Bachelor of Science in Nursing Practicum and Field Experience Project Manual

Bachelor of Science in Nursing

Practicum and Field Experience Manual

2022-2023

Southwest University

6101 Montana Ave

El Paso, Texas 79925

915-778-4001

Southwest University Nursing Program and Practicum Contacts

School of Nursing Dean:

Dr. Amanda Anaya DNP, RN aanaya@southwestuniversity.edu

915-778-4001

Assistant Dean:

Kelly Crowley MSN, RN kcrowley@southwestuniversity.edu

915-778-4001

Assistant Dean:

Dr. Sandra Imperial DNP, RN simperial@southwestuniversity.edu

915-778-4001

Clinical Coordinator/Retention Specialist:

Rubi Sarmiento BSN, RN rsarmiento@southwestuniversity.edu

915-778-4001

Mission Statement

The mission of Southwest University at El Paso is to provide exceptional career and technical training, promote intellectual growth, critical examination and informed understanding through general education and a commitment to educational excellence strengthened by quality instruction, a positive learning environment, and the integration of emerging technologies to enable students to achieve their potential, participate in new employment opportunities, and continue to be lifelong learners.

Disclaimer

This Manual is intended only to outline the student policies and procedures. This manual is not intended to be all-inclusive. Southwest University reserves the right to change student policies and procedures on this manual at any time. Students will be notified of any policy changes, additions or deletions. Said changes will immediately become a part of this manual.

Table of Contents

Introduction

Purpose of this Manual

Welcome to the field experience component of Southwest University BSN program. This manual describes the structure and timing of the online and on-site practicum experiences and the policies a student must follow to be successful. It is intended to provide students of Southwest University School with the information they need related to practicum policies and procedures. The manual is also designed to serve as a reference for practicum mentors and other practicum personnel.

Please note: Southwest University reserves the right to make program changes as needed to ensure the highest quality program.

Southwest University

The BSN program at Southwest University is designed to promote Southwest University vision, mission, and ongoing commitment to social change.

Students with Disabilities

Southwest University at El Paso is in compliance with the following: The Equal Opportunity Act, the Age Discrimination Act, and the Americans with Disabilities Act. All entrances and exits to all Southwest University at El Paso buildings and all offices and classrooms meet ADA requirements.   In addition, Southwest University at El Paso provides students with special needs ADA approved restrooms, and modified classroom furniture to meet their needs. Students with disabilities requesting accommodations to access field experiences, such as practice experience must register with the Office of Disability Services prior to field experience and clarify their specific accommodation needs. In most cases, field experience sites have their own systems for ensuring equal access for employees/interns with disabilities. The Office of Disability Services will help address any gaps in those systems.

RN to BSN Online Program Philosophy

The RN to BSN program completion philosophy is guided by the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This philosophy reflects the faculty's beliefs about the nature of nursing and nursing education, people and their environment, and health and illness. As autonomous professionals who know and value the necessity of interdisciplinary collaboration, baccalaureate generalist nurses are part of an interprofessional health team which provides comprehensive care to individuals, families, and communities.

Nursing includes assessment, diagnosis, and treatment of human responses to actual or potential health problems and the planning, implementation, and evaluation of nursing care. The practice of nursing is based on nursing science, which includes knowledge of principles that govern life processes, the patterning of human behavior, the nature of human beings, and human interaction. The health care needs of individuals, families, and communities are defined within the context of personal, cultural and ethnic values, and social systems that influence function and resources. Therefore, a sound liberal and professional education is required to understand the complexity of responses. The need for evidence-based outcomes to improve human health and patient care is the stimulus for research into nursing practice.

Professional nurses are committed to the overall goal of health promotion, assisting persons of all ages to attain, maintain, and regain their health, and enhancing the quality and safety of their lives. Dedicated to the care and nurturing of the sick and well in order to help them achieve maximum human functioning, nurses help people achieve and maintain a healthy state, meet their basic needs, adapt to changes in their health status, recover from illness, and die with dignity. Humanistic, ethical and scientific principles drawn from nursing science and other fields form the theoretical base of nursing care for individuals, families, and groups. Individuals, families, and communities retain responsibility for their own health and the right to make decisions regarding health care.

