

Oakland University School of Nursing

Nursing Caring of Adults with Co-morbidities Clinical

NRS 4115 (471)

CRN #10598

CRN #10618

Faculty of Record:

**SALLY O'MEARA, MSN, RN
Special Lecturer**

WINTER 2018

COURSE NUMBER:	<u>NRS 4115 (471) - CRN #10598 and CRN #10618</u>		
CREDIT & HOUR ALLOCATION:	Credits	Hrs/Wks	Total Hours
	Clinical 2	12 x 7	Semester 84
COURSE TITLE:	<u>Nursing Care of Adults with Co-morbidities - Clinical</u>		
CLASS TIME & LOCATION:	<u>CRN #10598 – January 3, 2018 – February 17, 2018</u>		
	<u>CRN #10618 – February 26, 2018 – April 25, 2018</u>		
	<u>TBA</u>		
FACULTY OF RECORD:	<u>Sally O’Meara, MSN, RN</u>		
	<u>Special Lecturer</u>		
	<u>Email: omeara@oakland.edu</u>		

PREREQUISITES and/or CO-REQUISITES

Prerequisites: NRS 337, NRS 338, NRS 339, NRS 349, & NRS 354
Co-requisites: NRS 470

COURSE OVERVIEW

This course involves the clinical application of theory, research, and specific nursing interventions related to nursing care management of adult/older adult patients and families living with co-morbidities. Nursing care management will highlight interventions that are patient, family, population, and community centered.

COURSE OBJECTIVES

1. Apply theoretical knowledge from the physical, behavioral, and nursing sciences to the nursing care management of adult/older adult patients and families living with co-morbidities.
2. Articulate an understanding o the pathophysiology and societal issues related to the nursing care management of adult/older adult patients and families living with co-morbidities.
3. Articulate an understanding of pharmacological interventions, laboratory tests, and procedures used in the nursing care management of adult/older adult patients living with chronic, co-morbid conditions.
4. Apply the nursing process, including distinguishing priority nursing diagnoses, to nursing care management of patients and families living with co-morbidities in order to facilitate attainment of an optimal health status or to support peaceful death.

COURSE REQUIREMENTS

1. Students must complete the course with a minimum grade of 2.5 on the Undergraduate Clinical Evaluation Tool.
2. All students must satisfy the OU SON health, CPR and insurance requirements to participate in clinical and laboratory experiences. Students should see the SON Student Handbook for details.)

Students who have not met these requirements are considered absent from clinical until notice is provided in writing by the student from the Advising Department to the clinical faculty.

3. During the clinical experience, students are expected to:
 - Provide care for the number of assigned patients
 - Appropriately delegate care to the PCA/NA
 - Safely pass medication
 - Collaborate with the staff nurses.
 - Perform at least one comprehensive physical assessment demonstrated in front of clinical faculty

4. Students are to complete the following:
 - Learning Needs Assessment Tool
 - At least two nursing care plans
 - Clinical review skills quiz with at least 80% score
 - Telemetry quiz with at least 80% score
 - Weekly personal growth assessments/clinical journals
 - Daily patient assessments with 5-minute care plans

5. Students should check Moodle and OU e-mail at least every 48 hours for communication from clinical faculty.

STUDENT NURSE PROFESSIONALISM EXPECTATIONS

1. All students are expected to be consistently and thoroughly prepared for safe practice in the clinical setting. Faculty reserve the right to request that students complete additional assignments in order to fulfill this requirement. Students who are deemed to be unsafe will be asked to leave and be required to remediate prior to returning to the clinical site.

2. Students must follow the guidelines for professional attire and behavior that are outlined in the Student Handbook. Unprofessional attire or behavior will result in the student being sent home and that day will count as a clinical absence. Professional attire includes:
 - Neat, clean appearance with clean, pressed uniform
 - White scrubs, clean white shoes and underclothing
 - Hair completely off of the face
 - No false nails or jewelry except wedding band

ATTENDANCE AND TARDINESS POLICY

Attendance at all clinical experiences is mandatory in order to successfully complete NRS 4115. Clinical faculty will record all absences and instances of tardiness.

