



COLLEGE OF NURSING

Bachelor of Science in Nursing Clinical Handbook

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Welcome Message

Dear Student, Family Leaders, Community Agency Leaders, and Faculty Member,

The College of Nursing has developed the Bachelor of Science in Nursing (BSN) Clinical Handbook to provide you with an overview of the clinical experience and expectations for your role as a BSN prepared nurse. In an effort to assist you in understanding our philosophical tenets, we have provided an overview of the Bachelor of Science in Nursing (BSN) program as well as the Mission Statement, Purpose, Philosophy, and Conceptual Framework for the College of Nursing, which serves as the overarching framework of the clinical experience.

In addition, we have provided a summary of all requirements and documents that must be completed prior to the start of each clinical experience. Please review and submit all requested forms and documents in the time frame requested. If you need clarification regarding the enclosed information, please contact the CTU Nursing Program Chair.

We wish you a wonderful clinical experience.

College of Nursing Leadership

MISSION STATEMENT

Colorado Technical University's mission is to provide industry relevant higher education to a diverse student population through innovative technology and experienced faculty, enabling the pursuit of personal and professional goals.

The College of Nursing supports this mission through an innovative curriculum and student-centered teaching that inspires students to become competent, caring, and accountable professionals who serve a diverse client population within a dynamic healthcare industry.

PURPOSE

Congruent with the mission of Colorado Technical University (CTU), the BSN program within the College of Nursing allows students to gain knowledge and professional fulfillment.

Nursing faculty will serve as educators and role models to provide students with a solid foundation that supports learning and success in practice. Faculty and students work collaboratively to identify student- learning needs and develop strategies that will lead to successful outcomes. The nursing profession and the College of Nursing believe in lifelong learning, professional advancement, and contributing to the advancement of the community.

COLLEGE OF NURSING PHILOSOPHY

The nursing faculty at Colorado Technical University envisions the nursing programs to be those that integrate nursing competencies and outcomes with the professional developmental framework of Benner's theoretical principles of "From Novice to Expert" in which practice informs theory. Using the novice to expert theory as a foundation, it is believed that human beings exhibit embodied experiences that serve to guide individual adult decision-making along a continuum of expertise. These experiences along with learned standards of quality and safety allow the individual to progress along the continuum to assume higher functioning in their life's daily tasking. Likewise, the professional nurse uses previous experiences to develop from a novice to expert.

We believe that human beings exhibit embodied experiences that serve to guide individual adult decision-making along a continuum of expertise. These individual, human experiences along with learned standards of safety allow the individual to progress along the continuum to assume higher functioning in life's daily tasks.

We believe that health is the lived experience of the individual and their unique perception concerning this phenomenon. The human response to health and wellness can be enhanced using teamwork and collaboration which serves to improve the human condition. Giving the nurse or nursing team quality expert training provides support for the individual to maintain and/or regain health.

We understand that situations surrounding the human experience act to influence the individual's reaction within the environment. The individual's past, present, and future serve to shape the meanings of their environmental situations which contributes to their wellness decisions. Influencing the human situation through evidence-based practice insures the highest level nursing care will be given to the individual.

We understand nursing as a profession is a caring action where the nurse and the individual form a relationship together that is bounded by standards and morals. The practice of nursing is one of caring and concern that is continually seeking to gain higher levels of expertise while performing patient-centered care. Nursing knowledge and skills are constantly gained through active seeking out of current standards of practice, and through the lived experiences among nurses as they care for the individual patient.

Using these beliefs and Benner's theory of development from novice to expert, the faculty at Colorado Technical University strives to maintain a curriculum that is industry current and based on standards from professional nursing education organizations. Building on prior education and experience of each student, the College of Nursing prepares graduates to practice nursing as leaders in a variety of settings and roles, providing a strong foundation for career-long development as a professional nurse, for life-long learning, and for good citizenship.

