Name of Department:	Nursing
Instructor Name: Office Location Office Hours E-mail Telephone Class Meeting Days/Times Location	Nursing Mary Moser-Gautreaux EdD MSN CNS Nursing Education Rm112A Tuesday 0800-1300 or by appointment mmosergautreaux@unm.edu (505) 925-8873 As arranged
Syllabus	
Title of Course:	NURS 242 Nursing Practicum
Course Description	This clinical course provides assessment of the student's nursing knowledge, skills, and abilities in preparation for graduation while the student works with a preceptor RN in the acute, long-term, or community setting.
Credit Hours and Contact Hours	2 credit hours (2x3=6 hours lab/clinical per week based on 16 week semester) total 96 hours
Pre-requisites/ Co-requisites	NURS 110, NURS 115, HCHS 125, NURS 130, NURS 131, NURS 230, NURS 232, NURS 234; NURS 243, NURS 245
Graduate Learning Outcomes	1. Participate in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities. (G.O1) 2. Functions effectively as a member of the inter-professional healthcare team for the delivery of healthcare for quality patient outcomes.(G.O2) 3. Deliver nursing care that is evidence based in a variety of healthcare settings.(G.O3) 4. Apply the principles of quality improvement to nursing practice within a variety of healthcare settings.(G.O4) 5. Integrate principles of safe nursing care into nursing practice (G.O5) 6. Utilize technologies for the management of information and in the delivery of patient care.(G.O6).
Disability Policy: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact Equal Access Services at 925-8560 (Student Services Bldg.) It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.	

Handbook Policies: Students are expected to read and be familiar with the policies as stated in the student handbook. Attendance Policy and policies on classroom behavior: All nursing student handbook policies on attendance and professional behavior apply (See nursing student handbook)

Course Outline

Teaching Methods: Through the one-to-one experience with a designated preceptor the student gains a better understanding of everyday practice, with both the satisfactions as well as the frustrations. The student is presented with increased opportunities to problem-solve.

- The student will contract with a designated nurse to complete the required clinical hours (80) within the preceptor's schedule.
- The student may choose to work any of the shifts that are available.
- The student will be responsible for self-evaluation and a shared evaluation with the preceptor.
- Faculty is available and will make scheduled visits to the clinical sites to meet with the student and preceptor.

In addition the student will have weekly logs detailing documented hours of independent NCLEX review using Kaplan review modules and other available NCLEX review materials.

Evaluation/Grading Methods:
Satisfactory completion of the NURS 242
Practicum will be based on satisfactory completion
of the competencies demonstrated through the use of:

- Reflective journaling (15%),
- Clinical evaluation by preceptor and faculty (50%),
- Kaplan Predictor Testing/remediation/ (35%).

Minimum passing score for Predictor 65% raw cut score

- As a part of NURS 242, the student is required to take the Kaplan Secure NCLEX-RN Predictor Exam and achieve a minimum cut score of 65% in a maximum of 2 attempts.
- If the minimum of 65% cut score is not achieved after the first attempt, the student must complete the individual remediation plan and demonstrate to the satisfaction of the instructor that is was completed.
- Failure to attain the minimum 65% on the second attempt will result in 10/35 for the Kaplan component. The purpose of this test is to predict student readiness for the NCLEX-RN. Kaplan proctored test scores will not be rounded up to achieve a passing score.

Required Text(s) & Supporting Materials: All nursing texts may be used as reference and study materials.

Assessment Methods: See attached grading worksheet.

