



Course Syllabus

VNSG 1261-Clinical I

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.

Prerequisites: BIOL 2404

Corequisites: VNSG 1400, 1323, 1304, 1226, 1231

Semester Credit Hours: 2

Lecture Hours per Week: 0

Lab Hours per Week: 0

Extended hours: 7

Contact Hours per Semester: 112

State Approval Code: 51.3901

Class section meeting time: See Canvas course syllabus page for class section meeting time.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purposes: The purpose of this course is the introduction of the student to basic nursing care in skilled nursing care settings in both direct patient care and simulated environments.

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. 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:

Clinical Evaluation Tool for Clinical 1

MEMBER OF THE PROFESSION	
<p>1. Follow nurse's legal scope of practice for quality care in accordance with the policies and procedures of the practice setting.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
Provider of Patient-Centered Care	
<p>2. Gather clinical data necessary to determine physiological and psycho-social needs of ethnically, spiritually, and socially diverse patients and families.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
<p>3. Demonstrate safe, caring, and competent basic nursing skills to assigned patients within legal, ethical, and regulatory parameters.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
<p>4. Identify and report data indicating problems with patient responses</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
Patient Safety Advocate	
<p>5. Identify patient and community risks to promote a safe environment for patients, self, and others within regulatory parameters to reduce patient and community risks.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
<p>6. Accept assignments that provide patient safety and follow policy seeking instruction, training, or supervision when needed.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
Member of the Health Care Team	
<p>7. Communicate with patients, their families, and the interdisciplinary health care team to assist in the delivery and coordination of patient centered care to assigned patients.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
<p>8. Explain how technology is used to support decision making to improve patient care.</p> <p>SCANS: (1ai, 1aii, 1aiii, 1aiv, 1av, 1bi, 1bii, 1biii, 1bvi, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2di, 2dii, 2diii, 2ei, 2eii, 2eiii)</p>	
Average Score:	
The points for these items are the student's scores on these assignments & faculty's observations.	

<p> ●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 in consistent 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 </p>	
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Course Content:

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

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

- Vital Signs
- Data Collection
- Ability to follow instructions
- Assessment-Head to Toe
- Completion of Geriatric Profile (2)
- Communication-Patient/Family/Facility Staff
- Demonstrate reinforcement of patient teaching
- Ensure confidentiality
- Promote Safe environment
- Recognize and Report Problems/Change in patient condition
- Provide patient privacy
- Seeks supervision as needed
- Use of information technology in patient care
- Documentation
- Provide cost effective care

Methods of Instruction/Course Format/Delivery:

- Direct patient care assignments
- Simulation and skills lab assignments
- Clinical assignments
- Geriatric profile
- Clinical conferences

- Group discussion
- Computer assisted instruction
- Videos
- Observation
- Return demonstration
- Student-Instructor conferences
- Guest speakers
- Student presentations

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade. Recorded lectures and simulation will be subject to publication on the Canvas course.

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 clinical site, skills lab, simulation lab, and conferences.
3. Outside research for assigned topics.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.
5. Submission of completed skills check list.

Canvas:

Canvas will be used to provide course resources and assignments. 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.

Assignments

- As assigned on Canvas

Assessment(s):

- Geriatric Profile (2)
- Head to Toe Assessment
- Return demonstration of skills in direct patient care and simulation/skills lab
- Instructor Observation

Course Grade:

The grading scale for this course is as follows:

Grading Scale:

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

Overall Course Grade:

- | | |
|--------------------------|-----|
| 1) Instructor Evaluation | 85% |
| 2) Clinical Assignments | 5% |
| 3) Geriatric Profile (2) | 10% |

The instructor evaluation average must be equal to or greater than 75 in order to pass this course.

Texts, Materials, and Supplies:

- Required resources

Required Readings:

- as assigned on Canvas

Recommended Readings:

- as assigned on Canvas

Other:

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://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 Charles C. Matthews Student Center or go to <https://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.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/student-success/documents/pathfinder.pdf>

Vocational Nursing Program

Student Acknowledgment

I have read the Panola College Vocational Nursing program syllabus for VNSG 1261 Clinical 1. 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 VN Student Handbook as found on the VN web page. It is my understanding that this form will become part of my permanent file.

Student Name (Printed) _____

Student Signature _____

Date _____

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.