Nursing Department
1200 Amburn Rd.
Texas City, TX 77591

RNSG 2263-203CL Capstone Clinical

Spring 2021, 6 weeks
04/05/2021 – 05/13/2021

Clinical Days/Hours Vary by Clinical Site

Hybrid Online & Face to Face at Clinical Facility

Course Facilitator:
Debra Bauer, DNP, MBA, RN
Mobile: 270-498-7285
Dbauer3@com.edu

Faculty
Rachel Boaz, MSN, FNP-C, RN
Mobile: 832-385-3661
Rboaz2@com.edu

Terri Davis, MSN, RN
Tdavis9@com.edu

Lisa Hall, MSN, RN
Lhall8@com.edu

Molly Gundermann, MSN, RN
mgundermann@com.edu

Theresa Henry, MSN, FNP-C, RN
thenry3@com.edu

Sandra Rondeau, DNP, RN
srondeau@com.edu

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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 Office Hours
- Tuesdays: 1300 - 1700
- Thursdays: 1300 – 1700

Required Textbooks and Materials:

All previously required 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

RNSG 2263. CAPSTONE CLINICAL
(LECTURE 0, CLIN 6). CREDIT 2. WECM.

Nursing care to adult patients and families suffering from multi-system or life-threatening health needs in a medical and/ or surgical acute care setting. Prerequisites: RNSG 2332 or RNSG 1443, and RNSG 2262 with a grade of "C" or better.

This 6-week course is a preceptor or faculty supervised clinical learning experience in which the nursing student gains 84 hours in a clinical setting to apply nursing theory, skills, and concepts in the care of multiple patients.

Course Requirements
1. Online Clinical Post-Conferences – Assesses application and understanding of critical concepts.
2. Quality Improvement / Leadership Project Presentation- Assesses application of the IHI Model for Improvement in a clinical setting.
    a. Completion of IHI Open School Modules
    b. Unit based Quality Improvement Project and Presentation
3. Clinical Tracking Tool & Time Log
4. Clinical Performance Evaluation - Assesses clinical competency and application of theory to practice.
5. Discussion Posts – Two
    a. An ethical dilemma assesses student's ability to synthesize all sides of the issue.
    b. A racial bias dilemma assesses student's ability to synthesize and promote the professional practice of nursing.

Course Objectives/ Student Learning Outcomes
Upon complete of this course, the student will:

1. Use clinical reasoning and knowledge, based on evidence-based practice outcomes, as a basis for decision-making in nursing practice.
2. Determine the physical and mental health status needs and preferences of culturally, ethically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data.
3. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
4. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care 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 health lifestyles.
6. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
7. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
8. Coordinate human, information, and material resources in providing care for patients and their families.
9. Implement measures to promote quality and a safe environment for patients, self, and others.
10. Formulate goals and outcomes using evidence-based data to reduce 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.
12. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families
13. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensures confidentiality.
14. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients and their families.
15. Communicate and manage information using technology to support decision-making to improve patient care.
16. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
17. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

WECM End-of-Course Outcomes:
Prioritize the roles of the professional nurse in the provision of care for adult patients and families.
Design and evaluate care for adult patients and families with advanced health care needs.

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Methods of Instruction
Online post conference journals, IHI Open School, facility precepted clinical hours, and a poster presentation on quality improvement.

Grading Scale
A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%*
D = 60 – 74.99%
F =   <60%
*A minimum final grade of "C" (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.

Assignment of Course Grade	%
Online Clinical Post-Conferences (Journal Entries)	20%
Quality Improvement / Leadership Project + IHI Modules	25%
Clinical Tracking Tool & Time Log	15%
Clinical Performance Evaluation**	20%
Discussion Posts	20%
TOTAL	100%
** meeting expectations of all critical criteria (indicated with an asterisk) are required to pass the course	

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_2020-2021_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.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_v2.pdf

Attendance
It is recognized that preceptor schedules are variable and can change. The student is required to get 84 hours on site. Any changes from the posted schedule/calendar must be discussed / approved by the faculty member assigned to your capstone hours   See the Attendance policy in the Nursing Student Handbook.

Tardiness
See Attendance policy in the Nursing Student Handbook.

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

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 only permitted to withdraw six times during their college career by State law.

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.

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 that is 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 setup their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Early Academic 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.

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. http://www.com.edu/student-services/studenthandbook.php. 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. An assignment containing any plagiarized material will be referred to the Office of Student Conduct for the appropriate discipline action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Plagiarism will result in disciplinary action up to and including dismissal from the nursing program.

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

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.

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 email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

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

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1. 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 Student Handbooks.

