Name of Department: **Instructor Name:**	Nursing Sheral L. Cain, MSN-Ed, scain53223@aol.com, cains@unm.edu 505-220-3959, 505-925-8873
Co-Instructors: **Office Hours:**	Michelle Kellywood MSN, myazzie6@unm.edu, 505-925-8519 Heidy Roberts MSN, robertsh@unm.edu, 505-925-8645 Sheral – Thursday 1000-1200, Wednesday 1300-1400, Tuesday virtual 080-1100, and by appt.
Class Meeting Lab/Clinical Days/Times **Pre-requisites:** **Co-requisites:**	Tuesday 12-1600 x 4 weeks (1/21, 1/28, 2/4, 2/11) See clinical schedule – Saturday, Sunday, and Monday See clinical schedule NURS 2310 Health and Illness Concepts II; NURS 2320 Professional Nursing Concepts; NURS 2335 Care of Patients with Chronic Conditions NURS 2410 Health and Illness Concepts III; NURS 2445 ADN Capstone
(Spring 2020) Syllabus	
Title of Course:	**NMNC 2435 Clinical Intensive I**
Course Description:	This is the first of two Level 4 clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical
Credit Hours and Contact Hours:	4 CH: 1 credit didactic/3 credits lab & clinical 16 contact hours didactic-144 hours lab & clinical/semester
Course Outcomes	Upon successful completion of this course, the student will: • Integrate nursing practice concepts into their professional nursing practice. • Integrate diverse patient values into plan of care for patients with acute illness. • Interpret and analyze factors and system contributions that impact the quality and safety of nursing practice. • Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan. • Evaluate the use of policies and procedures within the acute care setting. • Effectively collaborate with the healthcare team in the delivery of patient care. • Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.
Course Competencies	Same competencies performed and apply in different setting.

	Upon successful completion of this course, the student will:
	
	1.1 Integrate patient's values, beliefs and attitudes into the patient plan of care.
	
	    a. Adjusted plan of care based on patients preferences, values, beliefs and attitudes
	
	1.2 Using effective communication, integrate patient's expressed values, beliefs, and attitudes in nursing care. *(Professional practice, Collaboration)*
	
	1.3 Integrate the use of resources to meet health care needs for diverse patient populations.
	(Professional practice, Leadership, Technology)
	
	2.1 Analyze factors present in clinical settings that promote or hinder a culture of safety and
	    caring with minimal guidance. (*Safety, Collaboration*)
	
	2.2 Anticipate, identify, and eliminate potentially harmful situations in an acute care setting
	    with minimal guidance. *(Safety, Collaboration)*
	
	2.3 Interpret and evaluate system contributions and staff response to clinical errors and near
	    misses in an acute care. (*Evidence Based, Safety, Leadership*)
	
	2.4 Implement evidence based procedures to reduce harm, promote safety, and improve
	    care in an acute care setting with minimal guidance. *(Evidence Based, Safety)*
	
	2.5 Design methods to introduce best and/or evidence based practice within an acute care
	    setting. (*Evidenced Based*)
	
	3.1 Incorporate patient/family preferences and values into an evidenced-based plan of care
	    for participants with acute health problems. (*Professional Practice, Evidenced Based*)
	
	3.2 Apply evidence based approaches to care for participants with acute health problems. *(Evidenced Based)*
	
	3.3 Modify care based on evidence based protocols/pathways when providing care for
	    participants with acute health problems. (*Evidence Based, Safety)*
	
	4.1 Demonstrate clinical competency with the acute care patient in lab and practice settings. *(Professional practice, Safety, Evidence based)*
	
	4.2 Use effective communication style with appropriate team members in care of patients with
	    acute illness. *(Collaboration*)
	
	4.3 Identify how healthcare policy, finance, and regulatory environments relates to the care of
	    patients with acute illness. *(Leadership)*
	
	4.4 Demonstrate ethical practice in the delivery of care to patients with acute illness. *(Professional practice, Safety, Evidence based)*

