RNSG 2262-101 CL
Enhanced Concepts of Adult Health Clinical
Fall 2023, 12-week course

Monday, 0630-1830
HCA Clear Lake

Tuesday 0630-1830
UTMB

Tuesday, 0630-1830
HCA MMC

Tuesday, 0630-1830
Memorial Hermann Southeast

Course Facilitator: Terri Davis, MSN, RN tdavis9@com.edu, 409-933-8452

Course Faculty: Dr. Onyirioha, Amy Murillo, Jana Rodriguez

Faculty Office Hours: Wednesday: 1000 – 1200 and Thursday: 0900-1200

Required Textbook/Materials:
Gulanick, M., Myers, J. L. (2017). Nursing care plans: Diagnoses, interventions, & outcomes
(9th Ed.). Elsevier, St. Louis, MO.

Recommended Textbooks
All previously purchased books that were required.

Course Description:
A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. The clinical professional provides direct supervision.

This complex clinical course provides experience in the provision of nursing care to adult patients and families suffering from multi-system or life-threatening health alterations in a medical and/or surgical acute care setting. The course will provide experiences in the management of patients and families with complex health alterations. It emphasizes the roles of the associate degree nurse and introduces the student to concepts of nursing leadership and management within the hospital setting. See catalog admitted under for pre- and co-requisites.
 (2 Credits: Theory 0, Clinical 12), (12-Week Course, 96 Contact Hours)

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Course requirements: (including a description of any special projects or assignments)
1. Clinical Performance Evaluation – Assesses essential competencies in the clinical setting.
   a. Twice by the clinical instructor and student:
      - Mid-term
      - Final
   b. All areas on the Final Clinical Performance Evaluation that are designated with an asterisk (*) are required to receive a "Meets Expectations" score of 2 in order to pass the course.
2. Math Competency Exam - Assesses proficiency in dosage calculations.
3. Concept Maps – Assesses students' ability to apply the nurse process and demonstrate good clinical judgment.
4. Clinical Reflection/journals/discussion board Documentation – Narrative of ER, Cath lab or other outpatient/procedure area experience or course assignments.
5. Elder Teaching Presentation – As a clinical group, present a teaching project to a community group on a health, safety, or environmental concern in the elderly community.
6. Elder Portfolio – Assesses the final elements in the ongoing evaluation and relationship building with an elder in the community.
7. Skills assessment and performance for blood transfusions, tracheostomy care/suction, nasogastric tube, urinary catheter, and intravenous (IV) line insertion/maintenance / discontinuation; central line dressing change, and IV bolus infusions must be successfully demonstrated in order to pass the course and perform these skills in the clinical setting.
8. SIM lab – Attend simulation lab for scenarios such as MEGA Code and other critical care patient situations including care of multiple patients.

Determination of Course Grade/Detailed Grading Formula:
All assignments, including pass/fail, must be submitted to pass the course. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment	%
Math Competency Exam*	10%
(3) Concept maps**	50%
Clinical Reflection / Journal / Discussion Post Rollup	10%
Elder Portfolio / Elder Teaching Presentation**	20%
SIM Lab	10%
Final Clinical Evaluation***	Pass/Fail
TOTAL	100%

*Math Competency required passing score is 100%. Student will have 3 attempts to score 100%. If more than one attempt is needed to achieve 100%, the maximum recorded grade the student will receive is a 75%.

** $\geq$ 75% score **on each Concept Map** is required to pass the course
*** The student must meet expectations on all critical competencies on the final clinical performance evaluation. An asterisk indicates a critical competency on the clinical performance evaluation. Failure to meet expectations for all critical competencies will result in course failure.

Grading Scale
    A = 90 – 100%
    B = 80 – 89.99%
    C = 75 – 79.99%
    D = 60 – 74.99%
    F =   <60%
*A minimum final grade of "C" is required to pass this course.

