



**PANOLA COLLEGE
ASSOCIATE DEGREE NURSING**



**RNSG 2263
ADVANCED CONCEPTS – ADULT HEALTH
CLINICAL NURSING**

Panola College
Associate Degree Nursing Program

Course Title: Advanced Concepts of Adult Health – Clinical

Course Number: RNSG 2263

Semester Credit Hours: 2

Lecture Hours per week: 0

Lab Hours per week: 8

Contact Hours per Semester: 128

State Approval Code: 5116010000

Prerequisites: RNSG 2201, 2208, 2260, 2261

Co-requisite: RNSG 2231

Course Description: A method of instruction providing detailed education, training, and work-based experience and direct patient/client care, generally at a structured clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty along with the assigned preceptor. The preceptor will be chosen and assigned to a student in collaboration with the unit directors by the clinical faculty. Clinical experiences are unpaid external learning experiences.

Purpose and Goals of the Course:

Core Competencies: Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each clinical day by completing required readings and/or other learning activities as listed in the syllabus. Proficiency will be measured by clinical participation, skills assessment, documentation, and interaction as a team member.

Course Requirements:

1. Regular clinical attendance within current attendance policies.
2. A minimum score average course grade of 75%.
3. Preparation and active participation in clinical conferences.
4. Outside individualized readings and assignments.
5. Compliance with all rules and regulations as outlined in the current Department of Nursing's Student Handbook, Panola College Catalog, and Pathfinder.
6. Current Basic Life Support (BLS) certification.
7. Demonstration of college-level skills following American Psychological Association (APA) guidelines.

Course grades will be determined by the following:

All work turned in should have student's name and be stapled together. Do not submit loose papers

10% Concept Map 2X 100 points each

Maximum 100 points each care plan **All Concept Maps must be turned in by due date or a zero (0) will result.** Failure to turn in a Concept Map will result in failure of the class

5% CAIs

85% Final Clinical Evaluation

Concept Maps

Guidelines:

1. All care plans consist of the following:
 - a. Minimum - Two (2) prioritized Nursing Diagnoses required
 - b. Minimum – Two (2) goals per each diagnoses.
 - c. Minimum –Three (3) individualized interventions per goal.
 - d. Rational for each intervention.
 - e. Evaluation of each goal.
2. **All care plans/concept maps are due by the due date in calendar.**
3. Care plans must be turned in on time. Late work will not be accepted. Students who do not submit care plans by the assigned due date and time will receive a grade of zero for the care plan and **fail the course.**
4. Care plans may not be corrected and turned in for a higher grade.
5. Written (typed) bedside assessment is to be included
6. Completed client information sheet CIS with detailed pathophysiology, explanation of abnormal labs, medication list, and a detail synopsis of hospital course.
7. Grading sheet should be attached to front of care plan

Students will be expected to verbalize their nursing care plan to faculty during clinical. Pertinent diagnostic reports need to be included and explained. Rationales for abnormal laboratory reports are to be included .

In depth pathophysiology of all medical problems

Care Plans/Concept Maps will not be accepted if they are:

1. Turned in late.
2. Handwritten.
3. Do not have a cover sheet including: Student's name, date, course number, and clinical section.
4. Do not have a grading sheet attached to the front.

A maximum of 100 points will be give to each care plan.

Bring to each clinical:

Stethoscope
Black pen
Pen light
Drug Book
Calculator
Extra paper
Watch with a second hand

Student's Name _____

Clinical Section _____

Patient Care Plan Guidelines

Assessment	Nursing Diagnosis	Patient Objectives	Nursing Intervention	Rationale Nursing Or
<p>Assessment requires:</p> <ol style="list-style-type: none"> 1. Communication with the pt. via the pt. interview and nursing history. 2. Data: Psychological Physical Social/Cultural Spiritual <p>Subjective data: What the pt. says.</p> <p>Objective data: Observable, measurable data i.e., laboratory reports, nursing observations, review of the chart</p> <ol style="list-style-type: none"> 3. Summary of patient's needs. 	<p>Nursing Diagnosis (NANDA approved) followed by "related to" phrase followed by</p> <p>Contributing factors: Environmental Sociological Psychological Physiological Any other factors involving health problems</p> <p>May include "As Evidenced By (AEB) – supportive data</p>	<p>Must be:</p> <ul style="list-style-type: none"> -Related to the nursing diagnosis. -patient centered. -action oriented. -mutually exclusive. -realistic. -measurable. -behaviorally stated. -time related 	<p>Nurse directed. Contain action verb. Should include:</p> <ul style="list-style-type: none"> -What is to be done or given. -How the behavior is to be performed. -Frequency & specific time for order to be done. 	<p>Give scientific rationale for E nursing intervention.</p> <p>State why nursing intervention was developed or selected.</p> <p>APA citation reference mat</p> <p>At least one journal article must be per care plan.</p>

