# RNSG 1431/RNSG 1460

**PRINCIPLES OF CLINICAL DECISION MAKING/**

**CLINICAL – NURSING – REGISTERED NURSE**

**SYLLABI**

### Prepared by FACULTY HEALTH SCIENCE DIVISION

**Associate Degree Nursing Program**

**TEXARKANA COLLEGE**

**Texarkana, Texas**

TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599 (903) 823-3017 [human.resources@texarkanacollege.edu](mailto:human.resources@texarkanacollege.edu)

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##### COURSE SYLLABUS OUTLINE

COURSE NAME: Principles of Clinical Decision-Making COURSE NUMBER: RNSG1431

CREDIT HRS. 4 LECTURE: 4

LAB: 0 TOTAL CLOCK HOURS: 64

**Course Title: Principles of Clinical Decision-Making**

**Course Level:** Introductory

**Course Description:** Examination of selected principles related to the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession. Emphasis is placed on clinical decision making for patients in medical- surgical settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders.

Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework.

**End of Course Outcomes:** Utilize critical thinking and systematic problem-solving process as a framework for providing care for patients in structured health care settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders; and explain the roles of the professional nurse in the provision of patient- focused care.

**Key Concepts and General Course Plan:** This course provides a foundation for applying the key concepts of nursing care related to fluid and electrolyte imbalances, perioperative care, pain, respiratory disorders, peripheral vascular disorders, immunologic disorders, and infectious disorders. The course focuses upon application of the nursing process to promote physical and emotional health, health maintenance, prevent disease, and provide quality, safe, cost-effective nursing care during illness. Concepts of communication, nutrition, pharmacology, clinical reasoning/decision-making, evidenced-based practice, cultural competence, and scope of nursing practice standards are threaded throughout the course.

**Prerequisites**: BIOL 2301, 2101, 2302, 2102, 2320, 2120; PSYC 2301 and 2314;

RNSG 1413, 1360; and AHA/BLS-HCP

**Co-requisites**: ENGL 1301; 1412, and 1460

##### Co-requisite courses must be completed by the end of the Semester. Failure to do so prohibits progression in the program.

##### INSTITUTIONAL EFFECTIVENESS

The purpose of the Associate Degree Nursing Program at Texarkana College is to provide a curriculum that produces a graduate nurse who functions in the role of provider of patient-centered care, patient safety advocate, member of the healthcare team, and as a member of the profession. Attainment of the program objectives by the graduate nurse demonstrates effectiveness.

TEXARKANA COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

# PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

**And General Education Core Competencies**

The following program objectives are the outcomes, which shape the curriculum and are the criteria for measurement of its success. This reflects the Differentiated Essential Competencies of graduates of Texas nursing programs as a member of the profession, provider of patient-centered care, patient safety advocate and member of the healthcare team. **The graduate will:**

1. **Utilize critical thinking skills** to provide patient-centered nursing tasks using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team in a timely manner.

1. **Demonstrate a personal responsibility** to respect a patient’s right to participate in decisions affecting their health by promoting patient-centered tasks and ensuring confidentiality.

1. **Employ therapeutic communication skills** to act as a patient safety advocate by establishing compassionate, caring, and therapeutic relationships in a physically and psychologically safe environment.

1. Accepts and makes assignments and delegates tasks to other members of the healthcare team **using empirical and quantitative skills** that take into consideration patient safety, organizational policies, and scope of practice and demonstrated abilities.

1. Demonstrate professional **and social responsibility** as an associate degree nurse by assuming responsibility and accountability for quality of nursing tasks, maintaining continued competence, adhering to ethical and legal standards, and promoting a positive image of professional nursing.

1. Serve as an advocate for continuity of care **through teamwork** and promote quality and access to healthcare for the patient and family.

**\*Competent is defined as the ability to do; proficient is defined as the ability to do well; and mastery is defined as the ability to do brilliantly at every occasion.**

Revised: 2021

SLO = IE Student Learning Outcomes (Program) QSEN – Quality & Safety Education for Nurses SOP = Texas BON Standards of Practice (2019) QSEN-P = Patient-centered care

CO = Student Learning Outcomes (Course) QSEN-T = Teamwork and collaboration DEC = Texas BON Differentiated Essential Competencies (2021) QSEN-E = Evidence-based practice DEC-P = Provider of Patient Centered Care QSEN-Q = Quality Improvement

DEC-S = Patient Safety Advocate QSEN-S = Safety

DEC-T: Member of the Health Care Team QSEN-I = Informatics DEC-M = Member of the Profession

##### RNSG 1431 PRINCIPLES OF CLINICAL DECISION MAKING COURSE STUDENT LEARNING OBJECTIVES

(Competencies to be measured)

**Upon completion of this course, the student will be able to:**

1. Discuss, with assistance, how the nursing process and the holistic model can be used to make clinical decisions in the tasks of individual patients with deviations from health while accommodating societal/cultural differences. (PSLO 2, 5DEC-P, S SOP 2,17 QSEN-P)
2. Use the principles of pharmacology, nutrition, fluids and electrolytes, rehabilitation, and communication integrating best current evidence to facilitate self-care, health promotion and health teaching in the care of patients. (PSLO 5, DEC-P, G SOP 2, 3, 7, 21 QSEN- P)
3. Demonstrate comprehensive understanding of how and to whom, the data gathered regarding the patient’s condition should be communicated and done so in a timely manner. (PSLO 1 DEC-P, H SOP 2, 4, 5 QSEN- T)
4. Discuss principles of effective interpersonal relationships and maintaining a just culture when utilizing therapeutic communication skills and civility with the patient, family, and other team members in the health care setting. (PSLO 2 DEC-T, D SOP 5, 6, 15 QSEN- T)
5. Promote a culture of safety by assessing situational and environmental factors which contribute to or detract from safe nursing practice. (PSLO 3 DEC- S, B SOP 5, 16, 18, 19, QSEN- S)
6. Ensure a service of excellence when demonstrating knowledge of the physical and psychological safety factors necessary to promote the health and dignity of the patient. (PSLO 3, DEC- S, B SOP 2, 5, 17, 18, 19, 20 QSEN- S)
7. Explore legal and ethical implications consisting of Nursing Peer Review of patient centered tasks. (PSLO 5 DEC- P, E SOP 1, 5, 6 QSEN- P)
8. Describe opportunities for patients to participate in decisions affecting their care. (PSLO 2 DEC- T, A SOP 2, 21 QSEN- P)
9. Integrate understanding of alternative solutions for delivery of health care. (PSLO 4, DEC- T, B SOP 21, 22 QSEN- T)
10. Describe reliable physical resources for locating evidence-based practice resources. (PSLO 1 DEC- T, E SOP 2, 23 QSEN- E)
11. Identify situations for the nurse to serve as a patient advocate for vulnerable populations and when the patient is unable to do so. (PSLO 6 DEC- T, B SOP 21 QSEN- P)
12. Ensure a service of excellence while functioning effectively and in a timely manner within nursing and interprofessional teams. (PSLO 5 DEC- M, B SOP 15, 23 QSEN- T)

##### METHODS OF INSTRUCTION

1. Lecture/Discussion
2. Media resources
3. Assigned and supplemental readings
4. Demonstration/Return demonstration
5. Conference – individual and group
6. Objective testing
7. Self-evaluation
8. Reports and projects
9. Written, computer, library assignments
10. Simulation
11. Study Guides

##### REQUIRED TEXTBOOKS and SUPPLIES

Ignatavicius, Workman, Rebar and Heimgartner. Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care, (10th ed.). St. Louis, MO: Elsevier 2021. *(Textbook)* *ISBN 978-0-323-61242-5*

Ignatavicius, Workman, Rebar and Heimgartner. Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care, (10th ed.). St. Louis, MO: Elsevier 2021. *(Clinical Companion) ISBN 978-0-323-68151-3*

Ladwig, Ackley, Makic, Martinez-Kratz, Zanotti. Mosby’s Guide to Nursing Diagnosis, (6th ed.). St. Louis, MO: Elsevier 2021. *ISBN 978-0-323-87511-0*

Nursing Drug Reference/Guide *(most recent edition)*

ADN Skills Kit \*(Skills kit purchased for Foundations Course)

A **stethoscope**, **bandage scissors**, **pen light** and a **manual blood pressure cuff** and **watch with second hand** are also required.  **Black ink** is necessary for charting when in the clinical agency.

**SUGGESTED REFERENCES**

Ignatavicius, Workman, Rebar and Heimgartner. Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care, (10th ed.). St. Louis, MO: Elsevier 2021. *(Study Guide)* *ISBN 978-0-323-68147-6*

Texas Board of Nursing website; for the Nursing Practice Act. [www.bon.state.tx.us](http://www.bon.state.tx.us/)

##### COMPUTER REQUIREMENT POLICY

Students are required to have a computer with Internet access for classes. The computer must be an actual computer – smart phones, iPads, Androids, Chromebooks, etc., are not acceptable substitutes because they lack software compatibility necessary to complete all assignments and tests. Financial costs for the necessary equipment and internet access are the responsibility of the student.

Students needing to purchase a computer may do so through the Texarkana College Bookstore. Systems purchased through the bookstore meet or exceed all requirements, are competitively priced, and may be purchased using financial aid funds. If the system is purchased through another source, it is the student’s responsibility to ensure the system meets all requirements.

Computer systems requirements:

1. Webcam, microphone, and speakers or headphones
2. Windows 10 or a recent version of Mac OS (minimum Sierra). Windows 10 S mode is not supported
3. Hardware capable of running Microsoft Teams (free download) and supports multi-media playback
4. Support for Chrome or Microsoft Edge – Note: Firefox, Safari, or other browsers may not work on all TC applications
5. Able to run Microsoft Office which will be provided free to TC students
6. Adobe Reader or another PDF viewer
7. Antivirus software such as Windows Defender or another 3rd party anti-virus solution
8. The Respondus Lockdown browser is used for taking tests; therefore, the system must be capable of running this software. Most newer systems that meet other specifications should work.

Students should regularly backup content to prevent loss of coursework due to hardware failure. Backup copies of documents and other coursework may be placed on OneDrive cloud storage. OneDrive is included free of charge for all TC students.

A list of Internet service providers can be found on the TC website at: <https://www.texarkanacollege.edu/coronavirus/>.

##### Student Acknowledgement of Computer Requirement Policy

By signing below, I acknowledge that I have received a copy of and have read the Computer Requirement Policy. I am aware of the Computer Requirement Policy and I understand that it is my responsibility to have computer with internet access with the necessary requirements for classes.

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Student printed name Date

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Student Signature

**TESTING CENTER POLICIES**

The Testing Center is located in the Palmer Memorial Library.

To take a test the student must:

1. arrive on time and present a TC picture ID.
2. know course name and section number of class
3. know the test or exam name

Testing Center Hours: as posted on TC website

No exams will be started within one hour of the posted closing time. Check with testing center for a schedule of any weekend openings each semester. The Testing center is not open on College Holidays.

Additional Information: Students are not allowed to have food or drinks in the classroom, lab, or Testing Center. The cost of damage to computer equipment can be significant due to a minor mishap. Students may not bring a cellular phone or pager to class or the Testing Center, without prior written approval from the Dean of Students. If you leave the Testing Center for any reason during an exam, the exam will be **over**. You will not be allowed to come back and complete the exam.

