

**HOUSTON COMMUNITY COLLEGE SYSTEM**  
**ASSOCIATE DEGREE NURSING PROGRAM**

**RNSG 2360**

**CLINICAL NURSING - ADULT HEALTH I**

**CRN#56655**

**Fall 2011**

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**John B. Coleman Health Sciences Center**

**Houston Community College System  
RNSG 2360**

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## **1. COURSE DESCRIPTION - RNSG 2360**

A method of instruction providing detailed education, training and work-based experience and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.  
(3 credits – 9 clinical hours)

**II. PRE-REQUISITES** RNSG 1413 Foundation for Nursing Practice  
RNSG 1360 Clinical Nursing Foundation  
RNSG 1115 Health Assessment

**III. CO-REQUISITES** RNSG 1441 Common Concepts of Adult Health  
RNSG 1105 Nursing Skills I

## **IV. COURSE LEARNING OUTCOMES**

As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, and interpersonal and team work skills, communicating in the applicable language of the occupation and the business or industry.

1. Determine the health status and health needs of clients and their families with common health problems based upon interpretation of health data in collaboration with clients, families, and other health care professionals.
2. Formulate goals and plan of care for clients and their families with common health problems based upon analysis of the data in collaboration with clients, families, and other health care professionals.
3. Implement the plan of care within the legal and ethical parameters in collaboration with clients, families and other members of the health care professions to assist clients and their families to meet health care needs safely.
4. Apply principles of teaching and learning to develop and implement a teaching plan for clients and their families concerning health promotion, health maintenance, disease prevention, restoration, and rehabilitation.
5. Use various methods to evaluate client and family responses to therapeutic interventions for common health problems.
6. Demonstrate professional behavior in the clinical setting.

## V. METHODS OF ACCOMPLISHING LEARNING OUTCOMES

1. Correlation with classroom lecture/discussion
2. Multimedia – Computer aided instruction and video use
3. Nursing Skills Lab
4. Clinical Experiences

## VI. EVALUATION

### CLINICAL GRADING:

Criteria: **The student must complete the following requirements (1-8) in order to receive a minimum clinical grade of 75 (C) or greater in RNSG 2360.**

1. Clinical preparation:
  - a) The student must demonstrate orally and in writing evidence of accurate assessment of clients assigned as caseload for the day prior to actual clinical practice.
  - b) A plan of care for each selected patient must be submitted to the instructor at the beginning of the clinical day. The care plan when submitted must have all elements completed with the **exception of:**
    - student's physical (hands on) examination of client (the student will use the charts to complete the assessment section pre-clinical )
    - patient response to each interventions .
    - evaluation summary for each nursing diagnosis

A complete care plan **must contain at least three nursing diagnoses and three interventions for each nursing diagnosis.**

- c) **Failure to submit a plan of care as specified in 1.b. will result in a clinical absence for that day and the student will be sent home, thus no grade for that day.**
- d) When the student turns in the care plan, the Criteria for Nursing Process Implementation form must be included. Care plans will comprise 40% of the clinical grade. Scores from the three (3) highest care plans, with a grade of 75 or better will be used to achieve this portion of the grade.
- e) **If a student turns in a care plan late, the student will receive credit for that care plan as a pass/fail but no score.**

## **Clinical grading cont.**

### 2. Selection of Clinical Experiences:

Students are required to participate in the selection of their learning experiences such as in the selection of client caseload for clinical practice.

### 3. Facility requirements and guidelines:

Students are required to work with the faculty and the staff of the institution so that the rules or guidelines regarding students' clinical practice are adhered to so clients' safety is not compromised.

**Note: Students who demonstrate behaviors endangering the clients, other people, or self will be removed from the clinical facility.**

### 4. Client Care Evaluation.

Students are expected to monitor client's response to nursing care and treatment and report these responses to the appropriate member of the health team. All data reported and recorded concerning clients must be accurate and complete. Students are expected to participate in group conferences with staff, peers, and faculty to coordinate client care management and to share information regarding clients' progress and the need for client teaching and discharge planning.

### 5. Administration of Medication.

Administration of medications in incorrect doses endangers the lives of clients who receive the medication. It is an absolute necessity for the student to have adequate knowledge of dosage calculation. Medication administration is a requirement for this course.

