Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): College of Health and Human Services</th>
<th>Academic Organization (Department): Division of Nursing</th>
<th>Date: February 22, 2011</th>
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</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Carolynn Goetz</td>
<td>Submitted by: Ann Stoltz</td>
</tr>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td>For Catalog Copy: Yes <em>X</em> No ___</td>
<td>Semester Effective: Summer 2011</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <em>X</em> No ___</td>
<td>CCE (Extension): Yes <em>X</em> No ___</td>
<td>Fall ___ Spring __, 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): NA

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Change from: New Course

| Subject Area (prefix) & Catalog Nbr (course no.): NURS 122 | Title: Nursing Families in Complex Illness Clinical | Units: 3 |

Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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JUSTIFICATION:

The current approved NURS 123 course includes both theory and clinical components. To accommodate the new Accelerated Second Baccalaureate Nursing Program Collaborative, it is necessary to split the one course into two courses: one being theory (NURS 121) and clinical (NURS 122).

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description

Provides students with the opportunity to apply the nursing process through planning, implementing, and evaluating care of individuals and families experiencing complex illness. In the clinical setting, students are required to integrate therapeutic/personal communications skills and nursing skills learned in prerequisite courses together with content from N121 lecture, skills lab, and simulation to care for individuals/families that are critically ill in acute care units, various ICU settings, the Emergency Department, and the Post Anesthesia Care Unit.

Credit/No Credit: 3 Units/Lab/9 hours
Prequisites: NURS 101, NURS 102, NURS 117, NURS 18, or instructor permission
Corequisite: NURS 121

Note:

Prerequisite: NURS 101, NURS 102, NURS 117, NURS 18, or instructor permission
Enforced at Registration: Yes _X_ No ___
Corequisite: NURS 121
Enforced at Registration: Yes _X_ No ___
Graded: Letter _X_ Credit/No Credit ___
Instructor Approval Required? Yes ___ No _X_ ___
Course Classification (e.g., lecture, lab, seminar, discussion): lab C-17
Title for CMS (not more than 30 characters) NursFamComplexIllnessClinical
Cross Listed? Yes _X_ No ___
If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? ___1____

Can the course be taken for Credit more than once during the same term? Yes ___ No X___

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acsf/example.htm

Students will be able to:
1. Analyze theories and concepts from the nursing science related to respiratory, cardiovascular, renal, neurological, endocrine, gastrointestinal, immune, and multisystem disorders and integrates these into clinical nursing practice (Essential 1; SO I Level II; QSEN Competency: Safety).

2. Utilize the nursing process and clinical reasoning to diagnose and formulate solutions to health problems across increasingly unpredictable and complex health care settings including acute care units, intensive care units, the Emergency Department, and Post Anesthesia Care Unit (Essential 9; SO II Level II; QSEN Competency: Patient Centered Care, Safety, EBP).

3. Implement safe, efficient health care for multiple patients, families, and groups in increasingly complex and unpredictable situations and organizational structures (Essential 2; SO III Level II; QSEN Competency: Safety)

4. Demonstrate effective interprofessional communication (SBAR, handoff report, conflict resolution) to foster positive working relationships and patient-centered care with a multidisciplinary team in a complex environment (Essential 6; SO IV Level I; QSEN Competency: Teamwork and Collaboration; Patient Centered Care).

5. Identify and demonstrate professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy (Essential 8; SO V Level I; QSEN Competency: Patient Centered Care, Teamwork and Collaboration, Safety, Qi, EBP, Informatics).

6. Exhibit competency in responsibly accessing, utilizing, and evaluating patient care technologies (medication administration systems, respiratory/cardiac monitors) and information management systems to improve health outcomes across diverse conditions (Essential 4; SO VI Level II; QSEN Competency: Informatics, Qi, Safety).

7. Apply the basic elements of research in order to critique and appraise acute care policies/procedures/protocols as they relate to evidence based practice and improved patient outcomes (Essential 3; SO III Level II; QSEN Competency: EBP, Informatics).

8. Demonstrate basic knowledge of concepts related to healthcare policy finance, and regulation supported and promoted by NIH, CDC, IOM related to patient safety (double patient identification, fall prevention, pressure ulcer prevention), core measures (Acute MI, CHF, Pneumonia), early goal directed therapy for Sepsis, and Ventilator Associated Pneumonia prevention (Essential 5; SO VIII Level I; QSEN Competency: Patient Centered Care, EPB, Qi, Safety).

9. Identify protective and predictive factors including cultural, psychological, and spiritual influences on the health of individuals and families (Essential 7; SO IX Level I; QSEN Competency: Patient Centered Care).

10. Appropriately accesses and synthesizes information from multiple sources to formulate an effective plan of care that includes relevant disease pathophysiology, pharmacological, medical, and nursing management of primary and secondary disease processes specific to the individual patient (Essential IV; SO X Level II; QSEN Competency: Patient Centered Care, EPB, Teamwork and Collaboration, Safety, Qi, Informatics).

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.
Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**N122 Clinical Assignments Points Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading points</th>
<th>Final course points</th>
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<tbody>
<tr>
<td>Clinical preps (5 weeks)</td>
<td>40 each x 5 weeks = 200 points</td>
<td>20 points</td>
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<tr>
<td>Ancillary report</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>ER report</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>10</td>
<td>1</td>
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<tr>
<td>Discussion board</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Professional development</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>260 points</td>
<td>26 points</td>
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For whom is this course being developed?
- Majors in the Dept: X
- Majors of other Dept: __
- Minors in the Dept: __
- General Education: __
- Other: __

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No __

If yes, identify program(s): Bachelor of Science in Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes __ No X __

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None __

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean's office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

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<th>Department Chair:</th>
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<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<tr>
<th>Associate Vice President and Dean for Academic Programs</th>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
California State University, Sacramento
College of Health and Human Services
Division of Nursing
N122 Nursing Families in Complex Illness Clinical

Instructors
Dr. Katherine Kelly DNP RN NP-C (Faculty of Record)
Dr. Debra Brady DNP RN CNS
Professor Nassrine Nourredine RN MSN

Clinical Faculty in addition to above:
Professor Kendal Butler RN BSN CCRN
Professor Timothy Keenan RN, BSN
Professor Tocarra Coates RN, BSN
Professor Sarah Ianziti RN, BSN
Jeanna Flakes RN BSN
Professor Sarah Haas RN MSN CCRN
Professor Richard Keegan RN MSN NP
Professor Joan Mallum RN MSN CCRN
Dr. Carolyn Van Couwenberghe RN PhD
Professor Cheryl Wraa RN MSN

Office & Hours:
Dr. Kelly: Office 2007 Folsom Hall
Monday 1-4pm
Dr. Brady: Office 2018 Folsom Hall
Monday: 6:30 – 7:30 am
Monday: 9:00 -10:00 pm online or phone
Professor Nassrine Nourredine: Office 2019 Folsom Hall
Monday 1 – 4 pm

Clinical Faculty:
Mondays the weeks of med/surg clinical 7-8 pm phone hours.
Wednesdays the weeks of med/surg clinical 4-5pm.
Non-clinical weeks TBA by individual faculty.

Class Time & Location
This is a three (3) unit clinical course that must be taken concurrently with NURS 121.

Clinical:
Clinical experiences rotate in 3 week blocks with
NURS 110; there are two 3 week blocks of N122 clinical.
The days/location are determined by the assigned clinical group and will be at either MGH or UCDMC. There are two clinical days back to back each week you are in med/surg. Days are either Sunday/Monday or Tues/Wed depending on the rotation.

Clinical Prep: Saturday OR Monday 1200-1800 clinical prep the weeks in med/surg rotation at assigned clinical agency (UCDMC or MGH)

Clinical Experiences: Sunday/Monday OR Tuesday/Wednesday 6:30-1500 the weeks in med/surg rotation.

