CLARENDON COLLEGE
PROFESSIONAL NURSING PROGRAM
RNSG 1163 Clinical Registered Nursing/Registered Nurse
LVN-to-RN Bridge Program
Summer 2019

Course Name: RNSG 1163 Clinical – Registered Nursing/Registered Nurse
Credit Hours: 1

Classroom Location: As Assigned   **Pampa:** 1601 W. Kentucky, Pampa, 79065
Phone: (806) 665-8801 ext. 137

Instructor: Sherrie Denham, MSN
Office location: Auvenshine Building
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Office Hours: As posted or by appointment

Prerequisites: Admission to the Professional Nursing Bridge Program
Co-requisite(s): RNSG 1301 Pharmacology, RNSG1300 Health Assessment Across the Life Span, &
1163 Clinical – Registered Nursing/Registered Nurse, RNSG 1327 Transition to Professional Nursing

Course Description:

A health-related work-based learning experience that enables the student to apply specialized
occupational theory, skills, and concepts. Content includes health promotion, expanded assessment,
analysis of data, critical thinking skills, and systematic problem solving process, pharmacology,
interdisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills,
and professional values within a legal/ethical framework throughout the life span.

End-of-Course Outcomes: (WECM)
Differentiate between roles of the professional nurse as provider in patient-centered care, patient safety
advocate, member of the health care team and member of the profession and other licensed health care
provider in a variety of health care settings; utilize critical thinking skills and a systematic problem
solving process in planning comprehensive care for diverse patients and their families; demonstrate skills
for basic professional nursing care.

Course Outcomes: (DEC)
The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC
relates to the entry level skills each student will acquire as they relate to the working world and the
competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC)

Member of the Profession

1. Utilizes professional conduct and personal qualities.
2. Accepts responsibility for the quality of nursing care.
3. Discusses the patient's physical, social, and spiritual responses to illness.
4. Identifies value of life-long learning.

5. Recognizes the need for self-assessment to improve own nursing practice.

Provider of Patient–Centered Care

1. Applies general principles of therapeutic communication.
2. Develops rapport and awareness of cultural respect.
3. Develops patience and compassion.
4. Implements safe fundamental nursing care for adult patient(s).
5. Distinguishes normal vs. abnormal function and factors that inhibit normal function.
6. Demonstrates technological skills and focused nursing assessment skills.
7. Demonstrates clinical decision making by integrating critical thinking and the nursing process.

Patient Safety Advocate

1. Provide safe, competent, evidence-based care to multiple patients who have common health problems within the scope of nursing practice.
2. Safely performs therapeutic and preventive procedures and nursing measures including: Safe handling of the patient; safely calculates dosages and administers medications; and reduce patient risk related to medication administration.
3. Explain the rationale for the various pharmacological and treatment modalities utilized in the nursing care of the adult client.
4. Identifies measures for care of patients with Pain; Complementary and Alternative Therapies; Common Health Problems of Older Adults; Cultural Aspects of Health and Illness; and Genetic Concepts.
5. Identifies concepts based on Evidence-Based Practice; Rehabilitation; End-of-Life Care; and Emergency Care and Disaster Preparedness.
6. Identify safe, effective nursing care for individuals with disorders of the Fluid, Electrolyte, and Acid-Base Imbalances; Perioperative Patients; Immune System; Integumentary; Respiratory; and the Cardiovascular Systems.
7. Assists with reconciling patient orders for interventions and treatments.
8. Recognizes and report reactions and untoward effects to medications.
9. Demonstrates the ability to link peer---reviewed, evidence---based practice with clinical findings/applications.
10. Describe the role of nutrition and exercise in the management of common disease process.
11. Compare common etiological factors, clinical manifestations, & nursing management of eating disorders, obesity, and enteral/parenteral nutrition.

