ____3. "sick role"

- _____4. pain
- _____5. health care provider

_____D. Practices related to:

- _____1. diet
- _____2. medications
- _____3. folk practices, remedies, "healers"

_____E. Responsible for health care

_____F. Common health problems

III. Nursing Implications and Application to Case Study (35 points) _____
Points

_____A. Nursing Process

- _____1. Assessment
- _____2. Analysis
- _____3. Planning
- _____4. Intervention
- _____5. Evaluation

_____B. Nursing Roles

- _____1. Care Giver
- _____2. Communicator
- _____3. Teacher

_____C. Health Care needs/strategies

- _____1. Preventive
- _____2. Restorative
- _____3. Supportive

IV. Resources/Bibliography (10 points) _____
PointV.

Overall presentation/creativity (15 points) _____
Points

Total Points

ARKANSAS TECH UNIVERSITY
Department of Nursing

**NUR 4804 Practicum in Nursing IV
Nursing in the Community**

Practicum Log Guidelines

Each student is required to maintain an ongoing practicum log of assigned experiences.*
The content should include the following information:

1. Date and location of the experience and practicum focus.
2. Documentation of experience objectives and all applicable learning activities..
3. Personal feelings and attitudes regarding the experience.
4. Anecdotes. During the community experience, reflect and write accounts of client situations that you observed. Include subjective data, your feelings and your perceptions of the experience.
5. One SMOG analysis of reading material found in a community health setting.
6. Weekly research or major review article from a **peer-reviewed nursing journal**.
7. One epidemiological model applied to a communicable disease.
8. Four (4) nursing care plans. The care plans must be submitted by the end of the community health rotation. You should choose the most complex patients you encounter for your care plans. You are not required to turn in a weekly care plan, but rather you are expected to choose 4 complex patients during the entire rotation for the care plan requirement. Thus, you may choose 2 patients in one week, and none during another week. Your choice of the type and complexity of the patient for the care plans will be considered in the grading. The care plans must be typed.
**Please ask your community clinical faculty member if there is a specific care plan format that he/she prefers you use.

The log should be kept current and will be graded weekly by the practicum faculty.

* This log will be utilized by the practicum faculty in part to evaluate the student's participation in and thoughtful analysis of each clinical experience. It should reflect the incorporation of theoretical concepts from NUR 4606 into practicum experiences.

The community clinical logs are due on the dates specifically assigned by each individual instructor. Graded logs are placed in the Level IV drawer of the office filing cabinet.

Unit I - The Practice of Community Health Nursing
Focus: Orientation

OBJECTIVES

1. Review the program mission and goals, philosophy, conceptual framework, curriculum schema, and outcomes as they relate to the course.
2. Survey the requirements of the course according to the course syllabus.
3. Clear any misconceptions relating to the conduct and scope of the course.

LEARNING ACTIVITIES

Group discussion.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS A: Community Project - Group Project

OBJECTIVES

Students will plan, develop, implement, and evaluate a supervised community health project that will promote the integration of the concepts of nursing management, group process, and community health into nursing practice. Students will work in groups to develop the project.

The Community Project must address one Leading Health Indicator from Healthy People 2010.

LEARNING ACTIVITIES

1. Review NUR 4606: Community as Client. Text - **chapters 15-17 are essential** in completing this project.
2. Review Group Process from previous course.
3. Submit minutes of meetings to faculty within 48 hours of meeting. Minutes are to contain date, time, place, members present/absent, decisions, assignments, pertinent discussions, next meeting date, place and time.

Assessment

4. Compile assessment data utilizing community assessment tool (pp 404-405), a windshield survey, and one key informant or focus group interview. See resources on BlackBoard for interviewing and conducting a windshield survey.
5. Determine the community that the identified Leading Health Indicator will address (is it a geopolitical or phenomenological community?).
6. In collaboration with faculty member, use pages 419-428 as a guide to plan the assessment of the chosen community. Assign responsibilities and time frame.

Analysis

7. Analyze and prioritize data and state community diagnoses.

Planning

8. State outcomes that reflect the assessment data and analysis.
9. Plan interventions for attainment of outcomes. Assign responsibility and time frame.
10. Construct an appropriate intervention plan for identified community need.
11. Discuss and plan for methods of evaluation.

**NUR 4804 - Practicum in Nursing IV
Community Project Evaluation by Faculty**

Names of Community Project Group Members _____

Date: _____

Project Title _____

Directions: Score the group on each of the criteria listed below. The scoring is as follows:

- | | |
|--------------------|---------------------------------|
| 9.0 - 10 Excellent | 6.8 - 7.4 Poor - Unsatisfactory |
| 8.0 - 8.9 Good | 6.4 - 6.7 Extremely Poor |
| 7.5 - 7.9 Average | |

Criteria:	Weight	Score
1. Group Process Group Exercises/Process, Goal Setting, Initiative, Decision making, Communication, Conflict Resolution	X 10%	_____
2. Assessment Community Identified Plan for Assessment Windshield survey/key informant interview Compile and Communicate data	X 16%	_____
3. Analysis/Community Nursing Diagnoses Use of assessment data Format of diagnoses	X 16%	_____
4. Planning the Project Outcomes reflective of data and analysis Interventions meet outcomes Plan for evaluation methods	X 16%	_____
5. Implementation Learning objectives clear, measurable, obtainable Teaching plan contains method(s) of teaching Implementation is organized, involves the learner Evaluation of learning objectives	X 16%	_____
6. Evaluation Outcomes evaluation Modifications, Implications Self-Evaluation, Peer Evaluation	X 16%	_____
7. Written Documentation (format, spelling, grammar) Minutes Summary of assessment, analysis, planning implementation and evaluation	X 10%	_____
		Total
Peer Evaluation _____ x 20% _____		
Faculty Evaluation _____ x 80% _____		
_____ Final Grade		

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 1: Incidental Teaching (Clinics, School Nurse, Home Health, Occupational/Industrial Nursing, Health Department)

OBJECTIVES

1. Students will analyze population needs in various settings and utilize appropriate teaching materials to accomplish educational outcomes.

