



Department: Associate Degree Nursing Program

Course Title: Clinical -Advanced

Section Name: RNSG 2262

Semester: Fall 2013

Time: Tuesday 0645 - 1915

Classroom: Hospital

Instructor: Linda Cockrell MSN RN

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Office: CT 200B

Phone: 432-335-6556 (office)

432-528-1661 (cell)

Office Hours: Wednesday 1300 - 1800

Total Course Hours: 2 credit hours; 0 Lecture Hours Weekly; 8 Clinical Hours Weekly

Placement: Second year (fourth semester)

Course Description

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.

End of Course Outcome: Apply advanced theory, concepts, and skills involving advanced medical technology, equipment, procedures, laws, and regulations in critical care areas; and identify the roles and responsibility of nurses in critical care areas.

Required Resources:

Learning Material Packet (LMP)

Odessa College Blackboard

SIM charting by Evolve

Deglin, J. & Vallerand, A. (2009). *Davis drug guide for nurses* (11th edition). Philadelphia: Davis.

Pagana, K. & Pagana, T. (2009). *Mosby's manual of diagnostic & laboratory test* (4nd edition). St. Louis: Mosby.

RN adult medical surgical nursing (8th edition). (2010). www.atitesting.com : ATI Nursing Education.

Smeltzer, S. & Bare, B. (2008). *Brunner & Suddarth's textbook of medical surgical nursing* (11th edition). Philadelphia: Lippincott, Williams, & Wilkins

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes: (Source: *Odessa College Catalog of Courses*)

OUTCOME	ICO
<p>1. Select the appropriate methodology to develop and implement a teaching plan for multiple patients and their families experiencing complicated health alterations, including aspects of health promotion, health maintenance, disease prevention, and rehabilitation</p>	<p><i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p>
<p>2. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health team to plan, deliver, and evaluate patient-centered care.</p>	<p><i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p>
<p>3. 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.</p>	<p><i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p>
<p>4. Utilizing decision-making skills, determine the health status and health needs of multiple patients and their families with complicated health problems based upon interpretation of health data in collaboration with patients, families, and health care professionals.</p>	<p><i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>
<p>5. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters with consideration of disease prevention, wellness, and promotion of healthy lifestyles.</p>	<p><i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making</p>
<p>6. Relate principles of accountability and responsibility in nursing care, including legal and ethical boundaries, the Texas Nurse Practice Act, and ANA Standards of Care to the role of the nurse in caring for patients with complicated health alterations</p>	<p><i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

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.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request

for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

Learning Resource Center (LRC; 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 Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

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/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

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.

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.

OC CALENDAR

Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

FALL & SPRING HOURS

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon
Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

SUMMER HOURS

Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm: Closed Saturdays
(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)
Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

REGISTRATION:

On the Web (5 am to Midnight, 7 days a week)Apr 15-Aug 25
In Person (See Business Hours Above).....Apr 15-Aug 23

FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT www.odessa.edu

CLASSES BEGINAug 26 (Mon)

Late Registration & Schedule Changes (Add/Drop):

On the Web (5 am to Midnight, 7 days a week).....Aug 26-27 (Mon-Tues)
In Person (See Business Hours Above)..... Aug 26-27 (Mon-Tues)
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes).....Sep 2 (Mon)
Census Day.....Sep 11 (Wed)
Last Day to Drop or Withdraw with a “W” (1st eight week courses).....Oct 4 (Fri)
First Eight Weeks End.....Oct 18 (Fri)
Second Eight Weeks Begin.....Oct 21 (Mon)
Deadline for Fall Degree Application.....Nov 1 (Fri)
Last Day to Drop or Withdraw with a “W” (full semester length courses).....Nov 12 (Tues)
Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....Nov 26 (Tues)
Student Evaluation of Instruction Survey Available Online.....Nov 18-22 (Mon-Fri)
Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....Nov 27-30 (Thurs-Sat)
Last Class Day.....Dec 7 (Sat)
Final Exams.....Dec 9-12 (Mon-Thurs)
End of Semester.....Dec 12 (Thurs)
FALL GRADUATION.....**Dec 14 (Sat)**
College Offices Closed.....Dec 21-Jan 5 (Sat-Sun)

Course Policies

TEACHING/LEARNING METHODS

RNSG 2262 is a clinical course. Other teaching learning methods include case studies and role play in a clinical lab.