- The student is considered late when he/she is not in the clinical setting ready to begin the shift at the time stated by the clinical faculty.

- 1 point will be deducted from the clinical evaluation score for each 15 minutes that the student is late.
- Students are referred to the OU SON Student Handbook for information regarding excused absences and required physician documentation.
- Absence from clinical will be assessed as a percentage of the total hours for the clinical rotation. A student who misses more than 20% of the clinical hours will be assigned a final grade of 2.4 for the course. Clinical faculty and the faculty of record reserve the right to review extenuating circumstances for student absences from clinical.
- Assignments are due on the dates designated by the clinical faculty. 10 points will be deducted for every 12 hours that an assignment is late. Assignments that are more than 24 hours later will not be accepted and a “0” grade will be given.

REQUIRED TEXTBOOKS

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Ignatavicius, D. & Workman, N. (2013). *Medical surgical nursing: Patient-centered collaborative care*. (7th ed. or 8th ed.). St. Louis, MO: Saunders/Elsevier.

Current diagnostic laboratory tests manual & current nursing drug handbook

SUGGESTED TEXTBOOK

Ackley, B & Ladwig, G. (2010). *Nursing diagnosis handbook: An evidence-based guide to planning care*. (9th ed.). St. Louis, MO: Mosby Elsevier. ISBN-10: 0323071503

** Many students find this book to be very helpful for care planning. Inexpensive used copies are available at https://www.amazon.com/gp/offer-listing/0323071503/ref=dp_olp_all_mbc?ie=UTF8&condition=all

REQUIRED MATERIALS

Stethoscope & penlight	Bandage scissors
Watch with second hand	Current diagnostic laboratory tests manual
Current nursing drug handbook	Folder for daily written assignments

COURSE EVALUATION

Undergraduate Clinical Evaluation Tool	50%	500 points
Care plan #1	10%	100 points
Care plan #2	10%	100 points
Telemetry quiz	10%	100 points

Clinical skills review quiz	10%	100 points
5-minute NCPs	10%	100 points
Total		1000 points

COURSE ASSIGNMENTS & EVALUATION TECHNIQUES

1. Students will be evaluated on their clinical performance and written/oral assignments. To pass NRS 4115, students must achieve a minimum grade of 2.5 on the Undergraduate Clinical Evaluation Tool as well as 80% on the clinical skills review and telemetry quizzes. Oral/written assignments will be graded according to the criteria listed in the grading rubrics. The clinical score is derived from evaluation of students' cognitive understanding and psychomotor skills. As both components are essential to demonstrating competency in the clinical experience, psychomotor and cognitive skills are recorded and weighed in the Undergraduate Clinical Evaluation Tool.
2. By midterm, students are expected to care for at least 2 patients in the primary caregiver role. By the end of the clinical course, students should be caring for at least 3 patients with the possibility of delegating some tasks of patient care. Patient assignments will be based on patient acuity, unit census and nurse staffing. The clinical instructor has the sanction and responsibility to assign additional care plans, assignments and/or activities to support student learning needs when the student's written work or clinical performance is not meeting expectations.
3. Students are expected to know about each medication that they administer to patients. The clinical instructor has the right to have the student to complete a medication error report if the student has insufficient knowledge about a medication. The report will help the student learn about the drug and remember information about it for the future. It will also help the instructor track how well students know their medications and their preparedness for the clinical day.
4. Faculty will provide students with a midterm evaluation using the Clinical Evaluation Tool on day 4 of the clinical rotation. Students will receive a pass/fail grade at midterm with feedback about how to successfully complete the remainder of the course. The midterm evaluation may be completed at the clinical facility or on campus in the Human Health Building. Students will receive a final clinical evaluation and numeric final grade using the Clinical Evaluation Tool after the last clinical day has been completed. The final evaluation will be held on the OU main campus in the Human Health Building.
5. Students with 8-hour clinical shifts will participate in a 4-hour simulation activity in the HHB SON simulation lab. Students are expected to prepare for the activity by reviewing the information posted on the Moodle course website.

