



RNSG-1261-101C3-SP2025
Common Concepts of Adult
Health Clinical
SPRING 2025
Mondays, Wednesdays,
Thursdays, Fridays, and
Saturdays

Instructor Information:

- Facilitator: Benjamin “Jay” Ketcherside, II, MSN, RN , bketcherside@com.edu, 409-933-8137

Student hours and location:

Tuesdays 12:30pm – 3:30pm, Wednesdays 1:30pm – 3:30pm, Thursday 1:30pm – 3:30pm –
STEM 225-13

Other Instructors:

Dr. Genevieve Onyirioha, DNP, RN, CMSRN - gonyirioha@com.edu

Dr. Eula Lee, DNP, RN - elee4165@com.edu

Required Textbook/Materials:

Harding, M., and Hagler, D. (2021). Conceptual Nursing Care Planning, 1st edition., St Louis, MO: Elsevier/Mosby.

Mulholland, J.M., & Turner, S.J. (2015). The nurse, the math, the meds: Drug calculations using Dimensional analysis (3rd ed.). St Louis, MO: Elsevier/Mosby.

All other books listed in RNSG 1341 – Common Concepts of Adult Health

Course Description: This course is an introduction to the clinical aspects of nursing care of adults experiencing common health alterations in multiple settings. Opportunities are provided for the application of theory, concepts, and skills being acquired. See catalog admitted under for pre- and co- requisites. (Credit 2: Lecture 0, Clinical 6, 96 Contact Hours)

Course requirements: (including description of any special projects or assignments)

1. **Acknowledgement quiz** – An acknowledgement quiz for the receipt and understanding of the syllabus and student handbook is required by the end of the first week to continue in this course. These acknowledgments will be repeated within a week of any new update to the syllabus or handbook as well. Also, complete the policy review assignments – all four are in the Mandatory Acknowledgement folder of your D2L, under contents.
2. **Math Competency Exam** – Assesses proficiency in dosage calculations. Students will have 3 attempts to achieve 90% score. If 90% not achieved after three attempts, the student will receive a “W” and will not be permitted to continue in the clinical course per student handbook. The math exam will be 20 questions and will be performed on Examssoft over a 60 minute period, unless otherwise authorized. Your grade will be the last Math competency Exam you take, regardless of the number of attempts. This project counts for a portion of your final grade.
3. **Weekly documentation**- This documentation is required to document your performance of the nursing process in the clinical setting. Each student will have six days in the medical-surgical unit caring for 1-2 clients and will document their daily charting into Simchart and upload the saved document to the assignment portal online. This will include six days of daily charting and one concept map. This project counts for a portion of your final grade. Rubric for weekly charting in Simchart is Appendix A
4. **Concept map** – The purpose of the concept map is to measure the student’s understanding of the flow of care as the client moves through the healthcare system. Instructions and rubric for the Concept map are in Appendix B. This project counts for a portion of your final grade.
5. **Simulation Lab**- A hands-on learning experience in the simulation lab, which uses a simulated environment and simulated patients (mechanical, or actors) to practice clinical nursing in a virtual setting. Each student will have two 4-hour Simlab experiences this semester. These will include pre-sim activities that will be your “passport” to attend the simlab. This will be graded as pass/fail by your instructor.
6. **Skills Lab** – a hands-on learning experience in the skills lab. Each student have 8 hours of assigned skills lab activities this semester that will be broken down as follows: 1) a two-hour skills lecture (see clinical schedule); one hour of open lab prior to checkoff (for each of the four skills), which totals 4 hours; and 30 minutes to record a 15 minute skill (for each of the four skills), which totals 2 hours. You will need a clinical partner (choose a buddy – for odd numbers, at least one group can have three), who you can do open lab with and the skills check off with. The clinical partner will complete a peer grade of your work while recording, which you will submit, which will be audited by the clinical facilitator. This will also include pre-work and check-offs. This project counts for a portion of your final grade.
7. **Clinical Performance**- The assessment of clinical performance at Midterm and at Final, which will include self-evaluations and instructor validation. This will be graded as pass/fail by your instructor.
8. **Instructor check-offs** – each student will receive a check-off by the instructor for two clinical skills:
 - a. Medication administration
 - Student may not have check-off until they have passed the medication exam.
 - Students may not pass medication in the live clinical area until they have been checked off by their instructor.
 - b. Head to Toe Assessment

These will be graded in the gradebook by your instructor as pass/fail. Both must be passed in order to complete this class successfully.

