



BACCALAUREATE DEGREE NURSING PROGRAM

NURS 4261

PRACTICUM: CARE OF THE PARENT CHILD FAMILY  
Fall 2017

A Spirit of Caring - A Vision of Excellence

**FACULTY**

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**CREDIT HOUR ALLOTMENT**

2 Semester Credit Hours

2 Practicum Hours at 1: 3 Ratio

96 Clock hours; 45 CBSL hours

**PLACEMENT IN CURRICULUM**

2 Level

**CATALOG COURSE DESCRIPTION**

Apply concepts, evidence based practice outcomes and clinical reasoning in caring for culturally and socially diverse parent-child families experiencing multiple health states. Use theories and evidence-based practices to guide health promotion, maintenance, restoration, risk reduction and teaching activities of the parent-child family.

**PREREQUISITES, CO-REQUISITES, & COMPANION COURSE**

Prerequisites: NURS 3112, 3230, 3231, 3520, 3221, 4390 *All prerequisites for this course require a minimum grade of C.*

Co-requisites: NURS 4560.

Companions: NURS 4340, 4241

## BSN PROGRESSION POLICY REGARDING CO-REQUISITE COURSES

If a student fails a course, the student must apply for readmission to the program.

- Co-requisite courses are didactic and practicum courses that share similar learning content. For example, *NURS 4560 Care of the Parent Child Family* and *NURS 4261 Practicum: Care of the Parent Child Family* are co-requisite courses. Students apply the didactic knowledge in the co-requisite Practicum course.
- If a student is readmitted, who failed the didactic course but passed the practicum course, the student will enter under a contract requiring the student to repeat both courses. It is important for students to demonstrate current knowledge to be competent in practicum situations.

## ADDITIONAL INFORMATION

Practicum learning opportunities implementing the objectives for this course take place at practicum/community facilities and simulation lab settings.

Four online Medcom videos must be viewed and certificates submitted by August 30, 2017. These videos include:

- (VID78798BR-T) Obstetrical Nursing: Electronic Fetal Monitoring (0.5 hr)
- (VID78798HR-T) Obstetrical Nursing: Care of the Postpartum Patient
- VID78865a-T Pediatric Physical Assessment Part 1
- VID78865B-T Pediatric Physical Assessment Part 2

These must be completed prior to skills experiences. This includes completion of the online test at 75% or greater. Access to this program has been previously explained with a written handout. The process is the same as Hospital Orientation videos.

*Community Based Service Learning (CBSL) is a requirement of this Practicum course. Forty five (45) hours of service are required. The hours and log must be submitted to the CBSL coordinator by the date specified in the CBSL policy (See Lamar University Undergraduate Nursing Studies Student Handbook). If this requirement is not met, the student will received a grade of "I" and will not be able to progress in the program. (See CBSL policy on the LAN).*

## STUDENT LEARNING OUTCOMES

	DEC PRACTICUM JUDGMENTS & BEHAVIORS *	END OF PROGRAM STUDENT LEARNING OUTCOMES*	PRACTICUM MEASURABLE STUDENT LEARNING OUTCOMES
1.	MOP A1, 2, 3ab, B3abc PCC A1, 2abc, B1a, 5,7, C2, 7, F6a MOT E1a	1, 4	Use Caring, Modeling and Role-Modeling, Adaptation, other theories, and evidence-based practice to provide care to diverse parent-child families experiencing multiple health states.
2.	PCC A2c, B2, 4, 8, 9a, F1ac, 2ab	2, 3, 4	Assess the multiple determinants that impact health promotion, clinical prevention, maintenance, restoration

	MOT A2ab, C1a		and risk reduction of the parent-child family.
3.	PSA C1, 2b MOT A1a	2	Support adaptive processes utilized by the parent-child family experiencing multiple health states.
4.	PPC B3ab, 6 MOT B5a, C2a	1, 2, 3, 4, 5, 6, 7	Demonstrate the role of the nurse as a member of the interprofessional and intraprofessional healthcare team in providing quality multi-dimensional patient-centered care with critical thinking, clinical reasoning and best practices.
5.	PCC G1ab, 2ab, 3, 4, 5bc MOT B3c, E1b	1, 2, 3, 4, 5, 6, 7	Use appropriate teaching methods to promote optimal parent-child outcomes and participatory decision making.
6.	MOP B7a PCC D2c, F5a MOT C3b, D1a	1, 5, 7	Demonstrate effective communication skills as members of the interprofessional and intraprofessional healthcare team to promote the provision of safe and effective care for parent-child families.
7.	MOP B2a, 5a, 6abc PCC D1 PSA A2, 3, 4, 5a, B1, 2, D1, 2, 3 MOT A1b, C2b, D1b	6, 7	Employ legal, ethical, regulatory parameters, moral agency and professional integrity while providing safe nursing care to parent-child families.
8.	PCC E1, 2ac, 9a, 12b, F5b	1, 2, 3, 4, 5, 6, 7	Provide patient-centered care based on standards of care for parent-child families.
9.	MOP B8, C5 PCC E11, 12a PSA E1, 3 MOT B5c	6, 7	Demonstrate patient safety advocacy, active inquiry, and evidence-based practice outcomes.
10.	MOP C 3abc, 4, 6ab MOP D5 MOT B 1ab, 2ab, 3abc, 4b, 5bc	3, 7	Analyze the value of reciprocity/mutuality between the service learner and the person (s) being served.