Guidelines for RNSG 2262

1. Students must adhere to the OC Nursing Student Handbook, Preceptor Guidelines, HIPPA guidelines, and specific clinical area guidelines found in the course syllabus and learning materials packet
2. Students will come to the clinical site properly attired. Uniforms must be clean and not wrinkled. Hair must be off the collar. The student may be sent home for infractions. Wear the appropriate name tag and badge at all times.
3. All assigned work must be submitted on time, no exceptions. Written work must be readable and satisfactory to pass the course
4. Apply skills and theory taught in the classroom and simulation lab to patients in the clinical setting
5. **Clinical attendance is required. To report a clinical absence, notify clinical instructor no later than 0530 and call the clinical unit by 0600. Any missed clinical time must be made up, as arranged by the clinical instructor.**
6. Students are NOT allowed to talk or text on cell phones in any patient care area.
7. Students must adhere to agency smoking policies. Student will be disciplined for infractions, up to and including course failure
8. Instructor observation, preceptor and/or agency feedback will be utilized to complete the Daily Evaluation tool
9. The Preceptor Evaluation and Student Evaluation of Clinical Preceptor must be turned in each week to the clinical faculty. These tools may be found in the course Learning Packet

10. Specific instructions will be given during the clinical orientation regarding the required assignments which include due dates/times
11. SIM charting is required on one patient each week except ED clinical experiences. Failure to complete SIM charting results in UNSATISFACTORY for that day.

MEDICATION MATH COMPETENCY

Calculating correct dosages, IV rates, and other medications is essential to safe practice in nursing. Since math medication errors greatly endanger patients, the faculty has determined that each student must demonstrate proficiency in medication calculation competency prior to graduation. The ability to accurately calculate medication dosages will be measured in the following ways.

1. The pre-requisite course RNSG 1108 Dosage Calculations must be passed with a minimum grade of a “C” which is a numerical grade of 75.
2. Dosages will be accurately calculated in the skills laboratory and clinical setting.
3. Medication calculation questions are included on exams in nursing courses at the instructor’s discretion.

Medication Math Competency Testing in Fourth Semester

The fourth semester student must achieve a minimum passing score of 92% ($25 \times 4 = 100\%$; 4×23 correct = 92%) on the medication math competency exam. The exam will be administered during the second week of the fourth semester in RNSG 2262 Advanced Concepts of Adult Health, at a time designated by the instructor. The exam will consist of 25 questions from the following categories:

- A. Conversions between and within systems
- B. Calculations of medication doses administered IM, SC, or IV given by a syringe
- C. Calculations of medication dosages administered PO in liquids, tablets or capsules.
- D. Combination problems such as calculating weight and dosage
- E. Calculation of IV flow rates/administration rates by gravity flow and by infusion pumps.
- F. Titration of IV medications (mcg/kg/min)
- G. Medication calculations throughout the lifespan will be included

Students not passing the first exam will be allowed to take a second exam after they have completed documented remediation approved by the course instructor. This exam must be taken no later than two weeks from the first exam. Because fourth semester students function in an increasing independent role in the clinical setting, only two attempts to measure medication math competency will be allowed. Students can remain in clinical while completing testing requirements and administer medications with supervision. If the student is unsuccessful on the second exam, he/she must withdraw from RNSG 2262 Clinical - Advanced Clinical, and RNSG 2163 Clinical – Management & CLASS RNSG 2331 & RNSG 2121. The student is eligible for re-admission pursuant to readmission policies.