Patient Care Plan Grading Criteria

Assessment	20
Pertinent history and physical assessment finding related to admission. (Including, but not limited to, allergies, medications, diet, statement of presenting problem, physical assessment findings which support the nursing diagnosis.) Completeness of CSI and written bedside assessment will drive part of this grade	
Nursing Diagnoses	15
Identify two (2) high priority nursing diagnoses supported by assessment data.	
Patient Objectives (Goals) directed related to the nursing diagnoses	20
Patient centered Observable Measurable and Specific Time limited	
Nursing Interventions	20
Individualized/Comprehensive Appropriate/Specific Feasible/Realistic Time related	
Rationale	5
State the rationale behind each nursing intervention. Literature must be used to support each intervention. At least one journal article must be used per care plan. If no journal article is used, you will receive a 0 in this category. Current literature < 5 years old	
Evaluation	10
State if the patient outcome was met or not met. State how you evaluated each patient goal.	
APA	10
Citations and bibliography follow the APA guidelines spelling, grammar	

**Patient Care Plan (attach to front of care plan)
Grade Sheet**

	Possible Points	Points Earned
1. Assessment	20	_____
2. Diagnoses	15	_____
3. Patient Objectives	20	_____
4. Nursing Interventions	20	_____
5. Rationale	5	_____
6. Evaluation	10	_____
7. APA form	<u>10</u>	_____
Total	100	_____

Comments:

Student Name: _____

Instructor: _____

Date: _____

Concept Map Grading Criteria

1.	Concept/Problem Identification Priority Nursing diagnoses, medical diagnoses, and collaborative problems	15pts	_____
2.	Identification of the Hierarchy of Concepts Priority identified: 5 pt Data to support: 15 pt	20 pts	_____
3.	Formulates Cross Links Identifies meaningful relationships between concepts, easy to follow	10 pts	_____
4.	Develops Goals/Outcomes/Nursing Interventions Goals and outcomes are measurable and attainable: 10 pts Nursing interventions are related to goals and outcomes: 10pts	20 pts	_____
5.	Evaluation (as a separate document) Evaluates patient's attainment of goal: Creative, organized, and easy to follow: Free of spelling and grammar errors	15 pts	_____
6.	CIS/Assessment/Medication sheet Pertinent history and physical assessment finding related to admission. (Including, but not limited to, allergies, medications, diet, statement of presenting problem, physical assessment findings which support the nursing diagnosis.) Completeness of CSI and written bedside assessment will drive part of this grade	20 pts	_____
	Total		_____

CAIs

Professional Development Software

<http://www.softwarefornurses.com/>

Critical Care: Cardiovascular – (1) Mr. Whiting

Critical Care: Cardiovascular – Ms. Jane Doe

Critical Care: Respiratory – William Bennett, Mary Marotta, Timothy Smyth

Critical Care: Neurological – Mrs. Thorne, Mr. Jim Brown, Mr. John Wright

Critical Care: Gastrointestinal – Mr. Stone

These may be accessed from your home computers and are considered clinical time.

NCLEX Questions

You are required to do 200 NCLEX questions in the form of quizzes or tests. You must get 90% or above. Please print the results and turn in. These can come from any NCLEX review source. Some good sources are available in review books and on-line products: Silvestri, Lippincott, HESI review ware, NCLEX 3500, Software for Nurses (Med/Surg Mania), Evolve Practest.

Methods of Instruction:

Post clinical discussions and demonstrations, computer tutorials/assignments, laboratory performance, active learning and writing assignments.

COURSE OUTCOMES

Provider of Care

At the end of the course, the student will be able to:

