

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 4804

PRACTICUM IN NURSING IV

NURSING IN THE COMMUNITY

Spring 2020

INDEX

Topic	Page
Course Number, Title, Description.....	3
Faculty Information.....	3
Instructional Resources	4
Justification/Rationale for the Course.....	5
Course Objectives.....	5
Evaluation.....	5
Conduct of the Course (Policies).....	6
Course Content.....	8
 Unit I The Practice of Community Health Nursing	
Guidelines for Community Practicum Logs.....	9
A. Health Education/SMOG Analysis.....	10
B. Settings for Community Health	
1. School Health.....	11
2. Health Clinics.....	12
3. Home Health/Hospice.....	13
4. Health Department.....	14
5. Occupational/Industrial Health.....	15
6. Long-term Chronic Health Care: Oncology and CARTI.....	16
7. Long-term Chronic Health Care: AR Heart Clinic.....	17
8. Stroke Program: AR Saves.....	18
C. Transcultural Presentation	19
Transcultural Presentation Grading Rubric.....	20
 Unit II Nursing management	
Management Orientation and Practicum Guidelines.....	21
A. Planning, Organizing, Directing and Evaluating (Nurse Manager, Director, Supervisor, Head Nurse or Case Manager).....	22
B. Planning, Organizing, Directing and Evaluating (Case Manager).....	23
C. Directing (Charge Nurse).....	24
D. Directing (Team Leader).....	25
E. Planning, Organizing and Evaluating (Primary Care or Staff Nurse).....	27
F. Planning, Organizing and Evaluating (Diagnostic Recovery).....	28
G. Planning, Organizing and Evaluating (Triage/Patient Care-ER).....	29
H. Evaluating (Nurse Educator).....	30
I. Evaluating (Quality Management or Infection Control or Swing Bed Coordinator).....	31
 APPENDICES: Evaluation Tools	
A. Peer Evaluation Tool.....	32
B. Clinical Evaluation Tool.....	33
C. Management Evaluation Tool	34

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: 12 Contact Hours per Week (12 hours x 15 week semester = 180 total contact hours = 18 hours per week x 10 weeks of clinical rotation)

Placement: Fall and Spring Semesters, Senior Year

Faculty: *Faculty Office Hours posted on their office doors and on the bulletin Board.*

Jennifer Helms, Ph.D., R.N.
Office: Dean Hall 126E
Phone: 479-964-0583 Ext 4661
Mobile: 479-857-2328
E-mail: jhelms@atu.edu

Cheryl Monfee, Ph.D., R.N.
Office: Dean Hall 126G
Phone: 479-964-0583 Ext 4666
Mobile: 479-747-4958
E-mail: cmonfee1@atu.edu

Wanda Christie, Ph.D., R.N.
Office: Dean Hall 222
Phone: 479-964-0583 Ext 4651
Mobile: 479-970-0494
E-mail: wchristie@atu.edu

Carey Ellis Laffoon, DNP, FNP-BC
Office: Dean Hall 126C
Phone: 479-964-0583 Ext 4658
Mobile: 479-747-2640
E-mail: cellis8@atu.edu

Rebecca Burriss, Ph.D.,
Office: Dean Hall 126I
Phone: 479-964-0583
E-mail: rburriss@atu.edu

Catalog Description:

Prerequisites: NUR 4206 and 4405

Co-requisites: NUR 4606 and 4903

A clinical course which integrates theories and concepts from all nursing courses and provisions for practice in predominantly distributive healthcare settings. Emphasis is on the utilization of the nursing process, the prevention of illness, maintenance of health, and the restoration of wellness of individuals, families, and communities, experiencing adaptation to 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 distributive healthcare settings.

Course Description:

12 clinical hours.

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.

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

Disability Statement:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

Instructional Resources**Required Textbooks:**

Marquis, B.L., & Huston, C.J. (2017). *Leadership roles and management functions in nursing*. (9th ed). Philadelphia, PA: Lippincott.

Nies, M. & McEwen, M. (2019) *Community/Public Health Nursing* (7th ed). Elsevier/Saunders.

Retain texts from previous nursing courses.