General Instructions

1. Calculators furnished by the nursing department are to be used for the exams. No Other calculator will be permitted.
2. Students must show calculations. Scratch paper will be furnished and must be submitted with the completed test.
3. If re-testing is necessary, the student is responsible for making arrangements with the instructor and for remediation.
4. Testing deadlines will be enforced.

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students

Students enrolled in this course are in the fourth semester of Odessa College Associate Degree Program.

Course prerequisites and corequisites

Prerequisites: RNSG 1108, RNSG 1144, RNSG 1215, RNSG 1360, RNSG 1361, RNSG 1443, RNSG 1512, RNSG 1513, RNSG 2161, RNSG 2213 RNSG 2314, RNSG 2363; or consent of department. Corequisites: RNSG 2121, RNSG 2163, RNSG 2331, SPCH and ELEC from the approved humanities/visual and performing arts requirement from the OC Core. (Source: *Odessa College Catalog of Courses 2012-2013, page 178*)

Course Alignment with Industry Standards

The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of pre-licensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECs outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies cannot be evaluated upon graduation.

COURSE OBJECTIVES

Course objectives utilize the framework of Differentiated Essential Competencies for Graduates if Texas Nursing Programs. At the completion of this course, the student should be able to:

(PO – corresponding program objective)

Member of a Profession:

1. Use a systematic approach to provide individualized, goal directed nursing care to meet the health care needs of patients and their families. (PO 1, 2)
2. Function within the scope of practice of a registered nurse. (PO 1)
3. Collaborate with the interdisciplinary team on basic principles of quality improvement and outcome measurement. (PO 2)
4. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice. (PO 4)

Provider of Patient-Centered Care

5. Use knowledge of societal and health care trends and evidenced-based outcomes to identify and communicate patient physical and mental health care problems. (PO 5)
6. Apply relevant, current nursing practice journal articles and evidenced-based outcomes from research findings to practice and clinical decisions. (PO 5)
7. Use structured and unstructured data collection tools to obtain patient and family history in areas of physical, psychiatric/mental, spiritual, cultural, familial, occupational, and environmental information, risk factors, and patient resources. (PO 6)
8. Interpret and analyze health data for underlying pathophysiological changes in the patients' status. (PO 6, 7)
9. Integrate knowledge from general education and sciences for the direct and indirect delivery of safe and compassionate care for patients and their families. (PO 7, 8)
10. Assume accountability and responsibility for nursing care provided within the professional scope of practice, standards of care, and professional values. (PO 8)
11. Apply current technology and informatics to enhance patient care while maintaining confidentiality and promoting safety. (PO 9)
12. Evaluate the effectiveness of nursing interventions based on expected patient outcomes, modify interventions to meet the changing needs of patients, and revise plan of care as a result of evaluation. (PO 10)
13. Develop and implement comprehensive teaching plans for health promotion, maintenance, and restoration and risk reduction for patients and their families with consideration of support system. (PO 11)
14. Collaborate with the interdisciplinary health care team to select human and material resources that are optimal, legal, and cost-effective to achieve patient-centered outcomes and meet organizational goals. (PO 12)

Patient Safety Advocate

15. Attain licensure and practice according to the Texas Nursing Practice Act and Texas Board of Nursing rules. (PO 13)
16. Promote a safe and effective environment conducive to optimal health and dignity of patients and their families. (PO 14)
17. Formulate goals and outcomes using evidenced-based data to reduce the risk of health care-associated infections. (PO 15)
18. Seek orientation/training for competency when encountering unfamiliar patient care situations, new equipment, and technology. (PO 16)

Member of the Health Care Team

19. Apply principles of evidenced-based practice and methods of evaluation with the interdisciplinary team to provide quality care to patients and their families. (PO 19)
20. Support the patient's right of self-determination and choice even when these choices conflict with values of the individual professional. Apply legal and ethical principles to advocate for patient well-being and preference. (PO 20)
21. Document electronic information accurately, completely, and in a timely manner. (PO 23)
22. Assign, delegate, and monitor performance of unlicensed and licensed personnel in compliance with Texas Board of Nursing Rules. (PO 24)
23. Oversee and follow through on patient care provided by the health care team members. Base assignments and delegation team member competencies. (PO 25)