**The first dosage calculation test, no matter what the score, will count as 10 (ten) % of the clinical grade.**

**The student must pass one dosage calculation test with a score of 90% or better by the end of the 4th clinical week.**

**The student will have a total of three (3) test-taking opportunities to meet this requirement.**

**The student can give medications only after passing the math test.**

## 6. Clinical Evaluation.

Clinical evaluation will be conducted twice during the semester; a midterm and a final evaluation. **Student clinical performance will be graded according to established criteria stated on the Weekly Formative Evaluation Tool. Critical elements (accountability, confidentiality, and safety) are noted with an asterisk and indicate that the behavior is critical to performance and the student must receive a satisfactory rating to achieve a passing clinical performance grade.**

**Scores from the weekly formative evaluation tool will be added and then divided by the number of weeks attended. This total score will be 40% of the total clinical grade.** A student who achieves an unsatisfactory midterm clinical evaluation (grade below 75% average) will be counseled by the faculty. A student who receives an Unsatisfactory clinical grade in the final evaluation (grade below 75%) is considered an unsafe clinical practitioner and, therefore, **will receive a failing grade for the course regardless of their theory grade.**

### **Clinical grading cont.**

7. Clinical skills practicum will be held during the last clinical week at the end of the semester. The practicum will count as 10% of the clinical grade.

### **8. Community Service Activities ( more information later)**

Community service and service-learning fosters student's personal and career development, strengthens their sense of community and builds leadership skills.

All students are expected to perform sixteen (16) community (volunteer) service hours during the semester. This is equivalent to sixteen (16) clinical hours.

Students may volunteer with a school, church, volunteer agency and/or participate at a health fair, fun run or other such activities.

## **VII. ATTENDANCE AND TARDINESS**

Students are expected to attend all scheduled days of clinical experience. Absences exceeding 12.5% of scheduled clinical time will result in a deduction of 10% per occurrence to the final grade.

No more than (4) one-half day clinical absences are permitted. If a student has a one day clinical, no more than (2) clinical absences are permitted

A student who fails to arrive at the designated place and at the designated time will be considered tardy. **Two clinical tardies will result in the student being counseled for unprofessional conduct.**

**Arriving at clinical site more than 30 minutes late will result in the student being dismissed from the clinical area and marked absent.**

## **VIII. EXAM PROCEDURES**

1. A period of 60 minutes will be given for the comprehensive math medication exam.
2. Test grades will be distributed within one week after the exam.
3. Students may review exam booklets by appointment with the instructor.
4. Students who **score less than 75 on the exam must** make an appointment to review the exam with the faculty within one week.

## **IX. TESTING PROTOCOL**

To insure quality education and equality to all students in the Associate Degree Nursing Program, the following special conditions will apply during testing situations.

1. The instructor controls the options of seating arrangement, movement, leaving the room, and stopping an exam for violation of scholastic dishonesty.
2. Any infractions of scholastic dishonesty will be grounds for dismissal from the program.

**SCHOLASTIC DISHONESTY POLICY - SEE HCCS STUDENT HANDBOOK CURRENT EDITION.**

Honesty in the Classroom: See Associate Degree Nursing Program Student Handbook, Current Edition.

## **X. REMEDIATION**

If a student needs remediation, an appointment may be made with an instructor during their designated office hours. Faculty office hours will be posted outside office doors.

Remediation will be available to any student enrolled in RNSG 2360 who expresses the need for this service. It is expected that the student will make an appointment at least one week ahead of time and come to the session prepared. Student responsibilities include bringing textbook, questions or topics for discussion and are to follow through with all instructor-made lab assignments. Students may receive extra assignments to facilitate their learning. Successful remediation necessitates an active role for both students and faculty.

## **XI. POLICIES**

All students will adhere to HCCS policies as delineated in the current HCCS catalog and ADN handbooks.

“ Notice: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.”