1. Determine the health status and wholistic health needs of culturally diverse adult clients using independent critical thinking and based upon interpretation of health data and preventive health practices in collaboration with clients and interdisciplinary health care team members. (PO 1; SCANS IAi-v, IBi-v, ICi, ICiv, IIBi-vi, IICi-iv, IIDi-iii)
2. Formulate wholistic goals/outcomes and plan care based on nursing diagnoses in collaboration with culturally diverse adult clients and interdisciplinary health care team members for health promotion, restoration, and maintenance.(PO 2; SCANS IAi-v, IBi-v, ICi-v, IIAi-v, IIBi, IIBiii, IIBiv-vi, IICi-iv, IIDi-iii)
3. Implement plan of care within legal and ethical framework, including scope of practice, in collaboration with culturally diverse adult clients and multidisciplinary health care team to assist multiple adult clients in meeting wholistic health care needs. (PO 3; SCANS IAi-v, IBi-v, ICi-v, IIAi-iv, IIBi-vi, IICi-iv, IIDi-iii)
4. Develop and implement learner-centered teaching plans for multiple adult clients in culturally diverse environments concerning health promotion, maintenance, and restoration. (PO 4; SCANS IAi-v, IBi-v, ICi-v, IIAi-iv, IIBi-vi, IICi-iv, IIDi-iii)
5. Evaluate, as a self-directed learner, clients' wholistic responses and outcomes to therapeutic interventions. (PO 5; SCANS IICi-iv, IID i-iii)
6. Demonstrate accountability by applying standards of care in managing and/or delegating nursing care within the nursing team. (PO 6; SCANS IAi-v, IBi-v, ICi-v, IIA iv, IIBi-vi, IICi)
7. Use self-directed critical thinking approach to analyze clinical data and information from multiple sources as a basis for decision-making in nursing practice. (PO 7; SCANS IAi-v, IBi-v, IICi-iv, IIDi-iii)

Coordinator of Care

At the end of the course, the student will be able to:

1. Coordinate human and material resources for the provision of care for multiple adult clients and families in acute care and community environments. (PO 8; SCANS IAi-v, ICii, IIAi-iv, IIBiv-vi, IICii)

2. Collaborate with culturally diverse adult clients and the interdisciplinary health care team for the planning and delivery of wholistic care within an ethical and legal framework. (PO 9; SCANS IAi,ii,iv,v, ICiii, IIBi-vi, IICi-iv, IIDi-iii)
3. Demonstrate accountability in referring adult clients to resources that facilitate continuity of care. (PO 10; SCANS ICi, IIAiii-iv, IIBiii)
4. Function as a self-directed coordinator of care to promote safety in the health care environment consistent with current federal, state and local regulations and guidelines. (PO 11, SCANS IAi-v, IBI-v, ICi-v, IIAi-iv, IIBi-vi, IICi-iv, IIDi-iii)

Member of the Profession

At the end of the course, the student will be able to:

1. Assume accountability and responsibility for the quality of nursing care provided to multiple adult clients in acute care and community environments. (PO 12, SCANS ICi-v)
2. Advocate on behalf of multiple adult medical-surgical clients to promote the provision of quality health care. (PO 13, SCANS IAi-iv, IIBiii-vi)
3. Participate in activities that promote the development and practice of professional nursing. (PO 14, SCANS IAi-v, ICi-v, IIBiv, IICi-iv)

Attendance

The student is required to be on the unit 15 minutes before the beginning of report ready to begin clinical. LRMC begins report at 0700, GSMC starts report at 0645. Face to face clinical begins promptly at 0615 in classroom TBA

The student is responsible for notifying the preceptor and faculty prior to the beginning of clinical in the event of an absence. The student is required to contact their preceptor within one week of receiving their clinical assignment and make arrangements for at least one clinical. All scheduled assignments must be emailed to the instructor prior to the clinical.

Absences – refer to the absence policy in the Student Handbook

Tardies – 3 tardies is equal to 1 hour absence of clinical **OR** the total amount of time missed, **whichever is greater.**

*****It is your responsibility to complete an absentee slip and have it filed in your records. The A.D.N. Department secretary will be able to file these for you.**

*****Notification of absence to the clinical instructor is mandatory prior to clinical beginning.**

Clinical Assignments

It is your responsibility to contact your assigned preceptor to develop a schedule to meet the clinical hour requirement. You will be required to manage your client care under the direction of your preceptor. You are required to schedule seven (7) 12hr clinical precepted days. Make arrangements for your preceptor to contact you if they are cancelled. If your preceptor is floated you float with them.

You will be required to know your medications including indications, rate of administration, possible side effects, and class prior to administration. You will be required to know nursing precautions in administering any medications. **All IV medications, insulin, and anticoagulants must be given in the presence of the preceptor or instructor.** All principles of medication administration must be adhered to. Your preceptor must be with you for any invasive and/or complex procedures.

Advanced Medical-Surgical Clinical Focus: Member of the Profession

1. Introduction:

The focus of this clinical learning experience is to:

1. Apply classroom/laboratory learning to clinical situations.
2. Demonstrate progression toward the achievement of course objectives.

