

N325P
Adult Health Nursing I (Practicum)
Fall 2020

Course Syllabus

56585,56590,56595
56775, 56785, 56795



“What Starts Here Heals the World”

N325P Adult Health Nursing I (Practicum)

Learning Objectives:

Upon completion of this course; the learner will be able to:

1. Apply the nursing process when implementing individualized care for adults experiencing illness.
2. Apply selected nursing and non-nursing theories in the care of adults experiencing illness.
3. Practice nursing according to legal, ethical, and professional standards.
4. Identify strategies that promote organization in the delivery of care.
5. Incorporate evidence-based practice that is individualized for adult patients.
6. Recognize interprofessional collaboration to enhance patient centered care.
7. Demonstrate safe performance of psychomotor skills that meet standards of care.

As a nurse, we have the opportunity to heal the heart, mind, soul and body of our patients, their families and ourselves. They may forget your name, but they will never forget how you made them feel. – Maya Angelou

Course Description

For nursing majors admitted to the professional sequence:

This course provides students the opportunity to apply the concepts and processes required to help individuals of varied ages with the promotion and maintenance of health.

Application of the concepts and theories necessary to promote and restore health of adults with biological problems; related physiological and psychological responses.

Clinical focus will be on the physical, social, psychological, and developmental assessment of adult clients. In addition, students will demonstrate the use of basic psychomotor nursing skills.

Independent Inquiry flag:

Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

General Information:

Course Credit: 3 semester credit hours: 8 lab hours/week

Placement in Curriculum: First Semester, Junior Year

Prerequisites: Completion of 69 hours of Prerequisite coursework and credit for or concurrent registration in N325.

Meet the Faculty

Course Facilitator:

Janice F. Hernandez, DNP, RN, FNP-C

Office: NUR 5.127

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Email: jhernandez@nursing.utexas.edu

Zoom office hours: Monday 1500 – 1700 & Wed 1400 – 1600 or By Appointment

Course Faculty:

Amy Holland, MSN, RN, CNE

Office: NUR 5.163

Phone: (512) 913-0818

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Zoom office hour: Wed 1400-1600 and Fri 1130-1230.

Course Faculty

Esther Nwokocha, MSN, RN

Office: NUR 4.168

Phone: (512) 471-7943 (office); (512) 792-6116 (cell)

Email: enwokocha@nursing.utexas.edu

Zoom office hours: Fri 1100 – 1400

Course Faculty:

Jessica Meinhardt, MSN, RN

Office: NUR 5.168

Phone: (512) 471-9160 (office); (512) 673-7282 (cell)

E-mail: jmeinhardt@nursing.utexas.edu

Zoom office hours: Thur 1030 - 1330

*** In addition to office hours above, availability may also be online via Canvas, email or phone unless otherwise instructed per individual faculty.**

Teaching/Learning Strategies:

1. Clinical Practicum

Students will be assigned geriatric patients via virtual online learning using Shadow health for part of the semester and a unit of a hospital or a rehabilitation center for the remainder of the semester. For each weekly experience, they are expected to do a physical assessment on each patient using a Nursing Process Report and/or a Disease Concept Map.

See Clinical Evaluation Tool under Nursing Process for how scores on these documents figure into your final grade.

After the Shadow health virtual experience, students will be required to collect data on their assigned patient(s) the day before the clinical experience. Towards the end of the semester, students will be expected to complete data collection the morning of clinical. In addition, students will be expected to identify the patient's actual and potential nursing diagnoses, plan and provide nursing interventions based on nursing diagnoses, and evaluate the effectiveness of their nursing interventions.

2. Clinical Conference

Each practicum lab group has a pre- and post-clinical conference. This discussion time is used to assist students in relating knowledge that they have learned in the Adult Health I course (N325), Health Assessment (N224), and the Clinical Skills course (N127P) to the actual patient's care. Students are expected to actively participate in the clinical conference. In the conference, students will be introduced to nursing topics/activities that will further their understanding of nursing care and provide skills that will be useful in the clinical setting. Clinical Conferences will be not be conducted in the acute care setting rather via Zoom or in person at the UTSoN. Please refer to clinical section and individual instructor.

3. Evidence-Based Nursing Research Project

To promote evidence-based practice, students will become familiar with obtaining scientific data to provide insight into nursing practice issues. Students will choose a research question and report findings based on current nursing research. Faculty will supply students with specific project requirements. See Nursing Research Project Rubric.

Grading and Evaluation Policy:

Final course grade will be determined using the categories on the Clinical Evaluation Tool:

Weekly Progress Reports

- Technical Competence
- Application of Knowledge
- Accountability/Professionalism
- Management
- Interpersonal Skills/Caring

Weekly Nursing Process Reports

- Nursing Process

Nursing Research Project

- Nursing Research Project

A minimum score of 70% is necessary to receive a passing grade in the course. Performance criteria and written work will be given consideration in determination of the final grade.

Unwarranted absences from clinical, poor preparation, and poor performance in this course will prevent the student from meeting the course objectives and result in a lower grade. Students are required to successfully complete the skills refreshers and pass the medications exam to work with patients in the clinical setting. Skills refreshers are completed during skills open lab and may be scheduled at students' convenience.

If the instructor, at any time, observes behaviors which in his/her judgment indicate that a student is not meeting any of the four critical elements (safety, knowledge, communication, and professional behavior), the student will not receive a passing grade regardless of the behaviors assessed in the clinical evaluation tool.

*Your final score is the combination of your average weekly Progress Report scores (70%), the average of your Nursing Process Reports/Concept Maps (20%) and the Nursing Research Project (10%).

Course Requirements: (See N325P Canvas "Assignments Section" for all Requirements and Due Dates)	Weight in Percentage
Written Assignments- <i>Nursing Process Reports/Concept Maps</i>	20%
Weekly Progress Reports – <i>Shadow Health/Acute Care/SIM</i>	70%
Evidence-Based Nursing Research Project	10%
N325P Required Course Assignments	C/I
Total:	100%

Letter Grade	Numeric Grade	Description of Performance
A	90-100	Performs consistently in an exemplary manner.
B	80-89	Gives quality nursing care Overall performance exceeds expectations , but not exemplary. May have one or more "A" behaviors.
C	70-79	Consistently performs in a safe manner and meets expectations . May exhibit some "B" behaviors.