**Please see the Texarkana College website for Testing Center hours and policies each semester.**

##### ACADEMIC DISHONESTY STATEMENT

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an “F.” This policy applies campus wide, including the TC Testing Center, as well as off-campus classroom or lab sites.

##### TEACHING FACILITIES

1. Classroom and TC On-line

2. Computer and Skills Labs

3. Libraries

Palmer Library – Texarkana College

4. Area healthcare agencies

Students are expected to respect and abide by the policies of agencies cooperating with Texarkana College to provide learning opportunities.

##### DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

##### FINANCIAL AID

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

##### PANTRY / BASIC NEEDS

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at 903.823.3349 for support.  Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

##### SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you don’t leave any valuables in plain sight (purse, phone, laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must also have a TC student ID badge and keep it with you at all times. **Campus police EMERGENCY line: (903) 823-3330**

##### COUSELING SERVICES

Luretha Loudermill, Licensed Professional Counselor, is available to provide mental health support and services for students, faculty, and staff.  Students can refer themselves, or they can be referred by faculty or staff members. If you are struggling with any aspects of your life, know that Ms. Loudermill is a free resource to help you. For more information and additional mental health and counseling resources can be found on the TC website at <https://www.texarkanacollege.edu/campus-life/counseling-services/>

CONTACT INFORMATION: [tc.counselor@texarkanacollege.edu](mailto:tc.counselor@texarkanacollege.edu) or (903) 823-3143

Health Science Building, Office 135

##### NATIONAL SUICIDE PREVENTION LIFELINE 988

##### COURSE REQUIREMENTS

1. Attendance for RNSG 1431 class is essential. **No more than three (3) lecture classes may be missed**. In the event of a fourth absence, the student is not allowed to continue in the course. Students who are up to 15 minutes late are tardy. Students more than 15 minutes late are counted absent. Three (3) tardies equal one

(1) absence. Leaving class early counts as a tardy or absence according to the time missed. It is the responsibility of each student to contact the course leader regarding class absence. All work must be made up. Refer to the Health Science Division Student Handbook and the Texarkana College Student Handbook. If a student is absent from class and a quiz is given, the student will not be allowed to make the quiz up.

1. To meet program objective number one in the Associate Degree Nursing Program, students may be required to attend local professional seminars. A nominal fee may be assessed for the seminar. When possible, the dates are announced in advance of the seminar. If the seminar is required in lieu of class, the student will be expected to attend the entire seminar.
2. Outside Reading Assignments: Resource readings may be taken from nursing periodicals and other publications to supplement your textbook reading. If outside readings are required, they may be found in the College Library.
3. Standards of conduct as described in the current Health Science Division Student Handbook and Texarkana College Student Handbook shall be followed. Disciplinary action is described in the Handbooks. Students are responsible for reading and being familiar with these standards.

##### METHODS OF EVALUATION

1. Students must display Satisfactory performance in classroom (minimum of 75 or “C” required) to complete RNSG 1431. To progress, RNSG 1431, RNSG 1460, and RNSG 1412 must be passed concurrently.
2. Testing: An objective type, multiple-choice examination will be given at the conclusion of each Unit of content, for a total of six (6) Unit Exams. Exam scores are available from your Clinical Laboratory Instructor. A comprehensive Final Exam will be given, consisting of 100 questions. The Unit Exams are available for review with your clinical instructor for a period of one week following the Unit Exam. This is your **only** opportunity for review the topics of the Exam. The comprehensive final examination will **not** be available for student review.

Exams for the course will be taken via computer with MOODLE using Respondus Lockdown Browser. Exams are **forward progression only.** You will not have the opportunity to change answers and/or answer questions that were skipped over once you progress to the next exam question.Questions that are skipped over will receive **no credit.**

**Students must have a passing exam average (unit exams and final) of 75 or greater to successfully complete the course.** Once this is accomplished the other grade categories will be averaged into the overall course grade. The overall course grade must also be greater than 75% to pass the course and continue in the program. Exam scores will be recorded as the score earned and **will not be rounded**.

Students who do not achieve a **passing grade of 75% on each unit exam will be required to complete exam remediation in ATI by an assigned date.** If not completed, the student may not be able to sit for the final exam. A score of at least 80% must be attained on all remediation. Remediation is intended to strengthen the student’s understanding of the unit content in preparation for the course final exam, ATI Comprehensive Predictor, and NCLEX-RN exam.

If a student is absent on the day of a unit exam, a make-up exam will be given.  The student has 5 business days (not counting weekends) to complete the exam.  The student is responsible for contacting the course instructor(s) to schedule a test time.  Make-up exams may be administered in the TC Testing Center in the Academic Commons.  It is the student’s responsibility to know the Testing Center policies and hours of operation.  The exam will consist of 25 questions and students will be given 38 minutes to take the exam.  Failure to take the make-up the exam in the allotted 5 days will result in a grade of zero.

Homework is due at the beginning of class or at the time designated by the instructor. **NO late work will be accepted.**

1. Final grade computation: Once the student has demonstrated a passing exam average, the final grade in RNSG 1431 will be calculated using ATI standardized assessments, homework/quizzes, 5-unit tests and a final exam. Each item will be the following percentage of the overall grade:

|  |  |
| --- | --- |
| ATI Standardized Assessments | 10% |
| Homework/Quizzes | 10% |
| 6 Unit Tests | 60% |
| Final Exam | 20% |

|  |  |
| --- | --- |
| **Health Science Division Grade Ranges:**    100-90 = A  89.9-81 = B  80.9-75 = C  74.9-65 = D  Below 65 = F | Students must have a passing exam average (unit exams and final) of 75 or greater to successfully complete the course.  Exam Average is calculated as:   * 75% = Unit Exams * 25% = Final   Once the passing exam average has been attained, the overall course grade computation is:   * 80% = Exam Average * 10% = ATI Practice & Proctored Assessments with remediation * 10% = Homework   Exam Scores are recorded as the score earned and will **not**be rounded.  Example:  74.99 will be recorded as 74.99 and will be a “D.”   **There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences ADN Program.** |

1. Dosage calculation competency is a critical skill necessary to prevent medication errors in today’s fast-paced healthcare settings. Students are expected to apply these concepts with accuracy throughout future course work. A dosage calculation exam is given each semester. Mastery of the math/dosage calculation exam with a grade of 84% is a requirement of all clinical courses in the ADN curricula.The dosage calculation exam grade is not computed in the course exam average. A pass or fail is recorded for the exam requirement.

If a passing grade is not achieved on the first exam, two retakes will be allowed. If a retake is required, the student must remediate before retaking the exam. Dosage Calculation retake exams will be administered during a scheduled date and time set by the faculty.

If a student does not achieve the minimum passing grade after three exam attempts, the student will be dropped from the course (and all concurrent nursing courses) and receive a “W” for the course grade.

1. Progression in a Tandem Course: (RNSG 1412 and RNSG 1460)

Students must register and enroll for **all** nursing courses. A student who is unsuccessful in either RNSG 1431, RNSG 1460, or RNSG 1412 may not progress in the program.

Drop procedures follow current college policy. If a nursing course is dropped, on or before the “Drop Date”, the concurrent and tandem nursing course(s) must also be dropped unless they have already been successfully completed. Failure on the student’s part to drop the concurrent and/or tandem course(s) will result in a failing grade being recorded as the grade for that course. This may adversely affect the student’s GPA. A student may be dropped for attendance after the drop date by the faculty.

For example, if a student enrolled in RNSG 1431 and 1460 fails or withdraws, he/she must withdraw from the tandem course – RNSG 1412. The decision to withdraw from either course must be made prior to taking the final exam and the drop date. Once the student has taken the final exam, a grade for the course will be submitted.

Students are expected to follow the printed Curriculum Agreement. If the student is withdrawing from a general education course listed on the Curriculum Agreement, the student **must** discuss this action with the course coordinator prior to withdrawal as progression in nursing courses may be affected. **Attention: Dropping a class may affect your funding in a negative way! You may owe money to the school or the government. Check with financial Aid before making a decision.**

##### Students will not bring food or drinks into the Classroom or Computer lab at any time.

1. Approved HCDs (handheld computing devices) may be used for classroom exercises, lab activities and in the clinical areas **as directed by faculty.** Tablets (such as iPad), iTouch, and Laptop computers may be used in the classroom. All other devices (Smart Phone, Smart Watch, Bluetooth Bracelet, Digital Organizer, Personal Digital Assistant, Wireless E-mail Device, etc.) should be turned off in either clinical or classroom areas. Students are fully responsible to ensure that they always adhere to all regulations whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information
2. Simulation policy: Students may be assigned to the Simulation Lab and/or to simulation activities as part of their student experience. The simulation experience is designed to enhance the student’s clinical experiences and will reflect program and course objectives. Simulation experiences will be graded. To earn a satisfactory grade, the student must successfully meet the defined objectives, procedures and/or tasks within a specific time frame. Students will be expected to conduct themselves in a professional manner as outlined in the Health Science Student Handbook. Students who receive an unsatisfactory grade and/or act unprofessionally, during the simulation activity, will be counseled. Absences from simulation activities will be counted and applied as appropriate.
3. Students must comply with *Health Science Student Handbook* policies. It is an expectation that students treat faculty, staff, and fellow students with respect on campus and in the clinical setting. **Incivility will not be tolerated in the Health Sciences Program.**
4. **Skills Check-off:** During the semester, students are assigned clinical skills checkoffs to be demonstrated on campus. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities for demonstration of the competency. The highest grade possible for the 2nd attempt will be 75% of the points available for that skill and a 3rd attempt will be 50% of the points available for that skill**.**

**If the student is not successful by the third attempt, the student will not be allowed to continue in the program and will not be allowed to continue in co-requisite or concurrent courses**. **Refer to the Texarkana College Student Handbook and the Health Science Student Handbook.**

Skills introduced in this course, as well as previously learned skills and guidelines, must be performed satisfactorily. Competency will be tested on all skills learned at the end of the semester at the Skills Fair. **Attendance of the Skills Fair is required.**

##### Student Acknowledgement of Alternate Operations during Campus Closure: Online/Virtual Environment Instructional Commitment and Online Teaching Environment Guidelines and Policies

By signing below, I acknowledge that I have received a copy of and have read the Online/Virtual Environment Instructional Commitment and Online Teaching Environment Guidelines and Policies. I am aware of the policies and I understand that it is my responsibility to monitor Texarkana College's website ([www.texarkanacollege.edu](http://www.texarkanacollege.edu/)) for instructions about continuing courses remotely. In addition, it is my responsibility to monitor instructor email notifications on the method of delivery and course-specific communication and Texarkana College email notifications for important general information.

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Student printed name Date

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Student Signature

##### ATI Resources for Student Success

Throughout the course the student will be responsible to completing ATI assessments and modules as assigned by your instructor. These modules may be part of your homework and quiz grade.