2. Learning Resources:

Pre clinical activities:

Review evaluation tool and course objectives.

Post clinical activities:

Submit assigned written work to clinical instructor.

3. General Expectations:

1. Time and place as assigned.
2. Correct attire and equipment.
3. Follow Panola College and Associate Degree Nursing policies.

4. Learning Activities:

Upon completion of this learning experience, the student should be able to:

1. Evaluate the quality of care and learning needs of self, peers, or others. (CO 12)
2. Demonstrate critical thinking when delegating to other health care providers. (CO 6, 8, 12)
3. Apply ethical and legal framework of nursing practice when managing the care of multiple clients and their families. (CO 6, 8)
4. Provide nursing care to multiple clients and their families within the limits of nursing knowledge and experience and the legal/ethical standards of care. (CO 6, 7, 8, 9, 10, 11, 12, 13)
5. Advocate on behalf of the client or family with other members of the health care team. (CO 13)
6. Communicate responses to treatments to other health care professionals clearly and accurately. (CO 9, 11)
7. Demonstrate nursing knowledge, skills, and attitudes and values of nursing. (CO 12, 13, 14)
8. Interact with nursing faculty, preceptor, practicing nurses, clients, nursing student colleagues in a professional manner. (CO 9, 12, 14)
9. Demonstrate a professional appearance. (CO 14)

Advanced Medical-Surgical Clinical Focus:

Provider of Care

1. Introduction:

The focus of this clinical learning experience is to:

1. Apply classroom/laboratory learning to clinical situations.
 - i. Apply critical thinking and the nursing process as a framework while providing care for assigned clients and their families.
 - ii. Analyze the pathophysiology, manifestations, complications, abnormal laboratory findings and treatment modalities while providing nursing care to assigned clients.
 - iii. Implement teaching strategies that assist assigned clients and their families to meet their needs for health maintenance, promotion, and restoration.
2. Demonstrate progression toward the achievement of course objectives.
3. Coordinate and implement client care.
4. Evaluate client care delivered by student and preceptor.
5. Observes the nursing leadership role within the health care organization. Develop and present a teaching plan directed towards a learning needed identified in collaboration with the leadership preceptor and instructor.

2. Learning Resources:

Pre clinical activities:

Review evaluation tool and course objectives.

Post clinical activities:

Submit assigned written work to clinical instructor.

3. General Expectations:

1. Time and place as assigned.
2. Correct attire and equipment.
3. Follow the Panola College and Associate Degree Nursing policies.
4. Present a ten minute educational inservice on identified learning needl on assigned day.

4. Learning Activities:

Upon completion of this learning experience, the student should be able to:

1. Develop teaching methods to accommodate societal/cultural differences. (CO 4)
2. Use organizational skills to apply resources to meet goals and enhance quality of nursing care. (CO 1, 3, 7)
3. Implement plans of care for multiple clients and their families. (CO 3, 7)
4. Manage care for multiple client and their families. (CO 1-11)
5. Use multi-disciplinary resources within the institution to address ethical and legal concerns. (CO 3)
6. Demonstrate critical thinking in problem solving and decision making to provide safe, quality nursing care for multiple clients and their families using the nursing process in acute care and community settings. (CO 6, 7, 10)
7. Apply appropriate management concepts in assigning and/or delegating nursing care to other members of the nursing team. (CO 6)
8. Delegate nursing activities in accord with the Texas Nurse Practice Act. (CO 6)
9. Identify priorities and make judgments concerning the needs of a group of clients and their families in order to organize care. (CO 1, 2, 3, 7, 8, 12)
10. Manage care multiple geriatric clients and their families. (CO 1, 2, 3)

1. **Advanced Medical-Surgical Clinical Focus:** Coordinator of Care

1. Introduction:

The focus of this clinical learning experience is to;

2. Apply classroom/laboratory learning to clinical situations.
 - i. Apply critical thinking and the nursing process as a framework while providing care for assigned clients and their families.
 - ii. Analyze the pathophysiology, manifestations, complications, abnormal laboratory findings and treatment modalities while providing nursing care to assigned clients.
 - iii. Formulate teaching strategies that assist assigned clients and their families to meet their needs for health maintenance, promotion, and restoration.
3. Demonstrate progression toward the achievement of course objectives.

4. Learning Resources:

Pre clinical activities:

Review evaluation tool and course objectives.

Post clinical activities:

Submit assigned written work to clinical instructor.

5. General Expectations:

1. Time and place as assigned.
2. Correct attire and equipment.
3. Follow Panola College and Associate Degree Nursing policies.

