

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 2261
FALL 2012

COURSE TITLE: CLINICAL – TRANSITION II

CREDIT HOURS: 2 HOURS (128 CONTACT HOURS; 16 WEEK COURSE)

PLACEMENT: SECOND SEMESTER OF NURSING PROGRAM

PREREQUISITES: RNSG 2307; RNSG 2213; RNSG 1412, and RNSG 2263

COREQUISITES: RNSG 1341; RNSG 1144

CERTIFYING AGENCY: Texas Board of Nursing (BON)

FACULTY: Zassar Gatson, MSN, RN Course Coordinator

Office Phone: (432) 335-6333

Cell Phone: (432) 349-3052

Agency preceptors/faculty extenders 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, 8, 9, 10, 11)

LEARNING OUTCOMES: Apply theory, concepts, and skills involving technology, equipment, procedures, direct patient care and legal responsibilities of the nurse in the health care setting.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Entry Level Competencies of Graduates of Texas Nursing Program. At the completion of the course, the student will be able to: (PO=Corresponding Program Outcome)

I. Member of the Profession:

1. Relate principles of accountability and responsibility in nursing care, including legal and ethical boundaries, the Texas Nursing Practice Act, and ANA Standards of Care to the role of the nurse in caring for patients with complicated health alterations. (PO 1,2)

II. Provider of Patient-Centered Care:

1. Determine the health status and health needs of patients and their families with complicated health problems utilizing decision-making skills 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 multiple 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 6)

3. Select the appropriate methodology to develop and implement a teaching plan for patients and their families experiencing complicated health alterations, including aspects of health promotion, health maintenance, disease prevention, and rehabilitation. (PO 5, 7, 8, 9)

4. Provide safe compassionate, comprehensive nursing care to patients and their families through a broad array of health care services (PO8, 9)

III. Patient Safety Advocate:

1. Implement measures to promote quality and a safe environment for patients, self, and others(PO14)

IV. Member of the Health Care Team:

1. Evaluate therapeutic communication skills when interacting with patients and families. (PO 19,23)
2. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.(PO19,22)
3. Prioritize care based on patient needs and practice time management principles in the clinical setting. (PO 22)

SPECIAL NEEDS: Odessa College complies with Section 504 of the Vocational rehabilitation Act of 1973 and the American Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

TEACHING/LEARNING METHODS UNIQUE TO COURSE: Clinical experiences are scheduled at one or more acute care areas including, but not limited to: medical-surgical units, operating room, oncology center, endoscopy, outpatient surgery, and infusion services. Medical Center Hospital is the major clinical agency used. Students rapidly progress from caring for one client to two or three during the rotation. Students receive orientation at the agencies before beginning clinical assignments. A written nursing plan of care based upon a client on a medical surgical floor is also required. 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.

EVALUATION/GRADING: Using the clinical evaluation tool found in this syllabus, performance criteria are measured as 'satisfactory' or 'unsatisfactory.' Evaluation takes place throughout the clinical course at periodic intervals determined by faculty. Formative 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' or 'Fail.'

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 75 points* according to the grading criteria for this assignment. The assignment consists of an assessment and plan of care for a hospitalized client on a medical/surgical floor. The student may be required to repeat this assignment on a new client during the clinical course if the minimum score of 75 is not achieved on the first client assignment. A "NI" will be earned on the Daily Evaluation Tool for the clinical competency which relates

to formulating the plan of care. This competency must be achieved at the appropriate level by the end of the clinical course in order to achieve the grade of PA (Pass). Specific guidelines related to the above required assignment may be found in the course learning packet. All assigned clinical prep work and post clinical work must be turned in on time and be completed in a satisfactory manner to pass the clinical course. Specific guidelines for written assignments may be found in the course Learning Packet. 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. If a problem has occurred on any clinical day, the student 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 and any requirements that may be requested. 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 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.

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 "***".