Clinical Conference: Monday OR Wednesday 1500-1530 immediately post clinical the weeks in med/surg rotation at clinical agency. Conference room location will be given during hospital orientation.

Phone/Fax
Dr. Kelly (916) 849 1056 (cell)
Dr. Brady (916) 217-2579 (cell)
Prof Nourredine (916) 501 4958
Clinical Faculty: Contact numbers will be distributed by each clinical faculty to their individual clinical groups at hospital orientation.

Email
Use the N122 SacCT e-mail for the course. This site is checked daily and on weekends during the semester.

Dr. Kelly Sac State email: kkelly@csus.edu
Dr. Brady Sac State email: bradyd@csus.edu
Prof Nourredine Sac State e-mail: noureddinen@csus.edu
SacCT: N122 SacCT site. This site will appear on your

Website
SacCT course list once you are registered in the course.

Prerequisites
NURS 101, NURS 102, NURS 117, NURS 18

Corequisite
NURS 121

Required Texts
N122 Clinical Syllabus (available online at N122 SacCT site).
N122 Clinical Protocols/Procedures and Forms for clinical agency (available online at N12SacCT site).


Lab and Drug Guide reference are mandatory. You may use the same texts you purchased for N12. Additional options are listed under recommended textbooks below. Excellent PDA sources are available on the internet for purchase. **A PDA is highly recommended for this course.**

**Recommended Texts**


**Other Course Materials** Clinical uniform (See Student Handbook)
Lab Coat with Sac State Nursing patch/emblem on left front
Name tag and Sac State Student ID
Stethoscope
Penlight
Hemostats, Bandage Scissors, Clipboard/calculator/PDA
Course Pre-requisites

The Division of Nursing requires successful completion of all prerequisite courses listed above with a minimum of a “C” or credit grade and a passing of the Fundamental ATI within three attempts at a minimum of a Level II in order to enroll in N122.

Course Description

Nursing Families in Complex Illness Clinical provides students with the opportunity to apply the nursing process through planning, implementing, and evaluating care of individuals and families experiencing complex illness. The focus is on synthesizing data from multiple sources and formulating nursing actions based on physiological and psychological alterations for the purpose of improving the individual and family’s level of health. In the clinical setting, students are required to integrate therapeutic/personal communications skills and nursing skills learned in prerequisite courses together with content from N121 lecture, skills lab, and simulation to care for individuals/families who are critically ill in acute care units, various ICU settings, the Emergency Department, and the Post Anesthesia Care Unit. Credit/No Credit. Lab

Course Objectives

Each objective is designed to facilitate achievement of the CSUS Division of Nursing’s Summative Outcomes (SO1-10), measured at graduation. Passing N122 means the student is functioning at Level I or Level II (indicated with each Course Objective) of the Summative Outcomes. The objectives further facilitate achievement of the “Essentials of Baccalaureate Education for Professional Nursing Practice” developed by the American Association of Colleges of Nursing. In addition the Objectives are cross referenced with the Quality and Safety Education for Nurses (QSEN) Competencies. Detailed Clinical Objectives for each of the course objectives are found in Appendix A of the Syllabus.

1. Analyzes theories and concepts from the nursing science related to respiratory, cardiovascular, renal, neurological, endocrine, gastrointestinal, immune, and multisystem disorders and integrates these into clinical nursing practice (Essential 1; SO I Level II; QSEN Competency: Safety).

2. Utilizes the nursing process and clinical reasoning to diagnose and formulate solutions to health problems across increasingly unpredictable and complex health care settings including acute care units, Intensive care units, the Emergency Department, and Post Anesthesia Care Unit (Essential 9; S0 II Level II; QSEN Competency: Patient Centered Care, Safety, EBP).
3. Implements safe, efficient health care for multiple patients, families, and groups in increasingly complex and unpredictable situations and organizational structures (Essential 2; SO III Level II; QSEN Competency: Safety).

4. Demonstrates effective interprofessional communication (SBAR, handoff report, conflict resolution) to foster positive working relationships and patient-centered care with a multidisciplinary team in a complex environment (Essential 6; SO IV Level I; QSEN Competency: Teamwork and Collaboration; Patient Centered Care).

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Method of Instruction

Clinical Component

This course is a three (3) unit clinical course that requires students to complete 135 hours of clinical experiences for this course. Orientation to clinical is front loaded the first week of the semester. From week 2 through week 10 students are in various rotations in the hospital setting.

Comparable clinical experiences have been selected for each student. Learning experiences are at University California Davis Medical Center (UCDMC) or Mercy General Hospital (MGH.) Students are scheduled for clinical rotations for 8 or 12 hour shifts on Sunday/Monday or Tuesday/Wednesday plus additional skills and simulation laboratory experiences. Patient selection and clinical preparation is scheduled the afternoon prior to the two day clinical.

Students care for 1 patient in the ICU and 2 – 3 patients while in the general medical-surgical units. The focus is on multiple patient management and care of individuals with complex problems and unpredictable responses. Students are expected to make a nursing diagnosis, set priorities, plan and implement nursing actions, predict the expected outcomes of nursing intervention, and evaluate the effectiveness of their nursing care. The experiences enable the student to give comprehensive care and increase their confidence and competency as a professional nurse. The focus is always on patient safety.

Online Component

This course will be delivered in a hybrid (blended) learning online environment through the SacCT course management system. The course syllabus, clinical information/forms, and discussion boards can be accessed via the N122 SacCT site. Communication with course faculty will occur via the N122 SacCT site e-mail and discussion board.

Access to the Course

To access the course students will use their Saclink account to log into the course from the SacCT Login page (https://online.csus.edu).

If you do not have a Saclink account yet, please refer to the Setting Up a Saclink Account webpage (http://www.csus.edu/saclink/settingUp.stm) to create a Saclink account online.

To get started using a SacCT course please visit the Student Resources webpage (http://www.csus.edu/SacCT/student/) where you can access Online Tutorials, Frequently Asked Questions, and other help resources.
Technical Requirements

To access a course on SacCT you will need access to the Internet and an Internet browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your SacCT course. Refer to the SacCT Browser Tune-up page for instructions.

For help or to report a problem with SacCT you can:

- Visit the Student SacCT FAQ’s webpage
- Submit a SacCT Problem Form
- Contact the University Help Desk at (916) 278-7337

Course Assignments and Projects

The following are the required assignments and projects that provide you the opportunity to meet the course objectives.

1. Clinical Orientation

Clinical Orientation in N122 is mandatory and attendance is taken. This material is presented only once and is required prior to entry into the clinical setting. Failure to complete the required orientation hours may result in an inability to enter the clinical setting and meet clinical objectives. Orientation is front loaded week 1 of the semester. Content includes orientation to the hospital setting, training in use of the electronic medical record for the assigned clinical, meeting with the clinical faculty, and case study lectures related to clinical concepts/equipment used in the intensive care settings. See the N122 SacCT website for a detailed orientation schedule.

   a. Caring Tape: This is a video that is found on the course home page. It takes about 90 minutes. This video is extremely important to understanding the experience of a critically ill or injured patient. The speaker is poignant, funny and very intelligent. You will laugh and cry. You should watch this tape during the first week of classes and submit the answers to the reflective questions by the end of the second week of classes. You will submit these answers electronically through SacCT.

2. Math Exam

Successful completion (minimum of 90%) on the N122 Math test is required prior to attending clinical experiences. Practice math tests are distributed at the end of
Semester

semester in NURS 101/102 and are also available on the N122 SacCT page. Students will have a maximum of 3 opportunities per semester to pass the math test. Failure to pass the math test will result in failure to meet course requirements for clinical and the student will be dropped from the N122 course. A student may only enroll in N122 a total two times without passing the math test.

The math test is given the first week of the semester (see Orientation schedule for date/time/location.) If a student does not pass on the first attempt, dates for math test # 2 and #3 are available on the orientation schedule. Failure to take the math test on the first testing date will result in forfeiting one of the three testing options, unless prior arrangements have been made with the Faculty of Record.

