Saint Mary’s University of Minnesota  
Schools of Graduate and Professional Programs  
Twin Cities Campus  
Graduate Program in Nurse Anesthesia

Nurse Anesthesia Clinical Practicum  
Fall Semester 2018  
NA772 – Clinical Practicum III  
3 credits (600 clock hours)

Course Dates/Hours
Semester starts on August 7 and ends on December 21, 2018
All students for this course are assigned from 0630 to 1530 (8 hour day shifts) Monday through Friday. Any alterations in this schedule must be preapproved by the Clinical Coordinator and the Clinical Director. Please see Student Handbook for policies and procedures regarding clinical schedules.

Prerequisites
Successful completion of NA771

Instructor
Merri L. Moody, APRN, CRNA, DNP  
Office: 612-728-5133  
Email: mmoody@smumn.edu  
Office Hours: Posted to the Blackboard course page

On-Site Clinical Coordinators are designated for each clinical site. Please reference Typhon for the most current clinical coordinator and site information.

Course Description
Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings and specialty rotations to demonstrate proficiency in advanced anesthetic techniques.

Student Learning Objectives
Upon completion of this course, students are expected to be able to do the following:
1. Provides a safe patient care environment at all times.
2. Demonstrate vigilance while delivering patient care.
3. Perform a comprehensive history and physical assessment, creates a relevant care plan, and discusses it with the anesthesia care team.
4. Demonstrate dexterity while performing procedures.
5. Safely administer anesthesia to patients of all ages and physical conditions for a variety of surgical and medically-related procedures.
6. Monitors patients efficiently and accurately.
7. Recognize and appropriately respond to changes in the patient’s condition in a timely way.
8. Provide nurse anesthesia care based on sound principles and research evidence for all phases of the anesthetic process.
9. Communicate effectively with all members of the patient care team, the patient, and their family members.
10. Act with regard to cultural differences.
11. Function within appropriate standards, policies, and legal requirements.
12. Accept responsibility with accountability and integrity in all matters.
13. Demonstrate professional behavior appropriate at all times.

Textbooks and Reference Materials
Students should utilize the Clinical Rotation Reference and Resource Guidelines that are available on Blackboard for this course. To access the descriptions and materials for each clinical site, use the Typhon system.

Blackboard Access
Blackboard may be accessed from the SMU external website at: www.smumn.edu or from our Inside Pages at www2.smumn.edu or by entering the following URL in your browser: http://courses.smumn.edu
The Blackboard site has automatic button links to all University policies, the Library and Writing Center.

Technical Support
For technical support, contact our help desk at

tchelpdesk@smumn.edu
http://www2.smumn.edu/helpdesk/
612-728-5100
800-372-8176  x7800
x7800 on campus

Practicum Institutions and Settings
Link to all clinical sites are available on the Program website (www.smumn.edu/anesthesia) and on the Typhon system (http://typhongroup.net/smumn)

Teaching Methods
1. Demonstration and return demonstration
2. Supervised direct patient care
3. Preparation of case studies

Synopsis of Assignments

- Case and experience counts and time logs are entered into the Typhon system weekly
- Postoperative Rounds Summaries—every patient possible is entered onto the form and entered into the students Google Doc’s folder in a subfolder named “POR.” These are submitted weekly
- Clinical Performance Summary Evaluation every rotation. These are reviewed and acknowledged on TyphonGroup System.
- Daily Clinical Evaluations – if required by the Clinical Coordinator (check with the site coordinator)
- Case Studies – Posted to Blackboard page for this course (Guidance for composition cn be found on line at: http://www2.smumn.edu/deptpages/~NAP/CaseStudyGuide.pdf
- Clinical Site/Instructor Evaluations – submitted within one week of the completion for each clinical site rotation. These are submitted via Blackboard NA Nurse Anesthesia Clinical Site Evaluations page
- Reflective Essay

Required Course Procedures
At least four to six weeks prior to arriving at the clinical site:
1. Introductory Documents for Clinical Coordinators
A letter of introduction must be professionally prepared and sent to each clinical site. This letter is a reflection of you as a professional. This document must be updated each time you prepare to change clinical sites. The letter includes a brief synopsis of where you are from and of your professional background, a listing of the clinical sites you have already attended, and a description of the clinical goals you wish to achieve during the clinical rotation to that specific site. These goals must be specific to the opportunities available at the site so you will want to research the site before you compose the letter. Guidelines and examples are included.
Submission: Letters are sent to clinical site coordinator(s) with copies posted to your Google Portfolio once they are approved.

