Course Description:
A basic, intermediate, or advanced type of health professions work-based instruction that helps students synthesize new knowledge, apply previous knowledge, or gain experience managing workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical professional (faculty or preceptor), generally in a clinical setting. Clinical education is an unpaid learning experience.

Prerequisite: Consent of program director. Also successful completion of BIOL 2420, Microbiology.

Corequisite: RNSG 2400 and 1227

Textbooks


Supplies
Stethoscope, penlight, hunter green scrub uniform with Midland College patch and name tag.

Course Goals/Objectives
Upon successful completion of the course the student will:

1. Use technical nursing skills, pharmacological principles, the nursing process, critical thinking, and current nursing references to provide safe care for one or more adult clients with medical-surgical nursing problems. POC1-7, COC 2,4
2. Respond to the clients’ needs related to their cultural background, developmental level and religious/spiritual practices. POC-1-7, COC 2
3. Use therapeutic and professional communication techniques to develop and maintain effective collaborative relationships with adult clients and other health care personnel. COC 2
4. Assemble a basic health teaching plan for adult clients and their families organizing appropriate materials from textbooks and other current literature. POC 4
5. Use human and material resources available to perform client care. Practice basic principles of time management, infection control and nurse/client safety in the health care environment. COC 1
6. Assume accountability and responsibility for nursing care by:
   a. Following legal/ethical guidelines and professional standards when caring
      for adult clients requiring surgical or medical intervention.
   b. Participate in nursing activities which demonstrate client advocacy.
   c. Following established procedures when using technology in the care of
      clients. POC 3, MOP 1, 2

7. Use cognitive, psychomotor and interpersonal skills necessary to provide
   nursing care to adult clients requiring surgical or medical intervention. POC 1-7

8. Select activities which promote self-directed learning in the clinical setting.
   MOP 3

Student Contributions and Class Policies:

A. Clinical Attendance

1. In order to meet the goals of RNSG 2261, the student must attend clinical at the
   designated community sites.

2. Attendance at all clinical assignments is mandatory for successful completion of
   this course. Attendance is also required at all scheduled pre-clinical and post-
   clinical conferences as well as any seminars or agency events scheduled as a part
   of clinical. All absences will be made up in order for the student to receive a
   pass in the course.

3. If necessary for the student to be absent from a clinical site, it is the
   responsibility of the student to notify the instructor and the clinical site prior to
   the start of the work day. This applies to any tardiness also. Refer to clinical
   attendance policy in student handbook as to tardiness/absence.

4. The student is required to bring the Nursing Drug Handbook and Intravenous
   Medical Handbook to clinical each day.

5. The student will accurately calculate dosages and correctly administer
   medications under the supervision of the instructor or her designee.

6. A clinical calendar will be distributed to the student by the instructor. The
   calendar is subject to change.

B. Client Assessment and Plan of Care

1. Clinical assessment time will be the day of clinical lab. Alternate clinical
   objectives will be provided.

2. The student will complete the written assessment form according to the
   guidelines presented by the instructor. (Forms are in learning packet.)

3. The student will prepare an individualized care plan for three assigned clients.
   Guidelines for care plans will be provided by the instructor.

D. Client Care Conferences

Each student will prepare and participate in client care conferences.

Evaluation of Students:

All clinical is academic.

This course grade will be determined as follows with the final grade for the course
being a Pass or Fail. Pass is equivalent to quality of work done being equal or greater
than 70%.

Written assignments/daily work 70% or better
Clinical evaluation No clinical competency can be failed
Clinical Evaluation

1. The student must achieve the competence levels designated for RNSG 2261. These are measured by performance criteria that are evaluated at the midpoint and end of course in formal evaluations with the student. The student’s performance may also be evaluated at any time these performance criteria are not being met. The student may also call for a formal or informal evaluation.

2. Preceptors – Other faculty and agency staff will be considered as faculty extensions during this rotation and their evaluations and observations will be a part of the student’s clinical evaluation.