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Cell Phone Use at Clinical Agencies

In an effort to protect client confidentially, students are not allowed to talk on cell phones or text in any patient care area. Students may use cell phones to access medical information related to patient care in the privacy of non-patient care areas, such as break rooms. Patients should not be discussed on cell phones or via text under any circumstances. Violation of this policy may be cause for dismissal from the nursing program.

Pictures of any kind may **NOT** be taken in any health care facility by any device. Violation of this policy **WILL** result in dismissal from the program.

PDA Policy

Definition: A personal digital assistant (PDA) is also known as a palmtop computer or personal data assistant. The PDA is a mobile device that functions as a personal information manager. Currently PDA's have the ability to connect to the internet. A PDA has an electronic visual display, enabling it to include a web browser, but some newer models have audio capabilities, enabling them to be used as a mobile phone or portable media player. Many PDA's can access the Internet by Wi Fi or Wirelsss Wide Area Networks.

http://en.wikipedia.org/wiki/Personal_digital_assistant

Guidelines:

1. Nursing students shall follow all Student Handbook guidelines regarding the use of cell phones and electronic media in the clinical setting. (See cell phone policy and social networking policy)
2. Nursing students shall use their PDA's to access copies of their text books, drug books, and other electronic books that are pertinent to their clinical objectives.
3. Nursing students may use the PDA to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching.
4. Nursing students may not use the PDA to access any personal information or social networking site during clinical time or on the clinical site as an Odessa College Nursing Student. (See social networking policy)
5. Nursing students shall not collect or transmit any information in a forum which could be construed as Protected Health Information (PHI) under the Health Information Portability and Accountability Act (HIPPA). PHI is any information about health status, provision of health care, or location of health care.

Reporting: Nursing students, faculty, and preceptors have a duty to report nursing students who violate the PDA policy. Any policy infractions and or abuse should be sent to the Director of Associate Degree of Nursing.

Disciplinary actions: PDA's must not be used for communication in any manner inconsistent with the cell phone policy or social media policy. Failure to follow this policy and its condition may result in disciplinary action up to and including termination from the nursing program

Students are expected to attend class/clinical as scheduled. Attendance will be recorded using a "sign-in" sheet at Odessa College or reporting to the instructor at the clinical site. More than two (2) absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this will count as an absence. ALL absences must be made-up at the discretion of the instructor and program director.

AVID

This course 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 the legal 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.

Grading Policy

Please understand that this is a required course for the Associate Degree Nursing program in order to prepare you to be a Registered Nurse with successful completion of NCLEX. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

Evaluation and 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 are in the Appendix of this report. At the time of the final evaluation, ALL objectives must be met at the level of competency defined in RNSG 2261 in order to earn a **Pass (PA)** clinical grade.

Instructor observation of care delivered to patients, input from agency staff or preceptors, Concept Map, Sim 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** on written clinical assignments and Sim charting. The assignment consists of an assessment. 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.

The above mentioned information is utilized to formulate a Mid-rotation Evaluation (formative) and a Final (summative) evaluation at the end of rotation. 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. Corrective actions, which may include a prescriptive plan, will be given to the student.

The student may also request a clinical conference with the instructor at any time during the course.

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 **(NI)**.

Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. **An 80% or higher is required for passing on written assignments.** 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 **PA** in this clinical course.

Clinical experiences: Various acute care clinical settings will be utilized in this course including but not limited to emergency department, intensive/coronary care units, telemetry units medical/surgical units. Medical Center Hospital and Midland Memorial Hospital are the clinical agencies utilized. The students will work directly with a clinical preceptor. The clinical instructor's cell phone number and office number will be provided to both the clinical preceptor and the student for use during the clinical experience.

