



Application for ThinkAchieve: *Beyond the Classroom* (BTC) Experiential Learning Designation

Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.

APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to think@utc.edu. More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at www.utc.edu/think. If you have questions, please call Bengt Carlson at (423)-425-5825.

Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

GENERAL INFORMATION

Faculty/Staff Name: Marissa Bunch

Course/Experience Title (if course, please include course number): NURS 3360: Nursing Systems V: Care of the Family (Face-to-Face / Clinical, 5 credit hours)

Department or Office: Nursing

First Semester the Course/Experience will be Offered: Spring 2020

How often do you plan to offer this Course/Experience? Every fall and spring semester

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at www.utc.edu/think.

___ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

___ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

x **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting

_____ **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

_____ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need

_____ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

BEYOND THE CLASSROOM DESCRIPTION PROMPTS

Specifically and concisely respond to the following. You may attach your responses if desired.

- A. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:
1. Regular mentorship, supervision, and feedback: which, taken together with the opportunity itself constitutes $\frac{1}{4}$ of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry

General description of experience: This course involves the completion of at least 84 hours of direct clinical nursing practice under the direct supervision of experienced Registered Nurses and UTC clinical professors in pediatric nursing. They work with nurses in pediatric acute care, post-anesthesia, intensive care, and emergency settings. Before entering the clinical setting, students participate in 5 hours of interactive pediatric didactic content and 24 hours of hands-on and interactive pediatric skills practice with clinical instructors in the School of Nursing simulation lab. Every student also has 8 hours of pediatric simulation in the School of Nursing skills lab. In this experience, they take care of a simulated infant and a simulated school age child in a “safe hospital” setting. The students complete pre-work and post-simulation reflections after this experience.

Mentorship, Supervision, and Feedback: Mentorship occurs continually throughout the experience, beginning with practice in the skills lab and one-on-one skills check-offs with clinical professors. In the clinical setting, clinical professors supervise students, giving feedback on patient care, skills, and documentation throughout 12 hour shifts at Children’s Hospital. After each clinical day, students participate in a small conference with the clinical professor and from 5 – 10 other nursing students. This post-conference is designed as a time for students to reflect upon the nursing care planning and evaluation process. During this time, professors and other students give constructive criticism of the student’s planning and the group refines the nursing care plan together. In addition, students keep written notes on each other’s care planning process and turn these into the instructor. Students receive written and oral evaluations of their progress at mid-term and on the final day of their clinical experience using an official School of Nursing clinical evaluation tool. On this tool, students complete a written reflection of their experience, noting strengths and weaknesses for future development. Instructors meet with the student one-on-one to discuss evaluations and written reflections. During this meeting, the student also presents an oral nursing care plan on one selected patient from their experience as a culminating project to display what they have learned in the clinical experience.

2. Authentic Responsibility: Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes

In the pediatric clinical rotation, each student is paired with one pediatric Registered Nurse currently working at Erlanger Children’s Hospital for each clinical shift. During the shift, the student is responsible for displaying their willingness to try new skills and offer to help with any nursing care needed for the day. In pre-clinical orientation, instructors discuss developing student assertiveness so they are prepared to take ownership of their experience. The students are continually monitored by clinical professors during the clinical shifts, but the ultimate responsibility for hands-on learning in the clinical setting must come from the student’s own confidence and assertiveness in working with his or her nurse for the day. The experience is reviewed each day in post-conference when the student reports on the skills practiced each day (communication, pediatric assessment, etc.) and personal and professional problems faced. Students also choose which patient they would like to present as a culminating case study at the end of the clinical experience.

The pre-reflection activity will prompt the student to consider their role in achieving course learning outcomes and give them the opportunity to set their own goals for the experience. The reflection activities will also give students a chance to consider the mentorship offered to them in the experience and how they see mentorship helping them achieve their goals (see descriptions below).

- B. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

<p>Description of <u>pre-experience</u> reflection activities</p>	<p>• Clinical pre-experience reflection (S/U): Post this assignment as a Word document to Canvas before your first official pediatric clinical day:</p> <ol style="list-style-type: none"> 1. Reflect on the learning outcomes for this course (see first page of syllabus). Which of these outcomes do you anticipate being most challenging for you to meet in your experience working to provide nursing care for children alongside the Registered Nurses at Children’s Hospital? Construct a plan to meet this learning outcome and state how that will look during your pediatric clinical. 2. Write out 3 goals for your pediatric clinical experience (specific, measurable, realistic) and <ol style="list-style-type: none"> a. Explain your role in achieving these goals b. Explain how you think clinical instructors can best mentor you to achieve these goals.
<p>Description <u>during the experience</u> reflection activities</p>	<p>At the end of every clinical day, the student will attend a post-conference with other students and the clinical professor. A written nursing care plan for one of their patients will be presented to the group. The rest of the group will take notes and will give constructive criticism. The student will also reflect on their 3 goals and will write a short update on how they are moving toward achieving those goals.</p> <p>Syllabus statement:</p>

	<ul style="list-style-type: none"> • Clinical performance (S/U): Evaluated by your clinical instructor using the clinical evaluation form located in Canvas. Specific items included in this evaluation are clinical skills check off, simulation preparation and engagement, attendance and tardies, and completion of required clinical paperwork. Required clinical paperwork during the clinical day includes: pediatric 10 minute assessment, drug sheet, mini care plan, evaluation of peers in post-conference, and a short update on how you are moving toward achieving your 3 pediatric clinical goals. Needs Improvement (NI) or Unsatisfactory (U) ratings must be corrected to Satisfactory (S) by the end of the semester. ANY NI and / or U ratings at the final clinical evaluation results in course failure.
<p>Description of post-experience reflection activities</p>	<p>The student will choose one patient to present to clinical professors in a culminating case study, highlighting what was learned while using the nursing process in their care of the patient. The student will also provide a written reflection of how they did in achieving their 3 goals for the clinical rotation and whether they met the course learning outcome that they initially determined would be most challenging. They will reflect on how and why they did or did not meet the identified learning outcome.</p> <p>Syllabus statements:</p> <ul style="list-style-type: none"> • Clinical post-experience reflection (S/U): Post this assignment as a Word document to Canvas the night before your verbal care plan presentation: <ol style="list-style-type: none"> 1. Discuss whether you met the course learning outcome that you initially determined would be most challenging. Reflect on how and why you did or did not meet the identified learning outcome. 2. Discuss why and how you did/did not meet your 3 goals for the pediatric clinical rotation. • Verbal care plan. Each student will present one verbal care plan in their final week of their pediatric rotation. The student must receive a “satisfactory” on the verbal care plan to pass the clinical portion of the course. If the student receives a “needs improvement” or “unsatisfactory” on the verbal care plan, there will be a make-up written care plan OR remediation plan. If the student does not pass the remediation or written care plan, this will result in failure of the course. See rubric posted in Canvas.