

**Department** Associate Degree Nursing  
**Course Title:** Clinical Registered Nursing  
**Section Name :** RNSG 2263  
**Semester:** Summer II 2013  
**Time: TBA**  
**Classroom: Hospital**  
**Instructor:** B. Stone , MSN, RN  
**Email:** bstone@odessa.edu  
**Office:** CT 202  
**Phone:** 432-335-6458  
**Office Hours:** Tu/Wed/Th 0600am-0600P.M

**Total Course Hours:** 3 Credit Hours (96 clinical hours) 36 contact hours weekly

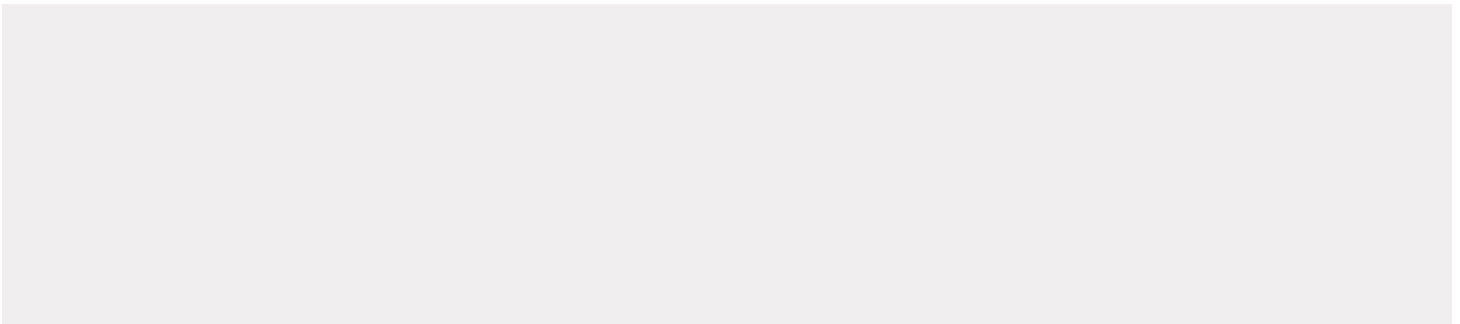
**Placement:** first year, (transition) of the Nursing Program

### **Course Description**

**Course Description:** : A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts to care of pediatric patients, obstetrical patient and their families. Direct supervision by agency preceptors/faculty extenders utilized with licensure and/or credentials verified on each individual's preceptor agreement.

**End-of-Course Outcomes:** As outlined in the learning plan; apply 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.

### **Lab Recommended**



**Required Texts:**

**REQUIRED TEXTBOOKS:** The following textbooks and references are required:

McKinney, E.S. et Al (2013), *Maternal-Child Nursing. (4<sup>th</sup> ed.)*

St. Louis, Missouri: Elsevier Saunders

McKinney, E.S. et Al (2013), *Study Guide Maternal-Child Nursing. (4<sup>th</sup> ed.)*

St. Louis, Missouri: Elsevier Saunders

McKinney, E.S. et Al (2013), *Virtual Clinical Excursions Maternal Child Nursing, (4<sup>th</sup> ed.)*

St. Louis, Missouri: Elsevier Saunders

Stone, B. (2012). *RNSG 2201 Learning Materials Packet*. Unpublished manuscript.

Odessa College Associate Degree Nursing: Odessa, Texas.

E versions of the above books are available and may be purchased if the student wishes.

Other references include books assigned in previous courses and

Pageburst by evolve.

Bindler, Ruth C. (2007) *Clinical Skills for Maternal & Child Nursing Care*. 2<sup>nd</sup> edition. Prentice Hall: Upper Saddle River, N.J.

Chapman, Linda and Roberta Durham. (2010) *Maternal-Newborn Nursing: Critical Components of Nursing Care*. FA Davis: Philadelphia.

Doenges, M. (2002) *Nurse's Pocket Guide: Diagnosis, Interventions and Rationales*. 9<sup>th</sup> ed, F.A. Davis Company: Philadelphia. PA.

Hogan, Mary Ann (2007) *Maternal-Newborn Nursing: Reviews and Rationales*. 2nd Edition. Prentice Hall: Upper Saddle River. N.J.

Smeltzer, S. and Brenda G. Bare. (2008) *Brunner & Suddarth's Textbook of Medical-Surgical Nursing (11<sup>th</sup> edition)* Lippincott, Williams, and Wilkins. Philadelphia. PA.