D*	60-69	Performs inconsistently and frequently in an unsafe manner Performance requires step-by-step assistance by instructor Performance unclear that objectives are being met; needs improvement.
F*	<60	Patterns of behavior demonstrate a consistent inability to function autonomously or safely in the nursing role; does not meet expectations.

*This grade will result in the student failing the course.

Course Policies and Expectations

Guidance for Providing Academic Flexibility: *Supporting Student Success During Covid-19:*

Faculty are working diligently to facilitate learning despite the many challenges we are all facing. Our top priority right now is your physical and mental well-being along with that of your family and community. Do plan on your instructors providing you with support, understanding accommodations and flexibility during this time. Along with this guidance and flexibility, we do ask that you notify us ahead of time if you encounter challenges in this course or completing required assignments.

Students can expect faculty to:

1. Do their best to facilitate learning. If you have difficulty understanding concepts, please ask your instructor for explanation and clarification.
2. Be clear in our policies and expectations for assignments and grading.
3. Return assignments in a timely manner.
4. Use the provided rubric for each assignment to evaluate students' work in a clear and fair manner.
5. Treat students with respect. If a student finds an instructor to be disrespectful, the student is expected to communicate with the instructor and collaborate to rectify the problem.
6. Be honest with students always.

In this course, students will be expected to:

1. Take ownership of learning, as observable via self-directed learning behavior.
2. Be active participants during clinical in-person or online and pre-post-conference times. All students have valuable insight to share with the class that will enhance the learning environment.
3. Use appropriate, proactive communication skills with faculty, classmates, and the healthcare team. Issues are best resolved when communicated in a constructive and timely manner.
4. Complete all assigned readings and pre-data collection before clinical.
5. Complete and submit all assignments on time. If there is a technical issue with assignment submission, notify your instructor immediately.

Examples of accommodations include, but are not limited to:

- Medical documentation requirements.
- Online options for students to participate remotely. This can be done through ZOOM or Shadow Health etc...

- Assigning a note-taker to share information with students who are not able to attend in person. This person can post notes on Canvas or through other online channels.
- Extending deadlines for assignments, if possible.
- Providing make-up opportunities for required in-person activities.

Student Discipline and Conduct Policy:

The University's expectations for student conduct are grounded in the University Code of Conduct: "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community." University students are also expected to uphold the Student Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

University students are also expected to abide by all city, state, and federal laws and statutes and all regulations of the University and The University of Texas System. However, as a community of scholars, the University expects from its students a higher standard of conduct than that required simply to avoid discipline. The principles of the Student Honor Code together with the University Code of Conduct should govern and direct student conduct to promote a safe environment that is conducive to academic success and to ensure that each University student graduates ready to contribute to society as an ethical citizen.

Students and faculty in The School of Nursing each have responsibility for maintaining an appropriate learning environment. The faculty has the professional responsibility to treat students with understanding, dignity and respect and to guide the teaching/learning process. Students are expected to refrain from verbal and nonverbal behaviors in the classroom and clinical that may be distracting to others, such as, but not limited to: arriving late or leaving early, side conversations, text messaging, note passing, surfing the internet or answering e-mail on laptops, and answering cell phone. Students are allowed to use their cell phone in clinical ONLY for messaging with the group and the instructor. Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting. For further information, refer to General Information, Institutional Rules on Student Services and Activities, Chapter 11: [Student Discipline and Conduct](#).

Self-Directed Learning

Self-directedness is an essential component of professional success. If you learn to self-direct your own learning experiences as a student, you will be equipped to effectively self-direct your career path. In a nutshell, self-directedness puts YOU in the "driver's seat" of your own success. Self-directed learning requires taking full advantage of provided resources, taking ownership of your learning process, and being motivated to monitor your learning approaches (making adjustments as needed). This mindful process may require an adjustment at the onset, but reaps valuable rewards once established.

In this course, we expect students to put forth an honest effort at directing their own learning experience. We are here to help you facilitate your development of self-directed learning, so please ask for guidance as needed. We rely on students to tell us when they need help as each student has unique learning needs.

Participation

Active participation is essential for learning. Participation includes various activities: being willing and prepared to respond to questions asked by the instructor, asking questions about the course material, offering observations and examples of topics under discussion, and (most critical for the learning process) engaging in critical analysis to further your understanding of course material and clinical expectations. Participation requires that you complete all necessary work outside of clinical to be prepared for clinical. At the university level, students are expected to devote 2-3 hours outside of class to reading, studying, and completing assignments for each hour spent in the “classroom.” In this course, the classroom is the clinical and simulation setting. This, you should anticipate spending **6-9 hours each week outside of clinical time** in activities related to this 3 credit-hour course.

Recordings via Zoom:

Class recordings are reserved only for students [instructor and CTA(s)] in this class for educational purposes. The recordings should not be shared outside the class in any form. Violation of this restriction could lead to Student Misconduct proceedings. Any additional distribution of College-or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording. Likewise, all course materials developed by the faculty member (handouts, PowerPoints, etc.) are the intellectual property of that faculty member and cannot be distributed further without the permission of that faculty member. Work conflicts may NOT be used as a rationale for an excused absence. Attendance is considered a component of the participation grade for this course.

If you find that you have any trouble keeping up with online assignments or other aspects of the practicum, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise so that we can help you find a solution.

FERPA and Class Recordings:

Class recordings are only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Course Repeat Policy:

A student must earn a grade of at least "C" in each nursing course. A student may repeat a nursing course only one time. No more than two nursing courses may be repeated. If the student does not earn a grade of "C" or better the second time he or she takes the course, the student cannot continue in the School of Nursing. If, while repeating the course, the student drops the course or withdraws from the university at a time when the student's performance in the course is considered to be inferior to that required for a grade of "C", the student may not re-enroll in the course or continue in the School of Nursing.

