



RNSG-1261-101CL-FA2023
Common Concepts of Adult Health Clinical
Fall 2023
Wednesdays, Thursdays, Fridays, and
Saturdays

Instructor Information: Benjamin “Jay” Ketcherside, II, MSN, RN , bketcherside@com.edu, 409-933-8137

Student hours and location: Mondays 1:30pm-3:30pm, Tuesdays 1:30pm-3:00pm, Wednesdays 9:00-1:00pm
STEAM 225-13

Other instructors:

Dr. Stephanie Griggs DNP RN

Dr. Genevieve Onyirioha DNP RN CMSRN

Dr. Eula Lee DNP RN

Required Textbook/Materials:

ATI EHRTutor (online application) <http://www.ehrtutor.com/>

Center for Work Ethic Development (2019). Bring your ‘a’ game participant workbook.
Denver, Co: The Center for Work Ethic Development.

Harding, M., and Hagler, D. (2021). Conceptual Nursing Care Planning, 1st
edition., St Louis, MO: Elsevier/Mosby.

Mulholland, J.M., & Turner, S.J. (2015). The nurse, the math, the meds: Drug
calculations using Dimensional analysis (3rd ed.). St Louis, MO: Elsevier/Mosby.

All other books listed in RNSG 1341 – Common Concepts of Adult Health

Course Description

This course is an introduction to the clinical aspects of nursing care of adults experiencing common health alterations in multiple settings. Opportunities are provided for the application of theory, concepts, and skills being acquired. See catalog admitted under for pre- and co- requisites. (Credit 2: Lecture 0, Clinical 6, 96 Contact Hours)

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the clinical health care institution or practice setting	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Daily charting and concept map; skills lab participation
2. Use clinical reasoning, knowledge, and evidence-based practice outcomes as a basis for decision-making in clinical nursing environments.	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	Daily charting and concept map; SIM lab participation
3. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data.	Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.	Daily charting and concept map
4. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.	Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.	Daily charting and concept map
5. Provide safe and compassionate, nursing care to patients and their families through a broad array of health care services.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities,	Daily charting and concept map; SIM lab participation

	nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	
6. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of health lifestyles.	Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.	Daily charting and concept map; SIM lab participation
7. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Daily charting and concept map; SIM lab participation
8. Coordinate human, information, and material resources in providing care for patients and their families.	Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.	Daily charting and concept map
9. Implement measures to promote quality and a safe environment for patients, self, and others.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Daily charting and concept map
10. Formulate goals and outcomes using evidence-based data to reduce patient risks.	Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.	Daily charting and concept map
11. Communicate and manage information using technology to support decision-making to improve patient care.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Daily charting and concept map; SIM lab participation

12. Develop an evidence-based plan of care for an older adult that will be implemented and evaluated throughout the curriculum.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Elder Portfolio
---	---	-----------------

Course requirements: (including description of any special projects or assignments)

1. **Math Competency Exam** – Assesses proficiency in dosage calculations. Student will have 3 attempts to achieve 100% score. If 100% not achieved after three attempts, the student will receive a “D” and will not be permitted to continue in the clinical course per student handbook. The highest possible score to be calculated in the course grade for attempts 2 or 3 is 75%.
2. **Weekly documentation-** Assesses the understanding of the adult medical-surgical patient. Assesses the ability to collaborate with other healthcare professionals in the acute care setting. Each student will have five days in the medical-surgical unit and will include four days of daily charting and one concept map.
3. **Simulation Lab-** A hands-on learning experience in the simulation lab.
4. **Elder Portfolio-** Reflects the assessment and care of the elderly population that will be addressed throughout the curriculum. The portfolio is a compilation of documents that will be used throughout the program in each clinical course. The student will complete the activities described in BrightSpace and submit as an assignment.
5. **Clinical Performance-** The assessment of clinical expectations at Midterm and at Final
6. **Volunteer Activities.** Each student will complete 2 four-hour instances of volunteer activity (totally 8 hours) before the last day of class. A one page report will be written and submitted by 2359 of the next calendar day per visit (see rubric in Appendix). If the student elects to combine volunteer activity into one 8 hour day, they will need clinical instructor permission (student will receive same grade twice for both parts).
7. **Instructor check-offs** – each student will receive a check-off by the instructor for two clinical skills:
 - a. Medication administration
 - Student may not have check-off until they have passed the medication exam
 - b. Head to Toe Assessment

These will be graded in the gradebook by your instructor as pass/fail. Both must be passed in order to complete this class successfully.

Determination of Course Grade/Detailed Grading Formula: (methods of evaluation to be employed to include a variety of means to evaluate student performance)

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 & Tardiness Policies: See the Attendance policy in the Nursing Student Handbook.