Note: Incidental teaching is the spontaneous teaching that is done while in contact with the client/family. It is geared toward anticipatory guidance needs of the client/family, such as nutrition during pregnancy, cessation of smoking, safety needs in home for a toddler, environmental hazards for elderly, etc. It is best accomplished through use of visual aids such as films, posters, pamphlets, etc. Any teaching aid that the client may take home for reference is ideal.

This incidental teaching experience should take place at least once during the semester.

LEARNING ACTIVITIES

1. Read/Review: Maurer & Smith, chap. 19 in your community health text on teaching and learning. Chaps. 17-19 address health promotion concepts for a variety of age groups and situations and will be very helpful.
2. Within the clinical setting identify an anticipated educational need for a client population.
3. Gather teaching aids and materials that will be beneficial for clients such as handouts, charts, etc.
4. Become knowledgeable about your subject so that you will feel comfortable discussing it with clients.

Evaluation of Teaching Materials

Pamphlet Name:

Readability (SMOG)*: _____

Age Appropriate _____

Culture Appropriate _____

Understandability (avoids jargon, technical terminology)

Typeface (size of print) _____

Key information easily identified. _____

Will you utilize again? _____ Yes _____ No Why? _____

*SMOG: Total number of words with three or more syllables in 30 sentences. (Ten consecutive sentences from beginning, 10 from the middle and 10 from the end.)

Nearest perfect square _____

Square root of that number _____

Add three _____ This is the grade level

Reviewed by _____

Date _____

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 1: School Health Nursing

OBJECTIVES

1. Analyze how the school health program integrates the eight basic components of school health.
2. Determine the major physical and psychosocial problems encountered in the school system and note methods of intervention used by the school nurse to address these problems.
3. Determine the health related risk factors present in the school population.
4. Analyze the role of school health in intervening in these risk factors and as compared to the ANA Standard of care for school nurses.
5. Identify resources available to the school nurse in performing the roles of a school nurse.

LEARNING ACTIVITIES

Read/Review:

1. Read a research article related to school nursing and include a summary in the clinical log.
2. Maurer & Smith, chap. 30.
3. <http://www.cdc.gov/HealthyYouth/CSHP> -and- <http://www.arkansascsh.org>

Activities:

3. Note screening schedules and referral routes and participate in visual, auditory, scoliosis, and other screening activities as scheduled by the school nurse.
4. Observe the school children for evidence of normal growth and development proper to the age group and note any deviations.
5. Interview the school nurse regarding her or his perception of the role of nurse in the school. What frustrations and rewards does the nurse experience?
6. Interview the school nurse concerning ethical problems that arise within the school setting. How are ethical issues resolved?
7. Review with the nurse the care of a child being followed for health reasons. What are your thoughts?
8. What barriers exist in caring for high-risk children? How is the school health setting utilized in promotive, restorative, and supportive health care? How could the school health setting be utilized in promotive, restorative, supportive care?

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 2: Rural Health Clinic

OBJECTIVES

1. Identify various activities in which health promotion occurs for patients.
2. Analyze health care activities in which you participated during the clinical experience to determine promotive, restorative, and supportive care.
3. Explore how the concepts of rural nursing fit the populations served by the clinic (if possible, cite examples). How do geographic and social factors impact the health status of the rural population?
4. Identify challenges, opportunities, and benefits of practicing as a nurse in a rural health clinic.
5. Describe potential ethical concerns that might emerge in the clinic setting. How are these handled by the staff?
6. Identify and intervene in the health problems of patients served by the clinic.
7. Identify the population served by the rural health community nurse and identify common health problems encountered.
8. Analyze the role and functions of the nurse practitioner in a rural health setting.

LEARNING ACTIVITIES

1. Read/Review:

Maurer & Smith, chap. 32.

Components of health screening and related teaching for the most common health threats (med-surg text, health assessment text, psychiatric text).
2. Interview patients/staff and determine how “rural” is perceived in the community and practice setting.
3. Participate with the nurse to meet objectives. Be prepared to do nursing assessment, history and interventions in the clinic setting.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 3: Home Health/Hospice

OBJECTIVES

1. Describe the type of home health care agency in which you are participating.
2. Discuss the types of patients for whom care is provided, the family-centered approach to care, and the interventions/care provided by the nurse/student.
3. Compare and contrast nursing care given in a home setting with that given in a hospital setting.
4. In any home/family situation, identify both positive and negative factors affecting the patient's recovery from illness, adaptation to illness or a peaceful death.
5. Discuss the collaboration between the nurse and other health care providers in providing home health/hospice care.
6. Describe the methods by which the nurse manages a caseload.
7. In general, describe the documentation of nursing care and the impact of reimbursement on this documentation.
8. If attending hospice, discuss the philosophy of hospice care.
9. Analyze the role of the HH/Hospice nurse as compared to the ANA standards of care for home health/Hospice nursing.