College of Nursing BSN Program Overview

The Bachelor of Science in Nursing is a 180-credit-hour program that is offered online. The program requires that a student have an unencumbered license to practice as a Registered Nurse (RN) in the United States to enter the program.

As the largest group in the US healthcare workforce (Bureau of Labor Statistics, 2015)*, nurses are challenged to make a significant difference in the health outcomes of individuals and populations. Nursing roles range from bedside care delivery to executive leadership in complex health systems. The RN to BSN degree completion program at Colorado Technical University is designed to help nurses acquire the knowledge and skills needed to expand their practice options for a variety of clinical and administrative leadership activities and to manage change in an increasingly complex and diverse environment. Building on a foundation of general education and core coursework, the nursing major courses range from a review of the challenges and trends in nursing care to a nursing capstone in which students synthesize and apply prior learning. Students fulfill the programs' clinical requirements in their own community during the population health, and health and wellness courses. The Colorado Technical University RN to BSN program furthers the mission of the University to teach real-world nursing that serves the needs of students, the population, and the healthcare industry; and helps qualified professional nurses prepare at the bachelor's level.

* Source: The United States Department of Labor Bureau of Labor Statistics: <https://www.bls.gov/opub/ted/2015/registered-nurses-have-highest-employment-in-healthcare-occupations-anesthesiologists-earn-the-most.htm>

Program Objectives

The Bachelor of Science in Nursing program is designed to prepare students to:

1. Assess the role of the nurse and the need for open communication, mutual respect, and shared decision-making with other healthcare providers in the team's efforts to achieve quality outcomes for patient-centered care
2. Apply knowledge of healthcare policy, finance, regulation, accreditation, and trends in healthcare to active participation in the profession of nursing serving as a patient advocate
3. Evaluate information and technology resources to communicate, manage knowledge, mitigate error, and support decision-making in the delivery of healthcare
4. Identify patient preferences, values, and needs while recognizing the patient or their designee as the source of control in providing compassionate and coordinated nursing care
5. Design strategies using continuous quality improvement processes to improve the quality and safety of healthcare systems
6. Analyze strategies to optimize system effectiveness and individual performance that will minimize the risk of harm to patients and providers
7. Evaluate evidence-based practices within clinical expertise, patient preferences, and values for the integration of those practices in the delivery of quality healthcare
8. Apply leadership and communication skills to improve the safety, quality, and cost of healthcare

CLINICAL SETTING REQUIREMENTS

- A clinical setting is defined as any time you have contact with a client, patient, or student for a University project or course requirement. For example, if you are working with the Community Agency Leader providing education to an at-risk population, this is a clinical setting. Or if you are working with a family (other than your own) and are conducting a health and wellness assessment with various age-groups in the family, and providing an educational intervention, this is a clinical setting. If you are unclear about the difference, please discuss this with your course faculty.
- The student is responsible for collaborating with their course faculty to ensure an appropriate clinical placement (based on course objectives).
- Students' attire must be professional and appropriate to the setting.
- Students are required to complete all health and affiliation agreement requirements of the community agency prior to final approval of the site by CTU.

VALID NURSING LICENSE

All students are expected to have a valid unencumbered* Registered Nursing license within the United States, per the College of Nursing policy. Additionally, all CTU nursing students must adhere to the Board of Nursing policies of the state in which the clinical is completed. It is the student's responsibility to inform the Program Chair if your license becomes encumbered. Failure of such notification of encumbered status can lead to failure to progress/dismissal from the program.