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 Blackboard or other LMS)

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.

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 the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Course Outline

Date/Time	Place	Details	MISC
Pre-clinical orientation	STEAM 102	Thursday, August 31 st , 2023 8-4pm (combo orientation)	
Concept map		Per clinical instructor	Due two days after clinical
Mid-term Evaluation		Due with Midterm careplan	
Final Evaluation		Due on final clinical day	
Weekly documentation		Due one day after clinical	Day of Concept Map, weekly documentation is exempted
Volunteer report		Due two days after clinical	
Elder Care Project		Due Friday before Thanksgiving	
Math Comp Quizzes 1, 2, and 3		1 - Friday Sept 1st, 0900 Testing 2 - Tuesday, September 5th 3 - Tuesday, September 12th	

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. In order 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 Board of Nursing.

Student Activities During a Typical Clinical Day

The student will be expected to complete all pre and post clinical work as specified in the course syllabus. The typical clinical day will include the following experiences:

- Completing pre-conference clinical assignments
- Pre-clinical conference with clinical instructor
- Attending the change of shift report
- Obtaining vital signs and physical assessment of assigned patients(s)
- Completing AM care for patient(s)
- Assisting patient(s) as needed with ADL's
- Collecting specimens as ordered
- Preparing the patient(s) for tests as ordered
- Observing surgery/recovery room, etc. as scheduled
- Providing pre and post-operative nursing care
- Practicing basic skills of patient management
- Administering prescribed medications
- Completing treatment(s) ordered
- Documentation of patient observations and nursing care given with clinical instructor
- Applying concepts taught in nursing theory courses to clinical experiences
- Post-conference with clinical instructor

Guidelines for Selecting Patients

On the clinical morning, each week, students will work with a staff nurse, and provide care to patients on these units as assigned by clinical instructor. Students will select their own patient(s). To provide the student with the most diverse clinical experience, patient assignments will be changed weekly. Students will be responsible for caring for one (1) to two (2) patient(s) each week.

Permissible Common 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 Only	Faculty Supervision Only
Ambulation assistance	Colostomy care	Medication administration
Binder or bandage application	External catheter application/care	Endotracheal suctioning
Heat/Cold application	Isolation care	Enema administration
Hygiene care/bed bath	IV flow rate regulation	IV calculations
Incontinence care	IV site maintenance	IV insertion
Nutritional care (feeding)	IV tubing/fluid changes	IV locks
Physical Assessment	NGT maintenance	NGT feeding
ROM exercises	Non-sterile dressing change	NGT insertion/removal
Transfers (bed to chair)	Oxygen administration	NGT medications

Transfers (bed to stretcher)	Pre-op care/Post-op care	Phlebotomy
Vital signs measurement	Pressure Ulcer care	Providing Cast Care
	Restraint application/monitoring	Sterile dressing change
	Specimen collection	Tracheostomy suctioning & care
	Traction monitoring	Urinary catheterization
	Wound drainage device care	

Non-permissible Nursing Skills

Skills that will not be performed throughout nursing school at COM are: administration of blood or blood products, administration of medications by IV push, and care of a patient with an airborne illness requiring the use of an N95 face mask. The student may observe the nurse administer blood or blood products and administer medications via IV push. Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

Guidelines for Physical Assessment

The instructor will designate one day for each student to perform a physical assessment on one patient. This assessment is not graded, but the student's performance will be reflected in the clinical performance evaluation.

Key Elements	
1.	Introduction: ID PATIENT, explain role purpose, provide patient privacy
2.	Orientation: oriented x3; disoriented; response
3.	Skin: color; moist; dry; turgor
4.	Eyes: PERRLA; sunken; reddened; clear; sclera
5.	Ears: discharge; tinnitus; earache; hearing aid
6.	Mouth: halitosis; bleeding gums, mucous membranes; tongue
7.	Respiratory: symmetry; type of respirations; cough; breath sounds;
8.	Cardiovascular: chest pain; palpitations; edema; pulses; capillary refill
9.	Abdomen: N/V; distention/bowel sounds; pain; BM's
10.	GU: voiding; incontinent; indwelling catheter; dysuria; color
11.	Extremities: moves all; numbness; weakness; paralysis
12.	Environment: equipment; special mattress; NG tube; suction; trach; traction; dressing; IV; IV
13.	Closing: Ensure patient is comfortable, SAFETY-call light within reach, bed low and locked

Guidelines for Medication Administration

The instructor will designate medication administration day(s) for each student. Students must have shown competency in math by successfully passing a math competency exam prior to administering medications. Only the clinical instructor will supervise medication administration. The agency's policy regarding medication administration by the student nurse will be followed at all times. Students are expected to be able to demonstrate an understanding of the prescribed medications their patient will be receiving during the time students are providing care for their patient to promote safety.

