

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM  
SYLLABUS RNSG 1160  
Fall Evening Program 2012**

<b>COURSE TITLE:</b>	CLINICAL – INTRODUCTION
<b>CREDIT HOURS:</b>	1 HOUR (6 CONTACT HOURS)
<b>PLACEMENT:</b>	FIRST SEMESTER (FIRST 8 WEEKS) OF NURSING PROGRAM
<b>PRE-REQUISITES:</b>	PROGRAM ADMISSION
<b>CO-REQUISITES:</b>	RNSG 1309; RNSG 1105; RNSG 1201; RNSG 1215 (NOTE: RNSG 1309/RNSG 1160 are pre-requisites for RNSG 1341/RNSG 1260)
<b>LICENSING/ CERTIFYING AGENCY:</b>	TEXAS BOARD OF NURSING (BON)
<b>FACULTY:</b>	Sarah Shellenberger, MSN, RN, CLNC CT 208; 335-6627 (office) 770-3218 (cell) Linda Cockrell, MSN, RN CT 200B, 335-6556 (office) 528-1661 (cell) Sue Albe, BSN, RN CT 211; 335-6408 (office) 413-5163 (cell)

**COURSE DESCRIPTION:** A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. (SCAN1,2,3,4,5,6,7,8,9,10,11)

**END OF COURSE OUTCOME:** As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry utilizing the framework of Differential Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to:

**As a Member of the Profession:**

1. Function within the nurse's legal scope of practice and in according with the policies and procedures of the employing health care institution or practice setting. (PO 1)
2. Assume accountability for individual nursing practice. (PO 2)

**As a Provider of Patient-Centered Care:**

1. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. (PO 8)
2. Identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidenced-based practice in collaboration with patients, their families, and the interdisciplinary health care team. (PO 7)

**As a Patient Safety Advocate:**

1. Implement measures to promote quality and a safe environment for patients, self, and others. (PO 14)
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. (PO 16)
3. Formulate goals and outcomes using evidence-based data to reduce patient risks. (PO15)

**Member of the Health Care Team:**

1. Involve patients and their families in identifying other interdisciplinary health care team members for planning health care delivery to improve quality of care across the lifespan. (PO 19)
2. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families. (PO 22)

**TEACHING/LEARNING METHODS:** This course utilizes clinical practice within a structured environment with direct faculty supervision. Post-conference offers students the opportunity to discuss their experiences and to describe the differences in the two clinical sites, Midland Memorial Hospital and Medical Center Hospital.

Early in the semester, students orient to Medical Center Hospital (MCH) and to Midland Memorial Hospital (MMH) and receive HIPAA information and training in safety procedures. Students begin the hospital rotation schedule with placement on medical-surgical nursing units. Student groups are small and each student group has their own assigned instructor who is immediately available. Students learn by providing hands-on care to one patient under the guidance and direction of faculty, and hospital/agency staff nurses. Students learn to utilize various patient-related documents and resources in health care settings to determine the status and nursing care needs of the assigned patient. Preparatory work focuses on beginning steps of care planning following in-depth instruction of the nursing process.

**EVALUATION/GRADING:** Using the clinical evaluation tool, performance criteria are measured as *Satisfactory* or *Unsatisfactory*. Evaluation takes place daily throughout the clinical course. Formative/mid-rotation evaluations may indicate a criterion as *Needs Improvement*. Students are encouraged to speak with instructors at any time regarding clinical performance. The final grade is evaluated as *Pass (PA)* or *Fail (F)*.

Clinical objectives and the clinical evaluation tool provide the objective measure of the student's performance. The clinical evaluation form, which provides the grading criteria for this course, is included at the back of the syllabus.

The student should refer to the Nursing Student Handbook for further information on clinical requirements and grading policies.

