

Course Syllabus

Note: This syllabus is subject to change during the semester. Please check syllabus on a regular basis for any updates.

Department: Nursing---Vocational

Course Title: VNSG 1260 Introductory Clinical Nursing

Section Name: L9

Start Date: 08/27/2012

End Date: 12/14/2012

Modality: Web Enhanced

Credits: 2

Instructor

Information

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Course Description: A basic type of health related professions work---based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. As outlines in the learning plan, apply the regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupational 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. Basic clinical instruction that helps students synthesizes new knowledge, apply previous knowledge, or gain experience managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical professional (faculty or preceptor), generally in the clinical setting. Clinical Education is an unpaid learning experience. (SCANS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) Prerequisites: Program admission Co---requisites: VNSG 1327, VNSG 1500, VNSG1505, VNSG 1502

Course Objectives:

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self- analysis, self- care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the certificate or vocational nursing program of study and evidence- based practice outcomes as a basis for decision making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans

- to care for patients and their families using information from evidence- based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
 - E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
 - F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence- based practice, and plan follow- up nursing care.
 - G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
 - H. Coordinate human, information, and material resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence- based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient- centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
- E. Communicate and manage information using technology to support decision making to improve patient care.
- F. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence based nursing practice.

Clinical Objectives for Fundamental Nursing Skills in the Long---Term Care Setting □ Perform a systematic physical assessment

- Document assessment data collection
- Obtain client history data.
- Prioritize client needs and interventions according to Maslow's Hierarchy of Needs.
- Differentiate between common normal and abnormal consequences of aging
- Identify the client at risk for sensory deprivation and implement measures to prevent/correct this deprivation
- Identify common short---term goals

- Identify basic nursing interventions
- Using Erikson's developmental stages, identify the developmental level and provide the rationale for the decision.
- Assist the client with eating activities including correctness of the diet served, documentation of dietary consumption, and collaboration with the clinical instructor if discrepancies exist
- Calculate and record intake and output
- Provide the client with appropriate hygienic care including oral care, hair care, nail care, skin care, perineal care, and back rub
- Assist the client to meet elimination needs
- Demonstrate therapeutic communication skills in the care of the geriatric client and the client's family
- Implement measures to prevent the development of decubitus ulcer formation including correct positioning, appropriate skin care, and timely repositioning
- Establish a therapeutic nurse---client relationship
- Document all client care. Have all documentation approved by the clinical instructor or staff RN prior to entering it on the chart
- Implement Standard Precautions and appropriate hand---washing procedures during all clinical assignments
- Demonstrate reminiscence therapy in the care of a geriatric client □ Demonstrate reality orientation in the care of the geriatric client
- Ensure a therapeutic client environment by applying appropriate safety precautions and reporting unsafe conditions and safety concerns
- Identify the role of the vocational nurse as a mid---management agent in long term care
- Dress according to the dress code specified in the student handbook.
- Observe student code of conduct as described in the student handbook
- Seek out learning experiences while present in the facility
- Maintain client confidentiality in accordance with facility policy and professional standards

Clinical assignments are to be announced

Grading Criteria

1. A minimum grade of C is required In all nursing and allied health courses. Each component within a course must be completed with a C or above or the student will receive a failing grade. A student who fails to attain 75% on a unit examination must provide documentation of remediation by an approved tutor or student mentor. Arrangements must be made in conjunction with an instructor in the program.
2. A minimum grade of C must be maintained in the clinical area. This grade will be derived from the averages on nursing care plans, case studies, and all other written clinical assignments. Written work will be factored into the clinical nursing grade which is either 'Pass' or 'Fail.'
3. Any grade below 75% will be considered failing.
4. A report of grades will be distributed to each student at the completion of each semester.
5. A minimum grade of 90% is required on the math competency examination which is

administered each semester. The student will have 3 opportunities to pass this examination. A student who does not successfully pass the examination on the first and second attempts will be required to show evidence of remediation with either an instructor or a student who has attained 95% or above on the examination. A student who is unable to pass the competency examination on the third opportunity will be dismissed from the program.

A = 90 to 100

B = 80 to 89

C = 75 to 79

D = 60 to 74

F = Below 60

Grading criteria are consistent throughout the nursing program at the Monahans Center.

The following method of evaluation will be used in assigning course grades:

Tests and Quizzes..... 70%

Daily Work/ ATI content exams..... 10%

Final Exam..... 20%

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](http://www.odessa.edu/gmail/), 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**

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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](#).