

Clinical 1

Course Syllabus: **RNSG 1160 Fall 2017**



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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00-4:30	8:00-4:30	8:00-4:30	8:00-4:30	By Appt.	Hybrid Course

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):

A 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.

Required/Recommended Textbooks:

- ADN Nursing Faculty. (2017). Syllabus and Classroom Learning Folder. Northeast Texas Community College.
- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (Sixth ed.). American Psychological Association.
- Ball, J., Bindler, R. M. G., Cowen, K. J., & Ball, J. (2012). *Principles of pediatric nursing: Caring for children*. Boston: Pearson.
- Barba, M. P., & Smith, S. Fucci. *Sandra Smith's review for NCLEX-RN*. Thirteenth edition.
- Billings, D. M. G. (2011). *Lippincott's Q & A review for NCLEX-RN*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Carpenito, L. J. (2012). *Nursing Diagnosis: Application to Clinical Practice* (14th ed.). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Carpenito, L. J. (2014). *Nursing Care Plans: Transitional patient & family centered care* (Sixth ed.). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Gahart, B. L., & Nazareno, A. R. (2017). *Intravenous medications: A handbook for nurses and health professionals* (33rd ed.). St. Louis: Mosby Elsevier.
- Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (8th ed.). Philadelphia: Elsevier/Saunders.
- Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-Surgical Nursing: Patient-Centered Collaborative Care Study Guide* (8th ed.). Philadelphia: Elsevier/Saunders.

- Jarvis, C. (2016). *Physical Examination & Health Assessment* (Seventh ed.). Saint Louis, Missouri: Elsevier.
- Jarvis, C. (2016). *Physical Examination & Health Assessment Pocket Companion* (Seventh ed.). Saint Louis, Missouri: Elsevier.
- Jarvis, C. (2016). *Physical Examination & Health Assessment Student Laboratory Manual* (Seventh ed.). Saint Louis, Missouri: Elsevier
- Kneisl, C. R., & Trigoboff, E. (2009). *Contemporary psychiatric-mental health nursing*. Upper Saddle River, N.J: Pearson Prentice Hall.
- Leonard, P. C. (2013). *Quick and easy medical terminology*. (8th ed.). Saint Louis, Missouri: Elsevier.
- Moore, M. C. (2009). *Pocket guide to Nutritional Assessment and Care* (Sixth ed.). Saint Louis, Missouri: Elsevier.
- Nettina, S. M. (2014). *Lippincott Manual of Nursing* (Tenth ed.). Philadelphia: Wolter Kluwer Lippincott Williams & Wilkins.
- Nursing: A Concept-based Approach to Learning* (2nd edition, Volume 1), (2015). Upper Saddle River, NJ: Pearson.
- Nursing: A Concept-based Approach to Learning* (2nd edition, Volume 2), (2015). Upper Saddle River, NJ: Pearson.
- Nursing Faculty. (2016). Northeast Texas Community College. *Associate Degree Nursing Handbook*.
- Nursing2016. (2016). *Nursing2016 Drug Handbook* (36th ed.). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Ogden, S. J. & Fluharty, L. K. (2016). *Calculation of Drug Dosages*. (10th ed.). St. Louis: Mosby Elsevier.
- Davidson, Michele R. (2012). *Olds' maternal-newborn nursing & women's health across the lifespan*. Boston: Pearson.
- Silvestri, L. A. (1999). *Saunders comprehensive review for NCLEX-RN*. (6th ed.). London: W.B. Saunders.
- Smith, S. F; Duell, D. J., & Martin, B. C. (2012). *Clinical Nursing Skills*. (9th ed.). New Jersey: Pearson.
- Yoost, B. & Crawford. L. (2016). *Fundamentals of Nursing*. St. Louis, MO: Mosby Elsevier.
- Yoost, B. & Crawford. L. (2016). *Fundamentals of Nursing Study Guide*. St. Louis, MO: Mosby Elsevier.

Additional Recommended Readings:

Kaplan/ATI testing with assigned reading/testing assignments (and remediation) noted in each module per Blackboard Learning System

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 Associates Degree Nursing education program

Student Learning Outcomes Objectives for RNSG 1160:

By the end of this course, the student will be able to:

1. Apply knowledge of selected foundational concepts to clinical situations.
2. Use clinical reasoning and knowledge based on the nursing program of study to date as the basis for decision making and safe patient care for one patient in a long-term care setting.
3. Utilize a systematic process to develop a concept map for patient-centered care for a patient in a long term care setting.
4. Identify potential safety issues in a patient's environment.
5. Demonstrate beginning collaboration skills by using SBAR to report on patients.

6. Document a shift assessment on an EHR.
7. Demonstrate professional accountability.
8. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.

Exemplary Educational Objectives:

See above

Grading Policy and Procedures

- A. In the clinical settings, the student will be required to satisfactorily demonstrate clinical competency according to Level I criteria on the clinical evaluation tool.

Failure to submit any written assignment on time will result in a deduction of points. Completion of assignment will still be required for successful completion of the course. See the Grading/Evaluation/Academic Progression Policy in the student handbook for grading and progression information, and more information about late work. See the Attendance Policy in the student handbook for attendance requirements.

Course Requirements

Clinical experiences in an assisted-living facility and a long-term care setting give the student an opportunity to practice technical, assessment, and communication skills with elderly patients. The student begins applying knowledge of concepts and developing clinical judgment skills in direct patient care. A clinical experience in an elementary school setting provides pediatric experience. Specific learning objectives guide the student's clinical experiences, focusing on application of concepts and skills learned in RNSG 1125, 1128, 1216, and 1430.

STATE LICENSE:

"For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency."

Student Responsibilities/Expectations:

See Nursing Program Handbook 2017-2018 for specific expectations. Cell phones and smart watches are to be kept in the student's backpack and placed on silent mode. These devices can be accessed at break and/or by prior arrangement with faculty.

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 request accommodations. An appointment can be made with John Coleman, Academic Advisor/Coordinator of Special Populations located in the College Connection. He can be reached at 903-434-8104. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

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:

Refer to Nursing Program Student Handbook 2017-2018 for specific policies.

Last Revised: 08/17