**Course Syllabus**

**VNSG 2260-Clinical III**
**Doctor Office/Rural Clinic, Adult Day Care, Dialysis, Home Health/Hospice, and School Nurse**

*Revision Date: January 2014*

**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, 1261, 1509, 1234, 1360

**Semester Credit Hours:** 2

- **Lecture Hours per Week:** 0
- **Lab Hours per Week:** 0
- **Extension Hours per Week:** 10
- **Contact Hours per Semester:** 160

**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 pediatrics and adult health care.

**Learning Outcomes:** This course is designed to allow the student to further utilize skills and knowledge in the areas of pediatrics and adult health care. The learning experience is offered to the student by scheduling student rotations in doctor offices, day care, school nurse office, rural health clinics, Home Health, etc.

Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

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

After studying all materials and resources presented in the course, the student will be able to:
**MEMBER OF THE PROFESSION**

1. Function within the nurse’s legal scope of practice to provide quality and competent nursing care for the patient with predictable healthcare needs in accordance with policies and procedures of the practice setting and health care institution.
   (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B 1, iii, C I, ii iii)

   DEC #1:A,B,C,D
   PO 1&2

2. Provide quality nursing care to patients in the clinical setting demonstrating responsibility, accountability and competence.
   (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B 1, iii, C I, ii iii)

   DEC #1:A,B,C,D
   PO 1&2

**PROVIDER OF PATIENT- CENTERED CARE:**

3. Demonstrate clinical reasoning and understanding and application of evidence based policies to provide physical, psychological, ethical, and spiritual care for socially diverse patients and families.
   (SCANS IA, i, ii, iv, B I, ii, iii, iv, vi, vi, C I, iv, vi, IIA I, iii, iv, B 1, iii, C I, ii iii)

   DEC #2:A,B,C,D,E,F,G,H
   PO 3

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 1, iii, C I, ii iii)

   DEC #2:A,B,C,D,E,F,G,H
   PO4

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 1, iii, C I, ii iii)

   DEC #2:A,B,C,D,E,F,G,H
   PO 5

6. Implement teaching of 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 1, iii, C I, ii iii)

   DEC #2:A,B,C,D,E,F,G,H
   PO 6

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 1, iii, C I, ii iii)

   DEC #2:A,B,C,D,E,F,G,H
   PO 6,7
**PATIENT SAFETY ADVOCATE**

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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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<td>9. Follows instructions, training, and seeks supervision when needed to provide for patient safety and policy. (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:**

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<td>10. Communicates, collaborates, and advocates with patients, their families, and the healthcare team to deliver coordinated care to assigned patients or needs of 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 #4:A,B,C,D,E,F,G,H PO 10</td>
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<td>11. 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)</td>
<td>DEC #4:A,B,C,D,E,F,G,H PO 11,12</td>
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<td>12. 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)</td>
<td>DEC #4:A,B,C,D,E,F,G,H PO 11,12,13</td>
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<td>13. 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)</td>
<td>DEC #4:A,B,C,D,E,F,G,H PO 10,11,12,13</td>
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**MEDICATIONS WILL NOT BE ADMINISTERED DURING THIS CLINICAL ROTATION UNLESS PRECEPTOR IS AVAILABLE.**
Methods of Teaching:
1. Clinical experience
2. Simulated Clinical may be used (i.e. simulation lab, computer-aided simulations, etc.)
3. NCSBN 15 week Course: http://www.learningext.com/students/p/nclex_pn.aspx

NCLEX -PN Independent Study –This independent study will be six weeks (48 Hours) of direct practice in the computer lab using the NCSBC Course. Maximum of 8 hours per week will be scheduled. The hours must be completed in the computer lab at your current campus only. Prior to starting the modules students are required to take a pre-test. Upon completion of the pre-test make an appointment with an instructor to review. Bring a copy of the test results to the meeting with the instructor. The student will be required to log in and out with verification by faculty or staff. Each student is required to purchase the 15 week NCSBN course. This will allow students to continue using the resources after the course is completed as a review until the time of NCLEX testing. All modules and practice exams must be completed with 90% or higher in order to pass. Modules and exams may be taken as many times as necessary to achieve the 90% or above.