2. Contact the Clinical Coordinator at the specific clinical site for any additional information needed.
3. Complete all hospital specific orientation and credentialing requirements, as applicable. (For additional details, please refer to Typhon site information AND the Credentialing Flow Sheet for Students located on your Blackboard course management for this clinical course.)
4. Notify the Program Coordinator if you do not need the provided housing (sites more than 65 miles from campus only)
5. Keep and file documentation for completion of credentialing, any institutional training, and/or orientation completion documentation in the student’s Google Portfolio folder in a subfolder named “Hospital Credentialing.” (Please note that some materials can be used from site to site; for example, evidence of Excelliant™ computer training is required by several non-Allina sites.)

At the clinical site:
1. Case assignments are made by the site’s Clinical Coordinator, based on the objectives of the rotation and the clinical ability of the student as documented on performance evaluations.
2. Students are expected to visit all patients pre and postoperatively.
3. Submit a completed short form care plan and daily performance appraisal as required by clinical site personnel. (Check with the site coordinator.)

Submit to the course instructor:
1. Clinical Performance Summary Evaluation (SLOs 1-13)
The summary evaluation of the entire rotation is based on the review of the student’s daily performance by the onsite Clinical Coordinator. The Clinical Performance Summary Evaluation form is submitted electronically through the Typhon system. Students are expected to review and sign their evaluation. Evaluations are reviewed on an individual basis by the Course Instructor and on an as needed basis during the clinical rotation. Conferences are held as necessary. It is expected that the student will participate in a clinical performance evaluation conference with the Clinical Coordinator at the end of each rotation. It is the student’s responsibility to arrange this conference.

GRADING: Clinical Performance Summary Evaluation
The total number of points possible is 128 per evaluation. A minimum average score of 109 or 85% on all Clinical Performance Summary Evaluations received during the semester is required in order to receive a grade of “Pass.” The Clinical Performance Evaluation Tool is available online.

2. Professional Accountability (SLOs 11, 12, and 13)
   - Clinical case and experience count records and time logs entered into the Typhon system. Data is entered for every assigned clinical day. The data must be accurate, complete, and up to date.
Postoperative Rounds Summaries entered on each patient seen during the postoperative period. Entries must be complete and accurate. Data entry is required to be reported weekly. The POR form must be submitted to the folder named “POR” in the students Google Doc’s Folder.

Clinical site/instructor evaluations completed for each site attended within seven days of completing the clinical rotation.

GRADING: Professional Accountability
All of the above documents must be completed accurately and timely in order to receive a passing grade.

3. Case Studies (SLO’s 1 – 8)
The purpose of the case study is to demonstrate your ability to apply anesthetic principles to patient care, critically analyze current literature, and apply the findings to a patient for whom you provided anesthesia. The study needs to have a focus, incorporate evidence based data, and make observations that either supports traditional care or alternative care. The focus could be the key anesthetic principle(s).
Principles are applied to patients in the following categories:
- The geriatric patient – Submitted for NA795
- The pediatric patient
- The cardiac surgical patient
- The neurosurgical patient
- The obstetrical patient
- Student’s choice: Types of cases include trauma, burns, thoracic surgical, or major vascular procedures patient. Any other type of patient must receive prior approval from the course instructor.

Note that by the completion of NA774, the student must have completed a case study for a patient in each category.
*Please label these documents in accordance to the Student Handbook, Appendix VI
Guidance for appropriate composition can be found on this website: Case Study Guidelines
The grading rubric is attached to this syllabus and should also guide your composition. Guidance for appropriate composition can be found on this website: Case Study Rubric

GRADING: This case study is due by the last day of Term 1 (See University Calendar). There will be a 2 point deduction per day for late work.
Case studies are graded in accordance with the rubric noted above. Twenty points are possible for each case study. A minimum of 16 points must be earned on each case in order to pass the course. Please refer to the section of this syllabus: Case Study Guidelines for details on completing case studies including the required format, additional information.
*A case study may be returned to the student for revision. If this occurs, an automatic point deduction of 15% (3 points) will be detracted from the final score. Rewritten case studies must be received within ten days of the date it was returned to the student in order to receive additional points.

4. Reflective Essay. A brief essay is due at the end of each clinical course (NA771, NA772, and NA773). This essay summarizes the clinical and academic performance goals that were achieved during the previous semester and contains a list of the clinical and academic performance goals for the next semester. A personal assessment/self-evaluation must be included. The current MCCR, student performance evaluations provided by clinical coordinators, and feedback from clinical instructors should be considered in the personal assessment.
Guidance for appropriate composition can be found on the Writing Center website. (http://www2.smumn.edu/deptpages/tcwritingcenter/).

Submission: These papers are to be posted to the Blackboard folder named “Reflective Essays.”

Grading: These papers are worth 20 points apiece. There will be a 10% deduction per day for late work. For specific grading criteria, please refer to the “Reflective Essay Assessment Rubric.” The reflective essay is due two weeks prior to the final day of the semester or by December 1, 2018.

