



VNSG 1261 Clinical Nursing II

Summer 2021

Thursday/Friday

Clinical Hours Vary Location:

TBD

Course Facilitator:

Crystal Marshall, BSN, RN

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Required Textbook(s)

Doenges, M., Moorhouse, M., & Murr, A. (2014). *Nursing care plans: Guidelines for individualizing patient care across the life span*. (9th ed.). Philadelphia, PA: F.A. Davis.

And all required textbooks from VNSG 1122, VNSG 1227, VNSG 1323, VNSG 2331, VNSG 1226, VNSG 1429, VNSG 1331, VNSG 1236.

Shadow Health. (2017). *Digital Clinical Experience* (Version 5.0) [Software].

(ISBN: 978-0-9897888-1-6) Available from <http://www.shadowhealth.com>

EHR Tutor software for electronic documentation (registration and login/password access required).

You may purchase and set up your account at <http://my.ehrtutor.com/signup>

Recommended Textbook(s)

Vallerand, A. H., Sanoski, C. A. & Deglin, J. H. (2013). *Davis's drug guide for nurses* (13th ed.). Philadelphia, PA: F.A. Davis.

Van Leeuwen, A. M., Poelhuis-Leth, D. J., & Bladh, M. L. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications* (5th ed.). Philadelphia, PA: F.A. Davis.

Textbook Purchasing Statement: *A student attending College of the Mainland is not required to purchase textbooks from the college-affiliated bookstore. Most textbooks are available from an independent retailer, including an online retailer.*

Other Required Material

College of the Mainland. (2019-2020). *Vocational Nursing Program Student Handbook*, online

Equipment and Supplies

- Stethoscope (with bell & diaphragm)
- Penlight
- Small laptop computer, or iPad/Tablet

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to practice social distancing, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit www.com.edu/coronavirus for future updates.

Course Description

An intermediate health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. *See college catalog admitted under for Pre- and Co-requisites.* (Lecture 0, Clinical 12 hours, Credit 3, Contact Hours 192, 10-week course)

Course Objectives/Student Learning Outcomes

The student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Upon successful completion of this course, students will:

As outlined in the Texas Board of Nurse Examiners Differentiated Essential Competencies (DECs) for the vocational nurse upon completion of this course, the student is expected to utilize beginning critical thinking skills in implementing nursing roles of Patient Centered Care, Member of the Health Care Team, Patient Safety Advocate, Member of the Profession.

1. Assist in determining the health status and health needs of medical-surgical and psychiatric patients based on interpretation of health-related data, and preventive health practices in collaboration with patients, their families, and other members of the interdisciplinary health care team.
2. Assist in the formulation of basic goals/outcomes and a plan of care in collaboration with the medical-surgical and psychiatric patient, their families, and interdisciplinary health care team members.

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3. Assist in implementing a basic patient-centered care plan within legal and ethical parameters, including scope of education and confidentiality regulations in collaboration with the medical-surgical and psychiatric patient and interdisciplinary health care team to assist patient in meeting health care needs.
4. Implement teaching plan for medical-surgical and psychiatric patients with well-defined learning needs.
5. Assist in the evaluation of the medical-surgical and psychiatric patient's responses and outcomes to basic therapeutic interventions.
6. Provide basic patient-centered care to up to three medical-surgical and psychiatric patients in the acute care setting and psychiatric hospital.
7. Use the problem-solving approach as the basis for decision making in practice.
8. Apply principles of safety to meet patient's physiological needs.
9. Examine and implement the principles of standards precautions in providing patient-centered care.
10. Demonstrate competency in documentation & communication of a level II vocational nursing student.
11. Demonstrate clinical reasoning competency in medication administration of a level II vocational nursing student.
12. Assist in the coordination of human and material resources for the provision of compassionate patient-centered care for assigned patients in medical-surgical, psychiatric, and clinic environments.
13. Collaborate with patients and the interdisciplinary health care team to provide direct compassionate care to assigned medical-surgical and psychiatric patients.
14. Participate in the identification of medical-surgical and psychiatric patients' needs for referral to resources that facilitate continuity of care.
15. Participate in activities, which support the organizational framework of structured health care settings.
16. Demonstrate accountability for own nursing practice.
17. Participate as an advocate in activities that focus on improving the health care of patients in medical-surgical & psychiatric environments.
18. Demonstrate behaviors that promote the development and practice of vocational nursing.
19. Demonstrate understanding of assigned healthcare agency's Quality Improvement Plan and discuss how the vocational nurse can contribute to such a plan.
20. Demonstrate effective time management while providing compassionate patient-centered care.
21. Demonstrate caring behaviors according to Jean Watson's theory of caring.
22. Demonstrate understanding of using patient data technology to support decision making to improve patient care.
23. Demonstrate principles of other healthcare providers while participating in planned activities for the "College of the Mainland Interdisciplinary Allied Health Simulation" (CIAHS) project.

