Fayetteville State University

Generic Bachelor of Science in Nursing Program

Nursing 451L
Adult Health II Clinical

The following statement should appear on the first page of each course syllabus:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU email account.

Rules and regulations governing the use of FSU email may be found at:
http://www.unccfsu.edu/PDFs/EmailPolicyFinal.pdf

Course Number: Nursing 451L

Course Title: Adult Health II Clinical

Placement in Curriculum: Senior Year, Fourth semester of Upper Division of BSN program

NURS 451L, Course Syllabus 1
NURS 350 L: 3 semester hours (9 contact hours)

Adult Health II Clinical:
This course is the clinical component of NURS 451. Students will have dedicated clinical experiences in acute care settings including critical care units. Students will also be exposed to clinical laboratory experiences including refinement of psychomotor skills and simulation activities related to adult health. The clinical course allows the application of nursing skills, knowledge, and critical thinking necessary for safe effective nursing care of adults. Prerequisite: NURS 320, 325, 326. Co-requisite: NURS 451.

1. Demonstrate safe and effective clinical approaches to clients inclusive of performance of psychomotor skills.
2. Apply theoretical and empirical knowledge from nursing, social and applied sciences to guide nursing care for adult and elderly clients experiencing physiological alterations.
3. Integrate informatics and technology in client care delivery.
4. Collaborate with interdisciplinary teams to provide culturally competent patient centered care to clients.
5. Safely administer medications using a variety of routes.
6. Apply accurate and current knowledge of human pathophysiology, pharmacology, and alternative/complementary therapies in the provision of client care.
7. Apply research findings to support evidence-based practice in the delivery of nursing care.
8. Apply the nursing process and self-care concepts when caring for clients.
9. Demonstrate professional accountability when providing care to clients.
10. Communicate effectively using oral, written and technological methods to establish therapeutic/functional relationships with clients, team members, peers and instructors.

Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  Ms. Linda Melvin
Licensed Professional Counselor  Director, Student Health Services
Spaulding Building, Room 165  Spaulding Building, Room 121
(910) 672-387  (910) 672-1454
psmith@uncfsu.edu  lmelvi10@uncfsu.edu
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Texts, Readings, Materials:

Recommended Learning Resources:

**Materials:**
- Clinical uniform and lab coat available from school supplier
- Dual head stethoscope
- Scissors
- Hemostat
- Pen light
- Watch with a second hand

**Instructional Methods:**
- **Skills Lab / Clinical Experiences:**
  - Demonstrations
  - Simulation activities
  - Return demonstrations
  - Guided Discussion

**Attendance Policy:**
Students are expected to be in attendance. If a student anticipates an absence, the faculty member should be notified in advance and arrangements to fulfill clinical assignments and/or laboratory experiences will be made.

**Clinical Experience:**
Each student will be assigned to a clinical facility where the student will apply concepts and psychomotor skills learned in the classroom and laboratory under the supervision of a faculty member. Students should always present to the clinical site on time, dressed in the approved Fayetteville State University uniform (please refer to guidelines).

**Clinical Outcomes:**
Students will integrate the nursing process; caring behaviors, appropriate communication skills and teaching/learning principles as they meet client outcomes by promoting:
- Safe and effective care environment.
- Health Promotion and Maintenance.
- Physiological Integrity.
- Psychosocial Integrity.

**Clinical Policies:**
1. No student may participate in a clinical setting/unit where he or she is employed full-time. This policy allows the student the freedom of inquiry needed in the educational process.

2. Students enrolled in a nursing course with a clinical component are responsible for providing the course coordinator, or designee, documentation of:
   - Current AHA CPR provider certification.
   - Current/annual PPD (students with a positive PPD, should provide evidence of a negative chest x-ray).
   - Other immunizations (example: hepatitis vaccination).
   - Proof of Liability insurance

3. Students should be in approved nursing uniform for all clinical rotations.

**Dosage Calculation Examination:**
Students must take and pass a dosage calculation examination in ALL clinical courses, in order to participate in the clinical component of the course. A minimum of 90% is required for successful completion of this examination. Students are allowed a maximum of three attempts.