	<i>MOT C 1abc, 2b, 3ab</i>		
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\* See *Lamar University JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook* for additional information.

Practicum learning opportunities implementing the outcomes take place at practicum/community facilities and simulation lab settings.

### **PRACTICUM CONFERENCES**

- I. I Family Dynamics
- II. Antepartal care
- III. Labor and Delivery care
- IV. Postpartum care
- V. Newborn care
- VI. Teaching and Learning
- VII. Growth and Development
- VIII. Assessment of Children
- IX. Special disease processes
- X. Community resources
- XI. Legal issues, ethical reasoning, and regulatory parameters
- XII. Socially, ethnically and culturally diverse care
- XIII. Role of the nurse
  - a. Member of the Profession
  - b. Provider of Patient Centered Care
  - c. Patient Safety Advocate
  - d. Member of the Interdisciplinary Healthcare Team

### **TEACHING STRATEGIES**

Case Studies

Simulation Assistant Mannequins (SAM)

Assessment Demonstration

Audio/Visual Aids

Practicum activities will include interactions with Parent-Child families in multiple health states.

Multiple practicum settings including community, hospital and simulation will be utilized throughout the practicum.

### **TEACHING LEARNING THEORIES**

Adult Learning Theory

Modeling Role Modeling Theory

Constructivist Theory

### **EVALUATION METHODS & GRADING**

To be successful in this course, all course requirements must be completed, and a satisfactory level of performance must be attained, as specified in the syllabus.

Satisfactory completion of NURS 4261 Practicum is determined by:

1. Achieving a 90% minimum score on the drug calculation examination. (Undergraduate Nursing Studies Student Handbook)
2. Pre-practicum and simulation assignments must be completed prior to the practicum and simulation experiences and submitted to the practicum faculty on the calendar due date. If the pre-practicum and simulation assignments are not completed, the student may not be allowed to attend practicum or simulation experiences. An absence due to non-completion of these assignments will be an unexcused absence and may result in an unsatisfactory practicum grade.
3. Satisfactory performance (75%) on all written practicum assignments.  
Practicum assignments include:
  - Pediatric
    1. Pediatric Hospital Nursing Process
    2. Community Written Assignment
  - Obstetrics
    3. Antepartum Interview and Teaching Plan
    4. Labor & Delivery Assessment and Interview
    5. Postpartum Assessment, Interview, and Care Plan
    6. Newborn Assessment
    7. NICU Assignment

The due dates for written practicum assignments will be determined by individual practicum faculty. Specific criteria for assignments are found in the NURS 4261 course packet.

The student must submit four (4) journals – Hospital OB, Hospital Pedi, Maternal Child Community experiences and End of Semester Reflective Journal.

#### Grade Scale for Assignments

A = 100 - 90

B = 89 - 80

C = 79 - 75

D = 74 - 60

F = 59 - 0

The student must achieve a total of 75% of the total number of points on the Practicum Evaluation Tool (PET) in order to receive a satisfactory practicum grade. A score below 75% will result in an unsatisfactory grade in practicum.

**Critical Behaviors** –if student receives a “U” in any of the identified critical areas at the end of the semester; the student will receive a grade of “unsatisfactory” in the practicum course. These critical behaviors can be identified and discussed at any time during the practicum experience. Critical behaviors are identified by # on the evaluation form.

To be successful in this course, all course requirements must be completed, and a satisfactory level of performance must be attained, as specified in the syllabus.

## **PRACTICUM READINESS REQUIREMENTS**

All Practicum Readiness Documents (PRDs) must be current one week before the first class day of each semester as published by the university. It is solely the student's responsibility to maintain updated Practicum Readiness Documents. Faculty will review student's Practicum Readiness Documents and communicate with students. Failures in communication and or distribution of notification forms will not relieve the student from the requirement to maintain updated Practicum Readiness Documents one week before the first day of each semester.

All PRDs must be valid through the entire semester up through final exams week.

