



**INDIANA UNIVERSITY
KOKOMO**

SCHOOL OF NURSING

**Promoting Health Populations
With
Community-Based Practicum**

B 234/B235

Fall 2016

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**INDIANA UNIVERSITY KOKOMO
SCHOOL OF NURSING
Course Syllabus
Fall 2016**

Number and Title:	B234/B235 Promoting Health Populations With Community –Based Practicum
Credit Hours:	3 Credit Hours, didactic 1 credit hour, clinical
Contact Hours:	45 hours Lecture + 45 clinical hours
Placement in Curriculum:	Sophomore Year, Semester 1
Prerequisite Courses	Successful completion of courses required for admission to the major.
Co requisite Courses:	Freshman Pre-requisites
Faculty:	to Be assigned

Course Description: B234: Focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

B235: Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

On rare occasion, in an urgent situation related to a class/clinical that should be in session but the instructor is not there and you are unable to reach the course instructor, and the nursing office (765-455-9288) is closed, you may find it necessary to call Pre-Licensure Assistant Dean Bridget Whitmore (765-461-1719) or Dean Linda Wallace (765-438-3153). You should not, however, use these numbers to leave a message for another instructor or to determine whether you should come to class/clinical due to bad weather or illness as these are individual, not school, decisions.

BSN PROGRAM OUTCOMES AND ESSENTIALS

Program Outcome 1: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making.

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 III: Scholarship for Evidence Based Practice.

Professional nursing practice is grounded in the translation of current evidence into one's practice.

Program Outcome 2: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.

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.

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.

BSN Program Outcome 3: A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.

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.

BSN Program Outcome 4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery

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

BSN Program Outcome 5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

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.

BSN Program Outcome 6: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes

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.
<p>BSN Program Outcome 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments</p> <p>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.</p> <p>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.</p>
<p>Program Outcome 8: An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p> <p>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.</p>
<p>BSN Program Outcome 9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p> <p>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.</p>

Program Outcomes	Sophomore Student Learning Outcomes	Instructional Activities: Include concepts, exemplars, developmental aspects	Evaluation
<p>Program Outcome 1: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical</p>	<p>Critical Thinking: Recognizes actual/potential health alterations in well patient populations and utilize standard plans of care to meet client needs within selected patient populations.</p> <p>Demonstrates a basic understanding of</p>		

<p>reasoning and decision making.</p>	<p>searching, retrieval, and utilization of evidence based practice in the care of selected population</p> <p>Utilizes clinical reasoning through interpretation of normal and abnormal data</p>		
<p>Program Outcome 2:</p> <p>A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.</p>	<p>Demonstrates a basic understanding of the relationship between culture, values, spiritual beliefs, and social influences within the context of health promotion and wellness in diverse populations across the age spectrum.</p> <p>Responds sensitively to cultural differences in others, using a holistic nursing approach during interactions with individuals, families, and communities.</p>	<p>Culture I: <i>diversity, sensitivity, cultural competence</i></p> <p>Family dynamics I: <i>family structure, communication/interaction, family strengths</i></p> <p>G & D: <i>Life Span content development concept categories and developmental theorists, (Denver exam)</i></p>	
<p>Program Outcome 3:</p> <p>A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p>	<p>Demonstrates a beginning understanding of the role of the nurse in resource utilization and management to promote health in a variety of health care settings.</p> <p>Demonstrates basic knowledge of resources available across the continuum of healthcare environments.</p>	<p>Population health: <i>public health/community health, emergency preparedness, global health, transitional care coordinator</i></p> <p>Health promotion I: <i>quality of life, acute/chronic (disability), palliative care, health promotion, health literacy, health seeking behavior, primary—secondary—tertiary prevention, wellness, patient/client/Family centered care, community development, patient attributes (motivations & adherence)</i></p>	

		<p>Employ introductory community assessment concepts to an identified geographic area and/or population.</p> <p>Apply growth and development concepts in the care of individuals and families.</p>	
<p>BSN Program Outcome 4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery</p>	<p>Explores healthcare policy, finance, and regulatory environments and their impact on patient care/ outcomes</p> <p>Discusses the role of nurse in interacting with professional organizations to shape healthcare policy.</p>	<p>Quality & safety I: <i>safety (QSEN) (student & home safety),evidence-based, resource efficient</i></p>	
<p>BSN Program Outcome 5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.</p>	<p>Discusses the professional standards of moral, ethical, and legal conduct for nurses.</p> <p>Assumes accountability for personal and professional behaviors.</p> <p>Discusses one’s own beliefs and values as they relate to professional practice</p>	<p>Integrate data, class concepts, and partner site needs to provide a service project for the partnering site or agency.</p>	