The student should refer to the Nursing Student Handbook for further information on clinical requirements and grading policies. Students are reminded that the OC Nursing Program allows *only one* course failure in the entire program. A student can withdraw *from the same course* only *one* time. The corequisite course, RNSG 1341 Complex Concepts of Adult Health, must be passed in order to pass RNSG 2261 Clinical – Transition and RNSG 2261 must be passed in order to pass RNSG 1341. 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: Various acute care clinical settings will be utilized in this course including but not limited to medical/surgical departments, an oncology center, and an operating/postanesthesia unit. Medical Center Hospital is the major clinical agencies utilized. The students will work directly with a clinical preceptor. Either the clinical instructor's cell phone number or pager number will be provided to both the clinical preceptor and the student for use during the clinical experience.

REQUIRED TEXTBOOKS:

Deglin, J. & Vallerand, A. (2005). *Davis Drug Guide for Nurses* (10th Ed.). Davis: Philadelphia

Gahart, Betty L. (2008), *Intravenous Medications*. (23rd Ed.) Mosby: St.Louis.

Pagana, K.D. & Pagana, T.J. (2002) *Mosby's Manual of Diagnostic & Laboratory Test* (2nd Ed). Mosby: St Louis

Smeltzer, Suzanne C. & Bare, Brenda G. (2008) *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (11th Ed.) Lippincott, Williams & Wilkins: Philadelphia

Sylvestri, L. (2005) *Saunders Comprehensive Review NCLEX RN* (3rd Ed.). Saunders: Philadelphia

Winningham & Prusser (2005) *Critical Thinking in Medical-Surgical Settings: A Case Study Approach* (3rd Ed.). Mosby: St. Louis

OTHER REQUIRED RESOURCES:

Learning Materials Packet (provided)

CLINICAL SCHEDULE: Clinical schedule will be provided.

COURSE POLICIES:

1. Students adhere to the OC Nursing Student Handbook , Preceptor Guidelines, HIPPA guidelines, and guidelines found in the course syllabus and learning materials.
2. Students will attend clinical properly attired, and according to program policies. The student may be sent home for infractions. Nails are to be short and well-groomed. Hair is to be off the collar. Uniforms and lab coats are to be clean and pressed. Shoes must be clean and in good repair. Wear the appropriate name tag and name badge at all times.
3. All assigned work must be submitted, not exceptions. Written work must be satisfactory to pass the course. Assignments are graded satisfactory, needs improvement, or unsatisfactory.
4. Apply skills and theory taught in the classroom and simulation lab to practice in the clinical setting.
5. Clinical attendance is required. To report a clinical absence, call the clinical unit by 0600. Any missed clinical time must be made up, as arranged by the clinical instructor.
6. Use of cell phones is not allowed during clinical.
- 7 Student nurses must strictly adhere to agency smoking policies. Students will be disciplined for infractions, up to and including course failure.

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.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the office of Disability services at 432 335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, Tutorials, and the "Ask a Librarian" service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432 335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#)

CLINICAL EVALUATION RNSG 2261

CLINICAL- TRANSITION (SEMESTER TWO)

Role of the Nurse Student's Name	Daily	Mid- rotation	Final
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I. Member of the Profession 1. Relate principles of accountability and responsibility in nursing care, including legal and ethical boundaries, the Texas Nursing Practice Act, and ANA Standards of Care to the role of the nurse in caring for patients with complicated health alterations. a) Incorporate the policies and standards of the ANA Standards of Care, Odessa College, and the affiliating agencies. b) Avail oneself of learning opportunities c) Value and protect patient confidentiality. ** d) Assume responsibility for nursing care and acts as patient advocate. e) Accept constructive suggestions from clinical preceptor and clinical instructor and modifies behavior appropriately. f) Demonstrate abilities and behaviors that are consistent with professionalism in the transition to graduate nurse.			
II. Provider of Patient-Centered Care:			
1. Justify decision-making skills; determine the health status and health needs of patients and their families with complicated health problems based upon interpretation of health data in collaboration with patients, families, and other health care professionals. a. Demonstrate advanced physical assessment skills. b. Utilize critical thinking skills when interpreting physical assessment findings. c. Utilize current technology when assessing patients. d. Demonstrate accurate documentation of health care status of patients and families. e. Collaborate with other health care professionals when analyzing health care needs of the patients and families			
2. Formulate goals and plan of care for multiple patients and their families based upon analysis of data, implement the plan of care, and evaluate the plan of care within the legal and ethical parameters for professional nursing. a. Employ critical thinking when formulating the plan of care for patients and their families. b. Implement the plan of care within legal and ethical guidelines as determined by the BON and Texas law. ** c. Adhere to clinical agency policies and guidelines. d. Administer medications in a safe manner. ** e. Administer safe nursing care. ** f. Evaluate the plan of care and make adaptations as needed. g. Communicate patient's response to therapeutic interventions verbally and in written documentation in a professional manner.			
3. Select the appropriate methodology to develop and implement a teaching plan for patients and their families experiencing complicated health alterations, including aspects of health promotion, health maintenance, disease prevention, and rehabilitation a. Develop appropriate teaching/discharge plans based patient			