A certificate of completion must be submitted when the modules are complete as well as a listed of all modules showing the passing grades.

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:
A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below
NO ROUNDING
Overall Course Grade:

1) Written Clinical Assignments 40%
2) Clinical Evaluation/VCE/Case Study 10%
3) NCLEX-PN Independent Study Course Grade 30%
4) Service learning with reflection 20%

Skills Checklist

The same skills checklist that was used in Clinical I-III will be used in this course. Students are expected to seek out opportunities to practice skills so that every skill can be achieved. The more practice you have with each skill, the more comfortable you will be when you graduate.

Specific Course Objectives:

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<tr>
<td>1.</td>
<td>Function within the nurse’s legal scope of practice in various community settings to provide quality and competent nursing care using the nursing process for the patient with predictable healthcare needs.</td>
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<td>2.</td>
<td>Demonstrating responsibility, accountability and competence as a vocational nurse in various community settings.</td>
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<td>3.</td>
<td>Demonstrate clinical reasoning and understanding and application of evidence based policies to provide physical, psychological, ethical, and spiritual care for socially diverse patients across the lifespan.</td>
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<td>4.</td>
<td>Identifies problems and formulate reasonable outcomes when working with the patient, family and healthcare team</td>
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<td>5.</td>
<td>Provides safe and caring nursing care to assigned patients with predictable health care needs within in a supervised and directed scope of practice.</td>
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<td>6.</td>
<td>Performs teaching of patients and families in various clinical settings.</td>
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<td>7.</td>
<td>Identifies and reports alterations in patient outcomes and formulate care in a safe manner according to patient outcomes.</td>
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<td>Implement measures to promote quality and a safe environment for patients, self and others within the various clinical community settings.</td>
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<td>Follows instructions, training, and seeks supervision when needed to provide for patient safety and policy.</td>
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<td>Demonstrated communication and collaboration with patients, their families, and the healthcare team to deliver coordinated care to assigned patients or needs of the various clinical setting.</td>
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<td>Identifies patient needs and identifies appropriate referral to resources that facilitate continuity of care.</td>
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<td>Ensures patient confidentiality and communicates patient data appropriately and timely per facility policy to improve patient care.</td>
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<td>13</td>
<td>Demonstrates appropriate decision making in the various clinical settings using appropriate resources.</td>
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Service Learning Project

All students will be required to participate in 3 service learning projects related to nursing. Of those 3 service learning projects, the designated health fair for each campus is mandatory. Students will be provided with a list of service learning opportunities in the area to choose from. The reflection component of the service learning will be typed and submitted to the instructor. The student must submit a paper for each service learning project.

Reflection Paper Criteria

1. Minimum one page in length
2. Cover page with title, name, date
3. Typed-Times New Roman
4. Double spaced
5. Service learning project
6. Student preparation
7. Reflection of what the project meant to the student
8. Effect on the community
Grades for the clinical component of VNSG 2260 are derived by observation of the student’s performance and by evaluating the student in the role of Provider of Patient Centered Care, Member of a Health Care Team, Member of a Profession, and Patient Safety Advocate.

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<tr>
<th>Written Clinical Assignments 40%</th>
<th>Mid</th>
<th>End</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Service Learning Project 20%</td>
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<tr>
<td>NCLEX PN Independent Study Course Grade 30%</td>
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<td>Instructor/Facility Evaluation /VCE/Skills Checklist 10%</td>
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Mid-course grade

Student signature: Date:

Faculty Signature: Date:
Criteria for Written Clinical Assignment

A type written clinical assignment is required for this rotation (see below). All assignments are due per clinical instructor.

Page Setup – 1 inch margins, double spaced, Times New Roman, font size 12, minimum 3 page report.

