

RNSG 2360 CLINICAL – Registered Nurse Training (CDM II/Mental Health)

CLINICAL SYLLABUS

**Accompanies RNSG 1441
Common Concepts of Adult Health
and RNSG 2213 Mental Health
Nursing (Basic ADN)**

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(903) 823-3355 human.resources@texarkanacollege.edu*

Course Title: Clinical Nursing-Registered Nurse Training (CDM/Mental Health)

Course Syllabus Outline

Course Name: Clinical Nursing-Registered Nurse Training (CDM II/Mental Health)

Course Number: RNSG 2360

Credit Hours: 3

Lecture Hours: 0

Clinical Hours: 12

Total Clock Hours: 192

Course Level: Intermediate

Course Description: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. The clinical professional provides direct supervision.

End of Course Outcomes: The student will 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 particular occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

Key Concepts and General Course Plan: Emphasis in clinical is upon application of biological, psychological, and sociological concepts, clinical reasoning/decision-making, management principles, and use of the nursing process to promote health, prevent disease, and provide nursing care during illness to small groups of adult patients in structured health care settings. Additional clinical skills include administration of IV push medications and care of central lines.

Prerequisites: ENGL 1301, BIOL 2301, 2101, 2302, 2102, 2320, 2120; PSYC 2301 and 2314; AHA/BLS-HCP.

Basic Students: RNSG 1413, 1360, 1412, 1431, and 1460.

Transition Students: RNSG 1251, 1357, 1160, 2213.

Corequisites: ARTS 1301 or MUSI 1306 or DRAM 1310; RNSG 1441, 2213 (Basic Only)

**TEXARKANA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
PROGRAM STUDENT LEARNING OUTCOMES (PSLO)
& 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 clinical judgement skills in the application of the nursing process when providing and managing safe, quality patient-centered care.
2. Coordinate, collaborate and communicate with the interdisciplinary healthcare team to plan, deliver and evaluate care for diverse patients, families, and community populations.
3. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
4. Apply knowledge of delegation, management, and leadership skills.
5. Demonstrate skill in using patient care technologies and information systems that support safe nursing practice.
6. Promote safety and quality improvement as an advocate and manager of nursing care utilizing evidence-based practice.

*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 on every occasion. Revised 11/2022

**RNSG 2360 CLINICAL NURSING-
Registered Nurse Training (CDM-II/Mental Health)**

COURSE STUDENT LEARNING OUTCOMES

Revised: May 2022

PSLO = IE Student Learning Outcomes (Program)

Nurses

SOP = Texas BON Standards of Practice (2019)

CO = Student Learning Outcomes (Course)

DEC = Texas BON Differentiated Essential Competencies (2021)

DEC-P = Provider of Patient Centered Care

DEC-S = Patient Safety Advocate

DEC-T: Member of the Health Care Team

DEC-M = Member of the Profession

QSEN – Quality & Safety Education for

QSEN-P = Patient-centered care

QSEN-T = Teamwork and collaboration

QSEN-E = Evidence-based practice

QSEN-Q = Quality Improvement

QSEN-S = Safety

QSEN-I = Informatic

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

- ** 1.** Use with minimal assistance, the nursing process, and the holistic model to make clinical decisions in managing the care of small groups (3-4) of patients. PSLO 1
DEC-M-B DEC-P-A,B,C,D,F,H DEC-S-AB,C,F, DEC-T-A,B,C,D,E,F,G SOP3A QSEN-P-S-I
- **2.** Apply the principles of pharmacology, nutrition, fluids and electrolytes communication, health promotion, and health teaching in the care of small groups (3-4) of patients.
PSLO1 DEC-M-B DEC-P-A,D,E,F,G,H DEC-S-B,D DEC-T-A,C,D SOP 1C, 1D, 1F
QSEN-P-T-E-Q-S-I
- 3.** Evaluate own effectiveness with interpersonal skills and implementation of the nursing process when managing care for small groups (3-4) of patients. PSLO 1, 4, 5 DEC-M-B,C,D, DEC-P-A,B,C,E,F,G,H, DEC-S-C,D SOP 1H, 1R, 1T, 3A QSEN-P-T-Q
- **4.** Use therapeutic communication skills to interact effectively with patients, family, and appropriate health professionals. PSLO 1,2, 3, 4, 6 DEC-M-A,B,D SOP 1D, 1L, 1P, QSEN-P-T DEC-P-A,B,C,D,E,F,G,H DEC-T-A,D,E,G DEC-S-A,B,C,D
- **5.** Identify behaviors which suggest the patient's and family's inability to cope with deviations of health. PSLO 3, 6 DEC-M-B DEC-P-A,B,D,E,F,G,H DEC-S-B,C DEC-T-A,B,C,D,G SOP 1F QSEN-P