<p>needs incorporating community resources as appropriate.</p> <p>b. Adapt strategies for health promotion and disease prevention.</p> <p>c. Collaborate with interdisciplinary team members and patients in utilizing appropriate community agencies for follow-up care and prevention of disease.</p> <p>d. Value patient's unique needs in regards to culture, ethnicity, and individual characteristics.</p> <p>4. Utilize measures to provide safe , comprehensive nursing care to patients and their families through a broad array of health care services</p> <p>a. Prioritize care based upon the needs of multiple patients in order to organize care</p> <p>b. Anticipate and interpret changes in patients status and outcomes</p> <p>c. Employ therapeutic communication skills when functioning within the healthcare team</p> <p>d. Manage priorities and multiple assignments to provide care for multiple patients and their families</p> <p>e. Implement and manage plans of care for multiple patients and their families</p>			
III. Patient Safety Advocate:			
<p>1. Employ measures to promote and maintain a safe environment for patients, self and others</p> <p>a. Accurately identify patients when performing procedures and administering medications</p> <p>b. Safely administer medications and treatments</p> <p>c. Clarify any order or treatment regime believed to be inaccurate , contraindicated, or otherwise harmful to the patient</p> <p>d. Implement measures to prevent exposure to infectious pathogens and communicable conditions</p>			
IV. Member of the Health Care Team:			
<p>1. Evaluate therapeutic communication skills when interacting with patients and families.</p> <p>a) Employ therapeutic communications skills learned in previous semesters during the clinical experience.</p> <p>b) Collaborate effectively with patients and their families in the plan of care.</p> <p>c) C) Communicate the plan of care to other health care providers effectively both verbally and in written or computer documentation.</p> <p>d) Interact with peers, faculty, patients, family members, clinical preceptors, and members of the interdisciplinary team in a professional manner.</p>			
<p>2. Within the context of caring, collaborate with clinical preceptor, nursing and interdisciplinary health team members to plan, deliver, and evaluate care.</p> <p>a. Collaborate in a professional manner with nursing and</p>			

interdisciplinary health team members in planning the care of one more patients depending on unit/agency assignment. b. Apply previously learned nursing principles and guidelines when delivering safe nursing care.** c. Evaluate the plan of care and make changes as indicated. d. Deliver appropriate nursing care in a non-judgmental manner.			
3. Prioritize care based on patient needs and practice time management principles in the clinical setting. a. Refine assessment skills in identifying priority patient needs. b. Prioritize the care provided to multiple patients correctly and justify the rationales. c. Employ the nursing process in providing safe and effective nursing care in the clinical setting. d. Deliver nursing care based upon time management principles. e. Maintain a safe and effective environment that promotes the optimal health of patients and families.			

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

Performance criteria are graded as:

Satisfactory – S

Unsatisfactory – U

Needs Improvement – NI (Mid-rotational 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).

Comments:

Mid-Rotation Evaluation:

Preceptor Signature _____ Date _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Final Evaluation/Course Grade: ____ Pass ____ Fail

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Comments:

Student Contract

RNSG 2261

I have read the course syllabus and learning materials and understand the requirements, grading policies, and other course policies. I have a copy of the Nursing Student Handbook or can access it off the Internet, OC nursing home page.

Student signature_____

Instructor signature_____

Date_____

Date_____