LEARNING ACTIVITIES

1. Read/Review:
Maurer & Smith, chap. 31.
2. Make home visits with a home health nurse and meet the stated objectives.
3. Ask a home health care nurse to discuss clinical situation in which he/she had to make a difficult ethical decision. Discuss the process the nurse went through to make a decision and its impact on his/her practice.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 4a: Health Department - Communicable Disease

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Assess the individual, family and group experiencing or at risk for a communicable disease.2. Assess factors that are influencing the client's health behavior as it pertains to the communicable disease.3. Determine appropriate client education and counseling at each stage of infection (use the Natural History of Disease, chap. 7 & 8).4. Identify existing resources that may be used to intervene in the communicable disease.5. Research the 10 leading causes of death in the community and compare to National mortality data.6. Determine nursing roles and interventions that are directed toward the population at risk for communicable disease (use Epidemiological Model).
<i>LEARNING ACTIVITIES</i>
<ol style="list-style-type: none">1. Prior to experience: Read/Review: Maurer & Smith, chaps. 8 & 18. Review the natural history of communicable diseases with which you will be dealing: <u>STDs</u>: HIV-AIDS, Gonorrhea, Chlamydia, Syphilis, Chancroid, Herpes, HPV <u>TB</u> <u>Hepatitis A, B</u> <u>Childhood Diseases</u>2. Attend community health clinics concerned with communicable disease(s).3. Collaborate with a nurse practitioner in a rural health clinic or other health practitioner in other settings to meet objectives.4. Following the experience complete an Epidemiological Model, on the next page, for a communicable disease that you addressed in the agency (objective # 5).

EPIDEMIOLOGICAL MODEL
(Turn in with Epidemiology Paper)

Health Concern/Disease

AGENT
related factors:

Primary Prevention: _____

Secondary Prevention: _____

Tertiary Prevention: _____

Primary Prevention:

ENVIRONMENT

related factors:

HOST

related factors:

Primary Prevention:

Secondary Prevention:

Secondary Prevention:

Tertiary Prevention:

Tertiary Prevention:

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 4b: Health Department - Services for Children

OBJECTIVES

1. Analyze the programs for children in terms of health care for this at risk population.

LEARNING ACTIVITIES

1. Read/Review:

Maurer & Smith, chap. 27.

Healthy People 2010 objectives in relation to the health of infants, toddlers, and preschoolers.

2. Use growth and development norms to provide health promotion and risk reduction (EPSDT).
3. Determine services for infants, toddlers, preschoolers provided by the agency and the qualifying criteria for clients to receive those services. What services are directed toward the “at-risk” population?

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 4c: Health Department - Services for Young Adult (Maternity, Family planning)

<i>OBJECTIVES</i>
Relate health promotion concepts to the holistic care of populations at risk.
<i>LEARNING ACTIVITIES</i>
<p>Read/Review:</p> <p>1. Nursing care for childbearing families and for those receiving family planning services from Maternity and Medical surgical text.</p> <p>Maurer & Smith, chap. 18, 19, and 24 o review principles of health promotion for teenage and young adult clients.</p> <p>Activities:</p> <p>2. In assigned agencies, collaborate with other health professionals to provide nursing care to patients served by the agency.</p> <p>a. What healthcare needs of the young adult population are addressed at the agency?</p> <p>b. What fears and issues confront this population?</p>

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 4d: Health Department - Middle/Older Adult

<i>OBJECTIVES</i>
1. Analyze the programs for middle/older adults in terms of holistic health care.
<i>LEARNING ACTIVITIES</i>
<ol style="list-style-type: none">1. Read chap. 282. Determine spectrum of services for adults age 35 and older provided by the agency and the qualifying criteria to receive those services. What services are directed toward the “at-risk” population?3. Identify special needs of these clients being addressed at this agency.4. Identify fears and issues confronting these clients and their families.5. Identify gaps in the health care system related to these services and suggest strategies for change.6. Provide incidental teaching for clients served in these agencies as appropriate.

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 4e: Health Department - Environmental Health

OBJECTIVES

1. In a selected community, identify potential environmental disasters/hazards affecting men, women, the elderly, and children, as well as the unborn fetus.
2. Analyze the quality of environmental health and safety in a selected community.
3. Describe how the CHN could intervene in the community about possible hazards/disasters in the community.
4. Describe how the local public health department environmental specialists promote environmental health to include resources available.

LEARNING ACTIVITIES

1. Read/Review:
Maurer & Smith, chap. 9
2. Read the local newspaper to gain information about major environmental hazards in a local community.
3. Perform an internal windshield survey in the community. See BlackBoard for windshield survey form.
4. Spend the morning with an environmental specialist at a local health department.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 5: Occupational Health/Industrial Health

OBJECTIVES

1. Assess work-place populations in terms of risk factors/exposures in the work setting.
2. Formulate nursing diagnoses that reflect common job injuries and overuse syndromes.
3. Describe preventive strategies that could be used to decrease the number of job related injuries.
4. Describe the goal of occupational health and safety programs.
5. Describe the range of services provided by occupational health programs that intervene with working populations at all three levels of care.
6. Analyze the role of the OHN as compared to the ANA standards of OH Nursing

LEARNING ACTIVITIES

1. Read/Review:
Maurer & Smith, chapter 9.
2. Read a research article related to occupational/industrial nursing and include a summary in the clinical log.
3. Attend a seminar by occupational health nurse on occupational health and ergonomics if available.
4. Conduct a work-site survey led by occupational health nurse or by other designated person.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 6: Outpatient Dialysis

OBJECTIVES

1. Recognize the level of prevention provided by the River Valley Kidney Center (RVKC) for chronic renal failure(CRF).
2. Explain the natural history and the multiple causations of CRF.
3. Discuss the role of the nurse in the management of CRF patients to include:
 - a. Hemodialysis treatments and shunt/catheter care
 - b. Nutritional care
 - c. Fluid/electrolyte balance
 - d. Medication management
4. Summarize action and side effects of medications commonly used to treat patients with CRF.
 - a. Adrenergic blocking agents
 - b. Analgesics
 - c. Antacids and phosphate binding agents
 - d. Antianemics
 - e. Antihypertensives
 - f. Antimicrobials
 - g. Cardiotonics
 - h. Cation-exchange resins
 - i. Diuretics
 - j. Electrolyre replacements
 - k. Heavy metal chelating agents
 - l. Histamine H2 receptor antagonists
 - m. Heparin
5. Explain nursing interventions for common problems associated with hemodialysis patients.
 - a. Shunt clotting
 - b. Hypotension
 - c. Thirst
 - d. Constipation
 - e. Anorexia
 - f. Infection
6. Identify psychological aspects of CRF patients.
 - a. Coping mechanisms
 - b. Family roles and relationships
 - c. Financial concerns
7. Determine community resources available to this population.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 7: Freedom House

OBJECTIVES

1. Discuss the type of treatment provided to clients of the Freedom House.
2. Analyze the roles of the nurse as a member of the healthcare team for this population.
3. Describe the community resources utilized by clients, are they adequate?
4. Discuss substance abuse as a community problem to include economic burden, family dysfunction and common behaviors of substance abusers.
5. Complete the following pages 32 & 33.
6. Review research pertinent to substance abuse clients and submit summary of article with log.

LEARNING ACTIVITIES

Read/Review:

1. Read Boyd Chapter 14 and 23, Maurer Chapter 25 and 33
2. Review the 12 steps of Alcoholics Anonymous

GROUP PROCESS OBSERVATION FORM

PARTICIPATION

1. Who are the high participators?
2. Who are the low participators?
3. How are the silent people treated? How is their silence interpreted?
4. Who talks to whom? Do you see any reason for this in the group's interactions?

INFLUENCE

1. Which members are high in influence? That is, when they talk others seem to listen.
2. Which members are low in influence? Others do not listen to or follow them.
3. Do you see any rivalry in the group? Is there a struggle for leadership?

STYLES OF INFLUENCE

1. Autocratic: Does anyone attempt to impose his will or values on other group members to try to push them to support his decisions?
2. Peacemaker: Who eagerly supports other group members' decisions?
3. Laissez faire: Are any group members getting attention by their apparent lack of involvement in the group?
4. Democratic: Does anyone try to include everyone in a group decision or discussion?

DECISION-MAKING PROCEDURES

1. Does anyone make a decision and carry it out without checking with other group members?
2. Is there any evidence of a majority pushing a decision through over other members' objections?
3. Is there any attempt to get all members participating in a decision (consensus)?
4. Does anyone make any contributions that do not receive any kind of response or recognition (plop)? What effect does this have on the member?

TASK FUNCTIONS

1. Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?
2. Does anyone attempt to summarize what has been covered or what has been going on in the group?
3. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?
4. Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

MAINTENANCE FUNCTIONS

1. Who helps others get into the discussion (gate openers)?
2. Who cuts off others or interrupts them (gate closers)?
3. How well are members getting their ideas across? Are some members preoccupied and not listening?
4. How are ideas rejected? How do members react when their ideas are not accepted?

GROUP ATMOSPHERE

1. Who seems to prefer a friendly congenial atmosphere?
2. Who seems to prefer an atmosphere of conflict and disagreement?
3. Do people seem involved and interested?

FEELINGS

1. What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness?
2. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C 8:River Valley Women's Shelter

OBJECTIVES

1. Discuss factors that contribute to family or intimate partner violence.
2. Analyze the role of the nurse in abusive situations.
3. Discuss the services provided by the women's shelter.
4. Summarize the process of protecting victims and placement back into society.
5. Conduct a teaching session with staff or clients.

LEARNING ACTIVITIES

Read/Review:

Maurer Chapter 23

Teaching material can be found online or you may check out a teaching module from the resource drawer.

UNIT II - PROFESSIONALISM

FOCUS: Arkansas Legislature

OBJECTIVES

1. Value the nurse's role in advocacy for public policy which promotes and protects the public's health.
2. Describe the structure of the Arkansas State Legislature, including House and Senate.
3. Identify whom the Representatives and Senators are from your district at the state and national level.
4. Discuss how nurses can best utilize political influence to improve nursing and the health care system - lobbying.
5. Recognize important legislation affecting nursing and health care that will be addressed at this legislative session.
6. Discuss how ArNA lobbies for Arkansas nurses and how ANA lobbies for nurses at the national level.
7. Analyze the legislative process in Arkansas and in general.

LEARNING ACTIVITIES

Experience:

- 1) Spend a day at the Arkansas State Capitol during Legislative Session - Talk with your legislators about issues important to nursing.
- 2) Contact your legislators throughout the semester to address legislative issues affecting nursing.

****RESEARCH DAY OBJECTIVES**
(Spring Semester only)

1. Select one research study presentation to analyze:
 - a. What was the purpose of this study?
 - b. Discuss the ethical considerations pertaining to the vulnerable population under study.
 - c. Evaluate the researcher's interpretation of the results.
 - d. How might you utilize the research findings in the clinical practice?
2. Disseminate your research through participation in the poster session. Discuss your feelings about this style of presentation.
3. Evaluate the overall experience of research day, noting strengths, weakness, areas for improvement, benefits of attendance.

****ARKANSAS NURSES' ASSOCIATION CONVENTION OBJECTIVES**
(Fall Semester only)

1. Discuss the importance of belonging to a professional organization.
2. Describe the composition of the ASNA and its primary focus on the local, state, and national level.
3. Identify voting delegate(s) from ATU SNA and state ASNA and the delegates' responsibilities.
4. Analyze two clinical sessions that you attended during the day discussing what you learned for these presentations.
5. Evaluate the overall experience of attending the conference, noting strengths, weaknesses, areas for improvement, benefits of attendance.

