

# **Oakland University School of Nursing**

## **Basic Clinical Competencies II**

**NRS 2235 (303)  
CRN # 10381**

**Faculty:**

**JANITH BERES, MSN, RN, ACNS-BC  
Special Instructor**

**Winter 2018**

**COURSE NUMBER:** NRS 2235 (303) – CRN #10381

<b>CREDIT &amp; HOUR ALLOCATION:</b>	<u>Credits</u>	<u>Hrs/Wks</u>	<u>Total Hours Semester</u>
	<u>Clinical 2</u>	<u>6 X 14</u>	<u>84</u>

**COURSE TITLE:** Basic Clinical Competencies II

**CLASS TIME & LOCATION:** January 3, 2018 – April 25, 2018  
TBA

**FACULTY OF RECORD:** Janith Beres, MSN, RN, ACNS-BC  
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### **PREREQUISITES and/or CO-REQUISITES**

Prerequisites: NRS 206, NRS 207, NRS 208, NRS 209, NRS 213, NRS 216, & NRS 252

Co-requisites: NRS 302

Prerequisites or Co-requisites: NRS 221 & NRS 227

### **COURSE OVERVIEW**

This course focuses on the clinical application of selected basic nursing interventions and therapeutic communication with patient, families, and members of the intra-disciplinary nursing team in the care settings appropriate to adults and the elderly. Students will be expected to demonstrate beginning use of the nursing process and correctly and safely perform nursing interventions in the clinical setting.

### **COURSE OBJECTIVES**

1. Demonstrate the use of the nursing process with patients in the clinical setting.
2. Demonstrate use of the therapeutic communication with patients, families, and the intra-disciplinary nursing team.
3. Apply principles of health promotion and wellness to the nursing care of adults and elderly.
4. Integrate relevant findings from the nursing literature into the nursing care of adults and the elderly.
5. Demonstrate documentation in the clinical setting that reflects use of the nursing process.

## **COURSE REQUIREMENTS**

1. Attendance at all clinical experiences are mandatory to successfully complete this course. A student is considered “tardy” when he/she is not in the clinical setting and ready to begin at 8:00 A.M. Points may also be deducted for early departure from clinical experiences. The decision to deduct points for tardies or absences will be decided by the Faculty of Record for the course, not individual clinical faculty. Students are referred to the Student Handbook for information regarding “excused” absences, physician documentation of such, and point deductions. Students are expected to inform their clinical instructors prior to any absence.
2. Thorough preparation for safe practice before each clinical experience through review of procedures, possession of equipment and attire, and appearance following Undergraduate Student Handbook guidelines.
3. Completion of Weekly Clinical Worksheets. Weekly Clinical Worksheets will be checked for accuracy and completeness. A Grading Criteria worksheet will be submitted with all clinical forms. These forms will be graded so you know your status with weekly clinical work. These grades will not be posted in Moodle; but will provide data for your Mid-Term and Final Evaluations. Worksheets include the following:
  - a. Concept Map - Nursing Plan of Care Form
  - b. Physical Assessment Data Collection Worksheet
  - c. Intake and Output Form
  - d. Report on Laboratory Values
  - e. Medication Worksheet
  - f. Organization of the Day Planner Worksheet

The following forms are utilized as required by your patient clinical status or clinical assignment:

- a. Braden Scale
- b. Pressure Ulcer Report Form
- c. Nutritional Requirements Report Form

***The Concept Map – Nursing Plan of Care Form must be typed. All other forms may be typed per request of instructor. A Cover Sheet and Reference Page must be submitted with your paper work. All citations and Reference Page must be APA.***

4. Contribute to Post-Conference Discussions
  - a. Weekly discussion of readings and clinical activities
  - b. Present research article which pertains to any patient you are caring for. Present article to clinical group. Submit article for review by instructor. Article must be from a nursing journal.
5. Midterm and final clinical evaluations. Mid-Term Evaluation may be conducted at the clinical site providing a private area is provided. Final Clinical Evaluation must be done on the third floor of the Human Health Building. You will be scheduled a day, time and room for these evaluations after the last day of clinical.