Instructor observation of care delivered to patients, input from agency staff, written assessments and concept maps, documentation (vital signs and Intake & Output), assigned written work (pre- and post-work), and other requirements are included in the assessment of clinical performance. Verbal and written feedback on student performance occurs throughout the course (formative evaluation). A mid-point or rotational evaluation is utilized in this course. A summative or final evaluation occurs at the end of the course. If the student has been told he/she made an error, a clinical evaluation will be given immediately with a corrective prescription to

remediate. If the student demonstrates unsafe clinical practice, the student may receive an unsatisfactory clinical evaluation and may be dropped from the course. Unsafe occurrences are found in the Nursing Student Handbook and learning materials packet. Students are encouraged to speak with instructors at any time regarding clinical performance.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. *It is the instructor's expectation that clinical nursing skills will be performed in a manner that shows the application of the basic nursing skills and principles learned through training as a nurse aide, and basic and intermediate skills learned in Health Assessment and Nursing Skills I.* This evaluation also reflects theory presented during the first semester of the Associate Degree Nursing Program at Odessa College. **Nursing skills learned in Nursing Skills I can be performed ONLY IF an instructor or primary nurse is present.** Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the instructor may rate clinical objectives as Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U). Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student must be consistent in performing nursing responsibilities. A satisfactory (S) rating on all objectives on the summative (final) evaluation is necessary for the student to earn a pass (PA) in clinical courses.

Unsatisfactory ratings on clinical objectives signify unacceptable performance in one or more areas. The student displays one or more of the following:

- 1) Unsafe practice by the lack of application of principles of safety and asepsis
- 2) Failure to accomplish task(s)
- 3) Disregard for the client and /or family in administering care
- 4) Inability to identify or correct errors
- 5) Inability to transfer theory knowledge to clinical practice
- 6) Inconsistent clinical behavior in the performance of nursing responsibilities

The clinical evaluation tool denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of \*\*.

In case of a clinical failure, the student will be apprised of the failure as soon as reasonably possible. If a clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course. If the student questions the decision, he/she may refer to the grievance policy.

#### Clinical Experiences:

Clinical experiences will be scheduled at Midland Memorial Hospital (MMH) and Medical Center Hospital (MCH) in Odessa.

### **FACTORS TO BE CONSIDERED IN CLINICAL PERFORMANCE AND EVALUATION:**

#### Psychomotor Skills

- Demonstrates manual dexterity
- Practices aseptic technique--medical, surgical
- Adapts procedure according to patient situation
- Demonstrates safety measures in care of patient and environment
- Considers psychological factors in performance of physical care

Involves patient/family in physical care activities

#### Cognitive Skills

Applies facts and principles

Seeks learning experiences

Communicates therapeutically

Sets priorities and takes appropriate actions

Assesses and observes needs of patients/families

Intervenes in nursing care situations as appropriate

Recognizes stress

Uses nursing process as the basis for nursing care

Provides privacy for patients/families as appropriate

#### Affective Skills

Demonstrates effective interpersonal relationships

Accepts constructive criticism

Copes with stress in an appropriate manner

Meets designated standards of conduct

Performs with minimal supervision

Adheres to student dress code

Behaves in responsible manner (defined in Student Handbook)

"This course, CLINICAL INTRODUCTION, RNSG 1160, FALL 2012, has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in Nursing program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor."

**The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.**

#### **REQUIRED TEXTBOOKS:**

Deglin, J. & Vallerand, A. (2011). *Davis' drug guide for nurses* (12th ed.). Philadelphia: F.A. Davis.

Doenges, M. & Moorhouse, M. (2010). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (12th ed.). Philadelphia: F.A. Davis.

Doenges, M. & Moorhouse, M. (2009). *Nursing diagnosis manual: Planning, individualizing and documenting client care* (3rd ed.). Philadelphia: F.A. Davis.

Ignatavicius, D.D., Workman, M.L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care. (7<sup>th</sup> Ed)*. Elsevier: Philadelphia. Philadelphia.

*Mosby's Medical, Nursing, & Allied Health Dictionary* (8th ed.). (2009). St. Louis: C.V. Mosby. (Another current, comparable nursing and medical dictionary may be substituted.)

Pagana, K.D. & Pagana, T.J. (2010). *Mosby's manual of diagnostic & laboratory tests* (4th ed.). St. Louis: C.V. Mosby.