People are complex organisms and human behavior and biological functioning are a result of the interaction between individuals and their environment. Humans are endowed with hereditary qualities that may be influenced in temporary or permanent ways by the interaction with others and the environment. Each person possesses strengths and limitations as a result of the interaction of hereditary and environmental factors and these, in turn, create the biological and behavioral potential.

Scientific principles related to the interplay of the mind, body, and spirit form the basis of our understanding of health and illness. Health is a dynamic state in which a person's developmental and behavioral potential is realized to the fullest extent possible. Illness is the alteration of normal biophysical and social-psychological mechanisms.

RN to BSN Completion Program Description

The degree leading to the BSN degree is a completion program designed for Associate Degree prepared nurses or Diploma prepared nurses who graduated from an accredited nursing program and have a current unrestricted RN licensure. Students must also have a GPA of 2.5 or higher to be admitted into the program. Students must complete the required Southwest University general education curriculum courses as well as the advanced nursing courses. The program will be offered in an online format to accommodate various working schedules. All nursing major courses are offered in an online format. Baccalaureate prepared nurses have a broad base of learning that combines the technical aspects of nursing with the leadership skills necessary to lead in today's dynamic health care environment.

Students will gain additional knowledge in the liberal arts and take nursing courses to prepare them for leadership positions.

Recognizing that the student is already an RN, the focus will be on professional development that includes the following knowledge and skills:

- Examining current issues and trends in health care, such as nursing informatics, and patient care technology
- Developing writing, peer review, presentation, and communication skills through a liberal education
- Learning to apply research within the context of evidence-based practice
- Expanding critical thinking skills and organizational skills as they relate to improving patient care outcomes through prevention and health care education
- Using leadership skills in planning, implementing, and evaluating nursing care and participating in nursing policy development
- Work in interdisciplinary teams to benefit individual patients and underserved populations
- Develop basic understanding of agency financial and budgetary concerns

Program Learning Outcomes

1. Develop caring professional values within a legal and ethical framework of nursing practice.

2. Synthesize knowledge from the liberal arts and nursing curriculum to become a provider of quality care in a safe environment.

3. Practice as a nurse generalist within the framework of diversity.

4. Integrate technology into professional nursing practice.

5. Incorporate effective communication principles to produce positive professional relationships.

6. Establish a foundation for lifelong learning and nursing scholarship.

7. Integrate community nursing concepts as a coordinator of care utilizing the nursing process and critical thinking.

8. Apply nursing research and scientific inquiry to fulfill the leadership role of a nursing professional.

American Association of Colleges of Nursing (AACN) Essentials of

Baccalaureate Education for Professional Nursing Practice (2008)

The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008) was used to guide course development for the RN to BSN Completion Program. These essentials emphasize concepts such as patient centered care, interdisciplinary collaboration, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning, critical thinking, cultural sensitivity, professionalism, and practice across the lifespan in a health care system that is constantly changing with clients who are complex in their needs. The AACN essentials are as follows:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice
- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology
- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments
- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health
- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

- The baccalaureate graduate understands and respects the variations of care, the increased complexity and the increased use of healthcare resources inherent in caring for patients.

Reference:
American Association of Colleges of Nursing (2008). The Essentials of Baccalaureate Education for Professional Nursing Practice. Retrieved 1/23/18 from http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf

Basis of Clinical

Practicum Site Selection and Field Site Selection

Overview
You are responsible for scheduling and completing all clinical hours. A minimum of 8 hours for NURS 2033 – Population Health/Community Nursing I (Windshield Survey). A minimum of 80 hours of practical experience in the setting you have chosen for NURS 4033/ 4045 – Risk Analysis and Implications for Practice I and II. Southwest University allows flexibility in scheduling these hours. The requirement must be met outside of your work schedule, on partial days or consecutive days.

