

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS FOR RNSG 1161
SPRING 2012**

COURSE TITLE: CLINICAL –OBSTETRICS

CREDIT: 1 HOUR (8 CONTACT; 8 WEEK COURSE) Web enhanced course.

PLACEMENT: THIRD SEMESTER OF NURSING PROGRAM

PREREQUISITES: CONSENT OF THE NURSING DEPARTMENT

C0-REQUISITES: RNSG 2208, SPCH 1321, BIOL 2420, RNSG 1144, ENG 1301

LICENSING/CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)

FACULTY: Course Coordinator: Barbara Stone MSN, RNC-LRN, IBCLC, RLC
Office: CT 202 Office Number: 335-6458
Cell Phone 352-6099

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. (SCANS 1, 2, 3, 4, 5, 6, 8, 9, 10, and 11).

END OF COURSE OUTCOMES: As outlined in the learning plan, apply 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.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Essential I Competencies of Graduates of Texas Nursing Program. At the completion of the course, the student should be able to: (PO=corresponding program outcome)

Member of a Profession:

1. Demonstrate accountability and responsibility in nursing care, including legal and ethical boundaries, the Texas Nursing Practice Act, and ANA Standards of Care.(PO#4)

Provider of Patient Centered-Care:

1. Determine the health status and health needs using decision-making skills of the obstetrical patient and family or woman presenting with women's health concern based upon interpretation of health data in collaboration with patients, families, and other health care professionals. (PO# 6)
2. Formulate goals and plan of care for patients and their families based upon analysis of data, and then implement and evaluate the plan of care within the legal and ethical parameters for professional nursing. (PO# 7,)

3. Apply principles of teaching and learning to develop and implement a teaching plan for patients and their families concerning health promotion, health maintenance, disease prevention, and rehabilitation. (PO#5)
4. Utilize therapeutic communication skills when interacting with patients and families.(PO# 9)

Patient Safety Advocate:

5. Implement measures to promote quality and a safe environment for female obstetrical patients, self and others. (PO 14)

Member of the Health Care Team:

5. Collaborate with nursing and interdisciplinary health team members to plan, deliver, and evaluate care within the context of caring.(PO #19,22)
6. Prioritize care based on patient needs and practice time management principles in the clinical setting.(PO#19)

TEACHING/LEARNING METHODS: Students learn by providing hands-on care to one or more patients under the guidance and direction of faculty, preceptors, and/or hospital/agency staff nurses in a variety of clinical settings. As appropriate for the setting, students will discuss each one of their patients with an instructor, preceptor, or agency staff member on each clinical day. Students will be expected to knowledgeably discuss each patient's diagnoses, diagnostic tests and the results, lab work and the results, medications and why the patient is receiving them, and any signs or symptoms that the patient has along with the appropriate nursing interventions. There will be one-on-one interactions with individual students and faculty as well as group discussions. Presentations, case studies, and/or discussions will be conducted in post clinical conferences by faculty and/or students following the clinical experience.

EVALUATION AND GRADING: Using the clinical evaluation tool, performance criteria are measured as "satisfactory" or "unsatisfactory." Evaluation takes place throughout the clinical course at periodic intervals determined by the faculty. Formative evaluations may indicate a criterion as 'needs improvement.' Clinical preceptors provide written and verbal input into the clinical evaluation. Students are encouraged to speak with instructors at any time regarding clinical performance. The final grade is evaluated as 'Pass' or 'Fail.'

Instructor observation of care delivered to patients, input from agency staff or preceptors, written care plans, charting, assigned written work, and other requirements are included in the assessment of clinical performance. In order to pass this clinical course, students must receive a grade of PA (Pass) on a written clinical assignment. A grade of PA (PASS) is awarded when the student earns a *minimum of 80 points* according to the grading criteria for this assignment. The assignment consists of an assessment and plan of care for a patient to whom care was given.

Verbal and written feedback on student performance occurs throughout the course (formative evaluation). A summative or final evaluation occurs at the end of the course. Students are encouraged to speak with instructor(s) at any time regarding clinical performance.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. 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 **Needs Improvement (NI)**.

Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student is consistent in performing nursing responsibilities. A

satisfactory 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 patient and /or family in administering care;
- 4) inability to identify or correct errors;
- 5) inability to transfer theory knowledge to clinical practice; and/or
- 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 cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course although a passing grade cannot be issued in the didactic course since the clinical course was failed. If the student questions the decision, he/she may refer to the grievance policy.

CLINICAL EXPERIENCES:

Clinical experiences will be scheduled at one or more of the following: Medical Center Hospital, Odessa Regional Medical Center, Basin Health Care and area clinics. The units utilized at the hospitals will include Antepartum, Postpartum, Labor and Delivery, and GU/GYN.

COURSE SCHEDULE:

Students will receive a clinical calendar shortly after the beginning of the course.

