

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**

PRNS 1142

**Course Title**

Practicum IA

**Course Description**

This course is designed to reinforce theory taught in the classroom setting. It includes directed experiences in basic nursing principles, including nursing of the geriatric patient, nursing of children, nursing of the mother and infant, nursing of the mentally ill, nursing of adults with medical-surgical conditions, and nursing across the lifespan.

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking

Responsibility

Communication

**ACTS Course**

**Program Course**

**Practical Nursing**

**ACTS Outcomes**

**Program Outcomes**

1. Collaborate professionally with faculty, clients and their families and/or significant others, supervisors, peers, and with all members of the health care team (Affective).
2. Promote pride, concern and interest in the health and well-being of the community and its citizens (Cognitive, Affective, Psychomotor).
3. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe, competent care throughout the lifespan of the consumer (Psychomotor, Cognitive, Affective).
4. Practice clear, effective communication skills, both written and non-written (Psychomotor Affective).
5. Create documentation that effectively communicates patient condition and care provided (Psychomotor, Cognitive).
6. Apply use of hardware and software technologies to retrieve, process, and analyze theoretical and practical health care information (Cognitive, Psychomotor).
7. Examine and incorporate the state's scope of practice guidelines, rules, regulations, and ethical standards in the practice of nursing (Cognitive, Affective).

**Course Outcomes**

CLO #	Course Outcomes	Unit Outcomes/ Competencies	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	The student will use the nursing process to administer safe, competent care to the client with special needs and clients across the lifespan.	1a 1d 2c 2l 3a 3g, 3j, 4a-l, 6a, 6d, 6j, 6k, 6n	1-7			R 2	Practicum Evaluations Tools I, II, and III - 1, 2, 3, 4, 5, 6, 7; 8; 9, 10
CLO 2	The student will demonstrate safety and competency in medication administration.	2n, 3a, 3g, 3j, 4f, 5a-l, 6d, 6j, 6n	3,5, 6			R 2	Practicum Evaluation Tools II and III - 2, 10

CLO 3	The student will demonstrate sound communication skills in clinical practice.	1b, 1f, 2d, 2i, 3b, 3c, 4c, 4e, 4f, 5b	1,4,5		C1, C2		Practicum Evaluation Tools I, II, III - 4
CLO 4	The student will demonstrate professional behavior and personal accountability in clinical practice.	1a, 2c, 3a, 3g, 4c, 4e, 4f, 5a-m, 6a	1,2,7			R3	Practicum Evaluation Tools I, II, III - 3
CLO 5	The student will utilize and apply theoretical knowledge in clinical practice.	1a-g, 2a-o, 3a-j, 4a-f, 5a-m, 6a-n	3	CT 3			Practicum Evaluation Tools I, II, III - 6

### Unit Outcomes/ Competencies

#### 1. Basic Nursing

At the completion of this practicum unit, the student should be able to:

- a. Use the nursing process to assess, plan, implement, and evaluate client care.
- b. Apply general documentation guidelines in the practicum setting.
- c. Consistently demonstrate application of Standard and Transmission-Based Precautions while administering client care.
- d. Demonstrate correct techniques for positioning, transferring, and ambulating clients.
- e. Perform basic hygiene care and bedmaking skills for client.
- f. Accurately assess and document vital signs.
- g. Perform a physical assessment of clients.
- h. See Practical Nursing Student Handbook for complete list of basic nursing skills competencies.

#### 2. Nursing of the Geriatric Client

At the completion of this practicum unit, the student should be able to:

- a. Recognize the physical changes that occur in the aging adult.
- b. Identify signs and symptoms of the normal aging process.
- c. Render safe and effective nursing care to the geriatric client.
- d. Communicate effectively with the geriatric client and family and provide emotional support.
- e. Work with geriatric client to promote maintenance of physical health.
- f. Work with geriatric client to promote maintenance of cognitive health.
- g. Identify nursing problems related to changes in psychosocial health of the geriatric client.
- h. Demonstrate awareness of the stages of grief, death, and dying, and their associated behaviors and feelings.
- i. Demonstrate compassionate nursing care and therapeutic communication techniques with the terminally ill client and family.
- j. Demonstrate understanding of advanced directives.
- k. Render postmortem care to the deceased client.
- l. Provide for the safety of the geriatric client during transfer and ambulation.
- m. Demonstrate understanding of the physical and psychological consequences of the incontinent geriatric client.
- n. Demonstrate awareness of polypharmacy in the geriatric client.
- o. Promote sound nutritional principles to the geriatric client.

#### 3. Nursing of Mother and Infant

At the completion of this practicum unit, the student should be able to:

- a. Render safe and efficient nursing care during prenatal, labor delivery, post-partum, and neonatal periods.
- b. Communicate effectively with the client and family and provide emotional support to the family.
- c. Observe and record significant signs and symptoms in the mother and newborn.

#### Labor and Delivery

- d. Recognize the importance of good prenatal care in preparation for the labor and delivery process.
- e. Demonstrate awareness of the physiological changes that have occurred during pregnancy.
- f. Identify the clinical course and mechanism of labor and delivery.

- g. Render nursing care during labor and delivery and recognize the nurse's role in relation to the obstetric personnel.