Honor Codes:

The profession of nursing has a legacy of public respect and trust. We provide specialized care for the health needs of individuals and the community with integrity, honesty, compassion, and state of the art knowledge and skills. Learning and practicing responsible and ethical professional behavior is a vital part of professional education. The Institutional Rules on Student Services and Activities given in the General Information Catalog (Chapter 11) and The University of Texas at Austin's

Honor Code apply to all nursing students:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Additionally, the School of Nursing has its own honor code:

As a student in The University of Texas at Austin's School of Nursing, I pledge myself to be honest in all of my student activities including, but not limited to, all of my scholastic work and interactions with patients, members of the community, faculty, and peers. Furthermore, I will not use any substance prior to or during my interaction with patients that could alter my judgment or ability to render safe care: this includes but is not limited to any use of alcohol, illegal drugs, and prescription or over-the counter drugs that may impair my mental and/or physical abilities required to perform safe patient care. I will disclose to my instructor any violations of the above standards of conduct. All nursing students are required to have a clear criminal background check. Students will have access to confidential medical records and sensitive information regarding the patients, families, and community agencies while providing nursing care as a student. Students must agree to maintain the highest standards of professional integrity with regard to this information and comply with all legal requirements regarding the privacy of patient records. This includes but is not limited to written, verbal, and electronic social-networking transmission of information. For more information see: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

Academic and Program Accommodations for Students with Disabilities:

Refer to the General Information for information on Academic and Program Accommodations for Students with Disabilities or contact the Services for Students with Disabilities office in the Office of the Dean of Students at 471-6259. The School of Nursing works to ensure that students who have disabilities have equal access to the University's programs and services. If you have any questions about services or accommodations for students with disabilities, please talk with the faculty member, the Assistant Dean for Undergraduate Programs, or the Assistant Dean for Student and Clinical Affairs.

Title IX Reporting:

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee.

If you want to speak with someone for support or remedies without making an official report to the university, [email to:advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu).

For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu

If you want to speak with the Title IX Liaison at the School of Nursing for information on Title IX protections, reporting policies and procedures, and resources at UT Austin, contact Vinh Nguyen, Assistant Dean for Student Services, at vnguyen@nursing.utexas.edu or (512) 232-6577.

Scholastic Dishonesty Policy and Professional/Academic Integrity:

Refer to the General Information for information on the Scholastic Dishonesty Policy Sec. 11-802. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, and misrepresenting facts. The Dean of Students Office records acts of dishonesty and notifies the School of Nursing of each incident. In addition to all of the University statements and policies relative to academic dishonesty, the School of Nursing recognizes the strong link between honesty in academic work and professional integrity. Any act of academic dishonesty, including fabrication of reports or records of interactions with clients, is considered incompatible with ethical standards of nursing practice. The School of Nursing does not admit students who have a record of violations to the professional sequence. Students who engage in scholastic dishonesty will be subject to dismissal and may jeopardize their eligibility for licensure as a registered nurse.

Some examples of dishonesty are listed below.

1. "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student. Examples include, but are not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment or the attempt to commit such acts.
2. "Cheating" includes but is not limited to discussing the contents of an examination with another student who will take the examination. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
3. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means, another's work and the submission of it as one's own academic work offered for credit. When written work is directly transferred from a source, the content must be in quotations and the reference cited appropriately.

Use of Class Materials:

The materials used in this class, including, but not limited to class assignments, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student.

Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Sharing of Course Materials is Prohibited

- Unauthorized distribution of class materials through Chegg, Course Hero, and other unauthorized online sharing sources that are often used for cheating. We will be taking additional proactive steps to ensure academic consequences and students will be reported to the Student Conduct and Academic Integrity if this occurs
- No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Compliance Policy:

[Compliance Policy](#), students must be compliant for clinical courses one month prior to the first-class day. Students who are not compliant will be dropped from the clinical course on the first-class day. Students may petition to be re-enrolled in the clinical course(s) after completing the compliance requirements. However, University late fees will apply, and students will not be guaranteed their preferred clinical site or instructor.

SON Drug Screening Policy:

One of the components of compliance requires students to participate in a drug screen to be completed one month prior to the first day of class in the first semester of a student's program. However, it is possible that some agencies will require a repeated screen to be more current. The School of Nursing will provide students with the procedure to follow to obtain the drug screen.

If a student has a positive drug screen s/he will not be allowed to participate in the clinical component of the course at the assigned clinical agency or any other clinical agency. The student will be required to withdraw passing from all clinical courses. The student may continue in lecture courses if proof is provided that the student is currently receiving treatment. The student must meet prerequisites and corequisites of any courses taken. Return to clinical courses is allowed only with documentation of assessment and completed treatment. The Student Affairs Office will provide directions for reporting to the Board of Nursing.

The University of Texas at Austin School of Nursing encourages students to assume responsibility for their personal and professional conduct and to seek assistance for substance abuse from various campus resources such as the University Student Health Counseling Center.

Course Attendance Policy in Undergraduate Skills and Clinical Courses:

Students are expected to attend all clinical experiences (e.g., simulations or in person) and to be on time, including online synchronous clinical experiences. Clinical experiences include, but are not limited to, orientations, clinical site rotations, clinical projects, and clinical conferences. Failure to appear for scheduled clinical experiences and tardiness are viewed as unprofessional behavior. Students may receive a Level Review, grade reduction, and/or failing course grade for patterns of absences or tardiness. While students are encouraged to not miss more than 2 clinical days for any reason, faculty are willing to be supportive and flexible, considering the challenges we all have during this COVID-19 pandemic. Therefore, students must notify faculty in advance so clinical assignments can be adjusted or made up if plausible and/or alternative learning experiences can be arranged. Students may be provided alternative assignments to complete clinical hours to fulfill course objectives. In the event that students are unable to complete required clinical hours or fulfill course objectives, it is important students contact individual faculty to be consulted for further guidance. If there is not enough evidence or information to evaluate whether or not the student has met the course objectives, the student will then be referred to the Assistant Dean for Student Services (undergraduate student) to discuss program progression options.