9. **Special project** - Students will complete a special project on the use of Motivational Interviewing as a tool to improve healthcare compliance in chronically ill adults. This will include a client interview and a reflection paper in APA format. This project counts for a portion of your final grade.

Determination of Course Grade/Detailed Grading Formula: (methods of evaluation to be employed to include a variety of means to evaluate student performance)

Grading Scale

A = 90 - 100.00

B = 80 - 89.99

C = 75-79.99*

D = 60 - 74.99 F = < 60

*A minimum final grade of “C” is required to pass this course.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. See Grade Determination and Calculation in the Nursing Student Handbook.

Assignment	%
Math Competency Quiz*	10
Weekly Documentation (averaged)	50
Concept Map	15
Special Project – Motivational Interviewing	10
Health Assessment Check-off**	Pass/fail
Medication Administration Check-off**	Pass/fail
Clinical Performance Evaluation - Midterm	Pass/fail
Clinical Performance Evaluation - Final	Pass/fail
Simulation lab	Pass/fail
Skills lab	15
TOTAL	100
* The student must pass with a 100% in three attempts to continue in this course	
**Students must pass Health assessment and Med admin check-offs to pass this course	

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Attendance Policy: See the Attendance policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information

about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the clinical health care institution or practice setting	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Weekly charting and concept map; sim lab participation
2. Use clinical reasoning, knowledge, and evidence-based practice outcomes as a basis for decision-making in clinical nursing environments.	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	Weekly charting and concept map; SIM lab participation
3. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data.	Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.	Weekly charting and concept map
4. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.	Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.	Weekly charting and concept map

<p>5. Provide safe and compassionate, nursing care to patients and their families through a broad array of health care services.</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities,</p>	<p>Weekly charting and concept map; SIM lab participation</p>
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	<p>nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	
<p>6. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of health lifestyles.</p>	<p>Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.</p>	<p>Weekly charting and concept map; SIM lab participation</p>
<p>7. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.</p>	<p>Weekly charting and concept map; SIM/Skills lab participation</p>
<p>8. Coordinate human, information, and material resources in providing care for patients and their families.</p>	<p>Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.</p>	<p>Weekly charting and concept map</p>
<p>9. Implement measures to promote quality and a safe environment for patients, self, and others.</p>	<p>Outcome 8: Practice the delivery of safe and cost- effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.</p>	<p>Weekly charting and concept map</p>

10. Formulate goals and outcomes using evidence-based data to reduce patient risks.	Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.	Weekly charting and concept map
11. Communicate and manage information using technology to support decision-making to improve patient care.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Weekly charting and concept map; SIM lab participation
12. Develop an evidence-based plan of care for an older adult that will be implemented and evaluated throughout the curriculum.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Special project that uses motivational interviewing as a mode of assessing health compliance of an adult client with chronic medical problems.

Academic Dishonesty: Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Notice to Students Regarding Licensing

*Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp
https://www.bon.texas.gov/licensure_eligibility.asp.html*

Course outline: (include calendar with lecture topics, due dates)

Project	Date/Time	Place	MISC
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Pre-clinical orientation	1/13/2025 8am – 5pm	STEM 102	Mandatory to wear your clinical uniform per policy
Concept map	Due on the 2 nd day after clinical experience by 2359		Assigned by instructor
Mid-term Evaluation	Due on the 3 rd or 4 th Hospital Day, by 2359		
Final Evaluation	Due on the last Hospital Day by 2359		
Weekly documentation	Due at 2359 day after clinical experience		Simchart document MUST be uploaded to the Assignment module for grading. Instructors will not search in Elsevier for your assignment.
Special Project	See MISC		The reflection paper is due 14 calendar days from the clinical date on which the interview was conducted or by 2359 on the last clinical date , whichever comes first.
Math Competency Exam	#1 Tuesday 01:00pm January 21, 2025 #2 Tuesday 01:00pm January 28 th , 2025 #3 Tuesday 01:00pm, February 4 th , 2025	STEM Nursing Lab (3 rd Floor)	

Clinical Guidelines

Guidelines for Clinical Experience

Students will be expected to adhere to the rules and regulations outlined in the college catalog and the nursing program's Student Handbook. In order to provide the student with the most diverse experiences, he/she will be assigned to clinical facilities and faculty on a rotating basis by random selection as recommended by Board of Nursing.

Mandatory facility "Orientation" date and time is noted on the course calendar. Additional instructions regarding directions to the facility, parking fees, etc., will be given in class.