#### Post-Partum

- h. Develop an awareness of the needs and render nursing care to the mother during the postpartum period.
- i. Describe variations from normal appearance and behavior of newborn and report these to appropriate personnel.
- j. Assist in giving care to the obstetric client with complications of pregnancy, labor, and delivery, and the postpartum period.

#### 4. Nursing of Children

At the completion of this practicum unit, the student should be able to:

- a. Compare the nursing needs of a child as related to those of an adult.
- b. Relate the healthy and normal to the ill and abnormal child.
- c. Assist parents in preparation for return to the home environment with a child.
- d. Relate use of equipment and procedures to the pediatric client.
- e. Assist with the needs of an adolescent, being aware of special emotional considerations, such as privacy and be prepared to accommodate these needs.
- f. Assist with the care of long-term and terminal pediatric clients becoming more aware of its nursing considerations.

#### 5. Medical/Surgical Nursing

At the completion of this practicum unit, the student should be able to:

- a. Assist the client to meet special needs which are caused by the disease process of cancer (problems related to skin, diet, pain, safety, psychological, etc.)
- b. Neurologic system: Assist the client with a neurological disease process (cerebral vascular accident, Alzheimer's disease, spinal cord injury, seizure) considering the communication, safety, and rehabilitation needs.
- c. Cardiovascular system: Assist the client with a myocardial infarction, limitations in activities, I.V. therapy, oxygen therapy, importance of hourly urine output, enzyme studies, frequent monitoring of client.
- d. Respiratory system: Assist the client with pneumonia, considering the need for hydration, expectoration through coughing and respiratory therapy, management of fever, and the use of antibiotics, both oral and intravenous.
- e. Respiratory system: Assist with the needs of the client who has COPD, considering chronic fatigue, dyspnea and apprehension in providing nursing and be aware of potential pneumonia and congestive heart failure.
- f. Urinary system: Assist with the needs of the client with a urinary problem considering the significance of: straining urine, limiting or forcing fluid intake and output, nutritional limitation, lab results, and catheterization.
- g. Gastrointestinal system: Assist with the needs of the client with a gastrointestinal problem.
- h. Immune system: Assist with the needs of the client with an immune system disorder.
- i. Musculoskeletal system: Assist with the needs of the client with a musculoskeletal system disorder.
- j. Endocrine system: Assist with the needs of the client with diabetes mellitus, considering the needs for prevention of hyper/hypoglycemia (regulation of diet, activity, insulin education, overall client education, skin care needs).
- k. Integumentary system: Assist with the needs of the client with a disorder of the integumentary system.
- l. Assist with the nursing care of clients experiencing other disease processes and participate in other nursing procedures as appropriate for the skill level.

#### 6. Mental Health Nursing

At the completion of this practicum unit, the student should be able to:

- a. Render safe and effective care to the client with a mental health disorder.
- b. Differentiate between the client exhibiting normal anxiety and the client exhibiting anxiety disorders.

- c. Demonstrate understanding of the signs, symptoms, and treatment for anxiety disorders.
- d. Develop and implement a plan of care for the client with anxiety disorders.
- e. Demonstrate understanding of the signs, symptoms, and treatment of the client with bipolar disorder and major depressive disorder.
- f. Demonstrate understanding and implement safety interventions for the suicidal client.
- g. Demonstrate understanding of substance abuse and dependence on psychoactive substances.
- h. Outline the physical, behavioral, and psychological indicators of substance use disorder.
- i. Describe symptoms and complications of withdrawal from alcohol.
- j. Develop and implement a plan of care for the client with a substance use disorder.
- k. Develop a plan of care with interventions for the confused/disoriented client.
- l. Differentiate between the client with delirium and the client with dementia.
- m. Recognize the signs and symptoms of Alzheimer's disease in relation to the early, middle, and late stages.
- n. Develop and implement a plan of care for the client with a thought or personality disorder

**Assessment Description(s)**

Practicum I/II/III Evaluation Tools

**Materials and Technological Requirements**

Taber Cyclopedic Medical Dictionary

Davis, 22<sup>nd</sup> ed., ISBN: 9780803629783

DeWitt Fundamental Concepts & Skills, Saunders, ISBN: 9781437727463, 4th ed.

DeWitt Fundamental Concepts & Skills Learning Guide, Saunders, ISBN: 9781455708451, 4th ed.

DeWitt Medical Surgical Nursing, Saunders, ISBN: 9781437717075, 2nd ed.

DeWitt Medical Surgical Nursing Learning Guide, Saunders, ISBN: 9781437722116, 2nd ed.

DeWitt Virtual Clinical Excursions, Saunders, ISBN: 9781455726165, 2nd ed.

Nursing 2015 Drug Handbook, Lippincott, ISBN: 9781469837444, 2015

Manual of Nursing Practice, Lippincott, ISBN: 9781451173543, 10th ed.

ATI Skills Modules

**Class Attendance Policy**

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

**Regular Semester**

- Courses which meet once a week ..... 2 absences
- Courses that meet twice per week ..... 3 absences
- Courses that meet four times per week ..... 5 absences

**Summer Session**

- Courses that meet four times per week in a five week session ..... 3 absences
- Courses which meet two evenings per week in a 10 week session ..... 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

### **Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

**Date of Revision: 8/30/2016**