6. Learning Activities:

Upon completion of this learning experience, the student should be able to:

1. Use multi-disciplinary resources within the institution to address ethical and legal concerns. (CO 9)
2. Evaluate and document responses to treatments and communicate same to other health care professionals clearly and accurately. (CO 1, 2, 3, 9)
3. Establish principles of management, decision making, communication and time management. (CO 12, 14)
4. Identify and communicate to the multi-disciplinary health care team reasons and rationales for modification of daily plan of care. (CO 9)
5. Participate in the evaluation of care administered by other members of the nursing team. (CO 6)
- 6.

Medication Calculation Exam

A medication calculations exam will be administered prior to the beginning of the clinical rotation. **The calculations exam must be passed with 100% accuracy before a student may begin direct patient care.** There is a limit of three maximum attempts to obtain 100% accuracy. Remediation will be provided upon request. Less than 100% accuracy on the third attempt will result in a withdrawal from with class with a grade of F.

Practice Calculation Problems

1. 600 cc = _____ L
2. 0.016 g = _____ mg
3. gr 15 = _____ mg
4. 3 mcg = _____ mg
5. 0.3 mg = _____ g
6. 0.01 kg = _____ g
7. 1.9 L = _____ mL
8. 0.07 mg = _____ mcg
9. 0.07 mg = _____ mcg
10. 650 cc = _____ L
11. 0.04 g = _____ mg
12. gr 1/125 = _____ mg
13. 180 mg = _____ g
14. 1700 ml = _____ L
15. 15 kg = _____ g
16. 72 kg = _____ lbs

Calculate the IV flow rate in gtt/min for the following IV administrations.

17. 1000 mL D5LR to infuse in 8 hours. The administration set is 20 gtt/mL.
18. 1000mL D5W with 10 mEq KCl to infuse in 7 hours. The administration set is 10 gtt/mL
19. A unit of packed cells (250 mL) to infuse in 3 hours. The administration set is 10 gtt/mL.

20. Administer IV medication with a volume of 80 mL in 40 minutes using an administration set that delivers 15 gtt/mL.

21. A nitroglycerine drip is infusing at 3 mL/hr. Available solution is 50 mg in 250 cc D5W. How many mcg/hr and mcg/min is the client receiving?

22. Client is receiving Isuprel at 30 mL/hr. Solution is available in 2 mg of Isuprel in 250 mL D5W. Calculate mg/hr, mcg/hr, and mcg/min.

23. Doctor's order: Infuse 1 L of Normal Saline with 40,000 U Heparin over 24 hours. The administration set delivers 15 ggt/mL. Calculate the hourly dose of Heparin. Calculate the gtt/min.

24. Doctor's order: Infuse 1 L of D5W with 15,000 U Heparin over 10 hours. Calculate mL/hr and U/hr being administered.

25. Doctor's Order: Infuse 1 g of Aminophylline in 1000 mL of D5W at 0.7 mg/kg/hr. The patient weighs 110 lb. Calculate the dosage in mg/hr and mg/min. Reference states no more than 20 mg/min. Is the order safe?

26. Infuse dopamine at 5 mcg/kg/min Patient weights 183 lbs and dopamine is supplied 800mg/500 mL D5W. Determine mL/hr

Name the six rights" of medication administration.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Review is recommended.

Pickard, G. D. (2004). *Dosage calculations* (8th ed.). Canada: Delmar Learning.

Medication Calculation Exam Example Answer Sheet

A medication calculations exam will be administered prior to the beginning of the clinical rotation. **The calculations exam must be passed with 100% accuracy before a student may begin direct patient care.** There is a limit of three maximum attempts to obtain 100% accuracy. Remediation will be provided upon request. Less than 100% accuracy on the third attempt will result in a withdrawal from with class with a grade of F.

Practice Calculation Problems

1. 600 mL = 0.6 L
2. 0.016 g = 160 mg
3. gr. 15 = 900 mg
4. 3 mcg = 0.003 mg
5. 0.3 mg = 0.0003 g
6. 0.01 kg = 10 g
7. 1.9 L = 1900 mL
8. 0.07 mg = 70 mcg
9. 0.05 mg = 50 mcg
10. 650 mL = 0.65 L
11. 0.04 g = 40 mg
12. gr 1/125 = 0.48 mg
13. 180 mg = 0.18 g
14. 1700 ml = 1.7 L
15. 15 kg = 15000 g
16. 72 kg = 158.4 lbs

Calculate the IV flow rate in gtt/min for the following IV administrations.