12-HOUR CLINICAL SCHEDULE

Day	Clinical activities
1	Orientation: first 4 hours Patient care & post-conference: last 8 hours
2	Patient care & post-conference: 12 hours 5-minute care plan & clinical journal due
3	Patient care & post-conference: 12 hours 5-minute care plan & clinical journal due Nursing care plan #1 due
4	Patient care & post-conference: 12 hours Students are expected to care for 2 patients 5-minute care plan & clinical journal due Midterm evaluations
5	Patient care & post-conference: 12 hours 5-minute care plan & clinical journal due Nursing care plan #2 due
6	Patient care & post-conference: 12 hours 5-minute care plan & clinical journal due
7	Patient care & post-conference: 12 hours 5-minute care plan & clinical journal due
TBA	Final evaluations on campus Date/times TBA by clinical faculty & SON Total hours = 84

8-HOUR CLINICAL SCHEDULE

Day	Clinical activities
1	Orientation: first 4 hours Patient care & post-conference: last 4 hours
2	Patient care & post-conference: 8 hours 5-minute care plan & clinical journal due
3	Patient care & post-conference: 8 hours Nursing care plan #1 due
4	Patient care & post-conference: 8 hours 5-minute care plan & clinical journal due
5	Patient care & post-conference: 8 hours Students are expected to care for 2 patients Midterm evaluations
6	Patient care & post-conference: 8 hours 5-minute care plan & clinical journal due
7	Patient care & post-conference: 8 hours 5-minute care plan & clinical journal due
8	Patient care & post-conference: 8 hours Nursing care plan #2 due
9	Patient care & post-conference: 8 hours
10	Patient care & post-conference: 8 hours 5-minute care plan & clinical journal due
TBA	Final evaluations on campus 4-hour simulation Date/times TBA by clinical faculty & SON Total hours = 84

Student Name: _____
(Print Name)

GRIZ # (last 4 digits)

Course: _____

CLINICAL EVALUATION TOOL

- This evaluation tool consists of 10 standards that are based on the ANA Standards of Practice and the AACN Essentials.
- Measurement criteria are listed for each standard. These criteria are intended to illustrate examples of expected objectives that should be mastered in clinical experiences. Please note that not every example will apply in every situation or at each level of the curriculum.
- Each standard has suggested criteria that should be met for the clinical experience. Some criteria may not be appropriate for all levels of the curriculum. For example, students at the sophomore level are expected to be aware of and show evidence of understanding each of the criteria and its applicability to clinical practice. At the junior level, students are expected to begin demonstrating use of the criteria during clinical practice situations. At the senior level, students are expected to articulate both their use of the criteria in clinical practice, and other nursing implications related to the criteria. Each level subsumes the ones under it, and student behaviors are expected to reflect this progression.

Instructions to clinical faculty:

- The midterm evaluation is to be given midway way through the clinical experience. Its purpose is to inform the student of their clinical performance and is graded on a pass (P)/fail (F) basis using the criteria outlined in each standard. This evaluation will include a written assessment (see Clinical Evaluation Tool Midterm Summary) highlighting the student's current strengths and areas for improvement for the remainder of the clinical experience. Clinical faculty may also provide additional information and anecdotal notes/work plan if needed.
- At the midterm evaluation, if a student earns a failing mark (6.9 or below) for a particular standard, specific documentation must be provided to support this failing mark. A plan should be developed with the student on how a passing mark can be achieved.
- The final evaluation is given to the student **AFTER** the entire clinical rotation is completed and **MUST** reflect faculty assessment through the last day of the clinical course. The student's performance will be evaluated for each standard using a 10 point scale (see next page). A total of 10 points can be earned for each of the 10 standards, so possible final evaluation scores may range from 0-100 points. A written assessment of the student's strengths and progress toward addressing areas for improvement for the future will also be included as well as any additional documentation necessary to explain the student's final grade (see Clinical Evaluation Tool Final Summary). The final clinical grade should be calculated as per instructions from the Faculty of Record (FOR).
- At the final evaluation, if a student earns a failing grade (6.9 or below) for a particular standard, specific documentation must be provided to support this grade.
- Complete tool using black or blue ink only

CLINICAL EVALUATION TOOL POINT SCALE

The following criteria will be used to evaluate the student's clinical performance within each standard.