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
3. Disregard for the patient and/or the patient's family
4. Inability to transfer theory knowledge to clinical practice
5. Inconsistent clinical behavior in the performance of nursing responsibilities
6. Inability to identify or correct errors.

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 "***".

Clinical Schedule:

Will be provided to the student by the clinical faculty and posted on Blackboard.

Sim Charting

1. Include the medications but not more than 10 per patient. If the patient has more than ten medications first enter the routine and PRN medications you gave and then enter the other routine and PRN medications.
Include:
 - Trade and generic name
 - Mechanism of action
 - Reason why your patient is receive this medication
 - Major side effects
 - Nursing interventions
 - Evaluations
2. If available enter the admission labs & most recent labs with normal ranges and significance for abnormal values.
3. Enter the surgical or medical diagnosis. For patients with more than one diagnoses use the one that is most critical or relevant. Complete all the information in this area. Complete the Health History portion.
Including:
 - Home medications
 - Chemical abuse, smoking, ETOH abuse
 - Culture/Spirituality
4. Complete ALL of the systems in system assessment and any applicable system nursing interventions
5. Note any IV's, wounds, drains, tubes, or stomas
6. Chart the basic nursing care performed
7. Under miscellaneous nurses notes enter any timed applicable documentation. Do not double chart this lessens time management. If you document something under system intervention or basic nursing care do not include it here.
8. Vital signs, I & O, daily weight
9. Time your entries appropriately, please
10. Care Plan (OMIT ONLY IF DOING CONCEPT MAP)
 - Select medical diagnosis
 - Select nursing diagnosis
 - Select type: ACTUAL not potential
 - Complete Related to, Evidence by, Expected Outcome, Interventions with Rationale
 - Do five (5) interventions with rationales
 - BE SURE TO hit COMPLETE when you are finished
11. Site any references you may use such as websites, drug book, lab book, text book, etc
 - a. DO NOT use Wikipedia for a reference
 - b. Use you text book first, if you need more information use ONLY a reliable nursing website.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

ATI POLICY

Fourth semester requirements differ due to students taking the ATI predictor proctored exam which is scored by percentage rather than level. Students are required to score a 92% or higher on this test. An ATI Comprehensive practice proctored exam will be given near the end of the semester. Two (2) to three (3) weeks after the proctored practice exam a three (3) day ATI review course will be held at Odessa College, with the Predictor proctored exam given 1-2 weeks after the review.

Attendance is required for 8 hours a day for the three (3) days of the review. Any hours missed will be made up by the student completing 500 NCLEX review questions for each one hour (1) of the review that the student missed.

The fees for 2 proctored ATI exams and the review course are included in tuition.

The grade on the predictor proctored exam will be worth 30% of the course grade. Students will be allowed to take the proctored exam twice if needed, in order to make a grade of 92%. If a 92% is not achieved until the second proctored exam the higher grade will be recorded in the grade book based on the information below.

- ATI will count as 30% of your final grade; see grade distribution below.
- 92% = 75
- 93% = 78.125
- 94% = 81.25
- 95% = 84.375
- 96% = 87.5
- 97% = 90.625
- 98% = 93.125
- 99% = 96.875
- 100% = 100

Students unsuccessful in meeting a predictor score of at least 92% on the second attempt of ATI proctored exam will fail to meet the criteria for passing RNSG 2331 and be required to repeat the course.

Students may utilize the following in order to prepare for the second attempt if necessary:

1. Other review courses or sections
2. Case studies (on- line or other)
3. NCLEX -RN online review media
4. Computer assisted instruction
5. Answering an assigned number of NCLEX type questions from review books or on-line
6. Developing strategies to lessen test anxiety
7. Reviewing ATI programs and taking additional ATI exams to ascertain

ATI must be utilized with your text books throughout your nursing courses; correlating pages are given for each chapter in the syllabus for each course. Complete the application exercises at the end of each chapter as assigned. ATI is a valuable part of the preparation to take the NCLEX exam and therefore is considered an important part of course objectives to be utilized and completed as assigned.

