

**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)**

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

Course Syllabus Outline Fall 2022

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

**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 = Informatics

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,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 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,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,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,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,F,G SOP 1B, 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,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

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.
2. **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.
3. **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.
4. 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.
5. 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.
6. 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 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.

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 **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.

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.
 - i. However, if absence is due to an emergency or extenuating circumstance the situation will be handled on an individual basis.
 - ii. 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.
 - iii. If the clinical course (RNSG 2360) is dropped, the student cannot continue in theory (RNSG 1441 and 2213). If theory (RNSG 1441 and/or 2213) are dropped, the student cannot continue in the clinical course (RNSG 2360). The student must pass RNSG 1441, 2213, and 2360 concurrently in order to continue in the Associate Degree Nursing Program
3. **Clinical dress code should be always adhered to as specified by the Health Science Student Handbook and/or clinical agency.**
 - i. 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.
 - ii. AHA/BLS-HCP must be current through December of the year you expect to graduate.
 - iii. A negative Tuberculosis screening questionnaire filled out at the beginning of the fall semester.
 - iv. 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.
 - v. A seasonal influenza vaccine must be obtained each fall semester as mandated by affiliated agencies.

CLINICAL EVALUATION REQUIREMENTS

1. Clinical attendance, as stated in Health Science Student Handbook
2. Post-conference presentations: Patient Presentation Guideline: Beginning the second clinical day, students
 - a. Will be asked to orally present their patient during post-conference.
3. Skills introduced in this course; as well as previously learned skills and guidelines, must be
 - a. Performed satisfactorily.
 - b. The Skills Kit must be purchased from the Texarkana College Bookstore

CLINICAL INFORMATION

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. Write the new patient's room number on the assignment sheet.

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 make opening entries in the chart. The student will review the patient's chart and check to see if medications to be given are available.
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 role model 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.
5. Keep your RN role model 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 will be announced.
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 with and ask that a note be given to your instructor and the team leader. This must be done one (1) hour prior to beginning of clinical day.

9. Clinical experience will emphasize a management role of a small group 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:
 - 1) The student will **NOT** administer controlled substances in the clinical setting.
 - 2) The student may administer “non-parenteral” medications **AFTER** clinical instructor approval.
 - 3) The student may administer IM, subcutaneous, or intradermal medications with RN or clinical instructor supervision.
 - 4) Insulin administration **must be supervised** by an RN.
 - 5) Student may start an IV with the assistance of the RN or clinical instructor only.
 - 6) **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 a RN or the supervision of the clinical instructor only.

- 7) Students **may** administer IVPB (piggyback) with an RN or clinical instructor only.
- 8) Treatments including IV care, dressing changes, GI tube care, Foley care, and trach care after discussion in class or with the clinical instructor.
- 9) Making rounds with physicians. Students are not allowed to accept verbal or telephone orders.
- 10) The student may assist the RN with admissions of new patients, discharge, and/or transfer of patients.
- 11) 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.

10. 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 courses. Refer to the Texarkana College Student Handbook and Health Sciences Student Handbook.

