



**VNSG-1260-501CL
Clinical-Practical I
Spring 2022
Mon., Thurs. & Fri. (may vary depending on facility)**

Instructor Information: Crystal Marshall, BSN, RN, cmarshall8@com.edu, 409-933-8457

Student hours and location: 7am-7pm (times may vary depending on facility)

Required Textbook/Materials:

Gulanick, M., & Myers, J. L. (2019). *Nursing care plans: Diagnoses, interventions, & outcomes* (10th ed.). Mosby, an imprint of Elsevier Inc.

ATI 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>

Shadow Health. (2017). *Digital Clinical Experience* (Version 5.0) [Software].
Available from <http://www.shadowhealth.com>

Recommended textbooks:

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.

Concise Guide to APA Style: Seventh Edition. (2019). Washington DC: American Psychological Association.

Other Required Material

College of the Mainland. (2019-2020). *Vocational Nursing Program Student Handbook*, online.
A stethoscope (with bell & diaphragm), penlight, and small laptop computer, or iPad/Tablet.

Course Description: A 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. Prerequisites: BIOL 2401 with a grade of "C" or better. Prerequisites or co-requisites: BIOL 2402, VNSG 1122, VNSG 1227 with a grade of "C" or better in prerequisite courses. Co-requisite: VNSG 1323. (Lecture 0, Clinical 12 hours, Credit 2, Contact Hours 192, 16-week course)

Course Objectives/Student Learning Outcomes: Upon successful completion of this course, students will 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. Demonstrate vocational student nurse responsibilities by following policies and procedures of the Vocational Nursing Program and the clinical facility practice guidelines.
2. Assume responsibility and accountability for the quality of nursing care provided to adult and older adult patients with basic healthcare needs and their families under the supervision of the clinical instructor and assigned primary nurse.
3. Provide safe and compassionate basic nursing care to culturally, ethnically, and socially diverse patients across the lifespan and their families.
4. Assist in the physical and health assessment of adult/older adult medical-surgical patients with basic healthcare needs across the lifespan using a structured data collection tool with primary and secondary sources of information.
5. Analyze focused assessment data to prioritize problems that may be addressed by the nurse.
6. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with adult/older adult patients, their families, and the healthcare team across the lifespan with basic healthcare needs.
7. Implement the plan of care according to the scope of practice to provide safe, compassionate, ethical nursing care for adult/older adult medical-surgical patients with basic healthcare needs across the lifespan and their families and their families in long-term and acute care setting.
8. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs.
9. Assists in the coordination of human, information, and material resources in providing care for assigned patients and their families.

10. Assists in the evaluation of attainment of patient goals, related nursing interventions, and modification the plan of care in response to changing patient needs across the lifespan.

11. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state, and local governments to provide care to promote quality and a safe environment for patients, self, and others.

12. Collaborate and communicate in a timely manner with adult/older adult patients and their families and the health care team to assist in planning, delivering, coordination of patient-centered care to assigned patients across the lifespan.

13. Serve as a health care advocate in activities that focus on improving the safety, quality, and health care of patients across the lifespan and their families.

14. Communicate and manage information using technology to support decision making to improve patient care across the lifespan.

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. 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 EHR Tutor 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 paperwork 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

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 to administer medications during the acute care experience of this clinical course. Students will have three (3)

attempts to successfully pass the examination. 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 always followed. 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 to comply with HIPPA rules. Instructors will review the documentation for completeness and accuracy and provide the student with feedback.

Weekly documentation is submitted via www.ehrtutor.com 2 days following the students' assigned clinical day (Example: If student attends clinical on Thursday, documentation is due on Saturday by 2359. If student attends clinical on Friday, documentation is due on Sunday by 2359). There are 2 EHR course sections: weekly EHR documentation and Final care plan.

Submission after the due date or submission in the wrong EHR section will receive a zero.

- a) Final care plan: Final care plan is due 1 week after initiated but must be completed at least 3 weeks before the end of the course. If a student wants to begin his/her final care plan on a certain clinical day, he/she will notify their instructor via email of his/her patient selection. (Example: If student attends clinical on Thursday and notifies their instructor of their patient selection via email, their final care plan is due on next Wednesday by 2359.)

