RNSG 1162-101CL
Complex Concepts of Adult Health Clinical
Spring 2023

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Student hours and location: As stated in grid

Required Textbook/Materials:

Gulanik, M, Myers, J (2017). *Nursing Care Plans, diagnosis, interventions, and outcomes* – 9th edition.
St. Louis: Elsevier, Inc.
Lewis, S., Bucher, L., Heitkemper, M., & Harding, M. (2019). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems*, 11th Edition. St. Louis: Elsevier, Inc.
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.
Lilley, L., Rainforth., Collins, S., & Snyder, J. (2017). *Pharmacology and the nursing process* (9th Ed.).
Elsevier, Inc.: St. Louis, MO.
Skills Kit for Lab: To be purchased at the College of the Bookstore

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.

Course requirements (may include any/all of the following):
1. **Math Competency Assignment**- Required as ticket to take math comp #1
2. **Math Competency Quiz** - Assesses proficiency in dosage calculations. Students will be required to pass a Math Competency Examination with a 100% before administering medications during clinical settings and to pass the course. Students will be allowed three (3) attempts to successfully pass the examination. The highest possible score to be calculated in the course grade for attempt 2 or 3 is a 75%. **All students level 3 clinical students will take one math comp exam for the combined Pedi/OB and Complex Concepts clinical courses. If the student is unsuccessful in obtaining a 100% on the 3rd math comp exam, the student will be withdrawn from both clinical courses and will receive a "D" in one clinical course.**
3. **Weekly Documentation** – Assesses the understanding of care that identifies patient goals/outcomes, nursing interventions. Assesses the ability to understand, collaborate and communicate in a timely manner with the healthcare team to plan, deliver, and evaluate patient-centered care in the inpatient

setting. Weekly documentation may include any/all of the following: concept map, medication concept paper, OR/PACU paper, SBAR paper, and/or reflection journal
4. **SBAR-** Assists the student in the creation of an appropriate SBAR for a patient in congestive heart failure
5. **Skills Lab** -A hands on learning environment to prepare for new skills including: blood administration, central line dressing changes, and tracheostomy care
6. **Clinical Evaluation** - Assesses clinical competency.

Determination of Course Grade/Detailed Grading Formula:

Assignment	%
Math Competency Quiz*	10
Weekly Documentation (3 at 20% each)	50
Skills Lab Participation	10
SBAR	30
Clinical Performance Evaluation	Pass/fail
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
Thursday	Saturday

All other clinical assignments will be due on **Saturdays at 2359 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.

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Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	Concept Map Medication Concept
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.	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, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Concept Map
3. Assess the physical and mental health status of adult patients with common health needs using a structured data collection tool with primary and secondary sources of information	Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.	CHF SBAR assignment
4. Analyze assessment data to prioritize problems that can be addressed by nursing.	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	CHF SBAR assignment Concept Map

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5. Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with patients, their families, and the health care team.	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.	Concept Map CHF SBAR assignment
6. Implement the plan of care to provide safe, compassionate, ethical nursing care for adult patients and their families in acute care settings.	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.	Concept Map Medication Concept
7. Evaluate attainment of patient goals and related nursing interventions and modify the plan of care in response to changing patient needs.	Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.	Concept Map
8. Use standards of nursing practice to provide and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise	Outcome 7: Develop, implement, and evaluate teaching plans for patients, family members that address health promotion and restoration.	Concept Map CHF SBAR assignment
9. Collaborate and communicate in a timely manner with patients, their families, and the health care team to plan, deliver, and evaluate patient-centered 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.	Concept Map Medication Concept
10. Serve as a health care advocate in assessing and promoting safety and quality for adult patients with common health needs and their families	Outcome 2: Demonstrate principles of collaborative practice within the nursing and	Concept Map Medication Concept

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	interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.	
11. Communicate and manage information using technology to support decision making to improve patient care	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Concept Map Medication Concept

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 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 the course faculty using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Debra Bauer at dbauer3@com.edu

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 receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Clinical Guidelines

Guidelines for Clinical Experience
1. 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.
2. 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.
3. 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.

Student Activities during the Clinical Day

During a typical clinical day, the student will:

1. 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.
2. Meet with your clinical instructor at the time and place for pre-conference.
3. Go to your unit and put your books, etc. in the designated place for students. Do not bring anything like your books or backpack, etc., out into patient care areas. Many units do have an area for students, so do not bring anything that is not essential for your clinical day.
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. Meet with the charge nurse for the shift report/staff assignment.
6. Collaborate with your nurse preceptor for taking lunch (30 minutes). Do not leave the facility.
7. Consult with your clinical instructor freely.
8. Arrive and participate in post conference at the designated time and place.

