

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM**  
**SYLLABUS RNSG 1260**  
**Spring 2013**

**COURSE TITLE:** CLINICAL - BASIC

**CREDIT:** 6 HOURS (12 CONTACT HOURS)

**PLACEMENT:** FIRST SEMESTER (SECOND 8 WEEKS) OF NURSING PROGRAM

**PRE-REQUISITES:** PROGRAM ADMISSION OR CONSENT OF DEPARTMENT;  
RNSG 1160; RNSG 1309

**CO-REQUISITES:** RNSG 1105; RNSG 1201; RNSG 1215; RNSG 1341 (NOTE:  
RNSG 1309 IS A PREREQUISITE FOR RNSG 1341)

**LICENSING/CERTIFYING AGENCY:** TEXAS BOARD OF NURSING (BON)

**FACULTY:** Margaret Hawkins, MSN, RN; CT 226B; 335-6448 - Coordinator  
Mary Alice Snow, MSN, RN; CT 211; 335-6472  
Patty Chapman-Williamson, MSN, RN; CT 214; 335-6470  
Sandra Shaw, MSN, RN; CT 213;

**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. (ICOs 1, 2, 3, 4, 5, 6)

**CO-REQUISITES:** RNSG 1105, RNSG 1201, RNSG 1215, RNSG 1341; RNSG 1309 must be passed in order to progress to RNSG 1341; RNSG 1160 and RNSG 1260 must be passed in order to receive credit for RNSG 1309 and RNSG 1341; and, RNSG 1309 and RNSG 1341 must be passed in order to receive credit for RNSG 1260.

**LEARNING OUTCOMES:** As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and, will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

**COURSE OBJECTIVES:** Course objectives utilize the framework of Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, according to the corresponding program outcome (PO), the student should be able to:

**Provider of Care:**

1. Describe the health status and health needs of clients based upon interpretation of health data and preventive health practices. (PO 1)
2. Identify nursing diagnoses and interventions from assessment data, and choose appropriate goals based on the decision making process. (PO 2, 3)

3. Give examples of simple teaching plans appropriate to client health status to promote, maintain and restore health in a caring environment. (PO 4)

**Coordinator of Care:**

4. Explain appropriate human and material resources for the provision of care for clients. (PO 8)
5. Recognize resources to facilitate continuity of care. (PO 10)

**Member of a Profession:**

6. Demonstrate accountability and responsibility for actions in nursing care, including legal and ethical boundaries (PO 12)

**TEACHING/LEARNING METHODS:** This course utilizes clinical practice within a structured environment with close faculty supervision. Students learn by providing hands-on care to one patient under the guidance and direction of faculty, and hospital/agency staff nurses. As appropriate for the setting, students will discuss each of their patients with an instructor or agency staff member on each clinical day. Students will be expected to be able to knowledgeably discuss each patient's diagnoses, selected diagnostic tests and the results, selected lab work and the results, medications and why the patient is receiving them, and any signs or symptoms that the patient has with the appropriate nursing interventions. There will be one-on-one interaction with individual students and faculty, as well as group discussions. Presentations, case studies, and/or discussions may be conducted in pre and post clinical conferences by faculty and/or students.

*The syllabus is subject to changes as needed and may be modified by the instructors if the need arises. An explanation will be provided by the nursing faculty in case a change is necessary.*

**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. These forms, which provide the grading criteria for this course, are included at the back of the syllabus.

Three concept maps are required in RNSG 1260 in order to pass this course. A **minimum grade of 75%** on EACH of the **three** concept maps is required in order to be successful. Once a student has met this requirement, no more concept maps will be required. If a student does not have three successful concept maps by the end of the course, the student will fail and have to repeat the course.

Nursing Program Policy: In order to pass a clinical course, students must obtain an average of **at least 75% or above on the total number of concept maps assigned** in each clinical course. The total number of concept maps assigned in each course must be submitted to the instructor in order to pass each clinical course.

**The student should refer to the Nursing Student Handbook for further information on clinical requirements and grading policies.**

Instructor observation of care delivered to clients, input from agency staff, written assessments and care plans, charting, assigned written work (pre and post work), and other requirements are included in the assessment of clinical performance. Verbal and written feedback on student performance occurs throughout the course (formative evaluation). A summative or final evaluation occurs at the end of the course. Mid-point or rotational evaluations are utilized in this course. If the student has been told he/she made an error, a clinical evaluation will be given immediately with a corrective prescription to remediate. If the student demonstrates unsafe clinical practice, the student may receive an unsatisfactory clinical evaluation and may be dropped from the course. Unsafe occurrences are found in the Nursing Student Handbook and learning materials packet. Students are encouraged to speak with instructors at any time regarding clinical performance.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. *It is the instructor's expectation that clinical nursing skills will be performed in a manner that shows the application of the basic nursing skills and principles learned through training as a nurse aide, and basic and intermediate skills learned in Health Assessment and Nursing Skills I.* This evaluation also reflects theory presented during the first semester of the Associate Degree Nursing Program at Odessa College.