##### What is ATI?

* + Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
  + The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
  + Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.
  + ATI information and orientation resources can be accessed from your student home page. **It is highly recommended that you spend time navigating through these orientation materials.**

##### Some of the assessment and remediation tools used in ATI are:

* + **Modular Study:** ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.
  + **Tutorials:** ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.
  + **Assessments:** Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.
  + **Active Learning/Remediation:** Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews, and tutorials. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

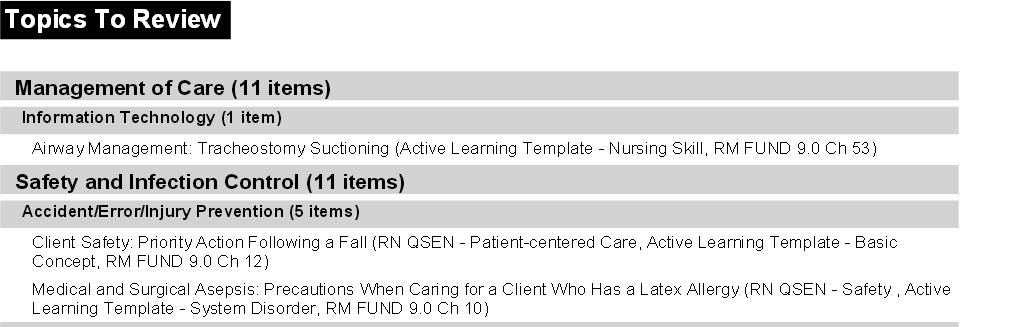
##### ATI Content Mastery Policy

ATI Content Mastery consists of Practice and Proctored Assessments that are **10%** of the total course grade. The Grading Rubric for the Comprehensive Predictor ATI Assessment is as follows:

|  |  |
| --- | --- |
| **STEP 1: Practice Assessment with Required Remediation** | **Points Earned** |
| 1. **Complete Practice Assessment:**    * Student will earn a total of **2 points** upon completion of Practice Assessment(s) by the course assigned deadline.    * Student who does not complete the Practice Assessment by the course assigned deadline will receive   **0 points** and will still be expected to take the proctored exam on time. | **points**  (2 points possible) |
| 1. **Complete *Remediation:***    * Student will earn a total of **2 points** upon completion of remediation by the course assigned deadline.    * For each topic missed, complete an active learning template and/or identify three critical points to remember.    * Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive **0 points for the assignment.** | **points**  (2 points possible) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STEP 2: Standardized Proctored Assessment/Comprehensive Predictor Assessment** | | | | |  |
| 1. **Complete Standardized Proctored Assessment/Comprehensive Predictor Assessment**    * Use Table below to calculate points earned and remediation requirements    * Student will earn **1 to 4 points** based upon the score of their Proctored Assessment | | | | | **points**  (4 points possible) |
| **Comprehensive Predictor**  **Probability Score:** | **95% or above** | **90% or above** | **85% or above** | **84% or below** |
| **Proctored Exam Proficiency:** | **Level 3** | **Level 2** | **Level 1** | **Below Level 1** |
| **Points Earned:** | **4 points** | **3 points** | **2 points** | **1 point** |
| 1. **Complete *Required Remediation* Plan After Proctored/Comprehensive Assessment**    * Follow proficiency column that corresponds to your earned level in STEP 2:A.    * Student will earn **2 points** upon completion of their remediation.    * Student who does not complete remediation by the assigned course deadline will receive **0 points**.    * Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive **0 points for the assignment.** | | | | | **points**  (2 points possible) |
| **Your Level:** | **Level 3** | **Level 2** | **Level 1** | **Below Level 1** |
|  | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to  remember | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to  remember |
| **Points Earned:** | **2 points** | **2 points** | **2 points** | **2 points** |
| **Points possible = (2 + 2 + 4 +2 = 10)** | | | | | **TOTAL POINTS** |

##### ATI Remediation Instructions



NCLEX Test Category

Remediation Topic!!

1

2

3

\*\*You must remediate on EACH topic listed in the “Topics to Review” section of the ATI Individual Performance Profile (if you have 15 topics in the report, you will have 15 topics to remediate). Remember that the remediation topic is what is required, not the NCLEX test category. Number the topics and correspond the numbers to the remediation. For example:

\*\*On this topic, you would need to remediate on Tracheostomy Suctioning NOT Airway Management!

1. Airway Management: Tracheostomy Suctioning
   1. Use a suction catheter that does not exceed one-half of the internal diameter of the endotracheal tube to prevent hypoxia.
   2. Remove the bag or ventilator from the tracheostomy and insert the catheter into the lumen of the airway, advance the catheter until resistance is met. Pull the catheter back 1cm before applying suction to prevent mucosal damage.
   3. Apply suction intermittently by covering and releasing the suction port with the thumb for 10- 15 seconds.
2. Client Safety: Priority Action Following a Fall
   1. When a client falls, the nurses’ first duty is to the client: assess for injuries, get the patient back to bed safely, notify MD and Rapid Response Team.
   2. Follow policies and procedures for responding to falls and other dangerous situations.
   3. Report and document the incident. This provides valuable information that can help prevent similar incidents

##### Student Acknowledgement of ATI Content Mastery: Assessment and Review Policy

By signing below, I acknowledge that I have received a copy of and have read the ATI Assessment and Remediation Policy. I am aware of the ATI Standardized Assessment grading rubric and I understand that it is my responsibility to utilize all of the resources available from ATI.

 Student printed name Date



 Student Signature

##### Texarkana College ADN Rounding Rules *Revised 05/2020*

1. Documenting with calculations
   1. All answers must be labeled correctly for what unit you are solving.
2. Do not round any numbers until the end of the problem, unless you are converting weight. If you are converting weight, please see number 5 (there are two options).
3. Basic rounding with decimals
   1. No trailing zeros and no naked decimals
      1. *Correct: 4 Correct: 0.12*
      2. *Incorrect: 4.0 Incorrect: .12*
   2. Rounding to the nearest tenth:
      1. If the last digit is = or >5, round up *Example: 1.57 = 1.6*
      2. If the last digit is <5, round down *Example: 1.54 = 1.5*
4. Rounding any number (unless otherwise instructed)
   1. If greater than 1, round to the tenth

*Example: 1.234 = 1.2*

* 1. If less than 1, round to the hundredth

*Example: 0.567 = 0.57*

1. Converting weight:
   1. If you use Dimensional Analysis to solve calculations, use the weight given in the problem and use a conversion. There will be no rounding here since it is built in to the problem

*Example:*  76lbs *x1kg*   x \_\_\_\_\_\_\_\_\_\_\_\_\_ =?

*2.2 lbs*

* 1. If you do not use Dimensional Analysis, convert pounds to kilograms and round to the thousandths **prior** to beginning the calculation

*Example: 76 lbs ÷ 2.2 = 34.545454 = 34.545)*

1. IV Calculations:
   1. IV infusions are calculated in either gtts/min or mL/hour
      1. gtts/min has to be rounded to the whole number

*Example: 21.4 = 21 gtts/min*

*Example: 21.5 = 22 gtts/min*

* + 1. mL/hr has to be rounded to the tenth

*Example: 75.65 = 75.7 mL/hr*

1. Capsules and Tablets
   1. Capsules: must be rounded to a whole number

*Example: 1.6 = 2 capsules*

*Example: 1.3 = 1 capsule*

* 1. Tablets: Assume tablets are **not** scored unless otherwise indicated. If indicated as scored, round to the nearest half tablet.

##### UNIT I - Application of the Nursing Process in the Care of the Perioperative Client and the Client in Pain, Concepts of Infusion Therapy

|  |
| --- |
| **OBJECTIVES** |
| **Upon completion of this unit, the student will be able to:**   1. Define pain and factors that affect pain and compare and apply a systematic problem-solving process (assessment, interventions, evaluation) to decrease a client’s pain, including non-pharmacologic strategies and comparison of analgesics, adjuvants, and delivery routes for pain management. (CO 1, 2, 3, 7, 8) 2. Discuss legal aspects of surgery, various types and purposes of surgery, and teach surgical clients about dietary restrictions, preoperative preparations and medication and interventions to perform after surgery to prevent complications. (CO 1, 2, 3, 7, 9) 3. Compare and apply a systematic problem-solving process (assessment, interventions, evaluation) to reduce the risk for perioperative complications, including complete perioperative assessment with laboratory and clinical data assessment.   (CO 1, 3, 8, 9)   1. Discuss the roles and responsibilities of various intraoperative personnel and interventions to protect the client from injury, poor thermoregulation, malignant hyperthermia, and infection during the intraoperative period. (CO 1, 2, 3, 5, 6, 7, 11, 12) 2. Apply a systematic problem-solving process (assessment, interventions, evaluation) for the immediate and ongoing post anesthetic phase to prevent complications. (CO 1, 2, 6) 3. Discuss the nurse’s legal and ethical responsibilities in intravenous therapy related to complications of intravenous fluid and blood/blood product administration and the use of therapeutic communication to provide patient and family education related to IV and blood therapy. (CO 4, 6, 7, 11, 12) 4. Demonstrate evidence-based practice for inserting and discontinuing a peripheral intravenous catheter including calculation of flow rates for parenteral fluids when using various IV administration systems. (CO 2, 6) 5. Utilize clinical judgment to assess, prevent, document, and manage systemic complications related to infusion therapy. (C0 1, 2) |
| **THEORETICAL CONTENT** |
| **Ignatavicius, Workman and Rebar:**   * **Chapter 5** Assessment and Concepts of Care of Patients with Pain * **Chapter 15** Concepts of Infusion Therapy *(****Omit:*** *Midline Catheters, Central Intravenous Therapy, and Alternative Sites for Infusion)* * **Chapter 9** Concepts of Care for Perioperative Care * **Chapter 37** Concepts of Care for Patients with Hematologic Problems“Transfusion Therapy” pg. 816-821   **ATI Nursing Education: RN Pharmacology for Nursing Resource Book:**  IV Flow Rates Page 35  Chapter 4 Intravenous Therapy |
| **LEARNING ACTIVITIES** |
| **ATI Skills Modules 3.0**   * IV Med Administration * Blood Administration * Pain Management   **IV Therapy and Phlebotomy Skills:**   1. Demonstration of IV administration system using large volume fluids and IVPBs. 2. Start an IV infusion on a mannequin. 3. Calculate flow rates and set low rates. 4. Saline Flush. 5. Drawing Venous Blood for Blood Specimen Collection. |
| **EVALUATIONS** |
| **Satisfactory Completion of Skills Check-off**  **UNIT I EXAM** |