6. Complete SPICES Assessment and Plan of Care on Frail Older Adult, 65 years and older at your clinical agency.
7. Older Adult Community Observation Experience: The Inter-Professional Education Experience – Partners in Care will be completed through collaboration with the second semester medical and physical therapy students.

**COURSE EVALUATION:**

Clinical Evaluation Tool	65%
Interprofessional Education/Collaboration Experience	15%
Frail Elder SPICES Assessment Paper / Nursing Care Plan	15%
Memoir Narrative, Discussion Questions	5%

**GRADING POLICY**

**Written Assignments** - All students are directed to the Student Handbook for School of Nursing “Grade Point Policy”. Points may be deducted from care plans or papers turned in after their due date.

**Clinical Score** – A student’s clinical score is derived at from cognitive, psychomotor and components. Both components are essential in demonstrating competency in the clinical experience. Thus, all components are equally weighted and recorded on the Sophomore Clinical Evaluation Tool.

The cognitive component consists of all written work submitted in the clinical experience (e.g., weekly care-plans), while the psychomotor component reflects the student’s clinical experience in providing care for clients. Both the midterm and the final clinical grade are an average of both cognitive and psychomotor components.

***All students in clinical courses must score at or above 2.5 GPA or 70% on the clinical evaluation tool in order to pass the course regardless of points earned on health assessment and comparison papers.***

## **REQUIRED TEXTBOOKS/READINGS**

Carpenito-Moyet, L. J. (2010). *Nursing diagnosis: Application to clinical practice* (13th ed.). Philadelphia, PA: Lippincott Williams/Wilkins.

American Psychological Association. (2009) *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: American Psychological Association.

Jarvis, C. (2016). *Physical examination and health assessment* (7<sup>th</sup> ed.). St. Louis: Elsevier-Saunders

Potter, P., & Perry, A.G. (2017). *Fundamentals of nursing* (9<sup>th</sup> ed). St. Louis: Elsevier-Mosby

Kizor, R. & Hodgson, B. (2017). *Saunders nursing drug handbook 2017*. St, Louis: Elsevier-Saunders

Any Nursing Laboratory Tests and Diagnostic Procedure Text

Narrative Memoir assigned per clinical group:

- Genova, L. (2009). *Still alice*. New York: Gallery Books, - Simon & Schuster
  - Monday – Shelby Nursing Center – L. Ensign
  - Monday - Heartland Oakland Troy – M. Gunn
  - Monday - Medilodge Rochester – S. Coleman
  - Wednesday – Shelby Nursing Center – L. Ensign
  - Wednesday - Heartland Oakland Troy – \_Therese Hothem\_\_\_\_\_
  - Wednesday - Medilodge Rochester – S. Coleman
  
- Dosa, D. (2010). *Making rounds with Oscar*. New York: Hyperion - HarperCollins
  - Monday – Woodward Hills – M.A. Crane
  - Monday - Shelby Crossing – S. Heskitt
  - Monday – Shelby Nursing Center – D. Polom
  - Monday – Shelby Crossing – S. Heskitt
  - Wednesday – Shelby Nursing Center – Cecilia Suh-Priest
  - Wednesday – Woodward Hills – M.A. Crane

## **ADDITIONAL REFERENCES**

Edelman, C. & Mandle, C. (2014). *Health promotion throughout the life span* (8<sup>th</sup> ed.). St. Louis: Elsevier-Mosby.

Stanhope, M., & Lancaster, J. (2016). *Public health nursing: population-centered health care in the community*. (9<sup>th</sup> ed.). St. Louis: Elsevier - Mosby.

## **RECOMMENDED RESOURCES**

*Hartford Institute for Geriatric Nursing Web Site*

<http://www.hartfordign.org/resources/education>

*Best Practices in Care for Older Adults* series is a collection of assessment tools provided to improve knowledge of best practices in the care of older adults.

<https://www.oakland.edu/>

Oakland University Library Website

- Open Oakland University Home Page
- Click on Library
- Click on Databases on left side of screen under FIND
- Click on “N”
- Scroll down to Nursing Education in Video
  - Videos to review will be posted on Moodle

Byrd, L. (2011). *Top 10 geriatric syndromes clinical management strategies*. Wisconsin. PESI Health Care Publishing Group.