Attendance:

See the Attendance policy in the Nursing Student Handbook.

Tardiness:

See Attendance policy in the Nursing Student Handbook.

Withdrawal:

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Academic Alert Program:

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class. In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>). Nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty

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

Plagiarism Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing 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. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

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

Faculty Office Hours and Locations

All nursing faculty members post office hours outside their doors. Offices are located in the nursing department of the Technical-Vocational building.

Assignments/Requirements

1. **Weekly Care Plan Assignments** – Assesses proficiency of documentation practices and its importance. Students will complete weekly assignments per clinical instructor and are submitted via www.ehrtutor.com, **2 days following the clinical rotation by 2359.**
2. **Final Care Plan (1)**– Assesses proficiency of documentation practices and its importance. Students will complete 1 final care plan per clinical instructor and is submitted via www.ehrtutor.com, **7 days following the clinical rotation by 2359.**
3. **Patient Documentation** – Students will complete a narrative note for each patient. Assesses basic knowledge of documentation practices and its importance.
4. **Math Competency Exam (Pass/Fail)** – Assesses proficiency in dosage calculations. Dosage calculation quiz: Assess knowledge and understanding of dimensional analysis for the calculation of medication doses.
5. **Clinical Performance Evaluation (Pass/Fail)** – Assesses essential competencies in the clinical setting.
6. **Shadow Health** – Assesses performance and competencies in realistic online simulation

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 & Calculation in the Nursing Student Handbook.

Assignment of Course Grade	%
Weekly Care Plan	30%
Final Care Plan	40%
Shadow Health	30%
Clinical Performance Evaluation/Midterm**	Pass/Fail
Clinical Performance Evaluation/Final**	Pass/Fail
Math Competency**	Pass/Fail
TOTAL	100%

** $\geq 75\%$ score and meeting expectations of all critical criteria (indicated with an asterisk) are required to pass the course

To successfully pass this clinical nursing course:

1. Students must achieve at least a 75% grade on the clinical evaluation tool. If a student does not achieve at least 75% on the clinical evaluation tool, no other grades will be averaged into the final course grade.
2. Students must also meet the clinical performance guidelines stated in Student Handbook in order to pass the course.

Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Clinical Performance Evaluation – The clinical performance evaluation is completed at midterm and as a final evaluation at the end of the clinical rotation. The evaluation is first completed by the student as a self-evaluation and as a clinical instructor evaluation. It is submitted to the nursing portal.

Clinical Paperwork Assignments

1. Clinical documentation and assignments will be submitted electronically and through EHR or blackboard unless otherwise specified. EHR submissions will be submitted through www.ehrtutor.com
2. All coursework electronically submitted will have an electronic time stamp. Late submissions are recorded by the clinical instructor and may result in points deducted. **Note:** Weekend days and holidays count as a calendar day for all late papers.
3. Clinical documentation and assignments will be submitted weekly and are **due by 2359 two (2) days following clinical assignment or as assigned per the clinical faculty.**

Concerns/Questions Statement:

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 contact Director of Nursing, Amanda Ordonez, at (409) 933-8425/mordonez@com.edu.