3. The final grade must be a “Pass” in order for the student to successfully complete RNSG 2261.

Course Schedule:

A clinical calendar will be distributed to the class by the instructor. The calendar is subject to change by the instructor.

SCANS Information:

The following SCANS are taught and/or reinforced in this course:

Foundation Skills

A. Basic Skills
   1. Reading: locating, understanding and interpreting medical records.
   2. Writing: communicating information via medical charting.
   4. Listening: receiving, interpreting and responding to verbal messages within patient care conferences.

B. Thinking Skills
   4. Visualize: prior to performing skills and procedures.

C. Personal Qualities:
   1. Responsibility: exerting a high level of effort and persevering toward the goal of mastering procedures and skills.
   3. Sociability: demonstrating adaptability and politeness while working as a healthcare team member.
   4. Self-Management: assessing oneself accurately setting personal goals and exhibiting self control while working towards the acquisition of skills.
   5. Integrity and honesty: performing as a member of the nursing profession.

Workplace Competencies

A. Resources
   1. Time: setting priorities of care to facilitate the timely and successful patients.

B. Interpersonal Skills
   1. Participate as Member of a Team: working as member of healthcare team.
   3. Serve Clients: working to satisfy patients’ expectations.
6. Work with Diversity: working well with healthcare team members and caring for patients of varied cultures and socioeconomic groups.

C. Information
1. Acquire and Evaluate Information: developing care plans
2. Organize and Maintain Information: developing care plans.
3. Interpret and Communicate Information: developing care plans.

D. Systems
1. Understand Systems: knowing how the healthcare agency units are organized and how to operate effectively with them.

E. Technology
1. Select Technology: choosing procedures or equipment to perform patient care tasks such as postoperative patient monitoring.
2. Apply Technologies to Task: understand overall intent and/or proper procedures for setup and operation of healthcare equipment such as pulse oximetry, etc.
**Instructor Information:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Susan Jones, RN, MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Davidson Family Health Sciences Building, Room 212</td>
</tr>
<tr>
<td>Office Telephone</td>
<td>432/685-4602</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:sjones@midland.edu">sjones@midland.edu</a></td>
</tr>
</tbody>
</table>

**Office Hours**

As posted

A.D.N. Director: Kim Bezinque  Office: 214 HS  Phone: 685-4741
Nursing Clerk: Danette Cunningham  Office: 207 HS  Phone: 685-4593

Students are encouraged to contact the instructors at any time; however, making an appointment will guarantee the instructor’s ability at a specific time.

Revised: 10/06
Competency Level Definitions

Student criterion-referenced performance standards are defined as follows for clinical evaluations. Read the standard for each level of competency carefully.

**Independent**
- Performs safely and accurately each time behavior is observed without supportive cues from instructor.
- Demonstrates dexterity.
- Spends minimal time on task.
- Appears relaxed and confident during performance of task.
- Applies theoretical knowledge accurately each time. Focuses on client while giving care.

**Supervised**
- Performs safely and accurately each time behavior is observed.
- Required supportive or directive cue occasionally during performance of task.
- Demonstrates coordination, but uses some unnecessary energy to complete behavior/activity. Spends reasonable time on task.
- Appears generally relaxed and confident: occasional anxiety may be noticeable.
- Applies theoretical knowledge accurately with occasional cues.
- Focuses on client initially; as complexity increases, focuses on task.

**Assisted**
- Performs safely and accurately each time observed.
- Requires frequent supportive and occasional directive cues.
- Demonstrates partial lack of skill and/or dexterity in part of activity; awkward.
- Takes longer time to complete task; occasionally late.
- Appears to waste energy due to poor planning.
- Identifies principles, but needs direction to identify application.
- Focuses primarily on task or own behavior, not on client.

**Provisional**
- Performs safely under supervision not always accurate.
- Requires continuous supportive and directive cues.
- Demonstrates lack of skill; uncoordinated in majority of behavior.
- Performs task with considerable delay; activities are disrupted or omitted.
- Identifies fragments of principles; applies principles inappropriately.
- Focuses entirely on task or own behavior.

