

Midland College
FALL 2008
Syllabus -- RNSG 2461
Clinical IV (0-0-15)

Course Description:

Course Description: A health-related work-based learning experience that enables the student to apply occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Corequisites: RNSG 1412

Text, References, and Supplies:

Textbooks: Pillitteri, Adele. Maternal & Child Health Nursing Care of the Childbearing & Childrearing Family. 5th Ed. Lippincott Williams & Wilkins, 2007.
ISBN 0-7817-7776-3

Johnson, J. & Boyd-Davis, E. Study Guide to Accompany: Maternal & Child Health Nursing Care of the Childbearing & Childrearing Family. 5th Ed. Lippincott Williams & Wilkins, 2008.
ISBN 0-7817-8708-4

References: Drug book and lab/diagnostic book utilized in previous semesters. Any other pertinent reference book.

Supplies: Stethoscope, watch with second hand, penlight, bandage scissors, black pen, calculator, pocket folders for completed assignments,

Course Goals/ Objectives:

Upon successful completion of the course the student will:

1. Transfer critical thinking skills to modify previously learned biopsychosocial information, technical skills, pharmacological principles, and nursing process to meet the needs of the childbearing and childrearing clients and selected adult medical-surgical clients. **POC 1-7**
2. Modify nursing care to incorporate the childbearing and childrearing clients' and adult medical/surgical clients' cultural/ethnic background, developmental/cognitive level and religious/spiritual affiliations or practices. **POC 3,7 COC 2**
3. Analyze appropriate therapeutic and professional communication techniques for promoting effective relationships with childbearing/childrearing clients, selected adult medical/surgical clients and other interdisciplinary health care team members. **POC 3**
4. Formulate individualized teaching plans anticipating the unique needs of childbearing/childrearing clients and selected adult medical/surgical clients related to health promotion and maintenance, prevention of illness and restoration of health. **POC 4**
5. Plan for appropriate human and material resources needed to provide nursing care for childbearing/childrearing clients and selected adult medical/surgical clients. **COC 1,3**
6. Examine legal and ethical guidelines and professional nursing standards

related to the care of childbearing/childrearing clients and selected adult medical-surgical clients. **MOP 1,2**

Integrate cognitive, psychomotor and interpersonal skills necessary to provide nursing care for childbearing/childrearing clients, selected adult medical-surgical clients and facilitate entry into the final semester. **POC 1-7**

7. Pursue appropriate self-directed learning activities related to the nursing care of childbearing/childrearing clients and selected adult medical-surgical clients with occasional instructor guidance. **MOP 1-3**

Student Contributions and Class Policies:

1. Be prepared for each clinical experience by completing required pre-clinical work, participating in self-directed learning activities, and attending the Nursing Skills Lab as directed.
2. Attend all clinical assignments according to the guidelines in the Learning Packet.
3. Be punctual to all clinical assignments. Any lunch and break times are to be negotiated with the primary nurse.
4. Be courteous, respectful, and professional at all clinical assignments.
5. Written clinical work is to be completed according to guidelines in the learning packet. It is due on the date indicated on the course calendar.
6. Notify the instructor and the clinical facility of any unavoidable absence.
7. Make arrangements with instructor and clinical facility to make up an absence.
8. Be self-directed and seek out learning opportunities at each clinical facility.
9. Students are responsible for providing care according to previously learned theory.
10. Client confidentiality will be strictly maintained. No portion of any client record is to be mechanically reproduced for purposes of student assignments.
11. The student policy defining "Professional Attire" will be enforced. The appropriate identification badges issued by specific agencies will be required in addition to the student identification pin. If an identification badge is lost, stolen, or damaged, the student must report this to the instructor. Badges must be turned in to the instructor at the end of the semester.
12. Specific guidelines and objectives for expected student performance regarding each clinical experience can be found in the Learning Packet for RNSG 2461.

Evaluation of Students:

The course grade will be determined as follows with the final grade for the course being a Pass or Fail.

1. Students will be evaluated upon successful completion of all required clinical assignments. All absences will be made up. Inability to make the absence up before the end of the course will result in an incomplete which may prohibit the student from progressing to the next class the following semester. Tardiness will be dealt with according to the A.D.N. Student Handbook.
2. Please refer to the clinical course objectives, objectives for each clinical agency, and the evaluation tool for detailed information on evaluation of clinical performance.
3. The instructors will directly observe clinical performance and utilize feedback from preceptors and primary nurses to evaluate student performance.
4. Clinical written work will be considered within the clinical evaluation. All Pass/Fail assignments must receive a pass.
5. Students will be expected to discuss nursing process according to the guidelines in the clinical learning packet. Ability to do so will be considered in the formative and summative evaluations.
6. Formative evaluations will be held at least every four weeks.
7. Remedial work may be assigned by the instructors for correction of identified weaknesses.