1. The dress code includes wearing scrubs at all clinical facilities, including during on-campus Simulation Lab. You will be sent home for inappropriate dress, and this will be considered a clinical absence. This will be up to your clinical instructor.
2. Wear your school name tag at all times in the clinical setting. You may also be required to get an additional photo and/or badge at some facilities.
3. Arrive at the clinical facility at the designated time (by 0630 for all inpatient facilities), dressed appropriately, without any dangling jewelry from the ears, neck, or wrists (safety issue), and with no excessive cosmetics or perfume, and avoiding any provocative dress or behavior that would call undue attention to oneself. See the dress code policy in SharePoint.
<https://com0.sharepoint.com/sites/ACEN/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FACEN%2FShared%20Documents%2FAAS%20Nursing%2FStudent%20Policies%2FApproved%20Policies%2F3104%2EZ009%20Uniform%20Policy%20%2Epdf&parent=%2Fsites%2FACEN%2FShared%20Documents%2FAAS%20Nursing%2FStudent%20Policies%2FApproved%20Policies>
4. Do not bring valuables to clinical, e.g., large amounts of money or credit cards or expensive jewelry (leave them locked in your car if brought unintentionally).
5. Many units do not have a large area for students, so do not bring anything that is not essential for your clinical day.

Student Activities During a Typical Clinical Day

The student will be expected to complete all pre and post clinical work as specified in the course syllabus. The typical clinical day will include the following experiences:

- Completing pre-conference clinical assignments
- Pre-clinical conference with clinical instructor
- Attending the change of shift report
- Obtaining vital signs and physical assessment of assigned patients(s)
- Completing AM care for patient(s)
- Assisting patient(s) as needed with ADL's
- Collecting specimens as ordered
- Preparing the patient(s) for tests as ordered
- Observing surgery/recovery room, etc. as scheduled

- Providing pre and post-operative nursing care
- Practicing basic skills of patient management
- Administering prescribed medications
- Completing treatment(s) ordered
- Documentation of patient observations and nursing care given with clinical instructor
- Applying concepts taught in nursing theory courses to clinical experiences
- Post-conference with clinical instructor

Guidelines for Selecting Patients

On the clinical morning, each week, students will work with a staff nurse, and provide care to patients on these units as assigned by clinical instructor. Students will select their own patient(s), on the advice of their precepting nurse and their instructor. To provide the student with the most diverse clinical experience, patient assignments will be changed weekly. Students will be responsible for caring for one (1) to two (2) patient(s) each week.

Clinical Facilities for this course will be HCA Clear Lake, HCA Mainland, Harris Health Ben Taub, and UTMB- Galveston. All dates are listed in the clinical grid for each student but are subject to change with notice from the instructor.

Clinical Conferences

Students are expected to attend any pre- and post-conferences at the times and places designated by the clinical instructor. Post-conference learning activities are at the discretion of the clinical instructor, and all students are expected to comply and complete the requested assignments.

Permissible Common Concepts of Adult Health Clinical Nursing Skills

The student will perform only those procedures and treatments, which have been taught in the nursing skills course or nursing skills laboratory.

Independent	RN Supervision Only	Faculty Supervision Only
Ambulation assistance	Colostomy care	Medication administration
Binder or bandage application	External catheter application/care	Endotracheal suctioning
Heat/Cold application	Isolation care	Enema administration
Hygiene care/bed bath	IV flow rate regulation	IV calculations
Incontinence care	IV site maintenance	IV insertion
Nutritional care (feeding)	IV tubing/fluid changes	IV locks
Physical Assessment	NGT maintenance	NGT feeding
ROM exercises	Non-sterile dressing change	NGT insertion/removal
Transfers (bed to chair)	Oxygen administration	NGT medications
Transfers (bed to stretcher)	Pre-op care/Post-op care	Phlebotomy
Vital signs measurement	Pressure Ulcer care	Providing Cast Care
	Restraint application/monitoring	Sterile dressing change
	Specimen collection	Tracheostomy suctioning & care
	Traction monitoring	Urinary catheterization
	Wound drainage device care	

Non-permissible Nursing Skills

Skills that will not be performed throughout nursing school at COM are: administration of blood or blood products, administration of medications by IV push, and care of a patient with an airborne illness requiring the use of an N95 face mask. The student may observe the nurse administer blood or blood products and administer medications via IV push. Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

Guidelines for Physical Assessment

The instructor will designate one day for each student to perform a physical assessment on one patient. This assessment is not graded, but the student's performance will be reflected in the clinical performance evaluation.

