

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 2262
SPRING 2013

COURSE TITLE:	CLINICAL – ADVANCED
CREDIT HOURS:	2HOURS (128 CONTACT; 16 WEEK COURSE)
COURSE PLACEMENT:	FOURTH SEMESTER OF NURSING PROGRAM
PREREQUISITES:	RNSG 2208, RNSG 1161, RNSG 2201, RNSG 1162, and RNSG1144 OR CONSENT OF DEPARTMENT
COREQUISITES:	RNSG 2331; RNSG 1146; PHED 1100; HUMANITIES REQUIREMENT
CERTIFYING AGENCY:	Texas Board of Nursing (BON)
FACULTY:	<p>Sarah Shellenberger, MSN, RN, CLNC CT 208 Office Number 335-6627 Cell Number 770-3218 E-Mail sshellenberger@odessa.edu</p> <p>Linda Cockrell, MSN, RN, CCRN CT 202B Office Number 335-6556 Cell Number 528-1661 E-Mail lcockrell@odessa.edu</p>

Agency Preceptors are utilized

COURSE DESCRIPTION: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. (SCANS 1, 2, 3, 4, 5, 6, 7,8, 9, 10, 11)

END OF COURSE OUTCOMES: 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.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Program. At the completion of the course, the student should be able to: (PO=corresponding program outcome)

I. As a Member of the Profession:

1. 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.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
3. Participate in activities that promote the development and practice of professional nursing.
4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. As a Provider of Patient Centered-Care:

5. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.
6. 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 associate degree nursing program of study.
7. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families and the interdisciplinary health care team.
8. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
9. 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.
10. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and their families to address health promotion, maintenance, and restoration.
11. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
12. Coordinate human, information, and material resources in providing care for patients and their families.

III. As a Patient Safety Advocate:

1. 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.
2. Implement measures to promote quality and a safe environment for patients, self and others.
3. Formulate goals and outcomes using evidence-based data to reduce patient risks.
4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. As a Member of the Health Care Team

1. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver and evaluate patient-centered care.

2. Serve as a health care advocate in monitoring and promoting quality and access to healthcare for patients and their families.
3. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
4. 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.
5. Communicate and manage information using technology to support decision making to improve patient care.
6. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
7. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based practice.

"This course CLINICAL ADVANCED, RNSG 2262, 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."

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

TEACHING/LEARNING METHODS: Students learn by providing hands-on care to one or more patients under the guidance and direction of clinical preceptors and faculty in a variety of clinical settings. In order to demonstrate the ability to critically think in the clinical setting, students must be able to discuss the patient's nursing plan of care which includes discharge planning with a preceptor and /or instructor on each clinical day. A written nursing plan of care based upon a patient in the Intensive or Coronary Care Unit is also required. Selected computer software programs, written prep work relevant presentations, case studies, and/or discussions augment the clinical experience. Post clinical conferences are also conducted by the clinical faculty as needed.

EVALUATION 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. The Clinical Evaluation Tool is located at the end of this syllabus. At the time of the final evaluation, ALL objectives must be met at the level of competency defined in RNSG 2262 in order to earn a "Pass" (PA) clinical grade.

Instructor observation of care delivered to patients, input from agency staff or preceptors, Concept Map, Simcharting, 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 (Pass) on a written clinical assignment. A grade of PA (PASS) is awarded when the

student earns a **minimum of 80 points** according to the grading rubric criteria for this assignment. The assignment consists of an assessment and Concept Map for a hospitalized patient in either ICU or CCU. The student may be required to repeat this assignment on a new patient during the clinical course if the minimum score of 80 is not achieved on the first patient assignment. A "NI" will be earned on the Daily Evaluation Tool for the clinical competency which relates to formulating the Concept Map. This competency must be achieved at the appropriate level by the end of the clinical course in order to achieve the grade of PA (Pass). Specific guidelines related to the above required assignment may be found in the course learning packet. All assigned clinical prep work and post clinical work must be turned in on time and be completed in a satisfactory manner to pass the clinical course. Specific guidelines for written assignments may be found in the course Learning Packet.

