



**RNSG 2262-101 CL**  
**Enhanced Concepts of Adult Health Clinical**  
**Fall 2024, 12-week course**

**Tuesday, 0630-1830**  
**MHSE**  
**HCA SE**

**Saturday, 0630-1830**  
**HCA CL**

**Sunday 0630-1830**  
**HCA CL**

**Simulation Lab per schedule**

**Course Facilitator:** Terri Davis, DNP, RN [tdavis9@com.edu](mailto:tdavis9@com.edu), 409-933-8452

**Course Faculty:** Fiona White, Mallory Jo, Lanitra Alexander

**Student Hours:** Thursday: 0800-1200 and 1300-1500  
Virtual hours available

**Required Textbook/Materials:**

Gulanick, M., Myers, J. L. (2022). Nursing care plans Diagnoses, interventions, & outcomes (10<sup>th</sup> Ed.). Elsevier, St. Louis, MO.

**Recommended Textbooks**

All previously required purchased books and programs.

**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 providing 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. It will also offer experience managing patients and families with complex health alterations. It emphasizes the roles of the associate degree nurse and introduces the student to nursing leadership and management concepts within the hospital setting. See the catalog admitted under for pre- and co-requisites.

(2 Credits: Theory 0, Clinical 12), (12-Week Course, 96 Contact Hours)

**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 designated with an asterisk (\*) must receive a “Meets Expectations” score of 2 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 sound clinical judgment.
4. Clinical Reflection Journal – Narrative of ER, Cath lab, or other outpatient/procedure area experience.
5. Elder Teaching Presentation—As a clinical group, present an evidenced-based teaching project on health, safety, or environmental concerns for the elderly.
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 nasogastric tube, urinary catheter, and intravenous (IV) line insertion/maintenance/discontinuation and IV bolus infusions must be successfully demonstrated to pass the course and perform these skills in the clinical setting.
8. SIM lab—Attend the simulation lab for scenarios such as MEGA Code and other critical care patient situations, including caring for 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*	15%
(2) Concept maps**	50%
Clinical Reflection / Journal /SBAR	15%
Elder Portfolio / Elder Teaching Presentation	20%
Final Clinical Evaluation***	Pass/Fail
<b>TOTAL</b>	<b>100%</b>
<p><b>*Math Competency required passing score is 100%. Students will have three attempts to score 100%. If more than one attempt is needed to achieve 100%, the maximum recorded grade the student will receive is 75%.</b></p> <p><b>** ≥ A 75% score on each Concept Map is required to pass the course</b></p> <p><b>*** The student must meet expectations on all critical competencies on the final clinical performance evaluation. An asterisk indicates a critical competency in the clinical performance evaluation. Failure to meet expectations for all critical competencies will result in course failure.</b></p>	

**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 must be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

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**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](mailto:dbauer3@com.edu). For further instructions, please see the Student Concerns Policy in the Nursing Student Handbook.

### **Clinical Assignments**

#### 1. **Clinical Documentation**

##### a. Nursing Process

The student will manage the care of **two or more** patients **each clinical day**. Students should document each nursing process step on the SBAR for the primary patient **during the clinical day**.

- Two concept maps will be graded using the rubric in Brightspace and are 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 for at least three patients you care for in all units. ***This is the template you will use when giving report to your instructor throughout your clinical day.***

a. ER, Cath Lab, PACU, or other outpatient-type units include a reflection journal to be submitted in Brightspace. Please include the types of patients you saw, tasks/procedures you performed and participated in, and your observations and feelings about the experience.

2. **Clinical Performance Evaluation** – Clinical competence is evaluated by the clinical faculty and the student in midterm and final weeks. The student completes and submits a self-evaluation to the clinical instructor. Feedback from 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 are addressed throughout the curriculum. The portfolio is a compilation of documents used throughout the program in each clinical course. The student will evaluate the implemented interventions for this course and complete the portfolio. The completed portfolio documents will be submitted to Brightspace

by the designated date listed in the course calendar.

4. ***Elder Teaching Presentation*** – The Elder Teaching presentation allows students to interact and teach health, safety, and environmental topics. Information given in the presentations needs to be evidence-based, and students will evaluate the teaching provided. Final teaching material must be submitted to the clinical instructor one week before presentation if presented to the community. (Depending on the COVID-19 status of the community, this presentation may be presented to the instructor on the last day of clinical)

### **Methods of Instruction**

Pre-Clinical instruction  
Real Life Med-Surg Modules (if needed)  
Concept Maps  
Clinical reasoning exercises  
Evidence-based, peer-reviewed journal articles  
Dosage calculation Exams  
Elder portfolios  
Teaching presentation  
Simulation Lab  
Peer-to-peer skills check-off.

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

All course assignments must 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, this is 0.5 points off your final grade for each missed hour. Ex: 12 hours missed = 6 points off your final grade.