Success Tips for Students

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

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours

Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

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

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook: <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review <http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

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

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks

Syllabus Revisions

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

Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and nonacademic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Statement of Eligibility for and 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 Vocational Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp.

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

Clinical Guidelines

Guidelines for Clinical Experience

Students are 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, they will be assigned to clinical facilities and faculty on a rotating basis by random selection as recommended by the State Board of Nursing.

Student Activities during the Clinical Day

Students are expected to complete all pre- and post-clinical assignments as specified in the course syllabus. The student will perform only those procedures and treatments, which have been taught in the nursing skills course or nursing skills laboratory. The typical clinical day may include the following experiences:

- Pre- and Post-conference with clinical instructor
- Attending Change of shift report
- Obtaining vital signs and physical assessment of assigned patient
- Completing AM care for patient • Assisting patient with ADL’s as needed
- Collecting specimens as ordered
- Administration of medications ordered
- Completing treatment ordered
- Documenting patient care in the simulated EHR
- Reporting assessment results and planned interventions to the clinical instructor and assigned staff nurse

The overarching goal of this clinical experience is for the student to learn to “think like a nurse” and use the nursing process for one patient each clinical day. Students should be documenting each step of the nursing process in EHRTutor for each assigned patient during the clinical day as if documenting in the “real” patient record.

The student will be expected to complete all pre and post clinical paper work as specified. The student will perform only those procedures and treatments, which were taught in the nursing skills course, and only if the student has successfully demonstrated competencies in skills learning labs.

Guidelines for Selecting Patients

In order to provide the student with the most diverse clinical experience, patient assignments will be changed weekly. Students will be responsible for caring for 1-2 patients each week or as indicated by the clinical faculty.

Independent	RN Supervision Only	Faculty Supervision Only
Ambulation assistance	Colostomy care	Medication administration (all routes)
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 & container changes	IV locks
Physical Assessment (Adult)	NGT maintenance	NGT feeding
ROM exercises	Non-sterile dressing changes	NGT insertion or removal
Transfers (bed to chair)	Oxygen administration	NGT medication administration
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 management	

Non-permissible Nursing Skills

Skills that will not be performed throughout nursing school at COM are: administration of blood, 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. Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

Medication Administration

Students must pass a Math Competency Examination with 100% accuracy in order to administer medications during the acute care experience of this clinical course. Students will have three (3) attempts to successfully pass the examination. After the first attempt, the highest possible score to be calculated in the course grade for attempt 2 or 3 is a score of 75%. Failure to successfully pass the examination with 100% by the third attempt will result in failure of this course.

The instructor will make every attempt to designate medication administration day(s) for each student. Only the clinical instructor will supervise medication administration. The agency 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 the patient will be receiving during the time student is providing care for the patient to promote safety.

Guidelines for Clinical Documentation

Students will document information on the assigned patient in the simulated EHR via <http://www.ehrtutor.com>, or other electronic methods as assigned by the clinical faculty. Students

will review and gather data from the patient EHR at the health care facility (if the patient records are electronically maintained, and only upon permission of the clinical staff and faculty. Printed documents will not be removed from the facility in order to comply with HIPPA rules. Instructors will review the documentation for completeness and accuracy and provide the student with feedback.

Student Responsibilities as a Team Member

The student will be held accountable for the responsibilities of a team member as outlined in the Clinical Evaluation Tool.

Clinical Conferences

Students are expected to attend 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.

Weekly Clinical Assignments

All completed clinical assignments will be submitted on the specified due date via ehrtutor.com. You will need a tablet, small laptop, or iPad to complete this assignment. The following assignment will be an on-going process to be completed on your patient each clinical day.

