

RNSG 2463

**Clinical Decision Making III
Management**

SYLLABUS

**PREPARED BY ADN FACULTY
HEALTH SCIENCE DIVISION
Associate Degree Nursing Program
Texarkana College**

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 SYLLABUS OUTLINE: Fall 2023
COURSE NAME: Clinical Decision Making III
COURSE NUMBER: RNSG 2463TR
CREDIT HRS: 4 LECTURE HRS: 0
LAB HRS: 0 TOTAL CLOCK HOURS: 256

Course Title: Clinical Decision Making III/Management

Course Level: Advanced

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

End of Course Outcomes: The student will utilize critical thinking and a systematic problem-solving process as a framework for providing care for patients in structured health care settings; and analyze the roles of the associate degree nurse in the provision of care for patients and families.

Key Concepts and General Course Plan: Emphasis in clinical is upon application of biological, psychological, and sociological concepts, critical thinking/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 (5-8) in structured health care settings. Additional clinical skills include administration of IV push medications and care of central lines. This course enables the student to use critical thinking/decision-making skills to integrate interpersonal competency with principles of management. The student will act as a patient safety advocate while assuming responsibility and accountability for the quality of nursing care provided at the graduate nursing level.

Prerequisites: BIOL 2301 or 2302, 2420; PSYC 2301 and 2314.
ARTS 1301 or MUSI 1306 or DRAM 1310; and AHA/BLS-HCP. Basic Students:
1413, 1360, 1431, 1412, 1261, 1460, 1441, 2360, and 2213

Transition Students: RNSG 1327, 1251, 1160, 1441, 2360, 2213

Co-requisites: RNSG 1443

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

Revised: December 2021

PSLO = IE Student Learning Outcomes (Program)

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 Nurses

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

**RNSG 2463 Clinical Decision Making/Management
Course Student Learning Outcomes**

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

1. Demonstrate the nursing process and the holistic model to make clinical decisions in managing the care of small groups (3-5) of patients. (PSLO 1; DEC-M-B; DEC-P-A, B, C, D, F, H; DEC-S-A, B, C, F; DEC-T-A, B, C, D, E, F, G; SOP 3A; QSEN-E, P)
2. Practice the principles of pharmacology, nutrition, fluids and electrolytes communication, health promotion, and health teaching in the care of small groups (3-5) of patients. (PSLO 1; 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-E, P, S)
3. Demonstrate effectiveness with interpersonal skills and implementation of the nursing process when managing the care of small groups of patients (3-5). (SLO 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, S, T)
4. Demonstrate therapeutic communication skills to interact effectively with patients, family, and appropriate health professionals in a timely manner. (PSLO 1,2, 3, 4, 6; DEC-M-A, B, D; DEC-P-A, B, C, D, E, F, G, H; DEC-T-A, D, E, G; DEC-S-A, B, C, D; SOP 1D, 1L, 1P; QSEN-Q, T)
5. List behaviors which suggest the patient and/or family has inability to cope with deviations, or social determinants 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, Q, S)
6. Demonstrate skills applicable in health promotion, health monitoring, and in managing the care of small groups of patients (3-5) 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, E, Q)
7. Assess situational and environmental factors in vulnerable patients/populations that contribute to or detract from safe nursing practice when managing care for small groups (3-5) 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; SOP 1B, 1G, 1K, 1M, 1N, 1O, 1T, 1U, 3 A, 5; QSEN-P, Q, S)

8. Delegate nursing tasks according to the Texas Nurse Practice Act when managing care for small groups (3-5) 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; SOP 1S, 1U, 3B; QSEN- E, P, Q, T)
9. Use legal and ethical principles, as well as civility and social justice when managing the care of small groups (3-5) 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 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, T, Q, S)
11. Utilize 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, 3 A, QSEN —E,P,Q,S)
12. Perform organizational skills and apply resources to meet goals and enhance quality nursing care and tasks when managing the care for small groups (3-5) 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-P, T, Q, E, S, I)
13. Display professional behavior and service excellence which reflects 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-T, Q, 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, 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 on every occasion.*

COURSE REQUIREMENTS

Through a cooperative agreement with Texarkana College and area health care facilities, students enrolled in the Associate Degree Nursing Program at Texarkana College are placed in selected settings for clinical experience.

