

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

SYLLABUS RNSG 2163

MASTER-Fall 2012

COURSE TITLE:	CLINICAL--MANAGEMENT
TOTAL COURSE HOURS:	1 credit hour, 8 contact hours weekly, 8 week course
PLACEMENT:	Fourth semester of Nursing Program (Day Option: offered twice per students each section; Evening Option: two sections offered every two years, 15-20 students per section.)
PREREQUISITES:	RNSG 2201, RNSG2208, RNSG 2260, RNSG 2261, OR CONSENT OF DEPARTMENT
CO-REQUISITES:	RNSG 2121, PHED 1100, AND THE HUMANITIES REQUIREMENT
LICENSING/CERTIFICATION AGENCY:	TEXAS BOARD OF NURSES
FACULTY:	Course Coordinator: Zassar Gatson, MSN, RN Office Phone: 432-335-6333 Office Number CT 209 Mobile: 432-349-3052 Assistant Faculty Mary Alice Snow MSN. RN. Office Phone: 432 335-6472 Cell Phone: 432 935-4712 Agency preceptors are utilized
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, 7, 8, 9, 10, 11)
END-OF-COURSE OUTCOMES:	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. Students will focus on managing patient care with a multiple patient assignment.

COURSE OBJECTIVES:

Course objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. Upon completion of the course, the student will be able to: (PO=Corresponding Program Outcome).

As a Member of the Profession:

1. Demonstrates accountability and responsibility for the quality of nursing care provided to clients. (PO 2)
2. Selects performance and self-evaluation processes to evaluate the performance of self, peers, and others to assure quality of care and professional growth (PO 2)
3. Chooses communication techniques and management skills to maintain professional boundaries between patients and individual health care team members (PO 2)
4. Determines a systematic approach to provide individualized, goal-directed nursing care to meet the health care needs of patients and their families while functioning within the scope of practice of the registered nurse and practicing according to facility policies and procedures (PO 1).
5. Serves as a positive role model for peers and other members of the interdisciplinary team while participating in activities that promote awareness of the contribution of nursing to society (PO 3).

As a Provider of Patient-Centered Care:

6. Justifies the use of assessment data in identifying problems, formulating goals/outcomes, and developing 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 (PO 7).
7. Appraises the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon the interpretation of comprehensive health assessment findings compared with evidence-based health data (PO 6).
8. Justifies the organization of care based upon problem-solving and identified priorities while proactively managing priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks (PO 5).

As a Patient Safety Advocate:

9. Describes standards of nursing practice to provide and evaluated patient care while seeking assistance if practice behaviors or judgments are outside of individual knowledge and experiences (PO13).
10. Justifies a safe and effective environment conducive to the optimal health and dignity of the patient and their family by:
 - a. accurately identifying patients

- b. safely administering medications and treatments
- c. safely performing preventive and therapeutic procedures and nursing measures
- d. promoting a culture of safety (PO 14)

As a Member of the Health Care Team:

- 11. Supports coordination, collaboration, and communication with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluation patient-centered care (PO 19).

REQUIRED TEXTBOOKS/

RESOURCES:

Drug Handbook purchased earlier in the program
 Laboratory and Diagnostic Handbook purchased earlier in the program
 Various care planning resources purchased earlier in the Program
 Learning Packet available on OC Blackboard

COURSE POLICIES:

Students will adhere to the OC Nursing Student Handbook, Preceptor Guidelines, HIPPA regulations, and hospital policies.

Students will report to the clinical area properly attired in uniform, and will wear their OC student badge and facility badge at all times.

Students must complete and turn in clinical assignment(s) on or before 7:00pm the following clinical day.

Assignments from the last clinical day are due to the nursing office on or before 5:00pm the Wednesday before the RNSG 2121 final exam. Students turning in a clinical assignment after the due date will be required to write a 500 word paper on the legal and ethical consequences of not meeting deadlines for the patient, the nurse, and the facility. Subsequent late work will result in additional papers on other subjects regarding management of time in the nursing setting with a word count increasing by 250 words per late assignment (i.e. 2nd late assignment 750 word paper, 3rd late assignment 1000 word paper). All

written work must be satisfactory in order to pass the course.