**Unencumbered License – A license that is not revoked, suspended, or made probationary or conditional by the State licensing or registering authority as the result of disciplinary action.*

Responsibilities of the Student and Course Faculty

In order to clarify roles, the following responsibilities are identified:

STUDENT RESPONSIBILITIES

1. The student will adhere to all academic and practice setting policies and procedures.
2. The student will adhere to all Colorado Technical University College of Nursing policies and procedures identified in the University Catalog and BSN Clinical Handbook. Failure to exhibit integrity, ethical conduct, or professional standards may warrant dismissal from Colorado Technical University, College of Nursing.
3. The student will comply with health and other professional requirements of the clinical practice setting prior to the start of the clinical experience.
4. The student will dress in a professional manner consistent with facility guidelines.
5. The student will be prepared to work in the practice setting in a safe manner that demonstrates professional standards and arrive at the agreed time.
6. The student will attend all established clinical days, or notify the Community Agency Leader or Family Leader, and course faculty prior to the absence and establish a clinical make-up experience.

COURSE DESCRIPTION

Population based nursing expands the scope of nursing practice from the individual to groups ranging from families, to communities and to a global perspective. This course will introduce the student to concepts of public health science and blend these with an approach to nursing care as it is delivered to populations. Concepts will include epidemiology, levels of health promotion and disease prevention and the role of the public health nurse in a diverse global society. The course will include a real world clinical assignment with population-focused, community-based care delivery. All components of the didactic and clinical assignment must be completed to successfully complete the course. Failure to successfully meet these requirements will result in a course failure. Students must earn a grade of C- (70%) or higher in all courses within the RN to BSN degree program to pass the course in the program.

TERMINAL COURSE OBJECTIVES (TCOS)

- Describe the various roles and functions of population-focused nurses in public and community health at the local, state, national, and international levels.
- Explain basic epidemiologic concepts that nurses employ to provide population-based healthcare including, risk assessment, levels of prevention, and the causation model of disease and illness.
- Conduct a community assessment of a population-focused healthcare problem using both qualitative and quantitative data.
- Develop a community-oriented nursing care plan to address the healthcare needs of a population.
- Design a model to evaluate the effectiveness and outcomes of a population based nursing intervention.

CLINICAL EXPERIENCE

During this course students identify a community with a vulnerable population and an agency within the community that serves the vulnerable population. Students submit the Community Agency Leader (CAL) Approval/Verification Form (Appendices) to faculty/Program Chair via the Individual Project (IP) submission link to obtain approval to visit the community agency.

After meeting agency requirements and gaining faculty/Program Chair approval, students schedule an interview with a leader of the agency. Students research the vulnerable population that the agency serves and assesses the potential needs of the population in preparation for the agency visit. Students conduct an in-person interview at the agency with a health care or non-health care leader who works with the identified vulnerable population to discuss educational needs of the population. Students obtain a signature from the community agency leader on the CAL Approval/Verification Form indicating the interview is complete.

Students reflect on feedback from faculty, peers, and the community agency interview; and based on their assessment, develop a community education intervention to improve health outcomes for the chosen vulnerable population. Faculty approval of the education deliverable is required prior to delivery.

Expectations of the student

1. Identifies a community agency that serves an at-risk population.
2. Performs in-person interview with the CAL at the community agency.
3. Collaborates with the CAL to identify educational needs and appropriate intervention project for the population served.
4. Provides an in-person educational intervention to the population, along with an evaluation of the intervention.

Students' failure to submit the signed Community Agency Leader Approval/Verification Form along with the ability to verify the interview, and educational intervention with the CAL will result in course failure (F).