##### IV CALCULATION FORMULAS

**To calculate milliliters per hour (mL/hr):**

*Total Solution Number of hours to run*

*=mL/hour*

##### Calculating the drop rate:

*mL*

*×*

*hour*

*gtts*

*×*

*mL*

*1 hour*

*60 minutes*

*= gtts/min*

##### Example Questions:

**Order:** 1000mL of NS to run over 24 hours What is the mL/hr?

*1000mL*

*24 hours*

*= 41.67* or *41.7mL/hr*

**Order:** 1000mL of NS to run at 50mL/hr Administration Set (drop factor): 30gtts/mL What is the drop rate?

*50mL*

*×*

*hour*

*30gtts*

*×*

*mL*

*1 hour*

*60 minutes*

*= 25gtts/min*

**Order:** 3000 mL of D5NS over 24 hours Administration Set (drop factor): 15 gtts/mL What is the drop rate?

*3000mL*

*24 hours*

*15gtts*

*×*

*mL*

*1 hour*

*×*

*60 minutes*

*= 31.25 or 31 gtts/min*

##### UNIT I: IV PRACTICE PROBLEMS

1. Order: 1000 mL of D5 0.2% NS with 20 mEq potassium Chloride added to infuse over 12 hours. Administration Set: 10 gtts/mL
   1. The IV is infused by pump. Calculate the flow rate in mL/hour.
   2. The IV is infused by gravity. Calculate the drop rate (gtts/minute).
2. Order: Vancomycin 1 Gram in 150 mL of D5W over 1.5 hours. Drop factor: 60 gtts/mL
   1. Calculate the flow rate in mL/hour for the pump.
   2. Calculate the drops per minute (gtts/minute) for the IV infused by gravity.
3. Order: Zinacef 1 Gm. IVPB in 50 mL of D5W to infuse in 30 minutes. Administration Set: 15 gtts/mL
   1. Calculate the flow rate for use of the pump.
   2. Calculate the drop rate when the IV is infused by gravity.
4. Order: 1200 mL of NS to be infused over 8 hours. Drop factor: 15 gtts/mL
   1. Calculate the mL/hour for use of the pump.
   2. Calculate the gtts/minute.
5. Order: 1200 mL of D5NS over 10 hours. Administration Set: 60 gtts/mL
   1. Calculate the mL/hour for use of the pump.
   2. Calculate the drop rate.
6. Order: 1800 mL of D5W in 24 hours by infusion pump. Drop factor: 10 gtts/mL
   1. Calculate the mL/hour for the pump.
   2. Calculate the drop rate.
7. Order: 500 mL Ringers Lactate in 12 hours. Drop factor: 10 gtts/mL
   1. Calculate the flow rate if the pump is used.
   2. Calculate the drop rate if the IV is infused by gravity.
8. Order: 100 mL of 0.45% NS in 45 minutes by infusion pump. Calculate the infusion flow rate.
9. Order: 1500 mL of 0.9% NS in 10 hours. Drop factor: 20 gtts/mL
   1. Calculate the flow rate if the pump is used.
   2. Calculate the drop rate if IV is infused by gravity.
10. Order: 1 Unit of Packed Red Blood Cells (250 mL PRBCs) to infuse within 4 hours. Drop factor: 20 gtts/mL

Calculate the drop rate (gtts/minute).

##### UNIT II - Application of the Nursing Process in the Care of the Client with Peripheral Vascular Disorders

|  |
| --- |
| **OBJECTIVES** |
| **Upon completion of this unit, the student will be able to:**   1. Demonstrate knowledge of normal anatomy and physiology in discussing pathological processes of Peripheral Vascular Diseases (PVD). (CO 2) 2. Perform a nursing assessment of the peripheral vascular system utilizing principles of growth and development and societal/cultural differences. (CO 1, 3) 3. Discuss nursing responsibilities when caring for clients having diagnostic procedures related to PVD and demonstrate effective communication skills and behaviors that demonstrate acceptance of the client. (CO 1, 2, 3. 4, 8, 11) 4. Discuss the etiology, risk factors, prevention, and treatment of common PVD and safely perform common interventions and understand interventions administered by other health care professionals. (CO 1,2, 3, 10, 11) 5. Apply the nursing process using clinical reasoning in providing cost-effective care to clients with PVD and utilize community resources in planning nursing care. (CO 1, 2, 3, 10, 11) 6. Safely administer selected medications to clients with PVD. (CO 2, 6) 7. Implement a teaching plan for the patient/family with a peripheral vascular disorder. (CO 14, 15) |
| **THEORETICAL CONTENT** |
| **Ignatavicius, Workman & Rebar:** *Interprofessional Collaboration for Patients with Problems of the Cardiovascular System*   * **Chapter 30** Assessment of the Cardiovascular System (p.611-627) * **Chapter 33** Concepts of Care for Patients with Vascular Problems |
| **LEARNING ACTIVITIES** |
| **Simulation**  **Classroom activities** |
| **EVALUATIONS** |
| **UNIT II EXAM** |

##### UNIT III - Application of the Nursing Process in the Care of the Client with Infectious and Immune Disorders

|  |
| --- |
| **OBJECTIVES** |
| **Upon completion of this unit, the student will be able to:**   1. Utilize knowledge of normal anatomy and physiology in discussing the processes of inflammation and immunity and discuss the purpose of inflammation and immunity (CO 1, 2, 9) 2. Differentiate between cell-mediated and antibody-mediated immunity and discuss primary versus secondary immunodeficiency, interventions, and collaborative management in immunocompromised clients. (CO 2, 5, 6, 8, 11, 12) 3. Differentiate between pathogenic infection versus opportunistic infection. (CO 2) 4. Compare the basis for and manifestations of allergy and autoimmunity and the nursing responsibilities. (CO 2, 5, 6) 5. Identify factors increasing susceptibility to infection. (CO 2, 3, 6) 6. Describe the principles of infection control in inpatient and community-based setting and interventions to reduce risks. (CO 2, 6) 7. Discuss the components of the Centers for Disease Control (CDC) and Prevention Transmission-based Guidelines. (CO 2, 6) 8. Discuss the complications of infection and collaborative management. (CO 2, 12) |
| **THEORETICAL CONTENT** |
| **Ignatavicius & Workman:** *Interprofessional Collaboration for Patients with Problems of Immunity*     * **Chapter 16** Concepts of Inflammation and Immunity * **Chapter 17** Concepts of Care for Patients with HIV Disease * **Chapter 18** Concepts of Care for Patients with Hypersensitivity and Autoimmunity * **Chapter 21** Concepts of Care for Patients with Infection |
| **LEARNING ACTIVITIES** |
| **Classroom activities** |
| **EVALUATIONS** |
| **UNIT III EXAM** |

##### UNIT IV - Application of the Nursing Process in the Care of the Client with Fluid and Electrolyte and Acid-Base Imbalances

|  |
| --- |
| **OBJECTIVES** |
| **Upon completion of this unit, the student will be able to:**   1. Discuss the function, distribution, movement and regulation of fluid and electrolytes in the body. (CO 2) 2. List factors that influence abnormal body fluid and electrolyte balance. (CO 2) 3. Recognize clinical signs and laboratory findings of selected fluid and electrolyte disturbances (CO 2) 4. Use the nursing process related to fluid and electrolytes and acid base when providing care for patients. (CO 1, 12, 14, 15) 5. Apply knowledge of anatomy, physiology, and pathophysiology to perform an evidence-based assessment for the patient with a disturbance of acid-base balance. (CO 1, 2) 6. Interpret assessment findings for the patient experiencing a disturbance of acid-base balance. (CO 2) 7. Use the nursing process related to acid-base balance when providing care for patients. (CO 1, 2) |
| **THEORETICAL CONTENT** |
| **Ignatavicius & Workman:** *Interprofessional Collaboration for Patients with Problems of Fluid, Electrolyte, and Acid-Base Balance*   * **Chapter 13** Concepts of Fluid and Electrolyte Balance * **Chapter 14** Concepts of Acid-Base Balance |
| **LEARNING ACTIVITIES** |
| **ATI Engage**   * Engage Fundamentals RN: Fluid, electrolyte, acid base   **Classroom activities** |
| **EVALUATIONS** |
| **UNIT IV EXAM** |

##### UNIT V - Application of the Nursing Process in the Care of the Client with Disorders of the Respiratory System

|  |
| --- |
| **OBJECTIVES** |
| **Upon completion of this unit, the student will be able to:**   1. Utilize knowledge of normal anatomy and physiology in discussing pathological processes of the respiratory tract. (CO 2, 9) 2. Perform a nursing assessment of the respiratory tract utilizing principles of growth and development and societal/cultural differences. (CO 1, 2, 3) 3. Discuss nursing responsibilities when caring for clients having diagnostic procedures related to the respiratory tract. (CO 1, 2, 3, 9) 4. Discuss the etiology, risk factors, prevalence, and treatment of common respiratory tract disorders. (CO 2, 3, 5, 6) 5. Apply the nursing process using critical thinking skills in providing cost-effective care to clients with respiratory tract disorders. (CO 3, 7, 8) 6. Safely perform common respiratory interventions and understand interventions administered by other health care professionals. (CO 1, 2, 3, 6) 7. Safely administer selected medications to clients with respiratory tract disorders while demonstrating effective communication skills and behaviors which demonstrate acceptance of client limitations. (CO 2, 4, 6, 8) 8. Implement a teaching plan and utilize community resources for the client/family with a respiratory tract disorder. (CO 1, 4, 8, 9, 10) |
| **THEORETICAL CONTENT** |
| **Ignatavicius & Workman:** *Interprofessional Collaboration for Patients with Problems of the Respiratory System*  **Chapter 24** Assessment of the Respiratory System  **Chapter 25** Concepts of Care for Patients Requiring Oxygen Therapy or Tracheostomy (***Omit:*** *tracheostomy*)  **Chapter 27** Concepts of Care for Patients with Noninfectious Lower Respiratory Problems *(****Omit:*** *Cystic Fibrosis)*  **Chapter 28** Concepts of Care for Patients with Infectious Respiratory Problems |
| **LEARNING ACTIVITIES** |
| **ATI Real Life RN 4.0**   * **COPD**   **ATI Engage**   * **Engage Fundamentals RN: Gas Exchange & Oxygenation**   **Classroom activities** |
| **EVALUATION** |
| **UNIT V EXAM** |

##### UNIT VI - Application of the Nursing Process Focusing on Gastrointestinal Disorders

|  |
| --- |
| **OBJECTIVES** |
| **Upon completion of this unit, the student will be able to:**   1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for patients with gastrointestinal disturbances. (CO 1, 2, 3, 4) 2. Assess characteristics of common gastrointestinal system disturbances and formulate nursing diagnoses related to the patient with gastrointestinal disturbances and design a plan of care for the patient using evidence-based practice. (CO 1, 2, 3, 5, 10) 3. Demonstrate the ability to take a health/illness history of patients with disturbances of the gastrointestinal system, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CO, 1, 2, 3, 4, 5, 11) 4. Integrate the purpose of diagnostic measures and treatment modalities for specific GI disturbances. (CO 1, 2, 3) 5. Administer medications safely and perform technical skills to patients with disturbances of the gastrointestinal system based on National Patient Safety Goals and following standards of nursing care. (CO 1, 3, 6, 7, 9, 10, 11) 6. Integrate principles of nutrition and food/fluid intake in the care of patients with a disturbance of the GI system. (CO 1, 2) 7. Determine the relationship of psychosocial concepts to common gastrointestinal disorders considering cultural/ethnic and social diversity. (CO 3, 4, 5, 6, 8) 8. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with a disturbance of the gastrointestinal system. (CO 1, 2, 10, 11) |
| **THEORETICAL CONTENT** |
| **Ignatavicius & Workman:** *Interprofessional Collaboration for Patients with Problems of the Gastrointestinal System*  **Chapter 48** Assessment of the Gastrointestinal System *(****Omit:*** *liver, gallbladder, or pancreas)*  **Chapter 49** Concepts of Care for with Oral Cavity and Esophageal Problems  **Chapter 50** Concepts of Care for Patients with Stomach Disorders  **Chapter 51** Concepts of Care for Patients with Noninflammatory Intestinal Disorders  **Chapter 52** Concepts of Care for Patients with Inflammatory Intestinal Disorders  **Chapter 53** Concepts of Care for Patients with Malnutrition: Undernutrition and Obesity |
| **LEARNING ACTIVITIES** |
| **ATI Learning System RN 3.0:**   * **Practice Quizzes: Medical-Surgical: Gastrointestinal**   **Classroom activities**  **Simulation** |
| **EVALUATION** |
| **UNIT VI EXAM** |

**RNSG 1460**

**CLINICAL – REGISTERED NURSING/**

**REGISTERED NURSE**

**SYLLABUS**

**Prepared by FACULTY**

**HEALTH SCIENCE DIVISION**

**Associate Degree Nursing Program**

**TEXARKANA COLLEGE**

**Texarkana, Texas**

TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599 (903) 823-3017 human.resources@texarkanacollege.edu



COURSE NAME: Clinical – Registered Nursing/Registered Nurse

COURSE NUMBER: RNSG 1460

CREDIT HRS. 4 LECTURE: 0

LAB: 0 TOTAL CLOCK HOURS: 192\_

**Course Title:** Clinical –Registered Nursing/Registered Nurse

**Course Level:** Introductory

**Course 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.

**End of Course Outcomes:**  As outlined in the learning plan: Apply the theory, concepts, and skills involving specialized materials, 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.

