N5361– Course Syllabus

UNIVERSITY OF TEXAS AT ARLINGTON
COLLEGE OF NURSING

NURS 5361: Special Topics in Clinical Practice (2-3)

Instructor
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Prerequisites
N-5318 Patho, N-5319 Pharm and N-5326 Assessment

Textbooks, Reading Material, and Resources
American Psychological Association. (Recent edition). *Publication manual of the American Psychological Association.(6th ed)* Washington, D.C.: Author. **ISBN: 9781433805615**

Benner, P., Tanner, C., & Chesla, C. (2009). *Expertise in nursing practice: caring, clinical judgment, and ethics* (2nd ed.) New York: Springer Publishing Company. Ebook ISBN: 978-08261-25453

Course Syllabus
Blackboard documents

Course Description: Advanced exploration of special topics applicable to clinical practice.

Credit Hours: Three credit hours (2-3)

Course Outcomes
1. Explore (in depth) nursing concepts related to selected patient population(s).
2. Integrate advanced nursing concepts in the nurse educator role.
3. Apply evidence based practice in the nurse educator role.
4. Develop a portfolio of evidence based, culturally competent nursing interventions for use in nursing education.

Course Organization:
There are five weeks in this course:
- Week 1: The relationship of theory and practice in the acquisition of skill.
- Week 2: Building expertise in undergraduate students and new nurse graduates
- Week 3: Phenomena that are uniquely the concern of nurses
- Week 4: Caring, clinical judgment, and ethics
- Week 5: The social embeddedness of clinical and caring knowledge

Descriptions of major assignments with due dates:

Item	% of grade	Due Date
Participation in weekly on-line discussion. You are responsible for completing the questions yourself, posting them, and then responding to at least one answer from at least 2 students	30%	Weekly: Initial post due Thursday by 11:59 pm of each week and responses to peers due by the following Tuesday at 11:59 pm. Except Week 5, the responses are due Saturday at 11:59 pm
Three to five Clinical Objectives	P/F	Week 1 due Saturday at 11:59 pm
Clinical activity log/encounter record (Student has 45 clinical activity hours in order to successfully pass the course. Must provide names and contact information of clinical experts and peers for the development and presentation of case study)	P/F	Weekly due Saturday at 11:59 pm
Two reflective clinical activity journals	20%	Week 4 and 5 due Saturday at 11:59 pm
Assignments: Due Saturday at 11:59 pm Educational Needs Assessment Case Study and Case Study Case Study Presentation (Mandatory) With a peer group (those who provided need assessment and feedback for the draft case study or other peer group)	20% 30% P/F	Week 2 Draft week 3; Week 5 Week 5

Special Requirements – Clinical Activities:
In addition to on-line work, students are required to spend 45 hours performing clinical activities (conducting Educational Needs Assessment, developing Case Study, journaling about Clinical Activities, etc. As part of the clinical activities students will:

- Identify the focus (i.e. area of clinical specialty – Peds, Oncology, Gero, Critical Care, Med-Surg, etc.) for their clinical activities
- Identify one or more clinical expert(s) to mentor them in the process.
- Develop three to five clinical objectives for this experience.
- Conduct an Educational Needs Assessment within student's area of clinical focus/specialty (Refer to guidelines and grading rubric.
- Develop a Case Study based upon Educational Needs Assessment.
- Present Case Study to mentor and peers as if this group is the intended population for the case study (refer to guidelines)
- Submit two reflective clinical journals (See guidelines.)
- Keep log/encounter records outlining the clinical activities conducted as well as hours spent.

Grading Policy:
- **Grading Scale:**
  A = 92 - 100
  B = 83 - 91
  C = 74 - 82
  D = 68 – 73
  F = < 68

- Each assignment grade is rounded to two decimal points. The final grade will NOT be rounded to a whole number (e.g. 91.89 = B)
- Students are responsible for uploading & submitting the correct document in the Blackboard assignment drop box. The document submitted will be graded and no substitution of the

document will be accepted. Please verify you have submitted the correct document. Faculty must be able to open the document or it will receive a grade of zero.

