



**Course Syllabus**

**RNSG 1163 - Clinical I Transition**

*Revision Date: 11/29/2016*

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

**Lecture hours = 0, Lab hours = 8**

**Prerequisites:** Admission to the nursing program or administrative approval

**Co-requisites:** RNSG 1324, 1128, and 1118

**Semester Credit Hours: 1**

**Lecture Hours per Week: 0**

**Lab Hours per Week: 8**

**Contact Hours per Semester: 64**

**State Approval Code:** CIP 51.3801

**Instructional Goals and Purposes:** The purpose of this course is to apply specialized nursing theory, skills, and concepts under direct supervision.

**Learning Outcomes:**

1. Apply nursing theory, concepts and skills in clinical situations.
2. Function within the legal/ethical nursing framework while caring for patients.
3. Demonstrate clinical reasoning and knowledge for decision making and safe patient care based on current level of knowledge for patients.
4. Demonstrate teamwork and collaboration through appropriate written and verbal communication skills using terminology and procedures for nursing.
5. Demonstrate professional accountability through the adherence to standards of practice within legal, ethical, and regulatory agencies in professional nursing.

**Specific Course Objectives and Evaluation (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

Clinical Evaluation Tool 1st semester LVN to RN Transition

<b>Member of the Profession:</b>	<b>Score</b>
1. Function within the nurse’s ethical/legal scope of practice as defined by the Texas Nursing Practice Act while assuming responsibility for nursing care. Level 2: Differentiate between activities that are and are not within scope of nursing practice. (SCANS 1; a; i, ii, iii, iv, v, b; ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, iii, iv, v, vi, c; i, ii, iii, iv, d; i, iii, e; i, ii) <ul style="list-style-type: none"> <li>• Demonstrate professional behavior and accountability within limits of nursing</li> </ul>	

<p>practice defined by the Texas Board of Nursing, ANA, and Panola College ADN Handbook</p> <ul style="list-style-type: none"> <li>• Demonstrate behavior that reflects the values and ethics of the nursing profession</li> <li>• Appropriately dressed with name tag, brings required equipment and on time</li> <li>• Fill out completely and submit all written assignments on time.</li> <li>• Follows faculty instruction</li> <li>• Follows ADN Handbook policies</li> <li>• Follows rules and policies from the assigned agency</li> <li>• Follows standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.</li> </ul> <p>Source of evaluation: observation and timeliness</p>	
<p>2. Demonstrate responsibility for continued competence in nursing practice. Level 2: Use reflection and feedback to improve practice. (SCANS 1; a; i, ii, iii, iv, v, b; I, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, b; i, iii, iv, v, vi, c; i, ii, iii, d; i, ii, iii, e; ii)</p> <ul style="list-style-type: none"> <li>• Completes and reviews student evaluations with thought and understanding</li> <li>• Seeks input to improve practice and demonstrates evidence of improved clinical reasoning and knowledge based on nursing concepts and evidenced-based practice</li> <li>• Seeks learning experiences that enhance student development and improve practice. Positively participates in pre- and post- conference.</li> </ul> <p>Sources of evaluation: observation, completion of self-evaluation, utilization of instruction verbal and written critiques</p>	
<b>Provider of Patient-Centered Care</b>	
<p>3. Provide safe, caring, holistic nursing to patients and their families through competent use of the nursing process. Level 2: Use systematic holistic approach to meet healthcare needs of patients (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>• *Completion of patient assessment</li> <li>• *Concept maps</li> </ul> <p>Source of evaluation: Patient Assessment, Patient Plan of Care, Concept Map</p>	
<p>4. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration. Level 2: Plan and implement individualized teaching plans for adults to facilitate health promotion, maintenance and restoration. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>• Implemented teaching plan evidenced in concept map interventions</li> </ul> <p>Source of evaluation: Teaching interventions from concept maps and observation</p>	
<p>5. Integrate clinical reasoning and evidence-based decision-making in nursing practice while coordinating human, information, and material resources. Level 2: Provide nursing care to patients based on evidence-based practice and available resources. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>• *Demonstrate clinical reasoning and knowledge of nursing concepts and related concepts to provide safe nursing care and practice through clinical</li> </ul>	