****These objectives will be incorporated into your management clinical log for the week. Submit the completed objectives to your leadership/management clinical professor.**

****Professional dress with the ATU student name tag is required (no jeans, shorts, t-shirts: refer to dress code or ask faculty should you have additional questions about appropriate attire)**

NUR 4804 PRACTICUM IN NURSING IV

UNIT III - NURSING MANAGEMENT

This experience is designed to provide the student with an opportunity to practice basic concepts of nursing managerial skills. The majority of experiences will be in team and primary care nursing assignments in various health care agencies.

Practicum Log Guidelines

Each student is required to maintain an ongoing practicum log of assigned experiences.*
The content should include the following information:

1. Date and location of the experience and practicum focus.
2. Documentation of experience objectives and all applicable learning activities.
3. Personal feelings and attitudes regarding the experience.
4. Anecdotes. During the community experience, reflect and write accounts of client situations that you observed. Include subjective data, your feelings and your perceptions of the experience.
5. Weekly research or major review article from a **peer-reviewed nursing journal**--Student document to include application of research in clinical setting each week.
6. Nursing Care Plans: You are required to submit 1 care plan per week during your rotation in the Patient Care Nurse role (verify with clinical faculty which clinical rotations if needed). The weekly care plan shall be based on the priority nursing diagnoses you identify in your morning assessment and shall include patient education, interventions and evaluation of outcomes.
**Please ask your management clinical faculty member if there is a specific care plan format that he/she prefers you use.
7. Submit log and objectives in 3 prong folder with pockets. Large 3 ring binders will not be accepted.

The log should be kept current and will be graded weekly by the practicum faculty.

* This log will be utilized by the practicum faculty to evaluate the student's participation in and thoughtful analysis of each clinical experience (**Accomplishment of clinical objectives = 70% of weekly grade**). It should reflect the incorporation of theoretical concepts from NUR 4606 into practicum experiences.

The management clinical logs are due on the dates specifically assigned by each individual instructor. Graded logs are placed in the Level IV drawer of the office filing cabinet.

UNIT III - NURSING MANAGEMENT

FOCUS A: Planning, Organizing, Directing, Evaluating (Director, Supervisor *)

OBJECTIVES

In a supervised leadership role:

1. Analyze then discuss the organizational structure of the agency. Identify resources and decision-making methods/strategies used by the nursing leader with whom you work. (Refer to worksheet - include in log).
2. Observe and identify leadership styles utilized by the nurse manager appropriate to the demands of the situation and include situational examples to support the styles you identify.
3. Analyze the job description of the assigned nurse manager in relation to the nursing roles identified in the ATU nursing program (see syllabus for roles).
4. Evaluate quality outcome measures used by the nursing supervisor/manager (refer to Chapters 39 & 40 before writing this objective).

LEARNING ACTIVITIES

Leadership Role:

Director of Nurses, Nursing Supervisor

Read appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus.

Clinical days with department manager, director, or supervisor.

Complete log to include **all** objectives, learning experience, appropriate research findings and personal feelings.

***use these objectives with supervisor @SMRMC**

UNIT III - NURSING MANAGEMENT

“Analysis of Organizational Structure” worksheet

Purpose: To analyze an organization to determine whether it is a centralized or decentralized organization and to determine whether a shared governance framework is established.

Directions: Select a health care organization with which you are familiar and complete the Governance Study Guide.

Governance Study Guide:

1. Where is the power in the organization?

2. How much authority does each manager have?

3. Who has what decision making responsibility?

4. How many levels of hierarchy are there in the organization?

5. Do clinical nurses make autonomous clinical decisions?

6. Are clinical nurses elected or appointed to organizational committees?

7. Do clinical nurses participate in hiring, evaluating, and scheduling decisions?

8. How are clinical nurses' innovative ideas encouraged and received by administration?

9. How are assignments made on the nursing unit?

UNIT III - NURSING MANAGEMENT

FOCUS B: Planning, Organizing, Directing, Evaluating (Nurse Manager)

<i>OBJECTIVES</i>
<p>In a supervised leadership role:</p> <ol style="list-style-type: none">1. Observe and identify leadership styles utilized by the nurse manager appropriate to the demands of the situation and include situational examples to support styles identified.2. Assist in the planning and coordination of staff scheduling in adherence to hospital policies, standards, appropriate staff ratio, staffing budget and continuity of services to provide a fair and equitable schedule for all unit personnel.3. Analyze the job description of the assigned nurse manager in relation to the nursing roles identified in the ATU nursing program (see syllabus for roles).4. Evaluate quality outcome measures used by the nurse manager (refer to Chapters 39 & 40 before writing this objective).5. Discuss manager's role in financial planning (budgeting) for his/her unit (if working with assistant nurse manger, what role does he/she have in managing the budget?).
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role:</p> <p>Nurse Manager</p> <p>Read appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus.</p> <p>Clinical days with nurse manager, department manager, director, or head nurse.</p> <p>Complete log to include all objectives, learning experience, appropriate research findings and personal feelings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS C: Planning, Organizing, Directing, Evaluating (Role of Case Manager)

<i>OBJECTIVES</i>
<p>In a supervised leadership role:</p> <ol style="list-style-type: none">1. Analyze the job description of case manager.2. Collaborate with other health care members to decrease overall length of stay (LOS) and decrease cost per case while assessing quality care.3. Analyze caseload, unit patient lists, critical path tools, medical records, quality control measures, and other available resources used by case manager to enhance standard LOS and optimize reimbursement for case types.4. Observe and identify leadership styles utilized by the case manager appropriate to the demands of the situation and provide situational examples to support leadership style identified.5. Demonstrate effective communication skills in collaboration of services.6. Discuss the case manager's role in the operational planning of the unit or agency.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Case Manager</p> <p>Read appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus.</p> <p>Clinical days with case manager in acute care facility.</p> <p>Complete log to include all objectives, learning experience, appropriate research findings and personal feelings.</p>