Final Student Performance Assessment for the Course
Students receive a “Pass” or “No Credit” grade for clinical practicum. To receive a passing grade, students must demonstrate compliance with all program policies related to clinical practicum. These policies and procedures can be found in the Saint Mary’s University of Minnesota Graduate Program in Nurse Anesthesia Student Handbook and Administrative Manual 2015-2016.

Attached:
Please Note: Reflective Essay and Graduate Nurse Anesthesia Case Study Assessment rubrics are posted below.

Case Study Guidance for composition can be found on line at:
http://www2.smumn.edu/deptpages/~NAP/CaseStudyGuide.pdf

Professional writing guidance:
For all work submitted, please note:
Zero points will be given for any of the following:
1. Using materials or information that you do not have permission to use
2. Plagiarism
3. Demonstration of bias
4. Violation of institutional, university, or program policy (i.e., Good Name, HIPPA)
5. References that do not match the source
6. Secondary references presented as primary references
7. More than 10 composition errors including incorrect sentence or paragraph structure, spelling and punctuation errors, improper grammar, or incorrect APA format.

STUDENT BEHAVIOR AND DISMISSAL
This practicum is considered a course and student are expected to act accordingly. Adherence to hospital policy and procedure, University policy, and program policy and procedure are expected. Please use the resources provided by your Clinical Coordinator or CRNA Manager, Saint Mary’s University Catalog, and GNA Student Handbook. Failure to adhere to these standards, policies, and procedures impacts patient safety and professional relationships and cannot be tolerated. If you need assistance or guidance, please contact the Clinical Director.
### 795-798 Reflective Essay Assessment Rubric

**Name**

Please see the individual assignment details for specifics on assignment content. Zero points will be given for any of the following: 1. Using materials or information that you do not have permission to use 2. Plagiarism 3. Demonstration of bias 4. Violation of institutional, university, or program policy (i.e., Good Name, HIPPA) 5. References that do not match the source 6. Secondary references presented as primary references 7. More than 10 composition errors including incorrect sentence or paragraph structure, spelling and punctuation errors, improper grammar, or incorrect APA format. There will not be any opportunity to resubmit unacceptable work. Instructors will not review drafts of any of these assignments.

### Rubric Detail

#### Levels of Achievement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Acceptable</th>
<th>Missing elements</th>
<th>Not Acceptable</th>
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<tbody>
<tr>
<td><strong>Content (&quot;purposeful&quot;)</strong></td>
<td>5 to 7 points</td>
<td>The essay is missing one or two minor pieces of the essay requirements. (See first column of this rubric and syllabus for complete requirements.) Student did not include one assessment tool from clinical personnel.</td>
<td>The essay is missing large pieces of the required content. (See first column of this rubric and syllabus for complete requirements.) Student included no assessment tools from clinical personnel.</td>
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<td></td>
<td>Summarizes clinical and academic performance goals that were achieved during the semester. States new clinical and academic performance goals for upcoming semester. Contains a self-evaluation (including outside feedback from the current MCCR, student performance evaluations provided by clinical coordinators, and feedback from clinical instructors).</td>
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<tr>
<td><strong>Depth of Reflection (&quot;personal &amp; perceptive&quot;)</strong></td>
<td>6 to 8 points</td>
<td>The essay states goals and progress, but lacks detail and specificity. Student has given examples, but one or two are lacking in-depth detail to demonstrate goal progress. The student mainly focuses on goal achievement, but mentions</td>
<td>The essay is lacking specifics and details about goals and progress. The student has not sufficiently reflected on his/her progress. Student has given one or two examples but they are lacking detail to demonstrate goal progress. The student mainly focuses on goal</td>
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<td>Essay shows an in-depth evaluation of areas of growth and accomplishment, as well as challenge areas for the student. Specific, clear and relevant examples are provided to show growth. How the student's thinking has changed and been enhanced through the clinical experiences is analyzed.</td>
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<td>Composition</td>
<td>The essay maintains the student as the focus, and does not stray to other persons or clinical experiences.</td>
<td>challenge areas that are still being worked on. The focus of the essay mainly focuses on the student, but strays a little off topic.</td>
<td>achievement and does not mention challenge areas that are still being worked on. The focus of the essay strays from being student-focused.</td>
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<td>(&quot;polished&quot;)</td>
<td>4 to 5 points</td>
<td>1 to 3 points</td>
<td>0 to 0 points</td>
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<td></td>
<td>Clear and professional tone. Proper use of APA format, citation (if sources are used), and style is evident. This includes: format, sentence structure, paragraph structure, spelling, use of vocabulary, proper use of grammar, and punctuation. 5: No composition errors 4: 1-2 composition errors</td>
<td>(See details in first column of this rubric) 3: 3-4 composition errors 2: 5-6 composition errors 1: 7-9 composition errors</td>
<td>More than 10 composition errors including incorrect sentence or paragraph structure, spelling and punctuation errors, improper grammar, or incorrect APA format</td>
</tr>
</tbody>
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View Associated Items