## COURSE POLICIES:

### ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook.
2. Achieve a Pass (PA) in RNSG 1160 on the clinical evaluation tool in order to progress to RNSG 1260.
3. Complete all clinical assignments.
4. Turn in all assigned written work for the course or the student will receive an ***Incomplete (I)*** for the course. Assignments are graded as *satisfactory* or *unsatisfactory*.
5. Apply skills and theory taught in the classroom to practice in the clinical site.
6. Adhere to requirement of clinical attendance as mandatory. Back up plans need to be made in case of family illnesses. **To report clinical absences call the clinical unit by 0600.** If a student misses one day of clinical time the clinical time must be made up as determined by instructor within a set time limit. If the student misses a second day of clinical time they may be unable to complete the clinical objectives and may receive an incomplete for RNSG 1160 until time can be made up.
7. PDA's: Nursing students may use PDAs to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching. PDAs ARE NOT ALLOWED to be used to access personal information or for social networking during clinical time or on clinical sites. Nursing students MUST adhere strictly to the Health Information Portability and Accountability Act (HIPAA) regarding Protected Health Information. Nursing students have a duty to report other nursing students who violate the PDA policy to their instructors. Failure to follow this policy and its conditions may result in disciplinary action up to and including termination from the nursing program. PDAs MUST NOT be used for communication in any manner and cannot be part of a phone.
8. Cell Phone Use at Clinical Agencies: In an effort to protect patient confidentiality, students are not allowed to talk on cell phones or text in any patient care area. Students may use cell phones to access medical information related to patient care in the privacy of non-patient care areas, such as break rooms. Patients should not be discussed on cell phones or via text under any circumstances. Violation of this policy may be cause for dismissal from the nursing program. Pictures of any kind may **NOT** be taken in any health care facility by any device. Violation of this policy **WILL** result in dismissal from the program.

EXTERNAL CLINICAL EXPERIENCE  
**COURSE CALENDAR**  
**Fall 2012**

**Saturday, September 8, 2012**

8:00AM-12:00PM in CT 217 – Course & ATI orientation CT 216.

1:00PM-5:00PM in CT 216 – Online computer orientation to Medical Center Hospital (MCH) and Midland Memorial Hospital (MMH). Turn in any print outs to Ms. Shellenberger. *This is a mandatory meeting. If student misses this orientation he/she will not be allowed in the clinical setting.*

**Saturday, September 15, 2012**

0800 to 1200 noon in CT 216—MCH on-line orientation and Concept Map Training *Bring your Fundamentals book, nursing diagnosis book, a pencil, and a legal size manila folder.*

1:00PM-5:00PM in CT 225 – Vital signs practice and check-off

**Purpose:**

To ensure each student is competent in performing vital signs.

Each student will perform vital signs on two people. The student and instructor, at the same time, will take B/P, radial pulse, and apical pulse, and respirations. The student must be within 4 points, beats or respirations or he/she will have to repeat the check-off. The student will also be required to take an oral and/or tympanic temperature using an electronic monitor. **Vital sign competencies (check-off) must be completed by 4 pm on September 5th. Students who do not pass the check-off will not be allowed to go to clinical until successful.**

**Saturday, September 22, 2012**

0600-1430 First Clinical Day (Buddy Day) at MCH. Meet in MCH Small Dining Room. This first day on the unit will include becoming familiar with the unit and the facility, assisting with AM care, taking and documenting vital signs, observing nursing care and documentation. The second through fifth weeks of clinical you will individually choose your own patient and complete all pre- and post-work for the patient.

*Student will select patient for Saturday clinical on the Friday just prior to scheduled day.*

*Pre-Conference and Post Conference will be held at MCH Small Dining Room each week. Times will be announced.*

**Saturday, September 29, 2012**

0600-1430 Clinical Day at MCH  
Mid rotation Evaluation

**Saturday, October 6<sup>th</sup>, 2012**

0600-1430 Clinical Day at MCH

**Saturday, October 13, 2012**

0600-1430 Clinical Day at MCH  
Final Clinical Evaluation

## **Objectives**

The student will:

1. Demonstrate the ability to provide basic care to patients (hygiene, safety, comfort, etc.).
2. Demonstrate the ability to communicate with personnel on a nursing unit.
3. Demonstrate proficiency in identifying patient problems and begin to create simple concept maps.
4. Demonstrate understanding of simple lab results.
5. Observe discharge teaching.
6. Demonstrate professional behavior.