- **Late work:** The official time for the assignment will be determined by the submission time. Late papers may be penalized up to 5 points for every day late after the date and time due <u>unless prior arrangements have been made with the faculty</u>. After the 5th day, no assignments will be accepted and students will receive a zero for that assignment. Instructor does not guarantee that work received after the due date will be returned at the same time as those which were on-time.

Methods/Strategies and Course Schedule: On-line discussion, active learning activities, clinical experience. **<u>See next page!</u>**

Week 1	*Learning Outcomes*
	▪ Outcomes: 1-3
	▪ <u>Topics</u>: The relationship of theory and practice in the acquisition of skill
	Scheduled events
	▪ <u>Readings</u>: Ch 1
	▪ <u>DB</u>: Ch 1 Relationship of theory and practice in acquisition of skills
	o How do theory and practice contribute to the development of nursing expertise?
	o Give an example of a clinical situation where you found theory to be helpful.
	o Give an example of a clinical situation where your experience as a nurse was helpful.
	o Discuss types of practice experiences that help build nursing expertise. Describe one educational strategy regarding practice experiences that you could use for a <u>novice</u> (i.e. nursing student). Provide a ref for this strategy.
	▪ <u>Clinical Activity</u>: begin contacting clinical professionals to conduct clinical educational needs assessment
	Assignments
	▪ Clinical Activities Objectives: Write 3 to 5 clinical objectives. What would you like to learn from the clinical activities?
Week 2	*Learning Outcomes*
	▪ Outcomes: 1-4
	▪ <u>Topics</u>:
	▪ What does an expert in nursing look like and how do you get there?
	▪ Building expertise in undergraduate students
	Scheduled events
	▪ <u>Readings</u>: CH 2 Entering the field: Advanced Beginner Practice
	▪ Ch 12 Implications for Basic Nursing Education
	▪ Summary and Recommendations from Carnegie Foundation for the Advancement of Teaching National Study of Nursing Education: http://www.carnegiefoundation.org/elibrary/educating-nurses-highlights
	▪ How to Write a Case Study: http://www.pasadena.edu/hstutoringlab/writing/writingcasestudy.cfm
	▪ How to Write a Case Study for Nursing: http://www.referencepointsoftware.com/articles/article-write-a-nursing-case-study-paper/
	▪ <u>DB</u>: In Chapter 12, the authors suggest strategies for teaching undergraduate nursing students.
	▪ What do they believe nursing students need to know? How does this differ from what you believe nursing student need to know?
	▪ What did you learn from this chapter that you could use if you were teaching undergraduate nursing students.
	o Based on Chapter 2, Describe one educational strategy that you could use for an <u>advanced beginner</u>. Provide a ref for this strategy.
	▪ <u>Clinical Activities</u>: complete Educational Needs Assessment and Clinical Activity log
	Assignments
	▪ Clinical Educational Needs Assessment and clinical activity log

Week 3	***Learning Outcomes***
	▪ Outcomes: 1-4, Focus:
	▪ <u>Topics</u>:
	   ▪ What does an expert in nursing look like and how do you get there?
	   ▪ Phenomena that are uniquely the concern of nurses
	
	Scheduled events
	▪ <u>Readings</u>:
	   ▪ Ch 3 The Competent Stage
	   ▪ Ch 10 Implications of Phenomenology of Expertise for Teaching
	   ▪ Phenomenon of Nursing, health and people!
	     http://www.womentowellness.com/about-toni/the-phenomenon-of-nursing/
	   ▪ The Nursing moment by Patricia Hawley
	     http://www.phenomenologyonline.com/sources/textorium/hawley-patricia-the-nursing-moment/
	▪ <u>DB</u>: Ch 10 Consider reading and Review Bowel or Sleep presentations to discuss:
	   ▪ What did you learn about the topic that you didn't already know? Discuss at least two items.
	   ▪ Can you envision how the information gained could be used in your nursing practice? Please explain.
	   ▪ Based on Chapter 3, describe one educational strategy that you could use for a <u>competent</u> nurse. Provide a ref for this strategy.
	▪ <u>Clinical Activities</u>: Collaborate with clinical experts about Case Study
	
