



**RNSG 2263  
Capstone Clinical  
Spring 2025**

**Instructor Information:**

Deosha Anderson DNP, MSN, RN, [danderson@com.edu](mailto:danderson@com.edu), 409-933-8143

**Student hours and location:**

By appointment

**Required Textbook/Materials:**

All previous textbooks

**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.*

**Course Description:**

This 6-week course involves clinical learning experience supervised by a preceptor or faculty member. During this time, nursing students will gain 96 hours of hands-on experience in a clinical setting, applying nursing theory, skills, and concepts while caring for multiple patients. Credit 2: Lecture 0, Clinical 6) (6-week course, 96 contact hours)

**Course Requirements:**

1. Reflective Journals Analyzes clinical experiences to deepen understanding and promote critical thinking
2. Quality Improvement Project- Creates an evidence-based solution to improve a clinical process or outcome.
3. Clinical Practicum Log= Applies clinical learning through detailed activity tracking
4. SLO Tracking Tool- Evaluates progress toward achieving course-specific student learning outcomes
5. IHI Modules- Applies concepts of healthcare quality and safety to clinical practice.
6. Clinical Performance Evaluation - **Assesses** clinical competency and the integration of theory into practice.

## Grading Scale

A = 90 – 100%  
B = 80 – 89.99%  
C = 75 – 79.99%\*  
D = 60 – 74.99%  
F = <60%

## Determination of Course Grade/Detailed Grading Formula:

| Assignment of Course Grade   | %           |
|--|-------------|
| Quality Improvement Project  | 30%         |
| Clinical Practicum Log   | 20%         |
| Clinical Performance Evaluation**  | 20%         |
| Reflective Journal   | 15%         |
| SLO Tracking Tool  | 10%         |
| IHI Modules  | 5%          |
| <b>TOTAL</b>   | <b>100%</b> |
| ** Meeting expectations of all critical criteria (indicated with an asterisk) is required to pass the course |             |

\*A minimum final grade of “C” (75%) 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.

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

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

### Attendance Policy:

The student is required to complete 96 clinical hours over 4 weeks. Any changes from the posted schedule/calendar must be discussed/approved by the facilitator. 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.

| Student Learner Outcome   | Maps to End of Program Student Learner Outcomes (EPSLO)  | Assessed via this Assignment  |
|---|--|---|
| 1. Use clinical reasoning and knowledge based on evidence-based practice outcomes as a basis for decision-making in nursing practice.   | Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.                             | Reflective Journals<br>Clinical Practicum Log<br>Quality Improvement Project                      |
| 2. Determine the physical and mental health status needs and preferences of culturally, ethically, and socially diverse patients and their families based upon the interpretation of comprehensive health assessment findings compared with evidence-based health data.                   |  | Clinical Practicum Log<br>Reflective Journals   |
| 3. Analyze assessment data to identify problems, formulate goals/outcomes, and develop care plans/concept maps for patients and their family's using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team. | <i>Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.</i> | Quality Improvement Project<br>Clinical Practicum Log<br>Reflective Journals<br>SLO Tracking Tool |
| 4. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad   |  | Clinical Practicum Log<br>Reflective Journals   |

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| array of healthcare services.   |   |  |
| 5. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles. |   | Clinical Practicum Log<br>Reflective Journals      |
| 6. Evaluate and report patient outcomes and responses to therapeutic interventions compared to benchmarks from evidence-based practice and plan follow-up nursing care.                                   | Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system. | Quality Improvement Project<br>SLO Tracking Tool   |
| 7. Develop, implement, and evaluate patient and family teaching plans to address health promotion, maintenance, and restoration.  |   | Quality Improvement Project<br>Reflective Journals |
| 8. Coordinate human, information, and material resources to care for patients and their families.   | Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.                         | Clinical Practicum Log                             |
| 9. Implement measures to promote quality and a safe environment for patients, self, and others.   |   | Quality Improvement Project                        |
| 10. Formulate goals and outcomes using evidence-based data to reduce  |   | Quality Improvement Project                        |

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| patient risks.   |  |   |
| 11. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care. | Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes. | Clinical Practicum Log<br>Reflective Journals                                     |
| 12. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.   |  | Quality Improvement Project<br>Reflective Journals                                |
| 13. Refer patients and their families to resources that facilitate continuity of care, health promotion, maintenance, and restoration, and ensure confidentiality.           |  | Reflective Journals   |
| 14. Communicate and collaborate promptly with interdisciplinary healthcare team members to promote and maintain the optimal health status of patients and their families.    |  | Clinical Practicum Log<br>Reflective Journals                                     |
| 15. Communicate and manage information using technology to support decision-making to improve patient care.  |  | SLO Tracking Tool<br>IHI Modules<br>Clinical Practicum Log<br>Reflective Journals |
| 16. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.   |  | Quality Improvement Project<br>SLO Tracking Tool                                  |

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| 17. Supervise nursing care provided by others for whom the nurse is responsible using evidence-based nursing practice. |  | Quality Improvement Project<br>Reflective Journals |
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**Academic Dishonesty:** See the Nursing Student Handbook

**Student Concerns:** If you have questions or concerns about any aspect of this course, please follow the chain of command in the order listed below, emailing each individual to schedule an appointment as needed. If you need to schedule an appointment with the Director of Nursing or the Dean, please email **nursing@com.edu** to initiate the process.