**Key Concepts and General Course Plan:** RNSG 1460 provides the nursing student with clinical skills to coordinate with the content of RNSG1431. This course is designed to focus on application of biological, psychological, and sociological concepts and the nursing process to promote health, maintain health, prevent disease, and provide patient-centered nursing care during illness. Opportunity is provided to develop competence in selected skills including assessment, therapeutic communication techniques, participation in the patient’s treatment program, calculation of dosages and administration of medications including IV Piggybacks (IVPB), IV and blood therapy, preparation of patients for diagnostic procedures, and anticoagulant therapy. This course enables the student to develop skills in clinical reasoning and decision-making while participating as a member of the health care team providing quality, safe, cost-effective nursing care for patients in structured health care settings. Concepts of communication, pharmacology, nutrition, evidenced-based practice, cultural competence, and scope of nursing practice standards are threaded throughout the course.

Prerequisites: BIOL 2301, 2101, 2302, 2102, 2320, and 2120; PSYC 2301 and 2314;

AHA/BLS-HCP; RNSG 1413, and 1360.

Corequisites: ENGL 1301; RNSG 1431, and 1412.

**Corequisite courses must be completed by the end of the Semester.**

**Failure to do so prohibits progression in the program.**

PSLO = IE Student Learning Outcomes (Program) QSEN – Quality & Safety Education for Nurses

SOP = Texas BON Standards of Practice (2019) QSEN-P = Patient-centered care

CO = Student Learning Outcomes (Course) QSEN-T = Teamwork and collaboration

DEC = Texas BON Differentiated Essential Competencies (2021) QSEN-E = Evidence-based practice

DEC-P = Provider of Patient Centered Care QSEN-Q = Quality Improvement

DEC-S = Patient Safety Advocate QSEN-S = Safety

DEC-T: Member of the Health Care Team QSEN-I = Informatics

DEC-M = Member of the Profession

**RNSG 1460 CLINICAL-REGISTERED NURSING/REGISTERED NURSE TRAINING**

**COURSE STUDENT LEARNING OUTCOMES**

(Competencies to be measured)

**Upon completion of this course, the student will be able to:**

1. Practice as a student nurse within legal and ethical parameters, maintaining a just culture and demonstrating professional growth by developing critical thinking skills when providing care to the patient and their families. (PSLO-4,5; SOP-1,2,12,13,16,17,21,23, SOP-1A,1C,3A; DEC-P-C, E; DEC-S-A, B; DEC-T-A; DEC-M-A, B, C, D; QSEN-P,T,E,Q,S)
2. Incorporate QSEN competencies and evidence-based practice to develop an individualized plan of care that establishes priorities in the tasks of all aged patients. (PSLO-1,4,5; SOP-1A, 1C, 2, 3A, 7,9,12,17,21,22; DEC-P-A, B, C, D, E, F, G, H; DEC-S-C; DEC-T- A, C, D, E, F; DEC-M-B; QSEN-P, T, E, Q, S, I)
3. Utilize written, verbal, nonverbal, and electronic communication techniques effectively and confidentially to provide patient-centered tasks and in collaborating with members of the health care team. (PSLO-1, 3, 5; SOP-1D,1P,1Q,3A, 4,5,6,7,15,21; DEC-P-A, B; DEC-T-A, B, D; DEC-M-C; QSEN-P, T, S)
4. Utilize the nursing process and critical thinking to plan nursing tasks and to evaluate and modify the plan of care based on the patient’s response and/or changes in patient. (PSLO-1, 2, 3, 5, 6; SOP-2, 2E, 3A 4, 12, 21, 23; DEC-P-A, B, C, D, E, F, H; DEC-T-B, D; DEC-M-D; QSEN- P, T, E, Q, S, I)
5. Apply physiological, pathophysiological, biopsychosocial and assessment data safely and effectively when planning and implementing nursing interventions. (PSLO-1, 3; SOP -1D, 2A, 2D, 3A, 6, 7, 13, 17, 18, 19, 20, 21; DEC-P- A, C, E, G, H; DEC-T-A, C, D; DEC-M-B; QSEN-P, E, S, I)
6. Ensure service excellence when demonstrating competency / clinical reasoning in the performance of professional nursing skills, in addition to skills previously performed. (PSLO-1, 5, 6; SOP-1D, 1H, 2, 2E, 3A, 4, 12, 21, 23; DEC-P-B, C, D, E, F, G, H; DEC-S-D; DEC-M-D; QSEN-P, T, E, Q, S, I)
7. Ensure service excellence when demonstrating a focused health assessment and implement interventions and decision-making techniques that promote a culture of biopsychosocial safety. (PSLO-4, 6; SOP-2-5, 12, 13, 15, 16, 18, 19, 20; DEC-P-D, E, F; DEC-S-B, D, E; DEC-T-D; QSEN-P, E, Q, S, I)

**INSTITUTIONAL EFFECTIVENESS**

The purpose of the Associate Degree Nursing Program at Texarkana College is to provide a curriculum that produces a graduate nurse who functions in these roles: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Attainment of the program objectives by the graduate nurse demonstrates effectiveness.

TEXARKANA COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

# PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

**And General Education Core Competencies**

The following program objectives are the outcomes, which shape the curriculum and are the criteria for measurement of its success. This reflects the Differentiated Essential Competencies of graduates of Texas nursing programs as a member of the profession, provider of patient-centered care, patient safety advocate and member of the healthcare team.

**The graduate will:**

1. **Utilize critical thinking skills** to provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.

1. **Demonstrate a personal responsibility** to respect a patient’s right to participate in decisions affecting their health by promoting patient-centered care and ensuring confidentiality.

1. **Employ therapeutic communication skills** to act as a patient safety advocate by establishing compassionate, caring, and therapeutic relationships in a physically and psychologically safe environment.

1. Accepts and makes assignments and delegates tasks to other members of the healthcare team **using empirical and quantitative skills** that take into consideration patient safety, organizational policies, and scope of practice and demonstrated abilities.

1. Demonstrate professional **and social responsibility** as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards, and promoting a positive image of professional nursing.

1. Serve as an advocate for continuity of care **through teamwork** and promote quality and access to healthcare for the patient and family.

\*Competent is defined as the ability to do; proficient is defined as the ability to do well; and mastery is defined as the ability to do brilliantly at every occasion.

**COURSE REQUIREMENTS**

1. **Clinical dress code should be adhered to at all times** as specified by the Student Handbook or clinical agency. Noncompliance with the Nursing Uniform Code and failure to adequately prepare for clinical assignments may result in the student’s **dismissal** from the Clinical Unit, thus constituting a clinical **absence**.

2. Students should complete designated clinical paperwork assignments by the given due date and time. The assignments are to be submitted to the student’s instructor. **Late assignments** **will not be accepted**. Students should put his/her **name on every piece of paper**. Grades on written clinical assignments are reflected in the Clinical Evaluation Booklet (CEB).

3. BLS/AHA-HCP cards must be current through May of the year you expect to graduate.

4. Through a cooperative agreement with Texarkana College and area health care facilitiesstudents enrolled in the Associate Degree Nursing Program at Texarkana College are placed in selected clinical settings for laboratory experience. Because of scheduling and enrollment patterns, clinical experience and times for laboratory may be subject to change. Students are expected to respect the policies of the institution to which they are assigned.

5. A **minimum grade of 75** is required to pass RNSG 1460. The instructor will keep a clinical performance evaluation throughout the semester. This record will serve as a guide to the student and instructor in evaluating clinical performance. A copy of the Clinical Evaluation Booklet-Supplement (CEB-S) is included in the clinical packet.

The philosophy of the Associate Degree Nursing Program at Texarkana College includes preparing graduates for the role of member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team. Upon graduation, the associate degree nurse is prepared for a beginning staff position under supervision in various healthcare settings.

To ensure the readiness of each graduate to perform entry-level nursing care and skills, the clinical grade will reflect that the student is performing safe, competent, hands-on clinical care (actual patients) with a passing grade each semester. Simulation, and other assigned clinical activitieswill **only be included in the clinical average after the student has reached a passing grade for all clinical site, hands-on clinical days for the semester.**

All hands-on clinical days will be averaged (points earned divided by the number of assigned days) and should equal or exceed 30.0 points (according to the “no rounding” policy for grading in the Health Sciences ADN program). Once a passing average has been earned for hands-on clinical, simulation and other assigned clinical activity grades will be averaged into the overall clinical course grade (RNSG 1160, RNSG 1360, RNSG 1460, RNSG 2360 and RNSG 2463). **All graded days will be averaged in at equal weight once the hands-on clinical grade is passing.**

6. Satisfactory completion of all assignments in RNSG 1460 is necessary in order to pass the course. Because of the importance of the clinical component, the student is expected to be present for all scheduled clinical days. However, if an absence due to emergencies or extenuating circumstances does occur, the following policy will apply:

* **A TOTAL of two clinical absences are permitted during the semester.** A third clinical absence during the semester will result in the student not progressing in the program and being dropped from the course with a grade of “W”.
* Students who are up to 15 minutes late are tardy. Students more than 15 minutes late are counted absent. Three (3) tardies equal one (1) absence. Leaving clinical early counts as a tardy or absence according to the time missed. **Students are responsible for keeping up with absences and tardies**.
* If a student has been placed on Level III Evaluation and Progression with one-on-one observation and is absent on the designated day of evaluation, the absence will be made up in the clinical area at the discretion of the faculty and Division Chair, if time remains in the semester. If no time remains in the semester, the student may not progress in the program.
* If the clinical course (RNSG 1460) is dropped, the student cannot continue in either theory course (RNSG 1431 or RNSG 1412). If either theory course (RNSG 1431 or RNSG 1412) is dropped, the student cannot continue in the clinical course (RNSG 1460). The student must pass RNSG 1431, RNSG 1412, and RNSG 1460 concurrently in order to continue in the Associate Degree Nursing Program.
* **Attention!! Dropping this course may affect your funding in a negative way. You could owe money to the college or federal government. Please check with the Financial Aid Office before making a decision.**

7. Skills Check-off: During the semester, students are assigned clinical skills check-offs to be demonstrated on campus. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities for demonstration of the competency. The highest grade possible for the second attempt will be 75% of the points available for that skill. The third attempt will be 50% of the points available for that skill. Completion of all assigned skills checkoffs is mandatory.