<p>BSN Program Outcome 6: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes</p>	<p>Utilizes the basic principles of professional communication when interacting with patients, faculty, and peers.</p> <p>Functions as an effective team member utilizing team building concepts.</p>	<p>Communication I: <i>therapeutic communications (individual)</i></p>	
<p>BSN Program Outcome 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments</p>	<p>Develops foundational skills and knowledge needed to provide high quality professional nursing to promote health and wellness to individuals, families, and communities.</p> <p>Demonstrates beginning application of nursing process by gathering clinical data, facts, evidence, observation, and experiences.</p> <p>Discusses the use of the nursing process to plan/ implement/ evaluate care within well populations across the age spectrum (including geriatrics</p> <p>Explores the role of genetics/ genomics within client(s) state of health.</p> <p>Explores the role of nurse as health educator within well populations.</p>	<p>Conduct a focused assessment of an individual or family with regard to selected health behaviors in order to create an individualized health promotion plan.</p> <p>Patient/family education I: <i>health literacy, interrelated concepts—motivation & adherence, family dynamics</i></p> <p>Nutrition I:</p> <p>Sexuality I: <i>practices & behaviors (safe sex)</i></p> <p>Stress & coping I :</p> <p>Self & other directed violence I: <i>suicide screen, violence, work place violence, culture/religious belief, painful chronic illness,</i></p>	

		<p><i>social isolation, gender differences, social economic status, intimate partner violence</i></p> <p>Self perception: <i>self-esteem, body image</i></p> <p>Mood & affect: <i>cognition, decreased functional ability, addiction</i></p>	
<p>Program Outcome 8: An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p>	<p>Demonstrates basic principles of safety in the provision of nursing care</p> <p>Demonstrates a basic understanding of patient care/outcomes and organizational structure, mission, vision, philosophy, and values.</p> <p>Identifies leadership and managerial concepts as it applies to safe nursing care</p>		
<p>BSN Program Outcome 9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p>	<p>Identifies the role of the nurse in the utilization of information systems and technology in creating a safe care environment.</p> <p>Discusses credible sources of information, including but not limited to data bases and internet resources.</p> <p>Upholds legal ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy</p>		

Required Textbooks:

Purnell, L. D. (2013). *Transcultural Health Care: A Culturally Competent Approach* (4th ed.). Philadelphia, PA: F.A. Davis

Spector, R. E. (2009). *Cultural Diversity in Health and Illness* (7th ed.). Upper Saddle River, NJ: Pearson.

Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A.M. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Elsevier.

Edelman, C.L., Mandel, C.L. (2012). *Health Promotion throughout the Lifespan*. 7th ed.

Giddens, J.F. (2013) *Concepts for Nursing Practice*. St. Louis: Mosby.

Moore, M. & Tschannen-Moran, B. (2010). *Coaching Psychology Manual*. Philadelphia: Lippincott Williams & Wilkins.

TEACHING AND LEARNING STRATEGIES

- Lecture
- Discussion
- Class exercises
- Demonstration
- Simulation
- Clinical application
- Case studies
- Laboratory exercises

EVALUATION

Graded Activities	
Culture paper	10%
Culture Discussion	10%
Office of Minority Health Module: Delivering Culturally Competent Nursing Care	10%
Exams (4)	45%
Service Learning Project & Reflections	25%
Clinical Performance Grade (S/F)	
	Must be Satisfactory to earn a C or better in the course: if not satisfactory, the course grade will be F.

Grading Scale:

The following grade scale will apply to all nursing courses.