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 Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U). Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student must be consistent in performing nursing responsibilities. A satisfactory (S) 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
- 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 \*\*.

In case of a clinical failure, the student will be apprised of the failure as soon as reasonably possible. If a 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:

Clinical experiences will be scheduled at Midland Memorial Hospital and Medical Center Hospital in Odessa.

### **FACTORS TO BE CONSIDERED IN CLINICAL PERFORMANCE AND EVALUATION:**

#### Psychomotor Skills

- Demonstrates manual dexterity
- Practices aseptic technique--medical, surgical
- Adapts procedure according to client situation
- Demonstrates safety measures in care of client and environment
- Considers psychological factors in performance of physical care
- Involves client/family in physical care activities

#### Cognitive Skills

- Applies facts and principles
- Seeks learning experiences
- Communicates therapeutically
- Sets priorities and takes appropriate actions
- Assesses and observes needs of clients/families
- Intervenes in nursing care situations as appropriate
- Recognizes stress
- Uses nursing process as the basis for nursing care

Provides privacy for clients/families as appropriate

#### Affective Skills

- Demonstrates effective interpersonal relationships
- Accepts constructive criticism
- Copes with stress in an appropriate manner
- Meets designated standards of conduct
- Performs with minimal supervision
- Adheres to student dress code
- Behaves in responsible manner (defined in Student Handbook)

#### **REQUIRED TEXTBOOKS:**

Deglin, J. & Vallerand, A. (2011). *Davis' drug guide for nurses* (12th ed.). Philadelphia: F.A. Davis.

Doenges, M. & Moorhouse, M. (2010). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (12th ed.). Philadelphia: F.A. Davis.

Doenges, M. & Moorhouse, M. (2009). *Nursing diagnosis manual: Planning, Individualizing and documenting patient care* (3rd ed.). Philadelphia: F.A. Davis.

Ignatavicius, D.D., Workman, M.L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care*. (7<sup>th</sup> Ed). Elsevier: Philadelphia. 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. (2010). *Mosby's manual of diagnostic & laboratory tests* (4th ed.). St. Louis: C.V. Mosby.

#### **COURSE POLICIES:**

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

1. Adhere to requirements delineated in the Nursing Student Handbook.
2. Achieve a minimum grade of 75 in RNSG 1105, RNSG 1201, RNSG 1215, RNSG 1309 and RNSG 1341, and a Pass (P) in RNSG 1160 and RNSG 1260 on the clinical evaluation tool in order to progress to the second semester of the Nursing Program.
3. Complete all clinical assignments.
4. Turn in all assigned written work or the student will receive an incomplete for the semester. All 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** one half hour before the scheduled start time. 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 a clinical failure for RNSG 1260.
7. PDA's: Nursing students may use PDAs to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching. PDAs ARE NOT ALLOWED to be used to access personal information or for social networking during clinical time or on clinical sites. Nursing students MUST adhere strictly to the Health

Information Portability and Accountability Act (HIPAA) regarding Protected Health Information. Nursing students have a duty to report other nursing students who violate the PDA policy to their instructors. Failure to follow this policy and its conditions may result in disciplinary action up to and including termination from the nursing program. PDAs **MUST NOT** be used for communication in any manner and cannot be part of a phone.

8. Cell Phone Use at Clinical Agencies: In an effort to protect patient 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.

**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.**

*This course Clinical Introduction/RNSG 1260/Spring 2013 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 Nursing 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.*

\*\*\*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 contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

## 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.

**EXTERNAL CLINICAL EXPERIENCE**  
**Spring 2013**

**The Student Evaluation of Instruction (SEI) process for face-to-face and online courses is scheduled for the week of April 28.**

**April 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup>, 23<sup>rd</sup>, 30<sup>th</sup>, May 7<sup>th</sup>, & 14<sup>th</sup>** (Every Tuesday):

**External Clinical at MMH or MCH; 6:15AM – 6:45PM (Post-conference 5:45 – 6:45PM)**

Students are scheduled at MMH or MCH. You will be required to do all pre-and post-work, as explained individually in the LMP. The student will be evaluated each clinical day, halfway through the clinical experience, and at the end of the clinical experience to ensure each student is capable of meeting all objectives.

**Objectives**

The student will:

1. Demonstrate the ability to give simple care to clients (hygiene, safety, comfort, medications, etc.)
2. Demonstrate proficiency in creating simple care maps.
3. Demonstrate understanding of all lab results (CBC, CMP, UA, etc.).
4. Demonstrate discharge teaching.
5. Demonstrate professional behavior.