CLINICAL PREPARATION

1. All prep forms are found under the **myTC online** course resource tab. **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 patient 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.
2. ICU Clinical prep
 - A. ICU Prep Form with additional pathophysiology sheets and drug sheets as listed.
 - B. See: Guidelines for Intensive Care Unit
 - C. Preceptor Feedback (done by preceptor)
<https://www.texarkanacollege.edu/precept>
or
 - D. Feedback on Preceptor (done by the student)
<https://www.texarkanacollege.edu/forms/nursing-student>
3. Community Agency Assignment
 - A. Complete the Community Agency form. Submit to clinical instructor by next clinical day.
 - B. Preceptor Feedback (done by preceptor)
<https://www.texarkanacollege.edu/precept>
or
 - C. Feedback on Preceptor (done by the student)
 - D. <https://www.texarkanacollege.edu/forms/nursing-student>
4. Emergency Department, Enterstomal Therapy, Wound Care
 - A. Refer to guidelines listed in syllabus.
 - B. Preceptor Feedback (done by preceptor)
<https://www.texarkanacollege.edu/precept>
or
 - C. Feedback on Preceptor (done by the student)
 - D. <https://www.texarkanacollege.edu/forms/nursing-student>
5. Pathophysiology Pages
 - A. A pathophysiology page is to be completed in correlation with the RNSG 1443 course. The disease process and due dates for each pathophysiology page will be assigned by faculty.
You are required to use your text and cite resource page #'s.
6. Nursing Diagnosis/Nursing Plan of Care
 - A. List two (2) **NANDA PRIORITY** nursing diagnosis for *each assigned patient or as instructed by faculty* for each clinical day. The nursing diagnosis **must** include subjective, objective data, as well as priority interventions for each diagnosis. This plan of care may change as you care for the patient so revise the plan of care as appropriate.

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

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 the course faculty 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.

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.

COUNSELING SERVICES AND MENTAL HEALTH RESOURCES

Ms. Luretha Loudermill, MS, LPC is a Licensed Professional Counselor, who provides counseling services in the areas of education, career and personal issues. 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. She is located in the Health Science Building, Office 135 and can be reached via email and phone at: tc.counselor@texarkanacollege.edu and (903)823-3143

Community Healthcore: 2435 College Drive, Texarkana Texas
Healthcare Crisis Line: 1-800-832-1009

Texarkana College Student Counselor: (903) 823-3143

Suicide Hotline: 1-800-273-8255

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**

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 (Jenzabar 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.

COVID-19 Online/Virtual Environment Instructional Commitment

The ongoing Covid-19 situation will require that some course materials and instruction be provided through an online and/or virtual format. Even if all or a portion of a class was originally scheduled to meet face to face, social distancing guidelines associated with Covid-19 will limit the number of students who are able to attend face to face classes in person simultaneously. Further, circumstances associated with Covid-19 could cause the college to be forced to shift completely to an online and/or virtual delivery at any time during the semester. While TC faculty members are committed to providing students the option of face to face instruction if possible, students should be prepared to continue their classes in an online and/or virtual environment if necessary. Texarkana College is committed to maintaining engaging, high quality instruction regardless of the delivery format.

Online Teaching Environment Guideline/Policies

These guidelines and policies will be implemented if the course is moved to the online teaching environment.

Lecture Class Meetings

Online lecture class meetings will take place virtually through Microsoft Teams. Online classes will be held at the same time as face-to-face classes. ALL enrolled students are expected to be present for class to meet attendance requirements.

Attendance Policy

1. All students must be logged into the Teams classroom 5 minutes before the start of class. Attendance will be taken at the beginning of the class, and students must be visible on a webcam to be considered present. Students should mute their audio upon entrance into the online classroom. After the lecture, attendance will again be taken. If a student is not present at the end of the class meeting, they will be considered absent. Please notify the instructor via the chat feature if a student must leave the classroom early. Leaving the class before the instructor is finished with the days' course work will result in a tardy or absence per Health Science policy.
2. Three tardies equal one absence. The course absenteeism policy will be strictly followed throughout the semester.
3. Please notify the instructor in advance if you cannot attend an online class and or are experiencing technical difficulties logging into Teams.

Office Hours

1. Virtual Office Hours will be posted in the course by faculty.
2. Students are expected to contact faculty via email to arrange for individual meetings regarding course work or concerns. The faculty will communicate with students in a timely manner per business hours.

