**Course Syllabus**

**VNSG 1360-Clinical II-Medication Rotation**

**Catalog 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.

**Lecture hours** = 0  
**Lab hours** = 0

**Prerequisites:** NURA 1301 or equivalent, BIOL 2404, VNSG 1231, 1304, 1400, 1226

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 0  
**Lab Hours per Week:** 0  
**Extension Hours per Week:** 13  
**Contact Hours per Semester:** 208

**State Approval Code:** 51.3901

**Instructional Goals and Purposes:** The purpose of this course is to allow the student to further utilize skills and knowledge in the areas of medication administration in the long term care facility. This course is intended for the students to apply current skills.

**Learning Outcomes:**

1. 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.
2. 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.

Students in all sections of this course will be required to do the following:

**Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

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<tr>
<td>1. Function within the nurse’s legal scope of practice to provide quality and competent nursing care through medication administration to the patient with predictable medical conditions in accordance with policies and procedures of the practice setting and health care</td>
<td>DEC #1:A,B,C,D PO 1&amp;2</td>
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### PROVIDER OF PATIENT-CENTERED CARE:

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<tr>
<th>DEC #1: A, B, C, D</th>
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<td>2. Provide quality nursing care and medication administration to patients in the clinical setting demonstrating responsibility, accountability and competence. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #1: A, B, C, D PO 1 &amp; 2</td>
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<th>DEC #2: A, B, C, D, E, F, G, H</th>
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<td>3. Demonstrate clinical reasoning and understanding and application of evidence based policies when administering medications to socially diverse patients. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #2: A, B, C, D, E, F, G, H PO 3</td>
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<th>DEC #2: A, B, C, D, E, F, G, H</th>
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<td>4. Identify problems and formulate reasonable outcomes when working with the patient, family and healthcare team (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #2: A, B, C, D, E, F, G, H PO 4</td>
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<th>DEC #2: A, B, C, D, E, F, G, H</th>
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<td>5. Provide safe and caring nursing care to assigned patients with predictable health care needs within in a supervised and directed scope of practice. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #2: A, B, C, D, E, F, G, H PO 5</td>
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<th>DEC #2: A, B, C, D, E, F, G, H</th>
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<td>6. Implement teaching of medication to patients and families in the clinical setting. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #2: A, B, C, D, E, F, G, H PO 6</td>
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<th>DEC #2: A, B, C, D, E, F, G, H</th>
<th>PO 6, 7</th>
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<td>7. Identify and report alterations in patient outcomes and formulate care in a safe manner according to patient outcomes. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #2: A, B, C, D, E, F, G, H PO 6, 7</td>
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### PATIENT SAFETY ADVOCATE

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<th>DEC #3: A, B, C, D, E, F</th>
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<td>8. Implement measures to promote quality and a safe environment for patients, self and others within the clinical setting. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)</td>
<td>DEC #3: A, B, C, D, E, F PO 8, 9</td>
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MEMBER OF THE HEALTH CARE TEAM:

9. Communicates, collaborates, and advocates with patients, their families, and the healthcare team to deliver coordinated care to assigned patients. (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)

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<td>#4:A,B,C,D,E,F,G,H</td>
<td>10</td>
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10. Identifies patient needs and identifies appropriate referral to resources that facilitate continuity of care.

(SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)

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<td>#4:A,B,C,D,E,F,G,H</td>
<td>11,12</td>
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11. Ensures patient confidentiality and communicates patient data appropriately and timely per facility policy to improve patient care.

(SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)

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<td>#4:A,B,C,D,E,F,G,H</td>
<td>11,12,13</td>
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12. Uses appropriate decision making in the clinical setting using appropriate resources.

(SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B I, iii, C I, ii iii)

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<td>#4:A,B,C,D,E,F,G,H</td>
<td>10,11,12,13</td>
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METHODS OF INSTRUCTION:

1) Clinical site
2) Simulation
3) Lecture
4) Discussion
5) Return demonstration
6) Role playing
7) Videos
8) Classwork/homework
9) Computer Assisted Instruction (Avoiding Medication Errors, Eliminating Medication Errors, Managing and IV infusion)
10) VCE

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.