The above mentioned information is utilized to formulate a mid-rotation evaluation (formative evaluation) 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 **Needs Improvement (NI)**.

Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student is consistent in performing nursing responsibilities. A satisfactory rating on all objectives on the summative (final) evaluation is necessary for the student to earn a pass (PA) in clinical courses.

Unsatisfactory ratings on clinical objectives signify unacceptable performance in one or more areas. The student displays one or more of the following:

- 1) unsafe practice by the lack of application of principles of safety and asepsis;
- 2) failure to accomplish task(s);
- 3) disregard for the patient and /or family in administering care;
- 4) inability to identify or correct errors;
- 5) inability to transfer theory knowledge to clinical practice; and/or
- 6) inconsistent clinical behavior in the performance of nursing responsibilities.

The clinical evaluation tool denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of "***".

CLINICAL EXPERIENCES: Various acute care clinical settings will be utilized in this course including but not limited to emergency departments, intensive/coronary care units, telemetry units, invasive coronary labs, and a chest pain clinic. Medical Center Hospital, Odessa Regional Medical Center, and Midland Memorial Hospital are the major clinical agencies utilized. The students will work directly with a clinical preceptor. Either the clinical instructor's cell phone number or pager number will be provided to both the clinical preceptor and the student for use during the clinical experience.

REQUIRED RESOURCES: Learning Materials Packet available on Odessa College Blackboard.

CLINICAL SCHEDULE: Clinical schedule will be provided to the student by clinical faculty.

COURSE POLICIES:

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 attend clinical properly attired. 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 satisfactory in order to pass the course.
4. Apply skills and theory taught in the classroom and simulation lab to practice in the clinical setting.
5. Clinical attendance is required. To report a clinical absence, 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. Use of cell phones is NOT ALLOWED in direct patient care areas during clinical experiences. (refer to PDA policy).
7. Students must adhere to agency smoking policies. Student will be disciplined for infractions, up to and including course failure.
9. Instructor observation, preceptor and/or agency feedback will be utilized to complete the Daily Evaluation tool.
8. The Preceptor Evaluation and Student Evaluation of Clinical Preceptor must be returned in each week to the clinical faculty. These tools may be found in the course Learning Packet.
9. Specific instructions will be given during the clinical orientation regarding the required assignments which include due dates/times.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;

- having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;

- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

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.

“The SEI process for face-to-face and online courses will be scheduled near end of semester. Additional information will be provided.”

Information in this syllabus may change as needed during this semester.

Student Name:			
Role of Nurse:	Daily	Mid-rotation	Final
I. Member of the Profession Relate principles of accountability and responsibility in nursing care, including legal and ethical boundaries, the Texas Nursing Practice Act, and ANA Standards of Care to the role of the nurse in caring for patients with complicated health alterations. <ul style="list-style-type: none"> • Incorporate the policies and standards of the ANA Standards of Care, Odessa College, and the affiliating agencies. • Avail oneself of learning opportunities • Value and protect patient confidentiality. ** • Assume responsibility for nursing care and acts as patient advocate. • Accept constructive suggestions from clinical preceptor and clinical instructor and modifies behavior appropriately. • Demonstrate abilities and behaviors that are consistent with professionalism in the transition to graduate nurse. 			
II. Provider of Patient-Centered Care: A. Justify decision-making skills; determine the health status and health needs of patients and their families with complicated health problems based upon interpretation of health data in collaboration with patients, families, and other health care professionals. <ul style="list-style-type: none"> • Demonstrate advanced physical assessment skills. • Utilize critical thinking skills when interpreting physical assessment findings. • Utilize current technology when assessing patients. • Demonstrate accurate documentation of health care status of patients and families. • Collaborate with other health care professionals when analyzing health care needs of the patients and families 			
B. Formulate goals and plan of care for patients and their families based upon analysis of data, implement the plan of care, and evaluate the plan of care within the legal and ethical parameters for professional nursing. <ul style="list-style-type: none"> • Employ critical thinking when formulating the plan of care for patients and their families. • Implement the plan of care within legal and ethical guidelines as determined by the BON and Texas law. ** • Adhere to clinical agency policies and guidelines. • Administer medications in a safe manner. * * • Administer safe nursing care. * * • Evaluate the plan of care and make adaptations as needed. • Communicate patient's response to therapeutic interventions verbally and in written documentation in a professional manner. 			
C. Select the appropriate methodology to develop and implement a teaching plan for patients and their families experiencing complicated health alterations, including aspects of health promotion, health maintenance, disease prevention, and rehabilitation <ul style="list-style-type: none"> • Develop appropriate teaching/discharge plans based patient needs incorporating community resources as appropriate. • Adapt strategies for health promotion and disease prevention. • Collaborate with interdisciplinary team members and patients in utilizing appropriate community agencies for follow-up care and prevention of disease. • Value patient's unique needs in regards to culture, ethnicity, and individual characteristics. 			
III. Patient Safety Advocate: Employ measures to promote and maintain a safe environment for patients,			