Make-Up Policy/Late Assignments
All course assignments are expected to be completed and submitted on the specified due date.
See Late Assignments Policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Bauer at (409) 933-8459 or dbauer3@com.edu Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Clinical Assignments
1. ***Clinical Documentation***
    a. Nursing Process
       The student will manage the care of **two or more** patients **each clinical day**. Students should be documenting each step of the nursing process on the SBAR for the primary patient **during the clinical day** as if documenting in the "real" patient record.
- Three concept maps will be graded using the rubric in Brightspace and is due no more than two days following the clinical rotation at 2359.
- You will also be required to fill out the SBAR/Kardex report tool on at least two patients that you are caring for on all units except for the ED, Eno, Cath Lab. ***This is the template you will use when giving report to your instructor throughout your clinical day.***
- Daily patient charting that is not part of the Concept Map grade must still list nursing diagnosis, goals, and interventions in SBAR.

    a. ER, Cath Lab, PACU or other outpatient type units includes a reflection / journal narrative note only to be submitted in Brightspace. Please include the following: types of patients you saw, tasks/procedures you performed and/or participated in, and your observations and feelings about the experience. (See Exhibit C)

2. ***Clinical Performance Evaluation*** – Clinical competence is evaluated at midterm and final week by the clinical faculty and the student. The clinical performance evaluation tool is initiated in the Nursing Student Portal by the clinical faculty. The student completes and submits a self-evaluation to the clinical instructor. Feedback by the clinical faculty is intended to reinforce the student's clinical strengths and help the student improve clinical performance deficiencies. Critical competencies must be met on the final clinical performance evaluation. The clinical instructor and student will review the final clinical

performance evaluation at a mutually agreed upon time at the end of the semester.

3. _**Elder Portfolio**_ - The Elder Portfolio reflects the effort of the COM faculty to ensure that the assessment and care of the elderly population is addressed throughout the curriculum. The portfolio is a compilation of documents which will be used throughout the program in each clinical course. For this course, the student will complete the activities as described in the portion of the portfolio labeled as "Complex Concepts of Adult Health Clinical." Each of these documents will be printed out and submitted to your clinical instructor and then uploaded in Brightspace by the designated date listed in the course calendar.

4. _**Elder Teaching Presentation –**_ The Elder Teaching presentation is an opportunity for students to interact and teach health, safety, and/or environmental topics to the elderly population in the community. Information given in the presentations needs to be evidence-based and students will evaluate the teaching given. Final teaching material must be submitted to clinical instructor one week prior to presentation if presenting to the community. (Depending on COVID-19 status of community, this presentation may be presented to the instructor on the last day of clinical)

Methods of Instruction
Pre-Clinical instruction
ATI Virtual Case Studies, Real Life Med-Surg Modules (if needed)
Microsoft Team Meetings (live & recorded- depending on circumstances)
Concept Maps
Clinical reasoning exercises
Evidence-based, peer reviewed journal articles
Dosage calculation Exams
Electronic charting (ehrtutor.com)
Elder portfolios
Teaching presentation (to public or instructor- depending on circumstances)
Simulation Lab
Peer to peer Skills lab check off

Late Work, Make-Up, and Extra-Credit Policy:
All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

Attendance Policy:
See Attendance Policy in the Nursing Student Handbook. You can miss up to 12 hours of clinical time in this course, however for each hour missed this is 0.5 points off of your final grade. Ex: 12 hours missed = 6 points off your final grade.

Tardiness
See Attendance Policy in the Nursing Student Handbook. You cannot be more than 15 minutes late to any clinical or sim lab day. If you arrive past the _**15-minute window, you will not be allowed to complete clinical for the day and will receive a clinical absence.**_