**XII. GRADE SHEET**

**RNSG 2360 – Clinical Nursing - Client with Common Health Care Needs**

Print last name: \_\_\_\_\_ Print first name \_\_\_\_\_

SCALE:

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 60 - 74
- F = below 60

DOSAGE CALCULATION EXAM # 1	<u>10 %</u> OF GRADE
NURSING PROCESS/CARE PLANS (3)	<u>40%</u> OF GRADE
CLINICAL EVALUATION	<u>40%</u> OF GRADE
CLINICAL SKILLS PRACTICUM	<u>10%</u> OF GRADE

TOTAL 100%

Dosage Calculation Exam # 1	_____	X .10	_____
Care Plan Grades ( 3)	_____	X .40	_____
Clinical Evaluation	_____	X .40	_____
Clinical Skills Practicum	_____	X .10	_____

TOTAL \_\_\_\_\_

**Excessive absences minus (-) 10%  
Per day** **Minus** \_\_\_\_\_

**Late documentation of volunteer  
Services minus (-) 10%** **Minus** \_\_\_\_\_

**Calculate each grade to the  
hundredth place ex. 87.47  
Calculate subtotal to the  
hundredth place. Round off total.  
87.47 = 88**

**COURSE FINAL GRADE** \_\_\_\_\_

### **XIII. SPECIAL NEEDS – COMPLIANCE WITH AMERICAN WITH DISABILITIES ACT (ADA)**

Any student with a documented disability (e.g. physical, learning, psychiatric, visual, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office.

If a student has a disability or needs instructional accommodation due to a disability, please meet with the instructor at the beginning of the course. Documentation must be provided at this time with an official letter of accommodation. The information in this publication will be made available in large print, taped or computer –based format upon request.

Students with special needs should refer to the procedure identified in the HCCS Student Handbook. The procedure may be started with a phone call to the Coleman College Disabilities Counselor.

### **XIV. ACADEMIC INFORMATION**

Students are responsible for reading the Houston Community College System Student Handbook to be certain that they understand HCCS policies/procedures which also includes Refunds and Withdrawals from a course.

### **XV. ADN HANDBOOK**

Students are responsible for reading the Associate Degree Nursing Program Student Handbook on the Web. The student will then fill out the acknowledgment form and give to the lead instructor within 7 days.

**XVI. COURSE EXPECTATIONS CONTRACTUAL AGREEMENT**

**RNSG 2360 Clinical Nursing - Adult Health I**

**HAS BEEN SIGNED IN RNSG 1441**

## **XVII. SCANS – AREAS OF COMPETENCY**

The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) to enter the workplace has determined that a total of 43 competencies must be addressed and method(s) of determining competency listed:

### **Six competencies are assigned to RNSG 2360:**

#### **Use Information Skills:**

##### **# 8 – Maintain information**

Obtains data regarding client's current medical/surgical history, physical assessment, diagnostic / lab tests and transforms this information into a different format in order to organize the data.

- a. Nursing Process / Nursing Care Plan

##### **# 10 – Communicate information**

Analyzes information and communicates the results to others using oral and written methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information.

- a. Formative Evaluation Tool
- b. Summative Evaluation Tool
- c. Nursing Process / Nursing Care Plan

#### **Use Technology**

##### **# 23 – Select technology**

Judges which set of procedures, tools, or machines will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; judging which machine will produce the desired results.

- a. Skills Competency Exam
- b. Clinical Skills Practicum
- c. Formative Evaluation Tool
- d. Summative Evaluation Tool

##### **# 24 – Apply technology**

Understands the overall intent and proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task including understanding how different parts of machines interact and setting up machines efficiently to get the desired results; accurately interpreting machine output and detecting errors.

- a. Skills Competency Exam
- b. Clinical Skills Practicum
- c. Formative Evaluation Tool
- d. Summative Evaluation Tool

## Scans Con't

### **# 25 – Maintain Technology**

Prevents, identifies, or solves problems in machines, computers, and other technologies. Demonstrates competence in maintaining and troubleshooting technology; detects serious problems, and recognizes when to get additional help.

- e. Clinical Skills Practicum
- f. Formative Evaluation Tool
- g. Summative Evaluation Tool

## **Display Appropriate Personal Qualities**

### **# 42 – Display self-management skills**

Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; responds to feedback unemotionally and non-defensively.

