



Course Syllabus

RNSG 2262 Clinical III

Catalog 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.

Prerequisites: Admission to the nursing program or administrative approval; successful completion of all Level I and Level II ADN concept based curriculum courses or Level I ADN Transition semester courses.

Co-Requisites: RNSG 1137, 1538

Semester Credit Hours: 2

Lecture Hours per Week: 0

Lab Hours per Week: 12

Contact Hours per Semester: 192

State Approval Code: CIP 51.3801

Class section meeting time: See Canvas course for meeting days and times.

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 Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

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 involving specialized material, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.
2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Specific Course Objectives (includes SCANS):

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

Clinical Evaluation Tool for Level 3

<p>Member of the Profession:</p> <p>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 3: Assume responsibility and accountability for the practice of professional nursing within the scope of nursing with supporting cues from instructor. (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)</p> <ul style="list-style-type: none"> • Demonstrate professional behavior and accountability within limits of nursing practice defined by the Texas Board of Nursing, ANA, and Panola College ADN Handbook • Demonstrate behavior that reflects the values and ethics of the nursing profession • Appropriately dressed with name tag, brings required equipment and on time • Fill out completely and submit all assignments on time. • Follows faculty instruction • Follows ADN Handbook policies • Follows rules and policies from the assigned agency • Follows standards of practice within legal, ethical, and regulatory frameworks of the professional nurse. <p>Source of evaluation: observation and timeliness</p>	
<p>2. Demonstrate responsibility for continued competence in nursing practice. Level 3: Actively seeks guidance with new tasks and unfamiliar clinical situations. (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"> • Completes and reviews student evaluations with thought and understanding • Seeks input to improve practice and demonstrates evidence of clinical reasoning and knowledge based on nursing concepts and evidenced-based practice • Participates in learning experiences that enhance student development and improved practice. • Positively participates in pre- and post- conference. <p>Sources of evaluation: observation, completion of self-evaluation, utilization of instruction verbal and written critiques</p>	
<p>Provider of Patient-Centered Care</p> <p>3. Provide safe, caring, holistic nursing to patients and their families through competent use of the nursing process. *Level 3: Assimilate knowledge from the humanities and sciences in planning and implementing safe and holistic care within the legal and ethical scope of 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, 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"> ● *Completion of patient assessments ● *Client Information Sheets ● *Concept maps/Plan of care ● *Safe patient care <p>Source of evaluation: Observation, Patient Assessment, CIS, Concept Map/Plan of care</p>	
<p>4. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration. Level 3: Plan and implement individualized teaching plans for patients across the lifespan 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"> ● Implement teaching plan evidenced in concept map interventions <p>Source of evaluation: Observation, Teaching interventions from concept maps and clinical assignments</p>	
<p>5. Integrate clinical reasoning and evidence-based decision-making in nursing practice while coordinating human, information, and material resources. *Level 3: Apply clinical reasoning and evidence-based practice for decision making related to utilizations of resources and patient care. (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"> ● *Integrate clinical reasoning and knowledge of nursing concepts and related concepts to provide safe nursing care and practice through clinical performance and documentation of resources in completed concept maps ● *Documents client’s responses and provision of care appropriate to the facility <p>Source of evaluation: Concept Maps, Clinical assignments, simulation activities</p>	
<p>Patient Safety Advocate</p>	
<p>6. Plan and implement measures to promote safe environments for patients, self, and others through instruction, supervision, and training as needed. Level 3: Plan and implement measures to promote safe environments for patients, self, and others through instruction, supervision, and training as needed. (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"> ● Report critical information to members of the interdisciplinary care team (ICT). ● Relay cultural needs of the client and family to members of the ICT. ● Document clearly, completely, and concisely. <p>Source of evaluation: observation, clinical assignments, concept maps, simulation activities</p>	
<p>7. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas</p>	