Course Punctuality Requirements:

If the student is unable to attend or will arrive late, the instructor must be notified prior to the scheduled starting time or as soon as possible when emergency circumstances arise. If the instructor cannot be contacted, the student must leave a message with the assigned clinical unit, including the telephone number where she/he may be contacted. In the event the student has been unable to speak with the instructor concerning a session scheduled at a community agency, the agency personnel must also be notified.

When **excused** absences from the clinical setting preclude sufficient experience and/or time for adequate evaluation by the instructor, the clinical time will be made up at the discretion of the instructor. It is the responsibility of the student to confer with the instructor and mutually determine if and how make-ups will be handled. This conference must occur within 48 hours of the missed clinical day.

Late or Missed Work Policy:

Late assignments will be accepted with a 20% grade reduction for EACH day late. If an assignment is submitted one minute after the due date and time, it is considered one day late.

Late submission of assignments due via Canvas should still be submitted via Canvas; late submission of assignments due during clinical or simulation time should be emailed to the instructor and an additional hard copy may be requested at the instructor's discretion.

Extenuating Circumstances

Extenuating circumstances are defined as unforeseen events that prevent you from completing coursework or participating in clinical. If you experience extenuating circumstances during the course, please notify me as soon as possible to discuss possible alternative arrangements.

Active communication is the key to overcoming any hurdles you may encounter during

the term. It is your responsibility to inform your instructor (ahead of time, unless emergency circumstances prevent doing so) of extenuating circumstances that might prevent you from completing work by the due date or attending clinical on your assigned day. The possibility of alternative arrangements is at the instructor's discretion and will be based on course policies. Your instructor may be able to work with you to establish alternative deadlines without late penalty. Prior notification does not automatically result in granting alternative arrangements and/or a waiver of late penalties.

Documentation may be required for verification of the extenuating circumstance. Examples of extenuating circumstances may include: personal/family member hospitalization, childbirth or other medical emergencies, death in the family, weather/environmental evacuation due to fire/hurricane/tornado/earthquake, active military assignment, or university-sponsored activity where Internet connectivity is unavailable for an extended time period.

*Computer-related issues and Internet connectivity issues are **NOT** considered extenuating.

Religious Holidays:

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Notice must be given at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester. It must be personally delivered to the instructor and signed and dated by the instructor, or sent certified mail, return receipt requested. A student who fails to complete missed work within the time allowed will be subject to the normal academic penalties. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal legislative process and printed in "The Undergraduate Catalog". These special regulations may not conflict with University regulations on class attendance and absence.

UT Austin Non-Discrimination Policy:

[Discrimination Policy](#)

Gender Identity expression:

- "Faculty will happily refer to you by a preferred name and pronouns, even if these differ from your legal name or your University record. Please let faculty know how I should refer to you."
- "Personal Pronouns - Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the [Gender and Sexuality Center](#). Faculty will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise Faculty of any changes early in the semester so that we may make appropriate updates to individual records."

COVID-19 UT Policy:

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#) as soon as possible. In addition to reporting exposures and symptoms to UHS, nursing students are required to report exposures, possible exposures, any symptoms, and testing results to their faculty as soon as possible and stay home. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services](#) link.

Safety and Class Participation/Masks:

- We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow these important rules.
- Every student must wear a cloth face-covering properly in class and in all campus buildings at all times. Students are encouraged to participate in documented daily symptom screening. This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.
- Information regarding [safety protocols with and without symptoms](#) (Should we use our decision tree instead of this link to UHS?) can be [found here](#). If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).
- Nurses Protecting Texas Together The university designed a website called [Protect Texas Together](#), which we recommend students to review. The School of Nursing supports the University's "spirit of cooperation". Thank you in advance for demonstrating nursing behaviors that protect yourself, peers, patients, and our UT community.

Professional Responsible Behavior and Accountability:

As future nurses, your personal behaviors need to be consistent with your professional nursing behaviors, on and off campus. Being accountable and honest are part of professional behaviors, one of the critical elements in your evaluation tool. This includes honest reporting of COVID-19 symptoms,

exposure, and testing. Clear and timely communication with your faculty is also an important professional behavior.

Students who demonstrate behaviors that put their community at risk (ex. Failure to report a fever, failure to follow self-quarantine instructions) ***will receive constructive feedback to correct behaviors.***

Level Reviews may be taken depending on the student's behavior.

Because of the nature of our profession and risk to populations, the School of Nursing will determine when you will be able to return to class or clinical based on your COVID-19 situation, which may be slightly different from University Health Services' recommendations. Faculty will make every effort to help you make up missed work and to stay on track.

Infectious Disease Policy:

To protect students, staff, faculty and patients, students in all clinical courses must report to their clinical faculty of all infectious diseases they may be experiencing. Students must not attend clinical experiences if they are febrile or if there is any possibility, they have a communicable disease. Students must be free of fever without the use of any fever-reducing medication for 24 hours prior to returning to the clinical units and have improved symptoms. If the student is coughing, they should utilize respiratory etiquette and meticulous hand hygiene. Students may be required to provide a release from the Health Care Provider to the clinical faculty in order to return to the clinical units. Students are urged to consult their clinical faculty prior to coming to clinical if they are unsure about attending.

Clinical Preparation:

The student is expected to come to clinical with the knowledge and skills necessary to meet the objectives of the day's experience. It is also expected that the student will come to the clinical at a physical and mental level that will not jeopardize the care given to the resident/client and that will promote his/her own learning. Failure to demonstrate adequate preparation to perform safe nursing care will result in the student not being allowed to remain in clinical for that session.

Visiting a Clinical Agency: When at an agency **without** direct instructor supervision:

1. Wear your UT approved uniform (see below) and photo ID.
2. Identify yourself and your purpose to the person in charge.
3. Consult with and ask for help from the appropriate person when it is logically indicated.
4. Notify the person in charge that you are leaving.

Medications and Calculations:

As a prerequisite to medication administration in clinical nursing courses, students are required to pass a medications and calculations test with a grade of at least 90%. Because accurate calculation of drugs is essential to patient safety, students will not be allowed to give medications in clinical settings until the medication test has been successfully passed. Failure to demonstrate the required 90% competency on a **subsequent** medication exam may result in further remediation and/or failure in the course.