- a. Weekly Formative Evaluation Tool
- b. Summative Evaluation Tool
- c. Student Self-Evaluation Form in Nursing Process / Nursing Care Plan

## **XVIII. REQUIRED TEXTBOOKS**

### **A. Required: Be sure you purchase the latest edition.**

<b><u>AUTHOR</u></b>	<b><u>TEXTBOOK</u></b>	<b><u>PUBLISHER</u></b>
1. Brunner & Suddarth	Medical Surgical Nursing 12th edition, 2008	LWW
2. Lynn, Pamela	Taylor's Clinical Nursing, Skills 2nd edition	Lippincott
3. Sparks and Taylor	Sparks and Taylor Nursing Diagnosis Procedures Manual 2008	Lippincott
4. Corbitt, JJ	Laboratory Tests and Diagnostic Procedures with Nursing Diagnosis	Pearson/Prentice Hall
	Nursing Practice Act (Current via web page)	BNE for the State of Texas

**B. Recommended Reading:** Any supplemental reading materials or learning tools that are listed in each syllabus or will be announced by the instructor of the course.

- a. A drug calculations book.
- b. A Med deck or nursing medication handbook.
- c. A manual of diagnostic tests.

## **XIX. EMPLOYMENT OF ASSOCIATE DEGREE NURSING STUDENTS IN HOSPITALS OR AGENCIES**

The Houston Community College Associate Degree Nursing Program supports the Nursing Practice Act of the State of Texas and is committed to excellence in nursing by nurses appropriately prepared for the service they are rendering. Therefore, the position of the Associate Degree Nursing Program regarding nursing students accepting employment in hospitals or health agencies, is as follows:

1. Houston Community College nursing students who accept positions for which they receive compensation for client care, do so as unlicensed individuals and will not wear the school uniform, laboratory coat with insignia or other indications of their student status, inasmuch as they are not functioning as nursing students but as paid employees.
2. Students are advised to familiarize themselves with the State of Texas Nursing Practice Act so they will recognize the full scope and responsibility of nursing as being more than just a collection of skills. Nursing students who accept positions for pay as Nurses Aides or Professional Student Nurses must recognize that they may be held legally liable for their actions; they should not accept responsibilities nor perform nursing actions beyond their knowledge and skills, or those within the responsibilities of the professional nurse as defined in the Nursing Practice Act.
3. The student is responsible for maintaining the required grade point average and should consider the demands of employment upon the student's time and energy.

## **XX. ACCIDENTS AND/OR INJURY IN THE CLINICAL SETTING**

1. A student injured in the clinical setting should immediately notify clinical instructor.
2. A written summary of the occurrence and care rendered will be submitted by the instructor to the Director of the ADN Program, of Houston Community College.
3. A student is responsible for all expenses charged by the clinical facility in rendering medical care.
4. The Houston Community College is not responsible for any claims for expenses that result from an action of a student in the clinical setting.
5. Students are strongly urged to carry a personal health insurance policy. **Student assumes all responsibility.**

## **XXI. STUDENT-FACULTY CLINICAL EXPECTATIONS**

### 1. Students will:

- a. Be prepared for clinical experience, which includes care plans, drug cards, skills lab practice as needed, and knowledge of pharmacology.
- b. Be prompt.
- c. Ask for supervision as needed for course-permitted skills.
- d. Ask for supervision for all procedures never before performed in the clinical area.
- e. Turn in all work on time.
- f. Behave in a professional manner toward clients, staff, instructors and fellow students.
- g. Observe confidentiality.

### 2. Students can expect faculty to:

- a. Be prompt (on time) to the clinical area and remain along with the student group for the entire posted clinical time.
- b. Return care plans in a timely manner, usually within 7 days.
- c. Supervise students directly for each new procedure, or assist them to locate appropriate staff supervision.
- d. Provide concurrent and on-going feedback concerning identified clinical weaknesses.
- e. Behave in a professional manner toward clients, staff and students.



## **XXII. PROFESSIONAL APPEARANCE**

Attire when in the hospital for any pre-clinical activity is street clothes and lab coat. A HCCS Health Career Patch must be on left sleeve of lab coat.

Students are expected to appear for duty in the clinical area in full student uniform.

Student uniform must be clean and without torn or ripped areas.