99-100 = A+	81-83 = C+
96-98 = A	79-80 = C
93-95 = A-	76-78 = C-
90-92 = B+	73-75 = D+
87-89 = B	70-72 = D
84-86 = B-	67-69 = D-
	66 below = F

SCHEDULE OF TOPICS

B234 Lecture	TOPIC	B235 Weekly Clinical topics & activity
One week preceding start of class	Become familiar course lay-out and Canvas.	
Week 1 (Aug. 21) Population Health	Course introduction and overview Population Health <ul style="list-style-type: none"> • Determinants of Health • Vulnerable Populations • Health Disparities 	Health, Population Health Management, Health Coaching read Chapter-1. Fundamentals of Coaching Psychology Prior to class, select article from prescribed list of articles that provide best evidence of MI; come to class prepared to discuss with your clinical group, 1-2 key points you learned about the practice evidence behind health coaching.
Week 2 (Aug. 28) Health Behaviors for Wellness Sinclair	Health Behaviors for Wellness <ul style="list-style-type: none"> • Transtheoretical Model of Change • Health Belief Model • Physical Health • Mental health • Self-Care • Stress Management • Sleep Health 	Building Relationships, Roadblocks, Valuing Reflection read Chapter-2. Coaching Relationship Skills and Chapter 11. Coaching Presence to prep for clicker quiz. Review the 24 strengths on pp 157-159 of textbook. Pick your top 3 strengths and then match those strengths to the related elements of coaching presence on pp 160-164. Come to class prepared to discuss in your clinical group.
Week 3 (Sept. 4) Communication and Care Coordination	Coordination and Management for Improved Health Outcomes <ul style="list-style-type: none"> • Health Coaching • Interviewing (Introduction to MI) • Motivating/Introduction to MI • Continuity of Care/ Care Coordination • Self-Management and Symptom 	Five stages of change, Decisional Balance Mount Lasting Change, Coach Behavior Change read Chapter-3. Coaching Behavior Change & Chapter 9: Generative Moments in Coaching Reinforce your understanding of mindful listening and open-ended inquiry skills by re-reading pp 22-24 in textbook.

	Management	<p>Talk to at least one person close to you about a behavior they wish to change; determine their stage of change and try out some stage-appropriate coaching to see what happens.</p> <p>Come to class prepared with your story about a person you talked with about a behavior they wish to change.</p>
Week 4 (Sept. 11) Culture (Office of Minority - Online Cultural Module due)	Culture <ul style="list-style-type: none"> • Cultural Differences – caring for people of different cultures • Lesbian gay-transgendered health disparity Spiritualism	Come prepared to do the TRANSCULTURAL HEALTH CARE DISCUSSION . See guiding questions below.
Week 5 (Sept. 18) Exam 1 Wellness Nutrition	Nutrition through the life span <ul style="list-style-type: none"> • Nutrition micro & macro nutrients • Food Safety and labels • Self-management of nutrition 	read Chapter-4. Appreciative Inquiry in Coaching & Chapter 6. Self-Efficacy and Self-Esteem. Motivational Interviewing Using Motivational Interviewing and Appreciative Inquiry in Health Coaching.
Week 6 (Sept. 25) Growth and Development culture paper due	Growth & Development: Prenatal through Young Adult <ul style="list-style-type: none"> • Theories(Erikson, Piaget, Kohlberg) • Developmental Milestones • Early interventions 	read Chapter-5. Nonviolent Communication & Using Health Assessment in Coaching. Developing a Vision Motivational Interviewing in Coaching.
Week 7 (Oct. 2) Growth and Development	Growth & Development: Middle through Older Adult <ul style="list-style-type: none"> • Theories of Aging • Physical Changes • Psychological Changes 	read Chapter-7. Client Assessments & Chapter 8. Vision, Planning and Goals & Chapter 10. Conducting Coaching Sessions.