Uniform Policy:

Students must wear white uniform tops with the burnt orange longhorn on the sleeve and School of Nursing logo embroidered on them. Note that there are 2 approved styles: a mock wrap style and a unisex straighter shirt. Students can choose either style. The pants are burnt orange scrub

bottoms with either an elasticized or drawstring waist. UT uniforms are available at the University Co-Op.

Other notes about uniforms and professional appearance:

1. Solid white t-shirts or tank tops must be worn under the scrub tops: long sleeves for cooler winter months are acceptable (black, white or grey long sleeves), as long as they can be pushed up out of the way during certain procedures and gloving. No hoodies are allowed in the clinical setting (per hospital protocol).
2. When making pre-clinical data collection visits to clinical sites you must wear the student uniform. If lab coats are worn over the student uniform it must have the School of Nursing emblem on the **left** upper side. Emblems can be purchased at Co-Op. In all clinical settings, students must project a professional image and clearly be identified as a University of Texas student nurse (i.e. wearing name badge).
3. A photo identification nametag is required and will be available through the Media Center on the fifth floor 5.102F in the School of Nursing. Replacements or additional name tags will cost \$5.00 each and are obtained by appointment only with Deanna Baker.
4. Shoes must be a solid color white, black or brown. The **entire** shoe must be impermeable for safety (**no mesh, canvas, or cloth**). The shoe also needs to have a back to it so that the nurse could run or move quickly. You need to be able to clean the shoes. Athletic shoes are acceptable as long as they are clean, non-permeable, and solid white, black or brown). Heels of shoes are not to exceed 2 inches in height. Socks must be solid white, black or brown. Support hosiery is recommended. Clogs without a backing and cloth/canvas shoes are unacceptable.
5. Hair must always be worn Up and above the shoulders/collar when in uniform. If hair is long, it must be tied back securely or put up in a manner that prevents it from falling below the collar. **No** stray strands of hair may be hanging anywhere around the face. Hair must be a natural color (i.e. a shade of black, brown, red, gray, or blonde). Hair must be fastened back and secure so that it will not drag over open wounds or get in the way of sterile fields.
6. Nails must be short enough to allow for deep palpation of the abdomen without leaving fingernail marks in the client's skin. Artificial nails and nail polish are **NOT** permitted in clinical settings.
7. A watch with the ability to display the time in seconds is required (second hand is necessary). Jewelry is limited to one ring and it must not have large stones (remember that hands will be going into gloves, sliding under mattresses and giving care) and small stud-type or small hoop earrings in the clinical setting and SoN labs (large or dangling earrings may get in the way and often attract small children and disoriented clients to catch hold and pull them through the earlobe). Only **ONE** set of earrings is permitted.
8. Body piercings, other than earlobe, must not be visible while in clinical settings.

9. Tattoos must not be visible as they detract from a professional image.
10. No perfume, cologne, or heavily scented hair spray may be used.

Minimizing Avoidance Behavior in Clients:

Personal appearance and hygiene is a rather complex subject. However, the sensitivity and complexity of the subject is even more reason why health professionals should develop a continuing awareness of the effects appearance and hygiene has upon those for whom services are being rendered. Appearance and hygiene are a part of our total communication with others. Some behaviors and some habits of grooming, dress, or personal hygiene might be perfectly acceptable in certain situations and not in others. Individuals in the helping professions, who come in close physical contact with clients, need to avoid all habits and behaviors that may even be potentially offensive to clients whom they serve. Some examples are as follows:

1. Perfume or after-shave lotion that seems exotic to the student may cause an allergic reaction or nausea in another.
2. Chewing gum, which may be very comforting to the student or one of his/her favorite habits, may cause avoidance behavior in some clients. It could possibly block effective communications.
3. Body odor and bad breath, including the smell of tobacco smoke, are almost universally offensive to others. These are almost guaranteed to produce avoidance behavior by individuals with whom close physical proximity is necessary, e.g., during a physical assessment, assisting with hygiene. Since the student may be unaware of or become insensitive to his/her own body or breathe odors, active methods of odor prevention should be employed. For example, many nurses, nurse practitioners, physicians, and dentists carry breath fresheners.
4. Long, loose flowing hair, in addition to being contrary to principles of asepsis, may be annoying to clients, particularly if it dangles near or against them during required procedures, e.g., during a physical assessment, when administering an intramuscular injection.
5. Hands are very valuable tools. Their appearance, as well as their true state of cleanliness, is very important to the client. The nails should be short, clean, and should not extend over the flesh pad of the finger. They should always be washed thoroughly before and after examining a client, as well as during an exam if the situation indicates (e.g., palpation of moist, scaly skin lesions on the client, or examination of the feet before the eyes and mouth.)
6. Therefore, as a beginning health professional it is hoped that the student will:
 - a. Reexamine his/her own personal appearance and hygiene in order to determine whether improvements or changes are needed.
 - b. Avoid personal habits and aspects of personal hygiene that may cause avoidance reactions from clients and/or co-workers.

Students Transporting Clients in Their Personal Vehicles:

Students are not permitted to transport clients or family members of clients in their own or other vehicles at any time. Malpractice liability insurance does not provide coverage should an accident or other untoward event occur while transporting a client. Students are encouraged to assist the client to make transportation arrangements with family, friends, neighbors, volunteer agencies of public transportation resources.

Conduct in the Clinical Setting:

Prior to the first clinical experience, each student must complete the Environment of Care Self-Study (EOC), Workplace Violence, and HIPAA tutorial on the UTSON website. Additional forms may be required for students for the E-Mar and Medi-Tech computer systems and for confidentiality agreements. See Instructor for forms. Students are not permitted to leave the clinical site or assigned area during clinical hours without prior permission from the clinical instructor.

Required Textbooks for N325P:

Ackley, B. J., Ladwig, G. B., Flynn Makic, M.B., Martinez-Kratz, M., & Zanolli, M. (2019). *Nursing diagnosis handbook: An evidence-based guide to planning care* (12th ed.). Philadelphia, PA: Mosby.

*Vallerand, A. H., & Sanoski, C. (2018). *Davis's drug guide for nurses* (16th ed.). Philadelphia, PA: F. A. Davis.