Key Elements	
1.	Introduction: ID PATIENT, explain role purpose, provide patient privacy
2.	Orientation: oriented x3; disoriented; response
3.	Skin: color; moist; dry; turgor
4.	Eyes: PERRLA; sunken; reddened; clear; sclera
5.	Ears: discharge; tinnitus; earache; hearing aid
6.	Mouth: halitosis; bleeding gums, mucous membranes; tongue
7.	Respiratory: symmetry; type of respirations; cough; breath sounds;
8.	Cardiovascular: chest pain; palpitations; edema; pulses; capillary refill
9.	Abdomen: N/V; distention/bowel sounds; pain; BM's
10.	GU: voiding; incontinent; indwelling catheter; dysuria; color
11.	Extremities: moves all; numbness; weakness; paralysis
12.	Environment: equipment; special mattress; NG tube; suction; trach; traction; dressing; IV; IV
13.	Closing: Ensure patient is comfortable, SAFETY-call light within reach, bed low and locked

Guidelines for Medication Administration

The instructor will designate medication administration day(s) for each student. Students must have shown competency in math by successfully passing a math competency exam prior to administering medications. Only the clinical instructor will supervise medication administration. The agency's policy regarding medication administration by the student nurse will be followed at all times.

Students are expected to be able to demonstrate an understanding of the prescribed medications their patient will be receiving during the time students are providing care for their patient to promote safety.

Documentation

Students will document de-identified information for assigned patients in the simulated EHR via SimChart from data gathered directly from the patient and the patient's EHR at the health care facility. Printed documents will not be removed from the facility in order to comply with HIPPA rules. All clinical documentation is due at 23:59 the day after the end of the clinical experience, unless otherwise indicated on the Course Outline/Calendar

Clinical Conferences

Students are expected to attend pre- and post-clinical conferences at the times and place designated by the nursing instructor. To further the students' clinical learning experiences, the clinical instructor may assign additional projects for post conference. Students will be expected to complete all required assignments.

Clinical Facilities

As assigned

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:
Kimberly Lachney, Student Accessibility Services Coordinator
Phone: 409-933-8919
Email: AccessibilityServices@com.edu
Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

