Course Syllabus

RNSG 1160 - Clinical I

Catalog Description: A health-related work-based learning experience that enables the student to apply specialized nursing theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Lecture hours = 0, Lab hours = 8

Prerequisites: Admission to the nursing program or administrative approval
Co-requisites: RNSG 1430, 1125, 1128, and 1216

Semester Credit Hours: 1
Lecture Hours per Week: 0
Lab Hours per Week: 8
Contact Hours per Semester: 64

State Approval Code: CIP 51.3801

Instructional Goals and Purposes: The purpose of this course is to apply specialized nursing theory, skills, and concepts under direct supervision.

Learning Outcomes:
1. Apply nursing theory, concepts and skills in clinical situations.
2. Function within the legal/ethical nursing framework while caring for patients.
3. Demonstrate clinical reasoning and knowledge for decision making and safe patient care based on current level of knowledge for patients.
4. Demonstrate teamwork and collaboration through appropriate written and verbal communication skills using terminology and procedures for nursing.
5. Demonstrate professional accountability through the adherence to standards of practice within legal, ethical, and regulatory agencies in professional nursing.

Specific Course Objectives and Evaluation (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

Clinical Evaluation Tool Level 1

<table>
<thead>
<tr>
<th>Member of the Profession:</th>
<th>Score</th>
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<tbody>
<tr>
<td>1. Function within the nurse’s ethical/legal scope of practice as defined by the Texas Nursing Practice Act while assuming responsibility for nursing care. Level 1: Follow the legal/ethical concepts that influence the practice of nursing. (SCANS 1; a; i, ii, iii, iv, v, b; ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, iii, iv, v, vi, c; i, ii, iii, iv, d; i, iii, e; i, ii)</td>
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<td>• Demonstrates professional behavior and accountability within limits of</td>
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2. Demonstrate responsibility for continued competence in nursing practice.
Level 1: Explains life-long learning of nursing to promote excellence in nursing practice. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, b; i, iii, iv, v, vi, c; i, ii, iii, d; i, ii, iii, e; ii)
- Apply clinical reasoning and knowledge based on knowledge of nursing concepts and evidenced-based practice outcomes
- Modify application of nursing knowledge and skills based on self-evaluation and instructor feedback to improve practice
Sources of evaluation: observation, completion of self-evaluation, utilization of instruction verbal and written critiques

Provider of Patient-Centered Care

3. Provide safe, caring, holistic nursing to patients and their families through competent use of the nursing process.
*Level 1: Gather information regarding patient responses to an altered health status to provide basic nursing care. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
- Demonstrate understanding of nursing concepts and related concepts in planning and implementing safe patient care
- Develop nursing care and clinical decision-making through the application of the nursing process
Source of evaluation: Patient Assessment, Patient Plan of Care, Concept Map

4. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
Level 1: Apply principles of patient education to teaching patients (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
- Demonstrate assessment of learning needs of patients, families and significant others
- Communicate with diverse patients and families and significant others to teach and empower patients for health promotion, maintenance, and restoration
Source of evaluation: Teaching interventions from concept maps and observation

5. Integrate clinical reasoning and evidence-based decision-making in nursing practice while coordinating human, information, and material resources.
Level 1: Explain rationale for nursing plan of care in an organized manner using current information, and other appropriate resources. (basic critical thinking) (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
- Demonstrate clinical reasoning and knowledge of nursing concepts and
related concepts to provide safe nursing care and practice

- Choose and utilize appropriate patient care technologies, information systems and evidence-based practice resources support to safe nursing practice

Source of evaluation: Concept Maps, Development of Plan of Care, simulation activities

### Patient Safety Advocate

6. Assume accountability and responsibility for the quality of nursing care provided to patients and families.

*Level 1: Recognize and implement mandatory safety measures for patients, staff, and visitors and receive training prior to providing care as needed. (in all, but not limited to, the following areas). (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

- HIPAA
- Patient identification
- Medication administration
- Potential risks or harm to patients
- Performance of nursing care

Source of evaluation: observation, plan of care, medication list assignments, concept maps, simulation activities

### Member of the Health Care Team

7. 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 safety requirements and standards.

Level 1: Implement measures to promote quality care and a safe environment for patients, self, and others. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

- Seeks appropriate assistance if practice or action requires behaviors or judgments outside of the student’s knowledge, expertise, or scope of practice

Source of evaluation: observation, concept maps, plan of care, simulation activities

### 8. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, implement, and evaluate patient-centered care while ensuring confidentiality.

Level 1: Use confidential information from the Health Care Team to provide patient-centered care. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

- Demonstrate skills that reflect the values and ethics of the nursing profession in gathering and utilizing information from patients, families, the health care team, patient care technologies, and electronic health records

Source of evaluation: observation, plan of care, concept maps, simulation activities

### 9. Serve as a health care advocate in monitoring and promoting quality healthcare and access for patients and their families.