9.0-10.0

- Applies theoretical knowledge accurately each time.
- Performs safely and accurately each time behavior is observed without supportive cues from the preceptor/instructor.
- Demonstrates dexterity.
- Spends minimal time on task.
- Appears relaxed and confident during performance of task.
- Focuses on client while giving care.

8.0-8.9

- Applies theoretical knowledge accurately with occasional cues.
- Performs safely and accurately each time behavior observed with supportive cues from the preceptor/instructor.
- Demonstrates coordination, but uses some unnecessary energy to complete behavior/activity.
- Spends reasonable time on task.
- Appears generally relaxed and confident; occasional anxiety may be noticeable.
- Focuses on client initially; as complexity increases, focuses on task.

7.0-7.9

- Identifies principles, but needs direction to identify application.
- Performs safely and accurately each time observed.
- Requires frequent supportive and occasional directive cues.
- Demonstrates partial lack of skill and/or dexterity in part of activity; awkward.
- Takes longer time to complete task; occasionally late.
- Appears disorganized in planning nursing intervention.
- Focuses primarily on task or own behavior, not on client.

6.9 and below

- Identifies fragments of principles or unable to identify principles at all.
- Applies principles inappropriately or is unable to apply principles at all.
- Performs safely under supervision, not always accurate or performs in an unsafe manner.
- Requires continuous supportive and directive cues.
- Demonstrates lack of skill; uncoordinated in majority of behavior or unable to demonstrate behavior.
- Performs tasks with considerable delay; activities are disrupted or omitted.
- Appears incapable of carrying out nursing intervention.
- Attempts activity or behavior, yet is unable to complete.
- Focuses entirely on task or own behavior.
- Lacks organization; non-productive.

Adapted from tool developed by Krichbaum, K. from Bondy, K. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education*, 22, 376-382. (University of Minnesota School of Nursing)

CLINICAL REVIEW QUIZ

- 1. Students must take the open book on-line clinical review quiz and achieve a score of at least 80% in order to pass medications to patients. The clinical review quiz should be completed prior to orientation at the clinical facility with the instructor.**
2. There will be 50 questions for each attempt drawn randomly from a large test bank of questions developed specifically for this quiz. Students will have 75 minutes for each attempt. Students may take the quiz as many times as needed in order to achieve the 80% score.
3. The online clinical review quiz will constitute 10% of the final clinical grade. Students may take the quiz as many times as desired as the highest score will be used for final clinical grade calculation. The quiz is available to students one week before the semester starts and will remain open to students until the last clinical day of the rotation. The clinical review quiz has multiple-choice, matching and short answer questions about a variety of areas including:

Medication dosage calculation	Pharmacology	Medical abbreviations
Medication administration	Pathophysiology	Isolation precautions
Patient assessment	Documentation	Laboratory values
Nursing diagnosis	Patient safety	Priority setting

BLOOD TRANSFUSION QUIZ- extra credit opportunity ☺

1. Blood transfusions are an important part of care for patients who are severely anemic. Other blood products may be transfused as well- including platelets, plasma, albumin and immunoglobulins (IVIG). Students may take a 25-question multiple-choice quiz about blood transfusions to gain up to 25 extra credit points.
2. Students will have 25 questions and 40 minutes for each attempt. The quiz questions are drawn randomly from a large test bank of questions developed specifically for this quiz. Students may take the transfusion quiz as many times as needed in order to achieve the 80% score. The transfusion quiz will be open from the first day of the semester until the last clinical day.
- 3. Students must pass the final clinical evaluation tool with a minimum score of 70% and score at least 80% on the transfusion quiz in order for the extra credit points to be added to the final grade.**
4. Students may wish to take the quiz using a laptop or desktop computer with a large screen rather than on a tablet computer. Students need to look closely at the pictures of blood products to be transfused in order to answer the questions correctly.
5. Helpful resources are posted on the Moodle course website to help students pass the quiz successfully. Students should be sure to review them carefully before taking the quiz.