Students in uniform must wear appropriately colored under clothing.

At times students may feel the need to wear a sweater on the unit. The sweater purchased should be white. Sweaters are discouraged during client care.

Hair styles and beards (if applicable) must be in accordance with hospital and school policy. Hair must be off the collar; beard must be trimmed.

Fingernails must be kept neat, short and well groomed. No nail polish is acceptable.

Jewelry is to be kept at minimum. This is to include: wedding band only; no class rings; earrings--small studs only; no bracelets; no necklaces.

No use of aromatic fragrances will be allowed.

Students in uniform must have a watch with a second hand (no digital watches)--watch band must be plain; bandage scissors, stethoscope, black pen, red pen, pencil and a small note pad.

FEMALE and MALE STUDENTS must wear a two piece pantsuit, black pants and white top, white socks and/or hose and white duty shoes. A HCCS Health Career patch is to be affixed to the left sleeve of the top. The official HCCS name tag must be worn at all times on the left chest.

Students who are inappropriately dressed may be sent home from the clinical at the discretion of the instructor.

### **XXIII. PROFESSIONAL BEHAVIOR**

1. Students are to treat all clients with courtesy and insure the client's dignity and privacy at all times.
2. Students must refrain from discussing a client's history or information contained in the chart with another client or friend or in any public place. Client records are confidential and should be kept out of reach of unauthorized persons.
3. Students must not converse within a client's hearing unless the conversation is meant to be heard by the client.
4. No payment will be accepted for services rendered to the client or family.
5. No smoking is allowed in the clinical area except during a break in a designated area.
6. Breaks are limited to 15 minutes. Report to the instructor or head nurse when leaving and upon returning to the assigned unit.
7. Students are not to make personal telephone calls while in the clinical area. In case of an emergency, use a pay telephone.
8. Students are not to consume food or beverages around clients. Gum chewing is not allowed during clinical.
9. A student is not to go to units other than the one assigned unless it involves transfer of clients or obtaining supplies or equipment.
10. The student is not permitted to take a doctor's verbal order.
11. The student is not permitted to give information over the telephone concerning a client's condition.
12. No part of the client's record or duplicate record should be duplicated, removed or taken from the hospital.
13. In consideration of others and of safety, no children are to be brought to the clinical area.
14. The student must complete client assignments and additional duties within specified intervals.

**PROFESSIONAL BEHAVIOR con't.**

15. The student must notify the clinical instructor before performing any new skills/procedures.
16. The student is expected to cooperate and volunteer to assist other health care members.
17. Students must abide by the appropriate standards of conduct identified in the student handbook including language and professional demeanor.
18. The student must conduct himself or herself in an appropriate manner when given constructive criticism and demonstrate that the behavior(s) has been corrected.
19. The student will consistently dress according to program policy including full uniform, cleanliness and personal hygiene.
20. The student at this level should be able to plan, schedule and complete work with minimal assistance.
21. The student will demonstrate independent problem solving skills within own limitations.

**The student must receive a satisfactory rating for all of the Professional Behaviors to achieve a passing Clinical Performance Evaluation. Instances of conduct inappropriate to the profession are subject to further disciplinary action.**

## XXIV REPORTABLE NEGATIVE CRITICAL INCIDENT ON CLINICAL BEHAVIOR

### INTRODUCTION/PURPOSE:

The A.D.N. clinical courses utilize a summative tool at the end of each clinical rotation. The purpose of the statement is to identify the procedure and consequences for unsatisfactory behaviors. These procedures should be initiated upon the occurrence of the unsatisfactory behavior or action rather than at the conclusion of the clinical rotation.

