



RNSG-1261-101CL-FA2023
Transition to Professional Nursing 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. Genevieve Onyirioha DNP RN CMSRN

Student hours and location: As directed on the calendar and/or clinical grid

Required Textbook/Materials:

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.

Lilley Pharmacology and the Nursing Process - Sherpath for Pharmacology, 10th Edition

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:

RNSG 1263 TRANSITION TO PROFESSIONAL NURSING CLINICAL
(LECTURE 0, CLIN 6). CREDIT 2. WECM. 96 Clinical Contact Hours.

This course provides clinical experiences at medical-surgical facilities that provide opportunities for the vocational nurse to begin the transition to the registered nurse role and function. Opportunities are provided for the application of theory, concepts, and skills.

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. **Skills Check offs** – Students will spend two four hour days in Skills lab for nursing skill check-offs. Grade will be for participation, but students must pass all components to pass the class. 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:

Assignment	%
Math Competency Quiz*	10
Weekly Documentation	25
Concept Map	25
Skills Lab Participation	10
Elder Portfolio	10
Clinical Performance Evaluation - Midterm	10
Clinical Performance Evaluation - Final	10
TOTAL	100
* The student must pass with a 100% in three attempts to continue in this course	

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.

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Grade Determination & Calculation in the Nursing Student Handbook. Any assignment turned in within 24 hours of due date will be given grade of 50%. Anything turned in after 24 hours post due date will be given a zero.

Clinical Day of the Week	Paperwork due by 2359
Monday	Wednesday

All other clinical assignments will be due **on the dates specified on the calendar**.

Attendance Policy:

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.

Academic Dishonesty: Any incidence of academic policy 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 the 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 A 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 receive a **grade of zero**, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Course Objectives:

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

<p>9. Implement measures to promote quality and a safe environment for patients, self, and others.</p>	<p>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.</p>	<p>Daily charting and concept map</p>
<p>10. Formulate goals and outcomes using evidence-based data to reduce patient risks.</p>	<p>Outcome 7: Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.</p>	<p>Daily charting and concept map</p>
<p>11. Communicate and manage information using technology to support decision-making to improve patient care.</p>	<p>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.</p>	<p>Daily charting and concept map; SIM lab participation</p>
<p>12. Develop an evidence-based plan of care for an older adult that will be implemented and evaluated throughout the curriculum.</p>	<p>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.</p>	<p>Elder Portfolio</p>

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact the course faculty using the contact information previously provided. If there are still concerns, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Debra Bauer at dbauer3@com.edu

Clinical Guidelines

Guidelines for Clinical Experience

Mandatory facility "Orientation" date and time is noted on the course calendar. Additional instructions regarding directions to the facility, parking fees, etc., will be given in class.

1. The dress code includes wearing scrubs at all clinical facilities, including during on-campus Simulation Lab. You will be sent home for inappropriate dress; this will be considered a clinical absence. This will be up to your clinical instructor.
2. Wear your school name tag at all times in the clinical setting. You may be required to get an additional photo and badge at some facilities.
3. Arrive at the clinical facility at the designated time, dressed appropriately, and without any dangling jewelry from the ears, neck, or wrists (safety issue), and with no excessive cosmetics or perfume, and avoiding any provocative dress or behavior that would call undue attention to oneself.
4. Do not bring valuables to clinical, e.g., large amounts of money or credit cards or expensive jewelry (leave them locked in your car if brought unintentionally).
5. Many units do not have an area for students, so do not bring anything that is not essential for your clinical day.

Student Activities during the Clinical Day

During a typical clinical day, the student will:

- 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 Assess-Analyze-Plan-Implement-Evaluate (AAPIE) of patient management
- Administering prescribed medications
- Completing treatment(s) ordered
- Documentation of patient observations and nursing care given with the clinical instructor
- Applying concepts taught in nursing theory courses to clinical experiences
- Participate in post-conference with clinical instructor

Guidelines for Medication Administration

Pharmacology is an important aspect of the clinical experience. You will discuss your patient's medications daily with the clinical instructor. You will be responsible for knowing about all your patient's medications (both scheduled & prn), classification, action, indications for use, dosage, time, route, side effects, nursing implications, and target symptoms for your client. Monitoring patients for medication effectiveness is also important to the nurse's role. Students may not dispense medications without successful completion of the medication math competency.

Guidelines for Charting

You may read the patient's chart but do not make copies of anything in the patient record without permission from the charge nurse and your instructor. You will be expected to report only pertinent data from any medical and/or lab tests for Concept Maps, etc., so copying any forms from a patient chart should not be necessary.