- NURS 2033 Population Health/Community Nursing I
  Population Health/Community Nursing is designed to provide the theory and understanding of local health and disease. This course provides population-oriented approaches to understanding and addressing public health concerns, with special focus on population health assessment.

- NURS 4033 Risk Analysis and Implications for Practice I
  This course introduces systems analysis as a tool for the evaluation of patient safety and risks reduction. Presented in detail are the history and trends of patient safety and quality of care, followed by a study of current quality control and safety paradigms in professional nursing, and the role of the professional nurse in regards to risk analysis.

- NURS 4045 Risk Analysis and Implications for Practice II
  This course provides and focuses on advanced systems analysis as a tool for the evaluation of patient safety and risks reduction. The primary focus of this class is to transition from the theoretical aspect of Risk Analysis and implements it into the daily professional practice of the role of a nurse. The student is exposed to pedagogic techniques as well as interprofessional communication and management of change in an organization.

The student Activities Log must be entered into Trajecsys and approved by Preceptor by deadlines stated in course. Documentation must demonstrate activities related to course outcomes, specialty competencies, and your learning agreement. Your practicum experience should include direct and indirect interactions with an advance, professional colleague, experience, or an expert nurse in the field site you have selected. A marginal amount of time spent in gathering evidence for your project may be included in the 80 hours (no more than 5 hours will be allowed). Travel time will not be accepted in your 80 hours.

Affiliation Agreement

Preceptors are clinical expert nurses who have preferably earned, at a minimum, the BSN degree and have two years of experience. As healthcare and community-based resources, preceptors contribute significantly to the BSN students' learning and professional socialization. Preceptors and faculty work collaboratively to maximize potential for student learning. Students have the ability to contribute in choosing their own preceptor in the clinical courses. If the student is unsure of possible preceptors or sites, they should contact their course faculty and/or Clinical Coordinator. The student can also identify others who may be suitable. In any event, the student must have prior approval to ensure the preceptor and facility meets the guidelines of the RN to BSN program. The course and/or clinical faculty will ensure the site is suitable. The Dean of Nursing will approve all clinical sites. An Affiliation Agreement must be signed by the Preceptor or Manager and Dean of Nursing before any hours are to be completed and any hours completed prior to approval will not count towards consecutive totals.

Ethical Behavior

You are expected to demonstrate professional demeanor, behavior, appearance, and communication at all times. You are bound by the American Nurses Association Code of Ethics and must agree to abide by all the rules and regulations of the state in which you are practicing. The following are expectations for conduct and behavior:

- Honesty
- Responsibility
- Respect
- Fairness
- Trust

Inappropriate and unprofessional conduct will not be tolerated.

Practicum for BSN

Overview

The practice experiences assist students' transition from learner role to that of a scholar – BSN. Students' will engage with a professional colleague in their work/community, and focus on experiences to promote professional competencies. While engaging in your field experience take into consideration the "organization/system understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies" (American Association Colleges of Nursing (AACN), 2012, p. 2).

Competencies should be focus on role functions with the achievement of individualized learning objectives. The practice experiences require students to apply knowledge, concepts, and skills that they have acquired during their program of study.

Required Activities

Students must satisfactorily complete all the requirements of their practice experience courses (Table 1) in accordance with the information provided in the course syllabi. Students will complete the didactic portion of the program online. Students will not be allowed to take multiple practice experience courses concurrently. Students must receive a passing grade for the clinical components in the course that have integrated didactic (theory) and practice components to pass the course successfully.

Table 1

Course Number	Course Name	Practice Experience Hours	Comments
NURS 4033 NURS 4045	Risk Analysis I Risk Analysis II	80 Practice Experience Hours Required (80 hours combined from Risk Analysis I and II)	Must submit Affiliation Agreement and be cleared by the Dean of Nursing prior to the start of the course. Observation Only. RN – Students will observe and collaborate with various professionals in the community to define and refine a population-based health problem.
NURS 2033	Population Health/Community Nursing	8 Hours Windshield Survey	The student will create a windshield survey for a specific population group.