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Reflection on Narrative Memoir

Read the Memoir Narrative assigned to our clinical group.

1. You will be provided with discussion question the second week of clinical related to the memoir your clinical group will read. Use these questions as a guide as you read the memoir. On the assigned day your clinical group will discuss this memoir in post-conference.
  - **Wednesday: March 7, 2018**
  - **Monday: March 12, 2018**

*Submit a paper copy of your responses to the discussion questions to your instructor at the end of post-conference. These responses are due the day you discuss the memoir.*

Points:

- You will receive 30 points for reading the Narrative Memoir, participating in post-conference discussion and submitting answers to discussion questions.
- If you do not submit your written responses, you will receive a Zero (0).

**Late Submission will not be accepted**

**Clinical Dates and Learning Activities**

Clinical Dates	Learning Activities
<p><b>Clinical Day #1</b></p> <p><b>Wednesday January 3</b></p> <p><b>Monday January 8</b></p>	<p><b>Pre-Clinical Preparation:</b> Print and bring syllabus to clinical. Wear complete uniform. Bring a lunch. Read: Handwashing article</p> <p><b>Clinical Focus:</b> Orientation to clinical setting, HIPAA, clinical routines, required documentation. Review of course requirements, syllabus and all course forms. Complete Scavenger Hunt. Find out where weekly assignment will be posted. Meet and greet two patients in your facility. Find out their name, how long they have been at that site. Explain your role as a student at the site for the semester. Engage in social conversation with the patient. Review the medical record of one of the patients you interviewed. Complete Data on the Concept Map – Nursing Plan of Care Worksheet and medication sheet.</p> <p><b>Post-Conference:</b> Describe the patients you met. Describe data collected on the Patient Medical Record Worksheet. Reflect on your role as you prepare to provide nursing care to the adult patient population this semester. Utilizing the “Clinical Learning Goals” form posted on Moodle, write down your Clinical Learning Goals for this semester. Include professional and personal learning outcomes. Submit to your instructor. Discuss hand washing article. Review assignment for the next week.</p>
<p><b>Clinical Day #2</b></p> <p><b>Wednesday January 10</b></p> <p><i>January 15 MLK – no clinical</i></p> <p><b>Monday January 22</b></p>	<p><b>Pre-Clinical Preparation:</b> Perry &amp; Potter: Chapter 40: Hygiene Read bathing article posted on Moodle.</p> <p><b>Clinical Focus:</b> Pair up with unlicensed personnel of the facility for the day. Work with the unlicensed staff in caring for patient.</p> <p><b>Post-Conference:</b> Discuss experiences of the day. Describe physical care of the adult. Discuss benefits of bathing your patient. Describe subjective and objective data you can obtain as you bath your patient. Discuss Meet and Greet</p> <p>Receive discussion questions related to the assigned memoir for your clinical group. Be prepared to discuss memoir on assigned date: <b>Wednesday March 8, 2016 and Monday March 13, 2016</b></p>



**Clinical Dates and Learning Activities**

<b>Clinical Dates</b>	<b>Learning Activities</b>
<b>Thursday January 11</b>	<b>Meet and Greet - Partners in Care Clinical Experience</b> Meet Medical Student Partner - Orientation to the Partners in Care Clinical Experience Lunch will be provided Dress: Business Appropriate Time: 12 Noon – 2:00 PM -- Place: O'Dowd Hall – Rooms To Be Assigned