Other Recommended Textbooks: See NUR 4606 Syllabus

Bibliography:

Students are to use refereed journals and professional 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 student learning outcomes 1, 2, 3, 4 and 5. 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 by the second attempt will be dropped from NUR 4804.**

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%
Cultural Presentation	(20%)
Brain/Stroke Certification	(15%)
Clinical Logs	(15%)
Management:.....	50%
Clinical Exam/Assignments	(10%)
Weekly Objectives/Preceptor Eval/Log/Teaching Project.....	(40%)
	<hr/>
	100%

Conduct of the Course:

Policies: (Also see [Student Handbook](#))

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 "I" for the course.**
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 by the faculty.
5. In addition to the assigned clinical practicum, other learning experiences may be scheduled. All students are expected to participate.
6. **The policy for determining makeup work for absences is determined by the clinical faculty.**

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.**

Course Requirements: (refer to student handbook for additional information)

All clinical requirements for level I-IV must be up-to-date and loaded in Certified Background. The requirements must be good until the end of the semester.

All required documents for Certified Background (and other paperwork required for level IV) is due on the first day of Level IV orientation (see calendar). If the student does not have all required documentation, he/she will be dropped from NUR 4804

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.

Immunizations: Hepatitis B series or titer, Tetanus/Pertussis (some clinical sites require additional proof of immunizations (chicken pox vaccine or proof of disease, flu shot, etc.).

Dress and Behavior:

1. The ATU Department of Nursing uniform for the community/Management 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. The student will be in a number of different clinical agencies and is therefore committed to following all agency policies and procedures as well as the policies and procedures outlined in this syllabus, the Department of Nursing Student Handbook and the University Student Handbook.
4. The student is not allowed to have a cell phone in use during clinical. There are strict policies against the use of cell phones in the clinical setting, including taking pictures inside clinical facilities. A cell phone is permissible only under the discretion of the faculty member.
5. 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 student papers.

- d. Students caught cheating (including plagiarism) will receive a zero for the assignment and can be removed from the course with a recorded grade of D. Punishment will be determined by the Level IV faculty.

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. Health Education/SMOG Analysis
 - B. Settings for Community Health
 1. School Health
 2. Health Clinics
 3. Home Health/Hospice
 4. Health Department
 5. Occupational/Industrial Health
- II. 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. Planning, Organizing and Evaluating (Diagnostic Recovery)
 - G. Planning, Organizing and Evaluating (Triage/Patient Care-ER)
 - H. Evaluating (Nurse Educator)
 - I. Evaluating (Quality Management, Infection Control or Swing Bed Coordinator)

Appendices:

- A. Peer Evaluation Tool
- B. Clinical Evaluation Tool
- C. Management Evaluation Tool

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**

Community Practicum Log Guidelines

Take a copy of the learning objectives for each community experience with you to the assigned agency each week. You should be familiar with these objectives prior to going to the agency. You should document how you met the objectives in the clinical log without restating the objective or answering it as a question; rather, you should incorporate the pertinent objectives into the narrative of your experience. This is more of a journal than a question-answer assignment, and it should read as such.

Your log should contain the following:

- Documentation of the experience and practicum focus
- Care provided to individuals, families, or community/public
- Skills performed
- 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.
- Application of the learning objectives from your syllabus. Although you may not need to answer every single objective, since some of them may not apply to your experience that day, they should be discussed as they pertain to the experience you had in that clinical agency.
- One research article per week with a one-page summary and an explanation of how this could or should be applied to that specific clinical experience. Please make sure that your article is *research*. It must be **AMERICAN** research (no foreign studies, no exceptions).
- Minimum 3.5 pages in length (MUST be 12-font and double-spaced, with 2-3 paragraphs per page), which includes your one-page research summary. The 3.5-page requirement is waived for school screenings; this log will be shorter.

Logs and research summaries should be turned in via Blackboard in the NUR 4804 course. Your log and research summary should be contained in ONE document (Word or other). The research article summary should be written as a one-page summary and application at the end of the clinical experience narrative. You must also attach a PDF version of the research article that you used. *Do not attach a link*, as those rarely work properly when we try to open them. Always save your research article as a PDF on your computer and then attach in Blackboard for us to open that way.

To summarize, you will submit two attachments each week: (1) your community clinical log which includes the research summary, and (2) your PDF research article.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS A: Health Teaching and SMOG Analysis

OBJECTIVE

Students will utilize the SMOG Readability Formula to analyze the reading level of a health teaching resource used in a health agency for reading level.