Apply skills and theory taught in the classroom and simulation lab to practice in the clinical setting.

Use of tablet computers, laptops, MP3 players, cameras, or other electronic devices is not allowed in patient care areas. Use of mobile phones is NOT ALLOWED for any reason in the health care facility. The instructor's contact and/or the Odessa College Nursing office contact information may be given to family members to contact students in the event of an emergency.

Students must adhere to agency tobacco use policies. Students will be disciplined for infractions, up to and including course failure.

Students may not leave the clinical site and return for any reason. Students leaving the clinical site at any point during the day must notify the instructor immediately and must make up that clinical day as determined by the instructor.

A daily clinical evaluation tool must be turned in by the student to the clinical faculty each week for feedback. This tool is found in the course learning packet.

The preceptor evaluation tool and student evaluation of clinical preceptor must be turned in each week to the clinical faculty. Those tools are found in the course learning packet.

Students must be concurrently enrolled in RNSG 2121.

Attendance Policy: All clinical days are mandatory. Students may not choose clients on ventilators for their assignments.

Clinical make-ups will comprise 12 hours of written work including internet case studies, assessment skill training,

and/or other written work which emphasizes managing patient care in the clinical setting. Make-up time must be completed on the OC campus by appointment and under supervision of an OC nursing staff member.

All sources used in completing clinical assignments must be listed using American Psychological Association (APA) format on a reference sheet at the end of the paper. Failure to do so will be considered plagiarism and will result in a ten (10) point deduction for each missing citation from the assignment grade.

TEACHING/LEARNING METHODS UNIQUE TO COURSE: Under the guidance and direction of clinical preceptors, students increase their patient care load from 3 clients to 4 clients over the 8 week course. Prioritization of patient care, patient and family teaching, nursing caring behaviors, time management, collaboration with members of the health care team, and resource procurement are emphasized. According to the schedule agreed upon by the student and instructor, students provide direct patient care and work as a team with other students and members of the nursing staff and other health care professionals on the unit to provide care. Students work on the same medical-surgical unit for their entire clinical session. Students have their clinical at Medical Center Hospital or Midland Memorial Hospital. Nursing units utilized for this course include: oncology; surgical; orthopedics, telemetry, and medical. A written nursing concept map based upon one patient during the fourth semester is required. A time log of daily events and skills sheet are also required for successful course completion. Selected computer software programs, written prep work relevant presentations, case studies, and/or discussions augment the clinical experience. Post clinical conferences are also conducted by the clinical faculty as needed.

Pt=patient (client)

3pt1=Take 3 client, give medications on one. Student will be responsible for total care, including charting including medication administration.

3pt2=Take 3 clients, give medications on two. Student will be responsible for total care, including charting including medication administration.

4pt2=Take 4 clients, give medications on two. Student will be responsible for total care, including charting and medication administration.

4pt3=Take 4 clients, give medications on 3. Student will be responsible for total care, including charting and medication administration.

4pt4=Take 4 clients, give medications on all 4. Student will be responsible for total care, including charting and medication administration.

EVALUATION/GRADING:

Clinical course grades are Pass (PA) or Fail (F). Clinical objectives and the clinical evaluation forms provide the objective measure of the student's performance.

Evaluation tools follow this syllabus. At the time of the final evaluation (during finals week), ALL objectives must be met at the level of competency defined in RNSG 2163 in order to earn a Pass (PA) clinical grade.

Instructor observation of care delivered to clients, 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 Pass (PA) on each written clinical assignment to achieve the grade of Pass (PA) for the course. A grade of Pass (PA) is awarded when the student earns a *minimum of 75 points* according to the grading criteria for those assignments. The student will be required to repeat the plan of care assignment and/or correct other assignments until a grade of Pass is achieved on the assignment. A Needs Improvement (NI) will be earned on the Daily Evaluation Tool for the clinical competency which relates to the plan of care or other assignment. Specific guidelines

related to written assignments may be found in the course learning packet. Students must also complete a minimum of **90%** of the clinical skills listed on the Clinical Skills Tracking Sheet which can be found in the course learning packet.