- **6. Demonstrate, with minimal assistance, skills applicable in health promotion, health monitoring, and in managing the care of small groups (3-4) of patients with deviations of health. PSLO 1, 2, 5 DEC-P-A,B,C,D,E,G,H DEC-S-B DEC-T-A,B,C,D,F,G SOP 1A, 1G, 1H, 1K, 1Q, 1S, 1T, 1U QSEN-P-T-E-S-I

- **7. Identify situational and environmental factors which contribute to or detract from service excellence or safe nursing practice when managing care for small groups (3-4) of patients. PSLO 1,2,3,6 DEC-M-A,B DEC-P-B,D,E,H DEC-S-A,B,C,D,E,F DEC-T-A,B,C,D,F,G SOP1B, 1G, 1K, 1M, 1N, 1O, 1T, 1U, 3A, 5 QSEN-E-Q-S

- **8. Delegate, with minimal assistance, nursing care according to the Texas Nurse Practice Act when managing the care of small groups (3-4) of patients. PSLO 4, 5 DEC-M-A,B,C DEC-P-A,C,D,H DEC-S-A,D,E,F DEC-T-D-F-G QSEN-T-S SOP 1S, 1U, 3B

- **9. Identify legal and ethical principles, as well as personal values when managing the care for small groups (3-4) of patients. PSLO 1,2,5 DEC-M-A,B,C,D DEC-P-A,B,D,E DEC-S-A,B,D,E,F DEC-T-A,B,C SOP 1A, 1G, 1J, 1L QSEN-P-S

- **10. Teach, with minimal assistance, selected principles, and procedures of healthcare to the patient and/or family utilizing the nursing process. PSLO 1, 2, 6 DEC-P-D,E,G,H DEC-S-B DEC-T-A,B,C SOP 1D, 1F, 1P QSEN-P-E-S

- **11. Identify evidence-based practices in the delivery of care in the clinical setting. PSLO 1, 5 DEC-M-D DEC-P-A,B,C,D,E,H DEC-S-C DEC-T-A,B,D,E SOP 1C, 1H, 1Q, 1R, 2, 3A QSEN-E-Q

- 12. Demonstrate organizational skills and apply resources to meet goals and enhance quality of nursing care when managing the care for small groups (3-4) of patients. PSLO 1, 4 DEC-M-B DEC-P-A,C,E,H DEC-S-C DEC-T-A,F,G SOP 1Q, 3A4, 3A5 QSEN-T-Q-I

- 13. Display professional behavior which reflects a just culture and a positive image of nursing. PSLO 5 DEC-M-A,B,C,D DEC-P-A,D DEC-S-A,B,E DEC-T-B,D SOP 1J, 1K, 1R QSEN-P-T-S

Alternate Operations during Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include but are not limited to online learning management system (myTC or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website (www.texarkanacollege.edu) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the ADA Compliance Officer at (903) 823-3283, or go by the Recruitment, Advisement, and Retention Department 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 to me 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 the course so there is ample time to make the accommodations.

DROP PROCEDURES & FINANCIAL AID

Drop Procedures follow current college policy. In accordance with this policy if the student decides to withdraw from the course, the student must initiate the withdrawal in person in the Admissions Office. Students are expected to follow the printed degree plan. If the student is withdrawing from a general education course listed on the degree plan, the student must discuss this action with the instructor prior to withdrawal, as progression in Nursing courses may be affected.

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.

BASIC NEEDS SECURITY STATEMENT

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.

COUNSELING SERVICES AND MENTAL HEALTH RESOURCES

Luretha Loudermill, Licensed Professional Counselor, is available to provide Mental Health support and services for students, faculty, and staff. Ms. Loudermill can be reached by phone at 903-823-3143 and her office is located in the Health Science Building, Room 135. To contact her by email, please use this account: tc.counselor@texarkanacollege.edu.

Texarkana College Student Counselor: (903) 823-3143
Suicide Hotline: 988

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, and 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
(Add this number to your contacts in your cellphone)
Available 24 hours a day/7 days a week

ACADEMIC DISHONESTY STATEMENT

Academic 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 the off-campus classroom or lab sites.

