





# VNSG 1260 Medical-Surgical I Clinical

Course Syllabus: Fall 2019

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

**Chrystal Brown RN, MSN**  
**Assistant Professor of Nursing**

**Office:** UHS building 2nd floor Room 207

**Phone:** 903-434-8302

**Email:** [cbrown@ntcc.edu](mailto:cbrown@ntcc.edu)

**Carie R. Overstreet RN**  
**Instructor of Nursing**

**Office:** 2<sup>nd</sup> floor UHS 203

**Phone:** 903-434-8369

**Email:** [coverstreet@ntcc.edu](mailto:coverstreet@ntcc.edu)

**Tim Elmore RN**  
**Instructor of Nursing**

**Office:** 2<sup>nd</sup> floor UHS 204

**Phone:** 903-434-8370

**Email:** [telmore@ntcc.edu](mailto:telmore@ntcc.edu)

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	Mornings/afternoon	Mornings 9-12	Mornings 9-12	Morning 9-12	9-12 by appt only	<b>8-8 M-F email or Bb</b>

*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): THESE BOOKS MAY BE USED IN OTHER COURSES AS WELL. THE NUMBERS INCLUDE:VNSG 1304, VNSG 1429 OR VNSG 1502.**

## Bibliography

- Jarvis, C. (2016). *Pocket Companion for Physical Examination and Health Assessment* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier. ISBN: 978-0-323-53202-0
- Ogden, Sheila J.; Fluharty, Linda K. (2016). *Calculation of Drug Dosages: A Work Text* (11<sup>th</sup> ed.). St. Louis: Elsevier Health Services. ISBN: 978-0-323-55128-1
- Vallerand, April Hazard; Sanoski, Cynthia A.; Kegliin, Judith Hopfer. (2018). *Davis's Drug Guide for Nurses*. (16<sup>th</sup> ed.). Philadelphia PA: F.A. Davis. ISBN: 978-0803669451
- Williams, L.S, Hopper, P.D. (2019). *Student Workbook for Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-6900-0
- Williams, L.S., Hopper, P.D. (2019). *Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-6898-0
- Yoost, B.L., Crawford, L.R. (2019). *Fundamentals of Nursing* (2nd ed.). St. Louis MO: Elsevier. ISBN: 978-0-323-50864-3
- Yoost, B.L., Crawford, L.R. (2016). *Study Guide for Fundamentals of Nursing* (1st ed.). St. Louis, MO: Elsevier. ISBN: 978-0-323-62486-2

### Recommended Reading(s):

- Mosby. (2016). *Mosby's Dictionary of Medicine, Nursing, & Health Professionals* (10th ed.). St. Louis, MO. ISBN: 978-0-323-22205-
- Nix, Staci. (2016) *Williams' Basic Nutrition & Diet Therapy* (15th Ed.). Elsevier. St. Louis, MO. ISBN: 978-0-32337731-7
- Silvestri, Linda A. PhD,RN. (2019). *Saunders's Comprehensive Review for NCLEX-PN Examination* (7th ed.). Elsevier. St. Louis, MO. ISBN: 978-0-323-48488-6
- Van Leeuwen, A. M. (2015). *Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-80364405-2

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	Complete 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:

In addition to multiple graded clinical documentation assignments, the student will be graded on performance. Any behavior found to be not in compliance with established policy and procedure will receive point deduction. This will include any behavioral point deductions in the classroom or skills lab, for example: classroom tardiness, uniform infringements, or clinical skills lab performance point deductions, among others. (Please refer to the Vocational Nursing Program Policy Handbook for complete policy on point system.) These points will be deducted from the final grade after all clinical assignments have been graded and averaged. For example, at the end of the semester, your documentation average is a 96. Over the semester, you received five clinical point deductions totaling 5 points. Your final average will be 91 (A).  $\{96-5=91\}$

A student success plan will be discussed and signed by the student/instructor as behavior patterns are observed 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 maximum action being dismissal from the program without consideration for re-admission.

**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 Katherine Belew, Academic Team Lead Coordinator of Special Populations located in the Student Services. The website to receive more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#) as well as contacting them at this email [specialpopulations@ntcc.edu](mailto:specialpopulations@ntcc.edu) or calling (903)434-8104.

**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.



## *Student Clinical Performance Grading Guide*

Each Clinical Semester will begin with 100 points. Students must maintain 75 points and a satisfactory clinical evaluation to pass and receive credit for clinical.

Point Deductions will occur for each infraction that includes the following, but is not limited to the following defined points or infractions.

<p><b>1-5 points</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Late arrival to clinical site (max 40 minutes)</li> <li><input type="checkbox"/> Uniform code violation</li> <li><input type="checkbox"/> Documentation error or omission</li> <li><input type="checkbox"/> Inappropriate pre-clinical preparation</li> <li><input type="checkbox"/> Failure to turn in objectives/skills list and written work when due</li> <li><input type="checkbox"/> Unacceptable ratings and comments by preceptors</li> <li><input type="checkbox"/> inappropriate post-clinical work</li> <li><input type="checkbox"/> Early departure from clinical area</li> <li><input type="checkbox"/> Inappropriate care</li> <li><input type="checkbox"/> Other</li> </ul> <p><b>5-10 points</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Late arrival to clinical site (greater than 40 minutes)</li> <li><input type="checkbox"/> Failure to turn in pre-clinical written work or written work not appropriate for needs.</li> <li><input type="checkbox"/> Leaving clinical without permission of instructor/preceptor</li> <li><input type="checkbox"/> Failure to communicate with the interdisciplinary team</li> <li><input type="checkbox"/> Medication error (no harm...med error did not leave med room)</li> <li><input type="checkbox"/> Performed learned invasive skills without permission/supervision of instructor /preceptor</li> <li><input type="checkbox"/> Failure to safely and proficiently perform a skill at the expected level.</li> <li><input type="checkbox"/> Breach of confidentiality in written work (first time)</li> <li><input type="checkbox"/> Administered medication prior to passing semester math exam</li> <li><input type="checkbox"/> Unprofessional communication with, staff, peers, others.</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>10-15 points</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Absence without notification</li> <li><input type="checkbox"/> Failure to provide care</li> <li><input type="checkbox"/> Failure to obtain beginning report or to perform exit report</li> <li><input type="checkbox"/> Failure to report changes in status to assigned nurse</li> <li><input type="checkbox"/> Breach of confidentiality in written work (second time)</li> <li><input type="checkbox"/> Other</li> </ul> <p><b>15-20 points</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medication error (actually received medication)</li> <li><input type="checkbox"/> Breach of confidentiality in written work (third time)</li> <li><input type="checkbox"/> Other</li> </ul> <p><b>20-25 points</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performing procedures not yet learned in classroom or lab setting without permission/supervision of instructor</li> <li><input type="checkbox"/> Dishonesty or unprofessional conduct with instructor, staff, preceptors,</li> <li><input type="checkbox"/> Breach of or institutional confidentiality outside of written work</li> <li><input type="checkbox"/> Other</li> </ul> <p><b>IMMEDIATE DISMISSAL</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Malicious act</li> <li><input type="checkbox"/> Criminal act</li> <li><input type="checkbox"/> Profession negligence resulting in harm</li> <li><input type="checkbox"/> Impairment while in clinical setting</li> <li><input type="checkbox"/> Unethical behavior</li> <li><input type="checkbox"/> Accepting gratuity</li> <li><input type="checkbox"/> HIPAA violation and/or breach of confidentiality</li> <li><input type="checkbox"/> Other</li> </ul>
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**Comments:**

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Faculty Signature

Date

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Student Signature

Date