<p>Week 8 (Oct. 9) Immunizations and Infectious Disease Prevention</p>	<p>Immunizations and Infectious Disease Prevention</p> <ul style="list-style-type: none"> • Levels of Prevention and Epidemiology • Childhood through Adult immunizations • Screenings (birth to end of life) 	<p>Practicum Orientation and first clinical practicum day as assigned. Your clinical teacher will provide you with additional direction prior to this date.</p>
<p>Week 9 (Oct 16.) Injury and violence prevention</p>	<p>Injury and Violence Prevention</p> <ul style="list-style-type: none"> • Childhood • Adult • Older adult • Rural and urban injuries 	<p>Assignment 1 Turn in Coaching Client Worksheet to clinical instructor with plan for initial coaching session; receive feedback. <i>(note: turn this in each week that you work with clients in a coaching situation. You must include a brief cultural assessment of your client. If you are scheduled in a different setting, you do not have to turn one in.)</i></p>
<p>Week 10 (Oct. 23) Exam 2 Substance abuse and smoking prevention</p>	<p>Substance Abuse and Smoking Prevention</p> <ul style="list-style-type: none"> • Prevention in Childhood and Adolescent • Smoking cessation in adolescents and adults • Secondhand smoke 	<p>Assignment 2: Turn in Coaching Client Worksheet to clinical instructor with plan for initial coaching session; receive feedback. <i>(note: turn this in each week that you work with clients in a coaching situation. You must include a brief cultural assessment of your client. If you are scheduled in a different setting, you do not have to turn one in.)</i></p>
<p>Week 11 (Oct. 30) Healthy Aging</p>	<p>Healthy Aging in Communities</p> <ul style="list-style-type: none"> • Geriatric syndrome • Complexity of care 	<p>Seminar Day, Health Coaching Experiences Health Coaching Skill Support Midterm Clinical Performance Review (see the clinical performance grade sheet)</p>
<p>Week 12 (Nov. 6) Reproductive Health</p>	<p>Reproductive Health</p> <ul style="list-style-type: none"> • Family Planning • Sexually transmitted infections 	<p>Assignment 3: Turn in Coaching Client Worksheet to clinical instructor with plan for initial coaching session; receive feedback. <i>(note: turn this in each week that you work with clients in a coaching situation. You must include a brief cultural assessment of your client. If you are scheduled in a different setting, you do not have to turn one in.)</i></p>

Week 13 (Nov. 13) Maternal Child – Health	Maternal Child Health <ul style="list-style-type: none"> • Prenatal care • Childbirth (uncomplicated) 	Assignment 4: Turn in Coaching Client Worksheet to clinical instructor with plan for initial coaching session; receive feedback. . (note: turn this in each week that you work with clients in a coaching situation. You must include a brief cultural assessment of your client. If you are scheduled in a different setting, you do not have to turn one in.)
Week 14 (Nov 20) Exam 3	Newborn <ul style="list-style-type: none"> • Normal newborn care 	assignment 5: Turn in Coaching Client Worksheet to clinical instructor with plan for initial coaching session; receive feedback. . (note: turn this in each week that you work with clients in a coaching situation. You must include a brief cultural assessment of your client. If you are scheduled in a different setting, you do not have to turn one in.)
November 27	Thanksgiving Holiday	
Week 15 (Dec. 4) Genetics and Genomics	Module 15: Concepts of Genetics and Genomics <ul style="list-style-type: none"> • Heart Disease Exemplar • Diabetes Exemplar • Obesity Exemplar 	Student Group Presentations – Final Project
FINAL (Dec. 11)	Final exam (9 am-11am)	

B234/B235 TRANSCULTURAL HEALTH CARE DISCUSSION

Read Chap.1 (Transcultural Diversity and Health Care) & Chap. 2 (The Purnell Model for Cultural Competence) in Purnell's *Transcultural health care: A culturally competent approach*. Read Chap. 9 (Culture and Ethnicity) in Potter & Perry's *Fundamentals of nursing*.

1. Describe the importance of cultural competency in providing nursing care:
 - a. Differentiate culturally congruent from culturally competent care.
 - b. Describe the steps toward developing cultural competence.
 - c. Identify the major components of a cultural assessment.

2. Describe the impact of cultural factors on the following specific health care situations in your selected culture:
 - a. Pregnancy and childbearing practices
 - b. End of life rituals and expectations
 - c. Skin color /other biological variations
 - d. Diseases & health conditions
 - e. High risk health behaviors

3. Discuss your culture's health-care practices related to the following themes:
 - a. Health-seeking beliefs and behaviors
 - b. Responsibility for health care
 - c. Folk practices
 - d. Barriers to health care
 - e. Cultural responses to health and illness
 - f. Blood transfusions and organ donation
 - g. Traditional vs. western health care providers

Everyone is expected to contribute information on each of the above topics. At the end of the discussion, you will turn in your notes to the clinical instructor. This discussion will take about three hours.