### **Tardiness**

See Attendance Policy in the Nursing Student Handbook. You cannot be 15 minutes late to 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. Tardies are also counted as missed clinical time.**

**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
1. Demonstrate professional student responsibilities by following the policies and procedures of the ADN Program and the clinical facility practice guidelines.		Clinical Performance Evaluation

2. 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.	EP2. Apply the nursing process as a provider of patient-centered care in primary, secondary and tertiary settings to promote health by assisting patients in achieving, improving, or maintaining an optimum level of wellness.	Clinical Performance Evaluation
3. Participate in activities that promote the development and practice of professional nursing.		Clinical Performance Evaluation
4. 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
5. Analyze assessment data to prioritize problems and formulate goal/outcomes that can be addressed by nursing.	EP3 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, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Concept Map Clinical Performance Evaluation
6. 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
7. 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.	EP9 Serve as a patient safety advocate by applying the principles of change theory, quality improvement and outcome measures in the healthcare setting.	Concept Map Clinical Performance Evaluation
8. Monitor and evaluate attainment of patient goals and related nursing interventions and modify the plan of care in response to rapidly changing patient needs.		Concept Map Clinical Performance Evaluation
9. Use standards of nursing practice and national quality measures to coordinate, provide, and evaluate	EP6 Integrate principles of teaching and learning to organize and plan the teaching of patients, family	Concept Map Clinical Performance Evaluation

patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise.	members, and other health care providers with socioeconomic, cultural and spiritual diversity. EP9 Serve as a patient safety advocate by applying the principles of change theory, quality improvement and outcome measures in the healthcare setting.	
10. 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.	EP4 Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings. EP7 Evaluate and compare benchmarks from evidence-based practice clinical data and literature to plan or refine patient-centered nursing care which will promote homeostasis and equilibrium for patients experiencing health alterations, disease processes and/or stressors to body systems.	Concept Map Clinical Performance Evaluation
11. Coordinate human, information, and material resources in providing care for patients with complex health needs and their families.	EP3 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, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Concept Map Clinical Performance Evaluation
12. Assign and/or delegate nursing care to other members of the health care team based on analysis of patient or unit needs.	EP3 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, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences. EP8 Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Concept Map Clinical Performance Evaluation Elder Portfolio
13. Serve as a health care advocate in assessing and promoting safety		Concept Map Clinical Performance Evaluation

and quality for patients with complex health needs and their families.		Teaching Project
14. Communicate and manage information using technology to support decision-making to improve patient care.	EP5 Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care and therapeutic support for culturally diverse patients at various stages of the life cycle and the wellness-illness continuum.	Concept Map Clinical Performance Evaluation

**End of Course Outcomes:** Prioritize the professional nurse's roles in caring 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, such as cheating on exams, will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty 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 proper citation, copying directly from a website and pasting it into your paper, and using someone else's words without quotation marks. An assignment containing plagiarized material will be referred to the Office of Student Conduct for appropriate disciplinary action. Also, see the Behavior/Conduct policy in the Nursing Student Handbook. Plagiarism will result in disciplinary action, 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](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/txttdg.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 must adhere to the established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for a detailed explanation of standards.)

### **Student Handbooks**

Students must 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](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](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 must adhere to the rules and regulations outlined in the college catalog and the nursing program's Student Handbook. To provide the students with the most diverse experiences, they 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 that 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 an N95 face mask unless fit testing has been confirmed by clinical readiness documentation.

***Remember, if there is any doubt, ASK!***

### Permissible Complex Concepts of Adult Health Clinical Nursing Skills

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

Independent	RN Supervision	Faculty Supervision Only
Skills typically delegated to	Medication administration*	IV insertions* 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 with 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 have a short pre-conference at 0630 with their instructor and report to their unit. Each student will report to the charge nurse, be assigned to a primary nurse, and work with the primary nurse until 1730 when they will go to post-conference.
3. Students must complete one major care plan and two concept maps during the clinical course.

*Note: Students must independently seek 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 patients with descriptions congruent with topics studied in RNSG 2332.
2. Select patients with skill opportunities that meet your needs as a student.
3. Select three patients in the Med/Surg unit and 1-2 patients in the ICU.

### **Guidelines for Medication Administration**

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

### **Documentation**

Students will document information on the assigned patient on the SBAR. Students will review and gather data from the patient's EHR at the healthcare facility. Printed documents will not be removed from the facility to comply with HIPAA rules.

### **Clinical Conferences**

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

### **Clinical Facilities**

Memorial Hermann Southeast Hospital  
HCA CL  
HCA SE

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## **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://www.com.edu/student-services/docs/Student\\_Handbook\\_2024-2025\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.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.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students with 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, Student Accessibility Services Coordinator

Phone: 409-933-8919 Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending the 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 October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

**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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

## 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