3. Skills lab Videos and Quizzes

Prior to attending skills lab the Thursday of week one of the semester you will be required to review the six N122 skills video’s and complete the accompanying SacCT skills lab quizzes with a score of >90%. This includes: Blood Administration, Medication Reconstitution, Administration of NG medications, Infusion Pumps, Trach Care, Suctioning, and Chest Tubes/Chest Drainage. If the quizzes are not completed, you will not be permitted to attend skills lab and this will prevent you from entering clinical and meeting clinical objectives. A student who does not complete skills lab orientation requirements will be dropped from the course. A student may only enroll in N122 a total two times without successfully completing the skills lab requirements.

You will need to be ready to do a practice demonstration of the skill and then complete a check-off in skills lab. Skills lab videos are located on the Nursing Source Page under the “Course Links” click on Med/Surg course downloads. Also on the course website under “skills lab videos” icon on the Course Content page. The skills lab quizzes are located on the N122 SacCT site under course content page under the Case Studies and Quizzes icon. Students are expected to review these video skills periodically throughout the semester as they prepare to perform skills with patients in the clinical setting.

4. Skills Lab

NOTE: clinical uniforms and name tags are required attire.

There is one skills lab day for N122 (Thursday week one of the semester). Attendance is mandatory and attendance will be taken. Skills lab times are scheduled for each clinical group (See Orientation posted on the N122 SacCT site). You will receive a Skills Lab Check-off sheet in Skills lab. You will take this to each station in your assigned rotation and it will be signed off by faculty when you have demonstrated the required skill successfully. Limited remediation opportunities are available. The completed skills
check off sheet must be turned in to the Faculty of Record (FOR) at the conclusion of your skills rotations. If you do not attend skills lab, or the check-offs are not successfully completed you will not be permitted to enter the clinical setting and this will prevent you from and meeting clinical course objectives. A student who does not complete the skills lab check off requirements will be dropped from the course. A student may only enroll in N122 a total two times without successfully completing the skills lab requirements.

5. *Simulation Lab Experiences.*  
Note: clinical uniforms, name tags, and stethoscopes are required attire

There are several mandatory simulation experiences in N122. These provide opportunities to integrate theory content and practice assessment, implementation of nursing skills and collaborative communication and problem solving in a safe learning environment where a mistake in judgment will not adversely affect a patient.

You will be assigned specific simulation days/times week 2 and week 13 or 14 of the semester (See the Orientation Schedule posted on the N122 SacCt website.) In addition you will be responsible for selecting and sign up for 2 additional cardiac simulation experiences sometime during week 4 to week 12 of the semester. You will also be responsible for sign up for an IV start simulation week 14 of the semester. Sign up information will be posted via the N122 SacCT e-mail. These simulations labs are part of your clinical hours and are mandatory.

6. *Clinical Experiences*

**Patient selection** occurs at the hospital on the day prior to the assigned two day clinical each week between 1200 and 1800. The clinical preparation papers are based on information in the electronic medical record and the paper chart. The paper is to be completed on the clinical forms located under the SacCt NURS 122 site icon “Clinical Prep Forms.”

Note: Business dress, closed toed shoes, and white lab coat with Sac State Nurse emblem on left breast and name tag are the required attire for patient selection.

You are encouraged to take the clinical prep pages to the hospital and gather data directly on the forms. Papers can be handwritten or typed. No photocopied or printed patient data can be taken out of the clinical agency. You may use photocopied or printed data while in the hospital, but these items need to be placed in the shredding receptacle prior to leaving.

*A Clinical Prep* is required on each patient you care for. The clinical experience and paper are worth a total of 40 points each week. You will complete the prep a minimum of 5 of the 6 weeks you are in clinical. One week you will have an assigned ED
experience. If you are not meeting clinical objectives faculty may alter your experience and require additional time on the medical surgical unit in order to help you meet clinical objectives. There are a total of 40 points possible points for the clinical experience. (see grading rubric in Appendix B.)

Clinical Faculty will provide more detail on the clinical prep during Hospital Orientation. All sections of the paper must include references sited in APA format. The Grading Rubric for the paper is located in Appendix B. The following provides additional detail regarding this assignment:

**Due the first morning of clinical prior to caring for patients:**
Completion of the History & Physical and Summary of Events, Pathophysiology Description, Lab Summary, Medication Administration Record, and the Concept Map Critical Assessments and list of Potential Nursing Diagnosis are required for each patient.

All medications MUST be researched completely prior to caring for the patient. This includes the scheduled medications as well as the “prn” medications. **Computer program print outs of medication information will not be acceptable.** Medication information must be individualized to the specific patient with demonstrated understanding by the student of why the patient is receiving a medication.

**Under no circumstances is a student to administer a drug without the knowledge outlined on the Medication Sheet in the clinical assignment.** Administering a medication without prior investigation of drug actions, side effects, precautions, administration technique, and normal dose will be considered an incident. Documentation of the incident will be placed in the student's file and is grounds for dismissal from the program.

**Due the second morning of clinical:**
On the morning of the second day the completed Concept Map is due that includes the 4 top priority nursing diagnosis for each patient. Any updates to medications and the second day morning labs (if they were drawn on the patient) are also due.

**Submission of clinical prep:**
Clinical prep papers will be submitted in clinical conference at the end of the second day of clinical each week or at the discretion of the clinical faculty.

**Failure to prepare for clinical:**
If the instructor assesses that a student is not adequately prepared to provide patient care, the student will be instructed to leave the clinical area and complete
the prep before continuing the clinical day. A makeup assignment will be determined for the time spent out of clinical.

**If the patient has transferred or discharge:** It is in your best interest to choose patients that are going to remain on the nursing unit for both clinical days. However, sometimes unexpected events occur and the patient is no longer available for the student to continue care. If this happens: Notify your clinical faculty immediately. Work with the charge nurse and your faculty to select another patient. A modified clinical prep paper will be required that includes the H/P sheet, medications, and critical assessments.

**What you can and cannot do:** While in N122 clinical carry with you the “CSUS Skills List for Second Semester Clinical Students (N122)” found on the N122 SacCT site under the “Clinical Forms” icon. This includes a list of mandatory skills check offs and limitations on skills you can NOT do. Present a copy of this form to each of the nurses you work with each week. Discuss with the nurse the skills you want to accomplish each day in caring for the patients you selected.

It is the expectation of the faculty that you assume as much of the patient care as possible. This includes medications, treatments, dressing changes, patient teaching, documentation and therapeutic counseling. Communication with the RN(s) you are working with and faculty is extremely important to the learning process and the safety of your patient(s). All clinical faculty are easily contacted by the Vocera system or by a pager/cell phone.

At UDMC You may page the faculty using another nurse’s Vocera or call from a hospital phone: 4-0775. From outside the facility you can contact the faculty by dialing 734 0775.

You cannot: give IV push medications (saline flush is ok), or perform a venipuncture or draw blood from a venipuncture. (You can draw blood from an arterial line or CVP line under direct supervision from RN.)

You are not allowed to use the glucometers due to hospital policy. You may not access narcotic pain medication through the Pyxis as a student.

7. **ED and Ancillary Care Clinical Experiences**
   Note: clinical uniforms and name tags are required)

   Emergency Department
   Arrive in the ED and report to the charge nurse at 6:30. You will be assigned an ED staff to shadow. In the ED you may assess patients, take vital signs, place EKG leads and clean/dress wounds, and empty drainage collection
devices/systems. You may not administer medications or perform any invasive procedures you have not been previously checked off on (i.e. Foley cath or NG tube placement) without a faculty member present. **You may not give medications in the ED or Ancillary care experiences.**

Complete the NURS 122 Observational Experience Form (Appendix C)
Submit the form to online in SacCT within one week of your experience. Failure to submit evaluation results in deduction of 20 clinical points from total clinical points. The observational experience form should be completed for both days regardless of the assigned unit.