**A one time violation of any starred (\*) item on the clinical evaluation tool will result in clinical failure.**

Clinical behaviors that are normally dealt with fall into three categories. The first level identified as **BNI** (behaviors needing improvement) involve incidents such as uniform infractions and misunderstanding of careplan assignments. The second level, identified as **RNI** (reportable negative incidents) are more serious infractions which necessitate more serious recognition and remediation. An example might be the failure to report vital signs not within the normal range or repeated failure to report to the clinical area without the appropriate preparation. The third level, identified as **RNCI** (reportable negative critical incidents) indicates a **very serious infraction** which has endangered or impaired a life. these behaviors correspond to the Critical Elements that the faculty has identified as *Safety, Accountability, and Confidentiality*. An example might be a medication error that impaired a life or side rail left down resulting an patient injury. Student behaviors related to the Critical Elements are starred on the Clinical Evaluation Tools. **Three RNI's or the occurrence of 1 RNCI (reportable negative critical incident) may result in a student being dismissed for the ADN program upon recommendation of 5-member faculty committee.**

### PROCEDURE:

#### Level I – BNI (Behaviors Needing Improvement)

1. Identify the behavior to the student and counsel as needed.
2. Document behavior or action via the ADN's "Prescription for Success" form or an HCCS Contact Action Form.
3. Observe and document correction of behavior or action.

#### Level II – RNI (Reportable Negative Incident) - May be a more serious offense as described above or repetition of a particular BNI.

1. Identify the behavior or action to the student.
2. Fill out a Contact Action Form and designate the incident as a RNI and submit it to the campus Department Head.
3. The Department Head will then activate a 5-member faculty hearing committee to determine if the offense warrants elements being one of the three RNI's.  
**Three RNI's approved by a 5-member faculty hearing committee may result in the student being dismissed from the ADN program at any point during the course of study.**
4. If the RNI was not approved, the incident is filed only as a BNI and the student will be required to do remediation designated by the committee.

#### Level III–RNCI Reportable Negative Critical Incident - One in which life is impaired or endangered)

1. Steps 1 and 2 as above, however the Contact Action must be identified as a RNCI (reportable negative critical incident).
2. Step #3 as above, however, the Faculty Committee must now determine if this behavior warrants removal of the student form the program or decide if this is one of the three RNI's.
3. If the committee accepts the Reportable Negative Critical Incident report, then institutional policy is followed to remove the student from the program.
4. If an RNI status is granted, then the student must perform assigned remediation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **XXV. LEARNING ACTIVITIES**

### **A. Contemporary Technology**

1. Computer Assisted Instruction (explanatory and interactive)
2. Internet Access
3. Medline Access

### **B. Concept Reinforcement**

1. Critical thinking scenarios
2. Seminar activities
3. Study Guide exercises
4. Current research findings and literature discussion
5. Individual faculty-student conferences.

### **C. Clinical Instruction**

1. Learning through simulation
2. Psychomotor skill development

## **METHODS OF EVALUATION**

1. Satisfactory completion of clinical requirements.

## **REFERENCES**

1. Required textbooks
2. Current nursing professional journals/periodicals (within the last five years)

## XXVI. CLINICAL SKILLS

### RNSG 2360

Personal hygiene	Admission/Discharge
Hand washing	Foley Catheterization
Bed making	Nasogastric tube/maintenance care Enteral feeding tubes/maintenance care
Bed bath	Administration of Meds.
Vital signs	I.V. fluid: Compute flow rate, monitor flow rate, hang new bag
Enemas	Blood glucose monitoring
Isolation techniques	Tracheostomy Care
Lifting and moving	Suctioning (trach and oral)
Application of heat and cold	Intravenous Therapy
Taking/giving report	Venipuncture
Intake and output	
Specimen collection	
Foley catheter care	
Charting (documentation)	
Physical assessment	
Pre/post-op care	
Wound care (Sterile technique)	

## **END OF SEMESTER SKILLS PRACTICUM**

**This skill performance test will be at the end of clinical and include a demonstration of four types of skills:**

- a. Physical Assessment including subjective and objective data – Respiratory, Cardiovascular, Neurological
- b. Indwelling foley with documentation
- c. Venipuncture or IV insertion with documentation
- d. Sterile dressings – wet to dry dressing or dry dressing with documentation

**Each of the four categories will be worth 25 points for a total of 100 points which equals 10% of the RNSG 2360 grade.**