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.

COURSE REQUIREMENTS

1. **CLINICAL ATTENDANCE POLICY:** Because of the importance of the clinical component, the student is expected to be present for all scheduled clinical days. However, if due to emergencies or extenuating circumstances, tardies and/or absences do occur, the following policy will apply:
 - Students must be in the hospital lobby by 0630 and report to the clinical instructor to be considered on time for clinical. If the student arrives in the hospital lobby 0631-0645, the student will be counted tardy. If the student arrives in the lobby after 0645, the student will be counted absent and will be sent home. Three (3) tardies equal one (1) absence.
 - No grade (number or letter) will be given for any clinical absences in the semester. The student's clinical grade will be averaged by one less day.

Associate Degree and Transition Program Students:

- Exceeding two (2) clinical absences during a semester will result in the student not progressing in the program. Exceeding the allowed absences in clinical will result in the student being dropped from the course with a grade of “W” if dropped by Texarkana College's designated drop date or a grade of “D” or “F” if after the last day to drop. (Students with a clinical average of A, B, C, or D at the time of drop will receive a “D” for the course; students with an “F” clinical average at the time of drop will receive an “F”). The students are ultimately responsible for adhering to the attendance policy and keeping track of their absences.
2. **Clinical Absence Procedure:** The student must notify the assigned unit at least one hour before the assigned time of duty. The student should secure the name of the person to whom the report is given. Students may also inform their clinical instructor prior to the clinical absence. Failure to adhere to this policy will result in deduction of points on the next graded clinical day.
 - 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 may be made up in the clinical area at the discretion of the faculty and Dean. If no time remains in the semester, the student may not progress in the program.
 3. **Clinical dress code should always be adhered to as specified by the Health Science Student Handbook and/or clinical agency.**
 - Noncompliance with the Nursing Uniform Code and/or failure to adequately prepare for clinical assignments may result in the student's dismissal from the clinical unit, thus constituting a clinical absence. Points will also be deducted from professionalism in the Clinical Evaluation Booklet (CEB).
 - AHA/BLS-HCP must be current through the month/year you expect to graduate.
 - Be prepared to supply your own vehicle for transportation between clinical sites or residences when you are assigned to Community Experiences. Riding in the preceptors' private vehicle is prohibited.
 - A seasonal influenza vaccine or exemption must be obtained/verified each flu season as mandated by affiliated agencies.
 - Masking guidelines per facility policy must be followed.

If the clinical course (RNSG 2360) is dropped, the student cannot continue in theory (RNSG 1441 and 2213 (Basic only). If theory (RNSG 1441 and/or 2213 (Basic only) are dropped, the student cannot continue in the clinical course (RNSG 2360). The student must pass RNSG 1441, 2360, 2213 (Basic only) concurrently in order to continue in the Associate Degree Nursing Program.

CLINICAL INFORMATION

Assignments: The clinical instructor will designate student assignments. Should a patient be discharged, transferred, etc., the **student is responsible** for working with the staff to secure another assignment of comparable difficulty.

Clinical Guidelines:

1. Students must be in the hospital lobby by 0630 and report to the clinical instructor to be considered on time for clinical. If the student arrives in the hospital lobby 0631-0645, the student will be counted tardy. If the student arrives in the lobby after 0645, the student will be counted absent and will be sent home. Three (3) tardies equal one (1) absence.
2. On clinical days the student will report to his assigned unit as appropriate in full uniform and ready to listen to change of shift report. Following report, the student will take and record morning vital signs, perform nursing assessments and document in the electronic medical record. The student will review physician orders and review any medications that are due to be given.
3. One (1) 15-minute break may be allowed each clinical day; time permitting. The one break will be after patient care and documentation is complete and not to be taken in conjunction with lunch break.
4. Students are allowed a 30-minute lunch break and are encouraged to take the lunch break. Students are to report off to the RN prior to leaving the unit for any reason. Lunch must be taken at the clinical site in the cafeteria area. Students will not take a terminal lunch-meaning it must be taken an hour prior to dismissal from clinical.
5. Keep your RN and instructor aware of the skills in which you have had instruction but need further practice. Seek out learning experiences!
6. All students are to attend post-conference unless otherwise instructed. Report off to the RN before leaving the unit. Manage your time effectively so that you are on time for post-conference. Post conference times and locations will be announced. Students are expected to participate in post- conference activities as part of the clinical grade.
7. Post conferences will be utilized to correlate theory (classroom) content with the student clinical experiences using the nursing process.
8. If unable to attend clinical, **the student** must telephone the assigned unit to report the absence. Take the name of the person to whom you speak and ask that a note be given to your instructor. This must be done one (1) hour prior to the beginning of clinical day.