NURS 2033 Population Health/Community Nursing

Learning Objectives:

1. Analyze data pertaining to a specific community health issue.
2. Provide culturally competent care: health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting.
3. Analyze the effectiveness of practice experience proposal through practice presentations.
4. Present practice experience presentation to professional colleagues in the community chat.
5. Develop a potential intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
6. Apply the definition of quality to work setting.
7. Perform a literature review to identify measurement standards for a problem identified in healthcare.
8. Recommend strategies to reduce the cost of care.
9. Justify the appropriate leadership style to apply in a given situation.
10. Analyze an example of the quality that was measured, assessed, and improved.

Windshield Survey

Windshield Survey Guidelines

Each community has its own characteristics. These characteristics along with demographic data provide valuable information in understanding the population that lives within the community and the health status, strengths/limitations, risks and vulnerabilities unique to the "population of interest." Once you have defined a "community of interest" to assess, a ***windshield survey*** is the equivalent of a community head-to-toe assessment. The best way to conduct a windshield survey is with more than one person, allowing for one to observe and one to take notes. Having one pair of eyes on the road, you can benefit from having other individuals notice the unique characteristics of the community; a shared experience provides additional insight. As you analyze your findings, it may be necessary to make a second tour to fill in any blanks. Many of us take these characteristics for granted in our own community, but they provide a rich context for understanding communities and populations and often have significant impact on the health status of the community in general.

Using Table 18-5 in the Public Health Nursing textbook conduct a windshield survey of your local community (area where you reside). Complete the entire survey and submit it in paragraph form utilizing APA format. Please include in text citations as well as a cover page and reference page.

Elements	Description
Boundaries	What defines the boundary? Roads, water, railroads? Does the area have a name? A nickname?
Housing and zoning	What is the age of the houses? What kind of materials are used in the construction? Describe the housing including space between them, general appearance and condition, and presence of central heating, air conditioning, and modern plumbing.
Open space	Describe the amount, condition, use of open space. How is the space used? Is it safe? Attractive?
Commons	Where do people in the neighborhood hangout? Who hangs out there and at what hours during the day?
Transportation	How do people get from one place to another? If they use public transportation, what kind and how effective is it: How timely? Personal autos? Bikes, etc? Are there pedestrians? Does the area appear to be safe?
Social service centers	Do you see evidence of recreation centers, parks, social services, offices of doctors, dentists, pharmacies?
Stores	Where do residents show? How do they get to the shops? Do they have groceries or sources of fresh produce? Is this a "food desert"?
Street people and animals	Who do you see on the streets during the day? Besides the people, do you see animals? Are they lose or contained?
Condition of the area	Is the area well-kept or is there evidence of trash, abandoned cars or houses? What kind of information is provided on the signs in the area?
Race and ethnicity	What is the race of the people you see? What do you see about indices of ethnicity? Places of worship, food, stores, restaurants? Are signs in English or other languages? (If the latter, which ones)?
Religion	What indications do you see about the types of religion residents practice?
Health indicators	Do you see evidence of clinics, hospitals, mental illness, and/or substance
Politics	What indicators do you see about politics? Posters, headquarters?
Media	Do you see indicators of what people read? If they watch television? Listen to the radio?
Business and Industry	What type of business climate exists? Manufacturers? Light or heavy industry? Large employers? Small business owners? Retail? Hospitality industry? Military installation? Do people have to seek employment elsewhere?

Adapted and revised by J. Lancaster from: Mizrahi TM: School of Social Work, Virginia Commonwealth University, Richmond VA, September 2008; Stanhope MS, Knollmueller RN: *Public and Community Health Nurse's Consultant: A Health Promotion Guide*, St. Louis, 1997, Mosby

NURS 4033 Risk Analysis I

Learning Objectives:

This course introduces systems analysis as a tool for the evaluation of patient safety and risks reduction. Presented in detail are the history and trends of patient safety and quality of care, followed by a study of current quality control and safety paradigms in professional nursing, and the role of the professional nurse in regards to risk analysis.