UNIT III - NURSING MANAGEMENT
FOCUS C: Directing (Charge Nurse)

OBJECTIVES

In a supervised leadership role:

1. Discuss charge nurse's role in delegation of care, patient assignments and decision making for that unit.
2. Analyze the health care delivery system being utilized on the assigned unit and compare to healthcare delivery systems identified in your text.
3. Identify and distinguish between destructive and constructive conflict by assessing the work environment, communication patterns, client satisfaction, and staff morale (include situations and examples observed during your clinical experience).
4. Collaborate with other team members demonstrating effective communication in evaluating nursing care outcomes for groups of patients (cite examples).
5. Evaluate leadership qualities, accountability, problem solving techniques and potential in self noting areas of strength as well as areas for improvement.
6. Analyze the charge nurses responsibility in performance appraisals.
7. Discuss quality outcome measures utilized by the charge nurse. (What performance measures/audits are monitored, etc? – refer to chapters 39/40 in textbook; consider JCAHO standards, patient safety goals, etc.)
8. Discuss the charge nurse's role in the unit's strategic planning and/or operational planning.

LEARNING ACTIVITIES

Leadership Role: Charge Nurse

Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.

Clinical days in supervised role of charge nurse on medical-surgical or other unit.

Complete log to include a minimum of 6 objectives, learning experiences, and appropriate research findings.

UNIT III - NURSING MANAGEMENT
FOCUS D: Directing (Team Leader)

OBJECTIVES

1. Analyze the health care delivery system being utilized on assigned unit and compare to healthcare delivery systems identified in your text.
2. Utilize criteria and possible job descriptions in delegating assignments to team members.
3. Delegate responsibility according to the policies of the assigned facility and nursing unit and according to the Arkansas State Board of Nursing (ASBN).
4. Collaborate with other team members demonstrating effective communication in evaluating nursing care outcomes for groups of patients (**cite examples**).
5. Analyze pertinent research findings that can be implemented to expand the decision making role of the team-leader.
6. Identify the team leader's responsibility in staff performance appraisals.
7. Discuss quality control/quality performance measures used by the unit staff and team leader.
8. Discuss the role the team leader has with the unit's operational and/or strategic planning.

LEARNING ACTIVITIES

Leadership Role: Team Leader

Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.
Review ASBN - Rules/Regulations, chapter 5.
Clinical days in supervised role of team leader in a health care facility.

Document in Log:

Objectives, learning experience, and appropriate research findings.

TEAM LEADER AND PATIENT CARE NURSE ROLES/RESPONSIBILITIES

As a team leader/patient care nurse, you are responsible for knowing the condition and needs of all the patients assigned to the team and for planning individual care. This role is similar to the Charge Nurse role on a smaller scale. You will be expected to perform the following:

- Assist team members
- Provide direct patient care
- Coordinate patient care
- Teach

May include:

- Documentation and assessment (initial)
- New med orders
- Update care plans (agency generated)
- Start IV's
- Implement new orders
- Check lab values and report to CN abnormal values
- Dressing changes
- Discharge planning
- Assist with new admissions

Remember that the team leader's responsibilities vary depending on the patient's needs and the workload. You will be creative in your approach to the role.

You need to be keenly aware that these skills are essential in your performance-communication, organizing, managing, and leading.

UNIT III - NURSING MANAGEMENT

FOCUS E: Planning, Organizing, and Evaluating (Primary Care/Patient Care Nurse/)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Accept responsibility and accountability as primary nurse/staff nurse (discuss management of patient care/assignments/learning experiences in log).2. Utilize delegation, time management and priority setting, to effectively plan the delivery of nursing care to groups of patients.3. Utilize the nursing process to provide client care; develop a plan of care for each assigned patient based on assessment data, identifying priority nursing diagnoses, interventions and outcomes.4. Incorporate health teaching (patient/family) into plan of care and include copy of individualized care plan with log.5. Initiate patient care report to summarize client needs and progress and to promote continuity of care.6. Demonstrate effective communication through delegation, change of shift reports and documentation.7. Analyze the quality control program/methods/ measures used by the unit staff and team leader (review JCAHO standards/core measures/patient safety goals).8. Discuss the role the primary nurse/staff nurse has in the unit's operational planning.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Primary Care Nurse</p> <p>Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.</p> <p>Clinical days in the supervised role of staff nurse in a health care facility.</p> <p>Document in Log:</p> <p>Objectives, learning experiences, and appropriate research findings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS E: Planning, Organizing, and Evaluating (Triage/Patient Care Emergency Room/ICU/DR)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Accept responsibility and accountability as primary nurse/staff nurse (discuss management of patient care/assignments/learning experiences in log).2. Utilize delegation, time management and priority setting, to effectively plan the delivery of nursing care to groups of patients.3. Use the nursing process to provide client care; develop a plan of care for each assigned patient based on assessment data, identifying priority nursing diagnoses, interventions and outcomes.4. Incorporate health teaching and discharge education (patient/family) into plan of care and include copy of individualized care plan with log.5. Utilize the agency's triage guidelines in provision of nursing care and document triage procedures in log.6. Demonstrate effective communication through delegation, patient care reports and documentation.7. Analyze the quality control program/methods/ measures used by the unit staff and team leader (review JCAHO standards/core measures/patient safety goals).8. Discuss the role the primary nurse/staff nurse has in the unit's operational planning.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Primary Care Nurse</p> <p>Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.</p> <p>Clinical days in the supervised role of staff nurse in a health care facility.</p> <p>Document in Log:</p> <p>Objectives, learning experiences, and appropriate research findings.</p>