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learning Outcomes

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines.		Clinical Performance Evaluation
Assume responsibility and accountability for the quality of nursing care provided to patients and their families under the supervision of clinical faculty and assigned primary nurse.		Clinical Performance Evaluation
Participate in activities that promote the development and practice of professional nursing.		Clinical Performance Evaluation
Assess the physical and mental health status of adult patients with complex health needs and preferences using a structured data collection tool with primary and secondary sources of information.		Concept Map Clinical Performance Evaluation
Analyze assessment data to prioritize problems and formulate goal/outcomes that can be addressed by nursing.		Concept Map Clinical Performance Evaluation
Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with patients with complex health needs, their families, and the health care team.		Concept Map Clinical Performance Evaluation
Implement the plan of care to provide safe, compassionate, ethical nursing care for adult patients with complex health needs and their families in acute care settings.		Concept Map Clinical Performance Evaluation
Monitor and evaluate attainment of patient goals and related nursing		Concept Map Clinical Performance Evaluation

interventions and modify the plan of care in response to rapidly changing patient needs.		
Use standards of nursing practice and national quality measures to coordinate, provide, and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise.		Concept Map Clinical Performance Evaluation
Coordinate, collaborate and communicate in a timely manner with patients, their families, and the health care team to plan, deliver, and evaluate patient-centered care.		Concept Map Clinical Performance Evaluation
Coordinate human, information, and material resources in providing care for patients with complex health needs and their families.		Concept Map Clinical Performance Evaluation
Assign and/or delegate nursing care to other members of the health care team based on analysis of patient or unit needs.		Concept Map Clinical Performance Evaluation
Serve as a health care advocate in assessing and promoting safety and quality for patients with complex health needs and their families.		Concept Map Clinical Performance Evaluation
Communicate and manage information using technology to support decision-making to improve patient care.		Concept Map Clinical Performance Evaluation

End of Course Outcomes: Prioritize the roles of the professional nurse in the provision of care for adult patients and families. Design and evaluate care for adult patients and families with advanced health care needs.

Academic Dishonesty:
Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism
Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone

else's words without quotation marks. An assignment containing any plagiarized material will be referred to the Office of Student Conduct for the appropriate discipline action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Plagiarism will result in disciplinary action up to and including dismissal from the nursing program.

Avoiding Plagiarism http://www.plagiarism.org/

Success Tips for Students
1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

   http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
   - 4 Steps to Reading a Textbook:
     http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/
   - Active Reading Strategies:
     http://www.princeton.edu/mcgraw/library/for-students/remember-reading/
   - The Reading Cycle: Plan-Do-Review
     http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html
   - How to Read Your Textbooks More Efficiently College Info Geek (video)
     https://www.youtube.com/watch?v=tgVjmFSx7rg
   - 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
     5 Active Reading Strategies for Textbook Assignments - College Info Geek

ANA Scope and Standards of Practice
Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks
Students are expected to adhere to all policies outlined in the College and Nursing Student Handbooks.

Syllabus Revisions
Faculty reserves the right to make changes to the syllabus as deemed necessary.

Notice to Students Regarding Licensing
Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following

website provides links to information about the licensing process and requirements:
https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": https://www.bon.texas.gov/licensure_endorsement.asp

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Clinical Guidelines

Guidelines for Clinical Experience

Students will be expected to adhere to the rules and regulations outlined in the college catalog and the nursing program's Student Handbook. To provide the student with the most diverse experiences, he/she will be assigned to clinical facilities and faculty on a rotating basis by random selection as recommended by the State Board of Nurse Examiners. Students are also expected to comply with the list of activities in which students are not allowed to perform in the critical care setting. Guidelines for Clinical Activities

Students may never:
1. Take a verbal or phone order from a physician.
2. Give medication for which there is no written order.
3. Give medications prepared by another individual.
4. Reset an alarm on the EKG monitor or ventilator without first checking with the unit nurse.
5. Alter a ventilator setting.
6. Give any medication without the primary nurse or instructor checking it first.
7. Implement any skill not sanctioned by the facility for student nurses to perform.
8. Give any medication without a registered nurse present.
9. Give blood transfusion products.
10. Care for a patient with an airborne illness requiring the use of a N95 face mask unless fit testing has been confirmed by clinical readiness documentation.