<p>Board of Nursing Rules that emphasize safety, as well as all federal, state and local safety requirements and standards.</p> <p>Level 3: Incorporate knowledge of the Texas Nursing Practice Act, Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local safety requirements and standards. (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"> • Implement appropriate action in patient care to assure a safe care environment • Familiarize and demonstrate competency of equipment/supplies prior to usage with a patient <p>Source of evaluation: observation, concept maps, clinical assignments, simulation</p>	
Member of the Health Care Team	
<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 3: Demonstrate collaboration with peers, patients, families, and health care teams in the process of planning, implementing, and evaluating patient-centered care. (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"> • Demonstrate useful communication with other team members and classmates to provide optimum care and promptly correct violations of client care standards. • Follow appropriate lines of authority • Competently deliver client report to appropriate nursing staff prior to leaving assigned clinical unit <p>Source of evaluation: observation, 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 3: Advocate for patients and families to ensure access to quality health care. (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"> • Prioritize appropriate referrals to meet client’s health care needs • Organize assigned tasks and resources to complete care in designated time frame. <p>Source of evaluation: Timeliness, concept maps, clinical assignments</p>	
<p>10. Synthesize information using technology to support decision making to improve patient care.</p> <p>Level 3: Demonstrate use of technology to support decision making in patient care. (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"> • Compare and apply trending data from EHR to prioritize care • Demonstrate appropriate and accurate documentation of patient care using EHR 	

Source of evaluation: demonstration of competency in using EHR, clinical reasoning	
<p>11. Delegate and supervise evidence-based nursing care using Scope of Practice.</p> <p>Level 3: Engage in clinical reasoning and evidence-based findings to make decisions about tasks that may be delegated appropriately. (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"> Decide and prioritize examples of patient-centered tasks that may legally and ethically be delegated to non-professional personnel to provide safe patient care <p>Source of evaluation: Observation, concept maps, simulation activities</p>	
Average Score:	
<p>The points for these items are the student's scores on these assignments & faculty's observations.</p> <ul style="list-style-type: none"> 4 = consistently performs at an independent level. Meets the described objectives with self-direction. 90-100% on assignments 3= demonstrate consistent performance and improvement. Needs minimal guidance to meet described objectives. 80-90% on assignments. 2= Satisfactory/safe level of performance. Meets objectives with consistent guidance. 75-79% on assignments <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 <p>*These objectives are critical elements. A student must achieve a minimum score of 2 on ALL of the critical elements. A score of <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 (85%):</p> <p>A: 3.5-4 B: 2.5-3.49 C: 2-2.49 F: <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. All lab hours in simulation or in direct patient care for this course will be viewed as required clinical hours for the semester and ADN program.
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 III dosage calculation exam. Please see Panola College ADN Handbook section 5.5.
5. Students are required to complete a self-evaluation based of level III 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 III 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. Recorded lectures or simulations will be subject to publication on the Canvas course.

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%
- Written assignments – 15%

Concept maps and plans of care are evaluated in written assignments AND on the clinical evaluation tool. A student MUST earn an average of 75 or greater on concept maps and plans of care in order to successfully complete the course.

Texts, Materials, and Supplies:

Elsevier Bundle:					
Nursing Concepts Online for RN, 2 nd Edition, Texas Version access card	Required	Elsevier	Elsevier		
Concepts for Nursing Practice,	Required	Giddens	Elsevier		

2 nd Edition					
Medical-Surgical Nursing, 10 th Edition	Required	Lewis	Elsevier		
Maternal-Child Nursing, 5 th Edition	Required	McKinney	Elsevier		
Fundamental of Nursing, 9 th Edition	Required	Potter	Elsevier		
Varcarolis' Foundations of Psychiatric-Mental Health Nursing, 8 th Edition	Required	Halter	Elsevier		
Mosby's Manual of Diagnostic and Laboratory Tests	Required	Pagana	Elsevier		
IV Medications	Required	Gahart	Elsevier		
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis		
Custom Texas Nursing concept Based Curriculum	Required	Texas Nursing Concept Based Curriculum Consortium			
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier		
HESI Comprehensive Review for the NCLEX-RN Examination w/ access	Required	HESI	Elsevier		
Dosage Calculations – w/access	Required	Pickar, G. (2012)	Delmar		
Saunders Comprehensive Review for NCLEX-RN	Optional	Silvestri	Elsevier		

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 2262 Clinical III. 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:

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- 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.