Medical-Surgical II VNSG 1261
Clinical Course Syllabus: Spring 2017

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00 AM – 12:00 PM 1:00 PM – 3:00 PM	1:00 PM – 5:00 PM	CLINICAL	CLINICAL		As needed

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites):
Two hours credit. Detailed education, training and work-based experience, and direct patient/client care at a variety of clinical sites. On-site clinical instruction, supervision, evaluation, and placement. A continuation of VNSG 1260. Focus is on increased complexity and advanced care in meeting bio-psych-social needs of adults through the role of the vocational nurse. Ten hours of clinical experience each week. Mandatory co-requisite: VNSG 1432.

Required Textbook(s):
No other textbooks need to be purchased for this course.
Reference textbooks are from pre and co-requisite courses listed below:

VNSG 1429 Med/Surgical I
VNSG 1260 Med/Surgical I Clinical
VNSG 1304 Nursing Foundations
VNSG 1502 Nursing Skills
VNSG 1432 Med/Surgical II
NTCC VN Student Handbook 2016-2017

Publisher: see above

ISBN Number: see above

Recommended Reading(s):

Student Learning Outcomes:
The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2010) to guide nursing education programs in developing a curriculum which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon the preparation in the program of study. The differentiation is based upon the level of the nursing education program which the student is enrolled.

The NTCC nursing program director and faculty incorporate the Differentiated Essential Competencies (DECs) (2010) into the student learning outcomes of each course, based on the level of the nursing educational program. The learning outcomes of this course are based on the essential competencies of graduates of Texas Vocational Nursing education program.

DIFFERENTIATED ENTRY LEVEL COMPETENCIES OF GRADUATES OF TEXAS NURSING EDUCATION PROGRAMS: VOCATIONAL NURSING

Student Learning Course Outcomes with DEC inclusion are listed as follows:

A. Provider of Patient-Centered Care:

1. Provide basic nursing care to assigned patients with predictable health care needs through a supervised directed scope of practice.
2. Assist in determining the health status and health needs of patients based on interpretation of health-related data.
3. Assist in the formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families and the multidisciplinary health care team.
4. Implement aspects of the plan of care within legal, ethical and regulatory parameters and in consideration of client factors.
5. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
6. Identify and report alterations in patient outcomes and responses to therapeutic interventions.
7. Use the nursing process as the basis for clinical decision-making.
8. Assist in the coordination of human and material resources for the provision of care for assigned patients.

B. Patient Safety Advocate:

1. Demonstrate knowledge about the Texas Nursing Practice Act and Board Rules.
2. Implement measures to promote a safe environment for patients and others.
3. Obtain instruction, supervision or training as needed when implementing nursing procedures or practices.
4. Know, recognize and maintain professional boundaries of the nurse-patient relationship.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Understand the concept of "scope of practice" and function within a directed scope of practice.
7. Accept and/or make assignments that take into consideration patient safety and that are commensurate with educational preparation and employing health care institutional policy.

C. Member of the Health Care Team:

1. Collaborate with patients, families and the multidisciplinary health care team to provide direct care to assigned patients.
2. Participate in the identification of patient needs for referral to resources that facilitate continuity of care.
3. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution.
4. Communicate pertinent information to members of the health care team in a timely manner to promote and maintain patient well-being.
5. Assign nursing care to other members of the health care team as needed.
6. Supervise nursing care provided by others for whom the nurse is responsible.

D. Member of a Profession:

1. Assume responsibility and accountability for the quality of nursing care provided to patients.

2. Participate as an advocate in activities that focus on improving the health care of patients.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

4. Demonstrate responsibility for one's own continued competence in nursing practice and professional growth.

Exemplary Educational Objectives:

N/A

SCANS Skills:

The Secretary's Commission on Achieving Necessary Skills (SCANS) was established to identify two types of skills: competencies and foundations necessary for success in the work place.

Specific VN program student SCANS competencies include:

Basic Skills: reading, writing, arithmetic and mathematical operations, listening, speaking.

Thinking Skills: creative thinking, decision making, problem solving, visualize, knowing how to learn, reasoning.

Personal Qualities: responsibility, self-esteem, sociability, self-management, integrity and honesty.

Resources: time, money, materials and facilities, human resources.

Information: acquires, evaluates, organizes, maintains, interprets, and uses computers.

Interpersonal: participates in teams, teaches others, serves clients, exercises leadership, negotiates, works with diversity.

Systems: understands systems, monitors and corrects performance, improves or designs systems.

Technology: works with a variety of technologies.

Lectures & Discussions:

Direct patient care in the clinical setting under the supervision of the faculty instructor or a preceptor. Teaching methodologies include client assessments, clinical critical thinking exercises, face to face clinical pre-post conference, role playing/modeling, simulation scenarios using high fidelity simulation will be used as clinical supplementation with case studies, EMR documentation in the clinical setting, evaluation of student's clinical performance is on going by the clinical instructor along with a student self-evaluation of clinical performance and a student evaluation of the clinical preceptor.

Evaluation/Grading Policy:

Student clinical evaluations are performed with each clinical experience using face to face, Bb pre-post conference, anecdotal record formatting, post clinical documentation review and grading or written preceptor evaulations. During a formal face-to-face faculty/student meeting, with student self evaluations, a clinical objective evalaution tool is used to evalaute the clinical competence of the 2nd level student at the end of the semester

The student begins the course with 100 clinical points. If the student receives a deduction in points to 75 points, (see Documentation of Counseling Form found in the nursing student handbook) the student is placed on clinical probation. The student can fail the course based on the severity of the clinical infraction. Below 75 clinical points is considered failing and if a student falls below 75 points, the student fails the clinical course. If the student fails the course, they can not progress in the VN program and can not continue in the vocational nursing program.

Tests/Exams:
Refer to the 2016-2017 NTCC Vocational Student Nursing Handbook for a detailed description of the grading system. The clinical grading is based on clinical behavior, obtaining clinical objectives, and pre-post clinical written documentation ie: case studies, clinical concept mapping, data mining exercise, critical thinking exercises and clinical data entry in Blackboard

Other Course Requirements:
A clinical calendar will be given to each student in the course with the scheduled clinical site and date for each required clinical day. This calendar is subject to change throughout the semester.

Student Responsibilities/Expectations:
Refer to 2016-2017 NTCC Vocational Student Nursing Handbook for clinical absence policy.

NTCC Academic Honesty Statement:
"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics
The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:
It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights And Privacy Act (**Ferpa**):
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Cell phones are to be left in the students' vehicle unless prior arrangements are made with the clinical instructor. Accessing the phone for personal use will occur during lunch only. The use of the student's cell phone is at the discretion of the instructor or preceptor.