Cover page -Student’s name, date, class

Research guidelines on infection control, HIPPA, Nurse Practice Act, OSHA, etc. must be included in the body of the paper.

References must be cited on a separate page.

WRITTEN CLINICAL ASSIGNMENT
(Physician Office/Rural Clinic, Adult Day Care, School Nurse, Dialysis, Home Health/Hospice)
Compare and contrast in your own words attended clinical sites using above criteria.
Information must include:

- Roles of the licensed nurse
- Infection control measures
- Treatments and procedures
- Teaching methods
- Safe environment
- HIPPA Policy - include guidelines stated in the HIPPA Policy
- Patient Population
- Nursing Skills/Interventions
- Describe experience and which facility would be considered as a career choice.
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<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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<tbody>
<tr>
<td>Format (Page setup and cover page)</td>
<td>Follows all formatting instructions as described in syllabus</td>
<td>Follows most formatting instructions as described in the syllabus</td>
<td>Somewhat follows formatting instructions as described in syllabus</td>
<td>Did not follow formatting instructions</td>
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<td>Thoroughness of Research</td>
<td>Thoroughly presents information from researched guidelines as described in syllabus including critical and supportive information.</td>
<td>Presents critical information regarding researched guidelines as described in syllabus</td>
<td>Fails to present some critical information regarding researched guidelines; information not concise</td>
<td>Critical information missing regarding researched guidelines as described in syllabus</td>
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<td>References cited (Research guidelines)</td>
<td>Cites more than three references for researched guidelines including references for supportive information</td>
<td>Cites at least three references for researched guidelines</td>
<td>Cites less than three references for researched guidelines</td>
<td>Fails to cite any references for researched guidelines</td>
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<td>Content (compare and contrast clinical sites using researched criteria as guideline)</td>
<td>Includes more than one example from each clinical site attended for comparing and contrasting information listed in syllabus for written clinical assignment</td>
<td>Includes at least one example from each clinical site attended for comparing and contrasting information listed in syllabus for written clinical assignment</td>
<td>Includes at least one example from 8-12 clinical sites attended for comparing and contrasting information listed in syllabus for written clinical assignment</td>
<td>Includes less than 8 examples from clinical sites attended for comparing and contrasting information listed in syllabus for written clinical assignment</td>
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<td>Grammar</td>
<td>Information</td>
<td>Difficult to follow flow of information. Improper sentence structure used. Some words misspelled.</td>
<td>Unable to follow flow of information. Improper sentence structure used. Multiple words misspelled.</td>
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<td>All information generally organized with proper sentence structure. All words spelled correctly.</td>
<td>All information organized in a logical sequence with proper sentence structure. All words spelled correctly.</td>
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Score:______________
Service Learning Reflection Paper Rubric

Paper Presentation (5 points):

______1 point: Minimum of 1 page objective met
______0 point: Objective not met
______1 point: Cover page with title, name, and date objective met
______0 point: Objective not met
______1 point: Typed-Times New Roman objective met
______0 point: Objective not met
______1 point: Double Spaced objective met
______0 point: Objective not met
______1 point: Spelling and Grammar objective met appropriately
______0 point: Objective not met

Service Learning Project (2 points):

______2 points: Approved Service Learning Project Presented
______0 points: Non-Approved Service Learning Project Presented

Student Preparation (2 points):

______2 points: Demonstrates adequate student preparation
______1 point: Demonstrates somewhat of student preparation
______0 points: Demonstrates lack of or no student preparation

Reflection Contents (3 points):

______3 points: Reflects adequately what the project meant to the student
______2 points: Reflects somewhat what the project meant to the student
______1 points: Reflects little of what the project meant to the student
______0 points: Lacks any reflection of what the project meant to the student

Community Effect (3 points):

______3 points: Adequately describes effects on community
______2 points: Somewhat describes effect on community
______1 point: Describes little description of effects on community
______0 points: Lacks any description of effects on community

TOTAL POINTS RECEIVED:______

TOTAL POINTS AVAILABLE: 15/15= 100%
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.