LEARNING ACTIVITIES

1. Count 10 consecutive sentences near the beginning of the text that you want to assess, 10 in the middle, and 10 near the end. Count as a sentence any string of words ending with a period, question mark, or exclamation point.
2. In the 30 selected sentences, count every word of three or more syllables. Any string of letters or numbers that beginning and ending with a space or punctuation mark should be counted if you distinguish at least three syllables when you read it aloud in context. If a polysyllabic word is repeated, count each repetition.
3. Estimate the number of the polysyllabic words counted. Take the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yields a square root of 10. If the count lies roughly between the two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than that of 121.
4. Add three to the square root. This gives the SMOG grade, which is the reading grade that the person must have to understand the text.

*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.)

Number of polysyllabic words: _____

Nearest perfect square: _____

Square root of that number: _____

Add three: _____ This is the grade level

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 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. Discuss ethical issues encountered by the school nurse and how they are resolved.
6. Identify barriers that exist in caring for high-risk children.
7. Identify resources available to the school nurse in performing the roles of a school nurse.

LEARNING ACTIVITIES

Read/Review:

Nies & McEwen, Ch. 30

<http://www.cdc.gov/HealthyYouth/CSHP> -and- <http://www.arkansascsn.org>

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 2: Health Clinics (Monfee Clinic, ATU Health Clinic)

OBJECTIVES

Health Clinics (Monfee clinic, Millard-Henry, and ATU student health):

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 or campus nursing fit the populations served by the clinic (if possible, cite examples). How do geographic and/or social factors impact the health status of this population?
4. Identify challenges, opportunities, and benefits of practicing as a nurse in a rural or campus health clinic.
5. Describe potential ethical concerns that might emerge in the clinical 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 or campus health community nurse and identify common health problems encountered.
8. Analyze the role and functions of the nurse practitioner in a rural or campus health setting.

LEARNING ACTIVITIES

Read/Review:

Nies & McEwen, Ch. 24

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 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, adaption 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

Read/Review:

Nies & McEwen, Ch. 34

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 4: Health Department (Pope, Johnson, Yell Counties)

OBJECTIVES

1. Identify the most common communicable diseases encountered in the local health department.
2. Assess the individual, family and group experiencing or at risk for a communicable disease.
3. Assess factors that are influencing the client's health behavior as it pertains to the communicable disease.
4. Determine appropriate client education and counseling at each stage of infection
5. Identify existing resources that may be used to intervene in the communicable disease.
6. Determine nursing roles and interventions that are directed toward the population at risk for communicable disease.
7. 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?

LEARNING ACTIVITIES

Read/Review:

Nies and McEwen, Ch. 17 & 20

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 5: Occupational/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

Read/Review:

Nies & McEwen, Ch. 31

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 6: Long-term Chronic Health Care: Oncology and CARTI

OBJECTIVES

1. Describe the services offered at Central Arkansas Radiation Therapy Institute (CARTI): diagnostic radiology, surgical oncology, oncology/hematology interventions, radiation therapy, interventional radiology, etc. Be specific in your description of what you observed, experienced, and learned while you were there.
2. Discuss the collaborative process among the various members of the CARTI healthcare team.
3. Discuss the multiple treatment modalities that are offered at CARTI and their potential long-term effects (positive and negative).
4. Identify the personal support systems needed by patients and they ways that family members or significant others are involved in care.

LEARNING ACTIVITIES

No textbook reading assignments prior to this clinical experience.

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 7: Long-term Chronic Health Care: AR Heart Clinic

OBJECTIVES

1. Describe the various specific units in the clinic (only those to which you were assigned) and discuss the type of care they provide.
2. Define cardiac rehabilitation.
3. Identify activities in this setting in which health promotion, risk reduction, health maintenance, and health restoration occur for patients (for each specific unit where you observed or participated in a clinical experience for the day).
4. Discuss the roles and responsibilities of the entire interdisciplinary care team (nurse, physician, exercise physiologist, nutritionist) in meeting the needs of the patients in their cardiac care and/or cardiac rehabilitation.
5. Describe common cardiac diagnoses encountered in this setting and discuss the nursing strategies you observed in the care of these patients.

LEARNING ACTIVITIES

No textbook reading assignments prior to this clinical experience.