Documentation

Students will document de-identified information for assigned patients in the simulated EHR via <http://www.ehrtutor.com> from data gathered directly from the patient and the patient's EHR at the health care facility. Printed documents will not be removed from the facility in order 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. To further the students' clinical learning experiences, the clinical instructor may assign additional projects for post conference. Students will be expected to complete all required assignments.

Clinical Facilities

As assigned

Grading Scale

A = 90 - 100.00

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.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. See Grade Determination and Calculation in the Nursing Student Handbook.

Assignment	%
Math Competency Quiz*	10
Weekly Documentation (averaged)	25
Concept Map	15
Elder Portfolio	10
Health Assessment Check-off	Pass/fail
Medication Administration Check-off	Pass/fail
Clinical Performance Evaluation - Midterm	10
Clinical Performance Evaluation - Final	10
Volunteer Activity #1	10
Volunteer Activity #2	10
TOTAL	100
* The student must pass with a 100% in three attempts to continue in this course	

Methods of Instruction Nursing Skills Laboratory Clinical Simulations Clinical Conferences Clinical Assignments
Individualized Instruction in clinical area Electronic Charting (ehrtutor.com) Dosage Calculation Exams

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.

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.

Weekly Charting

Grading Criteria for weekly charting in SimChart		Possible Points	Points Earned
Patient Charting			
Admission History			
	<ul style="list-style-type: none"> • Health history 	2	
System Assessment			
	<ul style="list-style-type: none"> • Symptom Analysis (chief complaint) 	2	
	<ul style="list-style-type: none"> • Complete physical assessment head-to-toe 	10	
Discharge Planning	<ul style="list-style-type: none"> • Complete section 	2	
	System Nursing Interventions		
	<ul style="list-style-type: none"> • Safety 	2	
Basic Nursing Care			
	<ul style="list-style-type: none"> • Safety 	2	
	<ul style="list-style-type: none"> • Activity 	2	
	<ul style="list-style-type: none"> • Hygiene 	2	
	<ul style="list-style-type: none"> • Nutrition (including diet and percentage eaten each meal) 	2	
	<ul style="list-style-type: none"> • Elimination 	2	
	<ul style="list-style-type: none"> • Skin Care 	2	
Special Charts			
	<ul style="list-style-type: none"> • Miscellaneous Nursing Notes- every 2-3 hours and with interventions 	10	
	<ul style="list-style-type: none"> • SBAR 		
	Situation: <ul style="list-style-type: none"> • What is the problem leading to admission? • Diagnosis • Allergies 	2.5	
	Background <ul style="list-style-type: none"> • Pertinent Medical History • Summary of treatment to date 	2.5	
	Assessment <ul style="list-style-type: none"> • Subjective information • VS • Treatment given: • Focused assessment (why are you calling physician?) 	2.5	
	Recommendations:	2.5	
	Total	50	
Patient Teaching			
	Total	10	
Care Plan			

	<ul style="list-style-type: none"> • Priority nursing clinical problem 	5	
	<ul style="list-style-type: none"> • Expected Outcome (SMART goal)- 1 STG and 1 LTG 	5	
	<ul style="list-style-type: none"> • 5 nursing interventions with scientific rationale (cite source in the "enter text" area) 	15	
	Total	25	
Pre-Clinical Manager			
	<ul style="list-style-type: none"> • Pathophysiology 	5	
	<ul style="list-style-type: none"> • Medications- up to 5 medications 	5	
	<ul style="list-style-type: none"> • Labs/Diagnostic test (if applicable) 	5	
	Total	15	
	Total	100	



Department of Nursing
Associate of Applied Science Degree Program –
Volunteer Plan

This student is requesting permission to participate in volunteer activities in conjunction with your organization in a way that benefits or provides comfort to persons who are sick, destitute or needing community assistance for their basic needs of daily care. This student may only participate in activities ordinarily assigned to other volunteers and may not perform any duties that require the practice of professional healthcare administration. This student may not, however, perform duties that are primarily religious or political in nature, or in activities aimed at creating profit for the organization.