Remember, if there is any doubt, <u>ASK</u>!

Permissible Complex Concepts of Adult Health Clinical Nursing Skills

The student will perform only those procedures and treatments, which have been taught in the nursing skills course or nursing skills laboratory.

Independent	RN Supervision	Faculty Supervision Only
Skills typically delegated to	Medication administration*	IV insertion* First Time
NGT maintenance	External catheter	IV Push Medications* First
Non-sterile dressing change	Isolation care	NGT feeding * First Time
Oxygen administration	IV flow rate regulation	NGT insertion * First Time
Wound drainage device care	IV site maintenance	NGT medications * First Time
Pressure ulcer care	IV tubing/fluid changes	Urinary catheterization* First
Traction monitoring	IV Calculations / IV Pump set up	Drawing Blood from central lines *First Time
Physical assessment	PCA Pump Maintenance set	Flushing central lines * First
	Endotracheal suctioning	Any procedure the student is not familiar or comfortable
	Enema administration	
	Colostomy Care	
	Restraint	
	Specimen collection	
	Phlebotomy	
	Providing cast care	
	Sterile dressing change	
	Tracheostomy suctioning &	

Student Activities during a Typical Clinical Day
1. Student orientation will be completed as necessary to meet hospital requirements.
2. Students will not be required to accomplish any daily pre-clinical requirements. Students will have a short pre-conference at 6:30 am with their instructor and report to their unit. Each student will report to the charge nurse and be assigned to a primary nurse and work with the primary nurse all day until 5:30pm, at which time they will go to post conference.
3. Students must complete one major care plan and two concept maps during the clinical course.

Note: Students are expected to independently seek out learning experiences to meet all identified learning needs. If the patient a student has selected does not provide the needed opportunity to practice these skills, the student is encouraged to consult with their clinical instructor to seek out opportunities to practice these skills on patients other than to whom they are assigned.

Guidelines for Selecting Patients
1. Select a patient with descriptions congruent with topics studied in RNSG 2332.
2. Select a patient with skill opportunities that meet your needs as a student.

Guidelines for Medication Administration
1. Students must pass a Math Competency Examination with a 100% or above in order to administer medications during this clinical course. Students will be allowed three (3) attempts to successfully pass the examination. After the first attempt, the highest possible score to be calculated in the course grade for attempt 2 or 3 is a score of 75%. Failure to successfully pass the examination with a 100% or above after the third attempt will result in a withdraw fail of this course.

Documentation
Students will document information on the assigned patient in the simulated EHR via http://www.ehrtutor.com. Students will review and gather data from the patient EHR at the health care facility. Printed documents will not be removed from the facility to comply with HIPPA rules.

Clinical Conferences
Students are expected to attend pre-and post-clinical conferences at the times and place designated by the nursing instructor. Students will be expected to complete all required assignments.

Clinical Facilities
Memorial Hermann Southeast Hospital
UTMB
HCA MMC
HCA CL

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook Student_Handbook_2022-2023_v4.pdf (com.edu). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2nd 8-week session is May 3.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Appendix A: Emergency Drug List

1. Adenosine (Adenocard)
2. Amiodarone hydrochloride (Cordarone)
3. Amrinone (Inocor)
4. Apresoline (Hydralazine hydrochloride)
5. Aspirin (ASA)
6. Coumadin (Warfarin sodium)
7. Catapres (Clonidine hydrochloride)
8. Dilantin (Phenytoin sodium)
9. Dobutamine hydrochloride (Dobutrex)
10. Dopamine hydrochloride
11. Heparin sodium
12. Inderal (Propranolol hydrochloride)
13. Isordil (Isosorbide dinitrate)
14. Lasix (Furosemide)
15. Lidocaine hydrochloride
16. Minipres (Prazosin hydrochloride)
17. Nitroglycerin – IV, SL, and transdermal; translingual
18. Potassium chloride
19. Procardia (Nifedipine)
20. Pronestyl (Procainamide)
21. Verapamil (Calan, Isoptin)
22. Tissue Plasminogen Activator (TPA)
23. Norepinephrine (Levophed)
24. Epinephrine
25. Atropine
26. Metoprolol (Lopressor)
27. Magnesium
28. Vasopressin
29. Diltiazem
30. Verapamil
31. Digoxin (Lanoxin)
32. Etomidate
33. Propofol
34. Succinylcholine
35. Alteplase
36. Esmolol