**Student has 30 minutes to finish**







**XXVIII RNSG 2360 Weekly Formative Evaluation Tool RNSG 2360**

**Print Last Name** \_\_\_\_\_

**Print First Name:** \_\_\_\_\_

**Clinical Facility:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Month**

<b>Course Outcomes</b>	<b>Possible Points</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
I. Determine the health status and health needs of clients and their families with common health problems based upon interpretation of health data in collaboration with clients, families, and other health care providers:	20														
II. Formulate goals and plan of care for clients and their families with common health problems based upon analysis of data in collaboration with clients, families, and other health care professionals.	10														
III. Implement the plan of care within the legal and ethical parameters in collaboration with clients, families and other members of the health care profession to assist clients and their families to meet health care needs safely.	30														
IV. Apply principles of teaching and learning to develop and implement a teaching plan for clients and their families concerning health promotion, health maintenance, disease prevention, restoration, and rehabilitation.	10														
V. Use various methods to evaluate client and family responses to therapeutic interventions for common health problems.	10														
VI. Demonstrate professional behavior in the clinical setting**	20														
	<b>Student's Initials</b>														
<b>Total</b>	<b>100</b>														
Asterisk items on the weekly formative evaluation too criteria indicate behaviors critical to performance and must receive a satisfactory rating for the student to achieve a passing Clinical Performance Grade.															

**XXIX. Student Weekly Self Evaluation**

Print Student's Name: \_\_\_\_\_

<b>Skills Performed:</b>
<b>Learning Experiences / Clinical Issues Identified:</b>
<b>Areas of Accomplishment:</b>
<b>Areas for Improvement:</b>

Student Signature \_\_\_\_\_



XXX RNSG 2360 Weekly Formative Evaluation Tool	Criteria
I. Determine the health status and health needs of clients and their families with common health problems based upon interpretation of health data in collaboration with clients, families, and other health care providers:	<ul style="list-style-type: none"> <li>• Performs pre-clinical assessment using nursing process ( medications, procedures).</li> <li>• Collects nursing health history.</li> <li>• Receives report on client.</li> <li>• Collects pertinent laboratory data.</li> <li>• Accurately performs physical exam.</li> <li>• Completes physical assessment and collaborates with staff on significant findings.</li> <li>• Documents appropriate data.</li> </ul>
II. Formulate goals and plan of care for clients and their families with common health problems based upon analysis of data in collaboration with clients, families, and other health care professionals.	<ul style="list-style-type: none"> <li>• Analyzes and interprets data.</li> <li>• Identifies client/family problems.</li> <li>• Formulates nursing diagnoses.</li> <li>• Documents appropriate nursing diagnoses</li> <li>• Prioritizes and organizes care</li> <li>• Collaborates with health team members.</li> <li>• Identifies client goals.</li> <li>• Establishes expected outcomes.</li> <li>• Selects individualized nursing actions.</li> <li>• Writes nursing care plans.</li> <li>• Consults with client and family.</li> <li>• Reviews client data to ensure proper care for the day.</li> </ul>
III. Implement the plan of care within the legal and ethical parameters in collaboration with clients, families and other members of the health care profession to assist clients and their families to meet health care needs safely.	<ul style="list-style-type: none"> <li>• Performs appropriate nursing actions.</li> <li>• Check medications to be given for availability and allergies.</li> <li>• Identify and implement measures to meet the client's nutritional needs</li> <li>• <b>*Safely performs all clinical skills and procedures according to policy of assigned affiliate agency.</b></li> <li>• Incorporates skills from previous courses.</li> <li>• <b>*Administers medications safely including knowledge, calculation, administration and evaluation.</b></li> <li>• Documents care accurately.</li> </ul>
IV. Apply principles of teaching and learning to develop and implement a teaching plan for clients and their families concerning health promotion, health maintenance, disease prevention, restoration, and rehabilitation.	<ul style="list-style-type: none"> <li>• Identifies client learning needs.</li> <li>• Identifies client's readiness to learn.</li> <li>• Communicates to client community resources.</li> <li>• Implements an individualized teaching plan.</li> </ul>
V. Use various methods to evaluate client and family responses to therapeutic interventions for common health problems.	<ul style="list-style-type: none"> <li>• Reassesses client</li> <li>• Compares client response to criteria.</li> <li>• Analyzes reasons for results and conclusions.</li> <li>• Reviews and modifies existing care plan.</li> </ul>
VI. Demonstrate professional behavior in the clinical setting**	<ul style="list-style-type: none"> <li>• <b>*Demonstrates confidentiality of client information.</b></li> <li>• Adheres to professional appearance and behavior guidelines.</li> <li>• Reports to appropriate personnel when leaving the unit.</li> <li>• Seeks and uses feedback from instructor or nursing staff.</li> <li>• Seeks clarification of assignments and role responsibility when in doubt.</li> <li>• Maintains punctuality.</li> <li>• Maintains standard of performance under stress.</li> <li>• Reports to clinical on time or notifies appropriate personnel of tardiness or absences</li> <li>• Practices according to expected level of competence.</li> </ul>

