Course Number and Title: MSN 277L, Adult Health 1 Clinical

Number of Credits: 3 credit hours

Meeting Schedule (day(s) of week, time, & location): Assigned day/time at designated hospital

Faculty:

Assigned Clinical Instructor

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Pre/Co-requisites: MSN 277 Nursing Care of Adults

Course Description:

This course is designed to use a ‘levels of prevention model’ to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment, restoration of health for individuals, families, and communities across the health care continuum.

Course Outcomes:

At the completion of this course, the student will be able to:
1. Apply levels of prevention to specific health issues in the care of adults.
2. Demonstrate clinical judgment when choosing assessment, interventions, and expected outcomes for patient care.
3. Integrate physical, psychosocial, spiritual, and cultural assessments, interventions, and outcome measurements in the care of adults.
4. Discuss how health policy, ethics, economic, and social factors apply to caring for adults.
5. Use information technology accurately in documenting and planning care for adults.
6. Demonstrate the ability to communicate and collaborate with the patient, family, and interprofessional and intraprofessional team to deliver patient-centered care.

Teaching/Learning Strategies:

- Provision of patient care
• Development and implementation of appropriate plans of care for assigned patients
• Participation in clinical conferences (pre-conference and post-conference)
• Discussion of cases, relating theory to clinical
• Off unit experiences (surgery and out-patient oncology) with written assignments
• Concept mapping
• Reflective journaling

**Method of Evaluation:**

• Successful completion of course outcomes is measured using the student evaluation tool. Students must achieve at least a “Meets” level on all criteria to pass the course. Students must:
  • Provide total care to 1-2 patients per week, consistent with the student evaluation tool.
  • Complete clinical concept maps for six patients as assigned. The clinical concept map provides documentation for meeting several criteria in the student evaluation tool.
  • Completion of OR/surgical experience and written assignment.
  • Complete outpatient oncology experience and written assignment.
  • Completion of weekly reflective journaling assignment.

**Student Assignments:**

**Surgical/OR Experience**

For one clinical day, students will follow a patient from the preoperative phase, through intra-op to post-op. On that day, if possible, students should meet their patient prior to surgery to complete the preoperative assessment and review the pre-operative checklist. Sometimes students will need to arrive at the hospital by 0600. (The clinical faculty will provide specific directions). Students will go to surgery with their patient, follow the patient to PACU and medical unit, as appropriate. Students will complete a written assignment based on this experience. Directions for completing the written assignment are provided in Sakai.

**Outpatient Oncology Experience**

Each student will be scheduled to spend one clinical day shadowing a nurse in the outpatient oncology center. Students are to complete a written assignment for that experience. Directions for completing the written assignment are provided in Sakai.

**Weekly Reflective Journal**

At the end of each clinical day, students will reflect upon their experiences. Students will journal about these experiences. One reflective journal will be completed for each clinical day, except for the first and last day of clinical, and the scheduled simulation/skills lab day. Directions for completing this written assignment are provided in Sakai.
Clinical Concept Map

Students will be required to complete and submit one concept map approximately every other week, for a total of 6 maps. The map will be based on the care the student provided to one of their assigned patients. Directions for completing this written assignment are provided in Sakai.

Prioritization Exercise and Teamwork/Collaboration Exercise

At the discretion of the clinical instructor, students will be assigned alternative assignments on an assigned unit. Directions for completing the written assignment are provided in Sakai.

Clinical Simulation:

Clinical simulation is an integral part of this course designed for students to demonstrate critical thinking and skill proficiency within a clinical setting. Expectations for satisfactory performance in simulation include evidence of preparation, timeliness and professional collegial behavior. Consequences of not meeting any of these expectations will be determined on an individual basis by the course director, Director of Simulation and Associate Dean for Undergraduate Programs. Consequences may result in failure to progress in the program.

Valuables:

Do not bring any valuables to clinical. Students will have a designated place for keeping coats and book bags, but not a secure place for purses, laptops, etc. Students should keep anything of value in their pocket.

Professionalism:

The student’s level of professionalism will be evaluated and is a component of the clinical evaluation tool in terms of intra and inter-professional communication and collaboration. This includes appropriate communication with students, faculty, primary nurse, physicians, support staff, and other health care professionals. This also includes the ability to work as a team member for the benefit of the patient. Although each student will have their own assignment, it is expected that students will help each other if needed. Professionalism also includes dressing appropriately, punctuality, and confidentiality.

Appropriate Dress
Students are expected to be in a clean uniform consistent with nursing school policy. Students must wear their Loyola ID, and hospital ID as appropriate. Dress must also be consistent with the specific institution’s policy. The clinical instructor will inform students of additional site-specific dress policies.

Illness/Late
Students are expected to arrive on time. If students are late more than once, it could result in a clinical failure. Students may need to arrive earlier for off-unit observation experiences. Attendance for all clinical experiences is mandatory. If students are ill with an illness that would
endanger patients (such as an infectious disease), students must call the clinical unit 30 minutes prior to their start time, tell them you are ill, and ask to speak with the clinical faculty. If the faculty is unavailable, students should leave their phone number. Not showing up for clinical without contacting the clinical faculty in the morning demonstrates a lack of professionalism and unsafe behavior. Missing more than two days may result in a grade of “incomplete” since students will have insufficient time to accomplish the course objectives. There are no “days off” for clinical. Students are expected to attend all clinical days. Students missing a clinical day will be required to make up the clinical day.

Confidentiality
Under no circumstance will students share information about their patients to anyone outside of the clinical site. Students should not discuss patients or patient care in public places at the clinical site, such as the cafeteria, hallways, or in elevators. This is a federal law (HIPAA). Also under no circumstance should students inform patients or the patient’s family about test results or diagnoses. This is the role of the physician.

BREACH OF CONFIDENTIALITY IS GROUNDS FOR CLINICAL FAILURE.

Course Evaluation Expectation:

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The Individual Development and Educational Assessment (IDEA) course feedback system provides important information related to course goals and the measurement of learning. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” These responses are anonymous. This information can then be utilized by faculty to make appropriate changes to the course. The IDEA system will be open for student input during the last two weeks of the class so that you can accurately gauge the progress you have made on the key learning objectives of this course. You are encouraged to take the time to provide this valuable feedback.

Academic Integrity Statement:

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)

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