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.

Long-Term Care Facility

Clinical experiences will occur in diverse settings appropriate to the older adult population. Application of nursing process will focus on common and select biopsychosocial health concerns

for older adults.

Instructions for Clinical Routine:

The student is expected to:

1. Arrive for clinical at designated time. Meet clinical instructor at the designated area.
2. Follow student handbook guidelines for clinical grooming, attire, and equipment needed.
3. Be assigned to a nurse on the assigned unit to serve as a role model. Review your daily objectives with the nurse and listen to report. Review expectations and permissible skills with the nurse.
4. Follow the nurse and assist (as you are able) with all his/her patients. Look for any skills you can perform.
5. Inform the clinical faculty all patient(s) that you will be providing care for the clinical day. This includes all patient room numbers and locations of the patient(s).
6. Obtain permission from the patient and communicate your patient selection, objectives, and length of time with your patient.
7. Communicate with your CNA and nurse that you will be providing patient care to your patient.
8. Assist the nurse and CNA with other patients (as you are able). Look for any skills you can perform.

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

Hospice Paper:

Objectives

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

1. Describe the role of the hospice nurse.
2. Identify the importance of the nurse's communication skills with patients in a hospice setting.
3. Apply concepts to utilize the nurse's assessment process of different disease processes within the hospice setting.

Assignment: Submit at least a 1-2-page typed paper, doubled spaced, in APA format that describes the role of the hospice nurse. Include any experiences that you have experienced during this hospice rotation. All objectives must be addressed in this paper. This paper will be included in your "Weekly Paperwork" grade. The paper must be submitted via Blackboard.

Determination of Course Grade/Detailed Grading Formula:

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	%
Weekly EHR Tutor Documentation	30%
Final care plan (1)	40%
Hospice Paper	20%
Clinical Performance Evaluation/Midterm	Pass/fail
Clinical Performance Evaluation/Final	Pass/fail
Math Competency	Pass/fail
Total (75% average required to pass the course)	100%
Students must meet expectations for all critical criteria (indicated with an asterisk on the clinical evaluation tool) to pass this course.	

Late Work, Make-Up, and Extra-Credit Policy: See the VN Student Handbook.

Attendance Policy: See the Attendance Policy in the Nursing Student Handbook.

Tardiness: See Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. **Faculty cell phone usage is maintained for clinical purposes ONLY.**

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1.		
2.		
3.		
4.		
5.		

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/>

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 Debra Bauer, DNP, MBA, RN (Director of Nursing) at Dbauer3@com.edu

Course Outline:

1. **EHR Tutor care plans/documentation**– Students will complete care plans per clinical instructor, which are submitted via www.ehrtutor.com **2 days following the clinical rotation by 2359**. Assesses basic knowledge of documentation practices and its importance.

2. Final Care plan (1) – Assesses proficiency of documentation practices and its importance. Students will complete a final care plan per clinical instructor, which will be submitted via www.ehrtutor.com **7 days following the clinical rotation by 2359.**

3. OB/Pedi Simulations: Assess performance and competencies during high fidelity simulations in laboratory/clinical setting. Simulation is scheduled on 4/7/2022 and 4/14/2022 at 0900.

4. Shadow Health: Assess performance and competencies in realistic online simulation. **To receive the credit for the required clinical hours, a DCE score of 80% must be achieved for each assignment.** All assignments will be due on 5/6/2022 by 2359.

5. Hospice Paper: Submit at least a 1-2-page typed paper, doubled spaced, in APA format that describes the role of the hospice nurse. Include any experiences that you have experienced during this hospice rotation. All objectives must be addressed in this paper. This paper will be included in your “Weekly Paperwork” grade. The paper must be submitted via Blackboard.

6. Clinical Performance Evaluation (midterm/final) – Assesses essential competencies in the clinical setting.

7. Math Competency Exam – Assesses proficiency in dosage calculations. Dosage calculation quiz: Assess knowledge and understanding of dimensional analysis for the calculation of medication doses (Dates: 2/22/22 at 0900-0930, 2/24/2022 at 0900-0930 & 2/25/2022 at 0900-0930 in testing room 341).

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 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.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling

services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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 session is April 25th.

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.

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 distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.