8. A final grade of “Pass” must be earned in order to pass RNSG 2461 (The student must meet all objectives at the level specified on the evaluation tool.)

**Course
Schedule:**

Clinical times vary due to the needs and desires of the various community clinical agencies. The student is expected to adapt their work and personal schedule to the assigned clinical schedule which will be distributed to the class by the instructors.

**SCANS
Information:**

The following SCANS skills are taught and/or reinforced in this course:

Interpersonal Skills: Participates as a member of a team, teaches others new skills, serves patients, exercises leadership, and negotiates.

1. These skills will be demonstrated by the student as they interact with pediatric clients, their families, and staff members at clinical sites.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity/honesty. Students will meet this scan in the following manner:

1. Assumes self-direction to obtain clinical experiences that fulfill course competencies and personal learning needs.
2. Utilizes self to maintain a professional role within guidelines of the program, agency and regulatory boundaries.
3. Demonstrates responsibility, integrity and honesty by completing independent course requirements according to guidelines
4. Functions in a collegial, cooperative, collaborative manner with fellow students, faculty and staff.

**Safety
Training:**

Students receive annual training in the following: blood and air borne pathogens, electrical safety, back safety, hazardous chemicals, latex allergies, fire and disaster procedures, security and personal safety procedures and safety requirements of clinical facilities. Students must maintain CPR, immunizations and health insurance during all clinical courses.

Clinical Evaluation

Clinical performance is evaluated as being “Pass” or “Fail”. An evaluation of “Pass” indicates the student met the clinical objectives at the defined level of competency. An evaluation of “Fail” indicates the student did not meet the stated clinical objectives at the defined level of competency. Failure to meet **any** clinical objective at the defined level will result in a clinical course failure.

Defining behavior is listed under each clinical objective for that particular course. The level at which each objective must be met is indicated on each clinical evaluation tool and will include the following levels:

- I - Independent
- S - Supervised
- A - Assisted
- P - Provisional
- D - Dependent

Definitions for these competency levels are included in each course syllabus and are attached to this policy.

At least one formative evaluation will be done for each student using the evaluation tool. The timing and frequency of formative evaluations will be scheduled at the discretion of each instructor. At the end of the clinical course a final clinical evaluation conference will be held. Both the formative and the summative evaluations will be retained in the student’s file.

APP: 8/23/96

REV: 8/15/99; 9/00; 4/30/02

Competency Level Definitions

Student criterion-referenced performance standards are defined as follows for clinical evaluations. Read the standard for each level of competency carefully.

Independent

- Performs safely and accurately each time behavior is observed without supportive cues from instructor.
- Demonstrated dexterity.
- Spends minimal time on task.
- Appears relaxed and confident during performance of task.
- Applies theoretical knowledge accurately each time. Focuses on client while giving care.

Supervised

- Performs safely and accurately each time behavior is observed.
- Required supportive or directive cue occasionally during performance of task.
- Demonstrates coordination, but uses some unnecessary energy to complete behavior/activity. Spends reasonable time on task.
- Appears generally relaxed and confident; occasional anxiety may be noticeable.
- Applies theoretical knowledge accurately with occasional cues.
- Focuses on client initially; as complexity increases, focuses on task.

Assisted

- Performs safely and accurately each time observed.
- Requires frequent supportive and occasional directive cues.
- Demonstrates partial lack of skill and/or dexterity in part of activity; awkward.
- Takes longer time to complete task; occasionally late.
- Appears to waste energy due to poor planning.
- Identifies principles, but needs direction to identify application.
- Focuses primarily on task or own behavior, not on client.

Provisional

- Performs safely under supervision not always accurate.
- Requires continuous supportive and directive cues.
- Demonstrates lack of skill; uncoordinated in majority of behavior.
- Performs task with considerable delay; activities are disrupted or omitted.
- Identifies fragments of principles; applies principles inappropriately.
- Focuses entirely on task or own behavior.

Dependent

- Performs in an unsafe manner; unable to demonstrate behavior.
- Requires continuous supportive and directive cues.
- Performs in an unskilled manner; lacks organization.
- Appears frozen, unable to move, non-productive.
- Unable to identify principles or apply them.
- Attempts activity or behavior, yet is unable to completed.
- Focuses entirely on task or own behavior.

Midland College Associate Degree Nursing Program
CLINICAL EVALUATION -- RNSG 2461 Clinical-OB/Pediatrics/Med-Surg

Formative ___ Summative ___ Name _____ Date _____

At the time of the final clinical evaluation **ALL** objectives must be met at the level of competency defined for RNSG 2461 in order to receive a "Pass" clinical performance grade.