\* items indicates the behavior is critical to performance and must receive a satisfactory rating for the student to achieve a passing Clinical Performance Grade.

\*\*students must receive a satisfactory rating in Professional Conduct Behaviors to achieve a passing Clinical Performance Grade. Instances of conduct inappropriate to the profession are subject to further disciplinary action.

**XXXI HOUSTON COMMUNITY COLLEGE SYSTEM**  
**Associate Degree Nursing Program - RNSG 2360 Summative Student Clinical Evaluation Tool**

Student Last Name: \_\_\_\_\_

Student First Name: \_\_\_\_\_

Clinical Facility \_\_\_\_\_

Date: \_\_\_\_\_

COURSE LEARNING OUTCOMES		MID-SEMESTER EVALUATION Date:		FINAL EVALUATION Date:	
	CLINICAL COURSE OUTCOMES	Grade	COMMENTS	Grade	COMMENTS
I.	Determine the health status and health needs of clients and their Families with common health problems based upon interpretation of health data in collaboration with clients, families, and other health care providers:				
II.	Formulate goals and plan of care for clients and their families With common health problems based upon analysis of data in Collaboration with clients, families, and other health care Professionals.				
III.	Implement the plan of care within the legal and ethical Parameters in collaboration with clients, families and other Members of the health care professions to assist clients and their Families to meet health care needs safely.				
IV.	Apply principles of teaching and learning to develop and implement a teaching plan for clients and their families Concerning health promotion, health maintenance, disease Prevention, restoration, and rehabilitation.				
V.	Use various methods to evaluate client and family responses to Therapeutic interventions for common health problems.				
VI.	Demonstrate professional behavior in the clinical setting				
<b>AVERAGE GRADE FOR CLINICAL</b>					

Outstanding performance: 90 to 100.

Satisfactory performance: 80 to 89

Minimal performance: 75 to 79.

Unsatisfactory performance: below 75

Student's Name: \_\_\_\_\_

**XXXI**

**Mid-Semester Clinical Evaluation  
RNSG 2360**

Instructor's comments:

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**Faculty's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Student Comments:

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**Student's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

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**Final Evaluation**

Instructor's comments:

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**Faculty Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Student's comments:

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**Student's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## XXXII. COMMUNITY SERVICE ACTIVITIES

### Turn in this assignment to Theresa Wooten

1. As part of the clinical component for RNSG 2360, students are required to complete 16 hours of community service.
2. This is a pass/fail assignment that must be completed in order to pass this course.
3. **Students are to present themselves as adult volunteers NOT AS HCCS students for these activities.**
4. **Deadline date is Friday November 18, 2011.**
5. Community service activities **must be approved by the lead instructor before attending.**
6. Submit completed documentation form to the lead instructor.

**Students are required to have their volunteer activity hours documented either by a note written on the participating group or agency's letterhead or by using their form.**

**Community Service documentation must be submitted to the lead instructor no later than the last clinical week.**

**Failure to submit documentation by the deadline will result in a 10% reduction to the student's final clinical grade.**

7. Look up [http:// volunteerhouston.org](http://volunteerhouston.org) for monthly events

#### **Suggested List of Activities –**

1. **Health Fairs / Fun Runs**
2. **Support Groups**
3. **Hospice Nursing home/adult day care**
4. **Meals on wheels**
1. **Organizations:** a. **Points of Light Foundation** b. **One Houston United - United Way**

**XXXIII .** EGLS3 -- Evaluation for Greater Learning Student Survey System At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.



#### **XXXIV. Early Alert Syllabus Statement**

The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem (s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.