*Guide to Laboratory and Diagnostic Tests

*These books do not need to be purchased; they will be available free online on the UTSoN Nursing website - Stat!Ref.

Texts from other J1 courses will be used frequently in clinical practicum:

Boyer, M.J. (2016). *Math For nurses: A pocket guide to dosage calculation and drug preparation* (9th ed.) Philadelphia, PA: Wolters Kluwer.--- (N127P textbook)

Jarvis, C. (2012). *Physical examination and health assessment* (7th ed.). Philadelphia, PA: Saunders. ---- (N224 textbook)

Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., Bucher, L., & Camera, I. M. (2014). *Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO: Mosby. ---- (N325 textbook)

Perry, A.G. & Potter P.A. (2013). *Clinical nursing skills & technique* (8th ed.). St. Louis, MO: Mosby. ---- (N127P textbook)

Online references:

Several semesters ago we stopped including a medical dictionary as a required textbook, but rather referred students to reputable websites such as www.medilexicon.com,

www.medterms.com, or www.nlm.nih.gov/medlineplus/plusdictionary.html. However, part of your tuition dollars pay for electronic access to a far more informative dictionary resource which is the Taber's Medical Dictionary. You can get to Taber's through the School of Nursing website on the Faculty Nursing Online Resources and Research site by clicking on the Stat Ref database or you can cut and paste this link to your browser: <http://guides.lib.utexas.edu/nursing>, then click on Stat Ref and choose Taber's guide from the left hand column.

Equipment and Supplies

Instructors will advise incoming students on equipment purchases. There is time during the first couple of weeks of class to acquire required equipment. Label all books, equipment, pens, etc. with your name.

1. Stethoscope with diaphragm and bell
2. Watch with second hand
3. Penlight
4. Clipboard (optional)
5. Scissors

Guide for the Use of Clinical Evaluation Tool (Used for Mid-Term and Final Evaluations)

Evaluation is designed to assist the student in two ways. First, it facilitates student development by providing criteria for achievement of objectives and instructor feedback throughout the learning process. Second, it gauges the extent to which the student has attained the objectives at the termination of the experience and provides a basis for a grade. You will receive feedback throughout the semester. You will be formally evaluated at Mid-Term soon after the Long-Term Care rotation. The final evaluation is at the end of the semester.

Understanding the tool and its use is critical to success in the nursing clinical practicum. Read the tool thoroughly so that you know the direction your learning experiences and efforts should take. If, after reading these materials, you have any questions or concerns, be sure to clarify them with your instructor. The tool is designed to help you know and understand your clinical learning objectives and the specific criteria used for measurement and evaluation.

Guidelines for Use:

- The evaluation tool includes:
 - Clinical behaviors.
 - An area for instructor/student comments.
 - An area for student and instructor signatures.
 - A space for the grade.

- The responsibilities of the instructor are as follows:
 - Discuss with the student any aspects of the tool that are confusing or unclear to the student.
 - Assign an evaluation rating (percentage) for each category at the end of a respective clinical component.
 - Clarify the process by which grades will be assigned.
 - Give the student the opportunity to review the evaluation ratings assigned. The instructor will ask the student to sign the tool to verify that the student has seen it.
 - Make additional comments as indicated (e.g., to note outstanding strengths).
- The responsibilities of the student are as follows:
 - Review the tool carefully. Bring any questions or concerns to the attention of the instructor.
 - Review the evaluation rating as assigned and sign in the space indicated. If the student disagrees with the rating assigned it is the student's responsibility to discuss areas of difference with the instructor.
 - Be accountable for learning and provide evidence of such learning.
 - Participate in clinical assignments carefully to meet as many of the clinical objectives and criteria as possible.
 - Review the tool frequently to watch for deficiencies in learning experiences.
 - Complete an objective self-assessment for mid-term and final evaluation. To be submitted prior to evaluation conference time.

NOTE: Please provide your instructor with any feedback relative to the use of the tool that would help the instructor help you more effectively. The faculty is here to facilitate your success in the clinical practicum.

Students should use the clinical evaluation tool to evaluate themselves after their clinical experiences. Behaviors are rated on a percentage scale. Data regarding the clinical behaviors are provided by the student to the instructor through written work (e.g. nursing process report, client concept map, medication information), through verbal discussions, and through performance of client care. Data may also be provided by clients and nursing staff. The faculty will review clinical evaluation behaviors with the students at mid-semester and at the end of the semester.

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CLINICAL EVALUATION TOOL

STUDENT:

DATE:

FACULTY:

CLINICAL SITE:

The following four criteria are critical elements in the student's evaluation. If the clinical instructor observes behaviors, which in her/his judgment indicate that the student is not meeting any one of these four criteria at a passing level, the student will not receive a passing grade, regardless of the behaviors assessed in the remainder of the tool.

	YES	NO
1. (Safety) Delivers nursing care which prevents real or potential personal harm to clients and their families.	_____	_____
2. (Knowledge) Demonstrates having a theoretical knowledge base necessary for clinical practice.	_____	_____
3. (Communication) Demonstrates the use of communication skills appropriate for the situation.	_____	_____
4. (Professionalism) Demonstrates professional behaviors at all times.	_____	_____

Comments:

Students should use the clinical evaluation tool to evaluate themselves after their clinical experiences. Behaviors are rated on a percentage scale. Data regarding the clinical behaviors are provided by the student to the instructor through written work (e.g. Nursing Process Report, Client Concept Map, Medication Information), through verbal discussions, and through performance of client care. Data may also be provided by clients and nursing staff. The faculty will review clinical evaluation behaviors with the students at mid-semester and at the end of the semester.