In accordance with the Health Science Student Handbook, satisfactory completion of all assignments in RNSG 2463 will be required to pass the course. Because of the importance of the clinical component, the student is expected to be present for all scheduled clinical days.

1. **Clinical Attendance**: This policy follows the Health Science Student Handbook Absentee

Policy 5.6

- A. Students who are up to and including 15 minutes late are considered tardy. Those who are more than 15 minutes late will be considered absent. Three (3) tardies equal one (1) absence.
- B. No grade (number or letter) will be given for (3) clinical absences in the semester. The student's clinical grade will be averaged by two less clinical days.
- C. Exceeding three (3) 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.
- D. 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 upon 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.

2. If the clinical course (RNSG 2463) is dropped, the student cannot continue in theory (RNSG 1443). If theory (RNSG 1443) is dropped, the student cannot continue in the clinical course (RNSG 2463). The student must pass RNSG 1443 and 2463 concurrently to continue in the Associate Degree Nursing Program.
3. It is an expectation that students treat faculty, staff, and fellow students with respect on campus and in the clinical setting. Incivility **will not** be tolerated in the Health Science Program.
4. **Clinical dress code will be adhered to while in uniform as specified by the Health Science Student Handbook and/or clinical agency.** Noncompliance with the Nursing Uniform Code and failure to adequately prepare for clinical assignments may result in the student's dismissal from the clinical setting, resulting in a clinical absence.
5. AHA/BLS-HCP must be current through May of the year you expect to graduate.
6. A TB screening questionnaire is required for all ADN students. If a student answers “yes” to any questions listed on the questionnaire, then a TB test may be required.
7. 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.

CLINICAL EVALUATION REQUIREMENTS

1. Clinical attendance as stated in this syllabus and in the Health Science Student Handbook.
 - A. Beginning the second clinical day students will be asked to orally present their patient during post-conference.
 - B. Students will have the assignment of presenting an evidence-based nursing practice during the post-conference time.
2. To pass RNSG 2463 a minimum grade of 75% is required. The instructor will keep a clinical evaluation booklet (CEB) throughout the semester. This record will serve as a guide to the student and instructor in evaluating clinical performance.
3. **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.
4. Simulation activities are part of the overall clinical experience and are designed as a learning opportunity for students. The simulation policy is in the Health Science Student Handbook.

CLINICAL GUIDELINES

1. **Assignments:** The clinical instructor will make 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. The student should inform their clinical instructor of assignment changes in a timely manner.
2. 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 between **0631-0645**, the student will be counted tardy. If the student arrives in the lobby **0646** or after, the student will be counted absent. Three (3) tardies equal one (1) absence.
3. On clinical days, the student will report to the assigned unit by 0645, or 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.
4. A break may be taken **after** patient care **and** documentation is complete. Breaks are not to exceed 15 minutes and will be lost if not taken by 10:00 AM.
5. Students are allowed a 30-minute lunch break and are encouraged to take the lunch break. Students are to report off to the RN and document prior to leaving their assigned area for any reason. Lunch must be taken at the clinical site in the cafeteria. Community rotation lunch may vary. Students will not take a terminal lunch.
6. Keep the RN and instructor aware of the skills in which you have had instruction but need further practice. The student is responsible for pursuing needed learning experiences!
7. Post conferences will be utilized to correlate theory (classroom) content with the student clinical experiences by use of the nursing process. All students are to attend post conference unless otherwise instructed by your clinical instructor. Again, report off to the RN and document before leaving the assigned area. Manage your time efficiently so that you are on time for post conference. Post conference will be from 1530-1630. Dates and room location will be announced by your clinical instructor.
8. **If unable to attend clinical, the student must telephone the assigned unit to report their absence. Take the name of the person you spoke with and ask that a note be given to your instructor and the RN. This must be done prior to 0600am. We also ask that you email your clinical instructor.**

9. Clinical experience will emphasize a management role for small groups of patients. Biopsychosocial and cultural aspects will be considered when caring for these patients in the clinical setting.