19. 1000 mL D5LR to infuse in 8 hours. The administration set is 20 gtt/mL.
41.66 gtt = 42 gtt/min

20. 1000mL D5W with 10 mEq KCl to infuse in 7 hours. The administration set is 10 gtt/mL
23.80 gtt/min=24 gtt/min

19. A unit of packed cells (250 mL) to infuse in 3 hours. The administration set is 10 gtt/mL.
13.8 gtt/min = 14 gtt/min

20. Administer IV medication with a volume of 80 mL in 40 minutes using an administration set that delivers 15 gtt/mL. 30 gtt/min

21. A nitroglycerine drip is infusing at 3 mL/hr. Available solution is 50 mg in 250 cc D5W. How many mcg/hr and mcg/min is the client receiving?
 $200\text{mcg/mL} = 600\text{ mcg/hr} = 10\text{mcg/min}$

22. Client is receiving Isuprel at 30 mL/hr. Solution is available in 2 mg of Isuprel in 250 mL D5W. Calculate mg/hr, mcg/hr, and mcg/min.
 $0.24\text{ mg/hr}, 240\text{mcg/hr}, 4\text{mcg/min}$

23. Doctor's order: Infuse 1 L of Normal Saline with 40,000 U Heparin over 24 hours. The administration set delivers 15 gtt/mL. Calculate the hourly dose of Heparin. Calculate the gtt/min.

1666.6 units/hr (hourly dose of heparin) $40,000\text{units}/24\text{hr}$
 $1000\text{mL}/24\text{hr} = 41.66\text{mL}/60\text{ minutes} = 0.694\text{mL} \times 15\text{ gtt} = 10.41\text{gtts}$ or 11gtts/minute

24. Doctor's order: Infuse 1 L of D5W with 15,000 U Heparin over 10 hours. Calculate mL/hr and U/hr being administered.
 100 mL/hr 1500 units/hr

25. Doctor's Order: Infuse 1 g of Aminophylline in 1000 mL of D5W at 0.7 mg/kg/hr. The patient weighs 110 lb. Calculate the dosage in mg/hr and mg/min. Reference states no more than 20 mg/min. Is the order safe?
 2100 mg/hr 35 mg/min NO

26. Infuse dopamine at 5 mcg/kg/min Patient weights 183 lbs and dopamine is supplied 800mg/500 mL D5W. Determine mL/hr
 15.59 mL/hr

Name the "six rights" of medication administration.

1. _____ patient _____

2. _____ route _____

3. _____ time _____

4. _____ dose _____

5. _____ medication _____

6. _____ documentation _____

—

Review is recommended.

Pickard, G. D. (2004). *Dosage calculations* (8th ed.). Canada: Delmar Learning.

Clinical Attendance Record

Name _____

Please have your preceptor sign for each clinical day and turn in the end of the semester.

Date							
Unit worked							
Shift							
Comments							
Preceptor							

**PANOLA COLLEGE
ASSOCIATE DEGREE REGISTERED NURSING PROGRAM
Advanced Concept Clinical RNSG 2263**

**EVALUATION CRITERIA FOR CLINICAL EXPERIENCES
(1 = poor; 2 = good; 3 = excellent)**

Student _____

Preceptor: Assign a point value to each of the criterion, sign the form and Fax to Karen McClellan @ 903-694-4010

- ____1. Is dressed appropriately and on time according to school/agency policy
- ____2. Maintains confidentiality of patient/client
- ____3. Demonstrates growth by self-directed behavior
- ____4. Demonstrates appropriate communication methods
- ____5. Establishes a collaborative relationship with client and staff
- ____6. Demonstrates ability to think critically and problem-solve
- ____7. Accurately and promptly reports problems, changes in client's status
- ____8. Supports interventions with current evidenced-based practice
- ____9. Demonstrates ability to carry out safe and appropriate interventions to assist client to meet physiologic and psychosocial needs
- ____10. Actively participates in patient conferences and rounds
- ____11. Demonstrates time management in carrying out assigned tasks

SCORE: _____

Evaluator: _____

Date: _____

Comments:

Thank-you for participating in the student's learning experience. Your contribution is important in the student's education.

Karen McClellan RN, MBA, CCRN
Panola College Nursing Instructor
903-694-4009 (o); 903-407-1552 (c)

RNSG 2263
Midterm Evaluation To be completed by student

Student Strengths as Identified by Student:

Student Areas for Improvement as Identified by Student:

Student Strengths as Identified by Instructor:

Student Areas for Improvement as Identified by Instructor:

I have read this form and discussed it with my Instructor.