**Dependent**
- Performs in an unsafe manner; unable to demonstrate behavior.
- Requires continuous supportive and directive cues.
- Performs in an unskilled manner; lacks organization
- Appears frozen, unable to move, non-productive.
- Unable to identify principles or apply them.
- Attempts activity or behavior, yet is unable to completed
- Focuses entirely on task or own behavior.
At the time of the final clinical evaluation **ALL** objectives must be met at the level of competency defined for RNSG 2261 in order to receive a “Pass “clinical performance grade.

The student must achieve the competence level in clinical performance for **RNSG 2261, Clinical – Transition Option** as follows:

### Provider of Care

<table>
<thead>
<tr>
<th>Objective</th>
<th>Level Required</th>
</tr>
</thead>
</table>
| 1. Uses technical nursing skills, pharmacological principles, the nursing process, critical thinking, and current nursing references to provide safe care for one or more adult clients with selected medical-surgical nursing problems. (*Obj. 1*)  
  - Demonstrate physical assessment skills.  
  - Explain rationale for decisions in the implementation of interventions, based on knowledge of pathophysiology and pharmacology.  
  - State resources for rationale. |
| I S A P D |
| 2. Respond to adult clients’ needs related to their cultural background, developmental level and religious/spiritual practices. (*Obj. 2*)  
  - Implement holistic care based on human needs.  
  - Implement care with sensitivity, including cultural and religious considerations. |
| I S A P D |
| 3. Use therapeutic and professional communication techniques to develop and maintain effective collaborative relationships with adult clients and other health care personnel. (*Obj. 3*)  
  - Seek to clarify information.  
  - Uses all senses to collect information.  
  - Communicates observations clearly, verbally, and in writing to appropriate persons. |
| I S A P D |
| 4. Assemble a basic health teaching plan for adult clients and their families, organizing appropriate materials from textbooks and other current literature. (*Obj. 4*)  
  - Gather complete patient data.  
  - Use a systematic approach in planning a teaching plan with measurable goals.  
  - Communicate plan clearly, verbally, and in writing. |
| I S A P D |
| 5. Use cognitive, psychomotor, and interpersonal skills necessary to provide nursing care to adult clients with selected health care problems. (*Obj. 7*)  
  - Apply principles and concepts presented in previous nursing and non-nursing courses to the care of the adult client.  
  - Demonstrate evidence of cognitive and psychomotor preparation for each clinical day.  
  - Demonstrate self-directed learning behavior to prepare for clinical experiences. |
| I S A P D |


**Objective**

<table>
<thead>
<tr>
<th>Coordinator of Care</th>
<th>Level Required</th>
</tr>
</thead>
</table>
| 1. Use human and material resources available to perform client care. Practice basic principles of time management, infection control and nurse/client safety in the health care environments *(Obj. 5)*  
  - Completes assigned task in appropriate time.  
  - Organizes assigned tasks and resources in a cost effective manner.  
  - Discusses application of theory in practice setting. | I S A P D |

**Member of the Profession**

| 1. Assume accountability and responsibility for nursing care by:  
  a. Following legal/ethical guidelines and professional standards when caring for adult clients with selected health care problems.  
  b. Participating in nursing activities which demonstrate client advocacy.  
  c. Following established procedures when using technology in client care. *(Obj. 6)*  
  - Assist clients to develop strategies to achieve optimal comfort, function and wellness behaviors.  
  - Relates principles of nursing process when using technology safely and seeks assistance for newly acquired skills. | I S A P D |
| 2. Select activities which promote self-directed learning in the clinical setting. *(Obj. 8)*  
  - Participate actively in computer simulations.  
  - Participate actively in learning assignments.  
  - Prepare for clinical. | I S A P D |

**I = Independent | S = Supervised | A = Assisted | P = Provisional | D = Dependent**

**Student comments:**

**Final Clinical Grade ________________**

My signature acknowledges that I have seen and discussed the clinical evaluation with the responsible instructor, although I may not agree with the evaluation.

**Student Signature ____________________________  Faculty Signature ____________________________**

**Date ____________________________**

**Revised: 10/3/05**