



## **Course Syllabus**

### **VNSG 2260 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:** BIOL 2404, VNSG 1231, 1304, 1400, 1261, 1226, 1323

**Co-requisites :** VNSG 1234,1230,1409,1360

Semester Credit Hours: 2

**Lecture Hours per Week:** 0

**Lab Hours per Week:** 0

**Extended hours:** 6

**Contact Hours per Semester:** 96

**State Approval Code:** 51.3901

**Class section meeting time:** See Canvas course syllabus page for class section meeting time.

**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](http://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 allow the student to further engage into the role of the vocational nurse in a variety of healthcare settings.

#### **Learning Outcomes:**

1. Apply the theory, concepts, and skills involving specialized materials, 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 Clinical 3**

<b>MEMBER OF THE PROFESSION</b>	
<p>1. Function within the nurse’s legal scope of practice assuming responsibility and accountability for quality care in accordance with the policies and procedures of the practice setting.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)</p>	
<b>Provider of Patient-Centered Care</b>	
<p>2. Utilize clinical reasoning to determine physiological and psycho-social needs of ethnically, spiritually, and socially diverse patients and families.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)</p>	
<p>3. Provide safe and caring nursing to assigned patients with predictable health care needs and their families within legal, ethical, and regulatory parameters.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)</p>	
<p>4. Identify and report data to assist in the identification of problems and patient responses to therapeutic interventions in comparison to expected outcomes.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)</p>	
<b>Patient Safety Advocate</b>	
<p>5. Utilize evidence-based practice to implement measures to promote quality and safe environment for patients, self, and others within regulatory parameters to reduce patient and community risks.</p> <p>* Follow the six “rights” of medication administration.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)</p>	
<p>6. Accept and make assignments that take into consideration patient safety and organizational policy; obtaining instruction, training, or supervision when needed.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)</p>	
<b>Member of the Health Care Team</b>	
<p>7. Communicate, collaborate, and advocate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.</p> <p>SCANS: (1ai, 1aaii,1aiiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aaii,2aiiii 2bi, 2bii,2biii,2biv,2bv, 2bvi,</p>	

2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)	
8. Communicate patient data using technology to support decision making to improve patient care.  SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)	

**MEDICATIONS WILL NOT BE ADMINISTERED DURING THIS CLINICAL ROTATION UNLESS PRECEPTOR IS AVAILABLE is a licensed nurse or physician of physician assistant.**

**Course Content:**

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

Students in all sections of this course will be required to do the following:

- See evaluation Tool above

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

- Direct patient care assignments/observations
- Simulation and skills lab assignments
- Clinical assignments
- Group discussion
- Computer assisted instruction
- Videos
- Return demonstration
- Student-Instructor conferences
- Guest speakers
- Service Learning

**Service Learning-** Students are required to complete 3 service learning assignments. The purpose of service learning assignments are for the vocational nursing student to identify opportunities for the vocational nurse to assist with community health and wellness.

**Course Requirements:**

1. **The student must have an average grade of 75 or above in order to successfully complete this course.**
2. Preparation and active participation in clinical site, skills lab, simulation lab, and conferences.
3. Outside research for assigned topics.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.
5. Submission of completed skills check list.

**Canvas:**

Canvas will be used to provide course resources and assignments. You will be expected to check your email, reply to messages, and complete assignments on Canvas as instructed. As you know, there is not enough time to review all the content in the book. Therefore, **you will be responsible for reviewing and studying selected chapters independently.**

**Major Assignments / Assessments:**

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

**Grading Scale:**

**A = 90-100**  
**B = 80-89.99**  
**C = 75-79.99**  
**F = 74.99 and below**  
**NO ROUNDING**

**Assignments**

- As assigned on Canvas

**Assessment(s):**

- As assigned on Canvas

**Course Grade:**

The grading scale for this course is as follows:

Written Clinical Assignments	40%
Clinical Evaluation from clinical site participation	30%
Service Learning with reflection (3)	30%

**Skills Checklist**

The same skills checklist that was used in Clinical I-III will be used in this course. Students are expected to seek out opportunities to practice skills so that every skill can be achieved. The more practice you have with each skill, the more comfortable you will be when you graduate.

**Texts, Materials, and Supplies:**

- other materials

**Required Readings:**

- As assigned on Canvas

**Recommended Readings:**

- As assigned on Canvas

**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: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://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 Charles C. Matthews Student Center or go to <https://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*: <https://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.