This course includes pharmacology, calculations and demonstration. In addition to written tests, students must also demonstrate the ability to properly administer...
intramuscular (IM) injections, subcutaneous (SQ) injections and intradermal (ID) injections as well as medication administration by mouth (PO). Additional assignments may also be given to enhance learning.

**Medication Competency**

All students will be required to successfully pass the medication administration simulation in the skills lab prior to beginning the medication rotation at the clinical facility. All students must successfully pass a calculation exam administered at the time of the med simulation skills check off with a score of 80. The second calculation exam will be given at the end of the clinical rotation with a score of 90. The students will be given 3 attempts to meet the criteria. Any student not meeting the criteria will receive an F in the course. At the discretion of the instructor, the student may be required to return to the simulation lab for further remediation.

**Course Requirements:**
1. **The student must have an average grade of 75 or above in order to successfully complete this course.**
2. Preparation and active participation in class.
3. Outside individualized research in texts, videos, CAIs and journals.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.

**Canvas:**
Canvas may be used to supplement the course. You will be expected to check your email, reply to messages, and complete assignments on Canvas as instructed. As you know, there is not enough time to review all the content in the book. Therefore, **you will be responsible for reviewing and studying selected chapters independently.**

**Grading Scale:**

\[
\begin{align*}
\text{A} &= 90-100 \\
\text{B} &= 80-89.99 \\
\text{C} &= 75-79.99 \\
\text{F} &= 74.99 \text{ and below}
\end{align*}
\]

**NO ROUNding**

**Overall Course Grade:**

1) Instructor evaluation \hspace{1cm} 85%

2) Simulated Clinical-VCE/Competencies Check List \hspace{1cm} 15%

The instructor evaluation average must be equal to or greater than 75 in order to pass this course.
Calculation Test-equal to or greater than a score of 80 for Test 1 and a score of 90 for Test 2. Any student not meeting the criteria will receive an F for the course.

Course Learning Objectives:

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<tr>
<td>1.</td>
<td>Follow the six “rights” of medication administration.</td>
<td>1,2,3,4,5,7,8,9,12,13</td>
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<td>2.</td>
<td>Demonstrate clinical reasoning and understanding and application of evidence based policies when administering medications.</td>
<td>1,3,4,5,8,13</td>
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<tr>
<td>3.</td>
<td>Identify potential problems and formulate reasonable outcomes for patient receiving medications and other nursing interventions.</td>
<td>1,3,4,7,8,11</td>
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<td>4.</td>
<td>Provide safe and caring nursing care to assigned patients with predictable health care needs within in a supervised and directed scope of practice.</td>
<td>1,2,3,5,8,9</td>
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<td>5.</td>
<td>Implements teaching of medication to patients and families in the clinical setting.</td>
<td>2,5,6,8</td>
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<td>6.</td>
<td>Identifies and report alterations in patient outcomes and formulates care in a safe manner according to patient outcomes.</td>
<td>1,2,4,7,8,10,11,13</td>
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<td>7.</td>
<td>Implements measures to promote quality and a safe environment for patients, self and others within the clinical setting.</td>
<td>2,3,5,7,8,9,11</td>
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<tr>
<td>8.</td>
<td>Demonstrates ability to follow instructions, training, and seeks supervision to administer medication and when needed to provide for patient safety and policy.</td>
<td>1,2,7,8,9</td>
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<td>9.</td>
<td>Communicates, collaborates, and advocates with patients and the healthcare team to deliver coordinated care to assigned patients.</td>
<td>1,9,10,11,12,13</td>
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<td>10.</td>
<td>Identifies patient needs, both pharmacological and non-pharmacological and identifies appropriate referral to resources and interventions that facilitate continuity of care.</td>
<td>2,4,5,7,8,11,13</td>
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<tr>
<td>11.</td>
<td>Ensures patient confidentiality and communicates patient data appropriately and timely per facility policy to improve patient care.</td>
<td>1,2,5,9,10,12,13</td>
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Assignments

1. As assigned by the instructor.

Assessment: The following items will be assigned during the semester and used to calculate the student's final grade:

Texts, Materials, and Supplies:
- textbook
- other materials

Other:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: 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 Matthews Student Center or go to 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 a 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.