**Clinical Attendance:**

**Attendance Requirements:** Absence from the lab and/or clinical area should be avoided. If a student must be absent for illness or other unavoidable circumstances, makeup assignments will be at the discretion of the faculty. Attendance in the clinical area is an expectation of professional responsibility and absenteeism reduces the achievement of clinical objectives. Absences from on-campus laboratory and off-campus clinical experiences will be documented. In the clinical or lab setting, a student will be considered tardy if arriving after the designated start time. After 30 minutes, the student is counted absent. Three clinical tardies per course equals one (1) absence, each tardy thereafter will be counted as an absence. The student who is late for clinical may be sent off the unit based on patient safety issues.

Clinical experiences are essential and of such critical importance to the student’s learning process in nursing, that attendance is mandatory and cannot routinely be made up. If an emergency occurs and the student cannot attend the clinical experience, the student must contact the clinical instructor at least one hour prior to the required clinical time. Students are expected to arrive to the clinical site (lab or assigned facility) fifteen minutes prior to the start of the shift (or as designated by the instructor); and to leave the clinical site (lab or assigned facility) only when instructor has given permission. Attendance is required for the total scheduled clinical/lab time. Students will be counted absent if they leave clinical/lab for any reason.

In the event if clinical is cancelled for inclement weather, etc., the clinical instructor will provide an alternative experience for that day to meet the clinical hour requirement.

**Consequence for Failing to Meet Clinical Attendance**

Failure to do so may result in unsatisfactory evaluation. Missed clinical experiences will be handled individually and more than one clinical absence will result in unsatisfactory
evaluation for the semester. The Course Coordinator will discuss and evaluate extenuating circumstances with the assistance of the Chair of the Department, if necessary.

**Skills Lab:**
Skills labs offer the student an opportunity to practice hands-on learning. **Prior to** attending each lecture and lab, the student should:

A. Read the required readings. Become familiar with the terminology included in the reading assignments.

B. Study the objectives and performance requirements.

While demonstrating skills, students may be questioned by the instructor about material covered by objectives in each unit. This serves as an evaluation of student’s understanding of principle and rationale for skills demonstrated. Students may be required to reschedule skill demonstration if the instructor feels that knowledge base is inadequate.

Skills lab attendance is **mandatory** and as there will be extremely limited make-up opportunities, students are encouraged to attend their scheduled lab. **It is the student’s responsibility to reschedule a missed lab by contacting the skills lab instructor within twenty-four hours of the missed lab!**

**Skills Lab/Clinical Schedule (Tuesday):**
TBD based on clinical locations available.

**Academic Misconduct Policy:**

**FSU Policy on Disruptive Behavior in the Classroom:**
The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. Please refer to [http://www.uncfsu.edu/handbook/index.htm](http://www.uncfsu.edu/handbook/index.htm). This policy applies to behavior in clinical settings.

**Clinical Assignment Policy:**
Students are expected to submit required work on time. Late, incomplete, or not submitted clinical assignments may result in receiving an Unsatisfactory in clinical.
Evaluation:
Evaluation is accomplished by faculty’s observations and professional judgment, conferences with the student, written work submitted as well as skills evaluation based on the clinical outcomes criteria. An evaluation conference is to be scheduled at the midpoint of the clinical experience and at the end.

Grading Scale:
Clinical performance will be graded as Pass (P) or Fail (F). Criteria for Satisfactory/Unsatisfactory clinical performance and a statement further defining unsafe practice can be found in the Student Handbook.

Support Services:
1. Library Services: Students are expected to make judicious use of library services. Refer to the website at http://library.uncfsu.edu/ for library information.
2. Smart thinking is available to all students. This is an Online Writing Lab which is accessible from Blackboard.

