Course Description:
This practicum will apply nursing care concepts for individuals experiencing aging and/or life-limiting illness. Emphasis is to explore successful aging, aging in place, transitions, and life limiting illnesses or events. Patient/family care is experienced in clinical, simulation, hospital, home, and community settings. This practicum will focus on health promotion/prevention/palliative care activities through inter-professional communication/collaboration.

Course Purpose: Gerontology and Palliative Care Practicum course integrates the liberal studies essential skills of critical thinking (reasoning), effective writing and scientific inquiry. This course will provide senior nursing students the needed platform to review aging and end-of-life care theories. A thorough understanding of healthy aging, palliative and end-of-life opportunities enables students to apply knowledge and skills from previous didactic courses of Gerontology (NUR 321) and Palliative Care (NUR 320). The role of this course is to synthesize and apply related gerontological and palliative care knowledge.

This is an experiential practicum to develop advocacy and communication competence in the care of the aging adult and those facing end-of-life issues through practicum placements with the aging adult and those with life limiting illness or end of life experiences. Self-identified values of the student will cultivate respect, diversity and culture in the context of family centered
care. The successful student will increase understanding of life planning and end-of-life issues for the older adult/family.

**Student Learning Outcomes**
Upon completion of the course, the successful student will:

**Clinical Practice and Prevention:**
- Demonstrate competence in providing safe, effective family-centered care that is holistic and based in evidence to protect and promote the health and well-being of older adults and those individuals facing life-limiting or end of life situations.

**Communication:**
- Demonstrate inter-professional communication skills in clinical and learning situations in both the care of older adults and those individuals facing life-limiting and end of life situations.

**Critical Reasoning:**
- Utilize theory and evidence-based practice framework for safe and effective family-centered care in home, clinical, and community settings.

**Leadership:**
- Demonstrate nursing advocacy for family-centered care of older adults and those individuals facing life-limiting or end of life situations.

**Professionalism and Professional Values:**
- Utilize self-identified values by respecting and supporting the individuals’ and families’ personal attitudes, beliefs, and environment in family-centered care.

**Global Health:**
- Demonstrate globally diverse approaches using compassionate, cultural competence with older adults, those individuals facing life-limiting situations, and with families and/or communities to implement culturally-reinforcing care.

**Course Structure/Approach**

Students apply learning from related theory courses and evidence-based care of families with older adults. Clinical reasoning, management and evaluation skills are developed to improve health outcomes for older adults facing life-limiting or end of life situations in community settings. Advocacy for aging in place includes supporting patient and family’s healthcare expectations in the context of their culture and value systems.

Basic principles of palliative/hospice care will be demonstrated with emphasis on respectful, dignified and compassionate care for individuals and their families with life-limiting illness and end of life needs. Students will explore their personal values related to older adults, care of the chronically ill and dying patient.

Student learning is enhanced through seminars, reflective journals, readings and web based activities, collaborative learning and community experiences.

**Assignments**

<table>
<thead>
<tr>
<th>Seminars</th>
<th>Gerontology, palliative care &amp; end of life care activities</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journals (6) and activity logs (6)</td>
<td></td>
<td>42%</td>
</tr>
<tr>
<td>Focused Assessment and Life Care Planning Project</td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Final Self Evaluation and Reflective Journal</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</tbody>
</table>
**Grading System**
Using the NAU School of Nursing grading scale, grades will be calculated as follows:

- **A** = 93% to 100%
- **B** = 92% to 84%
- **C** = 83% to 78%
- **F** = Less than 78% must repeat and cannot progress in Nursing courses

*Partial points are not awarded, and final grades are not rounded up or down.*

A passing grade in NUR 415 requires:
- An overall course grade of 78% or higher.
- Completion of all assignments.
- A final evaluation score of three (3) or higher in all elements of the Clinical Evaluation tool; students who do not achieve a three (3) in all elements of the Clinical Evaluation will receive an F for the course regardless of course points achieved.
- Satisfactory demonstration of selected skills in simulation and clinical experiences.