Student Signature Date

Instructor Signature Date

Final Evaluation RNSG 2263

To be completed by student and given to preceptor to complete. Fax or email to instructor when completed 903-694-4010 kmcclellan@panola.edu

Student Strengths as Identified by Student:

Student Areas for Improvement as Identified by Student:

Student Strengths as Identified by Preceptor

Student Areas for Improvement as Identified by Preceptor:

I have read this form and discussed it with my instructor.

Student Signature Date

Preceptor Signature Date

Panola College
ASSOCIATE DEGREE NURSING
RNSG 2263

Student:

Clinical Date:

Instructor:

CLIENT INFORMATION SHEET (CIS)

Pt. Initials:		Date of Adm:		Admitting Medical Diagnosis:	
Current Vital Signs	T	P	Surgery type and Post-Op day: (if applicable)		
	R	BP			
Age:		Allergies and type of reaction (all types):		Pertinent Past Medical History:	
O ₂ Sat		O ₂ Use		Respiratory Therapy Treatments	
Sex:		Chief Complaint on admission:			
Height:		Weight:		IV Therapy/ SL: Solution and rate	
Ethnicity:		Dentures:	Upper	Lower	Fluid Restriction:
Religion:		Hearing Loss:	Right	Left	Diet:
Marital Status:		Glasses:	Y	N	Diet Rationale:
		Contacts:	Y	N	
Activity:		Reason:			
Code Status: Advance Directive ?		Occupation: Previous Occupation:		Safety Considerations:	
Hx tobacco use: pack year history		Hx. Alcohol or substance abuse:		Fall Risk: Aspiration Risk: Other:	

*Treatment and Special Orders: (**include all** such as FSBG,TCDB, incentive spirometry, resp Tx, you nsg interventions, etc.)

Treatment/Procedure	Frequency	Rationale for Treatment/Procedure

Date	Diagnostic Test	Results	Rationale for test	Nursing implications

Chief Complaint and Brief History of Present Illness:

Past Medical History, Including Home Meds:

Pathophysiology of current illness and major medical diagnosis:(Be specific and inclusive do not copy book put in your own words)

***Lab Data: (Not an all inclusive list add as necessary)**

Lab Test	Result (s) & Date (s) Most current labs show a progression of improvement or lack of improvement			Normal Range	Brief Rationale for Abnormalities (Be sure to explain all grossly abnormal labs)
	Date	Date	Date		
CBC					
WBC				4.6 – 10.2	
RBC				4.0 – 5.5	
Hgb				12.2 – 16.2	
HCT				37.7 – 47.9	
Platelets				140 - 440	
Coagulation					
PT				10-12 sec	
PTT				30-45 sec	
INR				2-3(target)	
Electrolytes					
Na+				136 – 145	
K+				3.50 – 5.10	
Cl-				98 – 107	
CO2				22.0 – 29.0	
Magnesium				1.5-2.0	
BUN				6.0 – 20.0	
Glucose				60 – 105	
Creatinine				0.70 – 1.30	
Calcium					
Cardiac Enzymes					
CKMB				< 7.1U/L	
Troponin				<1ng/mL	
Chemistry					
Albumin				3.5-5.0	
Protein				6-8.4	
Amylase				4-25	
UA					
Color				straw - yellow	
Appearance				clear - hazy	
Sp Gr				1.003 – 1.030	
pH				5.00 – 9.00	
Protein				negative	
Glucose				negative	
Ketone				negative	

Complete at the end of clinical rotation and give to Instructor

Course/Semester _____

Facility _____

Preceptor Name _____

Date _____

Please evaluate your clinical preceptor for this rotation. For each statement, circle the number that most accurately reflects your evaluation of your preceptor. Please use the following scale: 5= strongly agree; 4 = agree; 3 = moderately effective; 2 = somewhat ineffective; 1 = ineffective; 0 = NA or not observed

PRECEPTOR EVALUATION					
My preceptor:					
1. Provided an adequate orientation to the clinical unit.	1	2	3	4	5
2. Guided me in decision making rather than taking over/giving own impressions	1	2	3	4	5
3. Was easily accessible and allocated sufficient time for consultation	1	2	3	4	5
4. Role-modeled professional practice and behaviors.	1	2	3	4	5
5. Encouraged discussion of clinical activities and differing view points.	1	2	3	4	5
6. Presented appropriate, accurate and current content	1	2	3	4	5
7. Utilized my strengths and knowledge.	1	2	3	4	5
8. Provided immediate and adequate feedback to my questions	1	2	3	4	5
9. Encouraged questions.	1	2	3	4	5
10. Communicated clinical knowledge well.	1	2	3	4	5
11. Suggested and/or provided additional learning experiences.	1	2	3	4	5
12. Utilized other members of the health care team.	1	2	3	4	5
13. Demonstrated effective rapport with clients.	1	2	3	4	5
14. Encouraged me to assume increasing responsibility during semester.	1	2	3	4	5
15. Assisted me in identifying goals and needs for experience.	1	2	3	4	5
16. Offered constructive comments for me to improve performance	1	2	3	4	5