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 8: Brain and Stroke: AR Saves

OBJECTIVES

1. Explain the AR Saves program and the role of telehealth in stroke identification and treatment in the state of Arkansas.
2. Participate in a stroke simulation scenario with the local AR Saves Facilitator from St. Mary's Regional Medical Center.
3. Complete the online AR Saves stroke certification program and submit verification to clinical instructor.

LEARNING ACTIVITIES

NIH Stroke Certification online. Directions:

Allow 3 hours to complete this training.

Go to this website: <https://secure.trainingcampus.net/uas/modules/trees/windex.aspx>

You will create an account:

- "Join"
- NIH Stroke Scale (NIHSS)
- NIHSS English
- Register (you will find this in the far upper right corner)
- Provide your email address
- Complete the registration information (okay if you say BS for education, "other" for specialty, etc).. You won't find "nursing" as a specific choice. This is rather generic information they are asking, so just do your best.
- In the next screen after registration, click "My Activities" in the far upper right corner
- Enroll in Cert A-V3+
- When a small video screen pops up in the far upper right corner, click to make it "large" to see it in the center of your screen.
- Begin
- Upon completion, you will print off your certificate. I need a hard copy for your student file. Put into my box next to my office door. This is a course requirement.

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS C: Transcultural Nursing

Transcultural Nursing Presentation Requirements

The class will be divided into groups and assigned a culture to research and present. With your group, you will make a PowerPoint presentation to present in class to your classmates and faculty.

Each group is required to include a **personal interview** with a person in the community (can be ATU international student or someone you know personally, from church, your neighborhood, etc.).

- The interview will cover all areas and each member is responsible for talking to the person who is chosen by the group.
- You can ask for assistance from the ATU International and Multicultural office in finding someone to interview.

Along with the PowerPoint presentation, you can include food (to share with classmates), dress up in clothing that is customary to the culture, include items of interest for the class to review while viewing your poster... We want you to **be creative and make this a fun day** in class. Each group member must be prepared to answer questions on the topics they were responsible for in the presentation.

You may use your community book as a resource but you **must also use at least 1 other source for each section** (can be websites but must be professional sites with evidence based information). We realize you did a culture presentation when you were in Level 0. Hopefully you have touched on culturally competent care in every level of upper division. Now you have had three semesters of clinical. You have taken care of patients in multiple settings.

We want to see what the nursing considerations are for each topic area. What do you, as a new nurse on the floor, taking care of a patient from this culture, need to know? “A recent census projection report states by 2044, more than 50% of Americans will belong to a minority group, or one other than non-Hispanic White” (Colby & Ortman, 2015).

See Grading Rubric for details (next page).

Grading Rubric for Transcultural Presentation

Poster Presentation: 60%		
Topic/Nursing Considerations	Comments	Score
Family Unit/Language/ Communication 10 points	What makes up the family unit? What is the primary language? How does communication work for this culture? Head of house hold? How does all of this effect patient care? What are the nursing considerations?	
Religion/Death Rituals 10 points	What is the primary religion? Religious practices? Death rituals? How does this effect patient care? What are the nursing considerations?	
Diet/Hygiene 10 points	What is the primary diet? How does this effect patient care? Teaching? Disease processes? What are the basic hygiene practices? Nursing considerations?	
Common Health Problems 10 points	What health problems are common in this population? Why? Teaching? Nursing considerations?	
Health Practices/CAM 10 points	What are common health practices for this culture? Rituals? Beliefs? Values? How does it influence health and wellness? What CAM do they use? Nursing considerations?	
Views on Western Medicine/Medications 10 points	How does this culture view western medicine? Trust vs. mistrust? Relationship with healthcare providers? Use of prescription drugs? Compliance? Nursing considerations?	
Incorporation of Interview: 30%		
Each group must interview at least one person from this culture. How you split up the above questions is up to the group but each member must take one portion. You are responsible for covering your portion in the interview. 30 points		
Peer Evaluation: 10%		
Located in the NUR 4804 syllabus. Use the peer evaluation tool to evaluate each group member (on one form). Seal in an envelope and turn in on presentation day. 10 points		
TOTAL SCORE:		

NUR 4804 PRACTICUM IN NURSING IV

UNIT III - NURSING MANAGEMENT

ORIENTATION

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 patient care nursing assignments in various health care agencies. However, a student may initiate an alternate method of obtaining the management experience. The faculty will determine the appropriateness of this request.