325P FINAL EVALUATION

STUDENT NAME:

CLINICAL BEHAVIORS	COURSE GRADE CALCULATION
<p><u>TECHNICAL COMPETENCE</u> N325P, J1</p> <ol style="list-style-type: none"> 1. Performs basic nursing skills with reasonable dexterity and effective strategies to provide safe, and timely patient care, aimed at specific therapeutic goals. 2. States principles, implications and evidenced based practice as a basis for nursing actions. 3. Documents accurately and timely, according to legal principles. 	<p><u>Your final score is the combination of your average Weekly Progress Report scores (70%), the average of your Nursing Process Reports/Concept Maps (20%) and the Nursing Research Project (10%).</u></p> <p>Areas of Strength:</p> <ol style="list-style-type: none"> 1. Technical Competency- 2. Knowledge- 3. Accountability- 4. Management- 5. Interpersonal Skills/Caring- 6. Nursing Process Reports – 7. Research Project- <p>Areas for Growth:</p>
<p><u>APPLICATION OF KNOWLEDGE</u> N325P, J1</p> <ol style="list-style-type: none"> 1. States scientific rationale when performing beginning nursing care, minimizing risks and preventing errors and threats to patient safety. 2. Uses appropriate resources and research to enhance the care of the patient and family. <p><u>ACCOUNTABILITY</u> N325P, J1</p> <ol style="list-style-type: none"> 1. Accepts responsibility for fulfilling learning and performance criteria. 2. Recognizes own limitations and seeks assistance as necessary. 3. Practices in an ethical manner. 4. Adheres to student dress code, attendance policy, and demonstrates appropriate behaviors. 	

MANAGEMENT

N325P, J1

1. Participates as a team member.
2. Anticipates, plans, and organizes own nursing care activity efficiently.
3. Verbalizes recognition of patient advocacy role of professional nurse.

INTERPERSONAL SKILLS/CARING

N325P, J1

1. Communicates effectively with patient and family and discusses plan of care.
2. Demonstrates caring behaviors through nursing practice.
3. Identifies appropriate care according to philosophical, religious, and cultural beliefs of the individual.
4. Communicates, collaborates, and coordinates patient care with the health care team.

NURSING PROCESS

N325P, J1

1. Accurately collects data, as directed, in a systematic manner.
2. Develops and prioritizes nursing diagnoses based on collected data and supports with scientific rationale.
3. Plans and delivers individualized care with assistance.
4. Evaluates outcomes of care with assistance.

Mid-Semester Evaluation:

Date: _____

Student Comments:

Instructor Comments:

Student Signature _____

Faculty Signature _____

Minimal behaviors for letter grades:

The “A” Student: performs consistently in an outstanding manner.

The “B” Student: gives quality nursing care. Overall performance is consistently good but not outstanding. May have one or more “A” behaviors.

The “C” Student: consistently performs in a safe manner. May exhibit some “B” behavior.

The “D” Student: performs inconsistently and frequently in an unsafe manner. Performance requires step-by-step assistance by instructor. Unclear those objectives are being met.

The “F” Student: patterns of behavior demonstrate a consistent inability to function autonomously or safely in the nursing role.

*FOR INDIVIDUAL DETAILS ON THIS STUDENT’S PERFORMANCE,
SEE WEEKLY PROGRESS REPORTS.

Final Evaluation:

DATE: _____

NURSING PROCESS REPORTS/CONCEPT MAPS AVERAGE: _____

WEEKLY PROGRESS REPORT AVERAGE: _____

NURSING RESEARCH PROJECT AVERAGE: _____

FINAL NUMERICAL GRADE: _____

FINAL LETTER GRADE: __ A __ B __ C __ D __ F

Student comments:

Instructor Comments:

Student Signature: _____

Faculty Signature: _____

N325P Adult Health Nursing I (Practicum)

Guidelines for Clinical Lab

Reporting to your Clinical Site:

You are to report to your assigned unit as instructed at a minimum of 5 minutes before the beginning of clinical. This will allow you to put your things away and be ready to get report from the nursing staff or your instructor at the beginning of the clinical. It is your responsibility to clarify any questions you have at that time. If questions remain, ask the instructor.

Patient Care:

- a. Vital Signs: After report, vital signs are taken. This includes BP, temperature, pulse, respiration and, for some patients, weight. These are to be recorded on graphics sheet or the appropriate facility form.
- b. Assessment of Your Patient: When you take vital signs, this is an opportune time to assess your patient. You are responsible for assessing the status of ALL tubes and assuring that all drains are functioning properly. This will include such things as catheters, drains, and NG tubes.
- c. Bathing the Patient: The patient is to be given a bath (unless bath schedule differs) and the bed changed during the clinical time. If you have any questions about this please ask the instructor.
- d. Changing Bed Linens: Only preoperative or discharged patient's beds will not be changed. Beds of surgical patients will be changed after the patient goes to surgery.

Recording/Reporting:

Recording your Patient Data:

You will be expected to record on each patient's record for each day of clinical. Your nursing notes will be written on a separate piece of paper and reviewed by your instructor prior to your recording the note in the patient's chart/record. This is to be done until you are told otherwise.

Leaving the Unit:

Before leaving the unit, you must report to your nurse or your instructor your whereabouts and expected time of return. This is to ensure that your patient will have full nursing coverage in the event you are off the unit. Likewise, at the end of the clinical day, it is your responsibility to report off to the assigned nurse for that patient. At the end of the day, be sure to check the three recording areas for accuracy/completeness. These are:

- (1) hygiene care and other interventions,
- (2) graphic/checklist, and
- (3) medication record

Reporting Abnormal Findings:

You are expected to keep your nurse informed immediately of abnormal findings, changes, and needed follow-ups.

Medication Administration:

You will be responsible for seeing that all prescribed medications are given on time. When giving any medication, you need to know the trade and generic names, classification, major actions, reason your patient is receiving the drug, common side effects, usual dosage, contraindications, and nursing implications.

You are to give no medication without demonstrating a basic knowledge of the medication.

This includes:

- a. Trade and generic names
- b. Drug classification
- c. How the drug works (actions)
- d. Reason your patient is receiving the drug
- e. Common side effects
- f. Usual dosage
- g. Contraindications
- h. Nursing Implications

You are to give no medication without your instructor or medication assistant present.

1. When administering meds, you must see that the instructor is present prior to your removing the medication from its' original container or packaging. The instructor will observe you pour the medication and administer the medication. The instructor is to be present at all times you are giving medications, unless you are told otherwise.
2. The instructor will be present whenever you give an injection.
3. Double checking of anticoagulants and insulin is standard procedure in most hospitals. Check the procedure manual in the clinical agency where you are assigned.
4. Prior to giving a PRN by any route, you must inform your instructor in order for them to be present at the administration of the drug. Be sure you are familiar with the drug and have assessed the patient.