*Level 1: Describe activities that promote health care advocacy. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

- Communicate changes in patient status and/or negative patient outcomes as a result of care provided
- Identify unmet patient needs and notify clinical instructor or supervising nurse

Source of evaluation: Observation, concept maps, plan of care
10. Synthesize information using technology to support decision making to improve patient care.
Level 1: Explore the technological advances in nursing that have and will improve patient outcomes. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iv, v, 2; a; i, ii, iii b; i, iii, iv, v, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
- Demonstrate appropriate use of electronic equipment to obtain patient data
- Demonstrate ability to utilize information provided in the electronic health record
- Demonstrate ability to correctly and professionally record documentation of patient data and care
Source of evaluation: observation, demonstration of competency in using EHR

11. Delegate and supervise evidence-based nursing care using Scope of Practice.
Level 1: Identify within the Scope of Practice those nursing activities which can legally, ethically, and morally be delegated to non-professional personnel.
(SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
- Demonstrates skills and nursing practice using current scope of practice
- Identify within the scope of practice nursing activities which can legally, ethically, and morally be delegated to non-professional personnel
Source of evaluation: observation, concept maps, plan of care, simulation activities

**Average Score:**
The points for these items are the student’s scores on these assignments & faculty’s observations.
- 4 = consistently performs at an independent level. Meets the described objectives with self-direction. 90-100% on assignments
- 3= demonstrate consistent performance and improvement. Needs minimal guidance to meet described objectives. 80-90% on assignments.
- 2= Satisfactory/safe level of performance. Meets objectives with consistent guidance. 75-79% on assignments
- <2= Unsatisfactory/Unsafe. Level of performance does not meet standards. Unable to meet objectives without frequent, direct, intensive guidance and instruction to avoid errors. This includes submitting late assignments, substandard assignments, failure to submit assignments and inconsistent performances from week to week 74.99% or less, late assignments and failure to submit assignments
*These objectives are critical elements. A student must achieve a minimum score of 2 on ALL of the critical elements. A score of < 2 is Unsatisfactory /Unsafe and may/will result in immediate termination of the clinical experience and/or failure of the course.

**Final grade:**
A: 3.5-4
B: 2.5-3.49
C: 2-2.49
F: <2
Course Requirements:

1. Students are accountable to policies outlined in the Panola College ADN Handbook and student nursing practice as defined by the Texas Board of Nursing and ANA.
2. Complete all assignments associated with clinical experiences as instructed by the clinical instructor through Canvas. All assignments must demonstrate college-level skills. Sources must be documented using American Psychological Association (APA) guidelines.
3. Due dates and instructions for all assignments will be accessed through the Canvas course.
4. Students are required to achieve 100% pass rate on the level I dosage calculation exam. Please see Panola College ADN Handbook section 5.5.
5. Students are required to complete a self-evaluation based on level I learning outcomes at midterm and at the end of the semester.
6. Students will be evaluated using the following clinical evaluation tool based on level I learning outcomes at midterm and at the end of the semester. See grading criteria located at the end of the clinical evaluation tool.

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Methods of Instruction/Course Format/Delivery:
This course is offered in a simulated and/or clinical setting.

Major Assignments / Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

Assignments
- See clinical evaluation tool

Assessment(s):
- See clinical evaluation tool

Course Grade:
The grading scale for this course is as follows:
- Clinical evaluation tool – 85%
- Other written assignments – 15%

Texts, Materials, and Supplies:

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<tr>
<th>Text</th>
<th>Required</th>
<th>Publisher</th>
<th>Edition</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>Real Nursing Skills 2.0: Skills for the RN Online Code</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td>013508492X</td>
</tr>
<tr>
<td>PLUS Neighborhood 2.0 (24mos)</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td>0133524523</td>
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<td>Access Card Package</td>
<td>Required</td>
<td>Kee</td>
<td>Pearson</td>
<td>9e</td>
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<tr>
<td>Laboratory and Diagnostic Tests, 9e</td>
<td>Required</td>
<td>D'Amico</td>
<td>Pearson</td>
<td>3e</td>
</tr>
<tr>
<td>Clinical Pocket Guide for Health &amp; Physical Assessment in Nursing 3/e</td>
<td>Required</td>
<td>Hogan</td>
<td>Pearson</td>
<td>2e</td>
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<tr>
<td>PH: Reviews &amp; Rationales, Comprehensive Review for NCLEX-RN, 2e</td>
<td>Required</td>
<td>Vallerand/Sanoski</td>
<td>F.A.Davis</td>
<td>15th</td>
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<tr>
<td>Davis’s Drug Guide for Nurses</td>
<td>Required</td>
<td>Gahart</td>
<td>Elsevier</td>
<td>30th</td>
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<tr>
<td>2014 Intravenous Medications</td>
<td>Required</td>
<td>Katherine L. Wiley</td>
<td>F.A. Davis</td>
<td>11th</td>
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<tr>
<td>Drugs and Classifications (pocket guide)</td>
<td>Required</td>
<td>Mosby</td>
<td>Elsevier</td>
<td>9th</td>
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<tr>
<td>Mosby’s Dictionary of Medical, Nsg &amp; Allied Health</td>
<td>Optional</td>
<td>HESI</td>
<td>Elsevier</td>
<td>4th</td>
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<tr>
<td>Dosage Calculations</td>
<td>Required</td>
<td>Silvestri</td>
<td>Elsevier</td>
<td>6th</td>
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**Required Readings and Recommended Readings:**

- All required readings/videos and recommended readings/videos will be posted on your Canvas course each week.
Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 1160 Clinical I. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

Student Name (Printed) ______________________

Student Signature ________________________

Date ____________________________________
Other:

- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Matthew Student Center or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) Speaking: Organize ideas and communicate orally.

b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) Creative Thinking: generate new ideas.
   ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) Problem Solving: recognize problems and devise and implement plan of action.
   iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
   v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) Responsibility: exert a high level of effort and persevere toward goal attainment.
   ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
   iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
   v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.

Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) Interpersonal Skills: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customers: work to satisfy customer's expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.