General Guidelines

1. Students are responsible for reviewing recorded lectures. Virtual Class time will be utilized to discuss any questions and assignments for the unit.
2. Be mindful that when using the webcam, everyone can see everyone else. Proper attire will be expected. Refer to the Health Science Policy regarding dress code in the Handbook.
3. Cell phones should be on silent and no texting or web surfing during class.
4. Students are responsible for their learning environment when at home. Students are advised to minimize distractions to enhance learning and attentiveness in class.
5. Classroom behavior expectations apply to the online environment. Students are required to maintain professionalism while in the virtual classroom. Incivility and poor professional behaviors will not be tolerated. If a student displays inappropriate conduct in the virtual classroom, they will be subject to review by the Professional Conduct Committee per Health Science policy.
6. If students have connection problems, please reach out to the teaching faculty. Students need reliable internet for virtual learning.
7. Assignments must be completed on time. Any late homework assignments will not be accepted and will receive a zero.
8. Faculty will be available to answer questions throughout the week during Team Meetings as well as via email during our virtual office hours.

Clinical Guidelines

Enterstomal Therapy at Christus St. Michael

CHRISTUS St. Michael Hospital

Enterstomal Therapy

Time: 0630-1430 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 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 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 evaluation, complete & return the following **Clinical Assignment** to your instructor. This assignment can be handwritten or typed.

Clinical Assignment:

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

Late assignments will not be accepted.

- Write a one-page reflection of 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 Post-Acute Medical Hospital (PAM)

PAM Specialty Hospital of Texarkana is located on the 2nd floor of CHRISTUS St. Michael Rehabilitation Hospital 2400 St. Michael Drive on the CHRISTUS St. Michael Hospital campus. Post-Acute Medical Hospital is an acute long-term care facility providing specialized medical care to acutely ill patients requiring additional specialized care after being discharged from an acute care hospital. Examples of patients encountered will need specialized care including those with tracheostomies, ventilators, extensive wound treatments, extensive re-conditioning, rehabilitation, and critical care IV medications.

Time: 0630-1430 with ½ hour for lunch. **Wear:** TC Uniform & name badge.

Objectives:

At the end of this rotation, the student will be able to:

- Explain the role of the acute long-term care hospital in the delivery of health care.
- Identify the nurse's role in providing specialized care for the post-acute patient.
- Identify one learning objective and how this objective was met.
- Note one example of a short-term and a long-term goal for the priority patient.

Responsibilities:

Prior to your assigned clinical day, you must have completed the PAMS Orientation paperwork located in your course and present it upon arrival to the facility.

- Report in full uniform to the Unit Clerk by 0630, ask for Mr. Gregg Lessard RN, Ms. Laura Arendt, RN, CNO, or a designated representative. Clinical hours will be **0630-1430**.
 - The student will be assigned and work directly with a RN preceptor. The student will not work independently. Always ask questions if unsure of a procedure, situation, or do not understand instructions.
- Review trach care, central line care, wound care, and critical care dosage calculations prior to the PAM rotation. Only procedures that the student has successfully checked off on may be performed and only with the supervision of the RN preceptor.
- The student may administer oral, parenteral, and/or feeding tube medications to the assigned patients and **only** under the supervision of the RN preceptor. All medications are to be checked by the RN preceptor prior to administration.
-----NO IV PUSH MEDICATIONS ARE TO BE GIVEN BY THE STUDENT-----
- 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 1430.
- You will be graded as Satisfactory/Unsatisfactory.
- In addition to the preceptor evaluation, complete & return the following Clinical Assignment to your instructor. This assignment can be handwritten or typed.

Clinical Assignment:

Submit to the clinical instructor brief answers to the above **Objectives** and a written head-to-toe assessment with hourly rounding. Due by 0900 on the following clinical 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.

Clinical Guidelines
Christus St. Michael Wound Care Clinic

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
 - 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 dismiss from this facility at 1430.
- In addition to the preceptor evaluation, 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 by 0900 on the following clinical day. You can turn it in to the instructor present in clinical or put it in your clinical instructor's box prior to the start of clinical.

Late assignments will not be accepted.

- Write a one-page reflection of 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 Intensive Care Unit

CHRISTUS St. Michael Hospital ICU 3rd Floor

Time: 0630-1430 with ½ hour for lunch. **Wear:** TC Uniform & name badge.