	Assignments
	▪ Draft Case Study

Week 4	***Learning Outcomes***
	▪ Outcomes: 1-5 Focus
	▪ Topics:
	   ▪ What does an expert in nursing look like and how do you get there?
	   ▪ Caring, Clinical judgment, and ethics
	
	Scheduled events
	▪ <u>Readings</u>: Ch 4 Proficiency: A transition to Expertise <u>and</u> Ch 7 Clinical Judgment
	▪ <u>DB</u>: Clinical judgment After reading chapter 7, discuss the following questions:
	   ▪ I think that the authors prefer the term clinical judgment to critical thinking. Do you agree or disagree? Justify your answer.
	   ▪ The authors identified 5 aspects of clinical judgment when they discussed the narrative beginning on page 201. What did you learn from their discussion? What information was most useful to you in terms of how you might teach undergraduate students or new graduate nurse's clinical judgment?
	   o Based on Chapter 4, describe one educational strategy that you could use for a <u>proficient</u> nurse. Provide a ref for this strategy.
	▪ <u>Clinical activities</u>: Obtain feedback from clinical experts and coach regarding Case Study
	
	Assignments
	▪ Clinical Journal 1: Nursing Phenomenon Unique to Clinical Specialty

Week 5	***Learning Outcomes***
	▪ Outcomes: 1-4
	▪ <u>Topics</u>:
	    ▪ What does an expert in nursing look like <u>and</u> how do you get there?
	    ▪ The social embeddedness of clinical and caring knowledge.
	
	Scheduled events
	▪ <u>Readings</u>: Text: Ch 5 Expert Practice, Ch 8 Social Embeddedness of Knowledge <u>and</u> Ch 11 The Nurse-Physician Relationship: Negotiating Clinical Knowledge
	▪ <u>Discussion Board</u>: After reading and reflecting on Chapter 8 and 11, discuss the following questions:
	    ▪ Chapter 8: Why are collaboration and cooperation so important for developing nursing expertise?
	    ▪ Chapter 8: Consider how social factors influence the development of clinical reasoning and the ability to interact with patients and their families in a caring manner. How did you learn how to interact effectively with your patients? Discuss how you might share this with undergraduate students or new graduate nurses?
	    ▪ Chapter 11: What is the nurse-physician game? Have you ever experienced it? Explain the situation and how you handled it.
	    ▪ Chapter 11: Discuss strategies for teaching novice and advantaged beginner how to negotiate clinical knowledge with physicians. Provide a reference for this strategy.
	    ▪ Based on Chapter 5, describe one educational strategy that you could use for an <u>expert</u> nurse. Provide a ref for this strategy.
	▪ <u>Clinical Activities</u>: Complete your clinical activities and terminate your relationship with clinical professionals you have collaborated with. Submit final clinical activity log.
	
	Assignments
	    ▪ Clinical Journal #2
	    ▪ Case Study
	    ▪ Present Case Study to mentor and peers
	    ▪ Submit final Clinical Activity Log (make sure to include mentor and peers' contact information)

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. http://www.uta.edu/gradcatalog/2012/general/regulations/#grades

Drop Policy:

> **Deadlines are located on the Academic Partnership website as well as UTA's,**
> http://wweb.uta.edu/aao/recordsandregistration/content/student_services/academicpartnership.aspx

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. **It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or

withdrawing. Contact the Financial Aid Office for more information.   The last day to drop a course is listed in the Academic Calendar available at http://www.uta.edu/uta/acadcal.