Member of the Health Care Team

1. Recognizes the roles and responsibilities of the nurse and other health care professionals.
2. Communicates and documents patient data using technology to support decision making.
3. Collaborate with members of the interdisciplinary team, clients, and families to manage care for medical-surgical patients requiring advanced care.
4. Establish and maintain trusting, interpersonal relationships with patients and families, and interdisciplinary team members, while incorporating caring behaviors.
5. Identify the impact of emerging & re-emerging infections on health care.
6. Describe the role of antibiotic therapy against common disease pathogenic organisms.
7. Discuss ways to decrease the development of resistance to antibiotics.

THECB Core Objectives

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- ➢ **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

- ➢ **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.

- ➢ **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.

- ➢ **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- ➢ **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.

- ➢ **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Teaching Strategies

Lecture, patient case studies (vignettes) focusing on nursing interventions and priority-setting, evaluation of content mastery utilizing the class polling system (i>Clicker).

Requirements & Evaluation Methods

Exams	Percentage
Resume Assignment	25
Change Assignment	25
Competency Skills Check-Off	20
Blood Administration Check Off	10
IV Check Off	20
TOTAL for COURSE GRADE	100

Grading Scale
The following grading scale is utilized for the AND Nursing Program

A	**90-100**
B	**81-89**
C	**78-80**
D	**68-77**
F	**Below 68**

Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Rounding Policy
In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Other course assignments including but not limited to scholarly papers, return demonstrations, and/or quizzes will be considered part of the final course grade *only after* this minimum exam average is attained. Students not attaining a major exam average of 78% or greater will not pass the course. S*tudents must achieve a final overall course grade of 78% to pass any RNSG course in the professional nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the term, actual percentages will be used to determine letter grades:* **_*NOTE: GRADES WILL NOT BE ROUNDED_**. (*Example: A grade of 77.46 to 77.99 will NOT be considered a passing grade*)

1. All grades will be posted by the instructor on the Clarendon College online grade book.

2. Grades **will not** be given out by phone, email, or text.

3. *THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.*

Learning Accommodation

Students with qualified and documented disabilities may request reasonable accommodations which will enable them to participate in and benefit from educational programs and activities. Students requesting accommodation must provide documentation of the disability, complete an application for support services, and participate in an interview with the Dean of Students. The Dean of Students will review the request for accommodation, determine appropriate services, and plan an educational program. *Students with disabilities must also show ability to meet program goals and outcomes to be eligible for the professional nursing program.*

Attendance

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical. Students who miss more than two days in any one course may be dismissed from the program. Students who fail to notify instructor of class or clinical absent, are considered "No Call, No Show". Two "No Call, No Show" write-ups are grounds for dismissal. To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in an unsatisfactory evaluation, and may result in failure of the course. ***Disciplinary action is at the discretion of the instructor and Director of Allied Health.***

Examination/ Delayed Examinations and Use of Resources during Examinations
1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number or by email ***before the examination begins***. It is the

student's responsibility and a requirement to notify the instructor/professor in advance of any absence.

3. All major exams include multiple choice and alternate format questions based on the NCLEX-RN Test Plan;

4. All exams are timed; Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.

5. Assigned seating may be used during any exam;

6. Grades will be available one week following an exam;

7. Make up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.

8. Basic function calculators will be provided for exams with dosage calculation questions;

9. SCANTRON^{TM} forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove Exams from the testing room;

10. The answer recorded on the Scantron^{TM} will be the official answer sheet;

11. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;

12. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and all personal belongings must be left at the back of the classroom;

13. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

14. A student who achieves an exam grade of <u>less than</u> 78% shall schedule an appointment with the faculty member within 3 days from posting of exam grades and will complete a Student Action Report (SAR) to discuss with the faculty.

Standardized Achievement Testing

At various times during the nursing program, students are required to take comprehensive, standardized examinations. These examinations provide students with the interpretive information about their knowledge base for nursing practice. The testing provides information for students'

preparation for the NCLEX-RN examination. These examinations should be taken seriously. The examination scores will be calculated as a portion of the respective course grade in which the examination is given.