NRSG312 Course Faculty Responsibilities

1. Contact the Community Agency Leader two times by phone and submit the NRSG312 Population-Based Nursing Clinical Verification Form (Appendices) to the Program Chair at the end of weeks 1, 3, and 5.
 - a. **Beginning** of the course (Week 1): Orient the CAL to the course objectives and expectations. Meet and greet with the CAL and verify the appropriateness of the agency, discuss CAL expectations and completion of agency clinical requirements, and review the BSN Clinical Handbook and answer any questions/concerns. Document this information on the NRSG312 Population-Based Nursing Clinical Verification Form (Appendices) and submit to the Program Chair via email at the end of week 1.
 - b. **Mid-Term** (Week 3): Faculty approve the student to proceed with the CAL interview and document approval on the NRSG312 Population-Based Nursing Clinical Verification Form (Appendices) and submit to the Program Chair via email at the end of week 3. Faculty also approve all education interventions before delivery and document approval in the Unit 3 Individual Project gradebook feedback.
 - c. **End of session** (Week 5): Contact the CAL to verify the face-to-face interview and education intervention was completed, review how the educational presentation was conducted and received, and obtain any final feedback. Document this information on the NRSG312 Population-Based Nursing Clinical Verification Form (Appendices) and submit to the Program Chair via email at the end of week 5.
2. Course faculty are required to sign the Community Agency Leader (CAL) Approval/Verification Form once verification of the completed project occurs and the student and CAL have provided signatures on the CAL form indicating project completion. Faculty then return the signed form to the student in the grading feedback area of the Unit 4 Individual Project 2 gradebook and document on the NRSG312 Population-Based Nursing Clinical Verification Form (Appendices).

Expectations of the Community Agency Leader (CAL)

1. CAL Professional Requirements
 - A. Must serve in a leadership role in the community agency identified by the student.
 - B. May be a licensed professional in any health or service related discipline, but this is not mandatory.
 - C. Possesses understanding of needs of the vulnerable population served by the community agency.
 - D. Effectively communicates with student and nursing course faculty.
2. CAL Expectations
 - A. Meets with student for the purpose of being interviewed by the student.
 - B. Assists student in identifying educational needs of the vulnerable population served by the agency.
 - C. Collaborates with the student to plan and create an appropriate intervention project.
 - D. Facilitates student's ability to execute intervention to the vulnerable population served.
 - E. Confirms interview with CAL took place.
 - F. Confirms educational intervention was provided.

COURSE DESCRIPTION

As providers of care, nurses should be competent in conducting comprehensive assessments of the health and well-being of patients. Assessment includes completion of a systematic health history, a physical examination, a family and social and spiritual history, and a life style behavioral assessment. Students will learn the strategies for completing and recording a comprehensive patient assessment focused on health and wellness across the lifespan. Though a physical exam will be covered, this is not a physical assessment course. This course will include a clinical assignment. All components of the didactic and clinical assignment must be completed to successfully complete the course. Failure to successfully meet these requirements will result in a course failure. Students must earn a grade of C- (70%) or higher in all courses within the RN to BSN degree program to pass the course in the program.

TERMINAL COURSE OBJECTIVES (TCOS)

- Conduct a health assessment of an individual and a family including health history, health lifestyle, and health risk for a child, an adult, and an older adult.
- Document the findings of a comprehensive health and wellness assessment of a child, an adult, and an older adult and a family.
- Recommend comprehensive health screening and health risk appraisal for individuals across the lifespan.
- Identify sources of health risk for individuals and groups based on genetics, environment, and health behaviors, and social factors.
- Construct a health and wellness plan of care to improve the health status an individual child, adult, and older adult.

CLINICAL EXPERIENCE

Students explore three (3) objectives from Healthy People 2020 and explain how lifestyle impacts these objectives. Students identify a family known to them that consists of at least one adult, one older adult (over 60), and at least one child under the age of 18; students cannot use their own families. Students submit the Family Assessment Approval/Verification Form (Appendices) to course faculty/Program Chair via the IP submission link to obtain approval to visit the family.

After gaining faculty approval, students schedule the initial assessment interview. Students develop three (3) lists of health assessment questions, each list with 15 questions, used to assess the health and wellness of the family; the list for the child is based on the age and stage of development of the child. Students will receive peer and faculty feedback on their questions.

At the end of week 2 or early week 3, and following faculty approval of students' health assessment questions, students conduct the family health assessment focused on health and wellness across the lifespan. Students are not permitted to have direct interaction with any individual less than 18 years of age; therefore, all information related to the child will be obtained from parent(s). Students obtain a signature from the family leader on the Family Assessment Approval/Verification Form (Appendices).