1. Quality of care and safety protocols for patients, staff members, and facilities.
2. The introduction of policy implication management and the importance of quality and safety implementations for patient care.
3. The importance of the continuing education for Quality and Safety Education for Nurses and their staffs.
4. The theory and reasoning behind Patient-Centered Care.
5. The importance of Team work and Collaboration in the workplace and within departments.
6. Evidence-Based Practice Safety.
7. Quality and Safety through the utilization of informatics systems.

NURS 4045 Risk Analysis II

Learning Objectives:

1. Analyze data pertaining to a specific community health issue.
2. Provide culturally competent care: health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting.
3. Analyze the effectiveness of practice experience proposal through practice presentations.
4. Present practice experience presentation to professional colleagues in the community chat.
5. Develop a potential intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
6. Apply the definition of quality to the work setting.
7. Perform a literature review to identify measurement standards for a problem identified in healthcare.
8. Recommend strategies to reduce the cost of care.
9. Justify the appropriate leadership style to apply in a given situation.
10. Analyze an example of the quality that was measured, assessed, and improved.

Evaluation

The Practicum and Field Experience is designed to promote student development through the application of theory and research to nursing practice settings. Students are encouraged to identify and define an evidence-based need, then explore that need, or problem throughout the coursework. The practicum and field experience will be developed in two stages, spread over two terms, each building upon previous work.

Policies

For Student Conduct and Responsibilities and Academic Standing, please refer to the student handbook.

Frequently Asked Questions

How long is the practicum and field experience?

Students will spend a total of 80 hours between two terms Risk Analysis I and II. 8 hours for Population Health Community.

Do I have to finish all the practicum hours during the practicum course?

Students must complete hours during the practicum course only.

Do I have to track my hours?

Students will complete a Trajecsys enrollment, and will electronically complete an Affiliation Agreement and Preceptor Acknowledgment form. The agreement must be signed by their preceptor and approved by the Dean of Nursing. Students will also be required to complete a clinical log within Trajecsys that tracks their hours and activity each week and this log must be signed by their preceptor.

Can I complete my hours at my place of employment as a nurse?

Students are not permitted to complete clinical hours during work hours and hours cannot be related to students' current employment.

Sample of Documents to be completed in Trajecsys:

AFFILIATION AGREEMENT

This Affiliation Agreement is entered into the ___ day of _____, 20___, between the Yolanda Arriola College of Nursing, Southwest University of El Paso, and _____ for the purpose of providing clinical experiences for nursing students within the Baccalaureate Program in Nursing, SUEP.

The nursing students participating will abide by the policies and procedures of the Yolanda Arriola College of Nursing, Southwest University of El Paso, and the Agency named above.

Publicity and/or public information regarding these experiences must be consistent with the policies of the Yolanda Arriola College of Nursing, Southwest University of El Paso and the Agency.

Neither the Yolanda Arriola College of Nursing, Southwest University of El Paso nor the Agency will be responsible for any expenses incurred by the students unless such expenditures have prior approval of the Agency or the Yolanda Arriola College of Nursing and, whichever is appropriate for the particular encumbrance.

SIGNED: _____   SIGNED: _____
Preceptor   Dr. Amanda Anaya, DON
                                                                              Yolanda Arriola College of Nursing
                                                       SUEP

DATE: _____   DATE: _____

BSN Practicum Hours

Student Name: _____

Date	Time	Week/What Was Observed	Signature of Preceptor

Preceptor Acknowledgement Form:

On behalf of Southwest University, we want to thank you for agreeing to be a preceptor to one of our BSN students for their clinical learning experience. We very much appreciate your willingness to serve in this capacity. The student will be sharing the *Southwest University Clinical Experience Project Manual* with you which includes course descriptions, objectives, learning goals, and descriptions of student expectations. This information is designed to provide you with an overview of your scope of the clinical experience, the types of experiences that might be needed, and the projected student outcomes**.**

We are asking that you please review this document, completely fill out the required information below, submit required documentation as stated below and electronically sign or print at the bottom of the page. This document is part of the student's required documents and is necessary for the student to complete their clinical learning experience hours.