	4.5 Advocate for patients with acute illness. (*Professional practice, collaboration, Leadership*)
	5.1 Begin to integrate the collaborative role of the nurse effectively within the inter-
	    professional team. (*Collaboration*)
	5.2 Engage effectively in shared decision making to provide quality patient care. *(Collaboration, Leadership, Professional practice)*
	5.3 Create supportive relationships with team members to leverage diverse skills*. (Collaboration)*
	5.4 Demonstrate ability to function as team member or leader*. (Professional practice, collaboration, Leadership)*
	6.1 Document planning, implementation and evaluation of nursing care of patients with acute
	    illness using available technology. *(Collaboration, Technology)*
	6.2 Incorporate health care resources in sharing health information with patients with acute illness *(Evidence based, Leadership)*
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	6.3 Safely operate appropriate technology in the delivery of care to acutely ill patients*. (Safety, Technology)*

Course Communication	Effective, ongoing communication is a key element of success in the nursing program. Instructors and staff communicate with students via email when not in class. Students need to check their UNM and Blackboard email accounts regularly. Full-time nursing instructors have voice mail, and communication should take place directly with your instructor. Full-time instructors hold scheduled office hours as posted in their syllabus and outside of their offices, and students may schedule conferences as needed. In addition, there is student representation on the nursing faculty committee, and the representatives are responsible for communicating pertinent information to classmates. Part-time faculty will identify their preferred method for communication to the students.
Electronic Device Usage:	Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time.

Academic Integrity	Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: policy.unm.edu/regents-policies/section-4/4-8.html. The policy states: *Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.* Academic Dishonesty is defined as: *"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.*
Classroom Use/ Attendance/ Professional Behavior	The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed in the classroom. Students may have water in enclosed bottles during class. See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies. https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx
Student Concerns or Grievances	UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM-Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps**:** ***SBAR***: To be used as a tool for communicating student concerns in a professional manner. **Instructions:** - The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary. - Email the completed SBAR to the instructor.

	• The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting.
STUDENTS WITH DISABILITIES:	In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), reasonable accommodations are made to all qualified students unless such accommodations fundamentally alter a program or service or place an undue hardship on the operation of the University. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.
EQUAL OPPORTUNITY AND NON-DISCRIMINATION:	In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15 - www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html .

Teaching Methods:
NURS 2435 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, laboratory exercises and clinical experiences.

Successful completion of NURS 2435 requirements :
A cumulative average of all theory tests at 77% or higher
and
An overall course grade of 77% or higher
and
A passing grade in lab and clinical
and
Completion of all components of the course.

Evaluation/Grading Methods:
See the Nursing Student Handbook for all policies and requirements.

This Syllabus, including the Course Schedule, is subject to change at the discretion of the instructor in accordance with UNM Valencia Academic Policies. In the event there is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.

Grading Scale:

98-100 A+
93-97 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
79   C+
==*77-78 C*==
73-76 D+
70-72 D
67-69 D-
0-67   F

Exams 2 – 15%
Case Study – 5%
Concept Map – 15%
Reflective Journal – 20%
Discussion Questions – 10%
Formative Evaluation – 5%
Summative Evaluation – 5%
I-Human/Simulation – 25%

Evaluation of Clinical Performance:

1. At the completion of each clinical week the student must submit a Weekly Journal and SBAR. On the 3rd clinical week, a formative evaluation is submitted in Learn in addition to the clinical paperwork. The student should evaluate their performance related to each Expected Student Behavior. Attributes and expected student behavior will be addressed each week.

2.The clinical faculty reviews the student's weekly clinical paperwork, weekly progressive evaluation and the reflective journaling. Written feedback provided on areas of performance and knowledge to be improved in clinical practice, specific to the related outcomes or competencies.

3.The student's completed signed **formative clinical evaluation/summative clinical evaluation** are to be uploaded in Learn as directed.

4.Responses of "Unsatisfactory" or "Developing" require student's comment reflecting on the learning goal/competencies performed in clinical practice.

5.Required is that faculty will comment to "Unsatisfactory" or "Developing" focuses on

identifying performance problems and clinical deficiencies with specific learning activities to correct deficiencies and develop competencies. The improvement must be sustained.