Remediation will be performed following administration of the examination. Students are responsible for performing the required remediation. Students may make an appointment with the faculty member to discuss their individual performance on the examinations.

Classroom Courtesy
  a. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
  b. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
  c. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
  d. The student may have only a pencil during the testing period;
  e. After the exam begins there will be absolutely NO talking;
  f. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. ***Do not re-enter the classroom until all students have completed the exam***;
  g. Leave the classroom area – ***DO NOT*** congregate outside the classroom door; remain quiet as to not disrupt the classroom area.
  h. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Audio/Video/Photography/Distribution of Course Materials
All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication
Clarendon College School of Nursing faculty and staff will send official correspondence to a student via e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College e-mail address for all official communication.

Syllabus Disclaimer
Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

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 instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Student Rights and Responsibilities are listed on the College website at:

http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilitiies.pdf

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Clarendon College
Associate Degree Nursing Program

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RNSG: 1327 Transition to Professional Nursing

PROFESSIONAL COVER LETTER, RESUME PREPARATION, & THANK YOU LETTER – GRADING CRITERIA

Student Name: _____

Objectives:
1. To prepare a professional cover letter appropriate to desired position.

2. To prepare a professional resume appropriate to educational preparation, previous work experience, and desired position.
3. To prepare a professional thank you letter for an interview and consideration for the desired position.

Criteria for Evaluation of Assignments

	Available Points	Points Attained
COVER LETTER PREPARATION (5 points per section) Appearance Organization Succinct, concise, relevant information Spelling & grammar Appropriate to desired position	25 Points	
RESUME PREPARATION (10 points per section) Appearance – Use font size 12 Organization Succinct, concise, relevant information (Limited to 2 pages) Spelling & grammar Appropriate to desired position	50 Points	
THANK YOU, LETTER PREPARATION (5 points per section) Appearance Organization Succinct, concise, relevant information Spelling & Grammar Appropriate to desired position	25 Points	
TOTAL	100 Points	

Clarendon College
Associate Degree Nursing Program
Out of Class Assignment – CHANGE

1. Read the book, "**Who Moved My Cheese**" by Spencer Johnson, M. D. This is a fairly well known book about change and how we respond to it. There are several copies that can be checked out (You don't need to buy a copy). It is SHORT!

2. Write a formal paper (Typed only)
   Section I: Identify which characters (of the mice and little people) in the book that you most resemble and why. (1-2 paragraphs)

   Section II: Compare the characters (mice and little people) in the book to common patterns of individual's behavioral responses to change.

   - ❖ **Innovators** – thrive on change, which may be disruptive to the unit stability.
   - ❖ **Early adopters** – are respected by their peers and thus are sought out for advice and information about innovations/changes.
   - ❖ **Early majority** – prefer doing what has been done in the past but eventually will accept new ideas.
   - ❖ **Late majority** – are openly negative and agree to the change only after most others have accepted the change.
   - ❖ **Laggards** – prefer keeping traditions and openly express their resistance to new ideas.

   Section III: Give 3 examples of experiences you have had while a nursing student where change did or did not occur and your identification of the major individual that either needed to change and did or did not change when it was not warranted. You do not have to list names, only situations. Then identify the individual's behavioral response to change (as listed above) and your reasons why you believe that this behavioral response is appropriate for this individual. The situation may come from clinical, classroom, or other experiences you have had.

   Section IV: Now that you know how you react to change, what will you do in your first job as a registered nurse to deal with change and to help your peers adapt to change?

Papers should be double-spaced, typewritten, and grammatically correct.