**Clinical Dates and Learning Activities**

Clinical Dates	Learning Activities
<p><b>Clinical Day #3</b></p> <p><b>Wednesday January 17</b></p> <p><b>Monday January 29</b></p>	<p><b>Pre-Clinical Preparation:</b> Perry &amp; Potter</p> <p>Chapter 26: Documentation and Informatics: pg 359-360: Interdisciplinary Communication within the Health Care Team through Hand Off Report - Confidentiality</p> <p>Chapter 30: Vital Signs: pg 486-491: Guidelines for Measuring Vital Signs through Factors Affecting Body Temperature; Box 30-1 Vital Signs – Acceptable Ranges for Adults</p> <p>Chapter 42: Fluid Balance through Fluid Imbalances through Electrolyte Imbalance pg 937-942; Daily Weight &amp; Fluid Intake &amp; Output – Laboratory Values pg 949-951; Table 42-2 Healthy Adult Average Intake &amp; Output</p> <p>Chapter 45: Nutrition: Nutrition Young, Middle, Older Adult – pg 1060-1061; Dysphagia pg 1066; Nursing Diagnosis pg 1068; Box 45-10 Diet Progression and Therapeutic Diets pg 1074; Assisting Patient with Oral Feeding pg 1074; Enteral Tube Feeding pg 1074-1075; Enteral Access Tubes pg 1076</p> <p>Chapter 46: Urinary Elimination: Assessment of Urine pg 1111-1113; Promoting Normal Micturation through Preventing Infection pg 1118-1119</p> <p>Chapter 47: Bowel Elimination: Factors Affecting Bowel Elimination through hemorrhoids pg 1150-1153; Nursing Diagnosis pg 1157; Implementation: Health Promotion through Promotion of Normal Defecation pg 1151-1153</p> <p><b>Clinical Focus</b> Independent assignment: each student assigned one patient. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care: Patient Information, Pathophysiology, Patient Laboratory Values, Health Assessment Data Collection Worksheet, Research One Laboratory Value, Research One Medication, <b>Identify One Patient Problem</b>, Organization of the Day Planner and Reference Sheet.</p> <p><b>Post-Conference:</b> Discuss experiences of the day. Discuss how you utilized the information from the readings for patient care and completing the Worksheets. Submit Clinical Worksheets.</p>

## Clinical Dates and Learning Activities

### Clinical Dates - Learning Activities

#### Clinical Day #4 - Wednesday January 24

**Pre-Clinical Preparation:** Perry & Potter:

Chapter 16: Nursing Assessment

Chapter 17: Nursing Diagnosis

Chapter 18: Planning Nursing Care

Chapter 19: Implementing Nursing Care

Chapter 20: Evaluation

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - **identify one patient problem** – develop one plan of care; Research at least one medication; Complete Health Assessment Data Collection Worksheet; Research One Laboratory Value; Complete Intake and Output Record, Research One Medication; Complete Organization of the Day Planner, and Reference Sheet.

#### Complete I&O - BUN Lab Value Check

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Discuss how you incorporated the Nursing Process into your plan of care. Submit Clinical Worksheets per instructor direction.

### Clinical Dates - Learning Activities

#### Clinical Day #4 - Monday February 5

**Pre-Clinical Preparation:** Perry & Potter:

Chapter 16: Nursing Assessment

Chapter 17: Nursing Diagnosis

Chapter 18: Planning Nursing Care

Chapter 19: Implementing Nursing Care

Chapter 20: Evaluation

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - **identify one patient problem** – develop one plan of care; Research at least one medication; Complete Health Assessment Data Collection Worksheet; Research One Laboratory Value; Complete Intake and Output Record, Research One Medication; Complete Organization of the Day Planner, and Reference Sheet.

#### Complete I&O and Check Patient BUN Lab Value Complete Percentage of Meal Consumed - Albumin Lab Value

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Discuss how you incorporated the Nursing Process into your plan of care. Submit Clinical Worksheets per instructor direction. Discuss preparation for the first home visit with the medical student. Clarify understanding of assessments to be done.

**Clinical Dates and Learning Activities**

**Clinical Dates - Learning Activities**

**Clinical Day #5 - Wednesday January 31**

**Pre-Clinical Preparation:** Be prepared for full patient assignment.

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.

**Complete Percentage of Meal Consumed - Albumin Lab Value**

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss clinical experience for the day. Discuss preparation for the first home visit with the medical student. Clarify understanding of assessments to be done. Submit Worksheets.