Williams, S.R. (2005) *Basic Nutrition and Diet Therapy*. (12th Ed.) Mosby. St. Louis.

Winningham, M. and Preusser, Barbara A. (2005) *Critical Thinking in Medical- Surgical Settings*. 3<sup>rd</sup>. edition. Mosby: St. Louis

### **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 for RNSG 2263 Clinical- Registered Nursing

Outcome	ICO
<p>1. Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of pediatric clients and their families. (PO1,2,3,5,7)</p>	<p><i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p>
<p>2. Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit. (PO 1,3)</p>	<p><i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p>
<p>3. Correlate current literature and implication of research findings to improving obstetric and pediatric client care.</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. Collaborate with patients, families and the multidisciplinary health care team for the planning, delivery and evaluation of care in the childbearing and childrearing family pediatric climate.</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>1. Assume accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)</p>	<p><i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making</p>

Relate concepts and processes related to pediatric clients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments,	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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**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](http://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/](http://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](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.



# Tobacco Free Policy

In accordance with Tobacco-Free Policies of area health care facilities, students are not allowed to consume tobacco during clinical experiences. Students are not allowed to leave the grounds of the health care facility, to consume tobacco (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa college Nursing program or of a clinical facility, a written warning will be issued to the student by the instructor for the first event. If a second event occurs, a second written warning will be issued. The student will receive a clinical failure for the clinical course in which he/she is enrolled if a third violation occurs.

Students are allowed to wear a nicotine Patch to clinical experiences but are not allowed to chew Nicotine gum. "Gum chewing is not permitted while in the clinical area". (See page 35, number 11 CLINICAL, Odessa college student Handbook.)

## **Institutional Calendar Fall 2012 (8/27-12/14)**

<http://www.odessa.edu/college-calendar12-13.pdf>

## **Summer 2013**

### **Summer I – First Term (6/10-7/11)**

#### **Registration:**

On the Web (5am to midnight, 7 days a week).....Mar 1-Jun 9

In Person (See business hours above).....Mar 1-Jun 7

#### \*\*\* Registration Payment Deadline

\*For students who register prior to May 23 ..... Payment is DUE May 23 (Thurs)

\*For students who register on or after May 23..... Due on Day of Registration

Late Registration & Schedule Changes (Add/Drop)..... Jun 10 (Mon)

Classes Begin..... Jun 10 (Mon)

\* Classes are scheduled to meet one Friday during the Summer I session – Friday, June 14 only

Census Day..... Jun 13 (Thurs)

Last Day to Drop or Withdraw with a "W"..... July 2 (Tues)

Holiday (Independence Day – Offices Closed – No Classes)..... July 4 (Thurs)

Last Class Day, Final Exams, End of Term..... July 11 (Thurs)

### **Summer II – Second Term (7/15-8/15)**

#### **Registration:**

On the Web (5am to midnight, 7 days a week)..... Mar 1-July 14

In Person (See business hours above)..... Mar 1-July 11

#### \*\*\* Registration Payment Deadline

\*For students who register prior to June 27 Payment is DUE..... June 27 (Thurs)

\*For students who register on or after June 27..... Due on Day of Registration

Late Registration & Schedule Changes (Add/Drop)..... July 15 (Mon)

Classes Begin..... July 15 (Mon)

Census Day..... July 18 (Thurs)

Last Day to Drop or Withdraw with a "W"..... Aug 7 (Wed)

Last Class Day, Final Exams, End of Term..... Aug 15 (Thurs)

## **Course Policies**

### **TEACHING/LEARNING METHODS:**

The following teaching/learning methods may be incorporated into RNSG 2363: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, during postconference, guest speakers, and study guides group activities.

**MATH COMPETENCY:** Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children and obstetrical patients in the classroom and clinical environment, and through the use of ATI tutorials.

### **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.

### **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.**

### **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 must have successfully completed the first year of the associate degree nursing program.

### **Course prerequisites**

RNSG 2207 Transition to Nursing Practice  
RNSG 2213 Mental Health Nursing  
RNSG 2161 Clinical – Mental Health Nursing

**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 prelicensure 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 other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECS were designed to provide nursing education to 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 can be evaluated upon graduation.

**Course Objectives:** Course Objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of this course, the student should be able to (PO = corresponding program objective).