B234/B235 Cultural Exploration Paper Rubric

Name _____

Criteria	Points	Comments
Define the culture and identify the following cultural characteristics: -Overview -Heritage & Residence -Reason for migration -Educational status -Occupations/Workforce issues <i>Cite references for information presented</i>	5	
Discuss the family roles and organization: -Head of household & gender roles -Family roles & priorities -Alternate Lifestyles <i>Cite references for information presented</i>	5	
Discuss the cultural communication pattern in terms of: -Dominate Language & dialects -Cultural communication patterns -Temporal relationships -Format for names <i>Cite references for information presented</i>	5	
Discuss the implication of this cultural background on your nursing care. <i>Cite references for information presented</i>	4	
a) use spelling & grammar checker prior to submission b) use PERRLA software or Purdue OWL for APA formatting & reference page c) each paragraph should have a topic sentence, be explored through data and examples, and have a conclusion sentence d) each paragraph should only have one quoted reference e) Body of paper should be 3-5 pages not counting the title page & reference page f) has at least 2 nursing journal references along with one of the books on reserve in the library.	6	
Total Points Obtained:	25	

**B235 Promoting Healthy Populations Practicum
Practicum Evaluation Tool**

Student Name _____

Faculty Name _____

Semester/year _____

Hospital _____

Fill in appropriate fields to the right and below:

Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.

NOTE: Gray Shaded Items are not a part of the evaluation for this course, but will be evaluated in other nursing courses.

E = Exemplary

S = Satisfactory

NI = Needs improvement

U = Unsatisfactory

Core Competencies	Midterm				Final		
	E	S	NI	U	E	S	U
1. Professionalism							
a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) (PO 5)							
b. Maintain professional behavior and appearance (PO 5)							
c. Comply with the Code of Ethics, Standards of Practice and policies and procedures of Indiana University, School of Nursing, and clinical agencies (PO 5)							
d. Accept constructive criticism and develop plan of action for improvement (PO 5)							
e. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner (PO 5, 6)							
f. Provide evidence of preparation for clinical learning experiences (PO 1, 5, 7)							
g. Arrive to clinical experiences at assigned times (PO 5)							
h. Demonstrate expected behaviors and complete tasks in a timely manner (PO 5)							
i. Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions (PO 5,)							
j. Engage in self-evaluation (PO 5)							
k. Assume responsibility for learning (PO 5)							
2. Patient-Centered Care							
a. Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process (PO 1, 7)							
b. Demonstrate caring behaviors (PO 5)							
c. Conduct a comprehensive assessment while eliciting patient values, preferences and needs (PO 1,7)							
d. Respect diversity of individuals (PO 2)							
e. Assess the presence and extent of pain and suffering (PO1, 7)							

f. Demonstrate beginning competency in skills (PO 7)								
3. Teamwork and collaboration								
a. Develop effective communication skills (orally and through charting) with patients, team members, and family (PO 6)								
b. Identify prevalent data for communication in pre- and post-conferences (PO 6)								
c. Identify intra- and inter-professional team member roles and scopes of practice (PO 6)								
d. Establish appropriate relationship with team members (PO 6)								
e. Identify a need for help when appropriate to situation (PO 6,7)								
4. Evidence-based practice								
a. Locate evidence-based literature related to clinical practice and guideline activities (PO 1)								
b. Reference clinical related activities with evidenced-based literature (PO 1)								
c. Value the concept of evidence-based practice and determining best clinical practice (PO 1)								
5. Quality improvement								
a. Deliver care in timely and cost-effective manner (PO 8)								
b. Seek information about processes/projects to improve care (QI) (PO 8)								
c. Value the significance of variance reporting (PO 1, 7)								
6. Safety								
a. Demonstrate effective use of technology and standardized practices that support safety and quality (PO 7, 8, 9)								
b. Implement strategies to reduce risk of harm to self or others (PO 1, 7)								
c. Demonstrated appropriate clinical decision making (PO 1, 7)								
d. Identify national patient safety goals and quality measures (PO 1, 7)								
e. Uses appropriate strategies to reduce reliance on memory (PO 1, 7)								
f. Communicate observations or concerns related to hazards and errors to patients, family, and the healthcare team (PO 1, 7)								
g. Organize multiple responsibilities and provide care in a timely manner (PO 1, 7)								
7. Informatics								
a. Navigate the electronic health record for patient information where appropriate for clinical setting (PO 9)								
b. Document clear and concise responses to care in the electronic health record, where appropriate for clinical setting (PO 9)								
c. Identify information and clinical technology using critical thinking to collect, process, and communicate data (PO 9)								
d. Manage data, information, and knowledge of technology in an ethical manner (PO 9)								

e. Protect confidentiality of electronic health records (PO 9)							
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Midterm Comments (Address strengths and weaknesses)

Student Signature _____

Date _____

Faculty Signature _____

Date _____

Final Comments (Address strengths and weaknesses)

Student's Final Clinical Grade _____

Student Signature _____

Date _____

Faculty Signature _____

Date