

# **NMU School of Nursing**



## **Online RN to BSN Clinical Expectations**

## **Student Information: RN to BSN ONLINE Clinical Course Requirements**

The RN to BSN completion program at Northern Michigan University has national accreditation through the Commission on Collegiate Nursing Education (CCNE), which endorses baccalaureate, and graduate nursing programs that maintain high standards for quality and integrity. Guidelines require programs to understand that Nursing is a practice profession. For each level of education, practice experiences are required that allow students to integrate new practice related knowledge and skills. As each RN to BSN student progresses with unique experiences, it is important to individualize direct and indirect patient care practice experiences. Students may complete these experiences in their place of employment. Exceptions to this are inclusion of experiences that the student receives compensation for or current job position experiences. Practice experiences need to allow students to integrate new practice related knowledge and skills required for RN to BSN students. Recognizing the technical expertise of the Registered Nurse, experiences **will not** include medication administration, invasive nursing procedures or charting of nursing care. Students complete two clinical courses: NU 414 (Nursing Care of Populations) and NU 454 (Professional Nursing Practice). In each clinical course, students will complete an individualized plan of study with the clinical faculty that includes instructor assignments (such as online simulations) as well as indirect and direct care practice experiences.

Note: Students will be required to meet the requirements set forth by clinical agencies including but not limited to immunizations, tuberculin skin testing, criminal background check, and drug screening.

**Types of Clinical Experiences:** Expectations for Practice Experiences in the [RN to Baccalaureate curriculum White Paper \(AACN\)](#).

### **A. Instructor Online Indirect Assignments** (50% of clinical hours)

Definitions of indirect and direct clinical experiences from: Expectations for Practice Experiences in the RN to Baccalaureate curriculum White Paper (AACN).

### **B. Indirect Care Experiences:** Nursing decisions, actions, or interventions that are provided through or on behalf of patients (up to 25% of clinical hours)

- Educating other healthcare providers regarding the safe and effective use of new technology
- Writing a policy and working with other stakeholders to have the policy approved by the state board of nursing
- Working with community leaders to develop a disaster/emergency preparedness plan for a specific population in a community
- Collaborating with the facility information technology staff to design or implement an electronic health record
- Working with staff to write an administrative policy that will improve communication among the units in the facility

### **C. Direct Care with a Clinical Partner:** Nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or outcomes (25-50% of clinical hours in Application of care)

- Working with other providers in any setting where health care is delivered, including the community, to identify gaps in care and implement a quality improvement strategy
- Collaborating with nursing staff to implement a new procedure or nursing practice that is evidence-based
- Working with an interprofessional team to evaluate the outcomes of a new practice guideline and implement recommended changes

- Designing and implementing a coordinated, patient-centered plan of care with an interprofessional team.

### **Examples of Clinical Experiences**

Examples of practice experiences provided are from The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing) Faculty tool kit and the Expectations for Practice Experiences in the RN to Baccalaureate curriculum White Paper (AACN). Students will collaborate with faculty to develop individualized plans of study that include faculty designed assignments as well as some time spent in both indirect and direct care experiences.

#### **1. NU 414 (3 credit hours) Nursing Care of Populations for the Practicing Nurse (clinical)**

For a 3.0 credit course, students should plan to devote approximately 12 hours per week to the completion of clinical experience hours (Total of 84 hours). Fifty percent of these hours will be spent completing instructor online assignments (e.g. simulations, case studies). The remaining hours will be individualized and composed of indirect and direct patient care hours.

Course Description: Application of NU 411 (Nursing Care of Populations-theory) concepts to the nursing process in planning population-based nursing care in community settings. NU 411 Focuses on population-based nursing care. Using a public health perspective, local, national and global health problems are examined. Issues related to vulnerable populations, social justice, ethics, economics and health care policy are considered. Primary, secondary and tertiary prevention strategies are integrated throughout the course.