**If the student is not successful by the third attempt, the student will not be allowed to continue in the program and will not be allowed to continue in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and the Health Science Student Handbook.**

Skills introduced in this course, as well as previously learned skills and guidelines, must be performed satisfactorily. Competency will be tested on all skills learned at the end of the semester at the Skills Fair. **Attendance to the Skills Fair is required**.

8. Patient Care Assignments: The clinical instructor will make the assignments. Should a patient be discharged, transferred, etc., the student is responsible for working with the staff to secure another assignment of comparable difficulty. **Please notify your clinical instructor of this change.**

9. Students will report to the clinical instructor in the hospital lobby area by 0630. After report, take and record vital signs, perform the assessment and prepare the patient for meals, if needed. Review the patient record, make opening entries in the chart, verify medications to be given are available. Medications will be given as assigned by the instructor. Prompt attendance is expected.

10. **If unable to attend clinical, the student must notify the clinical instructor and the assigned Unit to report the absence at least 1 hour prior to clinical experience**. Take the name of the person to whom you speak and ask that a note be given to your instructor. Failure to adhere to this procedure could result in deduction of points on the next graded clinical day.

11. Breaks are allowed after finishing patient care and charting, and are not to exceed 15 minutes. Breaks are to be taken off the unit, but students are to remain at the clinical facility.

12. Students are allowed a 30 minute meal break. Student must report off to hospital staff prior to leaving the Unit for ANY reason. The meal must be taken at the Clinical site in the Cafeteria.

13. **Strict CONFIDENTIALITY must be maintained** in all situations relating to patient information and care. Students may NOT accept or bring computer printouts out of the clinical facility. Students are expected to adhere to Health Insurance Portability and Accountability Act (HIPAA) Law at all times.

14. It is an expectation that students treat faculty, staff and fellow students with respect on campus and in the clinical setting. Incivility **will not** be tolerated in the Health Sciences Programs.

15. Students will be assigned to the simulation lab as part of their clinical learning experiences. Simulation experiences in the labs will be graded by faculty developed rubrics. **The students must successfully meet defined objectives, procedures, and tasks to receive satisfactory grades.** Students who do not complete required work will be graded according to the rubric. Absences from simulation activities will be included as clinical absences. It is the students’ responsibility to be aware of the number of absences they have accrued throughout the semester. See Health Sciences Division Student Handbook Policy 1.32 and 1.33

16. If a qualified faculty member is not available to substitute for a group assigned clinical, the group may be sent home and be required to do a schedule make-up day prior to the end of the semester.

17. COVID-19 Addendum: Make-up of clinical absences, due to pandemic guidelines or quarantine, may be achieved either virtually or in the hands-on clinical setting. To comply with Texas Board of Nursing Rules 214.10 and 215.10, a **minimum of 50% of the clinical course hours of each individual clinical course will be completed in hands-on clinical experiences** unless a waiver is issued by the state of Texas. **Students who are required to be absent in clinical due to a mandated quarantine will be required to make up the missed clinical attendance by the end of the semester at a clinical facility if the minimum of 50% clinical hours has not been achieved or through virtual online assignments.** Clinical grades will be given for the virtual clinical days and/or make-up days. The student will not be given a course grade until the virtual online clinical or make-up days are completed. Clinical absences related to mandated quarantine guidelines will not be counted against the student when appropriate documentation from Healthcare Provider/ Physician has been provided to Team Coordinators and/or Dean.

**GUIDELINES FOR IVs AND MEDICATIONS**

1. The student will administer medications to assigned patients within the hours designated by the instructor.
2. **The student may administer oral medications with instructor permission only.** The student must have drug reference text with all patient’s medications flagged and be familiar with the classifications, appropriate route, dosage, and nursing implications of every drug administered. No narcotics may be given in any form.
3. The student may administer **IM and SQ medications** with instructor or RN supervision.
4. Student may start an IV with the assistance of the RN or Clinical Instructor **(not with help of GN or LVN, etc.).**
5. Utilize your nursing judgment to assess the patient’s veins and the level of your own skill in choosing to attempt to start an IV. Know when **NOT** to try.
6. Students may flush an intermittent peripheral IV access (HepLock, Saline Lock, etc.) with 2-3 mL Saline with Instructor or RN supervision. **Instructor and/or RN MUST be PRESENT.**
7. Student may give peripheral IV Piggyback (IVPB) medications and IV fluids if the RN or Instructor checks the medication with student and **INSTRUCTOR/RN MUST BE PRESENT WHEN MEDICATION IS HUNG.**
8. Students will have no more than **two (2)** unsuccessful attempts to start an IV on one patient.
9. Students **ARE NOT allowed to give IV Push medications** (i.e., drugs injected directly into a vein or into the tubing).
10. Students **ARE NOT allowed to hang meds to any Central Line** (this includes PICC and Midline catheters), nor perform central line care/dressing changes.

**GUIDELINES FOR *EMERGENCY DEPARTMENT***

**Wadley Regional Medical Center**

**Emergency Department 1st Floor**

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

You will meet your clinical instructor in the lobby at 0630. Your instructor will take you to the Emergency Department.

**Objectives:** The emphasis for this experience is to observe triage nursing and emergency care.  Confidentiality is to be practiced and legal implications are to be considered. The same level of supervision is required as any other assigned hospital experience as a student.

**Responsibilities:**

* You may assist by doing procedures that you are competent in doing and have been successfully checked-off on. Examples include: Foley catheterizations, NG Insertion/Removal, IM injections, IV Insertion (ONCE YOU HAVE BEEN CHECK-OFF) and drawing blood. If you have checked off on IVs, then you may draw blood (with RN supervision).
* **An RN must be present in the room to supervise any skills performed by the student.**
* **NARCOTICS ARE NOT TO BE ADMINISTERED BY THE STUDENT.**
* **You may NOT administer ANY IV Push medications or hang any critical care IV drips (i.e., nitroglycerin, propofol, insulin, potassium, etc.)**
* **PO medications, IV antibiotics, and IV fluids may be administered by the student after the order and medication have been reviewed with the RN present.**
* Focused physical assessments and vital signs may be done in conjunction with or without the supervision of a Registered Nurse.
* If a patient is to be transferred within the hospital (for diagnostic procedures or for admission to another area) you may assist and accompany the ED personnel with the transfer. You are not to accompany patients in ambulance or helicopter transfers.
* If there are periods without patients, you may help the ED personnel with stocking supplies, checking equipment, and other practices that maintain readiness for emergency care.
* Preceptor Forms are **not** required during your clinical rotation in the Emergency Department.
* **Post-conference attendance is required, and you will be told when and where to meet for post-conference***.*
* You will be graded as Satisfactory/Unsatisfactory.

**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in the Emergency Department. You may discuss any emergency cases and skills preformed. **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

**GUIDELINES FOR *DAY SURGERY***

**CHRISTUS St. Michael**

**Day Surgery 3rd Floor**

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

**Wadley Regional Medical Center**

**Day Surgery 1st Floor**

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

You will meet your clinical instructor in the lobby at 0630. Your instructor will take you to Day Surgery.

**Objectives:** The emphasis for this experience is to safely practice IV insertions and blood draws under the supervision of the Registered Nurse.  Confidentiality is to be practiced and legal implications are to be considered.

**Responsibilities:**

* You may assist by doing procedures that you are competent in doing, such as vital signs.  The same level of supervision is required as any other assigned hospital experience as a student.
* If there are periods without patients, you may help the Day Surgery personnel with stocking supplies, checking equipment, and other practices that maintain readiness for the unit.  When census in the Day Surgery has dropped to where there is nothing to assist the RN with, report to your clinical instructor on your assigned floor.
* Preceptor Forms are **not** required during your clinical rotation in the Day Surgery.
* **Post-conference attendance is required, and you will be told when and where to meet for post-conference***.*
* You will be graded as Satisfactory/Unsatisfactory.

**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in Day Surgery.  You may discuss any Day Surgery patients and skills preformed. **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

**GUIDELINES FOR THE *OPERATING ROOM***

**CHRISTUS St. Michael**

**Operating Room- located on 3rd floor.**

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

**Wadley Regional Medical Center**

**Operating Room- located on 1st Floor**.

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

You will meet with your clinical instructor at 0630 in the lobby of your assigned hospital. You will be taken to the OR department by your clinical instructor.

**Objectives:** The emphasis for this experience is to observe the intraoperative patient.  Confidentiality is to be practiced and legal implications are to be considered.

**Responsibilities:**

* You may assist by doing procedures that you are competent in doing, such as vital signs, catheterizations, administering injections, and IVs/drawing blood (ONCE YOU HAVE BEEN CHECKED OFF) under the supervision of the Registered Nurse.  **You may not administer IVP meds nor hang IVPB meds in the OR.** The same level of supervision is required as any other assigned hospital experience as a student.
* During your OR day, you will be required to change into surgical scrubs and perform a surgical scrub.  You must still come dressed in your TC uniform for this assignment.  This day will consist of standing in one position for a long period of time.  For this reason, please make sure you eat breakfast before you come to clinicals
* If there are periods without patients, you may help the surgery personnel with stocking supplies, checking equipment, and other practices that maintain readiness for the unit.  When you are dismissed from the OR by the OR staff, report to your clinical instructor on your assigned floor.
* Preceptor Forms are **not** required during your clinical rotation in the OR.
* **Post-conference attendance is required, and you will be told when and where to meet for post-conference***.*
* You will be graded as either Satisfactory or Unsatisfactory.

**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in the OR. You may discuss any OR cases and skills preformed. **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

**GUIDELINES FOR *PACU***

**CHRISTUS St. Michael**

**Post Anesthesia Care Unit (PACU) 3rd Floor**

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

You will meet your clinical instructor in the lobby at 0630. Your instructor will take you to PACU.

**Objectives:** The emphasis for this experience is to observe the postoperative patient.  Confidentiality is to be practiced and legal implications are to be considered. The same level of supervision is required as any other assigned hospital experience as a student.

**Responsibilities:**

* You may assist by doing procedures that you are competent in doing and have been successfully checked-off on. Examples include:   foley catheterizations, NG insertion/removal, administering injections, IV Insertion (ONCE YOU HAVE BEEN CHECK-OFF) and drawing blood. If you have checked off on IVs, then you may draw blood (with RN supervision).
  + **An RN must be present in the room to supervise any skills performed by the student.**
  + **NARCOTICS ARE NOT TO BE ADMINISTERED BY THE STUDENT.**
  + **You may NOT administer ANY IV Push medications or hang any critical care IV drips (i.e., nitroglycerin, propofol, insulin, potassium, etc.)**
  + **PO medications, IV antibiotics, and IV fluids may be administered by the student after the order and medication have been reviewed with the RN present.**
* Focused physical assessments and vital signs may be done in conjunction with or without the supervision of a Registered Nurse.
* If there are periods without patients, you may help the PACU personnel with stocking supplies, checking equipment, and other practices that maintain readiness for post anesthesia care.
* Preceptor Forms are **not** required during your clinical rotation in the PACU.
* **Post-conference attendance is required, and you will be told when and where to meet for post-conference***.*
* You will be graded as Satisfactory/Unsatisfactory.

**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in PACU. You may discuss any PACU cases and skills preformed. **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

**GUIDELINES FOR *ET***

**Wadley Regional Medical Center**

**Enterstomal Therapy 4th floor**

**Time:** 0630-1330 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

You will meet your clinical instructor at 0630 in the lobby. Your instructor will take to the ET office

**Objectives:**

The emphasis for this experience is to follow the assigned Registered Nurse in the specialty role of an Enterstomal Nurse. Confidentiality is to be practiced and legal implications are to be considered. This is an observation day. The same level of supervision is required as any other assigned hospital experience as a student.

