

**ODESSA COLLEGE ASSOCIATE DEGREE NUSING PROGRAM**  
**SYLLABUS RNSG 1160**  
**Spring 2011**

**COURSE TITLE:** CLINICAL - INTRODUCTION

**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)

**TOTAL COURSE HOURS:** 1 credit hour; (6 contact hours weekly; 8 week course);  
first half of semester

**PLACEMENT:** First semester of Nursing Program

**FACULTY:** Mary Kipple, MSN, RN Office 212; 335-6556  
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Barbara Stone, MSN, RN Office 215; 335-6458

**COURSE OBJECTIVES:** Course objectives utilize 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: (PO = Corresponding Program Outcome)

**Provider of Care:**

1. Identify the health status and basic health needs of clients based upon selected health data (PO 1).
2. List clinical data that would be appropriate for use in the selection nursing diagnoses and appropriate interventions (PO 2).
3. Describe teaching plans to promote and maintain health (PO 4).

**Coordinator of Care:**

4. Describe human and material resources needed for the provision of care for clients (PO 8).
5. Relate resources that facilitate continuity of care (PO 10).

**Member of a Profession:**

6. Identify ways to assume accountability and responsibility for the nursing care provided. (PO 12).

**TEACHING/LEARNING METHODS UNIQUE TO COURSE:** 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 the Medical Center Hospital (MCH) **OR** to Midland Memorial Hospital (MMH) and receive HIPPA 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 client. 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 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.’

**REQUIRED TEXTBOOKS:**

- Deglin, J. & Vallerand, A. (2005). *Davis Drug Guide for Nurses* (10<sup>th</sup> Ed.). Davis: 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. (2006) *Mosby’s Manual of Diagnostic & Laboratory Test* (3<sup>rd</sup> Ed). Mosby: St Louis.
- Smeltzer, S.C., Bare, B.G., Hinkle, J.L., & Cheever, K.H. (2009). *Brunner and Suddarth’s textbook of medical-surgical nursing*. (12<sup>th</sup> Ed.). Lippincott, Williams and Wilkins: Philadelphia
- Taylor, C., Lillis, C. LeMone, P. & Lynn, P. (2008). *Fundamentals of Nursing: The Art And Science of Nursing Care*. (6<sup>th</sup> Ed.). Lippincott, Williams and Wilkins: Philadelphia.
- Williams, S.R. (2009) *Basic Nutrition & Diet Therapy* (13<sup>th</sup> Ed.). Mosby: St. Louis.
- Doenges, M., Moorhouse M., Murr A. (2008). *Nursing Diagnosis Manual: Pocket Guide* (11<sup>th</sup> ed). FA Davis: Philadelphia.
- Doenges, M., Moorhouse M., Murr A. (2009). *Nursing Diagnosis Manual: Plannig, Individualizing and Documenting Client Care* (3<sup>rd</sup> ed). FA Davis: Philadelphia.

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

<b>Role of the Nurse:</b>	<b>Mid-rotation</b>	<b>Final</b>
<b>Student's Name:</b>		
<b>As Provider of Care:</b>		
1. Identify the health status and basic health needs of clients based upon selected health data. <ul style="list-style-type: none"> <li>a. Observe vital signs of client to recognize normal and abnormal readings.</li> <li>b. Report changes in the health status of assigned client.**</li> <li>c. Classify medications client receives based on beginning knowledge of pharmacology.</li> </ul>		
2. Recognize important decision making skills using clinical data to identify nursing diagnoses and appropriate interventions. <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 client.</li> <li>b. Classify simple nursing diagnosis based on the nursing process.</li> <li>c. Organize appropriate nursing care and apply interventions to one client.</li> </ul>		
3. Communicate with clients and families. <ul style="list-style-type: none"> <li>a. Recognize simple teaching plans to promote and maintain health.</li> <li>b. Select effective techniques for communication with clients and families.</li> </ul>		
<b>As Coordinator of Care:</b>		
4. Identify and use time management principles, under the supervision of the instructor and staff, to plan and organize basic care.		
5. Name common community agencies and health care resources to assist clients with continuity of care.		
<b>As Member of a Profession:</b>		
6. Define accountability and responsibility for the nursing care provided to clients.**		
7. 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>		