TELEMETRY QUIZ

1. **Students must take the open book on-line telemetry quiz and achieve a score of at least 80% in order to pass NRS 4115.** Many of the NRS 4115 clinical units feature telemetry monitoring of patients. Therefore students must be knowledgeable about common arrhythmias and appropriate nursing interventions.
2. There will be 25 multiple-choice questions for each attempt drawn randomly from a large test bank of questions developed specifically for this quiz. Students will have 40 minutes for each attempt. Students may take the quiz as many times as needed in order to achieve the 80% score.
3. The online telemetry quiz will constitute 10% of the final clinical grade. Students may take the quiz as many times as desired as the highest score will be used for final clinical grade calculation. The quiz is available to students one week before the semester starts and will remain open to students until the last clinical day of the rotation.
4. The telemetry quiz includes information from a variety of areas including:
 - Identification of various common heart rhythms
 - Expected assessment findings for patients with abnormal heart rhythms
 - Medications that should be administered or withheld for patients with abnormal heart rhythms
 - Priority nursing interventions for patients with abnormal heart rhythms
 - Identification of priority nursing diagnoses for patients with abnormal heart rhythms
5. Students should carefully review the learning materials that are posted on the Moodle course website before attempting to take the telemetry quiz.
6. Heart rhythms covered on the quiz include:

Normal sinus rhythm	Sinus bradycardia	Sinus tachycardia
Atrial fibrillation	Atrial flutter	Asystole
Premature ventricular contractions	2 nd degree heart block (type 1 and type 2)	3 rd degree (complete) heart block
1 st degree heart block	Ventricular fibrillation	Ventricular tachycardia
Bigeminy	Trigeminy	Bundle branch block
Pacemaker failure to capture	Pacemaker failure to pace	Paced rhythm
Supraventricular tachycardia	PVC couplets	PVC triplets

CLINICAL JOURNALS

Students will maintain a daily clinical journal documenting their experiences and progress. Students should also include relevant clinical learning opportunities and implemented skills. Clinical journals will be collected and reviewed weekly by the clinical instructor.

Clinical instructors will review the journal for accuracy, provide feedback and return the journal to the student in a timely manner. Failure to complete the weekly clinical journals will be reflected in the student's final clinical evaluation.

The following questions should be answered in each journal entry:

1. What objectives did you set for clinical this week?
2. Did you meet your objectives? Why or why not?
3. What types of nursing interventions/skills did you perform/learn this week?
4. How did you prepare to care for your patients/families this week?
5. What were the strengths of your clinical performance this week?
6. What were the weaknesses of your clinical performance this week?
7. How were your learning needs supported?
8. What can your instructor do to better facilitate your learning?
9. Using the clinical evaluation tool criteria, how do you rate yourself on a 1-10 scale for this week's performance?

5-MINUTE CARE PLAN & SUGGESTED PATIENT WORKSHEET

Students will use a patient worksheet in order to keep track of information provided in report, assessment findings, laboratory results, and medications. An example is provided here but students are welcome to use whichever worksheet suits their individual organizational and learning needs best.

Shortly after getting report and completing the daily assessment during each clinical day, students should fill out the 5-minute care plan form for each patient. This is to decide on the priorities for each patient and the focus of care to be provided. Guidelines for the 5-minute care plan include:

- **One plan should be completed for each patient**
- **Be concise- keep it brief and to the point. No scientific rationales needed**
- **No formal nursing diagnoses are needed. Instead, use phrases/bullet points**
- **Make it quick – it should not take more than 5-10 minutes to complete**
- **Include feasible interventions and achievable goals**
- **Tailor the priorities and interventions to the patient**
- **The care plan for each patient is to be completed by 10:00 a.m.**
- Clinical instructors may direct students to utilize properly formatted NANDA nursing diagnoses for all 5-minute care plans.