6.The student's sustained inability to meet the clinical objectives and perform specified competencies and an "Unsatisfactory" in areas on the **formative clinical evaluation** requires a written Success Plan to be developed. The student must meet with the course lead faculty and the clinical faculty to review "Unsatisfactory" Student Behaviors. A written success plan will be developed and specify:

- The knowledge and areas of improvement needed in clinical practice (specify the related competencies or outcomes).
- The process to be used for evaluating progress and performance.
- The dates for achieving outcomes and developing competencies and set up specific meeting times for feedback.
- The relevant resources to guide student learning and practice.

The Success Plan will be kept in the student file, a copy of the success plan will be given to the student and the Program Director. The Success Plan will be attached to the weekly formative evaluation(s) that address the deficiencies.

Completing the Success Plan does not guarantee that the student will pass the course. The improvement must be sustained. If the student's performance is unsafe in the clinical setting the student will be removed from the clinical course as stated in the course syllabus and the policies of the nursing program.

If the student behavior addressed in the success plan is "Unsatisfactory" or maintained the student will not pass clinical.

PRECLINICAL Planning /Clinical Reasoning :
What are your priority nursing assessments?
What is your plan of care for the day? What nursing care will you provide first?
What lab or diagnostic tests were performed recently? What are the results? What are your nursing actions based upon these results?
What medications are prescribed for your patient(s) that will need to be administered? Whys is your patient taking each medication? What are the actions, side effects and nursing implications of these medications?

Clinical Guidelines, Weekly Paperwork, Evaluation Forms and Absence Policy
Clinical experience is of major importance in the profession of nursing. In order for nursing students to complete the objectives of this course, clinical, simulation, arranged lab hours, and check off appointments, are pre-scheduled during the semester. All students **are required** to attend these clinical experiences. Any absence (or leaving early) in any of these areas constitutes a clinical absence. If a student must be absent, the clinical instructor and the facility must be notified prior to the scheduled experience. Students may be asked by faculty to provide a release from a qualified health care provider to return to clinical. All clinical experiences are necessary to meet the course objectives and an absence may lead to unsuccessful completion of course objectives. If you have two clinical absences you will be placed on a Success Plan**. Students who miss more than 2 clinical days in any semester will be unable to meet their clinical objectives and will fail that clinical course.**

Tardy Policy

Students are expected to arrive at the designated clinical time (skills lab, simulation, or hospital clinical) as indicated in the course schedule. Students arriving late will have their tardiness documented on the weekly evaluation. Students arriving late may be sent home, thus incurring an absence for that day. The students are expected to notify their clinical instructor of tardiness by one half hour before the designated clinical time. If you are one minute late you are considered tardy.

CLINICAL SIMULATION LABORATORY EXPERIENCES:

Description: The scheduled clinical simulation experiences will be included as part of the required clinical credit hours for NURS 2435.

Purpose: The Clinical Simulation Lab experience will provide the student with simulated patient situations in a practice setting where a safe environment has been created. **The use of the sim lab is with instructor supervision only.**

- The simulate patient experience applies ethical standards and HIPPA requirements to nursing practice
- The students will review the assignment prior to simulation and prepare for the simulated patient experience.
- In the simulated experience, the students work collaboratively; act as observers of the scenario and provide suggestions and insight during debriefing.
- The student is expected to demonstrate professional behavior and clinical attire (uniform).
- Completion of simulation participation is part of the Pass / Fail clinical grade.

2435 MEDICATION CALCULATION EXAM

Math skills for medical dosage calculations are a major component in safe preparation and administration of medication. A high level of expertise is required as an RN, therefore the NURS 2435 medication calculation exam must be passed with 90%.

- Calculators will be provided for all medical dosage calculations exams.
- If 90% competency has not been attained on the first exam, before the student can take a second or third exam, the student must review the prior exam with an instructor. The student has three opportunities to pass the exam.

Passing the exam is a requirement before medication administration in the patient care setting.