Psychomotor Skills:

The instructor will be present during any procedure you perform which is a J1 technical skills (skills learned in N127P). The instructor will tell you when he/she feels you can perform such a skill by yourself.

Written Work Due:

This is at the discretion of the individual instructor.

Medication Administration Protocol

Because accurate administration and calculation of drugs is essential to patient safety, students will not be allowed to give medications in clinical settings until the Medication & Calculations Exam has been successfully passed. Since medication administration is included in clinical objectives for the course, being unable to administer medications may affect the student's clinical grade.

You will be evaluated on the following:

1. Your knowledge base regarding the medication
2. Your preparation before administration of the medication
3. The proficiency and skill with which you administer of the medication
4. The proper documentation regarding medication administration
5. Your interactions with the patient concerning the administration of the medication
6. Your ability to self-evaluate your performance

At no time will a student administer medications without the instructor or the Medication Assistant Present. You are NEVER allowed to administer any medication with hospital staff.

***Administering medication without your instructor or assigned UT Medication Assistant present are grounds for failure in this Course.**

1. Knowledge Base of Medication

- The student will identify:
 - classification of the medication.
 - action of the medication.
 - purpose for which it is given.
 - usual dosage.
 - contraindications.
 - side effects.
 - nursing implications, including related lab values, and patient teaching.

2. Administration of Medications

- Student must observe the **TEN RIGHTS**:
 - right history and assessment
 - right drug-drug interaction and evaluation
 - right drug
 - right dosage
 - right patient
 - right route
 - right time
 - right documentation
 - right to education and information
 - right to refuse

- Student must perform **THREE CHECKS** of the medication to verify the EIGHT RIGHTS prior to administration.
- Student will verify in the chart the original doctor's order prior to administering medication and review all later orders to date so that student is certain the original order has not been changed.
- Student will check when each medication was last given prior to administration.

3. Proficiency and Skill of Medication Administration

- Student will gather all supplies needed to administer medication
- Student will practice hygienic techniques when administering medications. This includes, but is not limited to washing hands, donning gloves or using hand sanitizers prior to preparation and after administering medication.
- Student will perform **TWO PATIENT IDENTIFIERS**, to verify patient's identity by asking the patient to state their name and verify the name on the armband.
- Student will check for allergy to medication by (a) chart review, (b) Kardex review, (c) allergy armband, and (d) questioning patient.

4. Proper Documentation for Medication Administration

- Student will chart medication immediately.
- PRN medications include all of the above checks and also require that the student will:
 - Document reason for PRN medication.
 - Perform a follow-up assessment at a time appropriate interval.
 - Document PRN medication was effective or ineffective.
 - Follow agency policy for documenting controlled substance, if applicable.
- Student will follow agency policy for and notify the faculty member about any medication error or omitted medications.

5. Patient Interaction

- Student will address the patient, explain the medication procedure, answer questions that the patient may have concerning the medication and do so in a professional manner.
- The student will ensure the patient is safe. The student will ensure any unmet needs the patient has that are within the student's control, are addressed.

6. Self-Evaluation of Your Performance

- Student will evaluate their performance and identify ways to improve proficiency.



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PERFORMANCE IMPROVEMENT PLAN FOR CLINICAL COMPETENCY

This Performance Improvement Plan is designed to assist the student to meet the competency requirements of this course. _____ is required to improve performance in the following area(s) of concern. Please check all that apply.

- ☐ Clinical Skills
- ☐ Written Assignments
- ☐ Medication Administration and/or Calculation
- ☐ Professionalism

Specifically, the area of concern is identified as:

The student is required to:

Reference for study, if applicable:

Completion of the study will be completed no later than _____

I have read and understand the above contract and agree to complete the requirements of this learning contract. I realize that failure to comply or complete this learning contract may result in a reduction of my grade or failure of the course.

Student

Date

Faculty

Date

Guidelines for Nursing Students Following a Contaminated Needle Stick or Hazardous Exposure to Blood or Blood Products

The faculty and administration of The University of Texas at Austin School of Nursing endorse the following “Guidelines for Nursing Students Following a Contaminated Needle Stick or Hazardous Exposure to Blood or Blood Products While in Clinical Learning Experiences.” Clinical learning sites include such settings as hospitals, clinics, physicians’ offices, patients’ homes, schools, learning center simulation laboratories, and other settings where students may learn and apply nursing care/skills.

Students who have been exposed to needle sticks or to potentially infectious blood or blood products should be evaluated and have treatment initiated **within two hours** according to established criteria that conform to federal and state law, CDC standards, and University procedures.

TREATMENT/MANAGEMENT GUIDELINES:

Upon receiving a contaminated needle stick or exposure to blood or blood products, the student should:

1. Report incident immediately to clinical faculty member, charge nurse and agency’s employee health office/occupational health office.
2. Wound should be inspected, cleaned, and dressed.
3. Student’s treatment intervention should be provided **within 2 hours of the exposure incident**. Treatment may be provided by University Health Services (UHS) - Call the Nurse Advice line at 475-6877 to arrange appointment within the 2-hour time frame. The Nurse Advice line is available 24/7. If incident occurs after 5 PM you will be referred to either the UHS urgent care clinic or an area provider.

Please note that all students are responsible for obtaining their own health insurance and are responsible for the costs of medical/health care assessment, treatment, and follow-up that is not covered by the student’s health insurance. Students should be aware of the coverage on their health insurance policy, as most may not cover the full cost of required medical treatment and services in the case of a needle stick or hazardous exposure to blood or blood products.

In responding to an incident in which a student experiences a contaminated needle stick or exposure to hazardous blood or blood products, **the faculty will:**

1. Confirm with the student that all of the above guidelines have been followed
2. Counsel the student as needed regarding follow-up and the most recent CDC protocols.
3. Complete the School of Nursing’s “Clinical Incident Report” and deliver it to the Assistant Dean for Student and Clinical Affairs at The University of Texas at Austin.