Lack of submission of any PRDs will result in the following:

1. Following the first review by faculty, if PRDs are incomplete, the student will receive a *Notification Form to Student of Missing Documentation*.
2. Upon second review by the faculty, if PRDs are incomplete, the student will receive a *Notification Form to Student of Missing Documentation* and a written warning by the faculty to be placed in the student's permanent record.
3. If by the first practicum day, the PRDs remain incomplete, the student will not be allowed to attend clinical. The absence will be unexcused and the Excused/Unexcused Absence from Practicum or Lab Policy will apply. (Approved 02-21-2013).

## **OTHER COURSE REQUIREMENTS**

Students admitted into the BSN program have supportive learning opportunities geared toward facilitating students' academic success. Specific learning strategies are designed for each student's learning needs. Timely completion of these learning strategies is essential to maximize academic success (for example, The Caring Place, the Learning Center, Rx [Prescription] for Success, etc.).

## **REQUIRED TEXTS**

Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2014). *Maternal child nursing care* (5<sup>th</sup> ed.).

Maryland Heights, MO: Mosby

Purnell, L. (2009). *Guide to culturally competent healthcare*. (2<sup>nd</sup> ed.). Philadelphia,

PA: FA Davis Company.

## **RECOMMENDED TEXTS**

Alligood, M. R. & Tomey, A. M. (2010). *Nursing theory: Utilization and application*. (4<sup>th</sup> ed.). St. Louis, MO: Mosby.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D. C.

Eckman, M. (Ed). (2010). *Professional Guide to Pathophysiology* (3<sup>rd</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Harding, M., Snyder, J.S., & Preusser, B.A. (2013). *Winningham's critical thinking cases in nursing* (5<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.

Jenson, S. (2011). *Nursing health assessment: A best practice approach*. Philadelphia, PA: Lippincott Williams & Wilkins.

Ignatavicius, D. D., & Workman, M. L. (2013). *Medical-surgical nursing: Critical thinking for collaborative care* (7<sup>th</sup> ed.). Philadelphia, PA: W.B. Saunders.

Leonard, P. C. (2012). *Building a medical vocabulary* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier.

*Mosby's medical nursing and allied health dictionary* (8<sup>th</sup> ed.). (2009). St. Louis, MO: Mosby.

Pagana, K. D, & Pagana, T. J. (2010). *Mosby's manual of diagnostic and laboratory tests* (4<sup>th</sup> ed.). St. Louis, MO: Mosby.

Perry, A.G. & Potter, P.A. (2013) *Clinical nursing skills and techniques* (8<sup>th</sup> ed.). St. Louis, MO: Mosby.

Porth, C. M., & Kunert, M. P. (2009). *Pathophysiology: Concepts in altered health states* (8<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Potter, P. A., & Perry, A. G. (2013). *Fundamentals of nursing* (8<sup>th</sup> ed.). St. Louis, MO: Mosby.

Sparks-Ralph, S., & Taylor, C. (2013) *Sparks and Taylor's: Nursing diagnosis reference manual* (9<sup>th</sup> ed.). Amber, PA: Lippincott Williams & Wilkins.

Wilson, B., Shannon, M., Shields, K. & Stang, C. (2013). *Pearson's nurses' drug guide 2014*. Upper Saddle River, NJ: Pearson Education.

## **COURSE MANAGEMENT POLICIES**

### **ATTENDANCE**

Class, practicum, and laboratory attendance is required for success in the nursing program. If absences are interfering with the successful completion of the course, the student will be counseled by faculty.

Practicum attendance is mandatory. If unable to attend Practicum, the student must contact the Practicum faculty and the Practicum agency prior to the beginning of the Practicum experience. A Practicum absence may be made-up if the absence is deemed excused by the Director of Undergraduate Nursing Studies based on appropriate documentation.

For the complete Attendance/Tardy Policy, see the JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook.

### **EXCUSED/UNEXCUSED ABSENCE FROM PRACTICUM OR LAB POLICY**

**Excused Absence** – Absences from practicum, or a lab will be deemed excused when appropriate faculty have been informed of absence, in a timely manner, (i.e., prior to the event if possible or within 2 school days of returning to campus), and appropriate documentation is submitted to the Director of Undergraduate Nursing Studies. When an absence is excused, the student will be allowed to participate in any activities designed to make-up the missed experience.

**Unexcused Absence** – Absences from practicum, or a lab will be deemed unexcused as follows: when the student has failed to contact the course faculty or course leader regarding the absence in a timely manner and/or there is a lack of appropriate documentation submitted to the Director of Undergraduate Nursing Studies; when a student is either not prepared, has dress code violations, or tardy; when a student is not approved to attend practicum due to student failure to submit PRDs by the designated deadline; or when a student fails to pass the clinical orientation exam. Unexcused absences must be made up, but will be documented as a problem with professionalism and therefore will be treated as a disciplinary problem. Once initiated, disciplinary action for unexcused absences will remain in effect over the course of the entire nursing program.