UNIT III - NURSING MANAGEMENT
FOCUS F: Evaluating (Nursing Educator)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Participate in educational activities of the education department of assigned agency (if pertinent to role).2. Analyze the role of staff educator in assigned agency.3. Identify the educator's responsibility in performance appraisals.4. Evaluate quality control measures used by the educator.5. Discuss the role the nursing educator has with the facility's strategic planning.6. Explain the input the educator has towards the unit budget and the overall facility.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role:</p> <p>Nursing educators. Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus. Clinical days in the supervised role of nursing educator.</p> <p>Assess, plan, develop, implement and evaluate an education session for a designated group of nursing personnel. Use Group Teaching Focus from Community Health Practicum syllabus.</p> <p>Document in Log:</p> <p>* Objectives, learning experiences, and pertinent research findings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS F (cont.): Evaluating (Quality Management or Infection Control)

OBJECTIVES

1. Assess the role of the quality management infection control nurse/team in relation to effective communication skills, leadership and team building skills, and positive interpersonal relationships.
2. Compare methods of evaluating quality of nursing care:
 - Nursing audit
 - Concurrent reviews
 - Retrospective reviews
 - Peer review
 - Self-evaluation
 - Patient Survey
 - Continuing education/competency
3. Compare the relationship between quality management infection control and the quality of nursing care delivery.
4. Recognize the importance of accrediting/evaluating organizations such as JCAHO and the State Health Department in contributing to quality nursing care and infection control.
5. Recognize the role of the nurse epidemiologist in relation to quality management activities.

LEARNING ACTIVITIES

Leadership Role:

Read appropriate chapters in text

Clinical experience with quality management nurses/team members.

Document objectives in your log.

Read one nursing management research study and apply to your clinical experience.

APPENDIX A:

EVALUATOR: _____

PROJECT: _____

Confidential Peer Evaluation of Group Participation

Date _____

Directions: Evaluate individual group members on each of the 10 points listed below on the scale. Strive for some distribution of scores to reflect strengths and weaknesses of individuals.

9 - 10 Excellent
8 - 8.9 Good
7.5 - 7.9 Average

6.8-7.4 Poor
N/A Not applicable

Group
members
names *

Group
total

The group member		
1. was well prepared at all group meetings	1.	_____
2. accomplished group assignments on time	2.	_____
3. actively participated in problem solving	3.	_____
4. seemed genuinely concerned with group goals, projects(s), tasks . .	4.	_____
5. provided leadership to the remainder of the group	5.	_____
6. carried a fair share of the group's work load	6.	_____
7. contributed ideas in organizing and implementing group project(s).	7.	_____
8. actively participated in presenting project(s) to class and/or designated other (as appropriate)	8.	_____
9. Overall intellectual contribution to group	9.	_____
10. Overall work contribution to group	10.	_____

Member Total

Arkansas Tech University
Community Health/Management Practicum Performance
Evaluation Tool
To Be Completed by Nurse Preceptor

S = Satisfactory

Student: _____

NI = Needs Improvement

Date: _____

U = Unsatisfactory

Agency: _____

Evaluation Criteria	S	NI	U
1. Utilizes nursing process to deliver care.			
2. Performs nursing care in a safe manner.			
3. Seeks help appropriately			
4. Performs procedures according to policies of the clinical agency.			
5. Performs with self-direction			
6. Demonstrates professional, legal, and ethical behavior.			
7. Maintains professional appearance and hygiene.			
8. Notifies clinical agency of absence, tardiness, or need to leave early.			
9. Collaborates with health team members.			
10. Displays sensitivity to client's socio-cultural needs.			
Comments:			
Signature _____			

*Alphabetize by last name.

**ARKANSAS TECH UNIVERSITY
Department of Nursing**

Grading Criteria for the Practicum Evaluation Tool

Grade	Application of Nursing Theory to the Decision-Making Process/Critical Thinking	Standards of Care/Safety	Quality of Clinical Performance	Assistance
Independent Excellent 10-9	Recognizes the total complexity of a situation. Formulates a plan of action based on individual components. Establishes priorities and intervenes independently following validation. Independently formulates alternative solutions to problems.	Consistently applies principles of safety and demonstrates accuracy in all nursing interventions.	Gives care in proficient, coordinated, confident manner. Occasionally expends excess energy. Gives care within an expedient time period.	Without supporting cues.
Supervised Good 8.9-8.0	Recognizes a complex situation and seeks assistance to separate components to formulate a plan of action. Requires assistance to see the relationship between theory and practice. Recognizes alternative solutions to problems but requires assistance selecting the most appropriate solution. Requires assistance establishing priorities.	Consistently applies principles of safety and demonstrates accuracy in all nursing interventions.	Gives care in efficient, coordinated, confident manner with some expenditure of excess energy. Gives care within a reasonable time period.	Occasional supporting cues. (Verbal coaching)
Assisted Average 7.9-7.5	Recognizes priorities in complex situations. Requires assistance in assessment and formulation of a plan of action. Recognizes situations in which assistance is needed. Implements a solution to a problem, but is unable to perceive alternatives. Demonstrates the ability to implement nursing care only if directed.	Consistently applies principles of safety and demonstrates accuracy in all nursing interventions.	Skillful in parts of behavior. Inefficient and uncoordinated in other parts. Expends excess energy. Gives care within a delayed time period.	Frequent verbal and occasional physical directive cues in addition to supporting cues. Physical cue - instructor must redemonstrate behavior or guide student's hands or take over for student.
Provisional Poor 7.4-below	Unable to recognize priorities or formulate a plan of action. Unable to perceive alternatives or solve problems. Unable to implement nursing care as directed.	Unsafe. Unable to demonstrate behaviors.	Unskilled and inefficient in giving care. Requires prolonged time period. Expends unreasonable energy.	Continuous verbal and physical cues.