**Clinical Dates - Learning Activities**

**Clinical Day #5 - Monday February 12**

**No Clinical at Frail Elder Sites  
Date may be changed per instructor**

Partners in Care Visit #1  
Any Day From Friday January 19 through  
Saturday February 24

**First Home Visit of Older Adult Client**

- Communicate with your team regarding day and time to visit the elder. This visit is at the convenience of the elder.
- Meet and Greet Your Client: Socialize – Get to Know the Client.
- The team will complete a brief Health History and Social History
- The team will complete the Katz Activities for Daily Living Assessment; the Lawton Independent Activities for Daily Living Assessment, General Survey and Vital Signs.
- Clarify the topic for the teaching handout for your client.
- Establish a time for an Inter-Professional Meeting with your team to develop the teaching handout for your client and begin answering the Critical Thinking Questions.
- Complete Journal #1 on Moodle

**Clinical Dates and Learning Activities**

<b>Clinical Dates - Learning Activities</b>
<b>Clinical Day #6 - Wednesday February 7</b>
<b>No Clinical at Frail Elder Sites</b>
<b>Date may be changed per instructor</b>
Partners in Care Visit #1 Any Day From Friday January 19 through Saturday February 24
<b>First Home Visit of Older Adult Client</b>
<ul style="list-style-type: none"><li>• Communicate with your team regarding day and time to visit the elder. This visit is at the convenience of the elder.</li><li>• Meet and Greet Your Client: Socialize – Get to Know the Client.</li><li>• The team will complete a brief Health History and Social History</li><li>• The team will complete the Katz Activities for Daily Living Assessment; the Lawton Independent Activities for Daily Living Assessment, General Survey and Vital Signs.</li><li>• Clarify the topic for the teaching handout for your client.</li><li>• Establish a time for an Inter-Professional Meeting with your team to develop the teaching handout for your client and begin answering the Critical Thinking Questions.</li></ul>
Complete Journal #1 on Moodle

<b>Clinical Dates - Learning Activities</b>
<b>Clinical Day #6 - Monday February 26</b>
<b>Pre-Clinical Preparation:</b> Be prepared to complete Braden Scale. If your patient assignment warrants, complete the Pressure Ulcer Assessment Tool and / or Tube Feeding Form. Read the article “Dying with a Stage IV Pressure Ulcer” – be prepared to discuss
<b>Clinical Focus:</b> Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.
Check Patient Albumin Lab Value. Indicate percentage of Breakfast and Lunch patient intake.
Complete Braden Scale. If applicable, complete PU Trending Record and Nutritional Requirements for Patients on Tube Feeding.
Everyone: Second Patient: Worksheet for Second Patient
<b>Post Conference:</b> Discuss clinical experience for the day. Discuss Home Visit. Discuss article -”Dying with a Stage IV Pressure Ulcer.” Submit Worksheets.
<b><i>Mid-Term Evaluations to Instructor</i></b>

**Winter Break – Monday February 19 and Wednesday February 23**

**Clinical Dates and Learning Activities**

**Clinical Dates - Learning Activities**

**Clinical Day #7 – Wednesday February 14**

**Pre-Clinical Preparation:** Be prepared to complete Braden Scale. If your patient assignment warrants, complete the Pressure Ulcer Assessment Tool and / or Tube Feeding Form. Read the article “Dying with a Stage IV Pressure Ulcer” – be prepared to discuss

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.

Check Patient Albumin Lab Value. Indicate percentage of Breakfast and Lunch patient intake.

Complete Braden Scale. If applicable, complete PU Trending Record and Nutritional Requirements for Patients on Tube Feeding.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss clinical experience for the day. Discuss Home Visit. Discuss article -”Dying with a Stage IV Pressure Ulcer.” Submit Worksheets.

*Mid-Term Evaluations to Instructor*

**Clinical Dates - Learning Activities**

**Clinical Day #7 - Monday March 5**

**Pre-Clinical Preparation:** Be prepared to discuss Spices Assessment and article, “Fulmer SPICES.”

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Submit Clinical Worksheets per instructor direction. Discuss Spices Assessment and article, “Fulmer SPICES.” Select patient for SPICES Assessment. You will care for this patient for the next three weeks.