<p>performance and documentation from completed concept maps</p> <ul style="list-style-type: none"> <li>Documents client's responses and provision of care appropriate to the facility</li> </ul> <p>Source of evaluation: Concept Maps, Development of Plan of Care, simulation activities</p>	
<b>Patient Safety Advocate</b>	
<p>6. Assume accountability and responsibility for the quality of nursing care provided to patients and families.</p> <p>* Level 2: Administer medications and treatments to patients safely, with supervision. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>*Utilizes six rights for medication administration</li> <li>*Verbalizes knowledge, understanding, and clinical reasoning of action/purpose of medication prior to administration</li> <li>*Demonstrates clinical reasoning for purposeful follow up and assessment</li> </ul> <p>Source of evaluation: observation, plan of care, medication list assignments, concept maps, simulation activities</p>	
<p>7. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local safety requirements and standards.</p> <p>Level 2: Formulate goals and outcomes using evidence-based data to reduce patient risks. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>Determine appropriate action in patient care to assure a safe care environment</li> <li>Takes initiative to familiarize and demonstrate competency of equipment/supplies prior to usage with a patient</li> </ul> <p>Source of evaluation: observation, concept maps, plan of care, simulation activities</p>	
<b>Member of the Health Care Team</b>	
<p>8. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, implement, and evaluate patient-centered care while ensuring confidentiality.</p> <p>Level 2: Practice confidential interaction with patients and Health Care Team members to meet needs of patients. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)</p> <ul style="list-style-type: none"> <li>Communicate with other team members and classmates to provide optimum care and promptly correct violations of client care standards.</li> <li>Follow appropriate lines of authority</li> <li>*Provide client report to appropriate nursing staff prior to leaving assigned clinical unit</li> </ul> <p>Source of evaluation: observation, plan of care, concept maps, simulation activities</p>	
<p>9. Serve as a health care advocate in monitoring and promoting quality healthcare and access for patients and their families.</p> <p>Level 2: Anticipate resources needed in order to provide access to quality care for patients. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)</p> <ul style="list-style-type: none"> <li>*Communicate changes in patient status and/or negative patient outcomes as a result of care provided</li> <li>Suggest appropriate referrals to meet client's health care needs</li> </ul>	

<ul style="list-style-type: none"> <li>Organize assigned tasks and resources to complete care in designated time frame.</li> </ul> <p>Source of evaluation: Observation, concept maps, plan of care</p>	
<p>10. Synthesize information using technology to support decision making to improve patient care.</p> <p>Level 2: Demonstrate ability to use technology systems and skills including HER (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iv, v, 2; a; i, ii, iii b; i, iii, iv, v, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>Locate and apply data from EHR to prioritize care</li> <li>Demonstrated appropriate and accurate documentation of patient care using EHR</li> </ul> <p>Source of evaluation: observation, demonstration of competency in using EHR</p>	
<p>11. Delegate and supervise evidence-based nursing care using Scope of Practice.</p> <p>Level 2: Differentiate between activities that can and cannot be delegated and how and to whom they can be delegated.</p> <p>(SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)</p> <ul style="list-style-type: none"> <li>Prioritize examples of patient-centered tasks that may legally and ethically be delegated to non-professional personnel</li> </ul> <p>Source of evaluation: observation, concept maps, plan of care, simulation activities</p>	
<p><b>Average Score:</b></p>	
<p>The points for these items are the student's scores on these assignments &amp; faculty's observations.</p> <ul style="list-style-type: none"> <li>4 = consistently performs at an independent level. Meets the described objectives with self-direction. 90-100% on assignments</li> <li>3= demonstrate consistent performance and improvement. Needs minimal guidance to meet described objectives. 80-90% on assignments.</li> <li>2= Satisfactory/safe level of performance. Meets objectives with consistent guidance. 75-79% on assignments</li> <li>&lt;2= Unsatisfactory/Unsafe. Level of performance does not meet standards. Unable to meet objectives without frequent, direct, intensive guidance and instruction to avoid errors. This includes submitting late assignments, substandard assignments, failure to submit assignments and inconsistent performances from week to week 74.99% or less, late assignments and failure to submit assignments</li> </ul> <p>*These objectives are critical elements. A student must achieve a minimum score of 2 on ALL of the critical elements. A score of &lt; 2 is Unsatisfactory /Unsafe and may/will result in immediate termination of the clinical experience and/or failure of the course.</p> <p>Final grade:  A: 3.5-4  B: 2.5-3.49  C: 2-2.49  F: &lt;2</p>	