APPENDIX A

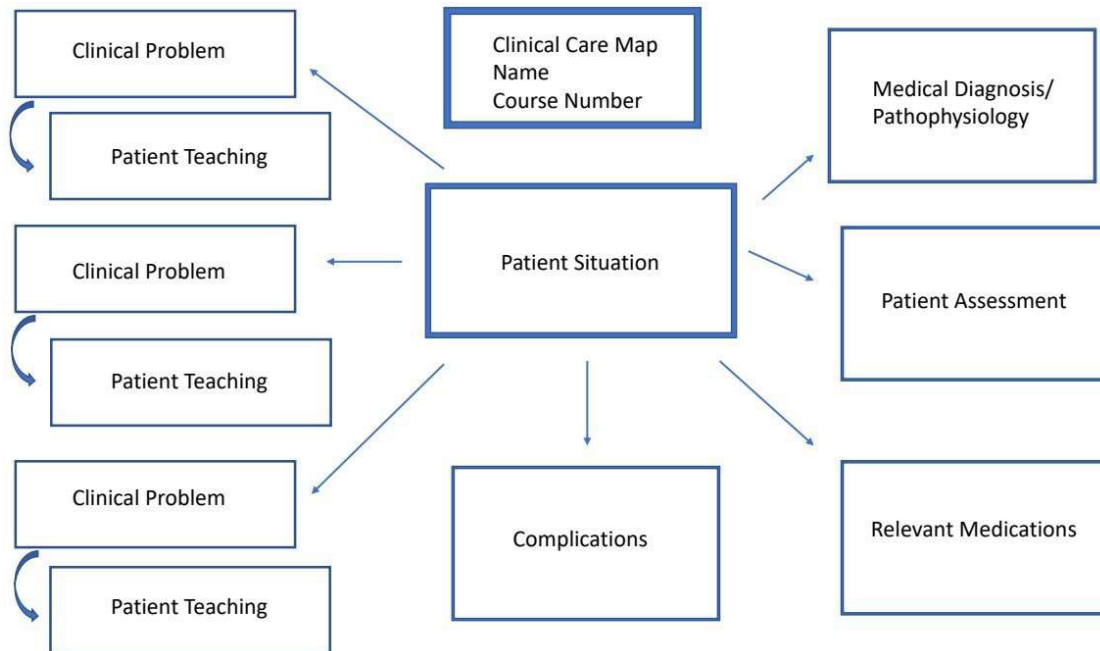
Daily Charting

Grading Criteria for weekly charting in SimChart		Possible Points	Points Earned
Patient Charting			
Admission History			
	• Health history	2	
System Assessment			
	• Symptom Analysis (chief complaint)	2	
	• Complete physical assessment head-to-toe	10	
Discharge Planning	• Complete section	2	
	System Nursing Interventions		
	• Safety	2	
Basic Nursing Care			
	• Safety	2	
	• Activity	2	
	• Hygiene	2	
	• Nutrition (including diet and percentage eaten each meal)	2	
	• Elimination	2	
	• Skin Care	2	
Special Charts			
	• Miscellaneous Nursing Notes- every 2-3 hours and with interventions	10	
	• SBAR		
	Situation: <ul style="list-style-type: none"> • What is the problem leading to admission? • Diagnosis • Allergies 	2.5	
	Background <ul style="list-style-type: none"> • Pertinent Medical History • Summary of treatment to date 	2.5	
	Assessment <ul style="list-style-type: none"> • Subjective information • VS • Treatment given: • Focused assessment (why are you calling physician?) 	2.5	
	Recommendations:	2.5	
	Total	50	
Patient Teaching			
	Total	10	

Care Plan			
	• Priority nursing clinical problem	5	
	• Expected Outcome (SMART goal)- 1 STG and 1 LTG	5	
	• 5 nursing interventions with scientific rationale (cite source in the “enter text” area)	15	
	Total	25	
Pre-Clinical Manager			
	• Pathophysiology	5	
	• Medications- up to 5 medications	5	
	• Labs/Diagnostic test (if applicable)	5	
	Total	15	
	Total	100	

APPENDIX B

Concept Map



- I. Pt situation:
 - a. Pt initials
 - b. Unit
 - c. Age
- II. Pathophysiology:
 - a. Disease name
 - b. Signs/Symptoms
 - c. Predisposing factors
 - d. Treatment options
- III. Assessment: Complete in SIMChart and pull pertinent info to CM
 - a. Subjective data
 - b. Objective data
- IV. Labs/Diagnostics:
 - a. Pertinent to medical diagnosis
 - b. Trends
 - c. Rationale for abnormal values
- V. Medications: Complete in SIMChart and pull pertinent info to CM
 - a. Level I/II: 5 medications

VI. Clinical Problems:

- a. Level I/II: total of 3 clinical problems, develop one with interventions, rationales, and evaluations

VII. References

- a. Pathophysiology
- b. Medications
- c. Clinical problems?
 - General
 - Must be typed
 - Must be in map form (do not have to use the template provided)
 - Must have a reference page
 - Cite pathophysiology and medication

VIII. Rubric

Grading rubric for Concept Map	Points	Grade
Patient situation	6	
Medical diagnosis	10	
Assessment	20	
Medications	10	
Complications	8	
Clinical problems	21	
Patient education	20	
Grammar/ APA format (Subtract 1 point for each error, up to five)	5	
Total	100	

Appendix C

I. Instructions

Motivational Interviewing Assignment: Chronic Illness Management

Motivational Interviewing (MI) is a client-centered communication approach designed to help individuals explore and resolve ambivalence about managing their health. It emphasizes collaboration between the healthcare provider and the client, fostering autonomy and self-efficacy. By focusing on the client's values, goals, and intrinsic motivations, MI can enhance adherence to treatment plans, improve self-management behaviors, and address barriers to behavior change. For clients with chronic illnesses, this approach is particularly effective in empowering them to take an active role in their care, resulting in better health outcomes and a greater sense of control over their condition.

Resources to Review Before Starting the Assignment:

- **View:** <https://www.youtube.com/watch?v=KNIPGV7Xyg>
- **Read:** Chapter 5 in Lewis' Medical Surgical Nursing Textbook: Chronic Illness and Older Adults

Assignment Instructions

1. Preparation:

- Watch the assigned video and carefully review the OARS Model document in Appendix C before the clinical day you plan to complete this assignment.

2. Identify a Client:

During your hospital rotation, identify a client who:

- Is **awake, alert, and oriented**
- Is **65 years old or older**.
- Can communicate clearly in a language you understand
- Has a **chronic medical condition** they have been treated for prior to their current hospitalization
- Is **not visibly anxious or in pain**

3. Engage Your Client:

- Ask for permission to talk with them briefly about one of their chronic conditions. If they have more than one, ask which condition they find most challenging to manage outside the hospital.