8. **Discussion board**

Each clinical section will have a discussion board that will be active during clinical rotations. Students are expected to place two posts on the discussion board each week of their clinical rotations. Specific topics of discussion will be posted for each week of clinical. Exam questions will be written from topics of discussion on the weekly discussion boards. Topics will integrate clinical presentations with ethical issues.

9. **Group Clinical Research Poster Presentation**

The **purpose** of the research poster presentation is to increase student awareness and knowledge of clinical nursing research and its implications for evidence based nursing practice.

For successful completion of the assignment:

Students will work in groups of four or five. Each group will select a **nursing research** article to summarize and present that is related to clinical practice this semester. The article should add to the body of information for evidence based nursing practice and must be approved by the clinical faculty by week 3 of the Med/Surg rotation. The article will be presented in clinical conference the last week of the clinical rotation. **The work of the project should be equitably divided among group members.**

**Format**
The research summary poster presentation will include:

1. Authors, title of article, date, journal in APA Format
2. Brief review of introduction (why is this research important?)
3. The research question (what were they investigating?).
4. Approach to the research question (i.e., methodology).
   a) number and characteristics of subjects
   b) experimental treatment(s)
   c) tools used in collecting data
5. Description of study results (what did they find?).
6. Implications for nursing practice (influence on nursing?)
7. Relationship of research to current UCDMC protocols/procedures

The information should be clearly and creatively displayed on a standard size poster board (not a tri fold). The poster board may be any color. Posters will be placed on display in the hallways of the Folsom Hall Division of Nursing.

Grading:
The assignment is worth 10 clinical points and is based on individual contribution to the project. The grade is pass/fail. Failure to participate in the group research summary and clinical conference will result in 0 points, and failure to meet clinical learning objectives. These points are part of your clinical grade.

Grading Rubric

| Addresses each component of the concepts of research summary | 7.5 point |
| Clear, Creative Poster                                         | 2.5 point |

10. Professional Development Experience (Appendix D)

The purpose of this experience is to increase the student's understanding of the broad opportunities in the larger community to provide service to specific groups and/or learn how specialty professional nursing organizations impact nursing practice. The goal is to provide students with the opportunity to interact in a nursing role in the community and/or network with nurses in professional organizations. The following are the experience objectives:

On completion of this professional development experience, the student will be able to:

1. Describe the mission and purpose of the organization.

2. Describe the activities of the professional organization that impact nursing practice and the community.

Participate in a minimum of 2 hours of a community service opportunity, mentoring, or professional nursing organization meeting. The following meet the criteria:

Professional Organizations:
- CNSA
- American Association of Critical Care Nurses (AACN)
- Oncology Nurses Association
- Emergency Nurses Association
- Sigma Theta Tau
- Conference/Educational meeting related to MedSurg/Critical Care Nursing related Community Service (must be approved by faculty)
Immunization Clinic
Cancer group walks/runs
N12 Sim Labs

Complete the Appendix D Form after attending the experience. Submit this to the Faculty of Record by the Friday of the 19th week of the semester via Folsom Hall mail slot or via NURS 121 SacCT e-mail.

Failure to submit evaluation results in deduction of 10 clinical points from total theory grade.

Faculty will post opportunities for professional development experiences on the N121 website.

Student evaluations will be held at midterm and at the completion of clinical experiences. At these times students will receive written feedback regarding their performance.

Students must submit a written self-evaluation prior to their midterm and final evaluation. The self-evaluation is found in the clinical syllabus. The clinical faculty will provide exact due dates. Please review the clinical objectives and indicate your progress in the appropriate column. Under "Comments" record in narrative form:

1) Things that you have done well. Give specific examples of your achievements, successes, positive contributions.
2) Things that you would like to do better or that you need more experience with. Identify specific goals for developing your skills and nursing practice. The clinical faculty will also complete an evaluation, and will make an appointment to discuss the evaluation.

Resources for Written Work: Guidelines and Resources

Clinical Prep Papers (See Grading Rubric Appendix B)
All clinical prep papers must site sources for the specific content area including pathophysiology, lab analysis, medications, and nursing diagnosis concept map. Sources are to be listed in APA format at the bottom of each section of the the prep paper for which the source was used. For example if you had 3 medication pages written you would site the source on the bottom of the first page of this section.

The following are resources that you may find helpful in listing sources and researching your patients diagnosis.

- The APA Website (http://www.apa.org/)
Course Syllabus

- Sac State Library (http://library.csus.edu/)
- Sac State Research Guides (http://db.lib.csus.edu/guides/)
- Centers for Disease Control and Prevention (http://www.cdc.gov)

- UptoDate: Accessed from the UCDMC or MGH Intranet at the hospital. The icon is located on the tool bar above the EMR pages and on the desktop. At UCD, look for the icon for CRC (Clinical resource center). This provides excellent information on disease pathophysiology and treatment based on the current evidence based practice data.

- National Guidelines Clearinghouse: this is an excellent website for specific guidelines that have been peer reviewed and are evidence based. The website is sponsored by the Agency for Health Care Policy and Research (AHRQ) and provides systematic reviews on selected clinical topics. This is a free website. www.guideline.gov

- American Family Physician: this is another excellent website for research activities. This journal comes out twice monthly and has well – written articles on many topics. There is also evidence based medicine entries and patient education handouts. This is also a free website. www.afp.org

Research Journals

For the group research presentation you must select a nursing research article. The following are journal suggestions which may help start your search. The library and search sources will also identify others based on your topic of interest.

American Journal of Critical Care  
Journal of Nursing Scholarship  
Critical Care Nurse  
American Journal of Nursing  
Journal of Emergency Nursing  
Dimensions in Oncology Nursing  
Journal of Perianesthesia Nursing  
RN  
Nursing Clinics of North America

All of these journals are available on-line through the Sacramento State library along with many more. For information on how to access these journals, students can attend short workshops through the library. To find out about these classes go to http://library.csus.edu/ instructional services-library workshops. The library specialist for nursing is Eileen Heaser, eheaser@csus.edu Phone 278 6797
Citation Examples

The following are examples of how to site references a website in APA format for your clinical prep papers and for your poster presentation.


Grading

A Credit/No Credit grade will be assigned for the three (3) units based on clinical assignments and evaluations.

GRADING CRITERIA

There are a total of 250 clinical experience and prep points and 10 research presentation point. Clinical faculty use the N122 Grading Rubric for Clinical. Students must achieve a 75% of all possible points and a satisfactory final clinical evaluation to pass the clinical (Appendix B).

N122 Clinical Assignments Points Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading points</th>
<th>Final course points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical preps (5 weeks)</td>
<td>40 each x 5 weeks = 200 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Ancillary report</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>ER report</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Discussion board</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Professional development</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>260 points</td>
<td>26 points</td>
</tr>
</tbody>
</table>
26 points = 100%
23.4 points = 90%
20.8 points = 80%
24.7 points = 95%
22.1 points = 85%
19.5 points = 75%

**You must have a minimum of 19.5 clinical points (75%) to pass N122.**

*Clinical Failure:* A failure to meet clinical objectives (Appendix A) will result in a clinical failure and an F in the course. A serious patient safety violation can result in immediate clinical failure. A student who receives a clinical failure will be removed immediately from the clinical and theory portion of the course. The student will not be allowed to take further examinations in N122. The student will be removed from the N122 SacCT site.

**Access Grades**

Grades for this course are posted online. You can access these via the MyGrades tool in their SacCT course.

**Course Policies**

Students must meet all objectives for the clinical portions of this course. If a student fails to meet objectives for either portion of the course, **both courses must be repeated.** It is important for students to be kept well advised of their progress in the course.

Students who are struggling in clinical will be kept apprised of their progress through weekly meetings with clinical faculty, and/or a written weekly progress letter, feedback on clinical preparations and further input from additional clinical faculty as needed. A letter of clinical jeopardy identifying strategies to enable the student to be successful will be placed in the student's file. If the student fails to meet clinical objectives, the student will be removed from the clinical setting and a F grade will be entered. The student will need to petition the Student Affairs Committee to be granted permission to repeat the course.