The student must achieve the competence level in clinical performance for **RNSG 2461, Clinical** as follows:

Objective

**Level
Required**

Provider of Care

- | | |
|--|--------------------------------|
| <p>1. Demonstrate ability in using previously learned technical skills, pharmacological principles, newly-acquired specialized skills, information from nursing references, and critical thinking principles when utilizing the nursing process to provide safe care for the childbearing/childrearing and med-surg clients/families. (<i>Obj. 1</i>)</p> <ul style="list-style-type: none"> · Demonstrate knowledge and psychomotor ability to safely perform technical skills based on steps of the nursing process. · Demonstrate accurate understanding, preparation, and administration of medications · Verbally explain plans and decisions using information from current practice-based nursing references and material learned in previous nursing courses. · Demonstrate critical-thinking skills in the implementation of the nursing process, based on knowledge of pathophysiology and assessment data. · Demonstrate skills specific to the maternal/newborn/pediatric/med surg areas. | <p>I <u>S</u> A P D</p> |
| <p>2. Support the childbearing/childrearing and med-surg clients/families in meeting needs related to their cultural background, developmental level and religious/spiritual practices. (<i>Obj. 2</i>)</p> <ul style="list-style-type: none"> · Adapt care and interventions to appropriate developmental level. · Include cultural and religious/spiritual considerations in planning and implementing care. · Deliver care in a nonjudgmental and non-discriminating manner. | <p>I <u>S</u> A P D</p> |
| <p>3. Demonstrate skill in using therapeutic and professional communication techniques to develop and maintain effective collaborative relationships with childbearing/childrearing and med-surg clients/families and health care personnel. (<i>Obj. 3</i>)</p> <ul style="list-style-type: none"> · Demonstrate skill in adapting communication with patients and families to the appropriate level based on knowledge of psychosocial and cognitive development · Collaborate effectively with patients and families to plan and implement health-promoting behaviors. · Demonstrate professional interactions when collaborating with patients, their families, and health care personnel. · Verbally report accurate, pertinent patient data. · Document appropriate data accurately. | <p>I <u>S</u> A P D</p> |
| <p>4. Refine individualized health teaching plans for the childbearing/childrearing and med-surg clients/families. (<i>Obj. 4</i>)</p> <ul style="list-style-type: none"> · Incorporate appropriate teaching into the plan and delivery of care. · Identify goals that assist clients and families in reaching optimum health and function. · Adapt the plan of care as necessary based on assessment findings. | <p>I S <u>A</u> P D</p> |
| <p>5. Refine previously learned cognitive, psychosocial and interpersonal skills, and acquire additional skills needed to provide nursing care to the childbearing/ childrearing and med-surg clients/families. (<i>Obj. 7</i>)</p> <ul style="list-style-type: none"> · Apply principles and concepts presented in previous nursing and non-nursing courses to new settings and clients. · Transfer theory content to the clinical setting. · Individualize the nursing process to meet the client's needs. | <p>I <u>S</u> A P D</p> |

Coordinator of Care

1. Demonstrate skill in using/organizing human and material resources to meet the needs of the childbearing/childrearing clients/families, with emphasis upon efficiency and safety. (*Obj. 5*)
 - Implement care in a timely and organized manner.
 - Prepare and organize material resources to deliver care in an effective manner.
 - Collaborate with instructor and other health care workers to meet the needs of clients and their families.
 - Include referral information in plan of care as needed.

I **S** A P D

Member of the Profession

1. Assume accountability and responsibility for nursing care by:
 1. explaining and adhering to legal/ethical guidelines, and using professional standards to care for childbearing/childrearing and med-surg clients/families.
 2. accepting the nurse's role as an advocate for childbearing/childrearing and med-surg clients/families.
 3. demonstrating skill in using previously learned technology, and safely using specialized technology to deliver nursing care to childbearing/childrearing and med-surg clients/families. (*Obj. 6*)
 - Follow guidelines in Midland College and A.D.N. Student Handbooks, course materials, and clinical agency policies and procedures.
 - Accept constructive correction and demonstrate improvement in areas specified.
 - Appropriately seeks assistance.
2. Actively pursue self-directed clinical learning activities related to the nursing care of the childbearing/childrearing and med-surg clients/families, with occasional instructor guidance. (*Obj. 8*)
 - Volunteer for participation in learning opportunities that arise in the clinical setting.
 - Utilize professional resources as needed, in addition to course materials, to prepare for and provide care for clients and their families (pharmacy, health care personnel, internet and library resources).
 - Select clients who provide new, challenging opportunities for professional self-development.
 - Demonstrate evidence of self-directed learning in the cognitive and psychomotor preparation for each clinical day.

I S A P D

I S A P D

I = Independent S = Supervised A = Assisted P = Provisional D = Dependent

Student comments:

Final Clinical Grade: **PASS** **FAIL**

My signature acknowledges that I have seen and discussed the formative clinical evaluation with the responsible instructor, although I may not agree with the evaluation.

Student Signature _____ Faculty Signature _____

Date _____

Revised: 5/6/03

**Instructor(s)
Information**

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**Health Sciences
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Information**

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**Students are encouraged to contact the instructor at any time;
however, making an appointment will guarantee the instructor's
availability at a specific time.**