NURS 4282 & NURS 4283-W01

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4282 Biobehavioral Health of Complex Care Conditions Clinical

Course Description

Biobehavioral Health of Complex Conditions Clinical (2 SCH): Students design and provide comprehensive holistic, evidence-based nursing care to individuals with complex health problems across the lifespan and health care settings using an integrated framework of health care delivery with an emphasis on primary care. Students collaborate with members of the health care team to plan, implement and evaluate the care provided to individuals with complex health problems.

Learning Objectives

1. Implement evidence-based nursing care to individuals with complex health problems across the lifespan and in various health care settings using an integrated healthcare delivery framework.
2. Design nursing interventions for individuals with complex health problems across the lifespan and in various health care settings.
3. Describe principles and issues impacting health care delivery for individuals with complex health problems across the lifespan and in various health care settings.
4. Seek opportunities to acquire and apply new knowledge to practice.
5. Compare and contrast evidence-based principles for individuals with complex health problems across the lifespan and in various health care setting across the lifespan.

Course Purpose Articulated/Audience Defined:
The purpose of this course is to help accelerated BSN students become competent practitioners and develop skills of a reflective practitioner in order to expand expertise in practice to designated populations.

Major Course Requirements
Participation/Professionalism: Student engagement is essential for baccalaureate learning. Demonstration of behaviors that exemplify expectations of the professional nurse and life-long learning is expected.

Exemplar / Concept Assignments: As part of a concept-based curriculum. Course content is guided by course specific concepts. A variety of activities will demonstrate student mastery of essential concepts including but not limited to: writing assignments, group activities, presentations, and demonstrations.

Reflective Journal: Throughout this course, students will be reflecting in a journal of ongoing self-evaluation on the learning experiences they are having. These journal entries should allow the student and professor to see the development of the student into a professional nurse. These journal entries are expected to be made bi-weekly throughout the semester. For more information about this assignment, refer to the Assignments tab in the Blackboard course. (This assignment is congruent with the AACN Essentials for Baccalaureate Education in Nursing which says the BSN graduate should be a reflective practitioner.)

Professional Clinical Behavior
1. At least ninety (90) hours of clinical experience related to course content are required per clinical course. Additional hours may be assigned at the discretion of the clinical faculty based on student needs. Students are responsible for working with their clinical faculty member to plan experiences that meet the course objectives and take into consideration student skills and learning needs.
2. Use of concepts from semesters 1 & 2 and combine with new concepts from semester 3.
3. In the unusual circumstance that a student is unable to provide safe and satisfactory care to patients, based on the clinical instructor’s professional judgment, and if this deficit cannot be remedied in the remaining clinical time and (within the limits of available faculty or preceptor supervision), the student may be removed from the clinical setting at any time. This would result in a grade of “F” in the course.

Based on student learning needs, pattern of unprofessional behavior, and nature of precipitating event(s), the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. *Students are expected to comply with any additional assignments or clinical hours assigned to meet course objectives. Not meeting course objectives will lead to course failure.*

1. Students judged to be unsafe may be failed from the course at any time. Unsafe behavior may be demonstrated through the omission or commission of actions that may harm patients or unprofessional behaviors consistent with inappropriate clinical judgment.
2. Application of material presented in pre-requisite and co-requisite courses to the clinical setting is a minimal expectation.
3. Patient confidentiality is to be maintained at all times as a critical element of clinical behavior; failure to do so may result in failure of the course. Examples of
violating confidentiality includes talking about patient matters in social non-professional situations, removing confidential materials from agency premises, misplacing clinical paperwork, revealing client/patient names to non-professional or professional non-related persons, and including patient names and identifying information on clinical paperwork.

4. Students are responsible for the care of the patient during clinical hours. If you leave the unit for any reason, you must assure coverage for your patients. You must report off to the clinical instructor, staff nurse, case manager or other responsible party when leaving the floor/unit and when leaving for the day.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, clinical facilities, etc.

Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives, thus failing the course. If an absence from the clinical site is absolutely necessary, the student must notify his/her clinical instructor at least one hour before the clinical day begins. In the majority of cases, an absence will be counted as a clinical warning, but each situation will be evaluated with your clinical instructor having the final say. If you are sent home for any reason, it is counted as an absence.

There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:

- Absences
- Tardiness
- Illness
- Violation of dress code
- Incomplete health immunization records
- Expired CPR certification

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- Incomplete hospital orientation on Blackboard
- Lack of preparation

**Accumulating two (2) warnings in a 90-hour clinical course can lead to failure of the clinical course.**

Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:

- No call, no show for clinical day
- Unsafe or unprofessional practices or behaviors
- HIPAA violations
- Inability to pass required clinical assignments
- Falsification of records

### GRADING CRITERIA

Grading is a process of comparing a student's performance (the outcome of learning) against a designated standard, or set of criteria, and assigning a symbol to the level of performance achieved. Current College of Nursing and Health Sciences policy stipulates the following grading scale:

- A: 90-100
- B: 83-89
- C: 75-82
- D: 67-74
- F: Below 67

The course grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Professionalism</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Competency Indicators</td>
<td>40%</td>
</tr>
<tr>
<td>Clinical Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

To pass this course and progress, the student must obtain a grade of 75% (C).

**Competency Indicator: 40%**

Throughout this course, students will follow the clinical competency form and achieve a passing grade for the semester’s clinical experiences. If the student does not pass the clinical competency component of this course, then the student will not pass the course.

- Student needs to achieve 75% of the level 1 competency indicators and 30% of the level 2 competency indicators by the end of the 2nd semester.
- Student needs to achieve 100% of the level 1 competency indicators, 40% of the level 2 competency indicators, and 20% of the level 3 competency indicators by the end of the 3rd semester.
- Student needs to achieve 100% of the level 1 competency indicators, 70% of the level 2 competency indicators, and 60% of the level 3 competency indicators by the end of the 4th semester.

<table>
<thead>
<tr>
<th>Objective Competency Indicator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Clinical Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>&lt;100%</td>
</tr>
<tr>
<td>Level2</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
<td>&lt;40%</td>
</tr>
<tr>
<td>Level3</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
<td>&lt;20%</td>
</tr>
<tr>
<td>Semester Four</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>&lt;100%</td>
</tr>
<tr>
<td>Level2</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>&lt;70%</td>
</tr>
<tr>
<td>Level3</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

**Clinical Assignments: 30%**
Throughout this course, students will choose two weekly clinical competency indicators of their choice consistent with the clinical rotation / experience. Based on clinical rotation students will be directed by instructor on methodology of assignment.

**Reflective Journal: 30%**
Throughout this course, students will be reflecting in a journal of ongoing self-evaluation on the learning experiences they are having. These journal entries should allow the student and professor to see the development of the student into a professional nurse. These journal entries are expected to be made bi-weekly throughout the semester. For more information about this assignment, refer to the Assignments tab in the Blackboard course. (This assignment is congruent with the AACN Essentials for Baccalaureate Education in Nursing which says the BSN graduate should be a reflective practitioner.) Students will be assigned a reflective journal regarding to reflect on their clinical experiences. Based on clinical rotation students will be directed by instructor on methodology of assignment.

**Late work Policy:**
All late work will result in a 0 grade for the assignment, unless arrangements to turn in work have been made prior to the deadline. If a student is aware that they may need to submit an assignment late due to illness or other circumstances, it is the student’s responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

**Cell Phone/Electronic Device Usage:**
Cell phones are not to be utilized for personal use in the clinical area.

**Required Reading**


NOTE: Your Textbook and Resources List should be used and reviewed as needed.

Medication resource via Bell Library: DynaMed (free on-line student access)

Additional Resources:

Center for Disease Prevention and Control, Publications and information products, retrieved from http://www.cdc.gov/nchs/hus/previous.htm

ACADEMIC DECORUM

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those that disrupt the learning process.

Supportive actions include:
1. Preparing for class
2. Being attentive and responsive in class.
3. Respecting fellow student’s opinions and ideas.
4. Contributing to the class by making topic specific comments.
5. Supporting the rights of classmates to contribute, even when disagreeing with content.

Examples of disruptive behaviors to avoid include:
1. Consistently coming to class late.
2. Answering e-mail and text messaging during class.
3. Carrying on side conversations.

Evaluation and Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a class failure and report to academic integrity.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class with an automatic grade of “W” this term is April 10, 2020.

**Preferred methods of scholarly citations:** APA formatting

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Grade Appeals Process

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at: http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Military Students

Active duty military personnel, military spouses, and veterans with special circumstances (eg. deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Schedule

Schedule will vary by student and clinical placement.

A total of 90 hours of clinical will include but not limited to:

Driscoll Children’s Hospital: 24 hours
CHRISTUS Spohn Shoreline Hospital: 44 Hours

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Bay Area Hospital: 12 hours
Assignments: 10 hours
Total: 90 hours