The above mentioned information is utilized to formulate a mid-rotation evaluation (formative evaluation) and an end of rotation evaluation (summative evaluation). If a problem has occurred on any clinical day, the student will receive a Needs Improvement (NI) in the appropriate area in their daily evaluation and will receive a written critique of the event from the clinical instructor and a conference with one or more of the faculty will be held in order to discuss the problem. Corrective actions which may include a prescriptive plan will be given to the student. 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. 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 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; and/or

6) inconsistent clinical behavior in the performance of nursing responsibilities

Unsatisfactory grades may result in a grade of Fail (F) for the course, and a conference with the instructor, a written prescriptive plan by the instructor and student must be completed before the student may return to clinicals.

Violation of critical elements may result in immediate removal of the student from clinicals and immediate failure of the course as determined by the instructor and director of the Odessa College nursing program.

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 “**”

CORRELATION OF THEORY TO CLINICAL/PREPARATION FOR CLINICAL:

Course orientation includes a thorough review of the schedule and the clinical performance roles of the nursing student during the course. The various roles and learning/performance objectives are reviewed. The instructor poses mock situations to encourage critical thinking. Theory is taught as outlined in the course syllabus and continues to correlate with clinical objectives and expectations.

COURSE CALENDAR:

Clinical agency units have been assigned. As part of the time management is required. Clinical assignment is will be days (Saturdays and/or Sundays) on the clinical units, completing 5-12 hour shifts (60 hours total).

Clinical hours are 0645-1915. Please arrive on time to the assigned unit for report from the previous shift nurse. Students will be expected to give report to the oncoming

shift before leaving for the day. Students must leave the unit at 1915.

Any absences from clinical must be made up (by writing and turning in a paper) by the end of the clinical rotation or the student will receive an incomplete for the clinical until make-up work/time is completed. Make ups will be completed as per the attendance policy described previously in this syllabus. It is the student's responsibility to make arrangements with an instructor for make-up days.

To report an absence the student must call the assigned nursing unit by 0600, and the instructor by 0700. The student must note the name of the person to whom the message was given on the assigned nursing unit. If you do not get the name of the person to verify you have called in, a no-call-no-show will be given to the student for the day. No-call-no-show will be handled on an individual basis with a documented conference between the student and instructor before the next clinical day. In addition, the student with a no-call-no-show will be required to write a 1000 word paper discussing the legal and ethical implications of short staffing in the hospital caused by no-call-no-show behavior, and will not be allowed to return to clinicals until the paper is completed satisfactorily.

Tardiness is not acceptable. Anyone arriving to their assigned unit after 0645 will be considered tardy. Students must notify the instructor as soon as possible if they will be tardy to clinicals. Tardiness will be handled on an individual basis with a documented conference between the student and instructor before the next clinical day. The conference documentation will include a plan to avoid future tardiness. A pattern of tardiness will result in an "U" for the day, and the student being sent home from clinicals requiring a make-up day.

Assignments: Each week an assignment concurrent with the patient assignments will be completed prior to the next clinical day. Each assignment is graded using a pass/fail grade. The concept map assignment must be completed with at least a 75%. Concept maps not meeting this minimum standard will be repeated until a minimum of

75% is achieved. Failure to meet 75% on the plan of care assignment will result in failure for the course.

Assignments are due the same clinical day by 10:00pm. Assignments turned in after the due date will be considered late, and penalties will apply as described in the grading criteria section in this syllabus.

VOCATIONAL REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT STATEMENT:

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.

Nursing students with a disability who request reasonable accommodations should meet with the Program Director no later than the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Disability Services as long as the ability to meet course requirements is not compromised. Nursing faculty provide no accommodations without authorization. It is the student's responsibility to be a self-advocate when requesting accommodations. The student will need to meet with each course instructor at the beginning of class to discuss the particular accommodation needed. Documentation of special needs will be maintained in the student's file.