1. **Pathophysiology**-Identify primary health problem and examine:
 - a. Pathophysiology of Medical Diagnosis
 - b. Predisposing factors
 - c. Signs and Symptoms
 - d. Medical care
 - e. Nursing care
 - f. References

2. **Nursing Process** - You will use the nursing process to assess, diagnose, plan, implement, and evaluate the patient's care throughout the day to complete this plan.
 1. **Assess**
 - **Physical Assessment** - Complete a head to toe assessment on the assigned patient, including general survey and vital signs.
 - **Diagnostic Studies** – Collect this data after completing morning care for your patient. Include current labs, non-routine and abnormal labs if available, and all diagnostic study results such as chest X-rays, etc. By mid-day, you should be able to discuss with the instructor any abnormal lab and/or diagnostic study results if requested.
 - **Nutrition** - Collect data on the assigned patient's ordered diet. Document in EHR the type of diet, foods allowed, sample menu to include snacks and the rationale for the diet. Determine your patient's diet at the beginning of your shift and must be able to discuss with your instructor by mid-day if requested.

- **Medication Administration Record (MAR)** - A MAR is to be completed on the patient's medications. The profile must include the following for each medication: dose, route, rate (if applicable), and frequency. You should be able to discuss the schedule, classification, indication/uses, adverse effects, nursing implications, and evaluation of effectiveness

2. Diagnose/Analysis

- **Note Problems** – From the assessment data, note what is abnormal (labs, vital signs, pain, subjective data, etc.). Also, note potential complications.
- **Nursing Diagnosis** - Develop three nursing diagnoses using a three-part statement that includes the *NANDA diagnostic label + the related to information + the evidence from the assessment data*. Prioritize the three nursing diagnoses using Maslow's Hierarchy of Needs. Speak with the instructor to determine the best nursing diagnosis on which to base the written care plan.

3. Plan

- **Goals** – Develop **one** short term goal with three evaluation criteria and one long term goal. Goals should be specific, measurable, attainable, relevant, and timed (**SMART**).
- **Interventions** - Develop **three** nursing interventions to assist the patient in achieving the short-term goal. Include rationale explaining why the intervention is appropriate for the patient and cite a scientific reference supporting the action.

4. Implement

- Document the time the intervention was implemented and the patient's responses.

5. Evaluate

- Evaluate the patient's achievement of the goal. Review the evaluation criteria and note whether the patient's goal was met or not met. If goal was not met the plan may need to be revised. The patient may need more time to achieve the goal or nursing interventions may need to be changed or added.

3. Documentation/Communication

Charting

- The student will submit documentation through the simulated electronic health record at www.ehrtutor.com Students will utilize two methods of charting, flow sheets and narrative. Documentation should be done on the patient at least every two hours and should be complete and accurate.

4. Clinical Performance Evaluation

- a. Clinical competence is evaluated weekly by the clinical faculty and the student. The clinical performance evaluation tool is initiated in the Nursing Student Portal by the clinical faculty each week. The student completes and submits a self-evaluation to the clinical instructor as part of the weekly assignments. Weekly feedback by the clinical faculty is intended to reinforce the student's clinical strengths and help the student improve clinical performance deficiencies. The final clinical performance evaluation will be graded and used to determine the overall clinical course grade.

The clinical instructor and student will review the final clinical performance evaluation at a mutually agreed upon time at the end of the semester.

Clinical Simulation Experience

Student Learning Outcomes

Upon completion of this experience, the student will be expected to utilize beginning critical thinking skills to:

1. Perform a head to toe assessment, navigate through EHR to include order entry, documentation in the MAR, care plan, safety needs, and systems assessment.
2. Review orders from the electronic health record.
3. Identify untoward events when using the simulated electronic health record.
4. Discuss potential safety issues resulting from written, verbal, and non-verbal communication including electronic information technologies.

Learning Activities:

1. Complete a head-to-toe assessment on the patient simulator.
2. Document the following electronically:
 - a. Required patient information to begin the chart
 - b. Order entry – medications only
 - c. Medication Administration Record
 - d. Care Plan – must identify 2 nursing diagnosis can carry through with the plan e. Safety concerns
 - f. Systems assessment
3. Review orders from the simulated electronic health record. (case study to be provided)
4. Identify untoward events when using the simulated electronic health record. (case study to be provided)
5. Discuss potential safety issues resulting from written, verbal, and non-verbal communication including electronic information technologies. (case study to be provided)

LEARNING CONTENT

The simulation faculty will give additional specific instructions for this simulation