**Textbooks and Required Materials**

Recommended TEXTS
- In addition a text not over two years old for the following areas:
  - Nursing Fundamentals
  - Drug Guide
  - Nursing Diagnosis
  - Laboratory and Diagnostic Testing

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<table>
<thead>
<tr>
<th>NUR 415 Assignments at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
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<tr>
<td>---</td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
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<td><strong>Week 3</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td><strong>Week 5 9/25</strong></td>
</tr>
</tbody>
</table>
### NUR 415 Assignments at a Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Clinical Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6 hours</td>
<td>Community Center for aging adults or Hospice. Clinical Log Due 4</td>
</tr>
<tr>
<td>7</td>
<td>6 hours</td>
<td>Community Center for aging adults or Hospice. Clinical Log Due 5 Mid-term Evaluation</td>
</tr>
<tr>
<td>8</td>
<td>6 hours 1 hour conference</td>
<td>Community Center for aging adults or Hospice. Clinical Log Due 6 **Clinical conference 2 Community center group completes Life Care Planning project- 3 hrs credit</td>
</tr>
<tr>
<td>9</td>
<td>Change in Clinical Clinical Day 6 hours</td>
<td>Community Center for aging adults or Hospice. Reflection Journal/Log Due</td>
</tr>
<tr>
<td>10</td>
<td>6 hours</td>
<td>Community Center for aging adults or Hospice. Reflection Journal/Log Due</td>
</tr>
<tr>
<td>11</td>
<td>6 hours 11/11</td>
<td>Community Center for aging adults or Hospice. Reflection Journal/Log Due</td>
</tr>
<tr>
<td>12</td>
<td>6 hours 1 hour conference</td>
<td>Community Center for aging adults or Hospice. Clinical Log Due **Clinical conference 3 optional</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Community Center for aging adults or Hospice. (6 hours) Clinical Log Due</td>
</tr>
<tr>
<td>14</td>
<td>Final Clinical Day 6 hours</td>
<td>Community Center for aging adults or Hospice Clinical Log Due and Final Self-reflective Journal and Evaluation Community center group completes Life Care Planning project- 3 hrs credit</td>
</tr>
<tr>
<td>15</td>
<td>Reading Week</td>
<td>Final conference and Evaluations as scheduled with instructor</td>
</tr>
<tr>
<td>16</td>
<td>No Final</td>
<td>End of Course</td>
</tr>
</tbody>
</table>

### Seminars, Focused Assessment and Life Care Planning Project Overview

#### Seminars

The seminars prepare students for practicum/clinical nursing situations and interprofessional communication. Community experts discuss current issues, practices and laws in gerontology and palliative/hospice care. Attendance is required and students are expected to participate in discussions.

During the seminars:

- **No texting or computer work during meetings** - Close your laptops to promote optimum listening.
- **Cell phones OFF or on silent** - If you are expecting an important phone call, please notify faculty and excuse yourself from seminar as needed.
- **Be kind and respectful** to others, even when you do not agree. Many times in nursing there are ethical dilemmas in which we can agree to disagree or have a difference in perspective.
- **Value diversity** - learn from others.
Student Guidelines for Written Assignments

- Communicate with faculty when difficulties in completing assignments arise. Late submissions require prior arrangements with faculty.
- There will be a **10% reduction for each day** that assignments are late.
- Each student is accountable and responsible for knowledge and skills obtained in prerequisite courses.
- Use American Psychological Association (APA) format, 2009 6th edition (typewritten, double-spaced, reference citations, etc.) for focused assessment assignment where indicated.
- Microsoft WORD is the required for papers as attachments. Submit papers through the links provided on the Course Content page. Please do not submit Adobe .pdf documents. Please submit assignments as lastname_firstname_papername.
- The NAU academic integrity policy is strictly adhered to in NUR 415.
- All assignments are to be completed individually without the help of others unless specifically identified as a group project or the student has been directed to seek help from a designated NAU tutor or teaching assistant.