Students will review the care plan with the clinical instructor after it is completed to ensure that it is appropriate. **Students will implement the interventions and evaluate them at the end of the shift before post-conference.** The 5-minute care plan and patient information worksheet should be turned in to the clinical instructor at the end of post-conference. (Note: the 5-minute care plan and patient worksheet should be submitted with the larger nursing care plan when these assignments are due.)

Example of a 5-minute care plan:

Problem #1 Shallow breathing because of incisional pain	
Goal: clear breath sounds bilaterally	
Interventions: 1. remind patient to use IS hourly 2. get patient up to chair twice	Evaluation of outcomes/Patient response: 1. patient did IS every 2 hours 2. patient up to chair once, exhausted afterward

5-MINUTE NURSING CARE PLAN TEMPLATE

Student name:	
Date:	Patient room number:

Problem #1:	
Goal:	
Interventions: 1. 2.	Evaluation of outcomes/Patient response: 1. 2.

Problem #2:	
Goal:	
Interventions: 1. 2.	Evaluation of outcomes/Patient response: 1. 2.

5-MINUTE CARE PLAN GRADING RUBRIC

SCORE	GRADING CRITERIA
4 Excellent	All problems are high priority Goals are specific, appropriate and achievable All interventions are appropriate Patient outcomes/goal achievements are listed Care plan is completed by 10:00 a.m.
3 Good	Only one problem is high priority One goal is specific, appropriate and achievable Most interventions are appropriate Patient outcomes/goal achievements are listed Care plan is not completed by 10:00 a.m.
2 Mediocre	Only one problem is high priority One goal is specific, appropriate and achievable Some interventions are appropriate Patient outcomes/goal achievement are not listed Care plan is not completed by 10:00 a.m.
1 Poor	Neither problem is high priority Neither goal is specific, appropriate and achievable Some interventions are appropriate Patient outcomes/goal achievements are not listed Care plan is not completed by 10:00 a.m.
0	Assignment is more than 24 hours late or not handed in at all

NURSING CARE PLAN ASSIGNMENTS

Students are to complete two nursing care plans during the clinical course using the care plan template posted on the course website in Moodle. There are four parts to be completed:

1. Admitting diagnosis & patient assessment information

- a. Students are to list important assessment findings that impact nursing care planning. No complete sentences are needed; phrases with appropriate abbreviations may be used.

2. Patient medication review:

- Students are to list the generic and brand names for each medication so as to become familiar with both. Since many medications have multiple indications and some may be prescribed off-label, students are to indicate why THIS patient is taking the medication.
- The last column is to list priority nursing considerations when giving the medication to THIS patient. This includes nursing assessments, precautions, review of relevant test results and patient teaching. Put information into your own words! Do not include irrelevant information (i.e. pregnancy category for male patients).