My overall evaluation of this clinical preceptor: Poor Fair Good Excellent

Comments:

Required Textbooks/References

American Psychological Association. (2001). *Publication manual of the American psychological association*(5th ed.). Washington, DC: Author.

Pickar, G.D. (2007). *Dosage calculations*(8th ed.). Albany, New York: Delmar.

Pogana, K. (2001). *Mosby's diagnostic & laboratory test reference*(5th ed.). St. Louis, MO: Mosby.

Silvestri, L. (2002). *Saunders comprehensive review for nclex-rn*(2nd ed.). Philadelphia, PA: W.B. Saunders Company.

If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123.

Withdrawing from a course is the student's responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.

Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)

I. BASIC SKILL COMPETENCIES

A. Basic Skills

- i. **Reading:** Locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules.
- ii. **Writing:** Communicate thoughts, ideas, information and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts
- iii. **Arithmetic & Mathematical Operations:** Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
- iv. **Listening:** Receive, attend to, interpret, and respond to verbal messages and other cues.
- v. **Speaking:** Organize ideas and communicate orally.

B. Thinking Skills

- i. **Creative Thinking:** Generate new ideas.
- ii. **Decision Making:** Specify goals and constraints, generate alternatives, consider risks and evaluate and choose the best alternative.
- iii. **Problem Solving:** Recognize problems and devise and implement plan of action.
- iv. **Visualize ("Seeing Things in the Mind's Eye"):** Organize and process symbols, pictures, graphs, objects, and other information.
- v. **Reasoning:** Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

C. Personal Qualities

- i. **Responsibility:** Exert a high level of effort and persevere toward goal attainment.
- ii. **Self-Esteem:** Believe in one's own self-worth and maintain a positive view of oneself.
- iii. **Sociability:** Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
- iv. **Self-Management:** Assess oneself, set personal goals, monitor progress, and exhibit self-control.
- v. **Integrity & Honesty:** Choose ethical courses of action.

II. WORKPLACE COMPETENCIES

A. Resources:

- i. **Time:** Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
- ii. **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- iii. **Material & Facilities:** Acquire, store, allocate, and use materials or space efficiently.
- iv. **Human Resources:** Assess skills and distribute work accordingly, evaluate performance and provide feedback.

B. Interpersonal Skills:

- i. **Participate as Member of a Team:** Contribute to group effort.
- ii. **Teach Others New Skills.**
- iii. **Serve Clients/ Customers:** Work to satisfy customers' expectations.
- iv. **Exercise Leadership:** Communicate ideas to justify position, persuade & convince others, responsibly challenge existing procedures & policies.
- v. **Negotiate:** Work toward agreements involving exchange of resources, resolve divergent interests.
- vi. **Work with Diversity:** Work well with men and women from diverse backgrounds.

C. Information:

- i. **Acquire and Evaluate Information.**

- ii. **Organize and Maintain Information.**
- iii. **Interpret and Communicate Information.**
- iv. **Use computers to process information.**

D. Systems:

- i. **Understand Systems:** Know how social, organizational and technological systems work and operate effectively with them.
- ii. **Monitor & Correct Performance:** Distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance
- iii. **Improve or Design Systems:** Suggest modifications to existing systems and develop new or alternative systems to improve performance.

E. Technology

- i. **Select Technology:** choose procedures, tools or equipment including computers and related technologies
- ii. **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment
- iii **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies

STUDENT ACKNOWLEDGMENT

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 2263 – Advanced Concepts – Adult Health Clinical Nursing and I understand the policies as discussed.

In addition, I will comply with the current ADN Student Handbook as found on the ADN web page.

I will comply that the requirements as delineated. It is my understanding that this form will become part of my permanent file.

**Student Name
(PRINT)**

Student Signature

Date

_ Log for Clinical Nursing Experience

Student Name: _____

Experience/Facility _____

Date _____

Date	Pt. initials	Nursing Diagnosis	Age	Skills Performed	Student Comments