Expectations are that the student submit the 'assignment due' by midnight 'before the next scheduled shift'.
Timeline:

1. **Clinical Data Form is due prior to 1st (first) shift.**
2. **Personal Objectives draft are to be presented live and discussed during the 1st (first) shift meeting and then they must be finalized and submitted by MN before 2nd (second) shift.**

3. **Keep ongoing journal entries for each shift worked. To be turned in at end of 4th shift and end of 8th shift.**
4. **Practicum Reflection, final Evaluation, and finalized Checklist are due <u>within 24 hours of last shift</u>.**

Students must complete all required clinical hours

NURS 242L GRADING WORKSHEET

Name:_____ Semester:_____

Criteria for Evaluation	Pts. Possible	Pts. Earned	Comments
Satisfactory evaluation by preceptor and faculty	45		
Timely completion of required preceptorship hours (88 hours)	5		
Use of reflective journaling in setting goals and tracking clinical progress	15		
Kaplan RN Predictor plus remediation (8hours)	35		

Total Points Possible – 100

Guidelines for Assigned Nurse Preceptor Experience

University of New Mexico-Valencia Nursing Program agrees:

1. That faculty from the University of New Mexico-Valencia Nursing Program will provide indirect supervision for nursing students engaged in a mutually agreeable practicum experience with a preceptor at the agency.

2. That faculty of the Nursing Program will initiate and/or participate in conferences as mutually agreed upon with a designee of the agency for the purpose of discussing competencies of the learning experiences and student performance in caring for patients.

3. That the nursing faculty and students will work in accordance with the agency procedures and policies in making plans for the preceptor experience.

4. That during the term of this Agreement the Nursing Program shall endeavor to maintain approval and accreditation standards accepted and required by the NM Board of Nursing and national and regional accrediting bodies.

5. That to the best of the Nursing Program's knowledge all nursing students have met health and immunization requirements as outlined in the University of New Mexico-Valencia Nursing Program Health Policy prior to clinical experiences.

The Agency agrees:

1. To make available to the nursing faculty and the student of the University of New Mexico-Valencia Nursing Program a mutually agreeable preceptor and the clinical facilities of the agency.
2. To inform the faculty of changes in policies and procedures as they pertain to and affect the students and faculty of the University of New Mexico-Valencia Nursing Program participating in preceptorships at the agency.
3. That the agency is responsible for all care and supervision of the services rendered to its patients.
4. To provide or arrange for any emergency medical care to University of New Mexico-Valencia Nursing Program students and faculty in the event of an accident or illness that occurs while the student or faculty are at the agency. The cost of such care shall be borne by the individual receiving the care, except to the extent the agency is deemed negligent or willful.

The University of New Mexico-Valencia Nursing Program students shall:

1. Abide by existing policies, rules, and regulations of the agency and the University of New Mexico-Valencia Nursing Program.
2. Assume responsibility for personal illness occurring during clinical hours.
3. Wear college name tags at all times during their clinical rotation at the agency and wear uniforms or other attire acceptable to the University of New Mexico Valencia Nursing Program and the agency during clinical hours.

4. Respect the confidential nature of all information, which may come to them with regard to patients and patient records.

Signatures:

_____
Preceptor

Date: _____

_____
Student

Date: _____

Faculty Facilitator:

NURSING STUDENT CONFIDENTIALITY AGREEMENT

Course: _____
Semester: _____

I, _____, (print name), hereby agree to regard all information received during my clinical practice in health care facilities as confidential.

I understand that the University of New Mexico-Valencia and the facilities respect the clients' rights with regard to privacy of information and I agree to respect these rights during my clinical practice and keep professional confidentiality in all my statements outside the facilities.

I agree to respect the clients' and families rights to privacy and abide with all the facilities' policies regarding confidentiality.

_____ _____
Student Signature Date

_____ _____

Instructor Signature Date

Student Clinical Data Form

STUDENT NAME: _____ DATE: _____

TELEPHONE: _____

PERSON TO NOTIFY IN CASE OF EMERGENCY:
Name:_____ Address:

City: _____ State: ___ Zip:_____
Telephone # (s): _____ _____
Relationship: _____

Identify your health status or any major health problems that you feel would be important to share with your preceptor:

STUDENT MALPRACTICE INSURANCE:

STUDENT HEALTH INSURANCE:
Company: _____
Policy Number: _____

GCU CLINICAL NURSING FACULTY: _____
TELEPHONE: _____
CELL #: _____

If you are in a 1:1 Practicum:

PRECEPTORS NAME: _____
CLINICAL FACILITY:_____
UNIT TELEPHONE: _____
HOME/CELL TELEPHONE: _____
EMAIL: _____

UNM Valencia Contact Information:

Course Lead Faculty: Mary Moser-Gautreaux EdD MSN
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Lab/ Clinical Assistant: Kathryn Trujillo
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UNM V Administrative Assistant: Barbara Sanchez
Email: bsanchez7@unm.edu
Office: 505-925-8500

Preceptorship Clinical Schedule

You are able to work However many shifts per week except for restricted dates that are shared with you on Level 4 orientation day. You are to work the schedule that your preceptor works, including weekends, for seven 12 hour shifts for a total of 88 hours.

Week of	Sun	Mon	Tue	Wed	Thurs	Fri	Sat
1.							
2.							
3.							
4.							
5.							
6.							
7.							

Observation and analysis	• What was I trying to achieve? • Why did I respond/react as I did? • What were the consequences or outcomes for the patient, others and me? • How was the patient/others feeling? • How do I know how they were feeling?
Emotional response	• How did I feel (emotionally) in this situation? • How did I react physically to this situation? (anxiety, nervousness)
Conflicts	• Did my actions match with my own beliefs and values? If yes - how? If no - why not? • What are my own beliefs in relation to this situation?
Knowledge	• What knowledge did or should have helped me?
Interpretation of experience Future action	• How does this connect with previous experience? • Could I have managed this situation better? How? • What would be the consequences of alternative action for the patient, others or myself? • How do I feel about the experience? • Has this incident changed my ways of dealing with a similar situation? • What do I need to do to learn from this situation?

Figure 1: Reflective Journaling outline

Behavioral Objectives

Rating Scale: Low = 1 to High = 5

The student will:

Objectives	Rating Scale				
1) Be able to concisely and effectively communicate with patients, families, and all members of the interdisciplinary team by the end of the first shift and on-going.	1	2	3	4	5
2) Be able to accurately identify medications for assigned patient by knowing the actions, purpose, side effects, and proper administration of that medication by the end of the first shift and on-going.	1	2	3	4	5
3) Be able to safely and accurately provide nursing care utilizing evidenced based practice for a minimum three patients by the end of the fourth shift and on going	1	2	3	4	5
4) Be able to safely and accurately admit and discharge patients by working with the care coordinator and nurse by the end of the first shift	1	2	3	4	5

and on-going.					
5) Be able to provide education to assigned patient by identifying patient needs by the second shift and on-going.	1	2	3	4	5
6) Be able to utilize the EMR by documenting and charting on assigned patient throughout the day by the first shift and on-going.	1	2	3	4	5
7) Reflect on Policy and procedures on unit and how they relate to quality improvement in care	1	2	3	4	5
8)	1	2	3	4	5
9)	1	2	3	4	5
Midterm	1	2	3	4	5
Final	1	2	3	4	5
Comments:					

One-to-One Medication Administration Guidelines

Any medication being administered by a student will be administered under direct observation and supervision the assigned RN/preceptor. Every dose of IV medication will be administered under the ***direct*** observation and supervision of the the assigned RN/preceptor, at all times. This includes preparation, retrieval, administration and documentation.

The preceptor will be responsible to observe the Six Rights of Medication Administration including:

- Signing for all medication administered
- Confirming patient and dosage of medication
- Verifying accuracy of medications
- Verifying accuracy of the route and timing of administration
- Verifying the student's knowledge of the medication
- Verifying the method of administration prior to student administration

Noncompliance with this policy will result in clinical probation and may result in the student failing the course.

By signing this agreement, I agree to supervise _____ in all activities related to medication administration as described above.