*Mid-Term Evaluations at Clinical Site*

**Clinical Dates and Learning Activities**

**Clinical Dates - Learning Activities**

**Clinical Day #8 - Wednesday February 28**

**Pre-Clinical Preparation:** Be prepared to discuss Spices Assessment and article, “Fulmer SPICES.”

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Submit Clinical Worksheets per instructor direction. Discuss Spices Assessment and article, “Fulmer SPICES.” Select patient for SPICES Assessment. You will care for this patient for the next three weeks.

*Mid-Term Evaluations Clinical Site*

**Clinical Dates - Learning Activities**

**Clinical Day #8 - Monday March 12**

***SPICES #1***

**Pre-Clinical Preparation:** Be prepared to Compete SPICES Assessment. Begin implementing interventions. Be Prepared to discuss assigned memoir.

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.

Complete SPICES Assessment. Begin implementing interventions.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Discuss Memoir Narrative. Submit written responses to discussion questions to your instructor at the end of post-conference.

Submit Clinical Worksheets.

Clinical Dates and Learning Activities

**Clinical Dates -Learning Activities**

**Clinical Day #9 - Wednesday March 7**

***SPICES #1***

**Pre-Clinical Preparation:** Be prepared to implement interventions for SPICES Assessment.

Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.

Complete SPICES Assessment. Begin Implementing Interventions.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Discuss Memoir Narrative. Submit written responses to discussion questions to your instructor at the end of post-conference.

Submit Clinical Worksheets.

**Clinical Dates -Learning Activities**

**Clinical Day #9 - Monday March 19**

***SPICES #2***

**Pre-Clinical Preparation:** Be prepared to discuss second home. Review teaching handout for client with instructor. Readings: Perry & Potter Chapter 36 – The Experience of Loss, Death & Grief.”

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet

Continue Implementation of Interventions

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Begin discussion of Grief and Loss. Submit Clinical Worksheets.



### Clinical Dates and Learning Activities

#### Clinical Dates - Learning Activities

##### Clinical Day #10 - Wednesday March 14

###### *SPICES #2*

**Clinical Preparation:** Be prepared to discuss second home. Review teaching handout for client with instructor.

Readings: Perry & Potter Chapter 37 – “The Experience of Loss, Death & Grief.”

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet.

Continue Implementation of Interventions.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Begin discussion of Grief and Loss.

Submit Clinical Worksheets.

#### Clinical Dates - Learning Activities

##### Clinical Day #10 - Monday March 26

###### *SPICES #3*

**Pre-Clinical Preparation:** Be prepared to discuss second home. Review teaching handout for client with instructor. Continue with Readings: Perry & Potter Chapter 37 – The Experience of Loss, Death & Grief.”

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet

Continue Implementation of Interventions. Evaluate patient outcomes.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Discuss preparation for the second home visit with the med student. Clarify understanding of assessments to be done.

Continue discussion of Grief and Loss.

Submit Clinical Worksheets.

Clinical Dates and Learning Activities

**Clinical Dates - Learning Activities**

**Clinical Day #11 – Wednesday March 21**

*SPICES #3*

**Pre-Clinical Preparation:** Be prepared to discuss second home. Review teaching handout for client with instructor. Continue with Readings: Perry & Potter Chapter 37 – The Experience of Loss, Death & Grief.”

**Clinical Focus:** Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet

Continue Implementation of Interventions. Evaluate patient outcomes.

Everyone: Second Patient: Worksheet for Second Patient

**Post-Conference:** Discuss experiences of the day. Discuss preparation for the second home visit with the med student. Clarify understanding of assessments to be done.

Continue discussion of Grief and Loss.

Submit Clinical Worksheets.

**Clinical Dates - Learning Activities**

**Clinical Day #11 - Monday April 2**

*Partners in Care Visit #2*

**Any Day From Monday February 29, 2016 through  
Thursday March 31, 2016**

**No Clinical at Frail Elder Sites  
Date may be changed per instructor**

Second Visit to the Home of Older Adult Client

Communicate with the medical student regarding day and time to visit the elder. This visit is at the convenience of the elder.

The following assessments will be completed by the medical and nursing students:

- Fall Efficacy Scale
- Environmental

Provide your client with teaching handout per their request. Discuss information provided on the hand out with client. Assure that they have an understanding of what you are prepared for them. Ask questions. Have the patient verbalize his understanding.