Appendix B: Clinical Reflective Report

Criteria	Novice	Competent	Proficient
Units & Patients	0-9 points: Inadequate information given	10-15 points: Not a clear description given	16-20 points: Clear description of units and patient types (Including: diagnosis, age, prognosis, medical history.)
Tasks/Procedures	0-9 points: Inadequate information given	10-15 points: Not a clear description given	16-20 points: Clear description of tasks and procedures you performed (i.e., blood draw, assessment, start IV, urine specimen, CPR, etc.).
Observed Procedures	0-9 points: Inadequate information given	10-15 points: Not a clear description given	16-20 points: Clear description of procedures you observed being performed by physician, nurse or other health professional (i.e. MRI, bronchoscopy, specific assessment, blood administration, etc.).
Feelings	0-9 points: Inadequate information given. Only 1 experience related to your feelings.	10-15 points: Not a clear description given. Only 2 experiences related to your feelings.	16-20 points: Detailed description of your feelings about the experience. At least 3 experiences related to your feelings.
Grammar	0-1 points: More than 5 grammatical errors	2-3 points: 3-5 grammatical errors	4-5 points: 2 or less grammatical errors
Word Count	0 points: Less than 200 words	10 points: 201-300 words	15 points: More than 300 words

Total points possible:100

Appendix C: Elder Teaching Presentation Rubric

Refer to your Elder Project Portfolio to find health, safety, or environmental concerns affecting the elderly population you will be presenting to. Grading will be based on the following: your group communication skills; visual presentation; actual evidence-based teaching content which includes the teaching topic, potential complications, and teaching points; evaluating the learning of the clients during the presentation; resources used for presentation; and collaboration within group.

	Needs Improvement	Satisfactory	Competent
Communication	0-10 points: no eye contact; all verbal communication from notes; difficult to hear presentation.	10.1-15 points: Poor eye contact; looking down at notes frequently; difficult to hear content at times.	15.1-20 points: good eye contact; clear verbal communication; easy to hear; only glances at notes occasionally.
Visual Presentation	0-10 points: Poor visual presentation; writing too small, poorly organized; more than 8 grammatical errors.	10.1 – 15 points: 50-75 % of presentation difficult to read and partially organized; 5-8 grammatical errors.	15.1 – 20 points: Information legible; information organized; creative presentation; 1-3 grammatical errors.
Evidence-based teaching content	0-10 points: Teaching topic not clearly stated; no potential complications; no teaching points.	10.1- 15 points: Teaching topic poorly stated/emphasized; described only 2-4 potential complications; described 2-4 teaching points.	15.1- 20 points: Teaching topic clearly stated; at least 5 potential complications presented; at least 5 teaching points to help elders avoid/prevent health problems related to environmental hazard.
Evaluation of Learning	0 - 10 points: Feedback collected less than 2 teaching points from clients.	10.1- 15 points: Feedback collected on 2 -4 teaching points from clients.	15.1- 20 points: Feedback collected on at least 5 teaching points from clients.
Resources	0 - 2 points: Uses and sites 1 or less professional medical resources.	2.1 – 6 points: Uses and sites 2-3 professional medical resources.	6.1- 10 points: Uses and sites 4 or more professional medical resources.
Collaboration	0 - 2 points: Participates with a score of less than 70 in group peer evaluation.	2.1 – 6 points: Participates with a score of 70-84.99% in group peer evaluation.	6.1 - 10 points: Participates with a score of 85 – 100% in group peer evaluation.

Total points possible: 100