Preceptor Name: _____
Print

Signature _____ Date_____

UNM Valencia

Student evaluation by Preceptor

Student _____ **Facility/unit** _____

ID No. _____ **Preceptor** _____

Semester _____ **Coordinator** _____

Instructions: Please rank the student's performance according to the following scale, indicating the ranking in the box to the right of each category. Please use the comments section at the bottom for clarification or expansion of any ranking.

RATING DENTIFICATION

5 - Exceeds Expectations - Performance is exceptional in all areas and is clearly superior to others.

4 .5 Supported- Very Good - Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis

4.25 - Minimally Directed - Competent levels of performance that consistently meet job standards**.**

2 - Remedial - Performance is deficient in certain areas and improvement is needed.

0- Unsatisfactory - Results are generally unacceptable and require immediate improvement

This rating sheet is used to evaluate a student's performance and to help students improve future performance.

Communication:	Demonstrates the ability to speak, listen, read, and write in performing job tasks:	
Problem Solving:	Identifies problems, understands their context, and develops workable solutions:	
Decision-Making:	Demonstrates the ability to learn and make decisions necessary to complete job tasks successfully:	
Organization / Time Management:	Completes assigned tasks from start to finish by gathering, organizing, and evaluating information as necessary, and using good time management skills:	
Professionalism:	Meets workplace standards on confidentiality, flexibility, appearance, and making good impression:	
Interactions with Others:	Works professionally and respectfully with a diversity of co-workers, supervisors, and co-workers, resolving conflicts in a constructive manner:	
Quality of Work:	Performance of tasks is of high quality--generally error free or with few errors:	
All Aspects of Organization/Industry:	Understands the dynamics of the organization, including health and safety issues, and the role of the business within the community:	
Attendance / Punctuality:	Maintains consistently excellent record of attendance and punctuality, rarely being absent or late and always with notification:	
Attitude:	Shows enthusiasm and a positive attitude for the job and in successfully completing all assigned tasks:	

Preceptor: Have you discussed this evaluation with the student? Yes ____ No ____

Comments: _____

_____

Signature _____ Date _____

Nursing: Performance Evaluation Rubric

Student Name:
Date:

Scoring Standards

		Client Care Performance	Nursing Process	Client Focus
5	**Exceeds Expectations**	Reliable; safe. Requires no supportive cues in unfamiliar situations.	Displays excellent reasoning and problem solving in use of nursing process and assessment of quality improvement for client management	
4.75	**Self Directed**	Reliable; safe. Requires infrequent supportive cues in unfamiliar situations.	Complete and thorough use of nursing process and assessment of quality improvement for client management	Focuses on client rather than performance criteria.
4.5	**Supported**	Reliable; safe. Requires supported cues in unfamiliar situations.	Adequate use of nursing process and assessment of quality improvement for client management with guidance.	Focuses primarily on client rather than performance criteria.
4.25	**Minimally Directed**	Reliable; safe Requires guidance in unfamiliar situations.	Guided use of nursing process and assessment of quality improvement for client management	
4	**Directed**	Requires direct guidance in unfamiliar situations.	Demonstrates basic application of the nursing process and assessment of quality improvement for client management	Focuses equally on client and performance criteria.
3.75	**Frequently Directed**	Safe. Verbal or physical cues required most of the time. Requires intermittent guidance in familiar situations.	Intermittent application of nursing process and assessment of quality improvement for client management	Intermittently focuses on client and performance criteria.
3.5	**Consistently Directed**	Safe. Verbal or physical cues required the majority of the time. Requires consistent direct guidance in familiar situations.	Superficial use of nursing process and assessment of quality improvement for client management	
2	**Remedial**	Safe. Verbal or physical cues are so directive and continuous that essentially instructor is performer.	Inconsistent application of principles of nursing process and assessment of quality improvement for client management	Focuses primarily on performance criteria rather than the client.
0	**Ineffective**	Unsafe. Unable to carry out nursing interventions in unfamiliar situations.	Unable to use nursing process correctly in planning care or in relating scientific rationale to the use of nursing process and assessment of quality improvement for client management	Does not focus on client or performance criteria.
NA	**Not Applicable**			