Purpose:

BSN students in all specializations complete a minimum of 88 clinical learning experience hours. The practicum experience is completed as a part of 3 courses:

- NURS 4033 (Risk Analysis and Implications for Practice I)
- NURS 4045 (Risk Analysis and Implications for Practice II)
- NURS 2033 (Population Health/Community Nursing)

Clinical learning experience hours are intended to assist the student in meeting objectives for the above mentioned courses and will require direct interaction with patients and other members of the healthcare team. Students are permitted to complete the experience at his/her workplace. However, the experiences must:

- Be completed outside of the student's normal working hours
- Implement a project or process that has not already been implemented
- Not interfere with student's normal work assignments and responsibilities.

Preceptor Role

In accepting this responsibility, you are agreeing to guide, direct, and support the student in achieving overall clinical experience objectives. At the completion of the hours, you will be asked to submit an evaluation of the student's work and verify the completion of required hours.

Prior to the initiation of the student's clinical experience, you are required to submit a copy of your current curriculum vitae/resume and license as a part of the Preceptor approval process. Students will submit all required documents to course faculty/mentor. The student's faculty/mentor will contact you shortly after the beginning of the term to review practicum standards and expectations as well as to answer questions and address issues or concerns.

Reviewed May 2022

Thank you in advance for your support in enhancing nursing education and furthering the number of students with Bachelor's Degrees in Nursing

Preceptor Check List:
___ 1.) Signed Preceptor Information Sheet
___ 2.) Provide copy of CV/Resume
___ 3.) Provide copy of Nursing Licensure
___ 4.) Signed Affiliation Agreement

By typing my name below and providing my e-mail address as an authentication, I am providing an electronic signature certifying that to the best of my knowledge the information provided by the student is correct and true and as the student's Preceptor, I am willing and able to meet all practicum criteria and requirements as stated above.

Printed Name: _____

Preceptor e-mail address (provides authentication for electronic signature and thus must match the e-mail address contained in the student's application for field experience):

Date: _____

Evaluation of Preceptor/Mentor

Preceptor/Mentor Name:
Date:
7 = strongly agree
6 = agree
5 = mildly agree
4 = neutral
3 = mildly disagree
2 = disagree
1 = strongly disagree
0 = not applicable or cannot evaluate

_____ 1.   The preceptor/mentor was able to support the student in meeting the objectives identified by the student/faculty for the assignments and/or experiences.

_____ 2.   The preceptor/mentor assisted with selecting assignments and/or experiences which enhanced student learning.

_____ 3.   The preceptor/mentor assisted with selecting assignments and/or experiences which were challenging and within the scope of the student's ability.

_____ 4.   The preceptor/mentor was available for assistance.

_____ 6.   The preceptor/mentor was a positive role model for professionalism.

_____ 7.   The preceptor/mentor was able to relate the assignments and/or experiences to evidence based practices.

_____ 8.   The preceptor/mentor demonstrated commitment to assignments and/or experiences and student learning.

_____ 9.   The preceptor/mentor demonstrated respect for the student, and if applicable clients and clinical personnel.

_____ 10. The preceptor/mentor provided meaningful and objective feedback to the student regarding assignments and/or experiences.

_____ 11. The preceptor/mentor communicated as needed with the student and course faculty (if applicable) to discuss student progress and maintain open communication.

Time Verification Policy

      Students are responsible for maintaining accurate time records. Students will use the Trajecsys application to Clock In and Clock Out for indicated Clinical activities. The documented hours must include approved activities completed during clinical hours. Preceptor signature must be obtained by due date posted in course. GPS locator must be on when clocking in or out, this will record exact location. Students must clock in or out when in the designated facility, not from parking lots or while driving. If GPS is not on, logged hours will not be approved. This will result in incomplete hours. Unapproved time verification will result in incomplete hours.