1. **Direct Instructor**
2. **Course Facilitator**
3. **Program Coordinator**
4. **Director of Nursing**
5. **Dean**

Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

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: [www.tdlr.texas.gov](http://www.tdlr.texas.gov)

### Syllabus Revisions

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

### Course outline:

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#### RNSG 2263 Capstone Clinical Course Calendar

| Semester Dates | Learning Activities and Assignments                  | Due Date                       |
|----------------|--|--------------------------------|
| Week 1         | Syllabus Acknowledgement<br>Handbook Acknowledgement | Due April 6 <sup>th</sup> 2359 |

|                 |   |  |
|-----------------|---|--|
| <b>Week 2</b>   | IHI Modules <ul style="list-style-type: none"> <li>• QI 103: Testing and Measuring Changes with PDSA Cycles</li> <li>• QI 104: Interpreting Data: Run Charts, Control Charts, and other Measurement Tools</li> <li>• QI 105: Leading Quality Improvement</li> </ul> | Due April 10 <sup>th</sup> by 2359   |
| <b>Week 3-6</b> | Reflective Journal<br>SLO Tracking Tool<br>Clinical Practicum Log   | Reflective Journal <ul style="list-style-type: none"> <li>• Due 48 hours after shift</li> </ul> SLO Tracking Tool <ul style="list-style-type: none"> <li>• Due 48 hours after shift</li> </ul> Clinical Practicum Log <ul style="list-style-type: none"> <li>• Due 48 hours after last clinical shift</li> </ul> |
| <b>Week 6</b>   | Final Clinical Performance Evaluation   | <b>Due May 7<sup>th</sup> by 2359</b>  |

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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 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 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 February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30. **The last date to withdraw for the 6-week session is May 5.** The last date to withdraw for the 2nd 8-week session is April 30.

### **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.

## Capstone Clinical Guidelines

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### Student Responsibilities

#### Attendance and Scheduling

Students are expected to complete their assigned clinical hours as scheduled. For the Fall 2024 semester, each student is required to complete a total of 84 clinical hours to meet the capstone course objectives. Clinical shifts will follow standard hospital shift times, which are 6:45 AM to 7:15 PM for day shifts and 6:45 PM to 7:15 AM for night shifts. Students must arrive on time for their assigned shifts and text their clinical instructor upon both arrival and departure from the clinical site.

If a student fails to communicate their arrival by 6:45 AM or 6:45 PM (depending on the assigned shift), five points will be deducted from their final clinical grade for each occurrence. Students are expected to treat the clinical schedule as a contractual agreement. If an absence is necessary due to illness or an emergency, the student must notify the clinical instructor before the start of the clinical shift. In cases of illness, a written release from a healthcare provider must be submitted before the student may return to the clinical setting. There are no make-up clinical days for the capstone clinical rotation.

Requests to change a clinical schedule must be submitted in writing via email to the clinical facilitator and must be approved prior to implementation. Emergency schedule changes may be considered at the discretion of the clinical facilitator.

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### Communication Requirements

Students are required to maintain regular communication with their clinical instructor throughout the clinical rotation. Upon arrival at the clinical facility, students must send a text message to the instructor confirming their arrival. A second text message is required upon departure. If a student is reassigned to a different unit by the charge nurse during the shift, the student must inform the clinical instructor immediately by both text and email. Failure to follow these communication procedures will result in grade penalties as outlined above.

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### Preceptor Assignments and Clinical Role

Students assigned to a preceptor site must report to the designated clinical unit and request an assignment from the charge nurse. The student is expected to assume total care responsibilities for the patients assigned to their preceptor.

In the Intensive Care Unit (ICU), students will typically be assigned one to two patients. In medical-surgical units or the emergency department, students will be responsible for the care of four patients. Students are not permitted to function as patient care assistants (PCAs) or to shadow the nurse without active involvement. The student role is participatory, not observational.

Students are allowed to perform only those skills listed on the approved Capstone Nursing Skills List. They may not administer chemotherapy or blood transfusions, but they may observe and monitor patients receiving these treatments.

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### **Clinical Preparation**

Prior to each clinical shift, students are expected to review current, evidence-based reference materials relevant to the assigned unit. They should also identify learning objectives and bring a printed copy of their clinical objectives and skills checklist to the clinical site. Upon arrival, students must confer with their preceptor regarding unit expectations, typical patient conditions, and responsibilities for the shift. Students should seek opportunities to develop confidence in performing nursing duties and demonstrate initiative in refining their clinical skills.

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### **Clinical Documentation and Assignment Submission**

Following each clinical shift, students are required to upload the following documents to D2L: a clinical journal entry, an SBAR (or IPASS) report for their assigned patients, and a completed clinical tracking tool and time log. In the ICU setting, students must complete an SBAR for one to two patients. In medical-surgical or emergency settings, four SBARs are required based on the patient assignments.