#### **Course Objectives:**

1. Integrate public health concepts into population-based nursing practice including epidemiology, health program planning, health education, environmental health, and global health.
2. Describe major social, cultural, legal, political, and economic issues related to public health and population-based nursing care.
3. Access, analyze and use information from established health information systems and population data sources
4. Utilize principles of primary, secondary and tertiary levels of prevention to promote optimal wellness within populations
5. Demonstrate proficiency in written, verbal, nonverbal, and informational technology modes of communication in community settings
6. Incorporate accountability, professional values, and professional nursing standards in the practice of caring and compassionate nursing in a changing health care environment

**Course work will include: Instructor assignments (Simulation) as well as Indirect and Direct Care Experiences. Examples of possible work from each category included below.**

**A. Instructor Online Indirect Assignments (50% of clinical hours):** Simulation: Community Health Assessment: Sentinel City; unfolding case studies; reflective practice exercises

**B. Indirect Care Experiences** Nursing decisions, actions, or interventions that are provided through or on behalf of patients: (Up to 25% of clinical hours)

Examples of Experiences:

Source: The Faculty Tool Kit: The Essentials of Baccalaureate Education for Professional Nursing Practice- AACN Essential VII-Clinical Prevention and Population Health for Optimizing Health:

1. Analyze health behavior(s) of a population of patients using models or theories.

2. Use clinical practice guidelines for planning and/or evaluating clinical prevention interventions.
3. Participate in community or population-focused assessment with an agency.
4. Participate in development of plans and policies to prepare a community for disasters or to protect vulnerable populations during disasters.
5. Help organizations and communities create healthy environments (Participate in professional or civic organizational meetings).
6. Preparing for or participating in a community disaster drill.
7. Advocate for policy change regarding a health issue identified in the community.
8. Interview providers in community health care settings to assess current issues and trends in Public health and identify the role of the professional nurse on an interdisciplinary team.
9. Engage in community-based activities to promote ethical reasoning, advocacy, collaboration, and social justice. (e.g. participate in a suicide prevention walk)

**C. Direct Care with a Clinical Partner** Nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or outcomes: (25-50% of clinical hours in Application of care)

Definition of a Clinical Partner: Any member of a community agency or hospital unit that works with the nursing student for a designated specialty experience: Clinical partners provide feedback to Faculty members who are responsible for the student's grade. Clinical Partners are any member of the health care team (e.g. Nurses; Social Workers; Counselors; Case Workers; Physicians; Physician Assistants/Nurse Practitioners; Spiritual Advisors; Dieticians; Environmental Sanitarians; Directors of Senior Centers)

Examples of Direct Care Experiences:

Source: The Faculty Tool Kit: The Essentials of Baccalaureate Education for Professional Nursing Practice- AACN RE: Essential VII-Clinical Prevention and Population Health for Optimizing Health:

1. Teach vulnerable populations about: 1) health promotion for prevention; 2) avoiding environmental risks.
2. Collaborate with institutions (day care centers, homeless shelters, adult day care, senior centers) to develop **and implement** policies to minimize transmission of communicable diseases.
3. Evaluate a community disaster drill and develop recommendations for future preparedness.
4. Implement and evaluate a policy change regarding a health issue identified in the community.
5. Initiate an interprofessional going-green campaign to improve environmental health of a community.
6. Participate in interprofessional service learning activities such as health promotion and disease prevention projects for diverse populations. (Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice)
7. Participate in clinical prevention activities such as:

- \*Teaching about immunizations
- \*Improving adherence to tuberculosis chemoprophylaxis through health teaching and directly observed therapies
- \*Providing health counseling regarding smoking cessation, stress management, exercise, and diet
- \*Teaching about and encouraging cancer screening
- \*Conducting basic environmental exposure history regarding pesticides
- \*Conducting basic genetic health screening and referring high risk individuals to genetic services.
- \*Assessing a home environment and health counseling to prevent falls in older adults
- \*Identifying and intervening in elder abuse
- \*Implementing suicide prevention activities

Students will keep a log for NU 414 of clinical hours (using form designed by faculty) that indicates hours spent completing instructor online assignments, indirect, and direct care hours. At the conclusion of the clinical experience, the student will complete a synopsis of this log and submit which is submitted in NU 414 at the end of the course and again at the beginning of NU 454 (Professional Nursing).

## **2. NU 454 (3 credit hours): Professional Nursing Practice (clinical)**

For a 3.0 credit course, students should plan to devote approximately 12 hours per week to the completion of clinical experience hours. (Total of 84 hours). Fifty percent of these hours will be spent completing instructor online assignments (e.g. simulations, case studies). The remaining hours will be individualized and composed of indirect and direct patient care hours.

### Course Description:

This course will focus on applying and integrating knowledge gained in previous coursework within a primary, secondary or tertiary care setting allowing students to enhance the skills necessary to function in the professional role. The student focuses on a selected area of practice within the current health care environment.