***The Success Coaches:* 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.**

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.

Approved: 6/05; 7/09, 8/12

Student's Name:	Role of the Nurse:	Daily	Mid-rotation	Final
As a Member of a Profession:				
1. Demonstrates accountability and responsibility for the quality of nursing care provided to patients by:.				
a. Functioning as a safe, competent provider of nursing care.				
b. Practicing under current evidence based modalities				
c. Qualifying nursing actions according to scope of practice.**				
2. Practices therapeutic communication techniques and management skills that maintain professional boundaries between patients and health care team members				
3. Serves as a positive role model for peers and other members of the interdisciplinary team				
As a Provider of Patient-Centered Care:				
4. Initiate decision making skills in the clinical setting with current literature as a basis for determining nursing diagnoses and appropriate interventions.				
a. Rate patient care appropriately according to Maslow's Heirarchy of Needs and client condition.**				
b. Prioritize nursing diagnoses appropriate to nursing care.				
c. Test nursing interventions to determine effectiveness of care for 3 or 4 patients.				
d. Shows self-reliance when working independently.				
5. Determines the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patient needs based upon assessment findings.				
6. Justify delegation ability in the clinical setting.				
a. Use objective approach in determining solutions to multiple client objectives.				
b. Assess need for assistance during management role.				
c. Perform end of shift report efficiently and accurately to appropriate personnel.				
7. Justify teaching plan for health prevention and maintenance and restoration.				
a. Explain recommendations to clients and families using effective communication techniques.				
b. Determine educational level of client and family and prepares a teaching plan accordingly.				
c. Propose community resources to client and family to facilitate the continuity of care.				
d. Select resources in the hospital to aid clients and families in care during hospitalization and after discharge.				
As a Patient Safety Advocate				

8. Justifies a safe and effective environment of care conducive to the optimal health and dignity of the patient and their family by: a. Accurately identifying patients** b. Provide, coordinate, and prioritize care for 3 or 4 patients in a safe and effective manner. c. Provides safe medication administration and evaluates effectiveness of treatments.**			
9. Seeks learning and assistance when practice behaviors or judgments are outside of individual knowledge and experiences			
As a Member of the Health Care Team:			
10. Compares and contrasts human and material resources for the provision of care. a. Choose appropriate agencies within patient's community to assist in health maintenance. b. Evaluate resources available in client community based on cost effectiveness and quality of service or equipment available.			
11. Collaborate with interdisciplinary teams to plan and deliver effective health care within the context of the organizational framework of the healthcare facility. a. Explain components of interdisciplinary team in regard to care of clients delivered. b. Summarize chain of command within hospital setting as it relates to conflict c. Critique conflict resolution techniques for effectiveness in dealing with clients, families, and health care personnel.			

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).

Daily Evaluation Comments:

Student Signature_____Date_____

Instructor Signature_____Date_____

Preceptor Signature_____Date_____

Mid-Clinical Evaluation

Student Signature_____Date_____

Preceptor Signature_____Date_____

Instructor Signature_____Date_____

Comments:

Final Evaluation/Course Grade: _____ Pass _____ Fail

Student Signature:_____Date_____

Preceptor Signature_____Date_____

Instructor Signature:_____Date_____

Comments:

RNSG 2163 Course Contract

I, _____(print name), have read and understand the syllabus and course learning packet for RNSG 2163, and the Odessa College student nursing handbook.

I understand I must adhere to all OC student nursing policies and facility policies in the clinical setting.

I understand the late grading policy, tardy policy, and absence policy.

I understand that all clinical days are mandatory and must be made-up in the event of absence for successful completion of the course.

I understand that attire must be per Odessa College policy, and I will be required to wear both my Odessa College name badge and facility student badge every clinical day.

I understand to participate in clinicals my immunizations, TB testing, and CPR must be current per Odessa College policy.

Student Signature_____Date_____

Instructor Signature_____Date_____