    Not meeting required hours will result in the unsuccessful completion of the course and failure to progress in the program.

BSN Clinical, Field Experience

Note: Trajecsys enrollment and Preceptor Agreement/Acknowledgement and Affiliation must be completed the term prior to NURS 4033/NURS 4045.

You may not log any work on your field project until you are enrolled in NURS 2033/4033/4045 and have selected a topic.

Field Experience activity requirements
The purpose of this field experience is to expose you to nursing within a community. It is not designed for your personal or work benefit. You will need to step out of your comfort zone and put effort into finding your learning experiences. You must complete a total of (48) community health hours to meet the field experience requirements.

NURS 2033 (8 Hours)

You are required to complete the below activity for your clinical learning experience:

Community Health Setting

1. Complete and Assessment of your community (Windshield Survey) and gather data about the community following the Windshield Survey Guidelines in your practicum manual as well as course textbook. Identify a health issue you see within the community.
2. Select a Family within the community to interview in regards to the health issue.
   Upon the completion of the interview create a teaching plan that will address the health issue specific to the family and complete teaching with the selected family.
3. Create a proposal that you will present to a policy maker in your community (Legislator, School Board, Etc.). Your policy proposal will be directed towards your selected health issue identified in your Windshield Survey and your plan as to how change can be made by nursing.

Please review the guidelines in the BSN Practicum (under the welcome page) follow each week for your activity. Please do not hesitate to contact your course instructor if you need clarification or have additional questions.

NURS 4033/ NURS 4045 (80 Hours)

Choose one of the three below activities for the clinical learning experience:

Activity ONE

Activity: "Community Health Project" (Focus on Respiratory Diseases and the management and the prevention of recurrent hospitalization)

1. The Problem must be clearly identified.
    1. COPD
    2. Smoking
    3. Asthma
    4. Obesity
    5. Pollution
    6. Heart Disease
    7. Stroke
    8. Mental Health/Disorders
    9. Pandemia/ Global Health Crisis
2. State the impact of the problem.
3. What change will you implement?
4. What change theory will you utilize?
5. Identification of stakeholders.
6. What method would you utilize to evaluate the success of the project?

Design, Implement and evaluate a teaching tool for the management of Respiratory Diseases and the prevention of recurrent Hospitalization.

Activity TWO

Activity: "Community Health Project" (Focus on Diabetes and Prevention the Development of Metabolic Syndrome)

Note: 2 or 3 of the risk listed below is Metabolic Syndrome.

1. Diabetes Mellitus - fasting glucose greater than or equal to 126mg/dl or 2h after 75g glucose challenge greater than or equal to 200mg/dl.
2. Waist circumference > 95th percentile 26 and/ or BMI > 95th percentile. Some studies refer to excessive visceral fat, especially in the abdominal region and inflammation.
3. Triglycerides greater than or equal to 150mg/dl and HDL cholesterol <40 mg/dl.
4. Blood pressure greater than or equal to 95th percentile.

Design, implement and evaluate a teaching tool for management of Diabetes and the prevention of Metabolic Syndrome.

Activity THREE

Activity: "Healthy People 2030" Family Planning

Impacting outcomes related to: Pregnancy and Families

1. Social Determinants of Family Planning Service Usage
2. Understanding Family Planning
3. Why is Family Planning Important?
4. Sexually Transmitted Disease.
5. Social Determinants of Family Planning Service Usage.

Design, Implement and evaluate a teaching tool for Family Planning, improving pregnancy planning and spacing, and prevent unintended pregnancy.

Once you have chosen your activity please review the guidelines in the BSN Practicum (under the welcome page) follow each week for your activity.