3. Due date will be posted (late papers won't be accepted).

Point Criteria for Grading the Change Paper are as follows:

Section I	25 Points
Section II	25 Points
Section III	25 Points
Section IV	25 Points
TOTAL	100 Points

WEEK	CLINICAL Skills/Competency	
1 05/28		
2 06/03	Infection Control (Hand Hygiene & PPE equipment)	
2 06/03 3 06/10	Ambulation, Transferring, & ROM Medication Administration (Preparing)	
4 06/17	Medication Administration Opth/Oral	
5 06/24	Medication Administration (IM/SQ)	
6 07/01	Medication Administration (IV)	
7 07/06	NG Insertion, Enteral Feedings CVAD Airway Management & Oxygen Therapy	
7 07/08 8 07/15	CVAD Airway Management & Oxygen Therapy Blood Administration & Chest Tubes Blood Administration & Chest Tubes	
8 07/15 9 07/22	Blood Administration & Chest Tubes Blood Administration & Chest Tubes Surgical Asepsis (watch surgical gloving & surgical field videos only) & Dressings Surgical Asepsis (watch surgical gloving & surgical field videos only) & Dressings	
9 07/22 10 07/29	Surgical Asepsis (watch surgical gloving & surgical field videos only) & Dressings Surgical Asepsis (watch surgical gloving & surgical field videos only) & Dressings Urinary Catheters	
10 07/29, 07/30	Final Competency Check-Off (IV Therapy, IVPB, IVP) *Students may be assigned different days for check-offs	
11 08/05, 08/06	Final Competency Check-Off (Blood Administration, Chest Tubes)	

Skills Rubric			
	Exceeds expectations **3 pts**	**Meets Expectations** **2 pts**	**Below Expectations** **0 pts**

Initial Steps
1. Prepares for patient contact
   PPE/handwashing.
2. Introduces him/herself to the
   patient.
3. Assures patient privacy and
   dignity.
4. Treats lab simulation as "real
   life".
5. Student ID visible.
	Exceeds expectations
	
	Independently performs all
	
	skills fluently and without
	
	difficulty.
		Meets Expectations
		
		Performs skills with assistance of faculty 1 - 2 times during simulation.
			Below Expectations
			
			Performs skills with assistance of faculty 3 - 4 times during simulation.

Identifies patient	Exceeds expectations Uses more than 2 identifiers	Meets Expectations Uses 2 identifiers	Below Expectations Uses less than 2 identifiers
Medication Administration	Exceeds expectations Administers medications in a safe and competent manner, including calculations. Performs 8 rights of medication administrations	Meets Expectations Performs at least 6 of the 8 rights of medication administration. Needs cues from faculty support for calculations and safe administrations of medications.	Below Expectations Not safe in medication administration. Medication knowledge and/or calculations inaccurate. Performs fewer than 6 rights of medication administration.
Documentation	Exceeds expectations Completes medication documentation without cue from faculty support.	Meets Expectations Completes medication documentation with faculty support.	Below Expectations Unable to complete medication documentation.

Skills Rubric			
	Exceeds expectations **3 pts**	**Meets Expectations** **2 pts**	**Below Expectations** **0 pts**

Initial Steps
1. Prepares for patient contact
   PPE/handwashing.
2. Introduces him/herself to
   the patient.
3. Assures patient privacy and
   dignity.
4. Treats lab simulation as "real
   life".
5. Student ID visible
	Exceeds expectations
	
	Independently performs all skills
	
	fluently and without difficulty.
		Meets Expectations
		
		Performs skills with assistance of faculty 1 - 2 times during simulation.
			Below Expectations
			
			Performs skills with assistance of faculty 3 - 4 times during simulation.

Identifies patient	Exceeds expectations Uses more than 2 identifiers	Meets Expectations Uses 2 identifiers	Below Expectations Uses less than 2 identifiers
Skill _____	Exceeds expectations Performs in a safe and competent manner, including maintaining per guidelines* throughout the procedure.	Meets Expectations Performs in a safe and competent manner. Needs cues from faculty support in performance of skill.	Below Expectations Not safe in the performance of the skill. Cannot complete the task without according to guidelines.
*Guidelines are those skills checklists used during skill practice.			