## **To recap some key points:**

- All prework with corrections (includes abnormal lab values as addressed) must be turned in with postwork.
- A physical assessment narrative (using template distributed) must be turned in with postwork.
- An opening statement narrative must be turned in with postwork ~ Please take note: In the future, the opening statement should be completed and handed into your clinical instructor by 9:00 AM on the clinical day. Your instructor will provide feedback to assist you in perfecting the statement.
- Starting with clinical next week, September 29, 2012, I&O sheets must be completed during clinical and will be a required element of postwork. It is your responsibility to request assistance, if needed, in completing the I&O sheet in the LMP.
- Starting with clinical next week October 6, 2012), ALL ABNORMAL LAB VALUES MUST BE ADDRESSED WITH PREWORK! No excuses will be accepted.
- Any questions...please ask!

Also, the following websites may be used for completing your medical and surgical diagnoses. ALWAYS go to your Brunner & Suddarth's Med-Surg book first. If your medical or surgical diagnoses are not available in the textbook, you can try [www.WebMD.com](http://www.WebMD.com) and [www.Merck.com](http://www.Merck.com)

## **Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.



2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

## **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

“The SEI process for face-to-face and online courses is scheduled for the week of November 26th.”

**CLINICAL EVALUATION RNSG 1160**  
**CLINICAL-INTRODUCTION (SEMESTER ONE~FIRST 8 WEEKS)**

<b>Role of the Nurse: Student Name:</b>	<b>Daily</b>	<b>Mid- Rotation</b>	<b>Final</b>
<b>As a Member of the Profession:</b>			
1. Function within the nurse's legal scope of practice and in according with the policies and procedures of the employing health care institution or practice setting.			
2. Define accountability and responsibility for individual nursing practice and nursing care provided to patients and their families.			
3. Promote the profession of nursing in a manner which reflects positively on self and nursing. <ul style="list-style-type: none"> <li>a. Recognize elements of professional behavior and appearance, including those presented in the TNPA, OCADN Student Handbook, and course materials.</li> <li>b. Function safely and competently at the beginning practice level for nursing.</li> <li>c. Recognize need and ask for assistance as necessary.</li> <li>d. Complete pre- and post-work in a timely manner.</li> </ul>			
<b>As a Provider of Patient-Centered Care:</b>			
4. Identify the health status and basic health needs of patients based upon selected health data. <ul style="list-style-type: none"> <li>a. Observe vital signs of patient to recognize normal and abnormal readings.</li> <li>b. Report changes in the health status of assigned patient. **</li> <li>c. Classify medications patient receives based on beginning knowledge of pharmacology.</li> </ul>			
5. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice. <ul style="list-style-type: none"> <li>a. Explain assessment findings using psycho-social, developmental, and cultural factors and how they impact the holistic care of the adult patient.</li> <li>b. Classify simple nursing diagnosis based on the nursing process.</li> <li>c. Organize appropriate nursing care and apply interventions to one patient.</li> <li>d. Identify teaching plans for patients and their families.</li> </ul>			
<b>As a Patient Safety Advocate:</b>			
8. Implement measures to promote quality and a safe environment for patients, self, and others.			
9. Discuss the formulation of goals and outcomes to reduce patient risk.			
<b>Member of the Health Care Team:</b>			
10. Participate in the identification of patient needs for referral to resources that facilitate continuity of care and ensure confidentiality. **			
11. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the patient's optimal health status. **			

**Key: \*\*Critical Elements must be met each clinical day**

Performance criteria are graded as:

Satisfactory – S

Unsatisfactory – U

Needs Improvement – NI (Mid-Rotation only)

The final grade for the clinical course is Pass (PA) or Fail (F). All criteria must be passed to receive a course grade of Pass (PA).

Mid-Rotation Evaluation:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments:

Final Evaluation/Course Grade:      \_\_\_\_\_ Pass      \_\_\_\_\_ Fail

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments:

## **RNSG 1160 Course Contract**

I have read and understand the course requirements described in the RNSG 1160: Clinical Introduction syllabus and the Odessa College Nursing Program Student Handbook.

I understand that all assignments are required for successful course completion. I understand that all work turned in after 9:30am on the assigned due date will receive a deduction of 5 points with an additional 5 points added for each subsequent calendar day, including weekends and holidays, that assignments are late.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_