Clinical experience will emphasize the management role of small groups of patients (mini- management). Biopsychosocial and cultural aspects will be considered when caring for patients in the clinical setting. The management of these small groups of patients consists of:

- Assessment and documentation
- Collaboration with other health care professionals

Administration of medications will be as follows:

- The student will **NOT** administer controlled substances in the clinical setting.
- The student may administer “non-parenteral” medications **AFTER** clinical instructor approval.
- The student may administer IM, subcutaneous, or intradermal medications with RN or clinical instructor supervision.
- Insulin administration **must be supervised** by an RN.
- Student may start an IV with the assistance of the RN or clinical instructor only.
- **ONLY** the following IVP medications may be administered and **must be supervised** by the RN or clinical instructor:
 - Normal Saline Flush
 - Diuretics (ex. Lasix, Bumex, Diamox)
 - Steroids (ex. SoluMedrol, SoluCortef, Decadron)
 - Protonix, Pepcid

The student may begin giving these meds after instruction of administration of IV push medications. These are the ONLY IV push medications that are allowed to be administered by the student during this course. They can be administered with an RN or the supervision of the clinical instructor only.

- Students **may** administer IVPB antibiotics (piggyback) with an RN or the clinical instructor only.
 - IV push antibiotics are not be administered.
- Treatments including IV care, dressing changes, NG tube care, foley care, central line care, tracheotomy care are able to be performed in the clinical setting after the student has successfully been checked-off on the procedure.
- All invasive and sterile procedures must be supervised by an RN or the clinical instructor.
- During rounds with physician students are not allowed to accept verbal or telephone orders.
- The student may assist the RN with admissions of new patients, discharge, and/or transfer of patients.
- The student will provide total patient care. The student is responsible for ensuring all assigned activities of daily living (ADL's) are provided and completed daily. ADL's, bathing, changing linens, oral care and elimination needs will be met for all patients and may be delegated as appropriate.

CLINICAL PREPARATION

All prep forms are found under the **myTC online Moodle** course. **All clinical prep forms must be completed on arrival to the clinical facility as assigned.** The instructor will review your work for completeness. If unprepared and/or not aware of the patient's needs, action taken will be at the discretion of the instructor. This action may include a failing grade for the day or being dismissed from the clinical area resulting in a clinical absence.

- Pathophysiology Pages
A pathophysiology page is to be completed in correlation with the RNSG 1441 course. The disease process and due dates for each pathophysiology page will be assigned by faculty per the course calendar.
- **You are required to use your text and cite resource page #'s.**

Written and/or oral assignments are to be completed on time. Students should put their name on every piece of paper. Written assignments will be graded, and the grades are reflected in the Clinical Evaluation Booklet (CEB).

Clinical Guidelines

Emergency Department

CHRISTUS St. Michael Hospital
Emergency Department 2nd Floor

Time: 0630-1530 with ½ hour for lunch. **Wear:** TC Uniform & name badge.

You will meet with your clinical instructor by 0630 prior to going 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 evening prior to your assigned emergency department day review nursing care of patients experiencing medical-surgical emergencies, shock, and/or trauma. 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: IV Insertion, Foley catheterizations, NG Insertion, IM injections, and drawing blood.
 - **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 clinical journal outlining your experience in the Emergency Department. This assignment is to be handed in at the end of the clinical day.

Clinical Guidelines

Enterostomal Therapy at Christus St. Michael

CHRISTUS St. Michael Hospital Enterostomal Therapy
Located on the 6th floor toward the North Tower

Time: 0630-1530 with ½ hour for lunch. **Wear:** TC Uniform & name badge.

You will meet at 0630 in the lobby of Christus St. Michael. You will be assigned to a floor to assist with vital Signs/breakfast trays, etc. until the ET Nurses arrive. At 0830 you will meet the ET Nurses on the 6th floor of the hospital. Their office is located along the hallway toward the 6 North tower.