**Course Requirements:**

1. Students are accountable to policies outlined in the Panola College ADN Handbook and student nursing practice as defined by the Texas Board of Nursing and ANA.
2. Complete all assignments associated with clinical experiences as instructed by the clinical instructor through Canvas. All assignments must demonstrate college-level skills. Sources must be documented using American Psychological Association (APA) guidelines.
3. Due dates and instructions for all assignments will be accessed through the Canvas course.
4. Students are required to achieve 100% pass rate on the level II dosage calculation exam. Please see Panola College ADN Handbook section 5.5.
5. Students are required to complete a self-evaluation based of level II learning outcomes at midterm and at the end of the semester.
6. Students will be evaluated using the following clinical evaluation tool based on level II learning outcomes at midterm and at the end of the semester. See grading criteria located at the end of the clinical evaluation tool.

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

**Methods of Instruction/Course Format/Delivery:**

This course is offered in a simulated and/or clinical setting.

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

**Assignments**

- See clinical evaluation tool

**Assessment(s):**

- See clinical evaluation tool

**Course Grade:**

The grading scale for this course is as follows:

- Clinical evaluation tool – 85%
- Other written assignments – 15%

**Texts, Materials, and Supplies:**

Nursing: A Concept-Based Approach to Learning Volume I, II, III Plus MyNursingLab with Pearson eText -- Access Card Pack, 2/E	Required	Pearson	Pearson	2e	0133937364
Real Nursing Skills 2.0: Skills for the RN Online Code	Required	Pearson	Pearson		013508492X

PLUS Neighborhood 2.0 (24mos) – Access Card Package	Required	Pearson	Pearson		0133524523
Laboratory and Diagnostic Tests, 9e	Required	Kee	Pearson	9e	0133139050
Clinical Pocket Guide for Health & Physical Assessment in Nursing 3/e	Required	D'Amico	Pearson	3e	0134000897
PH: Reviews & Rationales, Comprehensive Review for NCLEX-RN, 2e	Required	Hogan	Pearson	2e	013262107X
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	15th	978-0-8036-5705-2 School code J7L8D22B
2014 Intravenous Medications	Required	Gahart	Elsevier	30th	978-0-323-08478-9
Drugs and Classifications (pocket guide)	Required	Katherine L. Wiley	F.A. Davis	11 <sup>th</sup>	978-0-8036-2333-0
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier	9th	978-0-323-07403-2
HESI Comprehensive Review for the NCLEX-RN Examination	Required	HESI	Elsevier	4th	978-1-455727520
Dosage Calculations	Required	Pickar, G. (2012)	Delmar	9 <sup>th</sup> Ed.	978-1439058473
Saunders Comprehensive Review for NCLEX-RN	Optional	Silvestri	Elsevier	6th	978-1-455-72755-1

### Required Readings and Recommended Readings:

- All required readings/videos and recommended readings/videos will be posted on your Canvas course each week.

## Associate Degree Nursing

### Student Acknowledgment

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 1163 Clinical I Transition. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

Student Name (Printed) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Matthew Student Center or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>



## SCANS CRITERIA

### 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
  - 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 and 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:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - 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) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - 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 accurately, set personal goals, monitor progress, and exhibit self-control.
  - v) Integrity and Honesty: choose ethical courses of action.

### 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - 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 and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
  - i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.
  - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and 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.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

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

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- 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.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.