- Assessment should occur early and be completed with the bedside nurse preceptor and/or faculty.
- Medications may be given with the nurse preceptor and/or faculty as allowed after the student completes the math competency.
- Procedures that the student has already proven competency may be performed with the bedside nurse preceptor and/or faculty.
- All SBARs should be problem-based unless specifically requested in the rubric.

Clinical Facilities for this course will be HCA Mainland and UTMB- League City. All dates are listed in the clinical grid for each student but are subject to change with notice from the instructor.

Clinical Conferences

Students are expected to attend any pre- and post-conferences at the times and places designated by the clinical instructor. Post-conference learning activities are at the discretion of the clinical instructor, and all students are expected to comply and complete the requested assignments.

Permissible 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 (or Faculty) Supervision Only
Ambulation assistance	Colostomy care
Binder or bandage application	External catheter application/care
Heat/Cold application	Medication administration
Hygiene care/bed bath	Endotracheal/tracheal suctioning/ care
Incontinence care	IV insertion, site maintenance
Nutritional care (feeding)	IV calculations, flow rates
Physical Assessment	IV tubing/fluid changes
ROM exercises	NGT insertion/maintenance/feeds
Transfers	Dressing changes (sterile or non-sterile)
Vital signs measurement	Oxygen administration
	Pre-op care/Post-op care
	Phlebotomy/ other specimen collection
	Pressure Ulcer care
	Tracheostomy care, suctioning
	Restraint application/monitoring
	Urinary catheterization (foley or one-time)
	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
- IV push medications
- Care of a patient with an airborne illness requiring the use of an N95 face mask

Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

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. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *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.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

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 10-week summer semester session is July 31st, 2023.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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

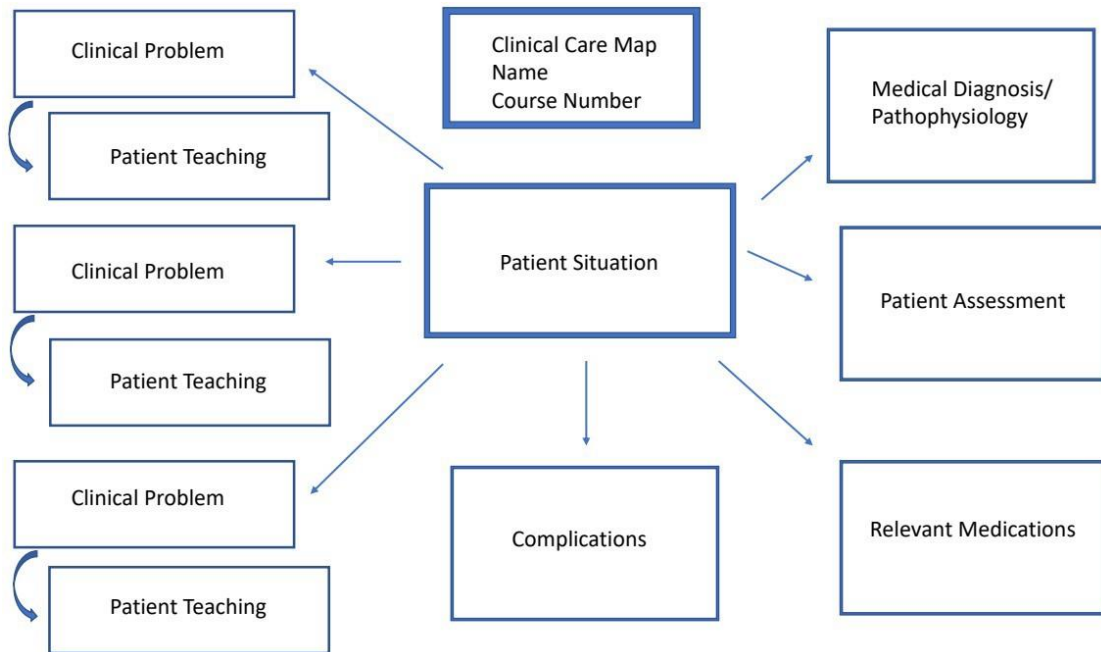
the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

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 go to <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.

Resource to Assist with Feelings of Depression: College of the Mainland has partnered with UTEAP (UT employee assistance programs). Students may call 713-500-3852 for access to in-the-moment support or to schedule an appointment with a counselor.

Statement of Eligibility for an Occupational Licensure: 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 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.

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**

Daily charting Rubric

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	

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
Two 4 hour check off dates		TBD (see clinical calendar)	
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	