Objectives:

The emphasis for this experience is to follow the assigned Registered Nurse in the specialty role of an Enterostomal 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 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
 - Students are required to complete an online evaluation of their preceptor. Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is required. You will be told when and where to meet for post-conference.
- You will be graded as Satisfactory/Unsatisfactory.
- In addition to the preceptor sign-off form, complete & return the following **Clinical Assignment** to your instructor. This assignment can be handwritten or typed.

Clinical Assignment:

This assignment is to be handed in at the end of the clinical day.

Late assignments will not be accepted.

- Write a one-page journal reflecting on your clinical experience.
 - Discuss your patient's medical diagnosis and reason for ET consult.
 - **(DO NOT put patients name or any identifying information-HIPAA)**
 - 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.

Clinical Guidelines

Intensive Care Unit

CHRISTUS St. Michael Hospital
ICU 3rd Floor

Time: 0630-1530 with ½ hour for lunch. **Wear:** TC Uniform & name badge.

You will meet with your clinical instructor by 0630 prior to going to the ICU.

Objectives: The emphasis for this experience is to observe the management of critically ill patients. Confidentiality is to be practiced and legal implications are to be considered. **The evening prior to your assigned ICU Day you will need to complete and review the assigned ICU Prep.** This assignment is due prior to attending clinical in the ICU. Review trach care and nursing measures related to mechanical ventilators. The same level of supervision is required as any other assigned hospital experience as a student.

Responsibilities:

- Introduce yourself & explain your learning objectives.
- You will be assigned a nurse preceptor. You will work directly with the nurse and will not be working alone with a patient.
- You will be administering medications in ICU. All medications are to be checked with your preceptor prior to administration.
- **No IV push medications will be given by students in the ICU.**
- Focus on care of the patient and any skills you might perform rather than becoming preoccupied with equipment.
- Procedures such as trach care, wound irrigations, and other previously checked-off skills may be performed with the supervision of the RN.
- Each student is responsible for seeking opportunities to perform oral-pharyngeal, nasopharyngeal, or tracheal suctioning while in the intensive care units.
- Report any change in the patient's condition to the nurse.
- 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
 - Students are required to complete an online evaluation of their preceptor.
Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is required. You will be told when and where to meet for post-conference.
- You will be graded as Satisfactory/Unsatisfactory.
- In addition to the preceptor sign-off form, complete & return the following **Clinical Assignment** to your instructor. This assignment can be handwritten or typed.

Clinical Assignment:

- Document a head-to-toe assessment and hourly rounding on a separate sheet of paper and submit to the clinical instructor. **This assignment is to be handed in at the end of the clinical day.**

Clinical Guidelines

Christus St. Michael Wound Care Clinic

CHRISTUS St. Michael Wound Care Clinic

1801 Galleria Oaks Dr., Texarkana TX, 75503

Time: 0800-1530 with ½ hour for lunch. You will need to bring 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.
- Take advantage of any skills you have successfully been checked-off on to perform with your preceptor.
- Practice therapeutic communication skills.
- Observe the role of the RN in a multidisciplinary team setting.
- 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
 - Students are required to complete an online evaluation of their preceptor.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is not required, and you will be dismissed from this facility at 1530.
- In addition to the preceptor sign-off form, complete & return the following **Clinical Assignment** to your instructor. This assignment can be handwritten or typed.
- You will be graded as Satisfactory/Unsatisfactory.

Clinical Assignment:

Answer the following questions regarding your clinical experience. Due at the beginning of class on the following class day. You can turn it in to the instructor present in class or put it in your clinical instructor's box prior to the start of class.

Late assignments will not be accepted.

- Write a one-page journal reflecting on your clinical experience.
- Discuss your patient's medical diagnosis and reason for referral to the Wound Care Clinic.
- **(DO NOT put patients name or any identifying information-HIPAA)**
- Discuss the implications for any skills the RN performed. Discuss the types of wounds and wound care/dressings observed.
- Discuss the use of the hyperbaric oxygen therapy chamber and its role in wound healing.

Clinical Guidelines

CHRISTUS St. Michael W. Temple Webber Cancer Center

CHRISTUS St. Michael W. Temple Webber Cancer Center

2602 St Michael Dr, Texarkana, TX 75503 **Contact Number:** 903-614-8506

Time: 0800-1530 with ½ hour for lunch. **Wear:** TC Uniform and name badge.

Objectives:

1. Describe the role and scope of practice for an RN in a multidisciplinary team setting.
2. Discuss treatments and side effects.
3. Participate in assessment of clients, i.e., VS, lab work, etc.