Review:

Standards for Nursing

Code of Ethics

Nurse Practice Act

Practicum 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. **You must type each objective into the log and answer the objective directly under it, including theory application to show synthesis of content.**
3. Personal feelings and attitudes regarding the experience.
4. Anecdotes. During the management experience, reflect and write accounts of client situations that you observed. Include subjective data, your feelings and your perceptions of the experience.
5. **Application** of a research study from a **peer-reviewed nursing journal** weekly.
8. Nursing care plans as cited in the clinical objectives.
9. **Incorporation of theoretical concepts from NUR 4606 into the practicum experience and documentation of objectives.**

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

The management clinical logs/objectives are due on the dates specifically assigned by each individual instructor. All assignments will be submitted online in the Blackboard shell.

UNIT III - NURSING MANAGEMENT

FOCUS A: Planning, Organizing, Directing, Evaluating (Nurse Manager (NM), Director, Head Nurse)

<i>OBJECTIVES</i>
<p>In a supervised leadership role:</p> <ol style="list-style-type: none">1. Analyze then discuss the organizational structure of the agency. (Review chapters on organizational structure- is the formal structure an adhocracy? Bureaucracy? Or matrix? If the manager addresses an organizational shift toward shared governance, include this in the discussion noting the shared governance model practiced and how this is being implemented.2. Discuss the decision making methods and problem solving strategies used by the nurse manager throughout the day. Include resources that assist the Nurse manager in the decision making process.3. Identify leadership styles presented by Lewin (1950) as they are utilized by the nurse manager during this clinical experience. Provide situational examples to support your analysis of these styles.3. The roles of the professional nurse include learner, teacher, manager, advocator, collaborator, care-giver, communicator and researcher. Discuss how the Nurse manager serves in each of these roles.4. Evaluate quality improvement process used by the nurse manager on his/her unit and discuss how these measures impact patient care delivery, nurse and patient satisfaction (refer to chapters discussing quality measures).5. Discuss manager's role in financial planning for his her unit. Include type of budget processed used, how staffing and scheduling (staff mix/patient acuity/nursing care delivery system) influences personnel budget and manager's role in monitoring/evaluating budget.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Nurse Manager</p> <p>Read/Review: Marquis & Huston Ch. 6, 7-10, 12-14, 15-17, & 18-21 (and other appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus).</p> <p>Clinical days with nurse manager, department manager, director, supervisor, 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 B: Planning, Organizing, Directing, Evaluating (Role of Case Manager)

OBJECTIVES

In a supervised leadership role:

1. Define operational planning then discuss the case manager's role in the operational planning of the unit or agency (they have a role).
2. Analyze caseload, unit patient lists, critical path tools, medical records, quality improvement measures, and other available resources used by case manager to enhance patient care and optimize reimbursement for case types.
3. 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.**
4. Discuss communication models used in communication between student, case manager and ancillary services. How does the case manager demonstrate effective communication skills in collaboration of services for the patient?.

LEARNING ACTIVITIES

Leadership Role: Case Manager

Read/Review: **Marquis & Huston Ch. 23-24** (and other appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus).

Clinical days with case manager in acute care facility.

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

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

OBJECTIVES

In a supervised leadership role:

1. Coordinate the nursing therapies within the total client treatment regime (delegation, making patient assignments). Discuss charge nurse's role in delegation of care, patient assignments and decision making for that unit, round on all patients and **provide at least 3 focused assessments in log.**
2. Analyze the nursing care delivery system (refer to Chapter in textbook) being utilized on the assigned unit and **compare** to healthcare/nursing care delivery systems identified in your text.
3. Discuss the five rights of delegation and **how you delegated** responsibility according to the policies of the assigned facility and nursing unit and according to the Arkansas State board of Nursing (ASBN).
4. Evaluate leadership qualities, accountability, problem solving techniques and potential in self noting areas of strength as well as areas for improvement.
5. Discuss quality improvement measures utilized by the charge nurse. (What performance measures/audits are monitored, etc ? – refer to chapters on **QI** in textbook; consider JCAHO or other accrediting body's standards, patient safety goals, core measures, etc.)
6. Define operational planning and discuss the charge nurse's role in the unit's operational planning.