CLINIAL EVALUATION RNSG 2262

CLINICAL –EVALUATION

Student Name: Mid-rotation date: Final date: Key: ** Critical Elements must be met each clinical day.	Daily	Mid- Rotation	Final
As Provider of Care:			
<p>1. Analyze the health status and health needs of patient(s) with complicated health problems based upon interpretation of health data in collaboration with patient(s), families, the clinical preceptor, and other health care professionals.</p> <ul style="list-style-type: none"> 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 patient and families. e. Collaborate with other health care professionals when analyzing health care needs of the patients and families. 			
<p>2. Compose the plan of the care for patient(s) and the 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.</p> <ul style="list-style-type: none"> a. Implement the plan of care within legal and ethical guidelines as determined by the BON and Texas law. ** b. Adhere to clinical agency policies and guidelines. c. Administer medications in a safe manner. ** d. Administer safe nursing care. ** e. Evaluate the plan of care and make adaptations as needed. 			
<p>3. Design and implement a teaching plan for a patient, including family, experiencing complicated health alterations, including aspects of health promotion, health maintenance, disease prevention, and rehabilitation.</p> <ul style="list-style-type: none"> a. Develop appropriate teaching/discharge plans based on patient needs incorporating community resources as appropriate. b. Adapt strategies for health promotion and disease prevention appropriate to the individual patient’s needs and resources. c. Collaborate with the clinical preceptor, other interdisciplinary team members and patients in utilizing appropriate community agencies for follow-up care and prevention of disease. d. Value patient’s unique needs in regards to culture, ethnicity, and individual characteristics. e. Select resources in the hospital to aid patients and families in care during hospitalization and after discharge. 			

Student Name:	Daily	Mid	Final
As Coordinator of Care:			
<p>4. Demonstrate therapeutic communication skills when functioning within the health care setting.</p> <ul style="list-style-type: none"> a. Utilize therapeutic communication skills learned in previous semesters during the clinical experience. b. Collaborate effectively with the clinical preceptor, members of the interdisciplinary team, patients, and patients' family members in the plan of care. c. Communicate the plan of care to other health care providers effectively both verbally and in written or computer documentation. d. Perform end of shift report efficiently and accurately to appropriate personnel. e. Explain the components of the interdisciplinary team in regard to care of patients and their families. f. Summarize the chain of command within the hospital setting as it relates to conflict and appropriate methods of conflict resolution. 			
<p>5. Organize care based on patient priority needs and practice time management principles in the clinical setting.</p> <ul style="list-style-type: none"> a. Refine assessment skills in identifying priority patient needs. b. Prioritize the care provided to multiple patients correctly and justify the rationale. (If applicable) c. Employ the nursing process in providing nursing care to multiple patients in the clinical setting. (If applicable) d. Deliver nursing care based upon time management principles. e. Maintain a safe and effective environment that promotes the optimal health of patient(s) and their families. ** f. Justify delegation ability in the clinical setting. 			
As a Member of a Profession			
<p>6. Appraise principles of accountability and responsibility in the nursing profession, including legal and ethical boundaries, the Texas Nurse Practice Act, and ANA Standards of Care to the role of the nurse in caring for patients and families.</p> <ul style="list-style-type: none"> a. Incorporate the policies and standards of the ANA Standards of Care, Odessa College, and the clinical agencies. b. Interact with peers, faculty, clinical preceptors, patients, family members, and other care providers in a professional manner. c. Avail self of learning opportunities. d. Value and protect patient confidentiality. ** e. Assume responsibility for nursing care and acts as patient advocate. f. Accept constructive suggestions and adapts behavior appropriately. 			

Preceptor evaluation and Student Feedback Form utilized for this evaluation.

LCockrell RN MSN