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the drop date may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
   (1) Contact course faculty to obtain permission to drop the course with a grade of "W".
   (2) Complete the form, sign electronically, (available at http://www.uta.edu/nursing/msn/msn-forms/) email to the course faculty for their electronic signature using the envelope located in the toolbar at the top of your screen and copy your graduate program advisor using the appropriate email: MSN-NP – s.decker@uta.edu
   (3) Contact the graduate program advisor to verify the approved form was received from the faculty, the course drop was processed and schedule an appointment to revise student degree plan.
3. Students who drop all coursework at UTA must check the RESIGN box. Students staying in a least one course and dropping other coursework will check the DROP COURSE(S) box.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal.
   http://grad.pci.uta.edu/faculty/resources/advisors/current/

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct.

Violators will be disciplined in accordance with the University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

Plagiarism: Copying another student's paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via http://library.uta.edu/tutorials/Plagiarism

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107.

Electronic Communication: The University of Texas at Arlington has adopted "MavMail" as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php. If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu. *Students are responsible for checking their MavMail regularly.*

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Library information and Librarian to Contact:
Antoinette Nelson, *Nursing Librarian*
Phone: (817) 272-7433

E-mail: nelson@uta.edu
Research Information on Nursing:
http://libguides.uta.edu/nursing

Library Home Page .... http://www.uta.edu/library
Subject Guides.................................. http://libguides.uta.edu
Subject Librarians .... http://www.uta.edu/library/help/subject-librarians.php
Database List.................................... http://www.uta.edu/library/databases/index.php
Course Reserves .... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog .... http://discover.uta.edu/
E-Journals....................................... http://liblink.uta.edu/UTAlink/az
Library Tutorials .... http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus.......... http://libguides.uta.edu/offcampus
Ask A Librarian................................ http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php.

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm.

If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.
* *

UTA College of Nursing additional information:

Status of RN Licensure: All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify **Dolores S Aguilar,** MS, APRN, CNS, CHN**,** Interim Director - Masters in Nursing Education Program at aguilar@uta.edu. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

MSN Graduate Student Clinical Dress Code:

The University of Texas at Arlington College of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical. Please View the College of Nursing Student Dress Code on the nursing website:** http://www.uta.edu/nursing/msn/msn-students **.**

UTA Student Identification:

MSN Students **MUST** be clearly identified as UTA Graduate Students and wear a UTA College of Nursing ID when performing clinical activities in a Clinical Environment.

Unsafe Clinical Behaviors:

Students deemed unsafe or incompetent will fail the course and receive a course grade of "F". **Any of the following behaviors constitute a clinical failure**:

1. Fails to follow standards of professional practice as detailed by the Texas Nursing Practice Act *
   (available at www.bon.state.tx.us)
2. Unable to accept and/or act on constructive feedback.
3. Needs continuous, specific, and detailed supervision for the expected course performance.
4. Unable to implement advanced clinical behaviors required by the course.
5. Fails to complete required clinical assignments.
6. Falsifies clinical hours.
7. Violates student confidentiality agreement.

*Students should also be aware that violation of the Nursing Practice Act is a "reportable offense" to the Texas Board of Nurse Examiners.

Blood and Body Fluids Exposure:

A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:
http://www.cdc.gov/

Confidentiality Agreement:

You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

Graduate Student Handbook: Students are responsible for knowing and complying with all
policies and information contained in the Graduate Student handbook online at:
http://www.uta.edu/nursing/handbook/toc.php

Student Code of Ethics: The University of Texas at Arlington College of nursing supports the
Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online:
http://www.uta.edu/nursing/handbook/toc.php

No Gift Policy: In accordance with Regent Rules and Regulations and the UTA Standards of
Conduct, the College of Nursing has a "no gift" policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link:
http://www.uta.edu/nursing/scholarship_list.php would be an appropriate way to recognize a faculty member's contribution to your learning.   For information regarding Scholarship Funds, please contact the Dean's office.

Online Conduct: The discussion board should be viewed as a public and professional forum for
course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.
It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.
   For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.

Writing Center: The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructor's value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. During Fall 2012, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Individuals may schedule appointments online by following directions available at www.uta.edu/owl, or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

Departmental Administrative/Support Staff of Nursing Education Program

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