**Week of April 16<sup>th</sup>: Mid-Rotation Evaluations**

**Make-Up Clinical Day TBA**

**Students will be required to work through case studies (written work for case studies as selected by your instructors) for the day at the OC testing center as prescribed by your clinical instructor.**

**Week of May 14<sup>th</sup>: Final Evaluations @ Odessa College**

**CLINICAL EVALUATION RNSG 1260**  
**CLINICAL- BASIC (SEMESTER ONE; SECOND 8 WEEKS)**

<b>Role of the Nurse</b>	<b>Daily</b>	<b>Mid-Rotation</b>	<b>Final</b>
<b>Student's Name:</b>			
<b>Daily Goal:</b>			
<b>As Provider of Care:</b>			
1. Describe the health status and health needs of clients based upon interpretation of health data and preventive health practices. <ul style="list-style-type: none"> <li>a. Utilize skills from theory to perform a complete health assessment to identify health related needs.</li> <li>b. Use diagnosis and health data to describe client health status and needs.</li> <li>c. Document accurately and completely with increasing independence.</li> <li>d. Explain psychosocial, developmental, and cultural factors and how they impact the holistic care of the adult client and family.</li> </ul>			
2. Identify nursing diagnoses and interventions from assessment data, and define appropriate goals based on the decision making process. <ul style="list-style-type: none"> <li>a. Construct appropriate nursing diagnoses and realistic, measurable goals based on client data.</li> <li>b. Select interventions to correct or improve client condition and maintain client safety.</li> <li>c. Demonstrates knowledge to administer parenteral (not intravenous) and non-parenteral medications safely. ** <ul style="list-style-type: none"> <li>→ Utilize the five rights of medication administration.</li> <li>→ Match the drug to disease process.</li> <li>→ Select correct injection site/ correctly dispenses drug.</li> <li>→ Calculate dosages correctly (pre/post conference, or on unit.).</li> <li>→ Evaluate client condition before and after applying pharmacological interventions.</li> </ul> </li> </ul>			
3. Identify simple teaching plans appropriate to client health status that promote, maintain and restore health. <ul style="list-style-type: none"> <li>a. Identify effective verbal and non-verbal communication techniques with clients and families.</li> <li>b. Recognize client knowledge deficits and outline appropriate teaching plans for adult clients</li> </ul>			
<b>As Coordinator of Care:</b>			
4. Explain appropriate human and material resources for the provision of care for clients. <ul style="list-style-type: none"> <li>a. Under instructor supervision, plan and deliver care to one client per clinical day.</li> <li>b. Select appropriate cost effective materials in care of client.</li> <li>c. Utilize time management principles efficiently, to complete care in an appropriate amount of time.</li> <li>d. Interact in a collegial manner with clients, families, and other health care providers to implement interventions to meet the client's health care needs.</li> </ul>			
5. Identify community agencies and health care resources to assist clients with continuity of care post discharge.			
<b>As Member of a Profession:</b>			
6. Demonstrate accountability and responsibility for actions in nursing care, including legal and ethical boundaries <ul style="list-style-type: none"> <li>a. Provide nursing care in a responsible and safe manner.</li> <li>b. Maintain client confidentiality. **</li> <li>c. Report off when leaving unit.</li> <li>d. Prepare for clinical experience adequately according to guidelines presented in course materials and by instructors. <ul style="list-style-type: none"> <li>→ Complete prep work/discusses client knowledgeably.</li> <li>→ Identify current medical problems as well as chronic illnesses.</li> <li>→ Identify selected laboratory findings relevant to client's condition and learning level.</li> <li>→ List medications, (dose, frequency, route, classification), actions, side effects and nursing interventions that affect client condition.</li> <li>→ Identify nursing care needs of the client.</li> </ul> </li> </ul>			
7. Promote the profession of nursing in a manner which reflects positively on self and nursing. <ul style="list-style-type: none"> <li>a. Function as a safe, competent provider of nursing care.</li> <li>b. Practice evidenced-based modalities.</li> <li>c. Demonstrate professional behaviors while in the clinical setting.</li> <li>d. Recognize need and ask for assistance as necessary.</li> <li>e. Complete post work in a timely manner.</li> </ul>			



**Key: \*\*Critical Elements must be met each clinical day (this form needed for Mid-term and Final Evaluations Only - the same form will be used for both evaluations).**

Performance criteria are graded as:

Satisfactory – S

Unsatisfactory – U

Needs Improvement – NI (Daily & 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 \_\_\_\_\_

Comments:

Final Evaluation/Course Grade:      \_\_\_\_\_ Pass      \_\_\_\_\_ Fail

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments: