



**Associate Degree Nursing Program  
Coleman Health Sciences College**

**RNSG 2360 – CLINICAL NURSING – ADULT 1  
CRN 16569  
Fall 2016**

3.0 Credit hrs/9 Clinical Hours/16 Weeks

**Instructor and Contact Information:**

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**Office location and hours (as posted)**

*Please feel free to contact us at any time concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for our assistance. Your performance in our class is very important to us. We are available to hear your concerns and discuss course topics. Feel free to contact us by phone or email.*

**Course Description**

Study of the health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

**PRE-REQUISITES**

RNSG 1413 Foundation for Nursing Practice  
RNSG 1360 Clinical Nursing  
Foundations  
RNSG1201 Pharmacology

## **CO-REQUISITES**

RNSG 2360 Clinical Nursing-Adult 1

### **Student Learning Outcomes**

Upon Graduation the student will be able to:

1. Communicate effectively with patients, families, and members of the health care team.
2. Utilize a systematic problem-solving approach in caring for patients with common and complex needs.
3. Demonstrate appropriate entry level Associate Degree Nursing Program didactic competencies to pass the NCLEX licensure exam.
4. Demonstrate safe entry level nursing practice as defined in the four roles of the Differentiated Essential Competencies of Graduate of Texas Nursing Programs.

### **COMPETENCIES**

**Multiple competencies from multiple regulatory agencies will be acquired and demonstrated at multiple levels of learning during your ADN program.**

#### **SCANS Skills and Competencies**

“The Secretary’s Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission’s fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment...”

A high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy...

High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.” The “fundamental skills” and “workplace competencies” are listed below:

#### **A Three-Part Foundation**

##### **Basic Skills:**

**Reads, writes, performs arithmetic and mathematical operations, listens and speaks**

- A. Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening – receives, attends to, interprets, and responds to verbal messages and other cues

E. Speaking – organizes ideas and communicates orally

### **Thinking Skills:**

**Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons**

A. Creative Thinking – generates new ideas

B. Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving – recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye – organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How To Learn – uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning – discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

### **Personal Qualities:**

**Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty**

A. Responsibility – exerts a high level of effort and perseveres toward goal attainment

B. Self-Esteem – believes in own self-worth and maintains a positive view of self

C. Sociability – demonstrates understanding, friendliness, adaptability, empathy, and

D. Self-Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty – chooses ethical courses of action

### **Five Workplace Competencies**

#### **Resources:**

**Identifies, organizes, plans, and allocates resources**

A. Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. Material and Facilities -- Acquires, stores, allocates, and uses materials or space efficiently

D. Human Resources – Assesses skills and distributes work accordingly, evaluates performance and provides feedback

#### **Interpersonal:**

**Works with others**

A. Participates as Member of a Team – contributes to group effort

- B. Teaches Others New Skills
- C. Serves Clients/Customers
- D. Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates – works toward agreements involving exchange of resources, resolves divergent interests
- F. Works With Diversity – works well with men and women from diverse backgrounds

**Information:**

**Acquires and uses information**

- A. Acquires and evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computer to Process Information

**Systems:**

**Understands complex inter-relationships**

- A. Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance – distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:**

**Works with a variety of technologies**

- A. Selects Technology – chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment, including computers and other technologies

## **Differentiated Essential Competencies (DECs)**

The Texas Board of Nursing has determined that the following competencies must be acquired:

### **I. Member of the Profession**

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of patient care to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

### **II. Provider of Patient Care**

- A. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings-compared with evidence-based health data derived from the associate degree nursing program.
- C. 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.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. 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.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and material resources in providing care for patients and their families.

### **III. Patient Safety Advocate**

- A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to prevent patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas NPA.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

### **IV. Member of the Health Care Team**

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. 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.
- E. Communicate and manage information using technology to support decision-making to improve patient care.
- F. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

### **QSEN Competencies**

Using the Institute of Medicine (2003) competencies for nursing, QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency as follows:

- **Patient Centered Care** - Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- **Teamwork and Collaboration** - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- **Evidence Based Practice** - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- **Quality Improvement** - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- **Safety** - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics** - Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

## NCLEX-RN TEST PLAN

The NCLEX Test Plan provides a concise summary of the content and scope of the exam. The Test Plan also serves as a guide for both exam development and candidate preparation.

Client Needs	Percentage of Items From Each Category/subcategory
<b>Safe and Effective Care Environment</b>	
<b>Management of Care</b>	<b>17-23%</b>
<b>Safety and Infection Control</b>	<b>9-15%</b>
<b>Health Promotion and Maintenance</b>	<b>6-12%</b>
<b>Psychosocial Integrity</b>	<b>6-12%</b>
<b>Physiological Integrity</b>	
<b>Basic Care and Comfort</b>	<b>6-12%</b>
<b>Pharmacological and Parenteral Therapies</b>	<b>12-18%</b>
<b>Reduction of Risk Potential</b>	<b>9-15%</b>
<b>Physiological Adaptation</b>	<b>11-17%</b>

### CLASS SCHEDULE

Course Calendar (also available via Canvas) is reviewed during course orientation. Changes are sometimes necessary and will be announced in class and/or via Canvas. **The Course Calendar will be given separately from this document**

### INSTRUCTIONAL METHODS

As your instructors, we want our students to be successful. We feel that it is our responsibility to provide you with knowledge concerning the foundations of nursing practice by modeling good teaching strategies and implementing scenarios and real-life examples that allow you to connect the information that you learn in this course to the real world.

Classroom lectures, discussions, varied small/large group learning activities/work groups, case studies, multi-media and videos, as part of computer-aided instruction, and nursing skills lab-and simulation learning will be utilized in this course.

As a student who wants to learn about the nursing care of common, it is your responsibility to read the assigned chapters in the textbook, submit assignments on the due dates, study for the exams, participate in face-to-face classroom activities, utilize the online component of the course, and enjoy yourself throughout the experience.

## EVALUATION

### STUDENT ASSIGNMENTS

Assignments have been developed that will enhance your learning and increase your understanding of each topic. Assignments cover key information that you will need to remember, and learn to apply, in order to be successful in this course. You may be asked to watch a video or complete an activity prior to class. The post-test grade sheet or certificate of completion may need to be printed, brought to class, and used as your ticket to enter the classroom. Assignments are designed to help you perform the following:

#### **Use Information Skills/Acquire information**

Develop skills and techniques to implement the basic nursing process.

Reflect knowledge of the nursing process in:

- a. Active participation in patient care in clinical experience

#### **Organize Information**

Able to assign acquired data to correct categories within the nursing process:

- a. Theory exams
- b. Quizzes, VCE, assignments, case studies, research findings

#### **Enhance Basic Skills**

Demonstrate reading competence. Analyzes written/printed information to determine appropriate course of action by utilizing:

- a. Case Studies, research findings
- b. Multiple choice question exams

Prior to class, a video or activity may be assigned. The video post-test (not the activity) should be completed and the certificate of completion must be printed to bring to class as the ticket to class. The activity must be completed, printed and may have to be submitted to the instructor as entry to class.

### Course Grading

Nursing Care Plans	<u>40%</u> of grade
Clinical Evaluation	<u>50%</u> of grade
Clinical Presentation	<u>10%</u> of grade



## **Instructor Requirements**

As your instructors, it is our responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up procedures
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as needed

## **Student Requirements**

To be successful in this class, it is your responsibility to:

- Attend clinical and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Complete the course with a **75%** passing score

## Instructional Materials

<b><u>AUTHOR</u></b>	<b><u>TEXTBOOK</u></b>	<b><u>PUBLISHER</u></b>
Brunner	Medical Surgical Nursing 13th edition, 2014	Lippincott
Lynn, Pamela	Taylor's Clinical Nursing, Skills , 4th edition	Lippincott
<b><u>B.Recommended:</u></b>		
Morris, L.	Calculate With Confidence, 9 <sup>th</sup> ed.	Elsevier
Texas Board of Nursing	Nursing Practice Act	<a href="https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp">https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp</a>
Sparks and Taylor	Sparks and Taylor Nursing Diagnosis Procedures Manual 2008	Lippincott
Corbitt, JJ	Laboratory Tests and Diagnostic Procedures with Nursing Diagnosis	Pearson/Prentice Hall
Stedman, Thomas	Stedman's Medical Dictionary, 5 <sup>th</sup> ed, 2005	LWW

Additional supplemental reading materials or learning tools will be announced by the instructor.

1. 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 four interventions for each nursing diagnosis.**

c) Failure to submit a plan of care will result in a clinical absence for that day and the student will be sent home, thus a zero grade for that day.

d) When the student turns in a care plan, the Criteria for Nursing Process Implementation form [grading tool] must be included. Students are to fill in information at top of form including name, care plan Number. Care plans comprise 40% of the clinical grade. Scores from the four (4) highest care plan grades will be used to determine the overall clinical grade.

e) **It is the discretion of the faculty to receive and grade any care plan that is turned in late.** The student may receive feedback, but no score.

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. Post-Conference Presentations

Students are expected to monitor client's response to nursing care and treatment and report these responses to the appropriate member of the health-care 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. Each student will give a short presentation on a topic as assigned by the instructor. This presentation will comprise of 10% of the total clinical grade.

#### 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 calculations. *Medication administration is a requirement for this course.*

**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. **If the student is unsuccessful after three (3) attempts he/she will not be allowed to go to clinical until the 90% is achieved.**

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

#### 6. Clinical Evaluation.

Clinical evaluations will be conducted on a weekly basis throughout the semester. Student clinical performance will be graded according to established criteria stated on the Weekly Formative Evaluation Tool. **Critical elements (accountability, confidentiality, and safety) are marked with an asterisk indicate that the behavior is critical to performance. The student must receive a satisfactory rating (a grade of 75% or greater) to achieve a passing clinical performance grade. The clinical performance grade comprises 50% of the overall clinical grade.**

**Scores from the weekly formative evaluation tool will be added and then divided by the number of weeks the student attended clinical to compute the final 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 rating** on the **final evaluation (a grade of 74% or less)** is considered to be an unsafe clinical practitioner. The student who has Unsatisfactory clinical performance **will receive a failing grade (less than 75%) in RNSG 2360, regardless of other grades.**

# RNSG 2360: CLINICAL NURSING ADULT 1

## GRADE SHEET

Student Name (print):

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Last	First	Middle
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**Scale:**

A	=	100 – 90
B	=	89 – 80
C	=	79 – 75
D	=	74 – 60
F	=	59 and below

DOSAGE CALCULATION EXAM # 1

Pass/Fail

NURSING PROCESS/CARE PLANS

40% OF GRADE

CLINICAL EVALUATION

50% OF GRADE

CLINICAL PRESENTATION

10% OF GRADE

TOTAL 100%

Care Plan Grades \_\_\_\_\_ x 0.40 \_\_\_\_\_

Clinical Evaluation \_\_\_\_\_ x 0.50 \_\_\_\_\_

Presentation \_\_\_\_\_ x 0.10 \_\_\_\_\_

Excessive absences minus 10% per day

Calculate each grade to the hundredth place.

Course Final Grade \_\_\_\_\_



Oral presentation  
RNSG 2360

Start Time: \_\_\_\_\_

Finish Time: \_\_\_\_\_

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 points)</b>	Covers the topic assigned thoroughly	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
<b>Content (45 points)</b>	Introduction is attention-getting, lays out the topic well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall system assessment.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
<b>Presentation (40 points)</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	

	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits (thirty minutes)	5	
	Information was well communicated.	10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	



**HOUSTON COMMUNITY COLLEGE SYSTEM**  
**RNSG 2360: CLINICAL NURSING ADULT 1**  
**COURSE EXPECTATIONS CONTRACTUAL AGREEMENT**

I, \_\_\_\_\_, have read the syllabus and fully understand the expectations of me as a student in this course.

I am aware that the course syllabus and the Houston Community College A.D.N. Student Handbook are on the course website and that I am accountable for following the policies and procedures discussed.

I agree to avoid academic dishonesty by neither giving nor receiving any information about test content in this course and I will not sign the roll for any other student.

I agree that my failure to submit this signed agreement will be considered a breach of contract and I may be administratively dropped.

I have been given an opportunity to ask and have my questions answered.

I do not have any unanswered questions regarding the syllabus.

My signature below signifies my willingness to comply with the course requirements.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
PRINTED NAME

\_\_\_\_\_  
DATE

## **POLICIES AND PROCEDURES**

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

### **ACADEMIC DISHONESTY**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with Houston Community College's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating includes:

- Copying from another students' test paper or assignments;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of “0” or “F” in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System (See Student Handbook).

### **Professional Behavior**

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

### **ADA 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. The faculty is 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(s) identified in the HCCS and ADN Student Handbooks. The procedure may be started with a phone call to the Coleman College Disabilities counselor.