As you **complete a variety of field experiences** to meet course requirements (**88 hours**), please consider the following guidance regarding **types of activities and *hours** that can be completed:

- **Windshield** Survey (8 hours)

- **Interview** (5 hours) with a BSN and or higher degree nurse in a leadership position within the chosen research project topic

- **Shadowing of a community healthcare professional** (unlimited)

- **Volunteering with a community health professional** (10 hours)

- **Site Assessments** (unlimited)

- **Research** (5 hours) at site conducting research/data extractions within the research project topic

**total hours per course is outlined in course documents. (40) Total hours completed in NURS 4033/4045 must be distributed and completed in at least (3) different categories listed above.

****hours cannot be** completed during work hours; related to your current employment; include drive time and administrative tasks. See your course and study, to include task directions, for additional support and more information regarding unacceptable tasks. You are encouraged to complete a separate, hardcopy of your time log for your own personal records.

Interviews

Interviews may be completed in person or virtually in a 1:1 webcam interview. Interviews must be with a healthcare professional or a professional community leader and can be used for up to (5) hours. Each interview cannot exceed one hours in length and must meet the following documentation requirements:

- Platform used to conduct the virtual interview
- Contact name
- Role/position
- Full address
- Phone or email

Shadow work or volunteering

These activities are only allowed when working directly with a community health professional (not another volunteer or co-worker).

Research

Research for evidence relevant to your topic can be included on your time log for a total of (5) hours.

Unacceptable activities

Anything related to your current work position (e.g., CPR training, work shifts, training orientation, or courses, classes or conferences) is not acceptable for this project, nor are drive time, orientation, or other logistical or administrative tasks.

The chart below provides specific examples of acceptable and unacceptable activities:

Acceptable activities	Unacceptable activities
Participating in planning meetings at the YMCA addressing community health issues	Zumba, yoga, spin, or cooking classes
Survey your community for availability of healthy food options (e.g., grocery store vs convenience store)	Interview the vegetable/fruit worker at a grocery store or excessive time spent assessing multiple grocery stores that provide similar food options
Participate in well-baby checks with local community health nurses	Acute care settings
Work with personnel from the American Heart Association	Observe American Heart Association Heart Saver
Work with a health fair coordinator in understand purpose of and planning for the	Private homecare agency shift work

fair; participate/volunteer (under the direction of a community health professional) as able	
Shadow a nurse from your county public health nursing department	Observing people at a playground, park, restaurant, or sporting events
Work closely with public health personnel running Women with Infants and Children (WIC) clinics	Volunteering/shadowing a non-community health professional
Work with public health nurse who runs in-home waivered care services (e.g., homemaker)	Excessive time spent assessing multiple locations for the same topic
Participate in your county wellness committee	
Volunteer/participate in emergency response meetings/drills	
Work with a school nurse (e.g., education provided to students and staff)	
Work with Head Start coordinator	
Work with social services professionals that support childhood growth and development	
Assist with school screenings (e.g., hearing and vision, scoliosis, early childhood)	
Participation in administration of vaccinations	
Interview and/or shadow a parish nurse	
Adult daycare center	
Domestic violence shelters	
Immigrant or refugee centers	
Special needs daycare programs (e.g., brain injury, developmentally delayed children)	
NICU Educator, Breast Feeding Liason/Lactation Consultant providing education to new mothers	
Work with a dietician conducting community classes for health food choices/disease specific dietary needs (diabetes, heart disease)	
Conferences/classes as long as complete contact information is provided; conferences must be local and relevant to the selected topic	

Contact Information

School of Nursing Dean:

Dr. Amanda Anaya DNP, RN aanaya@southwestuniversity.edu

915-778-4001

Assistant Dean:

Kelly Crowley MSN, RN kcrowley@southwestuniversity.edu

915-778-4001

Assistant Dean:

Dr. Sandra Imperial DNP, RN simperial@southwestuniversity.edu

915-778-4001

Clinical Coordinator/Retention Specialist:

Rubi Sarmiento BSN, RN rsarmiento@southwestuniversity.edu

915-778-4001

Important Resources

Southwest University Library Community

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