The management of these groups of patients will consists of:

- A. Assessment and documentation
- B. Collaboration with other health care professionals
- C. Administration of medications as follows:
 - a. The student will **NOT** administer controlled substances in any clinical setting.
 - b. The student may administer non-parental, IM, SQ, or intradermal medications with Registered Nurse or Clinical Instructor supervision.
 - c. Insulin administration **must be supervised** by a Registered Nurse or Clinical Instructor.
 - d. Student may start an IV with the assistance of a Registered Nurse or Clinical Instructor.
 - e. **ONLY** the following IVP medications may be administered and **must be supervised** by the Registered Nurse or Clinical Instructor:
 - i. Diuretics (ex. Lasix, Bumex, Diamox)
 - ii. Steroids (ex. Solumedrol, Solu-Cortef, Decadron)
 - iii. Protonix
 - iv. Normal Saline flush
 - f. Students may administer IVPB's (piggybacks) with a Registered Nurse or the Clinical Instructor.
- D. Treatments including IV care, dressing changes, GI tube care, foley care, central line care and trach care after discussion in class can be completed with the Registered Nurse or Clinical Instructor.
- E. Making rounds with physicians. **Students are not allowed to accept verbal or telephone orders.**
- F. The student may assist the Registered Nurse with admissions of new patients, discharge, and/or transfer of patients.
- G. It is the student's responsibility to ensure basic needs of the patient have been met; to include bathing, linen change, oral care, as well as elimination needs.

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 (preceptor day)
 - A. See: Intensive Care Clinical Guide
 - B. Preceptor Feedback (done by preceptor)
<https://www.texarkanacollege.edu/preceptor>
 - C. Feedback on Preceptor (done by the student)
<https://www.texarkanacollege.edu/forms/nursing-student>

3. Community Agency Assignment (preceptor day)
 - A. See Clinical Guide for assigned facility.
 - B. Preceptor Feedback (done by preceptor)
<https://www.texarkanacollege.edu/preceptor>
 - C. Feedback on Preceptor (done by the student)
<https://www.texarkanacollege.edu/forms/nursing-student->
4. Special Procedures (Cath Lab), Dialysis (observation day)
 - A. See Clinical Guide for assigned facility.
5. Management Days
 - A. Instructions to be provided by faculty based on clinical site.
6. 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.
7. 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).

FINANCIAL AID

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

DISABILITY ACT STATEMENT

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

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

ACADEMIC DISHONESTY STATEMENT

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

SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you do not leave any valuables in plain sight (purse, phone, laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must also have a TC student ID badge and always keep it with you.

Campus Police EMERGENCY Line: (903) 823-3330
Available 24 hours a day/7 day a week

MENTAL HEALTH RESOURCES

Student/ Staff Counselor: Ms. Luretha Loudermill
Email: tc.counselor@texarkanacollege.edu
Office Phone Number: (903) 823 – 3143

Community Healthcore 2435 College Dr.
Healthcare crisis line: 1-800-832-1009

Suicide Hotline: 1-800-273-8255

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.

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

PROCESS

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

1. Assessment
2. Planning
3. Implementation (plan of care)
4. Implementation (selected skills)
5. Interpersonal relations
6. Evaluations
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 a determination of the daily 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. 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.
4. The grading scale will be as follows:

36-40 (90- 100%) = A
 32.4-35.9 (81- 89.99%) = B
 30.0-32.3 (75- 80.99%) = C
 26.0-29.9 (65- 74.99%) = D
 Below 25.9 (Below 65%) = F

5. 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.**

6. When the student is with a preceptor the student will be graded as “Satisfactory” and “Unsatisfactory”. “Satisfactory” is defined as completion of the pre/post assignment and active involvement in learning opportunities provided in the clinical area.
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 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 daily clinical progression in any of the eight categories of evaluation each clinical day may result in the student being placed in a level of evaluation and progression as described below.