Based on the health and wellness assessment, students provide a comprehensive health screening appraisal of the individuals in the family and assess for health risks. Students construct a health and wellness plan of care to improve the health status of the family. Students research available community resources that may assist the family with achieving optimal wellness. One area of the plan must address a Healthy People 2020 initiative. The plan must include evidence of interprofessional collaboration in the community and evidence of consideration of individuals with diverse life experiences, perspectives, and backgrounds. Faculty approval of the health and wellness plan is required prior to delivery.

EXPECTATIONS OF THE STUDENT

Based on the health assessment of the family, the student will:

1. Conduct a health assessment of a family including health history, health lifestyle, and health risk for a child, an adult and an older adult. The student will not meet with any child under the age of 18.
2. Recommend comprehensive health screening and health risk appraisal for individuals across the lifespan.
3. Identify sources of health risk for individuals and groups based on genetics, environment, health behaviors and social factors.
4. Construct and deliver a health and wellness plan of care to the identified family to improve the health status an individual child, adult, and older adult.

Students' failure to submit a signed Family Assessment Approval/Verification Form along with the ability to verify the assessment, and health and wellness plan with the family will result in course failure (F).

NRSG410 Course Faculty Responsibilities

1. Contact the Family Leader two times by phone and submit the NRSG410 Health and Wellness Assessment Clinical Verification Form (Appendices) to the Program Chair at the end of weeks 1, 3, and 5
 - a. **Beginning of the Term** (Week 1): Orient the Family Leader to the course objectives and expectations. Meet and greet with the Family Leader and verify that the student received approval from the family. Discuss Family Leader expectations, and review the BSN Clinical Handbook and answer any questions/concerns. Document this on the NRSG410 Health and Wellness Assessment Clinical Verification Form (Appendices) and submit to Program Chair at the end of Week 1
 - b. **Mid-Term** (Week 3): Faculty approve the student to proceed with the health and wellness assessment after reviewing the student's health assessment questions and document approval on the NRSG410 Health and Wellness Assessment Clinical Verification Form (Appendices) and submit to Program Chair at the end of Week 3. Faculty also approve the health and wellness plan before delivery and document approval in the Unit 3 Individual Project gradebook feedback.
 - c. **End of session** (Week 5): Contact the Family Leader to verify the face-to-face health assessment and delivery of the health and wellness plan was completed with the family. Document this information on the NRSG 410 Health and Wellness Assessment Clinical Verification Form (Appendices) and submit to the Program Chair at the end of Week 5.
3. Course faculty are required to sign the Family Leader Approval/Verification Form once verification of the completed project occurs and the student and Family Leader have provided signatures on the form indicating project completion. Faculty then return the signed form to the student in the grading feedback area of the Unit 4 Individual Project 2 gradebook and document on the BSN Clinical Verification Form (Appendices).

Expectations of the Family Leader

1. Provide health history and health lifestyle information for a child, an adult, and an older adult in your family.
2. Effectively communicates with student and nursing course faculty.
3. Meets with student for the purpose of being interviewed about your family's health.
4. Is open to receiving a health and wellness plan based on the health information you provided to the student.
5. Confirms interview with student took place.
6. Confirms health and wellness plan was provided.



Appendices

Community Agency Leader (CAL) Approval/Verification Form
NRS312: Population-Based Nursing

Student Name: _____

Community Agency Name: _____

Community Agency Address: _____ City: _____ State: _____ Zip: _____

CAL Name & Credentials: _____

CAL Title: _____

CAL Phone Number: _____ CAL E-mail Address: _____

I will not interview the Community Agency Leader (CAL) until course faculty verifies and approves the agency and CAL.