3. Patient test results:

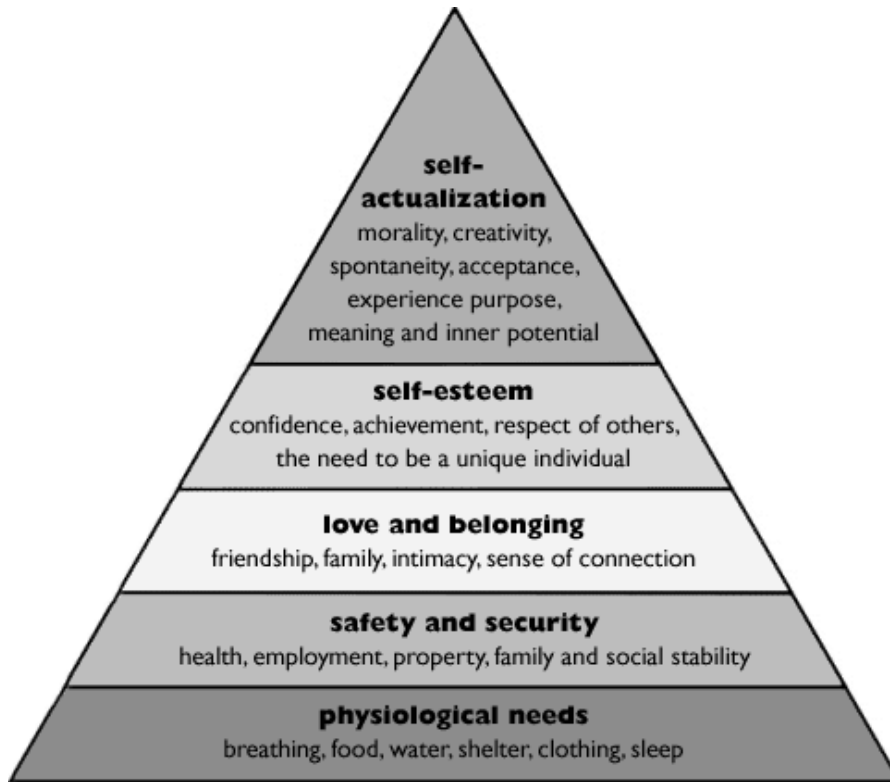
- This includes abnormal laboratory blood test results as well as positive cultures, abnormal radiology and other types of diagnostic testing that was performed
- The last column is to list priority nursing considerations when reviewing the test results for THIS patient. This includes relevance to prescribed and OTC medications, disease processes, precautions, nursing assessments and patient teaching.

4. Nursing plan of care:

- Students are to develop a full care plan for one of the problems identified in the 5-minute care plan. Students should utilize Maslow's hierarchy when setting patient priorities (see below). Students are to select the most relevant problems for the patient on that particular day, not why the patient was admitted.
- Nursing diagnoses must be written out appropriately with *related to* and *as evidenced by* statements. (Remember that *risk for* diagnoses do not have *as evidenced by* statements because the condition has not occurred yet.) Make sure that sufficient patient assessment information is included to justify the use of the diagnosis. The evaluation portion of the care plan is to determine whether or not the patient goals were met, not whether or not the interventions were carried out.

The nursing care plan is to be submitted on the Moodle course website for grading.

MASLOW'S HIERARCHY OF NEEDS



Students should utilize this outline when prioritizing care for patients.

The needs at the bottom of the pyramid are most important and must be addressed before needs that appear higher up.

Patients cannot address high-level needs (i.e. friendship, inner peace) until the basic human physiology needs (breathing, water, food) have been met.

Maslow's physiological needs correlate with the ABCs of nursing care.

NURSING CARE PLAN GRADING RUBRIC

	Meets Criteria Fully	Somewhat lacking	Seriously lacking
Assessment (30 points)	(30) Medication and test lists filled out thoroughly and completely	(20) Medication OR test list is missing a few pieces of information	(10) Medication AND test lists are missing many pieces of information
Diagnosis (15 points)	(15) Nursing diagnoses are appropriate, high priority and in proper format Related problems are connected in concept map	(10) Nursing diagnoses are not appropriate/high priority OR are not formatted correctly Some related problems are connected in concept map	(5) Nursing diagnoses are not appropriate/high priority AND are not formatted correctly Related problems are not connected in concept map
Goals (15 points)	(15) Outcomes are specific, measurable and identified for priority diagnosis	(10) Outcomes are not specific, measurable OR are not identified for priority diagnosis	(5) Outcomes are not specific, measurable AND are not identified for priority diagnosis
Implementation (15 points)	(15) All interventions are appropriate to achieve outcomes	(10) Most interventions are appropriate to achieve outcomes	(5) Few interventions are appropriate to achieve outcomes
Evaluation (15 points)	(15) Evaluation is complete using SOAP format	(10) Evaluation is not complete OR is not in SOAP format	(5) Evaluation is not complete AND is not in SOAP format
APA format (10 points)	(10) Grammatically correct, fluid and well-written, without spelling or typing errors Meticulously follows APA style for references and internal citations. A properly formatted title page is included.	(7) No spelling errors, perhaps minor grammatical or punctuation errors Few errors in APA style for references and internal citations. An improperly formatted title page is included.	(3) Major spelling, grammatical or punctuation errors, awkward or confusing writing; Multiple errors in APA style for references and internal citations. No title page is included.