The student will receive a written warning upon the first occasion of an unexcused absence. Documentation will be placed in the student's folder and will remain in effect over the course of the entire nursing program.

More than 2 unexcused absences from the same course may result in a failing grade.

## **PRACTICUM/SIMULATION MAKEUP POLICY ACADEMIC HONESTY**

### **Purpose**

The Texas Higher Education Board (THECB) and the University have assigned credit hours for each nursing course. The THECB regulates the ratio of didactic hours to practicum hours which then determines the number of practicum contact hours for each course. The Texas Board of Nursing expects each nursing student to obtain sufficient practicum experience to facilitate passage of NCLEX and to ensure safe practice upon graduation.

### **Policy**

The faculty will assign a practicum makeup day on the course calendar for each practicum course. Whenever possible the student will return to the same or similar practicum facility for the make-up day.

If a student is unable to return to the same facility, the faculty will assign the student to a facility or practicum area which ensures student will focus on the practicum outcomes for that specific course.

Students who miss more than one practicum day in a semester should be referred to the Director Undergraduate Nursing Studies. The course faculty in conjunction with the Director Undergraduate Nursing Studies may recommend that an "I" be given and additional practicum or assignments be arranged for the individual student.

The JoAnne Gay Dishman School of Nursing complies with the University Academic Policy as published in the Lamar University Student Handbook. "Students are expected to maintain complete



honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.” (See the Lamar University Student Handbook). The Lamar University JoAnne Gay Dishman School of Nursing further defines cheating, plagiarism, collusion, and abuse of research materials and other unacceptable behaviors. The JoAnne Gay Dishman School of Nursing also defines the potential actions / consequences that may be taken if a student engages in dishonest practices including course failure (see Potential Actions, JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook).

For the complete Academic Honesty Policy, see the JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook.

### **UNIVERSITY DROP/ADD**

Students are responsible to be officially enrolled in the course. It is also the student’s responsibility to officially drop the course. Any student who stops attending class and does not officially drop the course will be given an “F” as the semester grade.

Census Date/12<sup>th</sup> class day September 06, 2017 Students may drop or withdraw without consulting their Instructor, School of Nursing Chair or the Records Office. The Six Drop Rule does not apply to drop before 5:00p.m. on this date.

Last date to drop or withdraw without penalty September 29, 2017 The Six Drop Rule applies. Student should consult with the Instructor and the Records Office to initiate a drop before the Last day to drop with or without academic penalty date.

Last day to drop or withdraw with academic penalty November 3, 2017 The Six Drop Rule Applies. Student must be passing the course at the time of the requested drop in order to receive a Q. The drop form, including all required signatures, must arrive in the Records Office by no later than 5:00p.m. on the specified date.

Any student seeking to drop after the Last day to drop or with draw by academic penalty date, must submit a fairly thorough written explanation, including supporting documents if applicable, of the extenuating circumstances for with the action is being requested. The explanation must be shared with and approved by the Instructor, the School of Nursing Chair, and the Dean of the college before the drop form will be sent to the Senior Associate Provost for a final review and decision. See the Academic calendar for all relevant dates at <http://events.lamar.edu/academic-calendar-listing.html>.

### **THE DISABILITY RESOURCE CENTER**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [409-880-8347](tel:409-880-8347) or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

## **COURSE EVALUATIONS**

Lamar University asks students to evaluate online the courses they take and the instruction they receive via a contract with a national company, OnlineCourseEvaluations.com. The evaluation instruments themselves were developed by LU faculty and administrators. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last class day. The student is notified of the specific dates at his/her LU Connect e-mail address. If course evaluations are given during summers, mini semesters, and other compressed terms, evaluation windows are extended past the last class meeting. Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of the student who completed a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. That is, after the semester has ended and grades have been awarded, faculty are able to access the results of student course evaluations, to include all student comments. Faculty analyze the data and read the comments, and often use student observations and suggestions to make changes in course content and delivery. The results of course evaluations are also used by chairs and deans as one factor in decisions involving merit pay, tenure, and promotion. Both the administration and faculty take student input via course evaluations very seriously, and faculty require students to participate in this process. Any questions or comments students have about the process should be addressed to the University Assessment Coordinator, at 409-880-2385.

## **MANDATORY COURSE EVALUATION POLICY**

Students must complete the End-of-Course Evaluation in nursing courses and provide verification of completion in a timely manner to receive a course grade. Students who do not complete the End of Course Evaluation in the designated time period will receive a grade of Incomplete (I) for the course. The student must then contact course leaders to determine if and when the final course grade can be posted.

## **EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

### **Severe Weather:**

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

### **Violence/Active Shooter (CADD):**

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

- **DENY-** Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

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### **CAMPUS CLOSURE**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage ([www.lamar.edu](http://www.lamar.edu)) for instructions about continuing courses remotely.