Weekly Practicum assignments

- **Reflective Journal**- use the journal template to guide reflection on nursing experiences; 3 journals for hospice and 3 journals for community programs. Select either the video or article posted for the week and discuss two points you found important or that may influence your nursing practice. Templates are located in Assignments tab.
- **Clinical Hours Log**- Submit an account of clinical activities every week until 90 hours are completed.
- **Schedule changes require approval from your clinical instructor.**
- The expectation is to complete 6 hours per week for 12 weeks in the community
- **Travel is required.**

Focused Assessment and Life Care Planning Project

- The Focused Assessment and Life Care Planning Project has three parts;
  1) Completing CDC education module on life care planning
  2) Subjective focused assessment on primary client
  3) Life Care Planning Portfolio.

The Project is an in-depth **subjective** assessment of an older adult that will be performed by the student on a selected older adult diagnosed with a chronic illness. **At the completion of the subjective assessment, a summary of the needs of the client will be outlined and education interventions with resources will be documented in the final assessment paper.**

- Students will need to review the entire folder "**Focused Assessment and Life Care Planning Project**" located in Course Content.
- The project requires ongoing contact with the older adult throughout the semester.
- See Assignments at a Glance for due dates.
- 3 clinical hours are credited for documented education interventions to include advanced directives and review of the portfolio with the client.

Course Policies

**Professional Appearance in the Clinical Setting:**
Scrubs, polo shirt and scrub pants or business casual with name tag may be acceptable depending on settings. Please check with the agency about dress codes. Students may wear NAU Nursing polo shirts and scrub pants to simulation lab. Students should be clean-shaven or facial hair neatly groomed and trimmed.

**Cell Phones:**
Cell phones should be turned off and stored during all clinical experiences unless otherwise directed. Notify instructor when emergencies exist that require phone use—use vibrate mode. Make sure day care centers, schools, etc. know how to reach you on clinical days.

**Confidentiality**
Students must maintain patient confidentiality at all times. *No discussion regarding patients is acceptable outside the classroom or clinical where confidentiality can be breached.* Do not refer to the patient by name in clinical conferences or in the classroom.

You may not remove ANY part of a medical record from the unit/agency (i.e. medication administration record back-up copies). Patient records are not to be photocopied under ANY circumstances. Failure to adhere to this policy may result in removal from the clinical experience or the course in accordance with the communication of concerns process in the NAU School of Nursing Student Handbook.

See the current NAU School of Nursing Student Handbook for additional information [http://nau.edu/uploadedFiles/Academic/CHHS/Nursing/BSN_Handbook.pdf](http://nau.edu/uploadedFiles/Academic/CHHS/Nursing/BSN_Handbook.pdf)

**Important Notice:** There is strict adherence to every part of the [NAU Student Handbook](https://policy.nau.edu/policy/policy.aspx?num=100601) and the School of Nursing Undergraduate Student Handbook

**Retests/make up tests:** Exams are not given in this clinical practicum course.

**Attendance:** Students must attend 100% of practicum experiences to successfully complete the course. This may include ORIENTATIONS, LAB SESSIONS, SIMULATIONS, ASSIGNED PRACTICUM DAYS, COMMUNITY/POPULATION HEALTH EXPERIENCES, CONFERENCES AND WEEKLY SEMINARS. Notify faculty of emergencies or excused absences by phone prior to start of the clinical day. This includes absence from lab, conference, and seminars. Absence or tardiness may lead to failure of the practicum course related to accountability. There may not be opportunities for additional clinical hours to complete the required 90 hours.

**Withdrawal Policy**
If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).

**Plagiarism, Cheating, and Academic Dishonesty**

**Communication**
It is important that each student maintains regular contact with the faculty throughout the course; this may be face to face, email or phone contact. Faculty will respond to email within two (2) business days through course messages. Professional communication and proper netiquette is expected in all messages, discussions, and assignments. Please see the NAU Classroom Disruption Policy and Netiquette Home Page for more information.
University Policies

http://nau.edu/Student-Life/Student-Handbook/

Review the following policies available on the Northern Arizona University Policy Statement website

1. Safe Environment Policy
2. Students with Disabilities Policy
3. Academic Contact Hour Policy
4. Academic Integrity Policy
5. Research Integrity Policy
6. Sensitive Course Materials Policy
7. Classroom Disruption Policy

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