ARKANSAS TECH UNIVERSITY
Department of Nursing

Practicum Evaluation Tool
NUR 4804 - Level IV Practicum

Student Name _____

Date _____

DIRECTIONS: Score each criteria as follows (see Grading Criteria for the Clinical Evaluation Tool):

- | | | |
|-------------|-----------------------|---------------------|
| 10 - 9 | Excellent | I - Incomplete |
| 8.9 - 8 | Good | NA - Not applicable |
| 7.9 - 7.5 | Average | NA - Not Observed |
| 7.4 - below | Poor (unsatisfactory) | |

*COURSE OBJECTIVES	CIRCLE ONE	SCORE
Objective 1	7 • 8 • 9 • 10	_____
Objective 2	7 • 8 • 9 • 10	_____
Objective 3	7 • 8 • 9 • 10	_____
Objective 4	7 • 8 • 9 • 10	_____
Objective 5	7 • 8 • 9 • 10	_____
Objective 6	7 • 8 • 9 • 10	_____
SCORE		_____ x 1.67
Total Grade		_____

Student Signature: _____

Date: _____

Faculty Signature: _____

Comments:

ARKANSAS TECH UNIVERSITY
Department of Nursing

Practicum Evaluation Tool - NUR 4804, Level IV - Clinical Area _____

Name _____

Objectives/Criteria	Behaviors	Score
1. Utilize critical thinking skills and attitudes to provide promotive, supportive and restorative health care to individuals, families, groups and communities.		
<ul style="list-style-type: none"> a. Assessment <ul style="list-style-type: none"> 1. Analyze own attitudes and feelings towards client's values. 2. Collect appropriate data from a variety of sources. 3. Assess patients, families' and groups' ability to change. b. Analysis <ul style="list-style-type: none"> 1. Form appropriate, holistic nursing diagnoses. c. Planning <ul style="list-style-type: none"> 1. Develop mutual outcomes for nursing care based upon realistic needs and priorities of client. 2. Plan culturally competent nursing care. 3. Base nursing care on scientific rationale. d. Implementation <ul style="list-style-type: none"> 1. Deliver nursing care in a safe and timely manner. 2. Seek help appropriately. 3. Validate effectiveness of nursing actions. 4. Perform psychomotor and psychosocial skills according to policies of the Department of Nursing and the clinical agency. 5. Consider safety, effectiveness and cost in selecting interventions. e. Evaluate <ul style="list-style-type: none"> 1. Modify plan of care as needed. 2. Analyze the achievement of clinical outcomes, objectives. 3. Base evaluation on established standards of nursing care. 		
2. Synthesize professional nursing roles to provide holistic nursing care to clients of all ages.		
<ul style="list-style-type: none"> a. Provide appropriate nursing care. b. Utilize effective communication skills when interacting with clients, families and groups. c. Incorporate health teaching into nursing care. d. Utilize current research when planning nursing care. e. Value patient advocacy behaviors. f. Collaborate with the patient, significant others and health care team when providing nursing care. 		

Practicum Evaluation Tool - NUR 4804, Level IV - Clinical Area _____

Name _____

Objectives/Criteria	Behaviors	Score
3. Value the ANA Standards of care and standards of professional performance in evaluating nursing care administered by self and by other team members.		
<ul style="list-style-type: none"> a. Identify ethical issues in clinical settings. b. Demonstrate ethical and legal behaviors. c. Compare nursing care provided by self and other team members to the ANA Standards of Nursing Practice. 		
4. Incorporate professional nursing behavior into practice.		
<ul style="list-style-type: none"> a. Perform with self-direction. b. Accept responsibility for own learning and actions. c. Demonstrate leadership skills with clients, peers, and other team members. d. Maintain professional appearance and hygiene according to departmental and agency guidelines. e. Value punctual attendance with proper notification of tardiness or absence. f. Contribute to the professional development of peers, colleagues and others. g. Participate in self and peer evaluation. 		
5. Integrate principles and concepts of management and leadership in the delivery of nursing care.		
<ul style="list-style-type: none"> a. Follow appropriate lines of communication. b. Organize own time in an efficient manner. c. Organize nursing care for groups of clients in a variety of settings. d. Communicates collaboratively with members of the interdisciplinary team. e. Practice using self in an assertive manner. 		
6. Utilize and communicate pertinent research findings to expand and support nursing decisions.		
<ul style="list-style-type: none"> a. Seek and share research which is pertinent to practice. 		

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Comments:

Student:
Date:

Clinical Rotation:
Area Agency:

**Management Practicum Performance
Evaluation Tool**

EVALUATION CRITERIA	ANECDOTAL NOTES	SCORES
I. LEADERSHIP CHARACTERISTICS (to be completed by nurse preceptor) A. Responsibility within management role (decisiveness, self-assurance, initiative/assertiveness) (10%)		
B. Professional Appearance and Attitude (5%)		
C. Timeliness/Attendance (5%)		
D. Communication and Staff Rapport (5%)		
E. Documentation (5%)		

Nurse Preceptor Signature: _____

Date: _____

Student Signature: _____

**To Be Completed By
ATU Faculty**

II. Professional Behaviors/Legal & Ethical Behavior of Student (20%)		
A. Communicates professionally with faculty, colleagues, patients and families		
B. Submits paperwork within designated timeframes		
C. Incorporates professional nursing behavior into practice and in collaboration with faculty and peers		
D. Values the ANA Standards of care and Standards of Professional Performance in delivery of health care.		
III. Accomplishment of Objectives (40%)		
A. Nurse Manager (40%)		
B. Charge Nurse (40%)		
C. Patient Care Nurse (40%)		
d. Ancillary Service (40%)		
III. APPLICATION OF PERTINENT RESEARCH (10%)		
	Total Score (Composite of Page 1 & 2)	

Faculty Signature: _____

Student Signature: _____