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

Academic Success & Support Services
College of the Mainland is committed to providing students the necessary support and tools for success in their college career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic 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.

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.. Students are required to watch a training video, complete the self-screening, and acknowledge the safety guidance at: www.com.edu/selfscreen. In addition, students, faculty, and staff must perform a self-screening prior to each campus visit. Finally, students, faculty, or staff which have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the self-report tool.

Notice to Students Regarding Licensing
Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:
https://www.bon.texas.gov/licensure_eligibility.asp.

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 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

Student Responsibilities

1. **Selection of Preceptor**

   All preceptors and clinical sites must be approved by the clinical faculty **prior** to formal contact with a preceptor. Clinical affiliation agreements must be approved by the course facilitator and final arrangements made by the clinical faculty. The preceptor must have a minimum of one-year clinical practice in the role.

2. **Faculty Present / Daily Assigned Preceptors** (HCA Houston Mainland Medical Center Only)

   Faculty will be present on site for immediate access if needed. Students will report to assigned unit and ask charge nurse to assign student to work with a designated preceptor for the day. If the assigned preceptor is working consecutive days (Sunday, Monday, Tuesday) the student can request to work with the same preceptor.

3. **Interview with Preceptor (**For students who will be working with a preceptor)

   The student should set up an appointment to meet with the preceptor prior to beginning clinical hours. The student should go to the meeting prepared with a copy of the course syllabus and clinical calendar form, and draft of personal learning objectives. The student should discuss with the preceptor the patient population in their practice and the most common situations that s/he can expect to encounter in the clinical site.

4. **Negotiation of Clinical Hours**

   For settings with flexible clinical hours, students are to negotiate acceptable hours with the preceptor. Students are expected to make necessary personal and work schedule accommodations required for completion of the clinical hours specified by the course. Scheduled hours must be approved by the course faculty member prior to beginning the practicum experience. The clinical calendar should be completed, and a copy provided for the preceptor, faculty, and student. Changes to the approved clinical schedule must be submitted in writing to the preceptor and the clinical faculty member. This must be communicated to the clinical faculty member and approved before implementation.

The student is required to text the clinical instructor upon arrival of the start of each shift. Should there be a change in scheduled clinical hours, the student is to notify the clinical instructor ASAP via text / email.

5. **Preparation for Clinical**

The student is expected to prepare for the clinical practicum as recommended by the faculty and preceptor. Preparation includes developing individual learning objectives, conferring with faculty and preceptor on areas that need to be refined, and seeking learning experiences that will provide the student with a higher level of confidence The student should discuss with the preceptor the expectations of the preceptor's practice and the most common problems and challenges that s/he can expect to encounter in the clinical site. The student is expected to prepare for the clinical practicum by reading current reference material appropriate for the clinical setting and problems most often encountered by the preceptor.

6. **Attendance at Clinical**

Students are expected to treat the approved calendar as a contract. If the student is to be absent, the preceptor should be notified prior to the beginning of the clinical day. Make-up hours are negotiated as soon as possible. Students also must contact the faculty member promptly. Students keep a log of completed clinical hours and should have the preceptor sign the log verifying time spent. In the event of an absence due to illness or health intervention, the student must provide to the faculty member a release to return to school from the health care provider prior to returning to the clinical setting.

In the event of a preceptor or student absence, the student is responsible for rescheduling missed clinical hours (84 clinical hours are required to pass the course). The preceptor may delegate supervision of the student to another staff member after discussing with the student and faculty.

Confidentiality of Information

The student will maintain confidentiality in all communication and documentation, including social media.

Preceptor Responsibilities

2. **Roles**

The preceptor's primary role is teaching and mentoring the student. Preceptors can stimulate clinical decision making through a variety of activities including introducing challenging experiences and questioning the student regarding observations and reasoning. This process assists the student to reflect and describe observations, discuss the planned interventions, and contribute to patient plan of care.

Additionally, preceptors guide the student to improve accuracy and comprehension in documentation of pertinent information. The preceptor can model interpersonal relationship skills during the mentoring process.

3. **Communication with Faculty**

Faculty will provide preceptors with contact information. Preceptors are encouraged to contact the faculty at any time. Faculty must be contacted immediately for situations involving a student's unsafe practice, unethical conduct, or changes in preceptor availability. Any concerns expressed by other employees and contractors should be communicated to the faculty member. Preceptors will have the opportunity to discuss student progress with the faculty member during site visit(s).

4. **Communication with Student**

Preceptors are encouraged to provide regular daily feedback to the student. For the student to resolve any concerns in an expeditious manner, preceptors are encouraged to relate concerns to the student when they occur. Written documentation of concerns and resolution will then be shared with the faculty at the next regularly scheduled communication or sooner if the preceptor deems necessary.