All documents must be submitted by the due dates listed in the course calendar. If any required document is submitted one day late, the student will receive a grade of 50. If submitted two or more days late, the assignment will receive a grade of zero. Students are responsible for reviewing assignment instructions and addressing all required components in each journal entry.

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### **Quality Improvement Project**

Each student is required to complete a Quality Improvement (QI) project based on an identified need within their assigned clinical unit. The project must be conducted onsite, and the student must present it to their assigned preceptor. The QI topic and project outline must be submitted to the clinical instructor at least one week prior to the presentation date.

Students must also communicate the date and time of the planned presentation to the instructor. During the QI planning process, students should schedule a shift with the charge nurse or nurse manager to identify unit-specific core measures, determine who collects and reports quality data, understand how the data is shared with the staff, and learn the consequences of failing to meet performance benchmarks.

Each student must use the IHI Model for Improvement to structure their project. The final project must be uploaded in D2L as a poster presentation. A grading rubric will be used to evaluate the project.

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### **Professional Conduct and Confidentiality**

Students are expected to maintain professional behavior at all times and to adhere to the rules and regulations of the College of the Mainland and the Nursing Program Student Handbook. All communications and documentation must respect patient confidentiality, including any references to clinical experiences on social media or other public platforms.

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### **Clinical Attire**

Students must comply with the College of the Mainland nursing program's uniform policy. The required clinical attire includes a white top and red pants. Footwear must be fully enclosed, all-white, leather-style nursing shoes or tennis shoes. Students may not wear nose rings, facial piercings, or visible body jewelry. Only one small stud earring per ear is permitted.

Students who have completed N-95 mask fit testing may care for patients with airborne precautions requiring N-95 mask use. Students who have not been fit-tested may not be assigned to those patients.

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### **Faculty Responsibilities**

Faculty are responsible for verifying that students meet all clinical readiness requirements prior to placement in clinical settings. Faculty will be present on-site for traditional clinical days and will conduct one to two visits for students assigned to preceptor sites. The purpose of the site visit is to evaluate student performance in real-time, assess communication with staff and preceptors, and provide support as needed.

Faculty will provide students with ongoing feedback regarding their performance through emails, in-person meetings, phone calls, and virtual communication platforms such as Teams. All evaluation criteria for the clinical course are outlined in the course syllabus and evaluation

forms. While the preceptor contributes to the evaluation process, the faculty member retains final responsibility for determining whether students meet course objectives.

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### **Preceptor Responsibilities**

The preceptor's primary role is to teach and mentor the student throughout the clinical rotation. Preceptors are encouraged to challenge students with appropriate clinical scenarios, ask critical thinking questions, and guide students in developing care plans, making clinical judgments, and improving documentation. Preceptors should model effective interpersonal and professional behavior.

Preceptors are expected to provide regular feedback to students. If concerns arise, the preceptor should first address them directly with the student. Written documentation of the concern and any resolution should be shared with the faculty as soon as possible.

Faculty will provide preceptors with contact information and are available for consultation as needed. Preceptors must immediately notify faculty if there are concerns about a student's safety, professionalism, or performance. Additionally, preceptors should inform faculty of any changes in availability or preceptor assignments.

While the faculty member is ultimately responsible for evaluating the student, preceptors play a critical role in contributing to that process. Observations and documentation from the preceptor support the evaluation and help ensure that students meet professional and academic standards. Preceptors should assess students based on practice standards, communicate findings to faculty, and share feedback with the student in a constructive manner.

### **Permissible Capstone Nursing Skills**

The student will perform only those procedures and treatments which have been successfully completed during the nursing skills course or nursing skills laboratory. Preceptor discretion is advised.

|                                    |                                  |
|------------------------------------|----------------------------------|
| Independent                        | RN Preceptor Supervised          |
| Skills typically delegated to CNAs | IV push medications              |
| Colostomy Care                     | Drawing blood from central lines |
| Enema administration               | Flushing central lines           |
| Foley Catheter insertion           | IV Pump set up                   |
| IV insertion                       | NG feeding initiation / set up   |
| Isolation procedures*              | PCA Pump set up                  |

|                              |  |
|------------------------------|--|
| IV site maintenance          | Phlebotomy / Specimen collection   |
| IV flow rate regulation      | Restraint application/monitoring   |
| IV tubing changes            | Any equipment with which the student is not familiar or comfortable  |
| Medication Administration ** | Documentation as permitted by the facility   |
| NGT insertion/removal        | <b>***Blood product and chemotherapy administration is a non-permissible skill, and the student can only observe</b> |
| Oxygen administration        |  |
| Pre-Op/ Post Op care         |  |
| Pressure Ulcer care          |  |
| Sterile dressing changes     |  |
| Tracheal suctioning          |  |
| Traction                     |  |
| Wound drainage device care   |  |

\*\* may require RN to acquire medication from dispensing machine and barcode scan as student will not typically have this access.