**Attendance**

Students are accountable for attending or viewing all theory lecture content and for 135 clinical hours. Attendance at clinical orientation, skills lab, simulation experiences, and clinical is mandatory. For an absence due to an illness (fever, vomiting) or other emergency, the student is expected to notify the faculty of record via SacCT email, the N122 clinical faculty, and the assigned nursing unit. Students are advised that due to limitations in clinical agency and faculty availability, clinical schedules are not flexible. If illness or emergency arises, clinical faculty will attempt to arrange make up assignments, however, if there is insufficient opportunity to make up missed clinical time during the contracted clinical time, the student may not be successful in
completing the clinical requirements and may not receive a passing grade in clinical. Students who are unable to meet clinical objectives in the clinical time allotted will not pass the course and will receive an F in the course.

**Late Work**

Late work will not be accepted in N122 unless prior arrangements have been made with the faculty regarding the assignment. Assignments submitted late will receive 0 points.

**Student Code of Conduct**

Students are held accountable for the standards described in the Student Code of Conduct and the Code of Ethics for the Division of Nursing that can be found in the Sacramento State Division of Nursing Student Handbook.

**University Policies**

The following are university policies the student is held accountable to:

**Academic Honesty**

Students are expected to be familiar with the University's Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the [University Policy Manual](http://www.csus.edu/umanual/index.htm).

Plagiarism is a violation of University policy and academic ethical standards. Plagiarism includes but is not limited to cheating on a test, copying another student's written work, or using published written work or Internet sources without appropriate quotes or references. Please refer to the [Library's Plagiarism Website](http://library.csus.edu/content2.asp?pageID=353) for a full description. A plagiarism offense will result in a failure of N122, and will be reported to the University Academic Affairs office for inclusion on your academic record. For additional information on potential consequences consult California Administrative Code Sections 41301-41304 of Title 5 Article 1.1.

**Reasonable Accommodation Policy**

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the [SSWD website](http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during faculty office hours early in the semester.
University Resources

The following are university resources that you may find helpful in successfully meeting learning objectives for N122.

Sac State Library

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

Internet Resources

There are several excellent government and research healthcare related sites on the internet that you may find helpful in completing your clinical prep papers. These include:
The Center for Disease Control (www.cdc.gov)
The National Institute for Health (www.nih.gov)
The Mayo Clinic (www.mayoclinic.org)

In the clinical setting your Electronic Medical Record password will give you access to multiple resources available on clinical agency servers. To view these you must log on to a computer in the hospital setting and link through the desktop icon. These include multiple drug references such as LexiComp and clinical treatment references such as UptoDate.

Student Computing Labs

Students can use any of the IRT managed student computer labs on campus to view skills lab videos and quizzes, watch streamed lectures, complete weekly quizzes, or check course email and discussion board. Please remember to bring your own headphones if you choose to watch a course video or lecture in the computer lab. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

SacCT

SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the SacCT Login Page (https://online.csus.edu).

To learn more about SacCT visit the Student Resources webpage (http://www.csus.edu/sacct/student/) where you can view online Tutorials, FAQ's and other help resources.
Appendix A

N122 Clinical Evaluation
Self-evaluation by student and evaluation by clinical faculty is done at midterm and final using the following form (page 2-7). You do not need to print summative behaviors, AACN or ANA reference guides which have been included for your reference. The completed midterm and final evaluation needs to be submitted to clinical faculty prior to the date set for the evaluation appointment. At the conclusion of the final evaluation the faculty will submit the evaluation form to the student’s file.

Place a check mark in the column that best identifies your progress at both midterm and final evaluations. If you have not met the objective because of no opportunity, indicate this by using “N/O” no opportunity at midterm. By the end of the semester, all objectives must be met to pass the clinical component of N122. “No opportunity” (N/O) is not an option for your final self-evaluation. It is your responsibility to ensure that you meet all of the course objectives by the end of the semester.
Write a summary narrative at midterm and final evaluations.

Objectives are evaluated through evidence in charting, assigned care plans, unit care plans, formal and informal conferences, worksheets, Clinical Analysis Guide, and observations of performance.

Clinical course objectives are written to facilitate understanding by clinical faculty and students. They are based on the Course Objectives (CO) and cross referenced to conceptual models used in curricular design to facilitate program evaluation. The objectives are organized by the American Nurses Association (ANA) "Standards of Care" (AKA the steps of the nursing process: assessment, diagnosis, outcome, identification/planning, implementation and evaluation). Each objective is designed to facilitate achievement of the CSUS Division of Nursing’s Summative Outcomes (SO1-10), measured at graduation. Passing N122 means the student is functioning at Level I or Level II (indicated with each Course Objective) of the Summative Outcomes. The objectives further facilitate achievement of the “Essentials of Baccalaureate Education for Professional Nursing Practice" developed by the American Association of Colleges of Nursing. The “Essentials” include Professional Values (PV1-5), Core Competencies (CC1-4), Core Knowledge (CK1-7) and Role Development (RD1-3). Cross referenced are ANA’s “Standards of Professional Performance”, which include: Quality of Care (qc), Performance Appraisal (pa), Education (ed), Collegiality (colleague), Ethics (ethics), Collaboration (collab), Research (r), and Resource Utilization (ru). Also cross referenced are the AACN’s Quality and Safety Education for Nurses core competencies: Patient Centered Care (PCC), Teamwork and Collaboration (TWC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety, and Informatics (INF). Each competency definition includes specific knowledge, skills, and attitudes to be developed during pre-licensure nursing education. Details regarding these standards are provided at the end of the evaluation and in separate documents in the Division of Nursing.
Writing Center: There is a writing center on campus for students struggling with writing skills. This is a very important skill for the baccalaureate nurse, refining these skills will be instrumental to advancement in the profession. To contact the writing center at CSUS: go to www.csus.edu/writingcenter or e mail writingcenter@csus.edu for specific questions. Students can also reach the writing center by phone: 278 6356.
You are held accountable for all of the Level 1 clinical objectives you met in N12 in addition to the following Clinical Objectives for N122:

<table>
<thead>
<tr>
<th>1. ASSESSMENT</th>
<th>MIDTERM</th>
<th>FINAL</th>
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<tbody>
<tr>
<td>1.a Demonstrates communication and psychomotor skills necessary to obtain a health history and physical assessment of complex ICU patient or 2-3 medical surgical patients (CO 3, CO 4, SO4, CC2, ANA-qc, QSEN Safety)</td>
<td>Met</td>
<td>Not met</td>
</tr>
<tr>
<td>1.b Predicts the impact of age, pharmacologic agents, disease processes, social support and the environment on the ability of the complex patient to adapt. (CO 1, CO2, SO1, SO 2, CC3, CK1, CK2, ANA-qc, QSEN PCC)</td>
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<tr>
<td>1.c Uses assessment and diagnostic test data accurately in managing patient care. (CO 1, CO2, SO 1, SO 2, CC3, ANA-qc; QSEN INF)</td>
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<tr>
<td>1.d Assesses the health values, beliefs and practices common to various cultural and socio-economic backgrounds and appropriately incorporates these into nursing care. (CO1, CO 2, CO 9, SO I, SO II, SO IX, CK5, ANA-qc; QSEN PCC)</td>
<td></td>
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<tr>
<td>1.e Anticipates potential patient problems resulting from immigration/world travel and from patient's access to treatment options not traditionally part of western medicine. (CO 1, CO 9, SO 1, SO IX, CK6, ANA-qc; QSEN PCC)</td>
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<tr>
<th>2. DIAGNOSIS</th>
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<tbody>
<tr>
<td>2a. Analyzes health data to formulate nursing diagnoses. (CO 1, CO 2, SB3, CK2, ANA-qc; QSEN INF)</td>
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<tr>
<td>2b. Differentiates between actual and potential health problems. (CO 1, CO 2, SO I, SO II, CK1, CK2, ANA-qc; QSEN Safety)</td>
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<tr>
<td>2c. Validates diagnoses with the patient, family, and other health care providers when possible and appropriate. (CO 4, SO IV, RD2, ANA-collegae; QSEN TWC)</td>
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<tr>
<td>3. OUTCOME IDENTIFICATION and PLANNING</td>
<td>MIDTERM</td>
<td>FINAL</td>
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<tr>
<td>3a. Integrates theory and research based knowledge from the arts, humanities and science to develop a foundation for practice. (CO 7, SO III, RD1, ANA-qc; QSEN EBP)</td>
<td>Met</td>
<td>Not met</td>
</tr>
<tr>
<td>3b. Prepares thoroughly before the care of patients by completing required sections of the weekly clinical prep on each patient to be cared for including H/P, pathophysiology, medications, lab, concept map care planning, and review of skills to be checked off. (CO 10, SO X, SB11, CK3, ANA-ed; QSEN PCC, EPB, Safety)</td>
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<tr>
<td>3c. Uses the problem-solving approach to determine nursing interventions consistent with standards of care and evidence based practice. (CO 2, CO 7, SO II, SO III, CK1, CK2, CC1, ANA-r; QSEN EBP)</td>
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<tr>
<td>3d. Plans interventions which respect the health values, beliefs, and practices of clients. (CO9, SO IX, CK5, RD1, ANA-ethics; QSEN PCC)</td>
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<td></td>
</tr>
<tr>
<td>3e. Incorporates patient/family teaching into daily care of patients. (CO 3, CO4 SO III, SO IV, CK1, CK2, ANA-qc; QSEN PCC)</td>
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<tr>
<td>3f. Prioritizes strategies in formulating the care plan. (CO 2, CO 10, SO II, SO X, CK1, CK2, ANA-ru, QSEN Safety)</td>
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<tr>
<td>3g. Acknowledges patients’ rights and responsibilities in directing their health care. (CO 2, SO II, PV3, ANA-ethics; QSEN PCC)</td>
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<tr>
<td>3h. Determines realistic outcomes based on knowledge of illness, potential for health promotion and rehabilitation in collaboration with patient, family, and staff. (CO 2, CO 4, SO II, SO IX, CK1, CK2, ANA-qc; QSEN PCC, TWC)</td>
<td></td>
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<tr>
<td>3i. Demonstrates the ability to develop short-term goals and long-term goals. (CO 2, CO 8, SO II, SO XIII RD1, ANA-qc; QSEN PCC)</td>
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<tr>
<td>3j. Attends change of shift report before beginning patient care, and reports off to RN prior to leaving the clinical area for any reason (CO 4, SO IV, CC2, ANA-qc; QSEN TWC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3k. Compares proposed schedule of care with patient Kardex (Rand) and completes a daily worksheet before patient contact. (CO 4, SO IV, RD1, ANA-qc; QSEN Safety)</td>
<td></td>
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<tr>
<td>3l. Demonstrates a responsible approach to nursing education by preparation for and active participation in clinical activities and by meeting course requirements within set deadlines. (CO 5, SO V, RD1, ANA-ed; QSEN TWC)</td>
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<table>
<thead>
<tr>
<th>4. IMPLEMENTATION</th>
<th>MIDTERM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Selects and cares for patients with respect for variations in gender, age, socio-economic background, ethnicity, race, and sexual orientation and without bias based on personal feelings/beliefs/values. (CO 9, SO IX, CK4, RD1, PV6, ANA-ethics;</td>
<td>Met</td>
<td>Not met</td>
</tr>
<tr>
<td>IMPLEMENTATION, cont</td>
<td>MIDTERM</td>
<td>FINAL</td>
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<tr>
<td></td>
<td>Met</td>
<td>Not met</td>
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<tr>
<td>4b. Demonstrates the attitudes and behaviors, which are necessary to have rapport with members of the health care community. (CO 4, CO 5, SO IV, SO V, RD3, ANA-colleague; QSEN TWC)</td>
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<tr>
<td>4c. Demonstrates a professional demeanor through choice of attire, language, and identifies self as CSUS nursing student (CO 5, SO V, RD3, ANA-pa ANA-ethics; QSEN Safety)</td>
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<tr>
<td>4d. Promotes continuity of care by addressing anticipated needs and communicating with other health providers and coordinators as appropriate. (CO 2, CO 4, SO II, SO V, CC2, RD2, ANA-collab; )</td>
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<tr>
<td>4e. Differentiates between medical diagnosis/management and nursing diagnosis/ management. (CO 2, SO II, RD1, ANA-collab’ QSEN TWC)</td>
<td></td>
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<tr>
<td>4f. Demonstrates responsibility and accountability for own actions in providing care. (CO 3, CO 5, SO III, SO V, PV5, ANA-pa; QSEN TWC)</td>
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<tr>
<td>4g. Communicates on an ongoing basis with the clinical faculty and nurse assigned to the patient any abnormal assessment findings and nursing care the student will be able to complete with or without supervision. (CO 3, CO4, SO III, SO IV, RD1, ANA-collab; QSEN TWC)</td>
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<tr>
<td>4h. Prioritizes strategies in implementing the care plan. (SB3, RD2, ANA-ru; QSEN Safety)</td>
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<tr>
<td>4i. Safely performs complex psychomotor skills in predictable situations with understanding of rationale. (CO 3, SO III, CC4, ANA-ru; QSEN Safety)</td>
<td></td>
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</tr>
<tr>
<td>4j. Provides sound rationale for nursing strategies. (CO 3, SO IV, CK1, CK2, ANA-r; QSEN EBP)</td>
<td></td>
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</tr>
<tr>
<td>4k. Confers with instructor prior to any technical procedure/skill (instructor may delegate to staff RN). (CO 3, CO 4, SO 3, SO 4, CC2, ANA-collab; QSEN TWC; Safety)</td>
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<tr>
<td>IMPLEMENTATION, cont</td>
<td>MIDTERM</td>
<td>FINAL</td>
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<tr>
<td></td>
<td>Met</td>
<td>Not met</td>
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<tr>
<td>41. Demonstrates appropriate speed, coordination, confidence, and precision in performing frequently used basic psychomotor skills and N122 mandatory clinical skills (blood transfusion, trachcare, suctioning, buretrol administration, IV pumps) (CO 6, SO VI, CC4, ANA-qc; QSEN Safety)</td>
<td></td>
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<tr>
<td>4m. Administers medications using the six rights of medication administration (right medication, right patient, right dose, right route, right time, and right documentation). (CO 6, SO VI CC4, ANA-qc; QSEN Safety, INF)</td>
<td></td>
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<tr>
<td>4n. Utilizes therapeutic communication to assist the patient in adapting to the stress of hospitalization and acute or chronic illness. (CO 4, SO VI, CC2, ANA-qc; QSEN PCC)</td>
<td></td>
<td></td>
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<tr>
<td>4o. Protects the modesty of the patient. (CO 3, CO 5, SO III, SO V, PV4, ANA-qc; QSEN PCC)</td>
<td></td>
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</tr>
<tr>
<td>4p. Ensures patient safety (side rails, assistance with ambulation, soft restraints). (CO 3, CO 4, CO 8, SO III, SO IV, SO VIII, RD1, ANA-qc)</td>
<td></td>
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<tr>
<td>4q. Incorporates knowledge of preventative health care protocols, procedures and cost factors in delivering care. (CO 8, SO VIII, CK7, ANA-ru; QSEN Safety)</td>
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<tr>
<td>4r. Documents nursing care and patient response accurately, thoroughly, and in a timely manner in the patient's chart in accordance with hospital policy/clinical faculty requirements (CO 3, CO 4, CO 6, SO III, SO IV, SO VI, CC2, RD1, ANA-qc; QSEN PCC, Safety, INF)</td>
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<tr>
<td>4s. Uses the appropriate medical terminology when communicating written or verbal information. (CO 4, CO 6, SO IV, SO VI, CC2, ANA-qc; QSEN TWC)</td>
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</tr>
<tr>
<td>4t. Protects confidentiality of patients and their medical records by limiting discussion of patients at clinical conferences and using initials in written manner consistent with HIPAA. (CO 5, SO V, CK4, ANA-ethics; QSEN PCC)</td>
<td></td>
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</tr>
<tr>
<td>4u. Sites resources for all sections of clinical preparation paper on each patient (CO 5, 10, SO V, SO X, ANA-ethics; QSEN EBP).</td>
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<tr>
<td>5. EVALUATION</td>
<td></td>
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<tr>
<td>5a. Evaluates effectiveness of nursing interventions based on realistic and measurable outcomes. (CO 8, CO10, SO VIII, SO, X, RD1, ANA-qc; QSEN PCC, Safety, EPP)</td>
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<tr>
<td>5b. Demonstrates initiative in identifying and meeting own learning needs. (CO 5, SO V, RD1, ANA-ed)</td>
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<tr>
<td>5c. Seeks and accepts constructive criticism to expand their knowledge base and improve performance. (CO 5, SO V, RD1, ANA-pa)</td>
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<tr>
<td>5d. Modifies plan of patient care based on self-evaluation and feedback from staff and instructors. (CO 3, CO 4, CO 10, SO III, SO IV, SO X, RD1, ANA-pa; QSEN PCC, TWC)</td>
<td></td>
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<tr>
<td>Course Syllabus</td>
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<tr>
<td>5e. Follows through with appropriate action when an error is committed or when weaknesses are identified. (CO 3, CO 4, SO III, SO IV, PV5, CK4, ANA-pa; QSEN QI)</td>
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<tr>
<td>5f. Participates in clinical conferences (attendance, punctuality, contribution). (CO 4, CO 5, SO IV, SO V, RD3, ANA-ed)</td>
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MIDTERM EVALUATION

