



VNSG 1260 Medical-Surgical I Clinical

Course Syllabus: 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
	mornings	Mornings	OFF campus/ clinicals	Off campus/ clinicals	9-12 by appt only	8-8 M-F email or Bb

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 hour credit. Detailed education, training and work-based experience, plus direct patient/client care at a clinical site. Includes clinical and on-campus clinical instruction using web-based electronic health record/simulation laboratory, supervision, evaluation, and placement. Focus is on meeting basic needs for a variety of clients with common medical surgical disorders. Ten hours of clinical experience each week. Prerequisite: Admission into the VN program. Mandatory Co-requisite: VNSG 1502, VNSG 1429 and VNSG 1304.

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.

Required Textbook(s):

Elsevier. (2013) Mosby’s Dictionary of Medicine, Nursing & Health Professions (9th ed.)
 ISBN:0323074030

Jarvis, C. (2016). Physical Examination & Health Assessment pocket guide (7th Ed.) St. Louis, MO:
 Elsevier. ISBN: 9780323265379

Jones & Bartlett. (2017). Nurse's Drug Handbook (17th Ed.) Burlington, MA: Jones & Bartlett Learning.
ISBN: 978-1-284099331

Key, J., Marshall, S. (2017). Clinical Calculations with applications to general and specialty areas, (8th ed.). St. Louis, MO: Elsevier ISBN: 978-0323390880

Smith, S., Duell, D., Martin, B., Aebersold, M., Gonzalez, L. (2017). Clinical nursing skills: basic to advanced skills (9th Ed.).Upper Saddle River, NJ: Pearson Education, Inc.
ISBN: 978-0-13-408792-4

Sanders., (2015) Comprehensive Review For NCLEX-PN Exam (6th ed.) ISBN: 0323289312

Vanleeuwen., (2015) Davis' Comprehensive Handbook Lab & Diagnostic Tests (6th Ed.) ISBN: 9780803644052

Nix, (2017) Williams' Basic Nutrition & Diet Therapy (17th Ed.) Elsevier. St. Louis, MO. ISBN: 9780323377317

Williams, L.S., Hopper, P. D., (2015) Understanding Medical Surgical Nursing (5th ed.) F.A. Davis, Philadelphia, PA. ISBN: 978-0-8036-4068-4

Williams, L.S., Hopper, P. D., (2015) Understanding Medical Surgical Nursing study guide (5th ed.) F.A. Davis, Philadelphia, PA. ISBN: 978-0-8036-4069-6

Yoost, B.L., Crawford, L.R., (2016) Fundamentals of Nursing. Elsevier. St. Louis, MO. ISBN:978-0-323-29557-

Yoost, B.L., Crawford, L.R., (2016) Fundamentals of Nursing study guide. Elsevier. St. Louis, MO. ISBN: 9780323358538

Publisher: see above

ISBN Number: see above

Recommended Reading(s):

ATI and Kaplan learning and testing online resources

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.

See separate **Student Learning Folder per Blackboard Learning System** for specific course outcomes and specific clinical skills objectives.

Student outcomes that meet Differentiated Entry Level Competencies are as follows:

A. As Member of the Profession:

1. 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.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
3. Contribute to activities that promote the development and practice of vocational nursing.
4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

B. Provider of Patient-Centered Care:

1. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice
2. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.
3. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

C. Patient Safety Advocate:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Implement measures to promote quality and a safe environment for patients, self and others.
3. Assist in the formulation of goals and outcomes to reduce patient risks.
4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

6. Accept and make assignments that take into consideration patient safety and organizational policy.

D. Member of the Health Care Team:

1. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

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

3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

5. Communicate patient data using technology to support decision making to improve patient care.

6. Assign nursing care to fellow VNs or unlicensed personnel based upon an analysis of patient or unit need.

7. Supervise nursing care provided by others for whom the vocational nurse is responsible.

Exemplary Educational Objectives:

n/a

SCANS SKILLS:

Secretary's Commission on Achieving Necessary Skills (SCANS) is an attempt to help make courses more relevant to the needs of a modern work force. SCANS is divided into two types of skills: competencies and foundations. The competencies are 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. Foundation skills are organized into the basic literacy and computational skills, the thinking skills necessary to put knowledge to work, and the personal qualities that make workers dedicated and trustworthy. Both are required for successful performance in most jobs.

Baseline Competency Activity To Evaluate Baseline Competency:

COMPETENCY STATEMENTS

Resources	C 1	Completes assignments as instructed.
Information	C 5	Apply nursing process and perform drug administration safely
	C 6	Transcribes and charts drug administration accurately.
	C 7	Charts drug administration and effectiveness.
	C 8	Computer assignments are completed with a passing grade.
Interpersonal Skills	C 9	Interacts with students and instructors in-group activities.
	C 14	Interacts with students and instructors in group activities.
Systems	C 15	Understand and use metric and apothecary equivalents with accuracy.
	C 16	Uses critical thinking.

FOUNDATION SKILLS

Basic Skills F 1 Reading assignments

	F 2	Prepare reports
	F 3	Drug calculations using basic math skills.
	F 4	Drug calculations using higher math skills.
Thinking Skills	F 8	Completes clinical assignments accurately and timely
	F 9	Utilize critical thinking
	F 10	Describe steps taken in the administration of medications by IM, IV and Sub Q
	F 11	Complete clinical assignments
	F 17	Completes all assignments with honesty

NOTE: Student must meet all baseline competencies to pass the course

Lectures & Discussions:

Teaching methodology includes: direct client care in the clinical setting (long-term care and acute care) under the direct supervision of the nursing program faculty or a nurse preceptor.

Client assessments with the formulation of clinical care plans, clinical pre-post conference in person or via NTCC Blackboard Learning System discussion board.

Additional teaching methodologies include: guest speakers, unfolding clinical case studies, high-fidelity Simulation laboratory case scenarios, role playing/modeling, clinical presentations, and face-to-face/written evaluations of the student's clinical performance by clinical instructors.

Evaluation/Grading Policy:

The performance grade will reflect compliance with clinical requirements and will be compiled in the following manner as specified in the VN Student Handbook:

100 POINTS WILL BE ASSIGNED EACH STUDENT WHO ENROLLS IN VNSG 1260

Points will be subtracted from the student performance grade for any unsatisfactory or unsafe clinical performance and for any noncompliance with the requirements specified in the student handbook. This will include any behavioral points deductions in the classroom or skills lab, for example: classroom tardiness, uniform infringements, or clinical skills lab performance point deductions.

A student success plan will be discussed and signed by the student/instructor as points are deducted or if mentoring/couching is performed.

As noted in the student handbook, an unsatisfactory clinical performance that reflects unethical behavior or places a patient at risk for harm will result in disciplinary action: minimal (probation) with maximal action being dismissal from the program without consideration for re-admission.

Pre-clinical plans will be evaluated by instructors.

Tests/Exams:

Per student written, verbal, and demonstrative performance in the clinical/simulation lab setting

Assignments:

Clinical assignments/high-fidelity simulation lab (on and off campus), unfolding case studies and the clinical schedule will be posted in the course calendar and downloaded from the Blackboard Learning System .

Other Course Requirements:

Access to a computer laptop/tablet, reliable internet access, student uniforms and assessment equipment, a working knowledge of Word, Excel, Email and Blackboard Learning System functionality plus web-based learning environments

Student Responsibilities/Expectations:

Refer to VN Student Handbook for specifics.

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 Shanin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at sgarrett@ntcc.edu . 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 the VN Program Handbook for specific policies.