**Responsibilities:**

* Introduce yourself & explain your learning objectives.
* Observe the responsibilities of the RN in this clinical role.
* Preceptor Forms are **not** required during your clinical rotation through ET.
* **Post-conference attendance is required. You will be told when and where to meet for post-conference**.
* You will be graded as Satisfactory/Unsatisfactory.

**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in ET. You may discuss the implications for any skills the ET Nurse performed such as wound care/management, PICC line placement, ostomy care/maintenance, or other interventions observed.  **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

**GUIDELINES FOR CHRISTUS ST. MICHAEL *WOUND CARE***

**CHRISTUS St. Michael Wound Care Clinic**

1801 Galleria Oaks Dr., Texarkana TX, 75503

**Time**: 0800-1430 with ½ hour for lunch. You will need to bring a lunch.

**Wear:** TC Uniform and name badge.

**Objectives:** The emphasis for this experience is to observe the assigned Registered Nurse in the Wound Care Clinic setting. Confidentiality is to be practiced and legal implications are to be considered. The same level of supervision is required as any other assigned hospital experience as a student.

**Responsibilities:**

* Introduce yourself & explain your learning objectives.
* Assist the RN with wound care, vital signs, and assessments of patients.
* Observe the physical and psychosocial aspects of care being provided to the client.
* Preceptor Forms **must be** completed by the student and preceptor prior to leaving the clinical site.
* Ask your preceptor to complete an online student evaluation at the end of the day. Link: [www.texarkanacollege.edu/preceptor](http://www.texarkanacollege.edu/preceptor)
* Students are required to complete an online evaluation of their preceptor.

Link: [www.texarkanacollege.edu/preceptor](http://www.texarkanacollege.edu/preceptor)

* Post-conference attendance is **not** required, and you will dismiss from this facility at 1430.
* You will be graded as Satisfactory/Unsatisfactory.

**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in the Wound Care Clinic.   You may discuss your patient’s medical diagnosis and reason for referral to the Wound Care Clinic. Discuss the implications for any skills the RN performed and discuss the types of wounds and wound care/dressings observed. **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

**GUIDELINES FOR CHRISTUS ST. MICHAEL *ATLANTA***

**CHRISTUS St Michael Atlanta**

1007 South William St. Atlanta, TX 75551

**Emergency Department 1st Floor**

**Time:** 0630-1430 with ½ hour for lunch.

**Wear**: TC Uniform & name badge.

You are to park in the associate parking lot located to the far left of the main entrance/driveway. You are to enter through main entrance/ED. You are to report to the nursing station in the Emergency Department.

**Objectives:** The emphasis for this experience is to observe triage nursing and emergency care.  Confidentiality is to be practiced and legal implications are to be considered. The same level of supervision is required as any other assigned hospital experience as a student.

**Responsibilities:**

* You may assist by doing procedures that you are competent in doing and have been successfully checked-off on. Examples include:   Foley catheterizations, NG Insertion/Removal, IM injections, IV Insertion (ONCE YOU HAVE BEEN CHECK-OFF) and drawing blood. If you have checked off on IVs, then you may draw blood (with RN supervision).
  + **An RN must be present in the room to supervise any skills performed by the student.**
  + **NARCOTICS ARE NOT TO BE ADMINISTERED BY THE STUDENT.**
  + **You may NOT administer ANY IV Push medications or hang any critical care IV drips (i.e., nitroglycerin, propofol, insulin, potassium, etc.)**
  + **PO medications, IV antibiotics, and IV fluids may be administered by the student after the order and medication have been reviewed with the RN present.**
* Focused physical assessments and vital signs may be done in conjunction with or without the supervision of a Registered Nurse.
* If a patient is to be transferred within the hospital (for diagnostic procedures or for admission to another area) you may assist and accompany the ED personnel with the transfer. You are not to accompany patients in ambulance or helicopter transfers.
* If there are periods without patients, you may help the ED personnel with stocking supplies, checking equipment, and other practices that maintain readiness for emergency care.
* If census is low in the ED, you may placed on a MS floor.
* Preceptor Forms **must be** completed by the student and preceptor prior to leaving the clinical site.
* Ask your preceptor to complete an online student evaluation at the end of the day. Link: [www.texarkanacollege.edu/preceptor](http://www.texarkanacollege.edu/preceptor)
* Students are required to complete an online evaluation of their preceptor.

                     Link:  [www.texarkanacollege.edu/preceptor](http://www.texarkanacollege.edu/preceptor)

* Post-conference attendance is **not** required, and you will dismiss from facility at 1430*.*
* You will be graded as Satisfactory/Unsatisfactory.

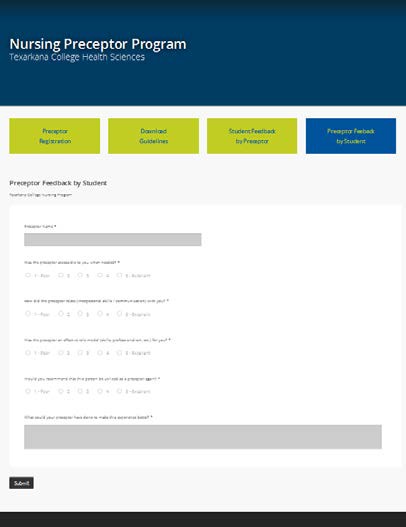
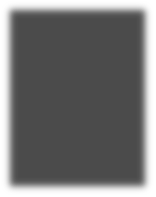
**Clinical Assignment:**

* Complete your online or paper clinical journal outlining your experience in the Emergency Department. You may discuss any emergency cases and skills preformed. **(DO NOT put patients' names or any identifying information-HIPAA).**
* The due date is determined by your clinical instructor.

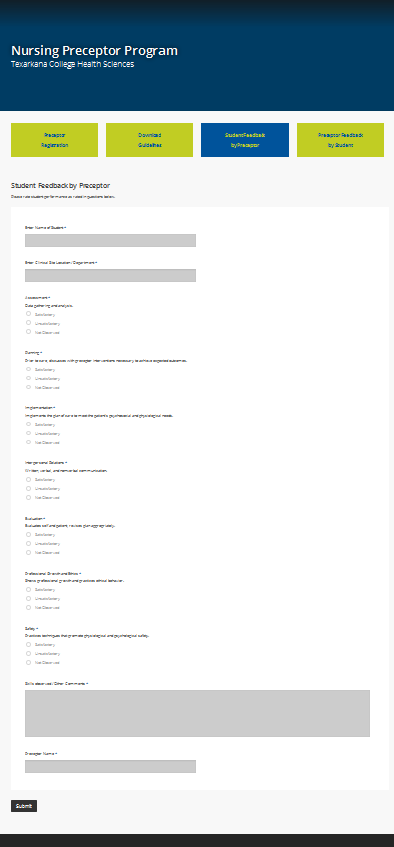
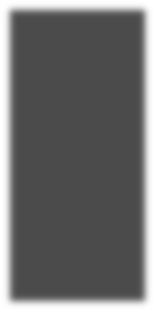
**Texarkana College Nursing Preceptor Program**

**Please visit:** [www.texarkanacollege.edu/preceptor](http://www.texarkanacollege.edu/preceptor)

(smart phone or PC)



Preceptor Feedback by Student



1. If preceptor cannot complete this on their pc or smart phone the student may take their smart phone to the preceptor to use.
2. Back up option: If a paper version needs to be used, it will be the student’s responsibility to input the survey into the web site for the preceptor & turn in the paper copy:
   * Input paper data into web site.
   * Note time and date on paper copy.

Student Feedback by Preceptor

**TEXARKANA COLLEGE**

**ASSOCIATE DEGREE NURSING**

**CLINICAL EVALUATION BOOKLET-SUPPLEMENT**

**(CEB-S)**

**AND**

**CLINICAL EVALUATION BOOKLET (CEB)**

**CLINICAL GRADING PROCESS:**

TEXARKANA COLLEGE

ASSOCIATE DEGREE NURSING

CLINICAL EVALUATION

Clinical evaluation in the associate degree nursing program at Texarkana College reflects the program philosophy. **Learning is:**

1. Comprised of cognitive, affective, and psychomotor components,

2. An additive process,

3. Demonstrated by a change in behavior,

4. Enhanced by a multisensory approach, and

5. Individualistic.

While the faculty is accountable for curricular planning and the creation of a learning environment, **learning is ultimately the responsibility of the student**. The clinical evaluation process is based upon the program philosophy, the Code of Ethics, and standards for nursing practice. Evaluation of student learning is the responsibility of the faculty. Not all student behaviors and faculty decisions about such behaviors are predictable or quantifiable; therefore, the clinical evaluation tool (CEB, CEB-S) is a reference tool only and not an exhaustive contract. Students should be aware that they are in a professional program and the faculty has the responsibility to:

1. use their collective professional judgment to determine when the student’s clinical, academic, or personal performance and professional accountability are inconsistent with the responsibility for guarding patient safety.

2. determine if the student is to be given re-learning opportunity, asked to withdraw from the program, or subject to disciplinary action, as outlined in the Texarkana College Student Handbook.

**PROCESS**

This time of learning, beginning when the clinical nursing course starts, provides opportunity for the student to learn and practice cognitive, affective, and psychomotor skills needed for the implementation of safe nursing care. Clinical evaluation is based upon eight categories identified in the Clinical Evaluation Booklet (CEB):

1. Assessment

2. Planning

3. Implementation (plan of care)

4. Implementation (selected skills)

5. Interpersonal relations

6. Evaluation

7. Professional growth and ethics

8. Safety

The Clinical Evaluation Booklet Supplement (CEB-S) identifies the specific clinical objectives and cues in each of the eight categories for determination of a clinical grade.

1. Each student will be evaluated daily on the basis of the 8 categories.

2. A scale of 1-5 will be used:

5 – Independent or requires minimal supervision

4 - Supervised

3 – Requires frequent supervision

2 – Requires continuous supervision

1 - Unacceptable

3. **The maximum score each day is 40.**

**The minimum score each day is 8.**

4. **The grading scale will be:**

**36.0-40.0 = A**

**32.4-35.9 = B**

**30.0-32.3 = C**

**26.0-29.9 = D**

**Below 25.9 = F**

5. The final grade will be determined by adding the total points earned and dividing by total points possible. There is no rounding of grades.

6. When the student is with a preceptor the student will be graded as “S” and “U”.

7. If a student’s grade is marginal or failing, the student will not be assigned to a preceptor experience.

As learning is additive, the student is expected to learn from any errors in judgment or practice and to continuously improve clinical abilities. The student is expected to perform clinical skills based on content from previous courses in the curriculum and from the current nursing course.

The clinical instructor will give verbal feedback to the student regarding clinical performance. Written feedback is documented in the Clinical Evaluation Booklet (CEB) for each clinical day. While the student has access to the evaluation information for each clinical day, a conference may be initiated by the student or instructor if clarification is necessary. Failure to show progression in any of the eight categories of evaluation each clinical day may result in the student being placed in a level of evaluation and progression as described below.