### **Attendance**

Strict attendance is required for all clinical experiences and clinical facility orientation. For RNSG 2360, students must complete 144 hours of clinical rotation requirements. Failure to complete the required number of hours may result in the student receiving a failing grade (74% or less) or an Incomplete (a grade of “I”) in the RNSG 2360 clinical course, which means the student will be unable to progress in the program.

Students are responsible for notifying faculty of absences from the required clinical day prior to the scheduled clinical time. Discussion with your clinical faculty member should occur prior to any anticipated absence, such as illness or crisis in the family.

Any absence must be accompanied by valid documentation. Students who fail to notify their clinical instructor of a clinical absence will receive a zero (0) for this behavior on the weekly performance evaluation. Undocumented absences will result in a deduction of 10% per occurrence to the final grade.

### **Tardiness**

A student who does not arrive at the assigned clinical facility and designated place at the appointed time will be considered tardy.

After two clinical "tardies", the student will be counseled for unprofessional conduct. Two “tardies” will constitute a clinical absence.

A student who is thirty (30) or more minutes late will be marked absent for the clinical day, and it is the faculty’s discretion and clinical facility requirements that will determine if student is allowed to stay for clinical day.

**A student who has excessive absences will be administratively dropped from the course.**

### **Make-Up Policy**

If a student misses a RNSG 2360 related activity, he/she will have to make-up hours by completing make-up activities that require the same amount of time that would have been spent in the clinical experience as determined by the instructor. If the make-up activity is not completed by the assigned date, the student’s absence will be documented as unexcused and 10% will be deducted from the overall clinical course grade.

## CLINICAL MATH TESTING

**Math Policy:** The safe administration of medications is a cornerstone of high quality patient care. In an effort to assure students are prepared to calculate medication dosages, there will be a math test prior to each clinical rotation.

**Procedure:** Each student will be given a math packet to review prior to each new semester. On the first day of the primary theory course, the instructor will present an overview of the math to be learned and used during the upcoming clinical rotation.

The math test will be given during **WEEK 2** of classes by the theory instructor. Students are required to pass the exam with a score of 90% or better. If a student does not pass the math exam on the first try, a second math test will be given in **WEEK 3**, following remediation with a peer tutor or faculty tutor. Each time the student is unable to successfully pass the math test with a score of 90% or better, the student's Weekly Formative Evaluation grade will be reduced by 30 points.

If the student is unable to attain a score of 90% or better during the first two math tests, a **third and final** math test will be given during **WEEK 4** of the semester. Any student who is unable to pass the math exam for the third time will not be allowed to continue in the clinical course, which must be recorded as failing the clinical rotation. Additionally, the student must withdraw from the co-requisite theory course.

## HCC GRADING SCALE

A = 100 – 90:	4 points per semester hour
B = 89 – 80:	3 points per semester hour
C = 79 – 75:	2 points per semester hour
D = 74 – 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W (Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

## COMPUTER BASED TESTING

All Houston Community College System ADN program exams will be computer based to prepare the student for and meet the NCLEX testing requirements. Paper-and-pencil exams pose a security risk and are therefore not available for standardized exams. This is an intentional design of testing so that our computerized exams more closely emulate the NCLEX exams. Keep in mind that the NCLEX is a CAT (Computer Adaptive Test) that is not delivered in paper form.

## **EAGLE ALERT PROGRAM**

The Houston Community College Eagle 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 support 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 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.

## **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 near the end of the term, 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 department 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.

## **ELECTRONIC MEDIA POLICY**

### **Protected Health Information (PHI)**

Students are allowed to access electronic medical records only for gathering information. The information obtained must be handwritten; it cannot be photographed or electronically transmitted. Auxiliary drives (USB drives, portable drives, discs, data storage cards, etc.) are not to be inserted into any facilities EMR system.

**Do Not** access any medical records that you are not using for patient care. This includes your own medical records, your child's, a family member's, someone famous, or someone you saw on the news. This is a breach in patient information and privacy and may result in consequences up to failing your clinical rotation, fines, and dismissal from the program. Hospitals consider PHI violations as critical errors in judgment resulting in grounds for immediate dismissal.

### **Password Security**

Do not share any facility password or your username with anyone. Please be advised that facility staff members are not allowed to share their password or username with any student or faculty member.