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 an important aspect of the nurse's role.

Guidelines for Charting

You may read the patients 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 it should not be necessary to copy any forms from a patient chart.

- 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 rubric.

Clinical Facilities for this course will be Texas Orthopedic Institute and UTMB- Clear Lake. All dates are listed in the clinical grid for each student but are subject to change with notice from instructor.

Clinical Conferences

Students are expected to attend any pre- and post-conferences at the times and place 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 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
Ambulation assistance	Medication administration
Binder or bandage application	IV insertion/site maintenance
Heat/Cold application	IV flow rate/calculations
Hygiene care/bed bath	Restraint application
Incontinence care	Specimen collection
Nutritional care (feeding)	Wound care
Physical Assessment	Sterile dressing changes
ROM exercises	Tracheostomy/endotracheal care/suctioning
Transfers	Urinary catheterization
Vital Signs	Oxygen administration

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.

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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 16-week spring semester session is November 18th, 2022.

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.

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Nursing SBAR with Nursing Diagnoses

In APA format, type a one-page double spaced paper. This paper does not need a title page, but should have student's name, course number and instructor present at the top of the page. This document will be submitted to BrightSpace.

Choose one patient and address the following. This should be a report style SBAR (nursing handoff).

1. Situation: Why is the patient here?
2. Background: What is the medical history
3. Assessment: This will be a full head-to-toe in narrative form.
4. Recommendation: What do you recommend for the next shift.
5. Nursing Diagnoses: Come up with 3 priority nursing diagnoses: one physiologic, one psychosocial, one teaching/learning.

Nursing SBAR/ND Rubric

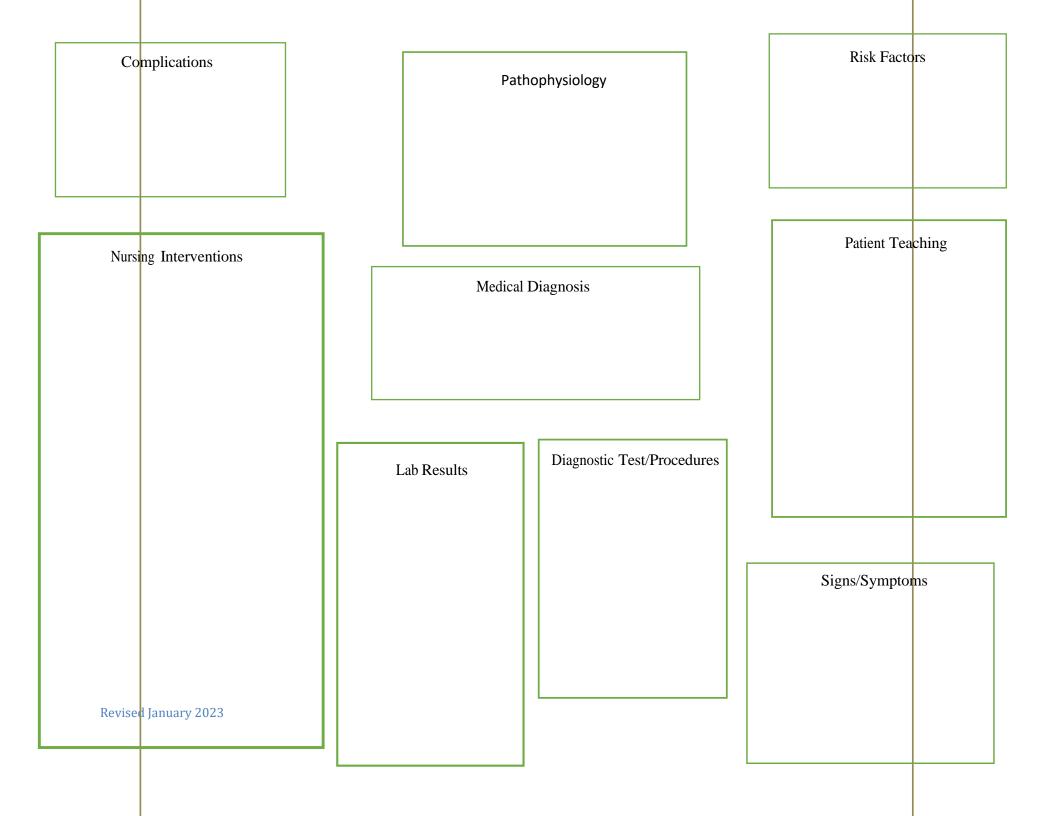| Criteria	Points	Score
Situation	10	
Background	15	
Assessment	40	
Recommendation	14	
Nursing Diagnoses	21	
Total	100	

Nursing Concept Map

Choose one patient and address the following, using the template on the next page. This map centers around one medical diagnosis and should be discussed with your faculty with any questions. This should have a reference page. This document will be submitted to BrightSpace.