Student Comments:

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Faculty Comments:

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Signatures indicate each party has reviewed what the other has written, and may or may not agree.

Student ______________________ Date ______________________ Faculty ______________________ Date ______________________
FINAL EVALUATION

Student Comments:

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Faculty Comments:

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Signatures indicate each party has reviewed what the other has written, and may or may not agree.

Student __________________________________________ Date __________

Faculty __________________________________________ Date __________
CALIFORNIAN STATE UNIVERSITY SACRAMENTO DIVISON OF NURSING

BASED ON AMERICAN ASSOCIATION OF COLLEGES OF NURSES

SUMMATIVE AND LEVEL OUTCOMES (SO): BACCALAUREATE CURRICULUM

SO I: SYNTHESIZES THEORIES AND CONCEPTS FROM THE SCIENCES, THE ARTS, AND NURSING AND INTEGRATES THESE INTO NURSING PRACTICE.

Level I Applies theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

Level II Analyzes theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

SO II: UTILIZES THE NURSING PROCESS TO FACILITATE OPTIMAL HEALTH, INTEGRATING KNOWLEDGE AND SKILLS WITH INDIVIDUALS AND GROUPS ACROSS THE LIFESPAN AND IN A VARIETY OF SETTINGS.

Level I Utilizes the nursing process to formulate a plan of care and implements the critical elements of basic nursing skills in predictable situations.

Level II Utilizes the nursing process and clinical reasoning to diagnose and formulate alternative solutions to health problems across increasingly unpredictable and complex health care settings.

SO III: SYNTHESIZES LEADERSHIP AND MANAGEMENT THEORIES AND PRINCIPLES OF QUALITY IMPROVEMENT IN THE DELIVERY OF SAFE AND EFFICIENT HEALTH CARE TO INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level I Describes the unique role of the nurse working within the organizational structure of the health care environment.

Level II Coordinates safe, efficient health care for individuals, families, and groups in increasingly complex situations and organizational structures.

SO IV: EMPLOYES EFFECTIVE INTER- AND INTRAPROFESSIONAL COMMUNICATION AND COLLABORATIVE STRATEGIES TO FOSTER AN OPTIMAL LEVEL OF HEALTH.

Level I Demonstrates effective interprofessional communication to foster positive working relationships and patient-centered care.

Level II Demonstrates effective inter- and intra-professional communication techniques with individuals, families, and groups as a collaborative member of the healthcare team to strengthen positive working relationships and patient-centered care.

SO V: EXEMPLIFIES THE VALUES AND BELIEFS OF PROFESSIONAL NURSING AND ARTICULATES THE IMPORTANCE OF LIFELONG LEARNING.
Level I Identifies and demonstrates professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

Level II Exhibits and promotes professional and academic attitudes and behaviors consistent with the ANA Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

SO VI: SYNTHESIZES KNOWLEDGE AND SKILLS IN THE UTILIZATION OF PATIENT CARE TECHNOLOGIES AND INFORMATION MANAGEMENT SYSTEMS TO SUPPORT ETHICAL NURSING PRACTICE AND PROMOTE SAFE, QUALITY CARE DELIVERY.

Level I Demonstrates the ability to responsibly access, utilize, and evaluate patient care technologies and information management systems in the delivery of safe, quality care.

Level II Exhibits competency in responsibly accessing, utilizing, and evaluating patient care technologies and information management systems to improve health outcomes across diverse conditions.

SO VII: INTEGRATES AND DISSEMINATES THEORY AND RESEARCH TO INFORM AND IMPROVE PATIENT OUTCOMES THROUGH EVIDENCE-BASED PRACTICE.

Level I Identifies and retrieves credible sources of evidence relating to clinical practice.

Level II Applies the basic elements of research in order to critique and appraise evidence related to practice outcomes.

SO VIII: INTEGRATES KNOWLEDGE OF HEALTHCARE POLICY, FINANCE, AND REGULATION TO INFORM AND INFLUENCE PROFESSIONAL NURSING PRACTICE AS AN ADVOCATE AND LEADER PROMOTING EQUITY AND QUALITY IN HEALTHCARE DELIVERY.

Level I Demonstrates basic knowledge of concepts related to healthcare policy, finance, and regulation.

Level II Analyzes, evaluates, and examines the impact of healthcare policy, finance, and regulation on the professional nursing advocacy role.

SO IX: UTILIZES PRINCIPLES OF HEALTH PROMOTION AND DISEASE PREVENTION TO IMPROVE POPULATION HEALTH ACROSS THE LIFESPAN IN INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level I Identifies protective and predictive factors including cultural, psychological, and spiritual influences on the health of individuals and families.

Level II Integrates knowledge of health promotion and disease prevention with an understanding of the beliefs, values, and attitudes influencing health outcomes of individuals, families, and groups across the lifespan.

SO X: DEMONSTRATES INFORMATION COMPETENCE RELEVANT TO NURSING PRACTICE.

Level I Recognizes when information is needed and demonstrates responsible acquisition and ethical application of information relevant to nursing practice.

Level II Determines the extent of information needed and appropriately accesses, critically evaluates, and efficiently utilizes and communicates information relevant to nursing practice.
American Association of Colleges of Nursing
Essentials of Baccalaureate Education for Professional Nursing Practice

Professional Values (PV)
1. Altruism
2. Autonomy
3. Human dignity
4. Integrity
5. Social justice

Core Competencies (CC)
1. Critical thinking
2. Communication
3. Assessment
4. Technical skills

Core Knowledge (CK)
1. Health promotion, risk reduction, disease prevention
2. Illness and disease management
3. Information and health care technologies
4. Ethics
5. Human diversity
6. Global health care
7. Health care systems and policy

Role Development (RD)
1. Provider of care
2. Designer, manager, coordinator of care
3. Member of a profession
American Nurses Association
STANDARDS OF CARE AND PROFESSIONAL PERFORMANCE

Standards of Care

Assessment
Diagnosis
Outcome Identification
Planning
Implementation
Evaluation

Standards of Professional Performance

Quality of Care: The nurse systematically evaluates the quality and effectiveness of nursing practice.