SUGGESTIONS FOR USING CLINICAL TIME WISELY

Before getting report:

- Long onto computer and get basic patient information (admitting diagnosis, history/physical, current plan of care, recent progress notes)
- Get a rhythm strip if patient is on telemetry
- Make note of any medications due within 60-90 minutes of shift, blood sugars, insulin

Report:

- Get report from nurse ASAP, complete patient assessment with vital signs
 - Physical assessment
 - LOOK HIGH- IVs, NG tubes, oxygen
 - LOOK LOW- foley catheters, chest tubes
- Give report to instructor with priority plan for day
- Check blood sugar and administer insulin if necessary
- Document patient assessment
- Let staff nurse know that you are interested in performing any procedures on other patients

Prepare for medication administration:

- All medication information, pertinent lab findings and vital signs must be written down along with assessment findings in order to pass medications
- Do not wait around to pass medications- finish assessments, assist other students while waiting

After medication administration:

- Finish any necessary documentation
- Provide hygiene, ambulation, turning, feeding
- Assist other students and staff if needed
- Perform necessary treatments (trach care, dressing changes, etc.)
- Look up lab results and radiology reports in computer
- Check vital signs if needed
- Review documentation with instructor

After break/mealtime:

- Pass next set of medications
- Check vital signs if needed
- Complete day shift charting (if 7 am- 7 pm shift)

Before leaving unit:

- Make final rounds on patients
- Ensure rooms tidy, empty linens and garbage
- Give report to the staff nurse
- Note achievement of goals on patient priority plan sheet

Work together as a team! Offer to help staff nurses and nursing assistants with other patients. Make sure to schedule your day according to your patient's needs and medication times. Bring some non-perishable snacks and drinks in case you can't get down to the cafeteria at meal times. Students should keep an extra pair of white scrubs in their car in case of contamination with body fluids.

Oakland University School of Nursing GRADE CONVERSION

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
<u>100.00</u>	<u>4.0</u>
<u>98.00 – 99.99</u>	<u>3.9</u>
<u>96.00 – 97.99</u>	<u>3.8</u>
<u>94.00 – 95.99</u>	<u>3.7</u>
<u>92.00 – 93.99</u>	<u>3.6</u>
<u>90.00 – 91.99</u>	<u>3.5</u>
<u>88.00 – 89.99</u>	<u>3.4</u>
<u>86.00 – 87.99</u>	<u>3.3</u>
<u>84.00 – 85.99</u>	<u>3.2</u>
<u>82.00 – 83.99</u>	<u>3.1</u>
<u>80.00 – 81.99</u>	<u>3.0</u>
<u>78.00 – 79.99</u>	<u>2.9</u>
<u>76.00 – 77.99</u>	<u>2.8</u>
<u>74.00 – 75.99</u>	<u>2.7</u>
<u>72.00 – 73.99</u>	<u>2.6</u>
<u>70.00 – 71.99</u>	<u>2.5</u>
<u>68.00 – 69.99</u>	<u>2.4</u>
<u>66.00 – 67.99</u>	<u>2.3</u>
<u>64.00 – 65.99</u>	<u>2.2</u>
<u>62.00 – 63.99</u>	<u>2.1</u>
<u>60.00 – 61.99</u>	<u>2.0</u>
<u>58.00 – 59.99</u>	<u>1.9</u>
<u>56.00 – 57.99</u>	<u>1.8</u>
<u>54.00 – 55.99</u>	<u>1.7</u>
<u>52.00 – 53.99</u>	<u>1.6</u>
<u>50.00 – 51.99</u>	<u>1.5</u>
<u>48.00 – 49.99</u>	<u>1.4</u>
<u>46.00 – 47.99</u>	<u>1.3</u>
<u>44.00 – 45.99</u>	<u>1.2</u>
<u>42.00 – 43.99</u>	<u>1.1</u>
<u>40.00 – 41.99</u>	<u>1.0</u>

Approved Faculty Assembly 2/20/03
Updated WI 05