Member of Profession:

1. Demonstrate responsibility for continued competence in providing nursing care to pediatric patients and their families. (PO 4)
2. Assume responsibility and accountability for the quality of nursing care provided to pediatric patients and their families. (PO 2)

Provider of Patient Centered-Care:

3. Categorize concepts and processes related to pediatric patients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments, pathophysiology, cultural and spiritual practices related to health, illness, and death and dying. (PO5,7,9)
  - a. Utilize and demonstrates specialized data collection tools to assess and interpret health related data of pediatric patients.
  - b. Correlate disease transmission, risk factors, and preventive health practices to risk factors for the pediatric patients and family.
  - c. Discern how patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.
  - d. Relate **established theories such as Abraham Maslow's Needs Theory and Erik Erickson's Theory of Psychosocial Development** and organizes plans of care utilizing these theories for the pediatric patients and their families.
4. Prepare nursing care plans utilizing the five steps of the nursing process and critical thinking to predict health status and health care needs of pediatric patients and their families. (PO 5)
5. Outline teaching plans appropriate to the health care needs of pediatric patients and their families, including age specific therapeutic communication principles that deliver appropriate care to pediatric patients and their families. (PO11)

Patient Safety Advocate:

6. Implement measures to promote quality and a safe environment for patients, self and others. (PO 14)

Member of the Health Care Team:

4. Contribute to the collaborative process with patients and families to ensure cost effective continuity of care during and after the hospital stay. (PO21)
  - a. Identify community resources including agencies and health care providers related to the needs of pediatric patients and their families.

- b. Recognize major public issues, programs and health care cost associated with provision of pediatric health care.
- c. Describe how collaboration with other members of the health care team is necessary to individualize planning and delivery of care to the pediatric patients and family.

1. Utilize a systematic process in prioritizing nursing actions while planning care for the obstetrical patient and the newborn using the nursing process and critical thinking. (PO# 9)

3. Verbalize characteristics, concepts and processes related to patients, including anatomy and physiology with emphasis on male and female reproduction; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and practices related to health, illness, birth experience, and death. (PO# 5,7)

4. Apply characteristics, concepts, and processes related to families, including family development, structure and function; family communication patterns; and decision making structures. ( PO#7 )

5. Demonstrate therapeutic communication and caring while providing nursing interventions for obstetric and newborn families that set priorities and strategies for coordinating plans of care including discharge teaching and referrals for follow up care. (PO# 5,10)

6. Implement a plan of care for health practices and behaviors related to developmental level, gender, cultures, belief systems and environments with emphasis on African Americans, Hispanics, and Asians. (PO#9)

7. Verbalize understanding of principles and rationales underlying the use, administration, and interaction of pharmacological agents, including intravenous medications. (PO#5)

### **Digital Protocol**

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases Only, or when using to look up medications or labs on clients. Some of your 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 PHONES:** Cell phones and PDA may be present during clinical, students may keep cell/pda phone in pocket but must be off when in patient care areas, students may utilize web search and medically related applications *only* while in clinical and must access these in lounge or areas where *no patients* are present or may be present. IE: not in patient room, not in hallway on unit or at nurses station. May access in lounge, bathroom etc

**Attendance Policy** Students are expected to attend class regularly. Attendance will be recorded using a “sign in” sheet. Excessive 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 clinical or leave class early without notifying the instructor, this will count as an absence. Students will be given an unsatisfactory for the day if this occurs.

This 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.

**EVALUATION AND GRADING:** Using the clinical evaluation tool, performance criteria are measured as “satisfactory” or “unsatisfactory.” Evaluation takes place throughout the clinical course at periodic intervals determined by the faculty. Formative evaluations may indicate a criterion as ‘needs improvement.’ Clinical preceptors provide written and verbal input into the clinical evaluation. Students are encouraged to speak with instructors at any time regarding clinical performance. The final grade is evaluated as ‘Pass’ or ‘Fail.’

Instructor observation of care delivered to patients, input from agency staff or preceptors, written care plans, 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 (Pass) on a written clinical assignment. A grade of PA (PASS) is awarded when the student earns a *minimum of 75 points* according to the grading criteria for this assignment. The assignment consists of an assessment and plan of care for a patient to who care was given.

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. Students are encouraged to speak with instructor(s) at any time regarding clinical performance.

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.