## **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, 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.

### **PREGNANCY**

A pregnant student must submit written documentation from her physician that, medically, she can continue participating in classroom and clinical activities. In the event that the student is pregnant while enrolled in the ADN program, documentation must be submitted from the health care provider that states that the student's health status will not be in jeopardy from enrollment in the program. Although faculty will attempt to make clinical assignments to avoid potentially hazardous situations, it remains the student's responsibility to maintain her own wellness and demonstrate responsible behavior with respect to her fetus. HCC Coleman College assumes no responsibility for problems or exposures that occur during pregnancy or delivery. Faculty will not limit how long the pregnant student may be enrolled provided it is understood that the student is expected to meet the same standards of clinical and classroom performance as are all students enrolled in the ADN program.

### **REMEDIATION**

#### **Remediation, Testing Protocol, and Computer Based Testing:**

##### **A. Remediation Policy and Procedure:**

Policy: All students who fail an exam with less than 75% shall be required to remediate before taking another exam.

Procedure: To remediate is to remedy the deficiencies. Remediation procedure is as follows

1. Upon the initial failure the instructor shall submit an early alert notification
2. Student will meet with the instructor to review the test (or this can be done by the retention

specialist if desired by the instructor

3. The student will schedule and attend a meeting with the advisor if recommended by the instructor
4. The student will meet with the retention remediation coach to discuss the test
5. Student will attend a remediation session for study skills, time management, and test taking skills for nursing students
6. No student shall be allowed to sit for a subsequent exam until remediation has been completed. Remediation is **MANDATORY and a zero will be received for the missed exam.**
7. Student shall be required to repeat the above steps for each exam failure including the specialty exam.
8. Faculty/peer tutoring will be provided if requested by the student or if deemed necessary by the retention retention/remediation coach.
9. Success Coaching is also available on the 5<sup>th</sup> floor, Rm. 540.
10. Upon completion of remediation, complete and submit your remediation form to your instructor.

Student responsibilities include bringing textbook, lecture notes, questions or topics for discussion and following through with all instructor-made assignments. Student may receive extra assignments to facilitate his/her learning. **(NOT FOR EXTRA CREDIT)**

### **REPEAT COURSE FEE**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective Fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **SEX/GENDER DISCRIMINATION**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to [www.edurisksolutions.org](http://www.edurisksolutions.org) Go to the button at the top right that says **Login** and click. Enter your student number.

### **WITHDRAWAL FROM A COURSE**

If you feel that you cannot complete a course, you will need to withdraw from the course prior to the final drop date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. Your instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout their educational career** when obtaining a certificate and/or degree.

Withdrawing from a class must be done **PRIOR** to the withdrawal deadline in order to receive a “W” on your transcript. **\*\*Last Day to Drop deadlines vary each semester**, depending on class length. Please see the Academic Calendar that is available online or see your instructor or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not wait until the last minute and submit a request to discuss withdrawal options with only one day left before the deadline. Confer with your instructor or counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.**



## **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 a health-care facility in rendering medical care for the accident or injury.
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 required to carry a personal health insurance policy. The **Student assumes all responsibility for.**

## **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.

## **PROFESSIONAL APPEARANCE**

Attire when in the hospital for any pre-clinical activity is street clothes and white lab coat. Additionally, an HCCS Health Career Patch must be on left sleeve of white 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. May wear wedding band only; no class rings.

Only piercing shall be one piercing at lobe of ears.

Earrings shall be small studs only.

No bracelets or necklaces.

No use of aromatic fragrances is allowed.

Students in uniform must have a watch with a second hand (no digital watches)--watch band must be plain.

Uniform includes 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 leather 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.

## **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/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.
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 him/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.
22. Tattoos on exposed skin must be covered during the clinical experience. Modernistic piercings (with large earrings that stretch the earlobe) are not permitted.

**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.**

## **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 normally dealt with fall into three categories. The first level, identified as **BNI** (behaviors needing improvement), involves incidents such as uniform infractions and misunderstanding of care plan 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 in a patient injury. Student behaviors related to the Critical Elements are starred on the Clinical Evaluation Tools. **Three RNI's or the occurrence of one (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 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 from 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.

## **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

## CLINICAL SKILLS ALLOWED in Hospital for this Course

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







RNSG 2360 Weekly Formative Evaluation	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</b></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 indicate 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.



**Student Weekly Self Evaluation**

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

**Skills Performed:**


**Learning Experiences / Clinical Issues Identified:**


**Areas of Accomplishment:**


**Areas for Improvement:**


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

Student's Last Name: \_\_\_\_\_ Student's First Name \_\_\_\_\_

**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** \_\_\_\_\_

**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		FINAL EVALUATION	
	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