Wadley Regional Medical Center ICU 2nd Floor

Time: 0630-1430 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 evaluation, complete & return the following **Clinical Assignment** to your instructor.

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 due upon arrival to post-conference.

Clinical Guidelines Emergency Department

CHRISTUS St. Michael Hospital Emergency Department 2nd Floor

Time: 0630-1430 with ½ hour for lunch. **Wear:** TC Uniform & name badge.

Wadley Regional Medical Center Emergency Department 1st Floor

Time: 0630-1430 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 online clinical journal outlining your experience in the Emergency Department. Due by midnight of the assigned clinical day.

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.

1. Each student will be evaluated daily on the basis of the 8 categories.
2. A scale of 1-5 will be used:

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. Expend 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. Expend 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.
4. 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%]

5. 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.
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 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 biopsychosocialneeds 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.

STUDENT: _____ COURSE: RNSG 2360






INSTRUCTOR: _____ SEMESTER/YEAR: Fall 2022

TEXARKANA COLLEGE

ASSOCIATE DEGREE NURSING

CLINICAL EVALUATION BOOKLET

Clinical Evaluation Booklet (CEB)		
Clinical Evaluation Criteria		
<ul style="list-style-type: none"> I. Assessment- Data gathering and analysis II. Planning-Develop a plan to achieve expected outcomes III. Implementation-Plan of care to meet biopsychosocial needs IV. Implementation-Performs nursing measures with competence V. Interpersonal Relations-Written, verbal and nonverbal communication VI. Evaluation- Evaluates self, client, and revises plan of care appropriately VII. Professional growth and Ethics-Shows professional growth and practices ethical behavior VIII. Safety: Practices techniques that promote biopsychosocial safety. 		
Absences: Tardies: 1. _____ 2. _____ 1. _____ 2. _____ 3. _____		
<p style="text-align: center;"><u>Jurisprudence Journal Assignment</u></p> <p>Due Date: October 14th 2022</p> <p>Grade: _____/40 Points</p>	<p style="text-align: center;">Clinical Prep Assignments</p> <p style="text-align: center;">IV Drug Cards <input type="checkbox"/></p> <p style="text-align: center;">Cervical Cancer <input type="checkbox"/></p> <p style="text-align: center;">Glaucoma <input type="checkbox"/></p> <p style="text-align: center;">Cushing's <input type="checkbox"/></p> <p style="text-align: center;">ICU Prep <input type="checkbox"/></p> <p style="text-align: center;">Psoriasis <input type="checkbox"/></p> <p style="text-align: center;">Diverticulitis <input type="checkbox"/></p> <p style="text-align: center;">Osteoarthritis <input type="checkbox"/></p>	<p style="text-align: center;"><u>Trach Care/Suctioning Skills</u></p> <p style="text-align: center;">PASS <input type="checkbox"/></p> <p style="text-align: center;">FAIL <input type="checkbox"/></p>
<p style="text-align: center;"><u>Clinical Capstone</u></p> <p>Grade: _____/40 Points</p>		<p style="text-align: center;"><u>Central Line Skills</u></p> <p style="text-align: center;">PASS <input type="checkbox"/></p> <p style="text-align: center;">FAIL <input type="checkbox"/></p>
<p><u>Clinical Skills Competency</u></p> <p style="text-align: center;">Medication Administration <input type="checkbox"/></p> <p style="text-align: center;">Assessment <input type="checkbox"/></p> <p style="text-align: center;">IV Insertion <input type="checkbox"/></p> <p style="text-align: center;">Foley Catheter Insertion/Removal <input type="checkbox"/></p>		