4. Conduct the Interview:

- Use the **OARS Model document** (Appendix X) to guide your interview and explore how the client manages their chronic illness.
- **Personalize your questions** based on the client's responses rather than reading directly from the document.
- Limit your interview to **10 minutes**.

5. Document Responses:

- Write down the client's answers on a blank piece of paper. Do not include any identifying information or demographics to maintain confidentiality.

6. Post-Conference Discussion:

- Share your interview findings and insights during the post-conference session, notifying your instructor that this is the client you will base your written reflection on.

7. **Reflection Paper:**

- Write a **two-page reflection paper** in **APA format** (12-point Times New Roman, double-spaced) addressing the following points:
 - a. Summarize the client's main chronic health condition and their perspective on managing it.
 - b. Describe how you applied MI techniques during the conversation.
 - c. Reflect on the client's responses and assess the overall effectiveness of your MI approach.
 - d. Identify any challenges you faced while using MI and suggest strategies to improve in the future.
 - e. Cite at least one resource (e.g., textbook, journal article) related to motivational interviewing or the chronic health condition discussed.
- The reflection paper is due **14 calendar days from the clinical date** on which the interview was conducted or by **2359 on the last clinical date**, whichever comes first.

II. Interview Format

OARS Model: Essential Communication Skills for Clients with Chronic Illnesses

The **OARS model** is a client-centered, skills-based approach that includes verbal and non-verbal responses to establish rapport, assess client needs, and personalize care. These techniques are culturally sensitive and appropriate, helping healthcare providers support clients in managing chronic illnesses like diabetes, hypertension, COPD, or arthritis.

Open-Ended Questions

Encourage clients to share their thoughts and feelings, providing a deeper understanding of their perspective.

Examples:

- **What challenges do you face when trying to stick to your medication schedule?**
- **When you think about your health, what changes are most important to you right now?**
- **Where do you find support when managing your condition?**
- **How has living with [condition] affected your daily life?**
- **Tell me more about what motivates you to stay active.**

Affirming

Build rapport, demonstrate empathy, and acknowledge the client's strengths and efforts to manage their health.

Examples:

- **It's great that you've made time to come in today; managing a chronic condition takes a lot of dedication.**
- **You've done an amazing job keeping your blood pressure under control despite a busy schedule.**
- **It sounds like you've really put effort into finding healthier meal options that work for you.**
- **You've shown a lot of resilience in adapting to the changes your condition has brought to your life.**

Reflective Listening

Reflect back what the client shares to validate their feelings and ensure understanding. This can include words, emotions, or behaviors.

Examples:

- **(Reflecting words): You mentioned that it's been hard to stay active because of your joint pain.**
- **(Reflecting emotions): It sounds like you're feeling frustrated because your progress hasn't been as fast as you'd hoped.**

- **(Reflecting behavior): I noticed you smiled when you mentioned being able to play with your grandchildren again. That must feel rewarding.**

Summarizing

Help move the conversation forward by summarizing key points, linking ideas, or transitioning to the next steps.

Examples:

- **(Collective summary): So far, we've talked about your struggles with meal planning and how walking for 15 minutes a day has helped you feel better. Is there anything else you'd like to focus on?**
- **(Linking summary): You said you're interested in trying to exercise more, but you're worried about your energy levels. Should we explore some low-impact options that might work for you?**
- **(Transitional summary): We've outlined your goals for improving your diet and staying active. Is there anything else you'd like to discuss before we finish today?**

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III. Rubric

Reflection Paper Grading Rubric	Points
Reflection paper summarized the client's chronic health condition.	10
Reflection paper describes the client's perspective about their chronic health condition.	10
Description on how the student applied Motivational Interviewing techniques during the conversation.	10
Reflect on the client's responses from the use of the Motivational Interviewing approach.	10
Assess the overall effectiveness of the Motivation Interviewing approach used with your client..	10
Identify any challenges faced when using the Motivational Interviewing approach.	10
Suggest strategies of self-improvement related to the use of MI in the future.	10
Reflection paper cites at least once resource (textbook, journal article, professional web page, etc.) related to motivational interviewing OR for the chronic health condition discussed.	5
Grammar/Presentation: The body of the Reflection paper was at least two pages long	5
Grammar/Presentation: The paper was in APA format, with 12-point Times New Roman font and double spaced.	5
Grammar/Presentation: The paper has no errors (1 point per error remove, up to 5 points)	5
Reflection given by student of the process and interview during post-conference at the clinical site	10