1. Complications: This should be any complications your patient has or could experience relating to the medical diagnosis.
2. Pathophysiology: This should be cited and include what the disease process is and how it is treated.
3. Risk Factors: This should list any risk factors specific to your patient and in general
4. Patient Teaching: What education was provided to your patient during your shift (this can be from you, nurse, physician, therapy, etc)
5. Signs/Symptoms: What signs and symptoms has your patient experienced related to the medical diagnosis.
6. Diagnostic testing/Procedures: Any testing or procedures done with results.
7. Lab Results: Include all labs from last 24 hours. If any abnormal, what is the reason?
8. Nursing Interventions: What interventions were implemented for your patient throughout the student shift.

Rubric for Concept Maps

Criteria	Points	Score
Complications	10	
Pathophysiology	10	
Risk Factors	10	
Patient Teaching	20	
Signs/Symptoms	10	
Diagnostic Testing	5	
Lab Result	5	
Nursing Interventions	30	
Total	100	

Complications

Pathophysiology

Risk Factors

Nursing Interventions

Patient Teaching

Medical Diagnosis

Lab Results

Diagnostic Test/Procedures

Signs/Symptoms

Medication Concept Assignment

For this assignment, the student will focus solely on the medications given to their patients. For each patient in the student nurse's care, the student will work with the nursing faculty member to identify 20 medications/IV fluids to document. For example, if the student and the nurse preceptor have a patient load of 5 patients, the student would document on 4 medications for each patient. If the patient load is 4, then the student would document on 5 medications for each patient. All medication should be specific to the patient- this is **not** a generic assignment. There should be a reference page for this assignment. This paper does not need a title page, but should have student's name, course number and instructor present at the top of the page. This document will be submitted to BrightSpace.

1. Medication Classification: What classification of medication is this?
2. Reason for Administration: Why is your patient taking this medication? This should be specific to your patient's medical diagnoses.
3. Side Effects: What are the common side effects associated with this medication? What are any precautions that the nurse needs to be mindful of while taking this medication?
4. Patient Education: What does the patient need to be taught about this medication?

Rubric for Medication Concept Assignment

Criteria	Points per Patient	Total Points	Score
Medication Classification		15	
Reason for Administration		25	
Common Side Effects		15	
Patient Education		45	
Total		100	

Reflection Journal

The student will type a one-page journal entry reflecting the day's activities, also including the below information in the paper. This paper does not need a title page, but should have student's name, course number and instructor present at the top of the page. This document will be submitted to BrightSpace and answer the following questions. This assignment will be used when there are not other assignments that are appropriate for the student's day (example- lactation nurse).

1. Patient overview: What type of patient(s) were seen by the student today?
2. Primary problem: What was the primary problem(s) affecting the patient(s)?
    a. What actions were taken to correct the problem?
    b. What was the result- was the action effective or was there a new plan made?
3. What went well for you as the student today?
4. Name 3 things that you learned from this experience in clinical today?
5. How will you take what was learned today and apply it towards your future patients?

Reflection Journal Rubric

Criteria	Points	Score
Patient Overview	20	
Primary Problem/ Action	20	
Student reflection on day	20	
Learning Experience	20	
Future Nursing Plan	20	
Total	100	

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SBAR Assignment

The student will complete a Congestive Heart Failure SBAR. The assignment is to assist the student with communicating a patient's medical problem to a physician. The SBAR (Situation-Background-Assessment-Recommendation) technique provides a framework for communication between members of the health care team about a patient's condition. There is a patient scenario and SBAR template to use on BrightSpace.

1. Situation: What is the problem/Why is the patient admitted?
2. Background: What is the pertinent medical history related to the situation?
3. Assessment: What are the key pieces of the assessment provided?
4. Recommendation: What actions are requested/recommended

Congestive Heart Failure SBAR Grading Rubric

Criteria	Possible Points	Points Earned
Situation	25	
Background	25	
Assessment	25	
Recommendation	25	
Total Points	100	

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