CELL PHONES: Cell phones and PDA may be present during clinical, students may keep cell/pda phone in pocket but must be off when in patient care areas, students may utilize web search and medically related applications **only** while in clinical and must access these in lounge or areas where **no patients** are present or may be present. IE: not in patient room, not in hallway on unit or at nurses station. May access in lounge, bathroom etc.

**CLINICAL EVALUATION RNSG 1161
CLINICAL- OBSTETRICS (SEMESTER THREE)**

Role of the Nurse:	Daily	Mid-rotation	Final
Student's Name:			
Member of Profession:			
1. Integrate accountability, responsibility and patient advocacy into nursing care provided to patients and families. <ul style="list-style-type: none"> a. Document patient data, nursing care provided and patient's response to care accurately and according to agency and course policy. b. Accept responsibility for nursing care and acts as patient advocate. c. Interacts with peers, faculty, patients, family members, clinical preceptors, and members of the interdisciplinary team in a professional manner. d. Accept constructive suggestions from clinical preceptor and clinical instructor and modifies behavior appropriately 			
2. Integrate issues, trends, and research into nursing care provided			
3. Promote the profession of nursing in a manner which reflects positively on self and nursing. <ul style="list-style-type: none"> a. Maintain patient confidentiality.** b. Practice within the legal/ethical framework. c. Complete clinical documents in a timely manner. d. Function as a safe, competent provider of nursing care. * Practice under evidenced-based modalities.			
Provider of Patient Centered-Care:			
4. Predict the health status and health care needs of the obstetrical patient and family, or woman presenting with women's health concerns based upon interpretation of health data in collaboration with patients, families, and other health care professionals. <ul style="list-style-type: none"> a. Distinguish individualized nursing diagnoses for each patient, using knowledge of pathophysiology and normal obstetrical conditions. b. Apply assessments appropriate to environment and setting and assemble data to determine health status and health care needs of patient.. c. Demonstrate sensitivity to patient's culture, ethnicity, and individual characteristics across the continuum of care. 			
5. Using decision making skills, formulate a plan of care and goals for patients and their families based upon analysis of			

Student's Name:	Role of the Nurse:	Daily	Mid-rotation	Final
	<p>health data, and plan interventions to implement and evaluate the plan.</p> <ol style="list-style-type: none"> Infer nursing diagnoses integrating assessment data and health status. Relate to patient and families and other health care team members to devise goals and interventions to meet health care needs. Organize nursing care to be safe, effective and individualized based on the patient's identified developmental level. Administers medications in a safe and efficient manner. ** Administer treatments and nursing care in a safe and effective manner. Analyze effectiveness of medications and interventions and modifies plans of care as needed. Incorporate sound nutritional practices to promote optimal health status. 			
	<ol style="list-style-type: none"> Integrate principles of teaching and learning to design and implement teaching plan for patients and their families concerning health promotion, health maintenance, disease prevention, and rehabilitation. <ol style="list-style-type: none"> Use therapeutic skills with patient and others significant to health care needs. Form an appropriate teaching/discharge plan with patient, family, and other health care team members. Collaborates with patient, family and other health care team members to devise an appropriate teaching/discharge plan 			
	Patient Safety Advocate:			
	<ol style="list-style-type: none"> Implement measures to promote a safe environment for patient, self and family. 			
	Member of the Health Care Team:			
	<ol style="list-style-type: none"> Outline care, integrating patient needs and health status with resources and time management principles. 			
	<ol style="list-style-type: none"> Organize and deliver care with nursing and interdisciplinary health team members to plan and deliver care within the context of caring. <ol style="list-style-type: none"> Identify community health agencies and referrals. Arrange strategies for health promotion and disease prevention appropriate to the patient's needs and resources. 			

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_____

Final Evaluation/Course Grade: _____ Pass _____ Fail

Student Signature_____ Date_____

Instructor Signature_____ Date_____

Comments:

TOBACCO FREE POLICY

In accordance with Tobacco Free Policies of area health care facilities, students are not allowed to use tobacco products of any kind during clinical experiences. This includes cigarettes, cigars, and oral tobacco products. Students are not allowed to leave the grounds of the health care facility to use tobacco products (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa College Nursing Program or of a clinical facility, a written "Tobacco Use Warning Form" will be issued to the student by the instructor for the first event. This form will be signed by the instructor and the student and will be placed in the student's personal file in the Nursing Office. In the event an instructor has the need to issue a "Tobacco Use Warning Form" to a student, the instructor will check the student's file for a previous tobacco use warning. A second violation of this policy will result in a second warning which will also be recorded on the form and signed by the instructor and the student. A third violation of this policy will result in a "Clinical failure" in the clinical course in which the student is currently enrolled. See Odessa College Nursing Student handbook regarding Clinical Failures.

Students are allowed to wear a Nicotine Patch to clinical experiences but are not allowed to chew Nicotine Gum. "Gum chewing is not permitted while in the clinical area". (See page 35, number 11, Clinical, Odessa College Student Handbook.)

PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

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Approved: 6/05; 7/09

"This course RNSG 2201 Care of Children and Family 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 RNSG2201 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."

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.”