Responsibilities:

- Introduce yourself & explain your learning objectives.
- Take advantage of any skills you have successfully been checked-off on to perform with your preceptor.
- Practice therapeutic communication skills.
- Observe the role of the RN in a multidisciplinary team setting.
- 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
 - Students are required to complete an online evaluation of their preceptor.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is not required, and you will be dismissed from this facility at 1530.
- In addition to the preceptor sign-off form, complete & return the following **Clinical Assignment** to your instructor. This assignment can be handwritten or typed.
- You will be graded as Satisfactory/Unsatisfactory.

Clinical Guidelines

CHRISTUS St. Michael W. Temple Webber Cancer Center

Clinical Assignment:

Answer the following questions regarding your clinical experience. Due by 0900 on the following class day. You can turn it in to the instructor present in class or put it in your clinical instructor's box prior to the start of class.

Late assignments will not be accepted.

- 1. What role does the RN play in the interdisciplinary team?**

- 2. Analyze the RN's role in the following areas:**
 - Assessment:

 - Developing plan of care:

 - Interventions:

 - Evaluation:

- 3. What tasks are delegated to non-licensed staff?**

- 4. What tasks are managed by other disciplines?**

- 5. What is the RN's role in supervision and evaluation of staff?**

- 6. What teaching takes place? To whom? Formal or informal?**

- 7. List the major problems (medical & psychosocial) that are being addressed for one of the clients.**

Clinical Guidelines

Hospice of Texarkana Outpatient & Inpatient Unit (IPU)

Hospice of Texarkana- 2407 Galleria Oaks, Texarkana, TX 75503 **Contact:** 903-794-4263

Time: 0800 – 1630 (with ½ hour for lunch) **Wear:** TC Uniform and name badge.

Take papers you will need, do not take textbooks.

Students assigned to the HOT IPU (Inpatient Unit) will remain at the facility.

FOR OUTPATIENT HOSPICE YOU MUST DRIVE YOUR OWN VEHICLE TO ANY VISITS

Dierksen Hospice

Dierksen Hospice – 5520 Plaza Dr. Texarkana, TX 75503 **Contact:** 903-793-6350

Time: 0800 – 1530 (with ½ hour for lunch) **Wear:** TC Uniform and name badge.

Take papers you will need, do not take textbooks.

YOU MUST DRIVE YOUR OWN VEHICLE TO ANY HOME VISITS

Objectives:

1. Explain the role of RN as a member of the hospice multidisciplinary team.
2. Describe the components of holistic care for the hospice client.
3. Relate the aspects of pain and symptom management for the hospice client.
4. Discuss the psychosocial treatment modalities for dying clients and their families.
5. Utilize therapeutic communication in discussing end-of life decisions.
6. Identify the purpose of the inpatient unit and the requirements for the patient to be admitted. (IPU ONLY)

Responsibilities:

- Introduce yourself & explain your learning objectives.
- Take advantage of any skills you have successfully been checked-off on to perform with your preceptor.
- Practice therapeutic communication skills.
- Observe the role of the RN in a multidisciplinary team setting.
- 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
 - Students are required to complete an online evaluation of their preceptor.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is not required, and you will be dismissed from this facility at 1530.
- In addition to the preceptor sign-off form, complete & return the following **Clinical Assignment** to your instructor. This assignment can be handwritten or typed.
- You will be graded as Satisfactory/Unsatisfactory.

Clinical Assignment:

Complete a 1-page summary discussing how your clinical experience met the listed objectives and your overall learning experience.

TEXARKANA COLLEGE

ASSOCIATE DEGREE NURSING

CLINICAL EVALUATION

AND

CLINICAL EVALUATION BOOKLET-SUPPLEMENT
(CEB-S)

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

TEXARKANA COLLEGE ASSOCIATE DEGREE NURSING CLINICAL GRADING PROCESS

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, progressing from simple to complex
3. Demonstrated by a change in behavior,
4. Enhanced by a multi-sensory approach, and
5. Individualistic, according to life experiences and personal characteristics

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 grading 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, and
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.

EVALUATION

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.