LEARNING ACTIVITIES

Leadership Role: Charge Nurse

Read/Review: **Marquis & Huston, Ch. 1, 7-9, 14, 16-17, 18-18-22** (and other 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 the objectives, learning experiences, and appropriate research findings and personal feelings.

UNIT III - NURSING MANAGEMENT
FOCUS D: Directing (Nursing Supervisor)

OBJECTIVES

1. Analyze the role of the nursing supervisor and discuss how he/ she uses principles of time management to organize his/her day, maximize care delivery and supervise staff throughout the organization.
2. Identify the managerial level of this supervisory role, listing responsibilities of the supervisor that support your identification.
3. Compare and contrast centralized staffing vs. decentralized staffing then identify the type of staffing/scheduling model used by the agency and role of supervisor in staffing and scheduling.
4. Discuss how the supervisor collaborates with other managers and team members to meet organizational strategic and operational goals.(cite examples).
5. Discuss the decision making methods, problem solving techniques, and conflict resolution strategies used by the nursing supervisor throughout the day to meet the needs of nurses, patients, families and other personnel.
6. Analyze the constraints the supervisor faces in creating a climate that will motivate employees and discuss measures used by the supervisor and agency to create a motivating climate and enhance employee performance.
7. Define organizational culture then complete a cultural assessment of the organization and analyze results of the assessment (see handout).

LEARNING ACTIVITIES

Leadership Role: Team Leader

Read/Review: **Marquis & Huston, Ch. 12, 14, 15-17, 18-22** (and other appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus).

Review ASBN - Rules/Regulations

Clinical days in supervised role of team leader in a health care facility.

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

TEAM LEADER AND PATIENT CARE NURSE ROLES/RESPONSIBILITIES

As a team leader 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:

- Assisting team members
- Giving direct patient care
- Teaching
- Coordinating patient care

May include:

- Documentation and assessment (initial)
- New med orders
- Update care plans (agency generated)
- Start IV's
- New orders
- Check lab values and report to CN abnormal
- 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 (Patient Care/Staff Nurse)

OBJECTIVES

1. Discuss how you collaborated with your patient care nurse to delegate tasks appropriately, set patient care priorities while managing your time to effectively plan and deliver nursing care to groups of patients. **Provide examples for each** (delegation, time management, and priority setting).
2. Utilize the nursing process to provide client care; Collaborate with patient to develop a plan of care for each assigned patient based on assessment data, identifying priority nursing diagnoses, interventions and outcomes. **Document one working care plan per day (4 total for the log)**.
3. Develop a health teaching plan for patient/family (include **at least one individualized teaching plan into weekly log to have a total of two for this assignment**).
4. Participate as a team member to design, promote and model effective use of strategies to reduce risk of harm to self and others. **Provide appropriate examples** and include policies within the facility/universal precautions/Joint Commission, etc.
5. Analyze ethical issues associated with quality improvement. Be specific. **Provide at least two examples** that you experienced in the four patient care days.
6. Demonstrate effective communication through delegation, change of shift reports and documentation. **Provide examples of each**, delegation, change of shift report 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). **Provide specific examples** of quality control programs, methods, measures and how they were utilized during your time on the unit.
8. Discuss the role the staff nurse has in the unit's operational planning (defined in case management objective). Review the definition of operational planning in your management book.
9. Incorporate Evidence based practice into the delivery of nursing care to patients and families

LEARNING ACTIVITIES

Leadership Role: Patient Care Nurse

Read/Review: **Marquis & Huston, Ch. 4, 7-10, 14, 19-20** (and appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus).

Clinical days in the supervised role of staff nurse in a health care facility (medical/surgical units, intensive care unit).

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

UNIT III - NURSING MANAGEMENT

FOCUS F: Planning, Organizing, and Evaluating (Diagnostic Recovery, Out-Patient Surgery, Same Day Surgery, Interventional Radiology)

OBJECTIVES

1. Utilize the nursing process to provide **holistic nursing care** to at least 2 outpatients scheduled for **DIFFERENT** procedures on the unit and document the nursing care provided.
2. Collaborate with team members and patient(s) to develop a **working care plan** for at least 2 patients with priority nursing diagnoses, goals, interventions and evaluate the plan of care upon patient discharge. **Include copies of care plan and evaluation in student documentation.**
3. Develop an **individualized** postoperative/procedure teaching plan for two outpatients (objective 1) you provided care for. Include copy of teaching plan in student documentation. The teaching plan must be individualized (specific) to the patient.
4. Assist staff nurses in delivery of care of other patients inclusive of assessments, skills, and documentation in patient's record. **Provide examples** (what type of patients did you care for, what nursing skills did you complete, what type of documentation did you do, etc.)