Student Sign and Date _____

EXPECTATIONS OF THE COMMUNITY AGENCY LEADER (CAL)

- I. CAL Professional Requirements
 - A. Must serve in a leadership role in the community agency identified by the student
 - B. May be a licensed professional in any health or service related discipline, but this is not mandatory
 - C. Possess an understanding of needs of the vulnerable population served by the community agency
 - D. Effectively communicates with student and nursing course faculty
- II. CAL Expectations
 - A. Meets with student for the purpose of being interviewed by the student
 - B. Assists student in identifying educational needs of the vulnerable population served by the agency
 - C. Collaborates with the student to plan and create an appropriate intervention project
 - D. Facilitates student's ability to execute intervention to the vulnerable population served
 - E. Confirms interview with CAL took place _____ (CAL sign/date)
 - F. Confirms educational intervention was provided _____ (CAL sign date)
- III. Student Expectations
 - A. Identifies a community agency that serves an at-risk population (during week 1 of course)
 - B. Performs in-person interview with the CAL at the community agency (during week 3 of course)
 - C. Collaborates with the CAL to identify educational needs and appropriate intervention project for the population served
 - D. Provides an educational intervention to the population, along with an evaluation of intervention (during week 4 of course)

I attest that the CAL interview was conducted, and education was created and delivered to the vulnerable population based on my findings.

Student Sign and Date _____

CAL Sign and Date _____

Course Faculty Sign and Date _____

(faculty signature indicates verification of project with CAL was performed)

Forms submitted without both student and leader signatures will be denied by faculty and the student will receive a zero for the assignment, which will result in a course failure.

NRSG312 Population-Based Nursing Clinical Verification Form

Student	Agency Name	Agency Contact	Contact Information	Week 1 Agency Verification	Week 3 Approval to Proceed with Interview	Week 5 Education Verification	Comments
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	

Family Assessment Approval/Verification Form
NRSG410-Health and Wellness Assessment

Student Name: _____

Family Spokesperson or Leader (first name & role within family, example: Mary-grandmother, John-father, etc.):

First name, role, and ages of family members (example- Suzy, child, age 6):

City: _____ State: _____ Zip: _____ Family Leader Phone Number: _____

Family Leader E-mail Address: _____

I attest the family members identified on this form are not members of my family

I will not interview the family until course faculty verifies and approves the family

Student Sign and Date _____

EXPECTATIONS OF THE FAMILY LEADER

- A. Provide health history and health lifestyle information for a child, an adult and an older adult in your family.
- B. Effectively communicates with student and nursing course faculty
- C. Meets with student for the purpose of being interviewed about your family's health
- D. Is open to receiving a health and wellness plan based on the health information you provided to the student
- E. Confirms interview with student took place _____ (Family sign/date)
- F. Confirms health & wellness plan was provided _____ (Family sign date)

II. Student Expectations

Based on the health assessment of the family, the student will:

- A. Conduct a health assessment of a family including health history, health lifestyle, and health risk for a child, an adult and an older adult. The student will not meet with any child under the age of 18.
- B. Recommend comprehensive health screening and health risk appraisal for individuals across the lifespan.
- C. Identify sources of health risk for individuals and groups based on genetics, environment and health behaviors and social factors.
- D. Construct and deliver a health and wellness plan of care to the identified family to improve the health status an individual child, adult, and older adult.

I attest that the family assessment was conducted, and health and wellness plan was created and delivered to the family based on my findings.

Student Sign and Date _____

Family Leader Sign and Date _____

Course Faculty Sign and Date _____

(faculty signature indicates verification of assessment and health and wellness plan was performed/provided)

Forms submitted without both student and leader signatures will be denied by faculty and the student will receive a zero for the assignment, which will result in a course failure.

NRS410 Health and Wellness Assessment Clinical Verification Form

Student	Family Name	Family Contact	Contact Information	Week 1 Family Verification	Week 3 Approval to Proceed with Health Assessment	Week 5 Education Verification	Comments
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
				Method:	Method:	Method:	
				Date:	Date:	Date:	
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