Services for Students with Disabilities:
Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
# Clinical Evaluation Tool

**Student Name____________________________**

<table>
<thead>
<tr>
<th>STUDENT CLINICAL OUTCOMES:</th>
<th>S</th>
<th>U</th>
<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Safe and Effective Care Environment</strong></td>
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<tr>
<td>1. Maintains client confidentiality/rights</td>
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<td>2. Utilizes information technology appropriately</td>
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<td>3. Collaborates with interdisciplinary team</td>
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<td>4. Demonstrates knowledge of emergency plan of clinical facility</td>
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<td>5. Uses ergonomic principles</td>
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<td>6. Safe use of equipment</td>
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<td>7. Accident/ injury prevention</td>
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<td>8. Reports irregular incidents/events</td>
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<td>9. Proper use of assistive devices/ restraints</td>
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<td><strong>Physiological Integrity</strong></td>
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<td><strong>Assessment</strong></td>
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<td><strong>Prioritizing</strong></td>
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<tr>
<td>1. Utilizes a hierarchy of needs theory in the assessment of needs, focusing on physiological and safety needs, safety needs including physical and psychological safety/security</td>
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<tr>
<td>2. Based on assessment, identifies basic physical, psychosocial, cultural, spiritual, self-care needs/abilities of the client</td>
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<td>3. Based on data obtained, begins utilizing critical thinking skills to identify deviations, and/or changes from normal health patterns</td>
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<td>4. Interprets results from basic lab/diagnostic test (e.g., CBC, UA, stool) as normal/abnormal</td>
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<td>5. Based on assessments and data, with the Instructor guidance, determines priorities of care</td>
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<td>6. Identifies nursing actions that will meet physical and safety needs of the client</td>
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<td>7. With guidance, organizes nursing care based on priorities and projected nursing action</td>
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<td>8. Appropriately selects NANDA nursing diagnosed based on assessment data</td>
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<td>9. With instructor supervision, appropriately documents nursing assessment, basic nursing care, and client response</td>
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**Basic Care and Comfort**
1. Assist client with activities of daily living consistent with needs, priorities, and self-care abilities.
2. Assist client with mobility, ambulating, exercise, application of body mechanics and alignment, comfort measures.
   With guidance, correctly and effectively implements selected basic nursing actions and psychomotor skills to meet client needs

**Pharmacological Therapies**
*Administration of oral medication*

1. Safely administers oral medications using the “six rights” principle and explaining actions, rational, side effects, nursing implications, and other information pertinent to the medications.

**Psychosocial Integrity**
Collects pertinent psychosocial, cultural, and spiritual data
Demonstrates beginning skills in using interpersonal techniques which facilitate effective and therapeutic communication,

**Health Promotion and Maintenance**
With guidance, participates in teaching activities for the client, based on identified teaching needs.
With supervision, practices according to legal, ethical, and agency policies and standards.

Instructor
Comments: (include strengths and areas for improvement)

Student Comments:
Faculty Signature_____________________________
Student Signature_____________________________
CLINICAL FACILITY EVALUATION

NAME OF FACILITY_________________________________________ UNIT ______________________
NUMBER OF CLINICAL DAYS SPENT THERE: ___________________ SHIFT WORKED: __________

On a scale of 1-5 with 5 being strongly agree and 1 being strongly disagree, please respond to the following questions
CIRCLE THE BEST RESPONSE:

1. I found I was able to meet clinical objectives at this facility.
   1  2  3  4  5

3. I found a varied age span at this facility.
   1  2  3  4  5

4. I found adequate physical resources at this facility (linen, supplies, BP equipment, etc.).
   1  2  3  4  5

5. I able, after orientation, to locate resources I needed.
   1  2  3  4  5

6. I found adequate educational resources at this facility adequate (PDR’s, drug books, policy manuals, etc.).
   1  2  3  4  5

7. I found the communication at this facility adequate (morning report, charting etc.).
   1  2  3  4  5

8. I found the nursing staff friendly.
   1  2  3  4  5

9. I found the helpful.
   1  2  3  4  5

10. I found the nursing staff excellent role models.
    1  2  3  4  5

11. I found the nursing staff accessible.
    1  2  3  4  5

12. I found the auxiliary services (pharmacy, lab, physical therapy, etc.) adequate.

13. The thing I liked the most about this facility was
    ____________________________________________________________________________

14. The thing I liked the least about this facility was
    ____________________________________________________________________________

    Additional comment: (May write on back of form)