## FACTORS TO BE CONSIDERED:

### Psychomotor Skills

Demonstrates manual dexterity

Practices aseptic technique--medical, surgical

Adapts procedure according to patients situation, growth and developmental level and family expectations

Demonstrates safety measures in care of patients and environment

Considers psychological factors in performance of physical care

Involves patients/family in physical care activities

### Cognitive Skills

Applies facts and principles

Seeks learning experiences

Communicates therapeutically with pediatric patients, families  
and health care team

Set priorities and takes appropriate actions

Assesses and observes needs of patients/families

Intervenes in nursing care situations as appropriate

Recognizes stress

Uses nursing process as the basis for nursing care

Provides privacy for patients/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)

#### EVALUATION DATA:

Instructors will obtain evaluation data by the following means:

Direct observation

Conference with students

Conferences with hospital nursing staff

Interviews with patients/families

Post conference participation

Charting

Student clinical summary and preparatory work

Anecdotal records

**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.
- 7) Turning in assigned work late. 10pt will be subtracted for each day late.

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 cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If 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

## Course failure

The clinical course is evaluated on a satisfactory/unsatisfactory basis. The evaluation is based on the student's performance in each of the designated clinical areas. Failure in the clinical setting is defined as a failing to satisfactorily meet any one of the course clinical objectives. All clinical objectives must be satisfactorily met before the end of the course (See Learning Material Packet).

1. The evaluation tools will allow the student's activities to be rated as satisfactory, unsatisfactory, or not available.
2. The purpose of the evaluation instrument is to give the student and faculty feedback on the student's achievements of the objectives. The role of the instructor throughout the course is to facilitate the student's learning and give feedback for the purpose of helping the student attain proficiency.
3. All "unsatisfactory" ratings must be addressed and removed during the course. No student will be allowed to progress to the next semester with an "unsatisfactory" rating on the final clinical evaluation.
4. The department chairperson will be notified of a potential or actual failure by the course coordinator and involved faculty member.
5. The preceptor evaluation form will be utilized in the overall evaluation and determination of whether a student has satisfied the objectives and has demonstrated safe care to the patients.
6. The concept map will be graded with a rubric and a score of at least 75 is required to pass this course.

### **CLINICAL EXPERIENCES:**

Clinical experiences will be scheduled at one or more of the following: Medical Center Hospital, Odessa Regional Medical Center, and area clinics. The units utilized at the hospitals will include Antepartum, Postpartum, Labor and Delivery, and GU/GYN.

A grade below 75, "C" does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75%. (Example: 74.99 = grade of D). Students must pass the co-requisite clinical course (RNSG 1512) in order to receive a passing grade in RNSG 2263.

Clinical will compliment didactic material and it is expected that the student will prepare for clinical by doing preparation such as reading over content areas related to assigned clinical area and will actively seek out learning opportunities.



## COURSE POLICIES:

### ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student handbook.
2. Complete all clinical assignments including pre-work and post-work and turn in assignments on time. Failure to turn assignments in on time will receive an Unsatisfactory for that clinical and 3 unsatisfactory is grounds for clinical failure.
3. All assigned written work must be turned in or the student will receive an Incomplete or failure for the semester. Assignments are graded as satisfactory, need improvement or unsatisfactory. Assignments will be returned for improvement one time only, if not satisfactory after that then a U or unsatisfactory will be recorded. 3 unsatisfactory will constitute a clinical failure.
4. Apply skills and theory taught in the classroom to safely practice in the clinical site.
5. Clinical attendance is required. To report clinical absences call the unit and instructor by 0630. Leave a message with the charge nurse. Failure to call by designated time will be considered no call, no show and will receive a clinical failure for the day. All clinical absences must be made up as arranged by instructor.
6. In clinical where you are assigned a preceptor you must receive approval by the instructor to go to another clinical area for any reason. (Do not go to another unit without talking to your instructor first).
7. Students are expected to adhere to the dress code policy, if you are not wearing the appropriate attire then you will be sent home, you must have your hair up off of collar, badge must be on your person, you should have a watch, stethoscope and pen light with you unless otherwise instructed.
8. Students are expected to come prepared for their clinical day, arriving unprepared will result in student being sent home with an unsatisfactory or clinical failure for the day. A U in a critical element is serious, 2 unsatisfactory in a critical element designated by \*\* results in a clinical failure. Three unsatisfactory in a non critical element will result in clinical failure.

**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.

**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.

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Clinical CALENDAR: The course calendar will be provided at the beginning of the course