Daily Clinical Score	Clinical All assignments are considered in clinical grading	
Date: _____ _____ S/U	<p style="text-align: center;">ICU Day - (S/U)</p> <input type="checkbox"/> Arrives on time, dressed professionally, prepared for clinical day (VII) <input type="checkbox"/> Completes assigned paperwork (V) <input type="checkbox"/> Participates in post-clinical discussions/activities (V, VI) <input type="checkbox"/> Preceptor Form completed	
Date: _____ _____ S/U	<p style="text-align: center;">ER Day - (S/U)</p> <input type="checkbox"/> Arrives on time, dressed professionally, prepared for clinical day (VII) <input type="checkbox"/> Completes assigned paperwork (V) <input type="checkbox"/> Participates in post-clinical discussions/activities (V, VI)	
Date: _____ _____ S/U	<p style="text-align: center;">Wound Care Clinic- (S/U)</p> <input type="checkbox"/> Arrives on time, dressed professionally, prepared for clinical day (VII) <input type="checkbox"/> Completes assigned paperwork (V) <input type="checkbox"/> Preceptor Form completed	
Date: _____ _____ S/U	<p style="text-align: center;">Post-Acute Medical- (S/U)</p> <input type="checkbox"/> Arrives on time, dressed professionally, prepared for clinical day (VII) <input type="checkbox"/> Completes assigned paperwork (V) <input type="checkbox"/> Preceptor Form completed	
Date: _____ _____ S/U	<p style="text-align: center;">Enterstomal Therapy- (S/U)</p> <input type="checkbox"/> Arrives on time, dressed professionally, prepared for clinical day (VII) <input type="checkbox"/> Completes assigned paperwork (V) <input type="checkbox"/> Preceptor Form completed	

Daily Clinical Score	Clinical All assignments are considered in clinical grading
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Date: _____

I.	
II.	
III.	
IV.	
V.	
VI.	
VII.	
VIII.	
Total	

Medical Surgical Day (40 Points)



- Arrives on time, dressed professionally, prepared for clinical day (VII)
- Obtains patient report(s) from previous shift (nurse or student nurse) (I)
- Reviews/checks current physician orders in chart/online (I)
- Takes V/S and documents in a timely manner (IV)
- Performs head-to-toe assessment by 0900 w/ documentation by 1100 (II, IV, V)
- Give report to instructor using SBAR format (include V/S, abnormal labs, meds, priority NSG dx (VI)
- Prioritizes & organizes patient care (assessment, meds, personal care/linen change) (III)
- Gives medications safely (P.O. independently, parenteral with instructor or R.N.) (I, IV, VIII)
- Seeks out new learning opportunities/skills (dressing change, IV's, etc.) (VII)
- Participates in post-clinical discussions/activities (V, VI)
- Post-clinical: Completed priority NSG dx/s and interventions with supportive subj. and obj. data (I, II, III, IV, V, VI, VII)
- Assigned pathophysiology of disease topic completed (I, II, III, V)
- Completes online clinical journal by midnight (I, II, III, IV, V, VI, VII)

Date: _____

I.	
II.	
III.	
IV.	
V.	
VI.	
VII.	
VIII.	
Total	

Medical Surgical Day (40 Points)



- Arrives on time, dressed professionally, prepared for clinical day (VII)
- Obtains patient report(s) from previous shift (nurse or student nurse) (I)
- Reviews/checks current physician orders in chart/online (I)
- Takes V/S and documents in a timely manner (IV)
- Performs head-to-toe assessment by 0900 w/ documentation by 1100 (II, IV, V)
- Give report to instructor using SBAR format (include V/S, abnormal labs, meds, priority NSG dx (VI)
- Prioritizes & organizes patient care (assessment, meds, personal care/linen change) (III)
- Gives medications safely (P.O. independently, parenteral with instructor or R.N.) (I, IV, VIII)
- Seeks out new learning opportunities/skills (dressing change, IV's, etc.) (VII)
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- Post-clinical: Completed priority NSG dx/s and interventions with supportive subj. and obj. data (I, II, III, IV, V, VI, VII)
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Medical Surgical Day (40 Points)



- Arrives on time, dressed professionally, prepared for clinical day (VII)
- Obtains patient report(s) from previous shift (nurse or student nurse) (I)
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