Performance Appraisal: The nurse evaluates one's own nursing practice in relation to professional practice standards and relevant statutes and regulations.

Education: The nurse acquires and maintains current knowledge and competency in nursing practice.

Collegiality: The nurse interacts with, and contributes to, the professional development of peers and other health care providers as colleagues.

Ethics: The nurse's decisions and actions on behalf of patients are determined in an ethical manner.

Collaboration: The nurse collaborates with the patient, family, and other health care providers in providing patient care.

Research: The nurse uses research findings in practice.

Resource Utilization: The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.
American Association of Colleges of Nursing
QUALITY AND SAFETY EDUCATION FOR NURSES

COMPETENCIES

Patient Centered Care (PCC)
Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Teamwork and Collaboration (TWC)
Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence Based Practice (EBP)
Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement (QI)
Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.

Safety
Definition: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics (INF)
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
APPENDIX B
N122 Grading Rubric for Clinical Patient Papers

Student Name: ___________________________ Clinical Week: _____ Unit: _______ Score: _____/40

Patient Prep Paper: 40 points are possible on each prep week. The following is the point breakdown. Please note that you will receive 8 points deduction if you do not list reference sources for the information in your prep papers.

**Clinical Performance:** (8 points)

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
<th>Your score:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheet prepared and used effectively</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medications and treatments given on time</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates/collaborates with RN, takes initiative in practicing skills</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes care and documents appropriately</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring and Compassionate in providing patient care</td>
<td>1</td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
<th>Your score:</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Articulates patient issues in verbal report; recognizes/communicates changing condition/provides appropriate intervention</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Applies theory to clinical practice (clinical leadership)</td>
<td>4</td>
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</table>

**Clinical Prep:** During weeks when you are in the ICU and have one patient and prep the paper is worth 24 points

<table>
<thead>
<tr>
<th>Patient Prep ICU PREP)</th>
<th>Possible Points</th>
<th>Your score:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 points</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>History and Physical and accurate</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Pathophysiology complete and relates to your patient</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labs trended and significance of abnormalities explained</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Medication Record complete and accurate</td>
<td>4</td>
<td></td>
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</table>
**Concept Map** appropriate
Critical Elements identified on
Tuesday morning, top 4 priority
nursing diagnosis developed, care
plan and discharge teaching
individualized per patient

<table>
<thead>
<tr>
<th>Med/Surg Patient Prep 1 of 2</th>
<th>Possible Points</th>
<th>Your score:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Physical complete and accurate</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathophysiology complete and relates to your patient</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labs trended and significance of abnormalities explained</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sections of the Medication Record complete and accurate</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>Concept Map</strong> with appropriate Critical Elements identified on Tuesday morning, top 4 priority nursing diagnosis developed, care plan and discharge teaching individualized per patient</td>
<td>4</td>
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4 ECG STRIPS EACH ICU WEEK YES NO Comments:
**Clinical Prep:** During weeks when you are on the Med/Surg floor and have two patients each clinical prep paper is worth 12 points

<table>
<thead>
<tr>
<th>Med/Surg Patient Prep 2 of 2</th>
<th>Possible Points</th>
<th>Your score:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Physical complete and accurate</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathophysiology complete and relates to your patient</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labs trended and significance of abnormalities explained</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sections of the Medication Record complete and accurate</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concept Map</strong> with appropriate Critical Elements identified on Tuesday morning, top 4 priority nursing diagnosis developed, care plan and discharge teaching individualized per patient</td>
<td>4</td>
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## N122 Grading Rubric for Research Presentation

Paper is worth a total of 10 points and is a course requirement.

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<thead>
<tr>
<th>Possible Points</th>
<th>Your score</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Presents an evidence based nursing practice article related to advanced medical surgical nursing.</td>
<td>5</td>
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</tr>
<tr>
<td>Relates this research to current hospital protocol and implications for clinical practice.</td>
<td>5</td>
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Appendix C

Discussion Board

Each week after your clinical experience (Wednesday night or Thursday morning) your clinical faculty will post a discussion prompt on your section’s specific discussion board. The subject could be about concepts of caring, leadership or ethical dilemmas for nursing families in complex illness.

Each student is expected to have two postings every week on the discussion board:

1. In your first posting you will define the concept subject of discussion for that week. You will also have to give examples from your clinical experience on whether you were able to find or observe this concept or not.
2. In your second posting you need to reflect on one of your colleagues postings explaining why you agree or disagree with what they are saying.

Please allow time for others to post so you can comment on their posting. Both postings should be at least one day apart. Sunday midnight is the cutoff time for posting any posting after that time, is NOT counted.

Wish you all a great clinical experience this semester.
Appendix D

ED/Ancillary Patient Care Experience Report (10 points)

Triage unit, Resuscitation Room, & ED Care Units

Objectives: At the end of the ED/AA experience, the nursing student will be able to:
1. Describe the roles of the personnel in the triage, resuscitation room, and care areas of the ED.
2. Identify two goals of emergency medical services.
3. Identify two important legal and ethical issues significant to the emergency department patient population.
4. State three examples of patient teaching done in the ED and Accelerated Access.
5. Describe two specific emergency conditions, manifestations and outcomes management.
6. State the purpose of the Accelerated Access unit, (how AA aid in optimizing patient care?).
7. Identify two specific emergency conditions that may require extended observation in the Accelerated Access unit.
8. Describe three components of care pertinent to the Ancillary Care Unit.

Assignment:
Following this experience, each student will submit a report on three patients you helped care for during your ED and ancillary care observational experience and answer the questions below for each patient. This report is due one week from the date of the experience. Make sure that you submit your report to your clinical instructor via Sac-Ct.
N122 Emergency Department / Ancillary Care
Observational Experience Log

Student’s Name: ___________________________ Date: ________________

**Patient One:**
Initials: ______  Age: ______

1. What were the presenting signs and symptoms?

2. What was the rule out or final medical diagnosis?

3. What were the tests/treatments/intervention that were ordered or completed?

4. Where did the patient end up going (disposition = admitted, discharged home, died)

5. How did you participate in the patient’s care? Explain what you did?

6. What did you think about the patient’s care, where there any ethical issues to consider?

**Patient Two:**
Initials: ______  Age: ______

1. What were the presenting signs and symptoms?

2. What was the rule out or final medical diagnosis?
3. What were the tests/treatments/intervention that were ordered or completed?

4. Where did the patient end up going (disposition = admitted, discharged home, died)

5. How did you participate in the patient’s care?

6. What did you think about the patient’s care, where there any ethical issues to consider?

________________________________________

**Patient three:** Initials: ________ Age: ________

1. What were the presenting signs and symptoms?

2. What was the rule out or final medical diagnosis?

3. What were the tests/treatments/intervention that were ordered or completed?

4. Where did the patient end up going (disposition = admitted, discharged home, died)

5. How did you participate in the patient’s care?

6. What did you think about the patient’s care, where there any ethical issues to consider?
APPENDIX E
CALIFORNIA STATE UNIVERSITY SACRAMENTO
N122: NURSING FAMILIES IN COMPLEX ILLNESS

PROFESSIONAL DEVELOPMENT EXPERIENCE

Name: ____________________________

**N122 Professional Development Assignment Form**

Complete the information below and submit the form to the FACULTY OF RECORD by the 14TH week of the semester. YOU MUST HAVE A SIGNATURE TO OBTAIN CREDIT

Professional Association:

__________________________________________

Number of Hours: _________

**Signature of Organization Member:**

__________________________________________

Describe the activities of the nursing community service or professional organization:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

One thing I learned that will impact my nursing practice:

________________________________________________________________________

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