Complete Reflective Journal #2 on Moodle.

**Clinical Dates and Learning Activities**

<b>Clinical Dates - Learning Activities</b>
<b>Clinical Day #12 - Wednesday March 28</b>
<i>Partners in Care Visit #2</i>
<b>Any Day From Monday February 29, 2016 through Thursday March 31, 2016</b>
<b>No Clinical at Frail Elder Sites Date may be changed per instructor</b>
Second Visit to the Home of Older Adult Client
Communicate with the medical student regarding day and time to visit the elder. This visit is at the convenience of the elder.
The following assessments will be completed by the medical and nursing students:
<ul style="list-style-type: none"><li>• Fall Efficacy Scale</li><li>• Environmental</li></ul>
Provide your client with teaching handout per their request. Discuss information provided on the hand out with client. Assure that they have an understanding of what you are prepared for them. Ask questions. Have the patient verbalize his understanding.
Complete Reflective Journal #2 on Moodle.

<b>Clinical Dates - Learning Activities</b>
<b>Clinical Day #12 – Monday April 9</b>
<i>SPICES Assessment Due</i>
<b>Pre-Clinical Preparation:</b> Be prepared for independent assignment.
Read - Perry & Potter: Chapter 21 Managing Patient Care pg 307-311: “Leadership Skills for Nurses.”
<b>Clinical Focus:</b> Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet
Everyone: Second Patient: Worksheet for Second Patient
<b>Post-Conference:</b> Discuss experiences of the day. Submit Clinical Worksheets per instructor direction. Discuss Leadership Skills for Nurses.

**Clinical Dates and Learning Activities**

<b>Clinical Dates - Learning Activities</b>
<b>Clinical Day #13 – Wednesday April 4</b>
<i>SPICES Assessment Due</i>
<b>Pre-Clinical Preparation:</b> Be prepared for independent assignment.
Read - Perry & Potter: Chapter 21 Managing Patient Care pg 307-311: “Leadership Skills for Nurses.”
<b>Clinical Focus:</b> Independent assignment: each student assigned one to two patients. Physical care of patient. Required paperwork: Concept Map-Nursing Plan of Care - entire packet
Everyone: Second Patient: Worksheet for Second Patient
<b>Post-Conference:</b> Discuss experiences of the day. Submit Clinical Worksheets per instructor direction. Discuss Leadership Skills for Nurses.

<b>Clinical Dates - Learning Activities</b>
<b>Clinical Day #13 – Monday April 16</b>
<b>Last Day of Clinical For Monday Group</b>
<i>Partners in Care Project Due</i>
<i>Final Evaluation to Instructor</i>
<b>Pre-Clinical Preparation:</b> Be prepared for independent assignment per faculty direction.
<b>Clinical Focus:</b> Faculty Choice for Clinical Assignment
<b>Post Conference:</b> Summation of Semester. Review of Clinical Goals established on first day of clinical. Establish schedule for Final Evaluations.

**Clinical Dates and Learning Activities**

Clinical Dates	Learning Activities
<p><b>Monday April 9</b> <b>Wednesday April 11</b></p>	<p align="center"><b>Debriefing with all Partners in Care Students</b></p> <p align="center"><b>Debriefing will be held on your NRS 2143 Therapeutic II days in between morning and afternoon sessions.</b></p> <p align="center"><b>Lunch will be provided.</b></p>
<p><b>Clinical Day #14</b></p> <p><b>Wednesday April 11</b></p> <p><b>Last Day of Clinical</b></p> <p><b>Partners in Care Project Due</b></p>	<p><b>Pre-Clinical Preparation:</b> Be prepared for independent assignment per faculty direction.</p> <p><b>Clinical Focus:</b> Faculty Choice for Clinical Assignment</p> <p><b>Post Conference:</b> Summation of Semester. Review of Clinical Goals established on first day of clinical. Establish schedule for Final Evaluations.</p> <p align="center"><i>Final Evaluation to Instructor</i></p>
	<p align="center"><b>Final Evaluations on Campus</b></p> <p align="center"><b>Schedule with Andrea Patton</b></p>