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

A scale of 1-5 will be used:

- 5 – Independent
- 4 – Supervised
- 3 – Assisted
- 2 – Marginal
- 1 – Dependent

SCALE	SCALE LABEL	STANDARD PROCEDURE	QUALITY OF PERFORMANCE	ASSISTANCE
5	Independent	Safe accurate effect and affect each time	Proficient; Coordinated, confident. Occasional expenditure of excess energy within an expedient time.	WITHOUT SUPPORTING CUES
4	Supervised	Safe accurate effect and affect each time	Efficient; Coordinated, confident. Some expenditure of excess energy within a reasonable time.	OCCASIONAL SUPPORTIVE CUES
3	Assisted	Safe accurate effect and affect each time	Skillful in parts of behavior. Inefficient, uncoordinated. Expends excess energy within a delayed time frame.	FREQUENT VERBAL AND OCCASIONAL PHYSICAL DIRECTIVE CUES IN ADDITION TO SUPPORTIVE CUES
2	Marginal	Safe, but not alone performs at risk. Accurate , not always, occasional in effect and affect.	Unskilled; Inefficient. Expends considerable excess energy within a prolonged time.	CONTINUOUS VERBAL AND FREQUENT PHYSICAL CUES
1	Dependent	Unable to demonstrate behavior	Unable to demonstrate procedure/behavior. Lacks confidence, coordination, efficacy.	CONTINUOUS VERBAL AND PHYSICAL CUES

3. The maximum score each day is 40.
The minimum score each day is 8.

The grading scale will be:

- A 36.0-40.0 [90-100%]
- B 32.4-35.9 [81-89.99%]
- C 30.0-32.3 [75-80.99%]
- D 26.0-29.9 [65-74.99%]
- F Below 25.9 [Below 65%]

The final grade will be determined by averaging the total daily grades, written assignment grades, graded on campus labs and simulations. There will be no rounding of the numerical grade.

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

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

Clinical Grading Policy Statement

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 activities will **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.

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. Implement direct, one-on-one observation of the clinical performance by another designated member of the faculty, and/or
3. Implement 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” course grade 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. Not be allowed to continue in the nursing program.
2. Earn a "D" or "F" as a grade for the course.
3. Receive no credit for the accompanying theory course if a "D" or "F" is earned in clinical.
4. 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 course during the same semester.**

Skill checkoffs: During the semester, students will be assigned skill checkoffs to be demonstrated on campus. Completion of all assigned skill checkoffs is mandatory. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities to demonstrate 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.

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 remain in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and Health Sciences Student Handbook.

RNSG 2360
CLINICAL EVALUATION BOOKLET - SUPPLEMENT (CEB-S)

I. Assessment: Data gathering and analysis prior to care which includes:

- **1. gathering biopsychosocial data from patient, family and/or chart.
CO 1, 13
- **2. relating the results of laboratory and diagnostic studies to the patient's health status.
CO 1, 2
- **3. verbalize understanding of the rationale for dietary and pharmacological therapies, including actions and side effects as it impacts the patient's health status. CO 2, 10
- **4. formulate nursing diagnoses based upon analysis of health data. CO 1, 3, 7, 9, 11, 12, 13

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

- **5. utilizing clinical reasoning skills to establish priorities.
CO 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13
- **6. establishing short- and long-term goals and expected outcomes in conjunction with patient, family, and healthcare team. CO 1, 3, 4, 5, 7, 9, 10, 11, 12, 13
- **7. incorporating the patient's and family's values, beliefs, cultural identity, and health needs into the teaching plan. CO 1, 2, 5, 7, 8, 9, 10, 11, 12,
- **8. integrating multidisciplinary therapies into the plan of care.
CO 1, 2, 4, 12, 13
- **9. initiating the discharge plan to include community resources that are appropriate for the patient and family. CO 1, 4, 5, 6, 7, 9, 10, 11, 12
- **10. identifying the discharge plan to include community resources that are appropriate for the patient and family. CO 1, 4, 5, 6, 7, 9, 10, 11, 12

III. Implementation: Implements the plan of care to meet the patient's biopsychosocial needs by:

- **11. organizing nursing care efficiently using current technology in a cost-effective manner.
CO 1, 6, 7, 8, 11, 12
- **12. implementing nursing interventions to achieve expected outcomes.
CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13
- **13. collaborating with patient, family and the health care team in decision making regarding nursing care.
CO 1, 3, 4, 5, 7, 9, 10, 11, 13

- **14. teaching selected principles and procedures of health promotion/care and maintenance to patient and family based on developmental stages and sociocultural variables.
CO 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12

IV. Implementation: Performs selected nursing interventions with competence, in addition to those skills previously performed.