**LEVELS OF EVALUATION AND PROGRESSION**

**Level I:**

Student errors in judgment or practice in the clinical setting will be addressed by the instructor. If, in the professional judgment of the clinical instructor and upon documentation in the CEB and in accordance with the CEB-S, these errors do not significantly compromise patient safety, jeopardize clinical environment relationships, or deviate from standards of nursing practice, the student will be allowed to continue in the nursing course. If the stated clinical objectives are met, the student will earn a passing grade. A minimum of “C” clinical grade is required for progression to the next higher level nursing course.

**Level II:**

If, in the professional judgment of the clinical instructor and upon documentation in the CEB and in Accordance with the CEB-S, the student repeatedly requires assistance to meet clinical objectives, a written learning contract may be developed. This action indicates that the student is placed on “WARNING”. If the student demonstrates that self-correction has occurred, the student will be allowed to continue in the nursing course. If the stated clinical objectives are met, the student will earn a passing grade. A minimum of “C” clinical grade is required for progression to the next higher level nursing course.

**Level III:**

When, in the professional judgment of the clinical instructor and upon documentation in the CEB in accordance with the CEB-S, the student’s clinical performance does significantly compromise patient safety, jeopardize clinical environment relationships, or deviate from standards of nursing practice, another level for progression and evaluation is indicated. Based upon the seriousness in nature and/or frequency of the clinical error(s), the student is in danger of not passing the course. The student, therefore, is placed on “WARNING”. To confirm the student’s competence, the instructor may initiate one or more of the following strategies:

1. Implement direct, one-on-one observation of the student’s clinical

performance,

2. Implemented direct, one-on-one observation of the clinical performance

by another designated member of the faculty, and/or

3. Implemented a review of the student’s performance in consultation with

other members of the teaching team, the associate degree program coordinator,

and the division chair for a professional consensus.

If the student’s performance is determined to be a minimum of “C” at the end of either of these three strategies implemented by the faculty, the student will be allowed to continue in the course. If the stated clinical objectives are met, the student will earn a passing grade. A minimum of “C” is required for progression to the next higher level nursing course.

If the student’s performance remains less than a “C” following implementation of any two of these three previous strategies, the student will

1. earn a “D” or “F” as a grade for the course.

2. not be allowed to progress to the next higher level nursing course.

**\*To progress in the program the student must pass both clinical and the accompanying theory**

**courses during the same semester.**

Revised: 2021

PSLO: Student Learning Outcomes (Program)

CO: Student Learning Outcomes (Course)

DEC: Differentiated Essential Competencies (22021)

DEC-M: Member of the Profession

DEC-P: Provider of patient-centered care

DEC-S: Patient Safety Advocate

DEC-T: Member of the Healthcare team

SOP: TBON Standards of Practice (2019)

**RNSG 1460 CLINICAL- REGISTERED NURSING/REGISTERED NURSE**

**CLINICAL EVALUATION BOOKLET - SUPPLEMENT (CEB-S)**

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**Assessment: Data gathering & analysis prior to care which includes:**

1. gathering biopsychosocial data from patient, family and/or chart using the nursing history.

CO 3, 5,7

2. assessing degree of patient’s ability to perform own activities of daily living.

CO 4

3. assessing the patient utilizing knowledge of human behavior and/or disease processes.

CO 5

4. relating results of diagnostic studies and analysis of health data to nursing diagnoses.

CO 1, 2, 3, 5

5. collaborating with multidisciplinary teams to determine rationale for prescribed therapies, including pharmacological therapies and their specific actions and side effects.

CO 1, 2, 3, 5, 7

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**Planning: Prior to care, develop a written plan designed to achieve expected outcomes, based on appropriate rationale by:**

6. with assistance, utilizing clinical reasoning to establish priorities.

CO 1, 2, 3, 4, 7

7. identifying short and long-term goals and expected outcomes in conjunction with patient and family.

CO 1, 2, 3, 4, 7

8. planning for patient and family education based on values, beliefs, cultural, and health needs.

CO 1, 2, 3, 4, 7

9. planning nursing interventions to carry out prescribed interdisciplinary therapies.

CO 1, 2, 3, 4, 7

10. utilizing community resources available to patient and family for discharge planning.

CO 1, 2, 3, 4, 7

11. differentiating roles and functions of members of the health care team when planning care.

CO 1, 2, 3, 4, 7

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**Implementation: Implements the plan of care to meet the patient’s biopsychosocial needs by:**

12. organizing nursing care efficiently using current technology in a cost-effective manner.

CO 3

13. implementing nursing interventions to achieve expected outcomes.

CO 1, 2, 4, 5, 7

14. collaborating with patient and family in decision making regarding nursing care.

CO 1, 2, 3,

15. teaching selected principles and procedures of health promotion/care to patient and/or family based on

developmental stages and sociocultural variables.

CO 1, 2, 3, 4

16. displaying behaviors that exemplify the belief that humans are holistic beings with worth and dignity.

CO 1, 2

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**Implementation: Performs selected nursing measures with competence, in addition to those skills previously performed including:**

CO 3, 4, 5, 6, 7

17. assessment of the hospitalized patient.

18. calculation of dosages and administration of medications including IV Piggybacks (IVPB).

19. providing safe care to patients receiving IV or blood therapy.

20. providing safe care to patients receiving anticoagulant therapy.

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**Interpersonal Relations: Exhibits written, verbal, and nonverbal communication by:**

21. creating and maintaining effective interpersonal relationships, using therapeutic communication skills based on

values, beliefs, and culture of the individual.

CO 2, 3

22. maintaining patient confidentiality.

CO 1, 2, 3

23. explaining the nursing plan of care and/or selected treatment modalities in a way that is understandable to the

patient and family.

CO 3

24. developing and presenting oral and/or written assignments that are timely, concise, organized, and accurate using

medical terminology and correct spelling.

CO 3

25. discussing the current plan of care with the healthcare team.

CO 2, 3, 4

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**Evaluation: With assistance the student is involved by:**

26. evaluating own ability to implement each step of the nursing process.

CO 4

27. Evaluating patient’s and family’s response to nursing interventions and revises care appropriately.

C0 4

28. modifying the nursing care plan and communicating reasons and rationales for changes to the multidisciplinary

team.

CO 4

29. evaluating own effectiveness with intra/interpersonal skills.

CO 3

30. collaborating with facility staff to determine the effectiveness of institutional cost containment and quality

improvement.

CO 2, 5

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**Professional Growth and Ethics: Demonstrates professional growth by:**

31. accepting responsibility for own behavior.

CO 1

32. reporting own mistakes honestly and promptly even if mistakes would have been otherwise unnoticed.

CO 1

33. accepts suggestions for improvement and modifies performance.

CO 1

34. serving as a positive role model for members of the health care team.

CO 1

35. being an advocate for the patient/family to promote health care planning according to the Patient Bill Of Rights.

CO 1

36. advance clinical reasoning skills in decision making and problem-solving processes.

CO 1, 2, 4, 5,

37. healthy adaptation to stressful situations.

CO 1

38. assisting health care providers to solve patient care problems within the organizational structure.

CO 1, 2, 4

39. examining personal values to current health care issues.

CO 1

40. adhering to ethical and legal standards, including policies of the college and external agencies.

CO 1

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**Safety: Practices techniques that promote biopsychosocial safety by:**

41. implementing nursing interventions safely.

CO 1, 2, 4, 5, 6, 7

42. implementing measures to maintain physical and psychological environment for patients and others.

CO 1, 2, 4, 5, 6, 7

43. accurately reporting and documenting the patient’s symptoms, responses, and status within an appropriate

timeframe.

CO 1, 2, 3, 4, 5, 6, 7

44. implementing nursing interventions to prevent complications.

CO 1, 4

45. recognizing when care is beyond student's role and refers procedure to appropriate personnel.

CO 1, 3, 4,

46. recognizing and reporting, in a timely manner, situations which violate standards of practice.

CO 1, 2, 4, 5

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**CRITERIA FOR CLINICAL EVALUATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCALE** | **SCALE LABEL** | **STANDARD**  **PROCEDURE** | **QUALITY OF**  **PERFORMANCE** | **ASSISTANCE** |
| **5** | **Independent or requires minimal supervision** | **SAFE** and **ACCURATE** in EFFECT and AFFECT  Each Time | Proficient; Coordinated; Confident; Occasional Expenditure of Excess  Energy Within an Appropriate Time Period | WITHOUT SUPPORTING CUES |
| **4** | **Requires**  **Supervision** | **SAFE** and **ACCURATE**  in EFFECT and AFFECT  Each Time | Efficient; Coordinated; Confident; Some Expenditure of Excess Energy Within an Appropriate Time Period | OCCASIONAL SUPPORTIVE CUES |
| **3** | **Requires Frequent**  **Supervision** | **SAFE** and **ACCURATE**  in EFFECT and AFFECT  Each Time—Most of the Time | Skillful in Parts of Behavior; Inefficient; Uncoordinated; Expends Excess Energy Within a Delayed Time Period | FREQUENT VERBAL and OCCASIONAL PHYSICAL DIRECTIVE CUES in ADDITION to SUPSLORTIVE CUES |
| **2** | **Requires**  **Continuous**  **Supervision** | **SAFE—**but not alone  Performs at risk  **ACCURATE—**Not Always  in EFFECT and AFFECT  Occasionally | Unskilled; Inefficient; Expends Considerable Excess Energy Within a Prolonged Time Period | CONTINUOUS VERBAL and FREQUENT PHYSICAL CUES |
| **1** | **Unacceptable** | **UNSAFE**  **UNABLE TO**  **DEMONSTRATE BEHAVIOR** | Unable to Demonstrate Procedure/Behavior; Lacks Confidence, Coordination, Efficiency | CONTINUOUS VERBAL and PHYSICAL CUES |

**DEFINITIONS OF THE CRITERIA**

**Professional Standards:** Display of knowledge base, therapeutic and interpersonal skills, values and attitudes that characterize the nursing profession, are safe for the public, and reflect the philosophy of the program; can be applied to behavior in three domains: cognitive, affective, and psychomotor.

**Effect:** Refers to achieving the intended purpose of the behavior.

**Affect:** Refers to the manner in which the behavior is performed and the

demeanor of the student.

**Quality of the Performance:** Based upon degrees of skill development which encompass the

use of time, space, equipment, and the utilization or expenditure of energy.

**Assistance Required:** The type and amount of instructor assistance or cues needed

to demonstrate the behavior.

**Name (Printed)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TEXARKANA COLLEGE**

**ASSOCIATE DEGREE NURSING PROGRAM**

**Student Course Requirement and Program Compliance Agreement**

I have read the current *Course Syllabus* and *Clinical Packet* and understand the course requirements and policies.  I agree to comply with the clinical and classroom policies to meet the requirements

for course completion.

I have read the *Texarkana College Health Science Division Student Handbook* and understand

the policies and procedures stated therein.  I agree to comply with all of these policies and procedures

in order to meet the requirements for course completion.

As stated in the *Health Science Student Handbook* All Basic, first year Associate Degree Nursing Students who have successfully completed all coursework, will take the ATI Mid- Curricular Exam on computer at the end of the Spring semester.

I have read the *Texarkana College Student Handbook* and understand the policies described

therein. I agree to comply with these policies.

I understand and am capable of utilizing the procedures for Standard Precautions that are in

the Health Occupations Student Handbook.

                                                                            Courses:   RNSG 1431/1460

                                                                            Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

                                                                            Date:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_