LEARNING ACTIVITIES

Leadership Role: Patient Care Nurse

Read/Review: **Marquis & Huston, Ch. 7-9** (and appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus).

Clinical days in the supervised role of staff nurse in a health care facility.

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

UNIT III - NURSING MANAGEMENT

FOCUS G: Planning, organizing and evaluating (Triage/Patient Care- Emergency Room)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Analyze the triage guidelines then incorporate those guidelines in the triage of at least 3 patients. Provide an analysis of the triage guidelines and how you utilized them to correctly triage at least 3 patients.2. Utilize the nursing process to deliver holistic nursing care to at least 3 patients in the emergency room, developing a priority <u>working care plan</u> on two of these patients.3. Analyze at least two of the most commonly used emergency medications for Code Blue situations, review crash carts (adult and pediatric) and discuss ACLS protocols for emergent care of patients.4. Collaborate with health care team members and patient to develop discharge education/instructions for follow up care on at least 2 patients. (The discharge education/instructions should be individualized for the patient. <u>Not a copy of the standard instructions</u>. Include what YOU taught the patient.)5. Assist staff in delivery of nursing care to all patients as needed inclusive of assessment, skills and document in patient's record. Provide examples. (What types of patients did you care for, what nursing skills did you accomplish, what type of documentation did you do, etc.)
<i>LEARNING ACTIVITIES</i>
Leadership Role: Patient Care Nurse Read/Review: Marquis & Huston, Ch. 7-9 (and appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus). Clinical days in the supervised role of staff nurse in a health care facility. Complete log to include objectives, learning experience, and appropriate research findings and appropriate personal feelings.

UNIT III - NURSING MANAGEMENT
FOCUS H: 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. Evaluate quality control measures used by the educator.4. 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: Nursing educators.</p> <p>Read/Review: Marquis & Huston, Ch. 7-10, 20-24 (and appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus)</p> <p>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. (see Teaching Project for specific guidelines).</p> <p>Complete log to include objectives, learning experience, and appropriate research findings and appropriate personal feelings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS I: Evaluating (Quality Management or Infection Control or Swing bed Coordinator)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">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:<ul style="list-style-type: none">Nursing auditConcurrent reviewsRetrospective reviewsPatient SurveyContinuing education/competencyCore Measures3. Compare the relationship between quality management (or /infection control if in the role of infection control nurse) and the quality of nursing care delivery.4. Discuss 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 (if working with Infection control) in relation to quality management activities and infection control.6. Analyze the role of the swing bed coordinator in swing bed admissions including criteria for admission/purpose of swing bed hospitalizations. (RVMC only)7. Discuss the benefits of swing bed admissions for the hospital as well as the patient.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Quality Management, Infection Control Nurse</p> <p>Read/Review: Marquis & Huston, Ch. 23-24 (and appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus)</p> <p>Clinical experience with quality management nurses/team members.</p> <p>Complete log to include objectives, learning experience, and appropriate research findings and appropriate personal feelings.</p>

APPENDIX A:

EVALUATOR: _____

PROJECT: _____

Confidential Peer Evaluation of Group Teaching Project Participation

****USE ONE SHEET FOR THE ENTIRE GROUP****

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 * 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____

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	1)	2)	3)	4)	5)	6)
--------------	----	----	----	----	----	----

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 _____			

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) (30%)		
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. ACCOMPLISHMENT OF OBJECTIVES (Clinical Log/Documentation) A. Team Leader (40%)		
B. Charge Nurse (40%)		
C. Nurse Manager (40%)		
D. Ancillary Service (40%)		
E. Patient Care Nurse (40%)		
III. APPLICATION OF PERTINENT RESEARCH (10%)		
	Total Score (Composite of Page 1 & 2)	

Faculty Signature: _____

Student Signature: _____