self and others. <ul style="list-style-type: none"> • Accurately identify patients when performing procedures and administering medications • Safely administer medications and treatments • Clarify any order or treatment regime believed to be inaccurate, contraindicated, or otherwise harmful to the patient • Implement measures to prevent exposure to infectious pathogens and communicable conditions 			
IV. Member of the Health Care Team: <p>A. Evaluate therapeutic communication skills when interacting with patients and families.</p> <ul style="list-style-type: none"> • Employ therapeutic communications skills learned in previous semesters during the clinical experience. • Collaborate effectively with patients and their families in the plan of care. • Communicate the plan of care to other health care providers effectively both verbally and in written or computer documentation. • Interact with peers, faculty, patients, family members, clinical preceptors, and members of the interdisciplinary team in a professional manner. 			
<p>B. Within the context of caring, collaborate with clinical preceptor, nursing and interdisciplinary health team members to plan, deliver, and evaluate care.</p> <ul style="list-style-type: none"> • Collaborate in a professional manner with nursing and interdisciplinary health team members in planning the care of one more patients depending on unit/agency assignment. • Apply previously learned nursing principles and guidelines when delivering safe nursing care. * * • Evaluate the plan of care and make changes as indicated. • Deliver appropriate nursing care in a non-judgmental manner. 			
<p>C. Prioritize care based on patient needs and practice time management principles in the clinical setting.</p> <ul style="list-style-type: none"> • Refine assessment skills in identifying priority patient needs. • Prioritize the care provided to multiple patients correctly and justify the rationales. • Employ the nursing process in providing safe and effective nursing care in the clinical setting. • Deliver nursing care based upon time management principles. • Maintain a safe and effective environment that promotes the optimal health of patients and families. 			
<p>D. Prioritize care based on patient needs and practice time management principles in the clinical setting.</p> <ul style="list-style-type: none"> • Refine assessment skills in identifying priority patient needs. • Prioritize the care provided to multiple patients correctly and justify the rationales. • Employ the nursing process in providing safe and effective nursing care in the clinical setting. • Deliver nursing care based upon time management principles. • Maintain a safe and effective environment that promotes the optimal health of patients and families. 			

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

Performance criteria are graded as:

Satisfactory – S

Unsatisfactory – U

Needs Improvement – NI (Mid-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:

Student Signature_____Date_____

Instructor Signature_____Date_____

Final Evaluation/Course Grade: _____Pass _____Fail

Student Signature_____Date_____

Instructor Signature_____Date_____

Comments:

Student Contract

RNSG 2262

Spring 2013

I have read the course syllabus for this course and understand the requirements, grading policies, attendance policies and other course policies for RNSG 2262. I received a copy of the **Odessa College Nursing Program Student Handbook** during the nursing program orientation and am able to access handbook off the Internet, OC nursing home page.

Student Name (Printed Legibly): _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____