### Course Objectives:

1. Demonstrate the ability to complete a holistic patient assessment.
2. Integrate theoretical and evidence based knowledge to plan holistic nursing care that promotes wellness and incorporates the rights, unique abilities, beliefs, and values of patients.
3. Identify a pertinent clinical problem in the assigned practice setting and plan the implementation of evidence based measures to solve the clinical problem.
4. Improve quality of care through effective leadership, management, and interdisciplinary collaboration in dynamic health care environments.
5. Communicate effectively with patients, community partners, and health care providers across practice settings.
6. Model behavior that adheres to professional standards of practice and ethical codes.
7. Engage in professional activities that demonstrate a contribution to the global community and life-long learning.

Course work will include: Instructor assignments as well as Indirect and Direct Care Experiences. Examples of possible work from each category are included below.

**A. Instructor Online Indirect Assignments (50% of clinical hours):** Simulation: Shadow Health Assessment- Expansion of Health assessment skills for the Baccalaureate Nurse, unfolding case studies, reflective practice exercises

**B. Indirect Care Hours (Nursing decisions, actions, or interventions that are provided through or on behalf of patients) (Up to 25% of clinical hours).**

1. Evaluate patient education materials for cultural and linguistic appropriateness. (Essential IX: Baccalaureate Generalist Nursing Practice AACN Tool Kit)
2. Educate other healthcare providers regarding the safe and effective use of new technology (white paper)
3. Write a policy and work with stakeholders to have the policy approved by the state board of nursing (white paper)
4. Work with a provider to develop a disaster/emergency preparedness plan for a healthcare agency (white paper)

5. Work with staff to write an administrative policy that will improve communication among the units in the facility (white paper)
6. Conduct a mock root cause analysis on a near miss and share results with staff or shared governance council. (Essential II)

**C. Direct Care with a Preceptor** (Nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or outcomes). (25-50% of clinical hours in Application of care)

Definition of Preceptor: A preceptor is a professional nurse with a BSN or higher degree. This experienced registered nurse agrees to be paired in a one-to-one relationship with a nursing student and actively participates in the education and mentoring of the nursing student in a clinical setting.

Examples of Direct Care clinical experiences:

1. Working with patients concerning pain management: this should reflect care that is patient centered and considers patient preferences and values (Essential IX: Baccalaureate Generalist Nursing Practice AACN tool kit).
2. Use a constructed genetic pedigree from collected family history information to identify a risk profile and develop a plan of care, including patient education and referral. (Essential IX: Baccalaureate Generalist Nursing Practice AACN Tool Kit).
3. Procuring input from patients and families on a policy (Identify a need, formulate a plan for change, implement and evaluate the impact).
4. Continuation of Public health activities in a health related setting as listed above (picking a different activity than already completed).
5. Develop, implement and/or evaluate an evidenced-based project.
6. Provide evidence-based, patient-centered end-of-life care to a dying patient and their significant other (Essential IX: Baccalaureate Generalist Nursing Practice AACN tool kit).
7. Develop and implement a leadership or quality improvement project (this might expand from previous course work in NU 414; e.g. review the literature about a practice problem in and propose a practice change based on an evidence-based model (NU 414), then present the change to appropriate stakeholders in NU 454: Essential II: Basic Organizational and Systems Leadership for Patient Safety and quality care).
8. Work with a provider to identify gaps in care and implement a quality improvement strategy. (White paper)
9. Work with an interprofessional team to evaluate the outcomes of a new practice guideline and implement recommended changes (white paper)
10. Participate in interprofessional performance improvement team currently working on implementation/evaluation of national patient safety goals. (Essential II)
11. Participate in an actual root Cause Analysis (RCA) and/or Failure Mode Effects analysis (FMEA). (Essential II)



12. Design and implement a coordinated, patient-centered plan of care with an interprofessional team (white paper)

13. Participate in interprofessional service-learning projects such as student visits to schools, summer health camps, or vulnerable populations in homeless shelters or homes for battered women and children. (Essential VIII)

14. Participate in rounds with chaplains or other spiritual care professionals (Essential VIII)

15. Provide care to a group of patients that incorporates delegation, supervision, and outcomes evaluation (Essential IX)

16. Perform patient assessment and evaluation of a patient's response to pharmacological agents in a patient care environment (Essential IX)