Role of the Nurse:	Mid-rotation	Final
Student's Name:		

**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:

## **COURSE POLICIES:**

### **ALL STUDENTS ARE EXPECTED TO:**

1. Adhere to requirements delineated in the Nursing Student Handbook.
2. Must Achieve a minimum grade of 75 in RNSG 1309, and a Pass (P) in RNSG 1160 on the clinical evaluation tool in order to progress to RNSG 1341 and RNSG 1260.
3. Must complete all clinical assignments.
4. All assigned written work must be turned in or the student will receive an incomplete 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. Clinical attendance is 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. Cellular phones and beepers must be turned off while at the clinical sites. Phone calls must be made during breaks or lunch. If a student accepts or makes cellular phone calls while on the clinical unit, it will be considered unprofessional conduct and an unsatisfactory for professionalism will be given for the day.

## COURSE CALENDAR:

### EXTERNAL CLINICAL EXPERIENCE Spring 2010

#### SCHEDULE:

**Week 1: January 19:** Course Orientation 9-12, at the school, bring Learning Material Packet (LMP); orient to 1<sup>st</sup> semester. Learning Resource Center orientation. Please bring your stethoscope and blood pressure cuff for practice of vital signs. You will also need a watch with a second hand.

**Week 2: January 25:** Orient to Computers at MMH 9:00am-12:00 and 1:00-5:00pm; Nursing Process 9– 12 AM, 1-4 PM (bring *Nurses Pocket Guide* to class) Read in Taylor's *Fundamentals of Nursing* pages 200-334.

Objectives:

1. Describe the nursing process
2. Give an example of critical thinking
3. Explain and describe the parts of the nursing process
4. Write a simple care plan using the nursing process
5. Locate Web sites pertinent to nursing

**Week 3: February 2:** Students will do vital sign check off from 08:00-12:00. Medical Center Hospital orientation from 1:00-4:00pm. Please pick up your badge then.

**Vital signs check offs will be scheduled with assigned instructors.**

Purpose:

To ensure each student is competent in basic nursing skills.

Each student will perform vital signs on two clients. To pass the vital signs check off, the student and instructor, at the same time, will take B/P, Radial Pulse, and Apical pulse, Respirations. The check off will be done on two people. The student must be within 4 points, beats or respirations the first time they state their findings, or they will have to repeat the check off. The student will also accurately explain how to take oral, rectal, axillary, and aural temperatures and read a mercury thermometer accurately. **Check offs will be completed by February 8, 2010 by 5:00 PM. Students who do not pass the check-off, will not be allowed to go to clinicals until they are successful.**

**Purpose:**

Enable students to become familiar with policies and procedures at MMH and MCH.

**Objectives:**

The student will:

1. Become familiar with policies and procedures of both hospitals.
2. Describe prep work properly.
3. Locate necessary data for prep work on chart, computer, and medication sheet.

**Week 4-8: February 9<sup>th</sup>; 16; 23; March 2; 9: Clinical days in the hospital: 0630-1500:** Clinical are at MCH or MMH. The first day on the unit will include getting report on your client, AM care, taking and recording vital signs, observing nursing care and documentation, a room assessment exercise, and a scavenger hunt. Your instructor will **assign you in pairs for the first day of clinicals** but you will be required to do all prep work and post work, as explained in the LMP individually. The second day through the fifth day at hospital clinicals, you will individually choose your own patient and complete all prep work and post work for each client. The student will be evaluated at the end of the clinical experience to ensure they have met all objectives.

Objectives: The student will:

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

### **March , 10 Clinical Evaluations**

**Feb. 12, 19 and 26- 0800-1700 MCH 8C conference room: Computer training. Everyone must attend one of these sessions.**