5. **Evaluation of Student**

While the faculty member has the ultimate responsibility for the formal evaluation, the preceptor's input provides evidence to support the ratings. The "Preceptor Evaluation of the Student" form provides a guide for collecting and recording data related to student performance. The preceptor's primary role is teaching. In this process, the preceptor will observe the student in practice and fit those observations into the evaluation framework.

The preceptor not only collects data that verifies student competence, but also can support professional practice standards and the credibility of COM Nursing. The preceptor's observations regarding the student's performance should be compared with practice standards, corroborated with faculty, and shared with the student. Preceptors need to remember that they do not fail students or impede a student's progress. Rather, the student's performance either meets or fails to meet criteria.

Faculty Responsibilities

1. **Preceptor & Site approval and verification of current contracts**

The preceptor must have a minimum of one-year clinical practice in the clinical role. Contracts with the preceptor and the clinical agency must be in place prior to the student being on site for clinical.

2. **Communication with Preceptors**

Faculty will be available to discuss any preceptor concerns prior to the onset of student clinical experience. Information shared includes course requirements; level of prospective student; time and method of regular communication; expectations of the preceptor; method(s) of student performance evaluation. In addition, faculty will communicate with the preceptor at least once during the students capstone experience. Additional communications deemed necessary by the faculty or preceptor will be arranged.

3. **Student Preparation**

Faculty will confirm that students meet requirements prior to entering the clinical setting.

4. **Site Visits & Facilitation of Clinical Activities**

The faculty member will make scheduled visits or team meeting with the clinic site on dates confirmed with the student. The student is responsible for informing the preceptor of the date and time of the visit. The purpose of the visit is to determine and evaluate the student in actual practicum situations as well as to observe (if on site) and evaluate the student's interaction with staff and preceptor.

5. **Faculty Communication with Students**

Faculty will have regular interactions via team meeting or journal feedback (post conference) with students to discuss their progress.   Faculty will communicate with the student via email, online platforms, and phone / team meeting.

6. **Student Evaluation**

The requirements and evaluation criteria for successful student performance are found in the course syllabus and clinical evaluation forms. Evaluations by the faculty member with input from the preceptor are an important component of the student performance. Open communication between the faculty, preceptor and student is essential for student success. Faculty assumes the ultimate responsibility for the evaluation of the student. While specific criteria are identified in each course, faculty utilizes a combination of methods including making site visit(s) to observe the student performance and interactions with student, staff, and preceptor. Regular review of journal entries and supportive evidence from the clinical preceptor are utilized.

Clinical Assignments & Grading Criteria

Post Conference Journal (online only)

- Six to twelve 12-hour shift entries over 6 weeks

- A grade is assigned for addressing all questions posed in the journal instructions.

- Covid Clinic Vaccination / Testing Hours may be substituted to meet 84-hour requirement in the event the student cannot meet all 84 hours during their two-week rotation at the hospital.

Quality Improvement / Leadership Project

- Schedule one shift with the nurse manager and/or charge nurse for assigned shift.

    o Identify specific core measures monitored on the unit.

    o Identify who is responsible for collecting the data.

    o Identify how the results are shared with all providers of patient care.

    o Identify the consequences of not meeting the expected level of performance for identified core measure or quality improvement initiative.

- Develop a performance improvement project utilizing the IHI Model for Improvement.

- Present the PI project to the assigned clinical faculty via team meeting and upload the poster presentation in BB.

- A grading rubric is used to assess the quality of the project.

Discussion board on current events impacting nursing practice.

- 2021 headlines included Medication Errors, Covid-19, and Institutional Racism.

- There will be 2 discussion posts on current events / topics impacting nursing practice. Topics will include:

    - The nurse's role in recognizing and acting on the issue of (inadvertent or purposeful) institutional racism.

    - Nursing Medical Error.

    - Covid 19's impact on nursing practice.

Clinical Performance Evaluation

- Clinical Tracking Tool & Time Log (must be submitted before final evaluation can be completed)

- Clinical Evaluation of course objectives.

Clinical Guidelines

Guidelines for Clinical Experience

Students will be expected to adhere to the rules and regulations outlined in the college catalog and the nursing program's Student Handbook.

The student will be expected to complete all pre and post clinical work as specified in the course syllabus.

Uniform

COM uniform policy as outlined in the nursing student handbook will be followed.

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

*care of patient with airborne illness requiring use of an N-95 mask can only be performed if the facility fits the student with the N-95 mask

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