Examples of approved activities:

- Stocking food at food bank
Serving food to the poor
Providing wheelchair transport to the sick/elderly
Providing companionship to the elderly or hospice clients
Sorting clothes at a women’s shelter or charitable thrift shop
Un-approved Activities
Providing ministerial assistance during a worship service
Assisting in religious fund-raising/enterprises that are not specifically for charitable services to the community
Registering people to vote
Operating cash/sales register in any venue

Name of Student: _____ Date (s) of service: _____

Semester/Year: _____ Course Facilitator: _____

Clinical Instructor: _____

Name of Charitable/Community Organization: _____

Address: _____ City/State: _____

Purpose of Organization/Charitable Ministry: _____

Signature of Organizational Supervisor

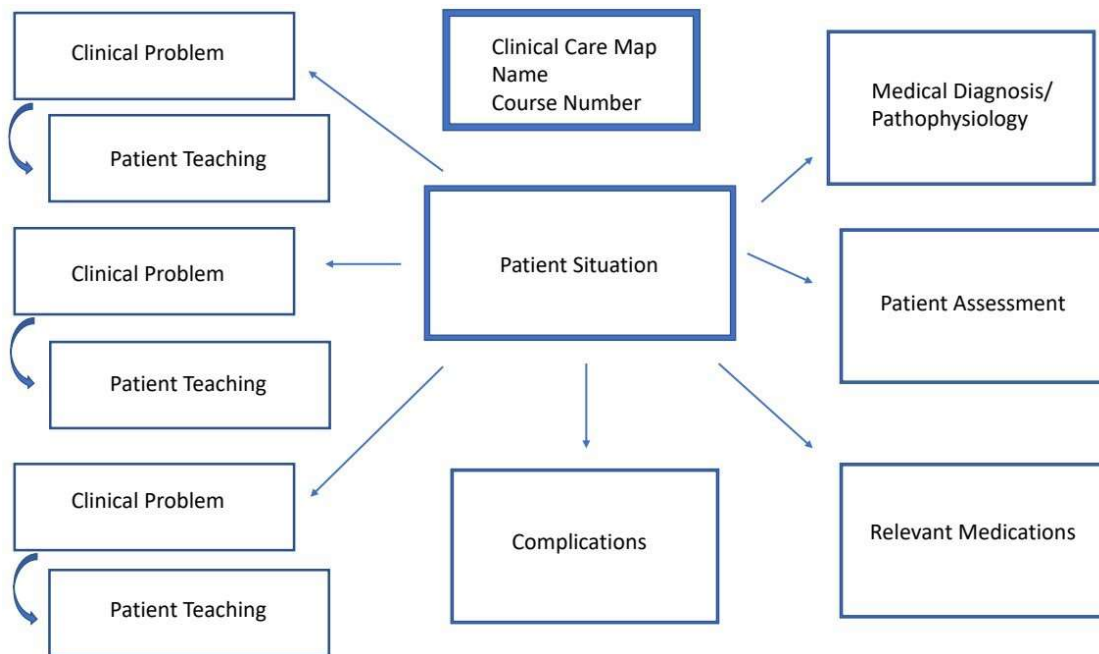
Name of Org Supervisor.
Hours worked by

Student

Volunteer Report Submission Rubric

Objective	Points possible	Points Awarded
1. Student identifies organization providing service.	15	
2. Student identifies charitable objectives of the organization.	20	
3. Student identifies primary target demographic of charitable agency.	15	
4. Student discusses interaction with agency clients, or agency staff if clients are not available for student contact.	15	
5. Student discusses challenges to health and wellness for target demographic with reference.	20	
6. Report fills at least 75% of one double spaced 8.5 inches by 11 inches letter sized document, which is error free.	15	

Concept Map



- **Patient Situation-** Give a brief description of why the patient is in the hospital
- **Medical Diagnosis-** What is the primary reason for admission with pathophysiology? This should be the underlying cause, not a symptom. Please verify with the clinical instructor if you are unsure what to write.
- **Patient Assessment-** This should include the patient's history and both subjective and objective data from your assessment. This section should also include any labs or diagnostics related to your clinical problems and medical diagnosis.
- **Medications-** What are the medications your patient is taking? How do they relate to the medical diagnosis? Name at least 3 potential side effects.
- **Complications-** What are common complications associated with this medical diagnosis? Make sure to note any of these specific to your patient (star, highlight, etc.).
- **Clinical Problems-** Choose three priority nursing clinical problems for your patient. For example, if your patient has asthma, a priority problem could be ineffective breathing. One clinical problem must have a psychosocial focus.
- **Patient Education-** For each priority clinical problem, what education was provided throughout your shift to the patient? This should include any medication education provided to the patient as it relates to the clinical problem.
- **General**
 - Must be typed
 - Must be in map form (do not have to use the template provided)
 - Must have a reference page
 - Cite pathophysiology and medication
- **See D2L for grading rubric**