LEVELS OF EVALUATION AND PROGRESSION

Level I:

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

Level II:

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

Level III:

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

1. Implement direct, one-on-one observation of the student’s clinical performance
2. 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 three of these four 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. ****

**RNSG 2463 - CLINICAL DECISION MAKING III/MANAGEMENT
CLINICAL EVALUATION BOOKLET - SUPPLEMENT (CEB-S)**

SLO= I.E. Student Learning Outcomes

CO=Course Objectives

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

1. gathering biopsychosocial data from patient, family and/or chart. (CO 1,2,3,9,13)
2. assessing the patient's strengths and limitations. (CO 3,4,10,13)
3. utilizing multidisciplinary resources to address biopsychosocial concerns. (CO 1,3,4,12,16)
4. relating the results of diagnostic studies to the nursing diagnosis. (CO 1,3,5,7)
5. stating the rationale for dietary and pharmacological therapies including specific actions and side effects. (CO 1,2,3,4)
6. collaborating with multidisciplinary teams to determine rationale for prescribed therapies, i.e., respiratory therapy, physical therapy, speech therapy, etc. (CO 1,3,4,6,12,13)
7. selecting nursing diagnoses based upon analysis of health data. (CO 1,3,5,6,7)

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

8. utilizing critical thinking skills to establish priorities. (CO 1,2,3,5,6,12)
9. establishing short- and long-term goals and expected outcomes in conjunction with patient and family. (CO 1,3,4,5,6,7, 12)
10. planning for patient and family education based on values, beliefs, cultural, and health needs. (CO 1,2,3,4,5,6,7)
11. incorporating multidisciplinary therapies into the plan of care. (CO 1,2,3,4,7,10,11)
12. utilizing community resources available to patient and family for discharge planning. (CO 1,3,4,6,7,12,13)
13. distinguishing independent, interdependent, and dependent aspects of decision making. (CO 1,3,5,6,7,8,9)
14. differentiating roles and functions of members of the health care team when planning care (CO 2,6,7,8)

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

15. organizing nursing care efficiently using current technology in a cost-effective manner. (CO 1,3,4,6,7,9)
16. implementing nursing interventions to achieve expected outcomes. (CO 2,3,5,9,10,11,12,13)
17. collaborating with patient and family in decision making regarding nursing care. (CO 1,3,6,9,10,13)
18. teaching selected principles and procedures of health promotion/care to patient and/or family based on developmental stages and sociocultural variables. (CO 1,2,3,9,10,11,12,13)

19. utilizing therapeutic communication skills. (CO 1,2,3,4,5,9,10)
20. displaying behaviors that exemplify the belief that humans are holistic beings with worth and dignity. (CO 1,3,4,6,7,13)

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

21. Selected Assessment techniques Neuro/Psych Assessment (CO 7,10,11,12)
 - a. Orthopedic
 - b. Integumentary
 - c. Assessment of Critically ill or injured patients
22. Other previously learned skills (CO 1,2,6,10,11,12)
 - a. Genitourinary
 - b. Cardiovascular
 - c. Peripheral Vascular and Hematologic
 - d. Substance Abuse Assessment

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

23. creating and maintaining effective interpersonal relationships, using therapeutic communication skills based on values, beliefs, and culture of the individual. (CO 1,3,5,6,7, 9,13)
24. maintaining patient confidentiality. (CO 1,3,4,6,9,13)
25. explaining the nursing plan of care and/or selected treatment modalities in a way that is understandable to the patient and family. (CO 1,3,4,6,7,9,12)
26. developing and presenting oral and/or written assignments that are concise, organized, and accurate using medical terminology and correct spelling. (CO 1,2,3,4,9,13)

Evaluation: With assistance the student is involved by:

27. evaluating own ability to implement each step of the nursing process. (CO 1,3,4,6,7,9,13)
28. evaluating patient's and family's response to nursing care. (CO 1,2,3,4,7,9,10)
29. modifying the nursing care plan and communicating reasons and rationales for changes to the multidisciplinary team. (CO 1,3,4,5,6,7)
30. evaluating own effectiveness with intra/interpersonal skills. (CO 1,3,4,6,7,8,13)
31. evaluating the effect of therapeutic milieu as part of the treatment regime. (CO 2,3,4,7,8,9)
32. collaborating with facility staff to determine the effectiveness of institutional cost containment and quality improvement. (CO 3,4,6,7,8,10)

Professional Growth and Ethics: Demonstrates professional growth by:

33. accepting responsibility for own behavior. (CO 4,6,7,9,12,13)
34. reporting own mistakes honestly and promptly even if mistakes would have been otherwise unnoticed. (CO 4,6,7,9,12,13)
35. accepts suggestions for improvement and modifies performance. (CO 3,4,6,8,12,13)

36. serving as a positive role model for members of the health care team. (CO 1,2,3,4,6,9,11,12,13)
37. acting as an advocate for the patient and family to promote health care planning according to the Patient Bill of Rights. (CO 1,3,4,5,7,8,9,12,13)
38. using critical thinking skills in decision making and problem-solving processes. (CO 1,2,3,4,5,6,7,9,11)
39. healthy adaptation to stressful situations. (CO 1,3,4,6,7,9,12,13)
40. assisting health care providers to solve patient care problems within the organizational structure. (CO 1,3,4,7,8,9,12)
41. examining personal values to related current health care issues. (CO 1,3,4,7,8,9,11)
42. adhering to ethical and legal standards. (CO 2,6,7,8,9,10,13)
43. adhering to policies of the College and external agencies. (CO 1,2,6,7,8,9,10,11,12,13)

Safety: Practices techniques that promote biopsychosocial safety by:

44. implementing nursing interventions safely. (CO 1,3,9,10,11,12,13)
45. implementing measures to maintain physical and psychological safety for patients and others. (CO 1,3,5,9,10,11,12,13)
46. accurately reporting and documenting the patient's symptoms, responses, and status within an appropriate timeframe. (CO 1,3,5,6,7,9)
47. implementing nursing interventions to prevent complications. (CO 1,3,9,11,12,13)
48. recognizing when care is beyond student's role and refers procedure to appropriate personnel. (CO 3,4,6,7,8,9,13)
49. recognizing and reporting, in a timely manner, situations which violate standards of practice. (CO 1,3,4,6,8,12,13)

ALTERNATE OPERATIONS DURING CAMPUS CLOSURE

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Texarkana College to move to altered operations. 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.

CLINICAL RESOURCE GUIDES

CHRISTUS St. Michael W. Temple Webber Cancer Center
2602 St Michael Dr, Texarkana, TX 75503

Time: 0800-1630 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.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is not required, and you will dismiss from this facility at 1630.
- 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 the next day back to 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?
7. List the major problems (medical & psychosocial) that are being addressed for one of the clients.

Outpatient Oncology-Collom and Carney
5002 Cowhorn Creek Road Texarkana, Texas 903-614-3000

3rd floor NORTH end of building. (Enter and check in through the front doors of clinic)

Nurse Manager: Leslie Judkins, RN. 903-614-8506 leslie.judkins@christushealth.org

Time: 0800-1630 with ½ hour for lunch. **Wear:** TC Uniform, lab coat & name tag.

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, ie. 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.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is not required, and you will dismiss from this facility at 1630.
- 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 the next day back to 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?
7. List the major problems (medical & psychosocial) that are being addressed for one of the clients.

Emergency Department Clinical Guide

Wadley Regional Medical Center Emergency Department 1st Floor

CHRISTUS St. Michael Emergency Department 2nd Floor

Time: 0630-1630 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.

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 must be completed by the student and preceptor prior to leaving the clinical site.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is required, and you will be told when and where to meet for post-conference.

Intensive Care Clinical Guide

CHRISTUS St. Michael Hospital ICU 3rd Floor

Wadley Regional Medical Center ICU 2nd Floor

Time: 0630-1630 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.

Objective: The emphasis for this experience is to observe and participate in the management of critically ill patients.

Responsibilities:

- Introduce yourself & explain your learning objective.
- 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.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is required. You will be told when and where to meet for post-conference.

PAM Specialty Hospital Clinical Guide

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: 0630-1630 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.

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 0630-1630.
- 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.
 - Link: www.texarkanacollege.edu/preceptor
- Post-conference attendance is not required, and you will dismiss from this facility at 1630.
- 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 the next day back to class.

Late assignments will not be accepted.

Hospice Clinical Guidelines

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

Contact: Andrea Sparks, DON

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

Contact: Lori Hutchison, DON

Time: 0800 – 1630 (with ½ hour for lunch)

Wear: TC Uniform, lab coat & name tag

Take papers you will need, *do not take books.*

YOU MUST DRIVE YOUR OWN VEHICLE TO ANY HOME VISITS

Objectives:

1. Explore 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.

Answer the following questions and submit answers to your clinical instructor the next day back to class.