CO 1, 6, 8, 11 (items 21-30)

- **15. competently perform medication administration, physical assessment and providing the basic activities of daily living.
- **16. take the initiative to seek out new learning opportunities.
- **17. broaden the knowledge base of newly acquired skills and incorporate into current practices.

V. Interpersonal Relations: Exhibits written, verbal, and nonverbal communication by:

- **18. exhibiting effective interpersonal relationships using therapeutic communication skills based on values, beliefs and culture of the patient and family. CO 3, 4, 5, 9,
- **19. maintaining patient confidentiality. CO 9, 13
- **20. verbalizing patient information in a concise and organized manner using the situation, background, assessment, and recommendation format (SBAR).
CO 3, 4, 5, 7, 10, 11, 13
- **21. articulating priority patient problems and associate appropriate nursing interventions. CO 3, 4
- **22. developing, submitting, and presenting oral, electronic and written assignments that are concise, organized, accurate, and with proper terminology and correct spelling. CO 3, 4, 9

VI. Evaluation: With assistance the student is involved by:

- **23. evaluating implemented nursing actions to assess effectiveness. CO 1, 3, 5, 7, 11, 12, 13
- **24. evaluating patient's and family's response to nursing care. CO 1, 3,
- **25. modifying the nursing care plan and communicating reasons and rationales for changes to the multidisciplinary team. CO 1, 3, 5
- **26. collaborating with facility staff to determine the effectiveness of institutional cost containment and quality improvement. CO 1, 3, 4, 7, 11, 12

VII. Professional Growth and Ethics: Demonstrates professional growth by:

- **27. accepting responsibility for own behavior. CO 3, 7, 13
 - **28. reporting own mistakes honestly and promptly even if mistakes would have been otherwise unnoticed. CO 4, 7
 - **29. accepting suggestions for improvement and modifies performance. CO 11, 12
 - **30. serving as a positive role model for members of the health care team. CO 4, 7, 9, 12, 13
 - **31. acting as an advocate for the patient and family to promote health care planning. CO 2, 9
 - **32. displaying professional behaviors in all clinical practice and educational settings per the Texarkana College and Health Sciences Division policies. CO 1, 2, 3, 5, 6, 8, 9, 10, 11
 - **33. adhering to ethical and legal standards as stated by the Texas Nurse Practice Act and the American Nurses Association. CO 8, 9, 12, 13
-

VIII. Safety: Practices techniques that promote biopsychosocial safety by:

- **34. implementing nursing interventions safety to promote the best possible outcomes for the patient, family and healthcare team. CO 2, 6, 7, 9
- **35. recognizing when care is beyond the student role and refers those concerns to appropriate faculty and healthcare personnel. CO 7, 9
- **36. recognizing and reporting promptly situations which violate the standards of practice. CO 7, 9

**CRITERIA FOR CLINICAL
EVALUATION**

SCALE	SCALE LABEL	STANDARD PROCEDURE	QUALITY OF PERFORMANCE	ASSISTANCE
5	Independent	SAFE and ACCURATE in EFFECT and AFFECT Each Time	Proficient; Coordinated; Confident; Occasional Expenditure of Excess Energy Within an Expedient Time Period	WITHOUT SUPPORTING CUES
4	Supervised	SAFE and ACCURATE in EFFECT and AFFECT Each Time	Efficient; Coordinated; Confident; Some Expenditure of Excess Energy Within a Reasonable Time Period	OCCASIONAL SUPPORTIVE CUES
3	Assisted	SAFE and ACCURATE in EFFECT and AFFECT Each Time--Most of the time	Skillful in Parts of Behavior; Inefficient; Uncoordinated; Expend Excess Energy Within a Delayed Time Period	FREQUENT VERBAL and OCCASIONAL PHYSICAL DIRECTIVE CUES in ADDITION to SUPPORTIVE CUES
2	Marginal	SAFE --but not alone; Performs at risk. ACCURATE —not always in EFFECT and AFFECT Occasionally	Unskilled; Inefficient; Expend Considerable Excess Energy Within a Prolonged Time Period	CONTINUOUS VERBAL and FREQUENT PHYSICAL CUES
1	Dependent	UNSAFE; UNABLE TO DEMONSTRATE BEHAVIOR	Unable to Demonstrate Procedure/Behavior; Lacks Confidence, Coordination, Efficiency	CONTINUOUS VERBAL and PHYSICAL CUES

**Definitions of Clinical Evaluation
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 if the behavior.

Affect: Refers to the manner the behavior is performed and the demeanor of the student.

Quality of 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