Late assignments will not be accepted.

1. What role does the RN play in the interdisciplinary team?
2. How does the RN determine which clients to see first?
3. Analyze the RN's role in the following areas:

Assessment
Developing a plan of care
Interventions
Evaluation

4. What tasks are delegated to non-licensed staff?
5. What tasks are managed by other disciplines?
6. What is the RN's role in supervision and evaluation of staff?
7. What teaching takes place? To whom? Formal or informal?
8. List the major problems (medical & psychosocial) that are being addressed for one client.

Remember to do the preceptor and student feedback. www.texarkanacollege.edu/preceptor

Interventional Radiology/Catheterization Lab/ Dialysis Clinical Guide

Special Procedures: prior to your special procedure day review your text about heart catheterizations

1. You will check-in in the lobby with the instructor by 0630 and receive further instruction, as necessary. You will then report to the assigned specialty area. Once procedures are completed for the day report to the assigned floor as instructed by your clinical instructor.
2. The special procedures nurses will inform you of procedures to be done that day. The emphasis for this experience is to observe cardiac catheterizations, although you may observe other procedures (interventional radiology, IR) if there are no cardiac catheterizations scheduled.
3. Your role during the cardiac catheterization/IR is observation. Observe the technique utilized, the nurse's role, and the patient's response. Ask questions appropriately. Most questions may be better asked before or after the procedure, as the physician and the staff are focusing upon the patient during the procedure.
4. Occasionally, there are no scheduled procedures, or all scheduled procedures are completed early. Should this be the case and no learning opportunity/experience available, report to your instructor immediately.

Dialysis: Prior to your experience in dialysis, review your text about renal failure and dialysis.

1. Dialysis units begin at various times. WRMC begin room set up around 0730. CSM typically do not begin until 0800. The clinical instructor will give you alternative care activities to complete until the unit is open. Once procedures are completed for the day report to the assigned floor as instructed by your clinical instructor.

WRMC – 2nd floor CHRISTUS St. Michael – 5 North

2. Your role during the dialysis experience is observation. Observe the dialysis procedure, the nurse's role, the patient's response. Review the patient's lab work -- try to figure out how deviations from normal are related to renal failure. Ask questions!

3. Objectives:

- a. Identify the dialysis types and their indications and contraindications.
- b. Explain the physiologic principles of hemodialysis.
- c. Discuss nursing assessment and management of the patient before, during and after hemodialysis.
- d. Identify the adverse effects of hemodialysis and nursing measures to prevent them.
- e. Determine if dialysis affects the body's use of medications administered prior to dialysis.

TEXARKANA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
Student Course Requirement and Program Compliance Agreement

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

I have read the Texarkana College Health Science Division Handbook and understand the policies and procedures stated therein. I agree to comply with all these policies and procedures to meet the requirements for course completion.

I have read the Texarkana College Student Handbook and understand the policies described therein. I agree to comply with these policies.

I understand and can utilize the procedures for Standard Precautions that are in the Health Science Student Handbook.

I understand that as a student in Health Science, I am required to be up to date on all immunizations (including TDaP, TB skin test, influenza, and Hepatitis B) during my enrollment in the Health Science Program.

I understand that as a student enrolled at Texarkana College in the Associate Degree Nursing Program, I am entering a profession with a stated code of ethics, Texarkana College Student Handbook.

I agree to adhere to and maintain strict CONFIDENTIALITY in all situations relating to patient information and care. I also recognize that disclosing content of clinical teaching scenarios constitutes a breach in ethics. I, therefore, agree to refrain from discussing the contents of these learning experiences with anyone other than the faculty.

During my enrollment in RNSG 1443 and 2463, I understand that photographs and/or videos of clinical teaching/learning activities may take place. Such photos/videos will be the property of Texarkana College and used for learning or advertising purposes only and would not be used for profit by Texarkana College or the Health Science Division. By signing below, I consent to the above-mentioned activities.

Courses: RNSG 1443 and 2463

Signature _____

PRINT Name _____

Date _____